WELCOME TO THE IDBM CHALLENGE 2021

Introduction

Dr. Ville Eloranta, Senior University Lecturer,
Aalto University, School of Business,
Dept. of Management Studies (IDBM)

WELCOME TO THE IDBM CHALLENGE COURSE!

- For the next 4 weeks we learn about transdisciplinary teamwork in design, technology and business context

- We will explore different theories and paradigms on design (thinking), tools, and reasoning styles

- We will explore how wicked problems can be tackled through reframing, abductive thinking, and creativity

- We will also learn reflective practice. We will strengthen the level of our metacognition – individually and collectively

TODAY'S SCHEDULE

- **First: Introduction, Who are we**

- Then: The course structure

- After that: IDBM Challenge of this year

- On dedicated times today afternoon: team meetings

Who are we

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Ville Eloranta

Senior University Lecturer, IDBM Master's Programme Director at Aalto University

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🏛 Aalto University School of Science

About

Dr. Ville Eloranta is an expert in business model innovation (ecosystem and platform business models), leading multidisciplinary creative teams, and connecting design paradigms to management practice.

Ville is working as Senior University Lecturer and Programme Director of multidisciplinary International Design Business Management (IDBM - idbm.aalto.fi) Master's Programme in Aalto University, School of Business. Ville is also involved in the development of Network University FItech (a transformative education endeavor of 7 biggest Finnish universities, Technology Industries of Finland, and TEK).

Ville's research topics are related to business models and governance models of decentralized business ecosystems. Ville is a Principal Investigator (PI) in 2,75Me EU funded H2020 FET Open consortium ATARCA (atarca.eu), which is investigating radically new ways to organize data economy.

Before joining academia, Ville worked nearly 20 years as a service designer and programmer, and design agency entrepreneur (founder of a 30-person company in 3 countries), solving digitalization challenges especially for big b2b customers.

Experience

Senior University Lecturer, IDBM Master's Programme Director
Sep 2021 – Present · 1 mo
A! Aalto University

University Lecturer
Aug 2019 – Present · 2 yrs 2 mos
A! Aalto University

Postdoctoral Researcher
Aalto University, School of Business
May 2016 – Jul 2019 · 3 yrs 3 mos
A! Aalto University

Researcher / Doctoral Candidate
Aalto University School of Science and Technology
August 2012 – May 2016 (3 years 10 months) | DIEM
A! Aalto University

Independent Planner
Alkuvoima – Strategic Digital Marketing Agency
January 2014 – October 2015 (1 year 10 months) | Helsinki
Alkuvoima

Co-Founder, Service & Concept Design
AlkuvoimaEast Oy
August 2011 – December 2013 (2 years 5 months) | Helsinki
Alkuvoima

Co-Founder
Markkinointitoimisto Alkuvoima Oy
November 2006 – December 2013 (7 years 2 months)
Alkuvoima

Vice President, Projects and Technology
Viherjuuri (former Axel Group Oyj)
January 2006 – October 2006 (10 months)
EVIA

Production Manager / Concept Designer, Digital Communications
Viherjuuri (former Axel Group Oyj)
August 2004 – December 2005 (1 year 5 months)
EVIA

Concept Designer
Axel Digital Group Oyj
May 2000 – July 2004 (4 years 3 months)
axel group

Interface Programmer
Satama Interactive
August 1999 – April 2000 (9 months)

New Media Designer (military service)
Finnish Defence Forces
January 1999 – July 1999 (7 months)

Webmaster
Oy Karl Fazer Ab
July 1998 – July 1999 (1 year 1 month)
Fazer

Freelancer
Freelancer
January 1995 – July 1999 (4 years 7 months)

WHO ARE WE

We will divide you randomly to 12 breakout rooms (virtually).

In those groups, please introduce yourself shortly.

We will have 10 mins for this exercise.

In the afternoon, we will introduce ourselves in more detail!

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Introduction

THIS COURSE - SUMMARIZED

- IDBM Challenge is the introductory course for IDBM programme

- The course brings together students from diverse educational backgrounds.

