MBAX5706
DESIGN FOR SOCIAL INNOVATION
Semester 2, 2015

Course Overview

AGSM @ UNSW Business School

19/5/2015
Important Notice

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# Course schedule

## Semester 2, 2015

### Design for Social Innovation

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
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<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td>1</td>
<td>Participation – throughout the semester (20%)</td>
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<tr>
<td>2</td>
<td>3 August</td>
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<tr>
<td>3</td>
<td>10 August</td>
<td>3</td>
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<tr>
<td>4</td>
<td>17 August</td>
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<tr>
<td>5</td>
<td>24 August</td>
<td>5</td>
<td>Assignment 1 due on Monday 24 August by 9.30am Sydney time – 5 Method Cards (25%)</td>
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<tr>
<td>6</td>
<td>31 August</td>
<td>6</td>
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<tr>
<td>7</td>
<td>7 September</td>
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<td>8</td>
<td>14 September</td>
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<tr>
<td>9</td>
<td>21 September</td>
<td>9</td>
<td>Assignment 2 due on Friday 25 September by 9.30am Sydney time – Report (25%)</td>
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</tbody>
</table>

| Mid-term recess: Saturday 26 September – Monday 5 October* |

| 10      | 6 October*        | 10   | Assignment 3 due on Friday 16 October by 5pm Sydney time – Presentation (30%) |
| 11      | 12 October        | 11   |                                                                  |
| 12      | 19 October        | 12   |                                                                  |

* Monday 5 October is a public holiday in NSW
Course information

Course-level aims and learning goals

*Design for Social Innovation* offers participants the opportunity to learn and apply design tools and methods to real projects with a focus on social outcomes. The course introduces participants to design principles, methods and approaches as they apply to creating, developing and sustaining social innovations. At the heart of good design is a search for ways to create a better, more sustainable world.

When it is applied to social innovation and generation of social impact, the focus of design can be on products (like designing effective and efficient post-disaster shelters); or services (like designing more inclusive financial services); or processes (like designing effective organisations or social enterprises); or communications (like designing complex information about changes to the law in ways that people can understand and act on).

This course is an elective in the MBAX program. It is also a prerequisite for the capstone course in the MBA (Social Impact). It provides an overview and introduction to the role and application of design concepts in social innovation and social enterprise. The course will provide the knowledge and tools necessary to understand and apply design principles at a project, organisational and systems level.

*Design for Social Innovation* offers participants the opportunity to learn and apply design thinking tools and methods to real projects. The course is suitable for those who are interested in social innovation and/or design, but does not require familiarity with either.

Participants may choose to work on their own project or select from a number of identified projects. This action learning approach highlights the complexity of many social issues and opportunities and the need for interconnected, systemic responses. Design for social innovation necessitates taking a “whole-systems approach”, rather than a silo approach, to offer different perspectives to the traditional social impact and business tools. Design methods are particularly suited to addressing complicated and complex issues. Students will learn how to engage in the whole cycle of design through practical exercises and projects – Defining, Researching, Ideating, Prototyping, Setting Objectives, Implementing and Learning.

This course aims to:

- develop students’ understanding of design methods and approaches and their application in the context of social innovation
- enable students to identify applications for using design methods through case study and individual investigation of case studies, simulations and practical activities.
Course learning outcomes

After studying this course you should be able to:

1. identify the practical and theoretical intersections between design and social innovation
2. describe how a range of design disciplines (including service, communication, product, business model and interaction design) inform and support social innovation and social enterprise development
3. apply creative and critical thinking, problem identification and problem-solving tools and frameworks to understand and respond to social issues
4. identify and apply key methods for understanding, analysing and engaging with complex systems that underpin many challenging social issues
5. critically engage with and evaluate concepts of ‘design thinking’, ‘co-design’, ‘social design’ and ‘human-centred design’ as they apply to the context of social innovation
6. write, document and reflect on the application of design methods to understanding and framing social issues; and engaging users/stakeholders in the process
7. pitch/present an innovative, effective and viable design strategy to a social design challenge
8. demonstrate an ability to work as part of a team to develop an appropriate design strategy to a real world social challenge or opportunity
9. apply and critically reflect on ethical frameworks to applying design methods in the context of social issues/challenges;
10. analyse key local and international, historical and current participatory design traditions, and demonstrate how these can be applied to develop social innovation.

Structure

Unit 1 What is Design for Social Innovation?

- Introduction to Design for Social Innovation.
- What is ‘design’?
- What is ‘social innovation’?
- What is ‘design for social innovation’?
- What can ‘design’ offer social innovation?
- Engaging with the range of ways we can use design methods in social innovation: case studies and stories from the frontline
Unit 2 Structuring Design: Design Thinking, Design Cycle and Design Methods

• Framing Design for Social Innovation from thinking to practice.
• The structure of design in practice: cycles and methods.
• How have different people conceived of the practice of design?
• Introducing methods at different points in the design cycle.
• Practising methods: an introduction.

