

Creative Industries

at The Creative School

| Course Number | Course Title | Semester | Year |
|--|---|-----------------|-------------------------------|
| CRI 520 | Design Management | Fall | 2021 |
| Section | Day of Week | Time | Classroom |
| n/a | Tuesday | 6:30pm - 9:30pm | TRS1 - 067 |
| Instructors | Ryerson Email | Phone | Office & Office Hours |
| Luis Angarita Luke Broide | luis.angarita@ryerson.ca l2brodie@ryerson.ca | Email Preferred | After class or by appointment |
| GA/TA | GA/TA Email | GA/GA Phone | Office Hours |
| To be confirmed | To be confirmed | To be confirmed | To be confirmed |
| <i>Only Ryerson emails are to be used for communication between faculty, staff, and students. All news (announcements) posted on class D2L.</i> | | | |

Course Description

This course is an introduction to the business of design. It explores the link between design and the managing of design business activities. It outlines the function of the design manager as the orchestrator of other professionals including designers, technologists, administrators, and marketers. Topics include an overview of the differences between approach of vision regarding the subject, how design thinking process and human centred design are at the core of design management, and the different tools and methodologies used to manage design. We will review these from both an agency and a corporate perspective.

Course Details

This course is intended to prepare students for careers that are informed by design management and design thinking, which bridge the role of design with other industries and disciplines in fields both within and beyond the creative industries. Students will gain an understanding of the power of design and the role it has in the world. The course is divided into 3 modules: 1) Defining design management 2) Design thinking, 3) Design management implementation

This course counts towards the Minor in Communication Design. For more information, see https://www.ryerson.ca/calendar/2020-2021/minors/communication_design_minor/

Teaching Methods

The class will be delivered on-campus in a synchronous manner and will utilize a range of technologies to best meet the needs of students and their diverse learning styles.

Primarily, live lectures will be held for the first 1 to 1.5 hours of our formal class time. Students are encouraged to attend in-person if able, while abiding by the university's health guidelines. The instructors will continue to monitor and follow health guidelines and may need to adjust delivery format to remain in compliance. Each class will include interactive components and participation will be graded.

Formal student group meetings and interactive components will take place either in-person or on Zoom. Individual student meetings will take place either in-person or on Google Meet (subject to change).

Plagiarism Detection and Virtual Proctoring

Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Required Readings, Resources & Materials

Required readings:

Week 1

- ❑ McCue, M. & St. Louis, K. (2016). *The Future of Design (and how to prepare for it)*. 99U. <https://99u.adobe.com/articles/54058/the-future-of-design-and-how-to-prepare-for-it>
- ❑ Design Management Institute. "Design Management Definition". Design Management Institute. 24, 2010.
- ❑ Best, Kathryn. *Design management: managing design strategy, process and implementation*. AVA publishing, 2006. pp 12-17
<https://books.google.ca/books?hl=en&lr=&id=Hm5Tn1EjUWAC&oi=fnd&pg=PP2&dq=design+management&ots=DdYXx4AXr4&sig=JgV1648XIHBMfqUq7jE5nAiEnXM#v=onepage&q=design%20management&f=false>

Week 2

- ❑ Best, Kathryn. *Design management: managing design strategy, process, and implementation*. AVA publishing, 2006. pp 18 -25
<https://books.google.ca/books?hl=en&lr=&id=Hm5Tn1EjUWAC&oi=fnd&pg=PP2&dq=design+management&ots=DdYXx4AXr4&sig=JgV1648XIHBMfqUq7jE5nAiEnXM#v=onepage&q=design%20management&f=false>
- ❑ McKinsey's Business Value of Design.
<https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design>
- ❑ Our approach to innovation is dead wrong | Diana Kander | TEDxKC
<https://www.youtube.com/watch?v=pii8tTx1UYM>
- ❑ How to manage for collective creativity | | Linda Hill | TED Talk
https://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity?language=en

Week 3

- ❑ IDEO. *The field guide to human-centred design*. pp. 1-28.
<http://www.designkit.org/resources/1>
- ❑ Brown, T. (2019). Tim Brown: Designers - Think Big! Retrieved from:
https://www.ted.com/talks/tim_brown_urges_designers_to_think_big
- ❑ Jen, N. (2017). Natasha Jen: Design Thinking is Bullsh*t. Retrieved from:
<https://99u.adobe.com/videos/55967/natasha-jen-design-thinking-is-bullshit>

Week 4

- ❑ DIVING DEEP INTO CORPORATE INNOVATION
https://danskdesigncenter.dk/sites/default/files/pdf/report_-_diving_deep_into_corporate_innovation.pdf
- ❑ Council, Design. "Eleven lessons: Managing design in eleven global companies-desk research report." Design Council (2007).
https://www.designcouncil.org.uk/sites/default/files/asset/document/ElevenLessons_DeskResearchReport_0.pdf

Week 5

- ❑ Design perspectives: design skills .Design Council
<https://www.designcouncil.org.uk/sites/default/files/asset/document/Design%20Perspectives-%20Design%20Skills.pdf>
- ❑ Whicher, A. , Raulik-Murphy, G. and Cawood, G. (2011). *Evaluating Design: Understanding the Return on Investment*. Design Management Review, 22: 44-52.
https://www.academia.edu/6710615/Evaluating_Design_Understanding_the_Return_on_Investment