- Through theoretical explorations and practical experiences, we acquire the skills to conceptualize, develop, and introduce ethically and commercially sustainable approaches to complex societal challenges

LEARNING OBJECTIVES

1. Identify and analyze the dynamics between the individual, the team, and the community, in the context of creative cross-disciplinary problem solving

2. Identify and analyze the reasoning and practice of design-driven ways to solving ill-defined problems

3. As a team, collectively apply the problem-solving methods to a real-life societal challenge

4. As a team, collectively create a solution to the challenge

5. Individually and collectively reflect the design outcomes and the learning progress

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COURSE TASKS

- Pre-assignments.

- Readings (and videos). All listed in mycourses.

- Workshop sessions (min. 75% mandatory presence due to the teamwork-related learning objectives)

- Large project work in cross-disciplinary teams (Instructions given today), includes organizing an event on 6.10. (mandatory presence), and event rehearsal.

- Individual reflections (3) (learning essays)

- Reflective team report

DELIVERABLES AND GRADING

Task	Points
Individual reflections (3x learning diary, 12pt each)	36
Attendance (18 half day events, 0,5pt each)	9
Pitching/rehearsal presentation (content & delivery)	10
Event organizing (team grade)	5
Final presentation (content & delivery, team grade)	20
Reflective team report (team grade)	20
TOTAL	100

Points	Grade
0-50	0
51-60	1
61-70	2
71-80	3
81-90	4
91-100	5

- Participation points: 0,5pt / half day
- At least 75% attendance needed
- **50% of individual reflection points needed**
- Event participation needed

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SCHEDULE

WEEK 1

- Mon 13.9. 10-17: Introduction and challenge brief

- Tue 14.9. 9-17: Transdisciplinary teamwork

- Wed 15.9. **9.00**-17: Design thinking fundamentals

- Thu 16.9. Independent/mentored teamwork

- Fri 17.9. 9-16: Making progress with design thinking

WEEK 2

- Mon 20.9. 9-17 Theories of change, empirical plans
  Learning essay 1 deadline!

- Wed 22.9. 9-17: Prototyping

- Friday 24.9. Mentorings

WEEK 3

- Mon 27.9. 9-16, Your ideas, on stage.
  Learning essay 2 deadline!

- Wed 29.9. 9-17: Beyond instrumentalism in design thinking, experience design

- Fri 1.10. Pitching day

WEEK 4

- Mon 4.10. 13-17: Reserved for event preparations.

- Wed 6.10. 9-19: Final event (hybrid)

REST OF THE PERIOD

- Mon 11.10. Learning essay 3 deadline!

- Fri 31.10. Team report/reflection deadline!

MENTORING (FOR INDIVIDUALS AND TEAMS) AVAILABLE ALL THE TIME DURING THE COURSE

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READINGS

Pre-reading

- Micheli, P., Wilner, S. J., Bhatti, S. H., Mura, M., & Beverland, M. B. (2019). Doing design thinking: Conceptual review, synthesis, and research agenda. Journal of Product Innovation Management, 36(2), 124-148.

For week 1

- Irwin, T. (2015). Transition design: A proposal for a new area of design practice, study, and research. Design and Culture, 7(2), 229-246.

- Grant, A. M. (2014). Give and take: Why helping others drives our success. Penguin. (Chapter 1, pages 1-26)

- De Déa Roglio, K., & Light, G. (2009). Executive MBA programs: The development of the reflective executive. Academy of Management Learning & Education, 8(2), 156-173. (ONLY PAGES 156-163)

For week 2

- Dorst, K. (2011). The core of 'design thinking' and its application. Design studies, 32(6), 521-532.

- Dunne, A and Fiona, R. (2013). Speculative everything: design, fiction, and social dreaming, MIT press. (Chapter 1: Beyond Radical Design)

For week 3

- Zidulka, A., & Kajzer Mitchell, I. (2018). Creativity or cooptation? Thinking beyond instrumentalism when teaching design thinking. Journal of Management Education, 42(6), 749-760.