Unit 3 Creative Thinking in the Design Process

• Creative thinking: what is it and why is it important in design for social innovation?
• The difference between creativity and art.
• Methods and practices for developing creative thinking for social innovation.
• Applying creative thinking methods.

Unit 4 Thinking about Social Issues, Problems and Solutions in the Design Process

• Types of social problems: simple, complicated, complex.
• The relationship between problems and solutions in design thinking.
• Asking the right questions to understand social issues and design solutions.
• Mapping problems/mapping systems: systems thinking in designing social innovations.
• The relationship between creative thinking, analytical thinking, critical thinking and systems thinking.

Unit 5 Engaging Users in the Design Process: Participatory Design and Co-Design in Social Innovation

• Hero designers vs. collaborative design.
• A history of participatory design traditions from around the world.
• Designing BY, WITH, FOR and TO people – when is what appropriate?
• Co-design and participatory design: events, processes, mindsets and methods.
• Overcoming barriers to engaging people in design processes.
Unit 6 Generative and Ethnographic Research in the Design Process

- What’s research got to do with design?
- The landscape of design research: Design-Led vs. Research-Led; and Expert Mindset vs. Participatory Mindset.
- Generative research: the front-end of the design process.
- Ethnographic research: critical skills for understanding.
- Action research: making change in the process of understanding.
- Evaluating design and designing evaluation for social outcomes.

Unit 7 Design in Organisations and Businesses: From Embedding Design in Organisations to Designing Business Models

- Adopting and embedding design inside organisations – beyond the ‘design project’ and the ‘design team’.
- Design labs – social design labs around the world.
- Designing new business models for social innovation: combining commerce and impact in business model design (using the business model canvas).

Unit 8 Systems Redesign: From Co-Design, to Redesigning Complex Social Systems

- Understanding change in systems – the role that design can play.
- Systems thinking II – how we can use design to effect systemic change WITH people.
- The importance of visualising systemic change.

Unit 9 Visualising Change: How can Visual Process support Design for Social Innovation?

- Visual systems for organising and communicating social innovation and social change.
- Mapping, sketching, data visualisation, and graphic facilitation as mechanisms for visualising social change.
- Learning to communicate visually – why is it important in social innovation and how anyone can learn this?
Unit 10 Designing with Intent: Changing Behaviours by Design

- Behaviour change in social innovation – traditions and the role of design.
- Applying ‘designing with intent’ to social issues.
- Positioning the ‘user’ – behavioural change and structural change in designing for social innovation.
- Gamification and social innovation.
- Ethics in the design process.

Unit 11 Bringing it all together: Designing for Social Innovation in a Particular Context

- Using a particular topic and context, you will have the opportunity to review and test out many of the methods, frameworks and ideas that have been shared through the course. This will help us revise the material, and also discuss how it can be used with others in what are termed ‘design charettes’ or sometimes, design jams.
- Design charettes: as part of the participation process, your reflections will form part of a booklet (which your Class Facilitator will compile) about how people can work together to generate innovative ideas about addressing social issues.

Unit 12 Presentations and Design Pitches

- In this Unit, groups will present and reflect on their design strategy and pitch online, and others will have an opportunity to engage with it and respond.
Program quality assurance

A number of international standards are embedded into the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

Program-level learning goals and outcomes assessed for AACSB accreditation

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

MBAX Program Learning Goals

The Program Learning Goals (and related outcomes) used at the AGSM for the MBAX Program are as follows.

1. Knowledge:
   Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   Learning outcome: Students should be able to identify and apply current knowledge disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem-solving:
   Our graduates will have critical thinking and problem-solving skills applicable to business and management practice or issues.
Learning outcome: Students should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication:
Our graduates will be effective communicators in professional contexts.
Learning outcome for 3a – Written Communication: Students should be able to produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.
Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork:
Our graduates will be effective team participants.
Learning outcome: Students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility:
Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.
Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.
Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of business.

6. Leadership:
Our graduates will have an understanding of effective leadership.
Learning outcome: Students should be able to reflect upon their own personal leadership style and on the leadership needs of business and of team.

MBA (Social Impact) Stream Learning Goals

The MBA Social Impact Stream has also developed a sub-set of Stream Learning Goals. These Stream Learning Goals are embedded throughout each of the courses offered within the stream as follows:

1. Knowledge:
Our graduates will have current social impact disciplinary or interdisciplinary knowledge applicable in local and global contexts
Learning outcome: Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to social-impact organisations operating within diverse situations locally and globally.
2. Critical Thinking and Problem Solving:
   Our graduates will have critical thinking and problem-solving skills applicable to the field of social-impact practice or complex social-impact issues.

   Learning outcome: Students should be able to identify, research and analyse complex issues and problems in social impact and develop appropriate and well-justified solutions for the given context.

3. Communication:
   Our graduates will be highly effective communicators in complex social environments.

   Written learning outcome: Students should be able to produce written documents that communicate effectively complex disciplinary ideas and information for the intended audience and social-impact purpose.

   Oral learning outcome: Students should be able to produce oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and social-impact purpose.