- ❑ David Kelley: Human-centered design | TED Talk
https://www.ted.com/talks/david_kelley_human_centered_design?language=en

Week 6

- ❑ IDEO. *The field guide to human-centred design*. pp. 29-69.
<http://www.designkit.org/resources/1>
- ❑ Warren, Charles. (2011). *The origins of the How might we...* From:
<https://vimeo.com/21316624>

Week 7

- ❑ IDEO. *The field guide to human-centred design*. pp. 75-127.
<http://www.designkit.org/resources/1>
- ❑ Boyle, Brendan. (2017). *How to brainstorm better*. From:
<https://www.youtube.com/watch?v=W4rfqKYd6o4>
- ❑ IDEO. (2021). *Brainstorming Rules*. From:
<https://www.youtube.com/watch?v=akAR99zpxo0>

Week 8

- ❑ IDEO. *The field guide to human-centred design*. pp. 133-157.
<http://www.designkit.org/resources/1>
- ❑ Harrington, Daniel. (2015). *Design thinking 2 rapid prototypes*. From:
<https://www.youtube.com/watch?v=Vpd7uov5UM0>

Week 9

- ❑ Please advance in next week's readings

Week 10

- ❑ Auerswald, P. E., and L. M. Branscomb. (2003). *Valleys of Death and Darwinian seas*. Journal of technology transfer.
<https://link.springer.com/article/10.1023/A:1024980525678>
- ❑ Griffin, A., R. L. Price, and B. A. Vojak. "Serial innovators: How individuals create and deliver breakthrough innovations in mature firms, Palo Alto." (2012).
https://www.researchgate.net/publication/262890244_Serial_Innovators_How_Individuals_Create_and_Deliver_Breakthrough_Innovations_in_Mature_Firms
- ❑ Jolly, Mark, Anthony C. Fletcher, and Philip E. Bourne. "Ten simple rules to protect your intellectual property." *PLoS computational biology* 8, no. 11 (2012): e1002766.
<https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1002766>
- ❑ Mostert, Frederick. *From Edison to iPod: Protect your ideas and make money*. Penguin, 2007.
https://books.google.ca/books?hl=en&lr=&id=IKcgwT7Zp_AC&oi=fnd&pg=PA7&dq=From+Edison+to+iPod:+Protect+your+ideas+and+make+money&ots=up06lpOEh4&sig=R-8YXzozjhNqo8Lgdy8XpWo2Qqao&edir_esc=y#v=onepage&q=From%20Edison%20to%20iPod%3A%20Protect%20your%20ideas%20and%20make%20money&f=false
- ❑ Bushee, Brian. "Identifying and attracting the "right" investors: Evidence on the behavior of institutional investors." *Journal of Applied Corporate Finance* 16, no. 4 (2004): 28-35.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-6622.2004.00005.x>
- ❑ Loewen, Jacqueline B. *Money magnet: How to attract investors to your business*. John Wiley and Sons, 2010.
https://books.google.ca/books?hl=en&lr=&id=nS36LRhkbFYC&oi=fnd&pg=PT16&dq=Money+Magnet:+How+to+Attract+Investors+to+Your+Business&ots=9pZ87b2OQX&sig=ziGqtWzCceO99HifpEKwYXUI4qI&redir_esc=y#v=onepage&q=Money%20Magnet%3A%20How%20to%20Attract%20Investors%20to%20Your%20Business&f=false

- ❑ Kuester, Sabine, Elisa Konya-Baumbach, and Monika C. Schuhmacher. "Get the show on the road: Go-to-market strategies for e-innovations of start-ups." *Journal of Business Research* 83 (2018): 65-81. <https://www.sciencedirect.com/science/article/abs/pii/S0148296317303557>

Required resources and materials:




In the case we are instructed by the university to move to online learning, here are some considerations:






Students should have access to internet and a computer to engage in the course and access course content. A webcam, microphone, and headphones will be useful in participating in the class and its assignments, and to facilitate optimal group work with peers.

The University has issued a minimum technology requirement for remote learning. Details can be found at: <https://www.ryerson.ca/covid-19/students/minimum-technology-requirements-remote-learning/>

Weekly Schedule (Subject to change)





WEEK ONE *September 7, 2021*

|  | TOPICS | INTRODUCTION: What is Design Management? |
|---|----------|---|
|  | DISCUSS | <ul style="list-style-type: none"> ● Instructor intros ● Student intros ● Review course outline ● Expectations ● What is design management for Luis & Luke (two different perspectives) ● Discussion: What is design management for you? |
|  | READINGS | <ul style="list-style-type: none"> ❑ McCue, M. & St. Louis, K. (2016). <i>The Future of Design (and how to prepare for it)</i>. 99U. https://99u.adobe.com/articles/54058/the-future-of-design-and-how-to-prepare-for-it ❑ Design Management Institute. "Design Management Definition". Design Management Institute. 24, 2010. ❑ Best, Kathryn. <i>Design management: managing design strategy, process and implementation</i>. AVA publishing, 2006. Pp 12-17 https://books.google.ca/books?hl=en&lr=&id=Hm5Tn1EjUWA C&oi=fnd&pg=PP2&dq=design+management&ots=DdYXx4AXr4&sig=JgV1648XIHBMfqUq7jE5nAiEnXM#v=onepage&q=design%20management&f=false |