Until the end of the course

- Elsbach, K. D., & Stigliani, I. (2018). Design thinking and organizational culture: A review and framework for future research. Journal of Management, 44(6), 2274-2306.

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OTHER MATERIALS

- There will be an additional material link list in mycourses, to inspire you! Remember also videos.

- Material you will look for yourself: Google, medium.com etc., books, previous knowledge?

- Academic articles: Does everyone know how to do scientific database search?

  1. https://scholar-google-fi.libproxy.aalto.fi

  2. search with article name

  3. click "Fulltext" / "Full View" from the right margin

  4. Click the first "GO"-button

  5. Look for "view article", "download", "PDF", "full-text" or similar

More about learning essays

INDIVIDUAL REFLECTIONS (3x, 0-12pt) (LEARNING ESSAYS)

- The **purpose** of learning essays is for you to make sense of your thoughts, in relation to the contents of the course. The essay should be analytical, comparative and/or integrative in nature and written in a narrative format.

- Each essay should (1) contain **600 - 900 words**, (2) be formulated in your **own words** and (3) contain **clear references** to the literature/other materials.

- **Visualizing** your thoughts is a powerful tool, and we want you to incorporate some visual elements to your diaries. Being visual can take many different formats, such as sketching, mind-mapping, photograph, and collages.

INDIVIDUAL REFLECTIONS: YOUR PERSONAL PERSPECTIVE COUNTS

- The aim of a learning essay is to summarize, analyze, reflect and comment the course contents

- Learning essay should not repeat what someone has said, but should **reflect your own voice**.

- It is your **own analysis and insights** that count. Feel free to take the ideas discussed in the class even further and **elaborate as much as you can**.

- Use **course literature, lectures, other articles, videos, etc** to build and support your argumentation

- **PROPER REFERENCING NEEDED**

INDIVIDUAL REFLECTIONS: SCHEDULE, SUBMITTING

- Essay 1: 20.9. (Mon)

- Essay 2: 27.9. (Mon)

- Essay 3: 11.10. (Mon)

- Submit your assignments in a **PDF** file to mycourses. Please use following naming convention: Lastname_firstname_Learningessay_number.pdf.

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INDIVIDUAL REFLECTIONS:
SOME QUESTIONS WHICH MAY HELP YOU

1. What did I learn? What was new or surprising to me? Was there something that changed my perception? Why?

2. Was there something that I didn't understand? What went against my ideas? Why? Did I unlearn something?

3. Was there something that I consider to be relevant for the future? How could I apply the given knowledge in the future studies and/or working life?

INDIVIDUAL REFLECTIONS: LESSONS LEARNED FROM PREV YEARS

1. Use proper referencing and citing

2. How does the readings relate to things you have earlier learned (e.g. during previous courses or other articles)

3. Put your own personality into the text! Take a stand. Argue clearly. Don't just say you like or dislike something. Reflect: why, what?

4. Did you get any new ideas while reading? Or did something confuse you? Describe these so that we can discuss these issues during the class. Be precise.

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INDIVIDUAL REFLECTIONS:
ONE MORE THING

- Extra component: Not required, not assessed, and not counted to the total length–but you can let us know if there's something that we didn't teach but you would like to learn more about.

- Also you can give comments about the course

More about the event

EVENT: PUBLIC PRESENTATION OF TEAM-WORK (20pt) + PITCH REHEARSAL (10pt)

- Teamworks are going to be presented in a public hybrid event 6.10.

- In the event, we must use Ignite format (15 seconds per visual element/slides, 20 elements/slides) presentation (5mins) on how you have addressed the IDBM Challenge. Otherwise free format. **Content + presentation: 0-20pt to all members of the team**

- There is going to be a presentation rehearsal (agreed with doodle soon). Same format as the real event presentation. **Content + presentation: 0-10pt to all members of the team**

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EVENT PRODUCTION (5pt)

- Each team will be given a task related to the event production (marketing, technology, logistics, etc…)

- Important task: **therefore 0-5pt to all members of the team**

- **REMEMBER. IT IS YOUR EVENT. WE HELP YOU BUT YOU ORGANIZE AND PROCUCE IT! (venue has been selected for you)**

Team reporting

TEAM REPORT (0-20pt)

- Similar idea, style, and requirements as with individual learning essays, but larger task (2500-4000 words) and focused to your teamwork

- It is important that the team report demonstrates your learning as a team, rather than only your individual perspectives.

