

UGRD_LKCSB_2620_MGMT330_KOH WEE LENG



Singapore Management University

COURSE INFORMATION

Course Code & Title

MGMT.330 - The Design of Business

Effective Start Date

11/01/2027

Offering Unit / Department / School

LKCSB

Course Career

Undergraduate

Course Units

CU:

Grading Basis

GRD - Graded

1

Course Description

The Capstone course allows students to apply a cross-disciplinary approach while considering both business model architecture and the formulation of business solutions. It prepares students for the complex business environment of today by emphasising the application of academic knowledge accumulated from a range of prior core courses to solving real world problems. The course develops in students an ability to: strategically position the client and its challenge within an environmental context; appropriately scope the challenge of the client; develop and execute a workplan to address the challenge; and develop solutions by establishing a fact-base through directed primary and secondary research, drawing out relevant insights through analytic review, and engaging in abstract idea generation. The course exposes students to the uncertainties and ambiguity that exists within real-world business landscapes and organisational environments of industry clients, as well as, the challenges with

engaging busy business executives and convincing them and their organisation of innovative solutions that have been devised by the students that address the client's real-world challenges.

Course Learning Outcomes

By the end of this course, students will be able to:

- Assess a business problem and/or opportunity from the current business environment, including new and untapped markets
- Design interdisciplinary solutions to address the business challenge or future opportunities by considering strategy, marketing, operations, organization, finance, and communication
- Reason critically through the solution process with appropriate modes of analysis
- Describe the solution's implementation plans and processes with regard to the firm's existing strategy, market, and organization
- Apply a variety of approaches to engage with busy business executives to obtain guidance and information, as well as, secure their buy-in to your ideas

SMU Graduate Learning Outcomes

Collaboration and leadership, Communication, Critical thinking & problem solving, Innovation and enterprising skills, Interdisciplinary knowledge, Resilience, Self-directed learning, Understanding of global and Asian perspectives

Competencies

Business Analytics, Change Management, Futures Thinking, Innovation and Entrepreneurship, Integrated Problem-Solving

Course Area(s)

AREA - Business Core - Business Capstone, AREA - Business Options, AREA - Business-Oriented Electives, AREA - Econ Major Rel/Econ Options, AREA - Social Sciences/PLE Major-related, AREA - Strategic Management Electives, ENRL - SS Enrolment: 4 ISEP; 1 SUSEP, RQCP - MGMT102, RQCX - MGMT300

Simple Requirements

MGMT102 - Pre-req

Type

Prerequisite

Complete ANY of the following Courses:

- MGMT102 - Strategy

MGMT330/MGMT300 - Mutually Exclusive

Type

Antirequisite

Enroll in the following Courses:

- MGMT300 - Business Capstone (Inactive)

CLASS SECTION INFORMATION

Instructor(s)

KOH WEE LENG - (weelengkoh@smu.edu.sg)

Instruction Mode

In Person

Office Location

LKCSB Level 5 Adjunct Suite

Assessment Components (New)

Category*	Weightage*	Assessment/Submission Period*
Projects/Assignments	25	Week 7

Description	Individual Group?*	or	With Component?*	Writing	With Component?*	Oral
Team project - Interim Presentation	Group		Yes		Yes	

Category*	Weightage*	Assessment/Submission Period*				
Projects/Assignments	30	Week 13				
Description	Individual Group?*	or	With Component?*	Writing	With Component?*	Oral
Team project - Final Presentation	Group		Yes		Yes	

Category*	Weightage*					
Class Participation	15					
Individual or Group?*	With Component?*	Writing	With Oral Component?*			
Individual	Yes		No			

Category*	Weightage*	Assessment/Submission Period*				
Proctored Assessments	15	Week 10				
Description	Individual Group?*	or	With Component?*	Writing	With Component?*	Oral
Quiz on core concepts	Individual		No		No	

Category*	Weightage*		Assessment/Submission Period*			
Projects/Assignments	15		Week 14			
Description	Individual Group?*	or	With Component?*	Writing	With Component?*	Oral
Individual written Reflection	Individual		Yes		No	

Instructional Methods and Expectations

Focus of Class

Class time will be used for discussions, team project collaboration, and collective topic exploration. As such, students are expected to read the required material before class, review posted videos, and engage in class discussion during in-class exercises. An Adjunct Teaching Mentor (ATM) will supplement the Professor to help clarify uncertainties and occasionally challenge the thinking of the teams. However, they cannot devise the solution to the client challenge – that is the team’s responsibility as part of the experiential learning process.

Expectations

Due to the intensive in-class nature of the capstone project work, students are expected to attend all class sessions; otherwise the class participation grade will be negatively impacted.