| | | |
|---|-----------|---|
|  | TOPICS | <p>DESIGN, STRATEGY & INNOVATION: The core values behind any design management approach</p> <p>An overview of the key aspects behind a design manager mindset, value/numbers, strategy and Vision, and how the discipline has evolved to these days</p> <ul style="list-style-type: none"> ○ Creativity vs innovation: creative industries vs innovative industries ○ The 4 values: the basic indicators of any process looking for innovation through design management ○ Strategy & design: strategic design as an approach to design management ○ Corporate visions & design management through History of design and design management (Braun Olivetti, Alessi, Human-centered design & design thinking) |
|  | WORKSHOP | Defining your vision and the KPI to measure your design management progress |
|  | DISCUSS | Discussion: How to measure design management ? Innovation value & numbers in design management — if you can't measure, you can't manage (Peter Drucker) |
|  | READINGS | <ul style="list-style-type: none"> ❑ Best, Kathryn. <i>Design management: managing design strategy, process, and implementation</i>. AVA publishing, 2006. pp 18 -25 https://books.google.ca/books?hl=en&lr=&id=Hm5Tn1EjUWA&oi=fnd&pg=PP2&dq=design+management&ots=DdYXx4AXr4&sig=JgV1648XIHBmfqUq7jE5nAiEnXM#v=onepage&q=design%20management&f=false ❑ McKinsey's Business Value of Design. https://www.mckinsey.com/business-functions/mckinsey-design/our-insights/the-business-value-of-design |
|  | SCREENING | <ul style="list-style-type: none"> ❑ Our approach to innovation is dead wrong Diana Kander TEDxKC https://www.youtube.com/watch?v=pii8tTx1UYM ❑ How to manage for collective creativity Linda Hill TED Talk https://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity?language=en |





WEEK THREE


September 21, 2021

| | | |
|---|-----------|--|
|  | TOPICS | USING DESIGN THINKING: Facilitating the Design Process |
|  | DISCUSS | <p>Defining Design Thinking</p> <ul style="list-style-type: none"> • Where it came from • What it is • What it isn't • When is it useful • When we should choose other methods |
|  | READINGS | <ul style="list-style-type: none"> ❑ IDEO. <i>The field guide to human-centred design</i>. pp. 1-28. http://www.designkit.org/resources/1 |
|  | SCREENING | <ul style="list-style-type: none"> ❑ Brown, T. (2019). Tim Brown: Designers - Think Big! Retrieved from: https://www.ted.com/talks/tim_brown_urges_designers_to_think_big ❑ Jen, N. (2017). Natasha Jen: Design Thinking is Bullsh*t. Retrieved from: https://99u.adobe.com/videos/55967/natasha-jen-design-thinking-is-bullshit |






WEEK FOUR

September 28, 2021

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|---|-----------|---|
|  | TOPICS | <p>PERSPECTIVES OF DESIGN MANAGEMENT: a live discussion with the experts</p> <ul style="list-style-type: none"> ○ Design studios vs corporate innovation Our agency as designers, and the power of our designs Organizational / individual ○ Decisions / ethics / wicked problems |
|  | DISCUSS | <p>Panel discussion with student interaction:</p> <ul style="list-style-type: none"> • Discussion : Design management? Or management of design? • Design as a corporate strategy, or design as a part of the strategy? • How do you manage your team, what's your method? • Other questions |
|  | READINGS | <ul style="list-style-type: none"> ❑ DIVING DEEP INTO CORPORATE INNOVATION https://danskdesigncenter.dk/sites/default/files/pdf/report_-_diving_deep_into_corporate_innovation.pdf ❑ Council, Design. "Eleven lessons: Managing design in eleven global companies-desk research report." Design Council (2007). https://www.designcouncil.org.uk/sites/default/files/asset/document/ElevenLessons_DeskResearchReport_0.pdf |
|  | SCREENING | <ul style="list-style-type: none"> ❑ Simon Sinek: How great leaders inspire action TED Talk https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en |





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|  | DUE | Individual Assignment - Critical Essay of DT 15% |
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WEEK FIVE *October 5, 2021*

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|  | TOPICS | THE ROLES: Types, models and roles in design management <ul style="list-style-type: none"> • The Danish Design Ladder • Types and areas in design management • Roles in design management • The 10 key competences of a design manager and What new competencies do DESIGNERS need to succeed in a pre-/ post-pandemic design business environment? |
|  | DISCUSS | What core competencies does a good design manager need to have, and why? |
|  | READINGS | <ul style="list-style-type: none"> ❑ Design perspectives: design skills .Design Council https://www.designcouncil.org.uk/sites/default/files/asset/document/Design%20Perspectives-%20Design%20Skills.pdf ❑ Whicher, A. , Raulik-Murphy, G. and Cawood, G. (2011). <i>Evaluating Design: Understanding the Return on Investment</i>. Design Management Review, 22: 44-52. https://www.academia.edu/6710615/Evaluating_Design_Understanding_the_Return_on_Investment |
|  | SCREENING | <ul style="list-style-type: none"> ❑ David Kelley: Human-centered design TED Talk https://www.ted.com/talks/david_kelley_human_centered_design?language=en |
|  | DUE | Quiz 1 - Design Management (5%) |