- Highlight your team's design journey and how you derived at your concepts

- Demonstrate diversity of views and expectations

- Discuss and analyze at least (but not limited to!) what you have learnt in terms of 1) team dynamics, 2) cross-disciplinary learning, 3) psychological safety, 4) navigating and resolving conflict

TEAM REPORT (0-20pt)

- Content ideas to be included (just examples)

    1. Use one of the taught design frameworks as the baseline for your report

    2. Adopt a storytelling technique to describe your journey

    3. Illustrate what the challenges and opportunities there were throughout the course of your teamwork

The report should **not**:

- Be <u>only</u> about your team's concepts - that's what the presentation is for ☺

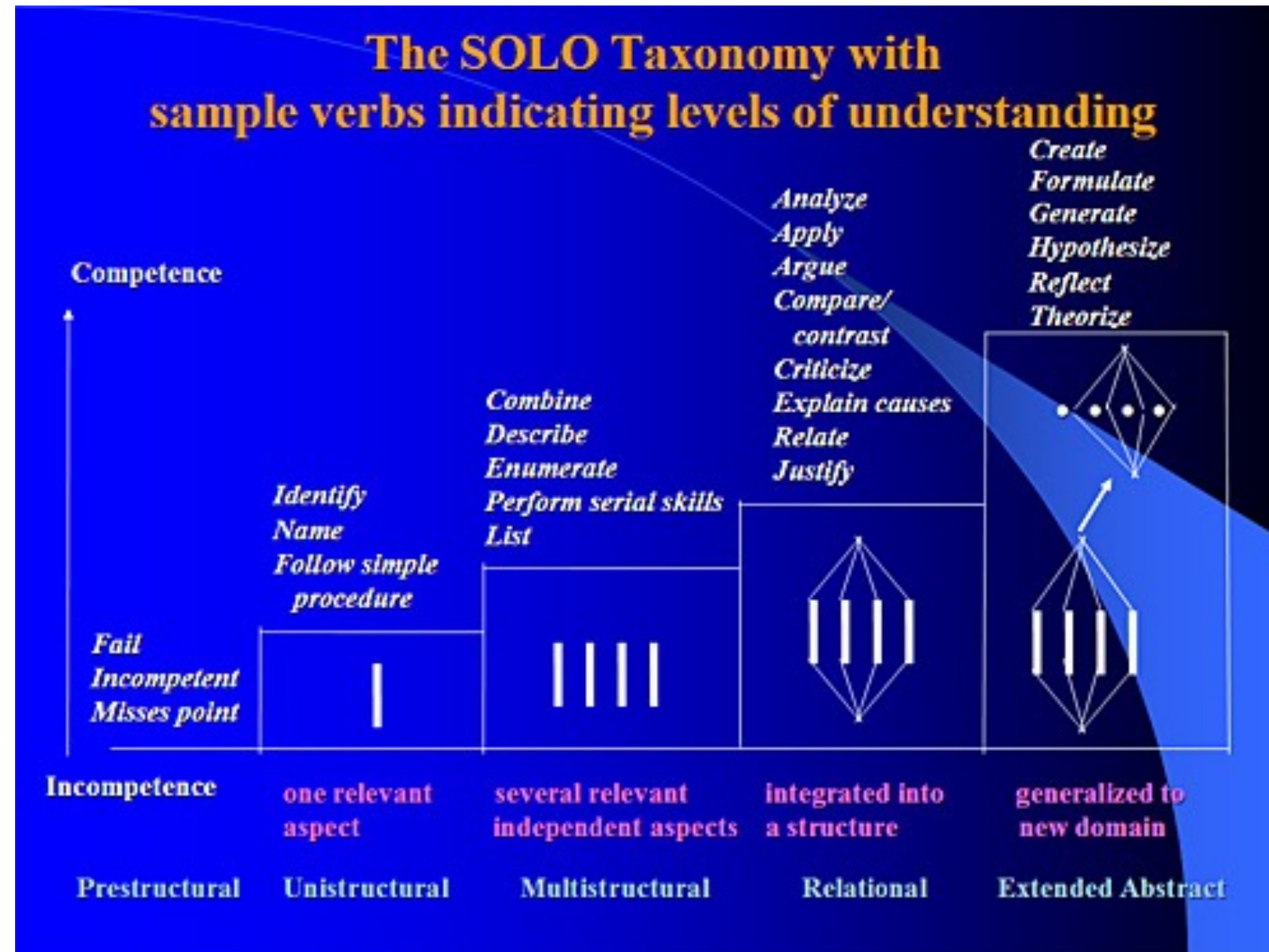- Be written only by one person

Attendance

ATTENDANCE (9pt)

- This is a teamwork course!

- Teamwork partly included to our session times

- 18x 0,5d slots, 0,5pt each

- 9pt total

- 75% needed

- Event attendance mandatory!

Content evaluation model

EVALUATION LADDER

*Policies,
learning environments,
grading.*

COULD WE AGREE ON THIS "MISSING THE DEADLINE –POLICY"

All deadlines always at 23.59.59 Finnish time (mycourses time)

- I want to keep this course as interactive and personal as possible

- However, we have approx 60 people here. We have to have some structure. Please respect deadlines.

1. **Individual assignments (learning diaries)**
   - Delay 0-48 hours = 150% content length requirement OR -1 Grade
   - Delay 48+ hours = -1 grade per each beginning 24 hours
2. **Team assignments (report)**
   - Delay 0-48 hours = 125% content length requirement OR -1 Grade
   - Delay 48+ hours = -1 grade per each beginning 24 hours
3. **Event presentation or rehearsals cannot be delivered late.**

LEARNING ENVIRONMENT: MYCOURSES

1. Does everyone know how to use MyCourses?

2. Is everyone able to access MyCourses?

Hybrid schedule

Q&A about the practicalities?

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MORE INFORMATION