Under no circumstances can student miss their client presentation with their team in Week 7 or Week 13. Students are expected to “think from first principles” by reasoning with secondary industrial and business data, as well as primary (observing customers; interviews; focus groups; surveys; other) material that they gather. These should be judged using evidence-based reasoning, and where evidence is not available, analogies, material from the readings, cases, and other media and material should be used. Students should be prepared to take in feedback constructively, and to explore alternative perspectives and “possible answers” widely, in significant numbers, and in a reasoning fashion. Students may be assessed as much on the quality of their argument, their reflection and “learning”, as on the “rightness” of their answer. To support this style of creative and critical learning, the class will be set up as a project-driven and discussion-based class.

Attendance Policy

Students with unexcused absences from class for 4 or more sessions may be given an “F” for that class. Late class attendance and non-completion of blended learning materials may be counted as an absence from class.

Weekly Lesson Plan

(Subject to change by each instructor to reflect different client contexts) Be aware that the reading/lecture/discussion is heavily front-end loaded towards the first half of the course so that over the term, an increasing proportion of class time will be allocated to teams to work on their client challenge and receive coaching where needed from the Prof and/or Adjunct Teaching Mentor (ATM). Particularly at the beginning, it is essential for you to complete your readings in advance of each class otherwise you will fall behind.

WEEK	TITLE	TOPIC
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1	Course Overview and Introduction to business models	Pre-Reads to complete BEFORE Session 1 class · <i>Business Model Generation</i> – “Canvas” (pp. 14-51) · <i>Business Model Generation</i> – “Patterns” (pp. 54-119) · Video – Getting from Business Idea to Business Model · https://www.youtube.com/watch?v=wwShFsSFb-Y Topics • Introductions and expectations • Course Overview: - - Learning objectives - Course structure - Lesson plan - Assessment components - Project admin - Group formation • Embracing Ambiguity (and revelling in making mistakes) • Protocols in working with external clients • Introduction to business models • Sustainable vs unsustainable business models Project Homework · Undertake preliminary internet research on your client so you have an intelligent understanding of their business within its competitive landscape. · Prepare list of questions to ask the client.
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2	Introduction to your client & their team challenges	Pre-Reads to complete BEFORE Session 2 class · Business Model Generation – “Strengths and Weaknesses” (pp. 212-219) · Business Model Generation – “Opportunities and Threats” (pp. 220-225) · 101 Design Methods – “Introduction” (pp. 1-13) <i>Optional:</i> · 101 Design Methods – “Sense Intent: Mindsets” (pp. 16-19) · 101 Design Methods – “Know Context: Mindsets” (pp. 51-57) Topics · Introduction and overview of client business and challenges · Understand and assess your client’s business model · Managing Team Effectiveness Project Homework · <i>IMPORTANT: Complete all Pre-Reads for Sessions 3 and 4 as early as possible. This is important in helping you brainstorm potential solutions for your client before the CNY make-up sessions.</i> · Research on client’s business environment, industry factors and other macro trends relevant to the client’s business · Continue gathering data based on today’s sharing and attempt to complete the BMC · Attempt preliminary assessment of client’s Strengths and Weaknesses · Compile questions for the client on a weekly basis before deadlines · Conduct team ‘socialisation’ activity to understand teammates and build team cohesion as well as a team workplan · “CEO Vision Pitch”
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3	Understand your client's operating environment, macro trends and customers	Pre-Reads to complete ASAP: · Business Model Generation – “Customer Insights” (pp. 126-133) · Business Model Generation – “Design Techniques” (pp. 134-189) · Business Model Generation – “Business Model Environment” (pp. 198-211) <i>Optional:</i> · 101 Design Methods – “Know People: Mindsets” (pp. 88-93) Topics · Teams discuss client's current business using the Business Model Canvas · Assessing client problem areas, business environment, industry factors and other relevant macro trends • Strategic alignment with wider social responsibilities and pro-environmental trends • Ethical considerations of doing user research · Identifying and validating customer segments with empathy maps Project Homework · Connect your understanding of the client's business model and the macro trends; then identify 2-3 opportunities that you would like to explore. For these opportunities, identify potential customers (both businesses and/or end-consumers) and develop empathy maps.
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4	Iteratively designing around customer insights and value propositions	Pre-Reads to complete ASAP · Business Model Generation – “Business Model Perspective on Blue Ocean Strategy” (pp. 226-231) · Business Model Generation – “Business Model Design Process” (pp. 244-259) <i>Optional:</i> · 101 Design Methods – “Frame Insights: Mindsets” (pp. 130-135) · 101 Design Methods – “Explore Concepts: Mindsets” (pp. 195-201) Topics · Understanding potential customer segments and their empathy maps · Turning observations into insights and opportunities · Developing Value Propositions · Applying iterative design thinking Project Homework · Using the techniques taught in class, continue research on the identified customer segments or alternative customer segments. · Define value proposition(s) for your client challenge, validate and iterate against target customer segments. · Come up with a few preliminary ideas around potential business models and associated questions to clarify with the client. · Team representative to seek clarification with your client
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5	Refining your proposed business model and crafting your pitch	Pre-Reads to complete BEFORE Session 5 class · Business Model Generation – “Managing Multiple Business Models” (pp. 232-240) <i>Optional:</i> · 101 Design Methods – “Frame Solutions: Mindsets” (pp. 247-253) Topics · Understanding business models patterns · Challenging assumptions as part of business model innovation · Re-cap of requirements for Week 7 presentation · Preparing for your interim presentation (20 min VC-type pitch) · Post mid-point presentation follow-up actions · Time on field work, insights, value proposition, ideation, sketching out key elements of potential business model building from value proposition Project Homework · Sketch out interim presentation: you are establishing with the client your fact-base within the context of your client’s challenge including understanding of client in its competitive landscape and their business model (focus on critical elements); understanding of customer segments from research; and key insights contributing to value proposition(s). This will be used as a basis for discussion in the group consultation in Week 6.
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6	Preparation for Interim presentation	Pre-Reads to complete BEFORE Session 6 class · N/A Topics · Project consultations and working time (25 minutes per team) · All team members must be present Project Homework · Finalise client interim presentation (submit to Dropbox; print handouts) · Be familiar with your presentation environment, if different
7	Trial: Client Interim Presentations	Pre-Reads to complete BEFORE Session 7 class · N/A Topic · Team Presentations (6 x 15 min VC-type pitch) and Client Feedback Project Homework · N/A
8	BREAK WEEK	NO CLASS