Study Week — No classes, October 9–15

WEEK SIX *October 19, 2021*






| | | |
|---|----------|--|
|  | TOPICS | DESIGN THINKING - INSPIRATION PHASE Understanding Client / User Needs |
|  | WORKSHOP | Writing “How might we...” questions |
|  | DISCUSS | <ul style="list-style-type: none"> • Design challenges • Extreme users • Analogous users • Interview questions |
|  | READINGS | <ul style="list-style-type: none"> ❑ IDEO. <i>The field guide to human-centred design</i>. pp. 29-69. http://www.designkit.org/resources/1 |

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|---|-----------|--|
|  | SCREENING | <ul style="list-style-type: none"> ❑ Warren, Charles. (2011). <i>The origins of the How might we...</i> From: https://vimeo.com/21316624 |
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WEEK SEVEN *October 26, 2021*






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|---|-----------|---|
|  | TOPICS | DESIGN THINKING - IDEATE PHASE |
|  | WORKSHOP | Group brainstorm |
|  | DISCUSS | <ul style="list-style-type: none"> ● Observations to insights ● Insights to opportunities ● Ideation methods ● Brainstorm rules |
|  | READINGS | <ul style="list-style-type: none"> ❑ IDEO. <i>The field guide to human-centred design</i>. pp. 75-127. http://www.designkit.org/resources/1 |
|  | SCREENING | <ul style="list-style-type: none"> ❑ Boyle, Brendan. (2017). <i>How to brainstorm better</i>. From: https://www.youtube.com/watch?v=W4rfqKYd6o4 ❑ IDEO. (2021). <i>Brainstorming Rules</i>. From: https://www.youtube.com/watch?v=akAR99zpxo0 |
|  | DUE | Group Assignment — Written Report (10%) |

WEEK EIGHT *November 2, 2021*




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|---|-----------|--|
|  | TOPICS | DESIGN THINKING — IMPLEMENT PHASE |
|  | WORKSHOP | Learning to prototype products, services and experiences |
|  | DISCUSS | <ul style="list-style-type: none"> ● Idea selection ● Prototyping ● Early experiments |
|  | READINGS | <ul style="list-style-type: none"> ❑ IDEO. <i>The field guide to human-centred design</i>. Pp. 133-157. http://www.designkit.org/resources/1 |
|  | SCREENING | <ul style="list-style-type: none"> ❑ Harrington, Daniel. (2015). <i>Design thinking 2 rapid prototypes</i>. From: https://www.youtube.com/watch?v=Vpd7uov5UM0 |


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|  | DUE | Quiz 2 — Design Thinking (5%) |
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WEEK NINE *November 9, 2021*





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|  | TOPICS | DESIGN MANAGEMENT TOOLS & TECHNIQUES: What tools do designers need to manage ideas and produce results? <ul style="list-style-type: none"> ● Market understanding ● User understanding & involvement ● Product definition ● Concept design & Prototyping ● Design for production ● Project generation ● Process & project management ● Organization ● Others |
|  | WORKSHOP | <p>To be led by students</p> <p>Each student will explain one of the tools based on the research made by the University of Cambridge/ IDEO / the danish design centre among others to the group, and together they will agree which one is the most useful in order to share this results and the cards with the rest of the class</p> |
|  | DISCUSS | What are the best tools design managers need to produce results? |
|  | READINGS | <input type="checkbox"/> Please advance in next week's readings |
|  | DUE | Individual Assignment — Method card (15%) |





WEEK TEN *November 16, 2021*

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|---|----------|--|
|  | TOPICS | BEYOND DESIGN THINKING: Whether you are a design studio, a corporate office, or a freelancer, how to go from prototype to reality |
|  | DISCUSS | What are the best tools design managers need to produce results? |
|  | READINGS | <input type="checkbox"/> Auerswald, P. E., and L. M. Branscomb. (2003). <i>Valleys of Death and Darwinian seas</i> . Journal of technology transfer. https://link.springer.com/article/10.1023/A:1024980525678 <input type="checkbox"/> Griffin, A., R. L. Price, and B. A. Vojak. "Serial innovators: How individuals create and deliver breakthrough innovations in mature firms, Palo Alto." (2012). |