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TEAM MEETING AGENDA

- **Hybrid teaching guidelines**

- Q&A on course practicalities

- Team introductions

TEAM MEETING AGENDA

- Hybrid teaching guidelines

- **Q&A on course practicalities**

- Team introductions

WHEN ATTENDING PHYSICALLY

- Please always bring a laptop or tablet with zoom client to the meetings.

- All content sharing and editing will be done with digital devices

- Keep your own device's microphone and speakers MUTED

- When you want to say something, raise your hand first ☺

- Please speak with loud enough voice!

- When speaking, remember to give eye contact also to the in-class camera

- Avoid all kinds of audible distractions in class

- Feel free to use your devices in class to follow slides, interact with chat, use emoticons etc.

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WHEN ATTENDING VIRTUALLY

- We really like all kinds of interaction between virtual and physical classroom! So feel free to raise your hand and speak (when you are given turn), use reaction emoticons, and write questions and comments to chat!

- We will always have a dedicated person to monitor and facilitate physical-virtual collaboration. Virtual activity will also be partially visible in the classroom's big screens.

- Please switch your mic on only when you are speaking.

- Also, please ensure that you don't have disturbing background noise in your study space.

- We won't require using a camera, but human beings like to see each other, at least when they are interacting. ☺

TEAM MEETING AGENDA

- Hybrid teaching guidelines

- Q&A on course practicalities

- **Team introductions**

WHO ARE WE AND WHERE DO WE COME FROM?

1. In teams: Write down to https://presemo.aalto.fi/idbmc21/ (5mins)

- Your name

- The best thing where I come from is…

- I know a lot about…

2: Share your answers in your tables/breakout rooms (10mins)

3: Let's mix the tables and introduce ourselves again (10mins)

Q&A

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