9	Reflect and Validate	Pre-Session activities to complete BEFORE Session 9 class · Reflect on your team productivity and client interim presentation Topics · Debrief of mid-term – reflections and discussion · Re-cap requirements of final project · Understand approach and process of validation and testing · Biases and pre-mortem Project Homework · Incorporate feedback for mid-term and develop validation approach for selected solution · Complete a pre-mortem of your solution to ensure business sustainability · Complete Test Quiz to ensure lockdown browser works
10	Quiz (first thing); Implementation	Pre-Reads to complete BEFORE Session 10 class · N/A <i>Optional:</i> · 101 Design Methods – “Realize Offerings: Mindsets” (pp. 285-291) Topics · Review of validation approach • Developing your financial business case · Understanding process of developing implementation roadmap Project Homework · Develop key narrative for review in the following week’s consultation. · Provide updates of primary research

11	Build-out EPTL ZOOM VIRTUAL CLASS	Pre-Reads to complete BEFORE Session 11 class · N/A Topics · Discuss as class team pre-mortems · Discuss as class shared issues and challenges · Time to work to finalise your business solution, change management considerations, financial business case, implementation plan Project Homework · Address specific feedback by Prof. · Complete all components of your client solution · Develop strawman of final presentation
12	Build-out Complete Course Evaluations	Pre-Reads to complete BEFORE Session 12 class · N/A Topics · Review strawman of final presentation with Prof · Time to work on your final presentation · Project consultations and working time Project Homework · Complete course evaluation · Address specific feedback by Prof. · Finalise client presentation & Executive Summary paper (2-3 pages Word) (submit to Dropbox; print handouts)

13	Final Presentations & Executive Summary Due	- Pre-Reads to complete BEFORE Session 13 class · N/A Topics · Team Presentations (6 x 15 min VC-type pitch) · All students present for duration to see each other's work · Client Feedback Homework to be completed BEFORE Session 14 (no class/exam) · Email client your team's appreciation for their engagement with you · Complete Team Peer Evaluations on eLearn · Complete course reflections assignment (submit into Dropbox)
14	Course Reflections Assignment Due	Homework to complete BEFORE Session 14 (no class / no exam) • Email client your team's appreciation for their engagement with you • Complete Team Peer Evaluations on eLearn • Complete course reflections assignment (submit into Dropbox)

Recommended Textbooks and Readings

Required text:

Business Model Generation by Osterwalder and Pigneur (2010), John Wiley & Sons

Reference text:

101 Design Methods by Kumar. V (2013), John Wiley & Sons

Articles and online resources will also be assigned.