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|---|-----|--|
| | | <p>https://www.researchgate.net/publication/262890244_Serial_Innovators_How_Individuals_Create_and_Deliver_Breakthrough_Innovations_in_Mature_Firms</p> <ul style="list-style-type: none"> ❑ Jolly, Mark, Anthony C. Fletcher, and Philip E. Bourne. "Ten simple rules to protect your intellectual property." <i>PLoS computational biology</i> 8, no. 11 (2012): e1002766. https://journals.plos.org/ploscompbiol/article?id=10.1371/journal.pcbi.1002766 ❑ Mostert, Frederick. <i>From Edison to iPod: Protect your ideas and make money</i>. Penguin, 2007. https://books.google.ca/books?hl=en&lr=&id=IKcgwT7Zp_AC&oi=fnd&pg=PA7&dq=From+Edison+to+iPod:+Protect+your+ideas+and+make+money&ots=up06lpOEh4&sig=R-8YXzoihNqo8Lgdy8XpWo2Qqao&redir_esc=y#v=onepage&q=From%20Edison%20to%20iPod%3A%20Protect%20your%20ideas%20and%20make%20money&f=false ❑ Bushee, Brian. "Identifying and attracting the "right" investors: Evidence on the behavior of institutional investors." <i>Journal of Applied Corporate Finance</i> 16, no. 4 (2004): 28-35. https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-6622.2004.00005.x ❑ Loewen, Jacqueline B. <i>Money magnet: How to attract investors to your business</i>. John Wiley and Sons, 2010. https://books.google.ca/books?hl=en&lr=&id=nS36LRhkbFYC&oi=fnd&pg=PT16&dq=Money+Magnet:+How+to+Attract+Investors+to+Your+Business&ots=9pZ87b2OOX&sig=ziGqtWzCcEO99HifpEKwYXUl4ql&redir_esc=y#v=onepage&q=Money%20Magnet%3A%20How%20to%20Attract%20Investors%20to%20Your%20Business&f=false ❑ Kuester, Sabine, Elisa Konya-Baumbach, and Monika C. Schuhmacher. "Get the show on the road: Go-to-market strategies for e-innovations of start-ups." <i>Journal of Business Research</i> 83 (2018): 65-81. https://www.sciencedirect.com/science/article/abs/pii/S0148296317303557 |
|  | DUE | Quiz 3 — Implementation (5%) |

WEEK ELEVEN, *November 23, 2021*

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|---|----------|---|
|  | TOPICS | GROUP PRESENTATIONS |
|  | WORKSHOP | To be led by student groups - Presentation order will be randomly assigned |
|  | READINGS | ❑ Groups to share any required pre-reads at least one week in advance. Maximum three pages per group. |
|  | DUE | ALL GROUPS = Final Group Report (15%) & Presentations (5%) = Book Chapter + Video |

| | | |
|---|----------|--|
|  | TOPICS | GROUP PRESENTATIONS |
|  | WORKSHOP | To be led by student groups - Presentation order will be randomly assigned |
|  | READINGS | <input type="checkbox"/> Groups to share any required pre-reads at least one week in advance. Maximum three pages per group. |
|  | DUE | Individual Essay - Final Essay (15%) |

| | |
|---------------------------|--|
| Final Exam / Essay | <i>The group written projects and presentations will be considered the final evaluation.</i> |
|---------------------------|--|

Assignments, Evaluation, Marking

| Assignment | Brief Description | Due Date | % of Final Grade |
|--------------------|-------------------------------------|-----------------------------|------------------|
| | | Start of class unless noted | |
| #1 Quizzes | Quiz 1: What is Design Management? | Week 2 | 5% |
| | Quiz 2: Design Thinking | Week 5 | 5% |
| | Quiz 3: Implementation | Week 10 | 5% |
| #2 Individual Work | Critical Essay | Week 4 | 15% |
| | Method Card | Week 9 | 15% |
| | Final Essay | Week 12 | 15% |
| #3 Group Project | Written Progress Report | Week 8 | 10% |
| | Final Group Report + Optional Video | Weeks 11 | 15% |
| | In-class Presentation | Weeks 11 & 12 | 5% |
| #4 Participation | Engagement in class discussion | Throughout | 10% |

Description of Assignments

Please note that additional details / information on assignments may be posted on the Course D2L. Different sections may assign students for team projects in different ways. Professors reserve the right to (re)assign students to balance numbers and skills.

❑ Quizzes (15%)

- Quizzes will occur after each of three course modules (worth 5% each) and will be based on the readings and assigned videos. The goal of these quizzes is to reinforce pertinent knowledge that will be of value to students as they undertake their larger course projects and other design-related opportunities.
- This assignment will be assessed on the following dimensions:
 1. Correct responses to multiple choice questions

❑ Critical Essay — Individual (15%)

- This individual assignment will allow students to critically reflect on the methodology of design thinking and form an early point-of-view on if, when, and how it can be useful. This assignment should be a maximum of three pages, double-spaced, plus references.
- This assignment will be assessed on the following dimensions:

1. Completion
2. A demonstration of an understanding of design thinking
3. An informed critical opinion supported by three to five points from research
4. Correct APA formatting throughout

❑ **Written Progress Report (10%) interview- PERSPECTIVES OF DESIGN MANAGEMENT**

- This group assignment will evaluate the progress towards being ready to interview a design leader.
- This group assignment also allows students to hone-in on a design manager that interests them personally and assess their group's research progress towards the final assignment. Students will answer a series of questions through an interview with a chosen design leader, defining the business persona of the subject and begin to express the subject's philosophy.
- This assignment will be assessed on the following dimensions:
 1. Proper justification of the design manager's background and impact of design on their organization
 2. Impact and relevance of the design manager selected and the case study (seniority)
 3. Advancement of the interview process
 4. Properly formatted questions

❑ **Method Card - Individual (15%)**

- Each student will be responsible for choosing one design management method/tool and presenting it succinctly in card format. Only one student can choose each method from the sign-up list to be provided digitally. The method must be defined and three use-cases must be provided. Students should also list the roles and industries most likely to engage in this method and one known output of having used this method. An APA references list should accompany the card.
- This assignment will be assessed on the following dimensions:
 1. Unique method selected
 2. Adherence to card format
 3. Completeness of information
 4. Examples provided
 5. Original thought

