

DESIGN STUDIO IV

IE University

Professor: **XÈNIA VILADÀS JENE**

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Academic year: 20-21

Degree course: THIRD

Semester: 2^o

Category: **COMPULSORY**

Number of credits: 9.0

Language: English

PREREQUISITES

No special prerequisite is demanded for this class, other than the knowledge and skills acquired all along the previous classes of the BBA.

SUBJECT DESCRIPTION

"Strategy is a cohesive response to an important challenge" (Richard Rumelt). Cohesive is the key word here, that reflects the fact that an important challenge can never be addressed in a random or extemporaneous way. This is especially relevant nowadays, when most challenges are systemic, thus complex and ambiguous, they change continuously and, more importantly, they lack univocal answers.

In this course, we will start by going through business-related concepts and theories concerning strategy, and we will later learn how design thinking based frameworks and models have become key to unlock contemporary strategic challenges.

Altogether, the course will provide you with a complete set of tools that will enable you to analyze and further devise a fully-fledged strategic response to any challenge, design-related or otherwise, that can come your way.

The final deliverable of this course is the design of an innovative business idea that will be anchored on a thorough systemic analysis of the context.

As a reminder, and due to the current circumstances, this course will use the "Liquid Learning" concept as defined by IE, which means that at least 30% of the sessions will be asynchronous: such sessions are clearly identified on the syllabus, to help you in your time management.

In addition to this, the format of the course will be swiftly adapted if the need arises; in such case, changes will be clearly explained and properly communicated through BlackBoard.

OBJECTIVES AND SKILLS

The learning goals of this course are:

- to understand what strategy is in a business environment and to debunk the misuse of the concept
- to appraise the frameworks, tools and models we can use to develop a strategic analysis and to devise a strong, meaningful and differentiating strategic intent
- to learn how to integrate the systemic analysis of the context in a design project

In doing that, the following skills will be acquired:

- critical thinking, to analyze business environments and identify their underlying systemic forces
- visualization of intricate topics, to make sense of and communicate them properly
- relational reasoning, to recognize patterns, establish unexpected links, and come up with innovative design solutions

METHODOLOGY

We will be using a diversity of methodologies in this class:

- group work, to make sure all students, whether they are online or onground, are equally engaged
- forums, to keep track of all the work of students and provide equal chance of participation to all, regardless of where they are located
- peer-to-peer assessment, to learn to give and receive critiques
- flipped classroom, in which students do the readings before the session, to make a better use of the class time
- digital whiteboard, MIRO or similar, to work collaboratively

All this replicates what actually happens in a professional environment, with transdisciplinary teams working in different locations and exchanging information on different platforms on different schedules.

The table below is an attempt to gauge the time the students will have to invest in the course.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	30 hours
Discussions	13.33 %	30 hours
Exercises	17.78 %	40 hours
Group work	31.11 %	70 hours
Other individual studying	24.44 %	55 hours
TOTAL	100.0 %	225 hours



BIBLIOGRAPHY

Compulsory

- Stickdorn, Mark, et al.. (2017). *This is Service Design Doing*. O'Reilly. ISBN 9781491927182 (Electronic)

- Osterwalder, A., and Pigneur, Y.. *Business Model Generation*. Wiley. ISBN 9780470876411 (Electronic)

Recommended

- Kimbell, Lucy. (2014). *The Service Innovation Handbook*. BIS. ISBN 9789063693534 (Printed)

EVALUATION CRITERIA

Each assignment will have its own rubric, and it will be included in the description of the assignment.

In general, attention and participation in class, interest in other students work, team effort, timeliness and self-initiated extra research, will have a positive impact on the overall assessment of the course work.

Criteria	Percentage	Comments
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PROFESSOR BIO

Professor: **XÈNIA VILADÀS JENE**

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Economist and MBA by training; business designer by penchant

Xenia Viladas: an economist and MBA by training, and a vocational business designer

Independent consultant with a sound experience in public design policies, not for profit organisations and small firms, including design services firms.

Educator and a full-time professor and chair for Service Design at SCAD (Savannah, GA) between 2014 and 2020. While at SCAD, I have been responsible for seven relevant collaborative projects sponsored by Fidelity, HP, Delta Airlines, Philips Healthcare, Disney Imagineering, HEB and P&G, and my students won important awards in competitions like Red Dot, European Design Awards or IDEA, with projects developed in my classes.

Expert in corporate strategy and design management, I have specialized in business design, which nowadays basically means service design. As such, I have worked for a diversity of companies and for designers willing to reshape their strategy and improve their management practices.

Multilingual (French, English, Spanish, and Catalan) and with an extensive international network, developed through 20+ years of experience in the design-related field of practice.

Keynote speaker, I have lectured in many different countries in the world, either in international conferences or in small events.

Author of several books, amongst which: "Diseño Rentable" and "El diseño a su servicio", both translated to English as "Design for Profits" and "Design at Your Service" (also translated to Korean).

OTHER INFORMATION

Office hours: Thursday morning, 8 to 10 am
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