Other Information

THE CLIENTS

Each section of Design of Business has a dedicated industry client, whereby the Client Sponsor (a senior executive) asks SMU students to address a range of real business challenges (one Client per section, one Client Challenge per SMU student team). Clients can come from any industry sector, both profit and non-profit, ranging from a Singaporean headquartered multinational (MNC), a regional office or Singaporean subsidiary of a foreign MNC, or a local Small-Medium Enterprise (SME). Past clients have included Aviva Digital Garage, DBS, Golden Sunland, Gong Cha, Hai Sia, LooLa Adventure Group, Microsoft, Noel Gifts, Porsche, Prudential, Sentosa Development Corporation, Smart Gateway, Trip Advisor, Zenxin, among many others.

The Client Challenges typically address some aspect of either: (a) research, ideate and innovate a new product/service including devising the Business Model (or adapting the current one) to deliver it to market; or (b) research, ideate, and innovate a transformation of an aspect of the Client's Business Model to more effectively address the market. Students will be guided by the Instructor as students learn and follow Design Thinking methodology in conducting primary research, applying Empathy Maps to the Client's Customers, and using the Business Model Canvas to consider approaches to transform aspects of the Client's Business Model. But the instructor has no role in ideating or developing a proposed solution to the Client Challenge – that is the responsibility of each student team to figure out.

A Client Challenge Mentor (in some cases, this could also be the Client Sponsor) is assigned by the Client Sponsor for each Client Challenge. So, each SMU team has a resource to engage with to seek clarification as to the nature of the challenge, as well as, to test ideas. But this is a real-world business client, so your Client Challenge Mentor will be a busy business executive with their normal day-to-day tasks and objectives to attend to. You will have to respect the multiple demands on their time, develop the skills to professionally engage with such business executives, and appreciate that you must bring your client along the transformation journey. This is not about producing an academic report or giving a 'mock' presentation – it is about proposing transformational change to generate greater business results for a real business.

PROJECT BASED LEARNING

Each capstone team will work with a client either selected by the instructor or by your team. In your team, you will work to understand, explore, and develop business solutions. The idea behind the capstone is not to introduce "new content", but to help provide an organizing framework from which you can apply your understanding from other courses in the BBM

curriculum. In this respect, we use the business model canvas as the organizing framework across all disciplines (marketing, strategy, finance, communication, operations, OBHR, accounting, etc.).

- The business model canvas points to an innovative way for delivering a value proposition to others.
- Business model elements identify how the firm should organize to deliver this value proposition.
- Depending on the nature of your project, you need to do some or all of the following:
 - o Identify a value proposition for a customer segment
 - o Design a marketing plan (customer relationships and channels in the canvas)
 - o Develop an operations plan (for key activities, key resources and key partners in the canvas)
 - o Outline a basic financial plan (for costs and revenues in the canvas)
 - o Evaluate the business model and ensure it is strategically viable (i.e., builds on key strengths of the firm, feasible in terms of human resources, is difficult for competitors to imitate, etc.)
 - o Create an implementation and change management overview with a project timeline

This capstone course is shaped to create a meaningful learning experience. Due to the nature of real business, there is always a level of uncertainty, which then requires students to be adaptable and flexibility in the context of ambiguity.

UNIVERSITY POLICIES

Academic Integrity

All acts of academic dishonesty (including, but not limited to, plagiarism, cheating, fabrication, facilitation of acts of academic dishonesty by others, unauthorized possession of exam questions, or tampering with the academic work of other students) are serious offences.

All work (whether oral or written) submitted for purposes of assessment must be the student's own work. Penalties for violation of the policy range from zero marks for the component assessment to expulsion, depending on the nature of the offence.

When in doubt, students should consult the instructors of the course. Details on the SMU Code of Academic Integrity may be accessed at <https://smu.sharepoint.com/sites/oasis/SitePages/DOS-WKLSWC/UCSC.aspx>.

Responsible Use of AI

The University recognises the importance of equipping students with the skills to navigate an AI-driven world. While AI tools may support learning, they must be used judiciously and responsibly. Students must not present AI-generated output as their own work.

Each course may set specific guidelines on the use of AI in assessments. Students are required to follow these guidelines carefully and should seek clarification from the instructors if uncertain.

Misuse of AI constitutes a breach of academic integrity and will be subject to the same penalties as other acts of academic dishonesty.

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Accessibility

SMU strives to make learning experiences accessible for all. Students who anticipate or experience physical or academic barriers due to disability are encouraged to inform the course instructor as soon as possible. Students may also contact the university's disability services team if they have questions or concerns about academic provisions:

accessibility@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Digital Readiness for Teaching and Learning (DRTL)

As part of emergency preparedness, instructors may conduct lessons online via the Zoom platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.