❑ **Final Essay - Individual (15%)**

- This individual assignment allows students to hone in on a path in design management that interests them personally. The outcome of this project is a reflection that illustrates how the student understands design management and leadership related to a business, project, social issue, etc.
- The reflection will also identify student interests in relation to design. It asks what parts of the learning content throughout the course were most interesting for them, whether they dream of tackling design in for-profit, not-for-profit or social ventures (or a combination of those).
- Students should string together their knowledge of design management to build a hypothetical and ideal trajectory for a design manager to pursue work in their chosen field. This assignment should be a maximum of three pages, double-spaced, plus references.
- This assignment will be assessed on the following dimensions:
 1. Completion
 2. A compelling narrative that illustrates the student's proposed path and demonstrates a high level of reflexivity

3. Research is included on design leaders and leading firms within the chosen design discipline(s) and is sourced correctly with APA formatting
4. The use of assigned reading materials as references
5. The introduction of new reading material as references

❑ **FINAL GROUP PROJECT**

We would like to promulgate the results obtained through the research carried out by the students with the different design leaders and cases they chose.

This research will be rendered in two ways:

Through the creation of an academic study, book/paper to share the knowledge, process, and goals obtained in this class, as well as to contribute to future courses and generations in the development of a design management culture.

Who are looking to be exposed to successful design managers and their case studies and the stories behind them

And the second one is through a presentation of their findings and conclusions of the contents provided in this book. This will be an in-class oral presentation, described below.

❑ **Final Group Report - Book Chapter (15%)**

Each group of students will develop a chapter whose title will be related to the design leader / manager selected throughout the process and the learnings garnered about their organization..

This chapter must be written with scientific rigour, with sources and annotations duly used in APA format and illustrated with images of the manager's design style, process, and data.

- This group assignment allows students to present the results of their research to be showcased on the book prepared for the class each year
- Students are encouraged to present an edited video interview along with their written chapter that could be connected with the book and distributed together. (Optional)
- On this final assignment, students will answer the following questions through a synchronous interview with a chosen design leader, understanding the business persona and identifying points in common.

The group will look for an answer to some of the following questions:

- a. How did you become a design manager / How does one become a design manager?
- b. How do you define design management?
- c. What stages of the design management process are you in charge of, and how do you execute them?
- d. What are the best and worst aspects of design management?
- e. How do you measure success in your design management practice?
- f. What core competencies does a good design manager need, and why?
- g. What model of design thinking do you use?
- h. How do you help your teams find inspiration?
- i. What are some ideation techniques you encourage your teams to use?
- j. How do you manage the solution implementation?
- k. What is the best tool / method for design managers?

This assignment will be assessed on the following dimensions:

1. Adherence to the assignment guidelines
2. Completeness
3. Critical thought/process/work evidenced in the project submissions
4. Complete description of the chapter

5. References

❑ **In-class Presentation (5%)**

The presentation of the projects will consist of building 20 slides in PechaKucha format (20 seconds per slide on automatic rotation). The students will present the findings obtained during their research on designers, cases, profiles, and stories.

Pecha Kucha:

After teams have completed their project, they will undertake the design management conclusion of the book chapter through the lens of their chosen case of study. As a group, students will present their final design findings and conclusion through a Pecha Kucha that presents the research project holistically to the class, covering the design cases chosen through to the interview process and findings

This assignment will be assessed on the following dimensions:

- Following the parameters of a successful Pecha Kucha (refer to assignment brief for details)
- Participation of the entire group in the Pecha Kucha (refer to assignment brief for details)
- A well-designed visual presentation and narrative
- Evidence of how the design process was employed
- A compelling “pitch” of the group’s solution - can be a product, service, experience, etc.

❑ **Participation (10%)**

- Classes will be participative in nature and in addition to weekly lectures, students will engage in full-group discussions, project-group discussions, discussions with guest-speakers, and facilitated activities.
- Participation will be assessed on the following basis:
 1. Class attendance
 2. Participation in class discussions

❑ **Extra Credit - Optional - (5%)**

The book will also have an instructional chapter developed by the course instructors on design management.

The conclusions of the book will be elaborated together between instructors and students, taking into consideration the findings evidenced throughout the process.

Additionally, a group of students will be in charge of the layout and fine-tuning of the book's contents for its correct publication and design, from the creation of the cover to the editorial strategy of the book.

Another group of students will manage the dissemination strategy of the book's results in different media such as social networks and the book's launch.

The third group of students will be in charge of obtaining sponsors or investments to reproduce the work.

Another group must be in charge of the editorial style, proofreading and verification of sources.

Another group will manage the distribution of the book on platforms such as Google or Amazon books.

With this collective project, we hope all students will apply the design management skills learned through the course and capitalize on either a real or hypothetical launch into the market.

For the arrangements of the book's management process, the final mark will be 5%, and the evaluation will be carried out by the students themselves to their peers.