4. Teamwork:
   Our graduates will be effective team participants working collaboratively across diverse social impact contexts.

   Learning outcome: Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified social-impact outcomes.

5. Ethical, social and environmental responsibility:
   Our graduates will be aware of the ethical, social, cultural and environmental implications of social-impact organisations, practices and issues.

   Ethical, social and environmental responsibility learning outcome: Students should be able to identify and assess ethical, environmental and sustainability considerations in social-impact decision-making, processes and practices.

   Social and cultural awareness learning outcome: Students should be able to consider social and cultural implications of social-impact knowledge, processes and practices within differing contexts and situations.

6. Leadership:
   Our graduates will have a sound understanding of effective social-impact leadership across and within complex contexts.

   Learning outcome: Students should be able to reflect upon their own personal leadership style and the leadership styles, knowledge and practices to achieve effective social-impact outcomes within a diverse range of contexts and situations.
Associated governing bodies

AACSB: http://www.aacsb.edu
EQUIS: https://www.efmd.org/accreditation-main/equis
UNPRME: http://www.unprme.org
Resources

Learning resources

You have four major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your online or face-to-face classes with your facilitator. The facilitator’s job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week’s work, providing insights from his or her practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions and debates that will occur between you and your co-participants in the classroom.

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

4. In addition to course-based resources, please also refer to the AGSM Learning Guide (available in Moodle) for tutorials and guides that will help you learn more about effective study practices and techniques.

Course materials

The course materials comprise this Course Overview, the Assessment Details and 12 Units. Each Unit has a number of associated readings.

Readings

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

• Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.

• Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.
eLearning

To access Moodle, go to: https://www.business.unsw.edu.au/agsm/students/mbt-students/online-classes and select Login to Moodle.

Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre
Hours: Monday to Friday: 8.00am – 8.00pm
       Saturday and Sunday: 11.00am – 2.00pm
Email: ITServiceCentre@unsw.edu.au
Phone: Internal: x51333
       External: 02 9385 1333
       International: +61 2 9385 1333

For help with technical issues and problems:

External TELT Support
Hours: Monday to Friday: 7.30am – 9.30pm
       Saturdays and Sundays: 8.30am – 4.30pm
Email: externaletltsupport@unsw.edu.au
Phone: Internal: x53331
       External: 02 9385 3331
       International: +61 2 9385 3331
Administrative and eLearning support

Student Experience

If you have any administrative queries, they should be addressed to:
Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support

The University and the UNSW Business School provide a wide range of support services for students, including:

- **Business School – Education Development Unit (EDU)**
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations.
  EDU Office: Level 1, Room 1033, Quadrangle Building.
  Phone: +61 2 9385 5584; Email: edu@unsw.edu.au

- **UNSW Learning Centre**
  www.lc.unsw.edu.au
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library Training and Search Support Services**
  http://info.library.unsw.edu.au/web/services/services.html

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building;
  Phone: +61 2 9385 5418.

- **Student Equity & Disabilities Unit**
  http://www.studentequity.unsw.edu.au
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building;
  Phone: +61 2 9385 4734; Email: seadu@unsw.edu.au
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is taken into account in all course revisions.
Course staff

Course coordinator

Each course has a Course Coordinator who is responsible for the academic leadership and overall academic integrity of the course. The Course Coordinator selects content and sets assessment tasks, and takes responsibility for specific academic and administrative issues related to the course when it is being offered. Course Coordinators oversee Class Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

The Course Coordinator is:

Dr Ingrid Burkett
Social Design Fellow
B.SocWk (first class Honours); Masters in Business; Community Economic Development (PhD)
Email: ingrid@knode.com.au

Dr Ingrid Burkett is the Social Design Fellow at CSI. She is a social designer, designing processes, products and knowledge that deepen social impact and facilitate social innovation. She has contributed to the design of policy and processes in a diversity of fields, including community development, social investment, social enterprise and social procurement.

Ingrid is immediate past President, and honorary ambassador of the International Association for Community Development and is committed to fostering an international dialogue about designing innovative methodologies for sustainable development. She is also the Managing Director of Knode, a social business that aims to build the knowledge base underpinning social innovation and to help community organisations, governments and businesses to foster and share innovative practice.

Ingrid has worked in the community sector, government and with the private sector and believes that each of these sectors has a valuable role to play in social innovation. Ingrid is also a practising artist and graphic designer. She weaves this passion into all her work and is well known for her use of visuals in publications, speeches and workshops.

Ingrid has qualifications in Social Work (B.SocWk, first class Honours); Business (Masters in Business); and Community Economic Development (PhD). She has particular expertise in the design of economic processes and products and is recognised internationally for her work in community economic development and finance. Though these are particular specialties, Ingrid has the skills to design processes, products and knowledge in a wide range of fields and disciplines and believes that the design of social innovation requires a capacity to think in creative cross-disciplinary and cross-sectoral ways.

Course author

The Design for Social Innovation course was developed by Dr Ingrid Burkett.