This assignment will be assessed on the following dimensions:

- Adherence to the required paper template and correct APA formatting
- The use of assigned reading materials as references
- The introduction of new reading material as references
- Depth of creativity and critical thinking evidenced

Handing in Papers

Late Policy

Other Relevant Information

- Academic Consideration (e.g., extended assignment deadlines, make-up assessments) may be requested on the basis of Extenuating Circumstances (such as health or compassion), and must be supported by a properly completed documentation such as a Ryerson University PDF file Student Health Certificate.

Note: Part of the Ryerson University Student Health Certificate must be completed by a Regulated Health Professional (RHP).

The instructor and/or the Teaching Department reserve the right to verify the authenticity of any health certificates submitted.

Requests for Academic Consideration must be submitted to the teaching department for verification via the on-line ACR system within 72 hours of the missed deadline.

<https://www.ryerson.ca/senate/course-outline-policies/academic-consideration-health-policy-134-152/>

- Religious or cultural observations accommodations must be requested by the end of the second week of the term. <https://www.ryerson.ca/humanrights/religious-cultural-observances/>
- We expect that all communications by e-mail and in person between students, their colleagues, and instructors will be civil and professional as per *Senate Policy #61*.
- Grades are posted on the D2L. Not all materials submitted for marking will be returned, so make extra copies for your records.
- Assignments submitted late, without extension, will result in a penalty of (5% deducted per day, 10% for a weekend). Do not wait until the last moment to submit your paper. Allow for technical glitches. Missed presentations without permission will result in a 0;

- Check with your individual professor to see if they require hard copies or not of the assignments.
- Students are required to retain a copy of all work undertaken as well as *all rough materials, references, sources, and notes* until the marked original has been returned.
- The professors reserve the right to modify the syllabus and assignments as required over the course of the term, but any changes to the course assignments, due dates, and/or grading scheme will be discussed with the class prior to being implemented.
- On occasion, guest speakers may attend our class. Students should refrain from contacting these guests after the class, unless invited to do so.
- The unauthorized use of intellectual property of others, including your professors', for distribution, sale, or profit is expressly prohibited, in accordance with Policy 60 (Sections 2.8, 2.10). Intellectual property in this context includes, but is not limited to: slides, lecture notes, presentation materials used in and out of class, lab manuals, course packs, and exams.
- **Students are expected to show respect for their fellow students:**
 - Arrive on time (before 10 minutes after start-time). Be ready to start.
 - Do not indulge in side conversations in class. Disruptive students will be asked to leave. We reserve the right to adjust a student's overall mark if they interfere with their colleagues' learning.
 - **NO** eating in class. Coffee or water are fine.

Technology Statement

At the discretion of the instructor, computers, tablets, and other electronic devices are allowed in class to take notes, annotate lecture slides, and do quick internet searches of relevant materials only. All devices should be on silent/mute. Computers and tablets should not be used to email or message during class. Phones are not to be used, including for texting and messaging. Students on Facebook or YouTube, watching the hockey game or texting distract not only themselves but also their colleagues. Any student who gratuitously "multitasks" will not be allowed to use electronic devices in the classroom.

No electronic recording of any segment of lectures / sessions without the express prior agreement of the instructor.

It is expected that assistive technologies as detailed in Ryerson Senate Policy 159 (Academic Accommodation of Students) are to be used in keeping with this technology statement.

This course is conducted in accordance with all relevant University academic policies and procedures, and students are expected to familiarize themselves with them and adhere to them. Students should refer online to for specific information with respect to the following policies:

- [Policy #60](#): Academic Integrity
- [Policy #61](#): Student Code of Non-Academic Conduct
- [Policy #134](#): Academic Consideration and Appeals
- [Policy #135](#): Final Examinations
- [Policy #157](#): Ryerson's E-mail Accounts for Official Communication
- [Policy #159](#): Academic Accommodation of Students with Disabilities
- [Policy #166](#): Course Management

Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- [Student Learning Support](#) offers group-based and individual help with writing, math, study skills, and transition support, as well as [resources and checklists to support students as online learners](#).
- [Ryerson COVID-19 Information and Updates for Students](#) summarizes the variety of resources available to students during the pandemic.
- Familiarize yourself with the tools you will need to use for remote learning. The [Continuity of Learning Guide](#) for students includes guides to completing quizzes or exams in D2L or Respondus, using D2L Brightspace, joining online meetings or lectures, and collaborating with the Google Suite.

For more information on CI Academic Policies & Procedures and links to resources, please see: <https://www.ryerson.ca/creativeindustries/academic-advising/>

Course Objectives

| Introduction (I) Reinforcement (R) Proficiency (P) | By the end of this course, students will be able to: | And in doing so will fulfill the following program learning outcome (at least in part): |
|--|---|---|
| <p>R</p> <p>R</p> <p>I & R</p> <p>I</p> | <p>Situate the role of the design manager and demonstrate how this role operates within dynamic business, organizational and/or institutional settings of top firms in various design fields [1(a,b)R]</p> <p>Critique the effectiveness of design management within and beyond design firms and evaluate the contribution that it has had on creativity and innovation through case studies, discussions, reflections and projects [1(a)R, 3(c)R, 7(b,c,d)R]</p> <p>Understand opportunities for design management/intervention in various contexts and construct solutions through effective design management [1(a,b)R, 3(c)I, 8(a,b,c)I]</p> <p>Defend design's contribution to society and business, by arguing the benefits of design frameworks, methods and applications in diverse contexts [1(a,b)I, 2(a,b)I, 4(b,c)I, 8(c)I]</p> | <p>Contribute productively to the Creative Industries</p> <p>LO 1a- critically analyze and synthesize knowledge of the cultural, economic, legal, political, and technological environments in which the Creative Industries function;</p> <p>LO 1b- recommend how Creative Industries as sectors or as individual enterprises should best manage interactions with cultural, economic, legal, governmental and technical spheres and work confidently with industry, government and community organizations in the Canadian and international contexts;</p> |

| | | |
|-------------------------|---|--|
| I R I | Understand and use design tools to manage client relationships, projects, teams and contracts [2(a,b)I, 3(a,c)I, 4(a,b,c)I, 6(a,b,d)I] | Demonstrate an entrepreneurial capacity |
| | Reflect on personal and professional goals and develop a critic posture regarding their personal goals within design management contexts [2(a)R, 8(a,b,c)R] | LO 2a- engage in independent learning |
| | Defend design's contribution to society and business, by arguing the benefits of design frameworks, methods and applications in diverse contexts [1(a,b)I, 2(a,b)I, 4(b,c)I, 8(c)I] | LO 2b- transform creative ideas into commercial products and services through the application of business and management concepts and practices applicable to media and cultural production. |
| I R I & R | Understand and use design tools to manage client relationships, projects, teams, and contracts [2(a,b)I, 3(a,c)I, 4(a,b,c)I, 6(a,b,d)I] | Facilitate the work of artists, writers, designers and media makers by |
| | Critique the effectiveness of design management within and beyond design firms and evaluate the contribution that it has had on creativity and innovation through case studies, discussions, reflections and projects [1(a)R, 3(c)R, 7(b,c,d)R] | LO 3a- apply integrated knowledge of creative and production processes (both individual and system-based to facilitate the work of artists, writers, designers, and media makers |
| | Evaluate opportunities for design management/intervention in various contexts and construct solutions through effective design management [1(a,b)R, 3(c)I, 8(a,b,c)I] | LO 3c- recognize and respond to future challenges and opportunities in their sectors including technological change to facilitate the work of artists, writers, designers, and media makers |
| I I | Use design tools to manage client relationships, projects, teams and contracts [2(a,b)I, 3(a,c)I, 4(a,b,c)I, 6(a,b,d)I] | Communicate |
| | Defend design's contribution to society and business, by arguing the benefits of design frameworks, methods and applications in diverse contexts [1(a,b)I, 2(a,b)I, 4(b,c)I, 8(c)I] | LO 4a- verbally communicate within and to creative enterprises, academia and industry effectively and persuasively |
| | | LO 4b- in written form, communicate within and to creative enterprises, academia and industry effectively and persuasively |
| | | LO 4c- communicate by preparing and conducting presentations using a range of appropriate media, within and to creative enterprises, academia, and industry effectively and persuasively |
| I | Evaluate and implement diverse strategies and methods to benefit the design process in various contexts [5(a,c)I, 6(a,b,d)I] | Conduct research relevant to cultural and industry issues, |
| | | LO 5a- formulate appropriate research questions and conceptual frameworks; employing appropriate data collection |

| | | |
|-------|---|--|
| | | techniques |
| | | LO 5c- apply appropriate qualitative tools and methodologies |
| I | Evaluate and implement diverse strategies and methods to benefit the design process in various contexts [5(a,c)I, 6(a,b,d)I] | Implement and manage projects |
| I | understand and use design management tools to manage client relationships, projects, teams and contracts [2(a,b)I, 3(a,c)I, 4(a,b,c)I, 6(a,b,d)I] | LO 6a- problem-solving - implement and manage projects requiring |
| | | LO 6b- team building - implement and manage projects requiring |
| | | LO 6d- collaborative work practices - implement and manage projects requiring |
| R | Critique the effectiveness of design management within and beyond design firms and evaluate the contribution that it has had on creativity and innovation through case studies, discussions, reflections and projects [1(a)R, 3(c)R, 7(b,c,d)R] | Apply skills and knowledge |
| | | LO 7b- apply fundamental business and management skills within organizations and as entrepreneurs, |
| | | LO 7c- integrate an aesthetic sensibility and business acumen to the practical realities of production, promotion, and distribution of commercial or noncommercial cultural products with an understanding of the theoretical and historical underpinnings of one or more creative industry sectors; |
| | | LO 7d - recognize when more information is required to address the limits of one's own knowledge, abilities, and analyses and determine appropriate next steps |
| I & R | Evaluate opportunities for design management/intervention in various contexts and construct solutions through effective design management [1(a,b)R, 3(c)I, 8(a,b,c)I] | Autonomy, Professional Capacity, and Social Responsibility |
| R | Reflect on personal and professional goals within design management contexts [2(a)R, 8(a,b,c)R] | LO 8a- develop a personal perspective on continuing development of professional skills and flexible ongoing career paths |
| I | Defend design's contribution to society and business, by arguing the benefits of design frameworks, methods and applications in diverse contexts [1(a,b)I, 2(a,b)I, 4(b,c)I, 8(c)I] | LO 8b - act as socially responsible citizens with integrity and strong ethical mores |
| | | LO 8c -Work towards creating diverse and inclusive cultural opportunities accessible to all |