UGRD_LKCSB_2620_MGMT330_PATRICIA SHARMA

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:

1

Grading Basis
GRD - Graded

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)

PATRICIA SHARMA SHARMA (patricias@smu.edu.sg)

Instruction Mode

In Person

Office Location

LKCSB, Level 5, Adjunct Suite\n

Assessment Components (New)

Category*	Weightage*	Assessment/Submission Period*
Class Participation	15	Week 13

Individual or Group?*	With Writing Component?*	With Oral Component?*
Individual	No	Yes

Category*	Weightage*	Assessment/Submission Period*
Projects/Assignments	15	Week 14

Description	Individual or Group?*	With Writing Component?*	With Oral Component?*
Individual Written Reflection	Individual	Yes	No

Category*	Weightage*	Assessment/Submission Period*
Progress Assessments	15	Week 10

Description	Individual or Group?*	With Writing Component?*	With Oral Component?*
Quiz on core concepts	Individual	Yes	No

Category*	Weightage*	Assessment/Submission Period*
Projects/Assignments	30	Week 13

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

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

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

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.

LKCSB 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

OUR CLIENT PARTNER will be www.show3d.com - an exciting AI-native, cross-platform 3D creation app designed to simplify and accelerate the process of generating, editing, rendering, and exporting 3D assets for creators, teams, and businesses, serving a global $120B market across multiple industries. Unlike competitors like Blender or Maya, its "light" mobile-first software means that it can created easily even on your phone.

Already established in China, they are starting from scratch for the rest of world from their new Singapore HQ. They are also sufficiently well funded to make this a really interesting opportunity for students.

DRAFT CHALLENGE QUESTIONS to support their SG/International launch will be about:

1. **User discovery & beachhead segment validation** — who needs Show3D most, and why? How do we optimise for this?
2. **Content, community & organic growth** — how does Show3D engineer its own viral loop?
3. **Singapore go-to-market & university ecosystem strategy** – how can Show3D build a GTM playbook from Singapore to launch globally?

**All students will be provided with Pro Access to show3d.com from Wk1 onwards.*

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
1	Course Overview and Introduction to business models	Homework to complete BEFORE Session 1 class • Read Business Model Generation – Section 1 and II (pp. 14-119) Topics • Course overview and expectations • Introduction to business models • Business model canvas explained (Video) • Business model patterns • Protocols in working with external clients • Embracing Ambiguity (and revelling in making mistakes)
2	Introduction to your client & their team challenges	Homework to complete BEFORE Session 2 class • Undertake preliminary internet research on your client so you have an intelligent understanding of their business within its competitive landscape Topics • Potentially, a site visit (TBD) • Introduction and overview of client business • Discussion of client team challenges • Socialise with client personnel One day after this client introduction session, students/student sub-teams should email their TA with their ranked preferences for the client challenges outlined (TAs will subsequently create the full teams ensuring diversity objectives are adhered to while accommodating preferences if possible)

WEEK	TITLE	TOPIC
3	Understand your client's business and their customer value proposition	Homework to complete BEFORE Session 3 class • Continue gathering data; create client "As is" business model canvas • Read Business Model Generation - "Customer Insights" (pp. 126-133) • Read 101 Design Methods - "Know People" (pp. 83-127) Topics (hereafter, sit in your teams) • Teams discuss client's current business using the Business Model Canvas • Define client problem areas, business environment and industry factors • Developing customer empathy, insight, and value proposition • Customer insights & constructing value propositions • How to engage your real-world clients (busy business executives)
4	Strategy	Homework to complete BEFORE Session 4 class • Conduct team 'socialisation' activity to understand teammates as people • Team representative to seek clarification with your client • Plan and progress primary research of client's customers (critical path!) • Read Business Model Generation – "Strategy" (pp. 200 - 239) Topics • Rational vs Iterative thinking in the design of your business models • Rational strategy frameworks (many covered in MGMT102) • Iterative strategy frameworks (Design Thinking) • Time on field work, findings, insights, customer value proposition

WEEK	TITLE	TOPIC
5	Design	Homework to complete BEFORE Session 5 class • Progress primary research of client's customers • Communicate with your client (continually, bring them along the journey!) • Read Business Model Generation – "Design Techniques" (pp. 134-189) Topics • Brainstorm & Ideate • Ideation to Solutions • Prototyping; Storytelling; Scenarios • Preparing for your interim presentation (20 min VC-type pitch) • Time on field work, insights, value proposition, ideation, sketching out key elements of potential business model building from value proposition

WEEK	TITLE	TOPIC
6	Prove	Homework to complete BEFORE Session 6 class • Conclude primary research of client's customers (package your findings) • Draw out insights from your findings; implications for value propositions • Communicate with your client (continually, bring them along the journey!) • 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) Topics • Team 2 Team critical review of each other's environment context, business model, customer findings and insights, value propositions • Critically review potential constraints and assumptions • Time for each team to work on their client interim presentation
7	Trial: Client Interim Presentations	Homework to complete BEFORE Session 7 class • Finalise client interim presentation (submit to Dropbox; print handouts) • Become familiar with your presentation environment, if different Topic • Team Presentations & Client Feedback
8	BREAK WEEK	

WEEK	TITLE	TOPIC
9	Reflections	Homework to complete BEFORE Session 9 class • Reflect on your team productivity and client interim presentation • Complete Test Quiz to ensure lockdown browser works • Complete Team Peer Evaluations on eLearn Topics • Team reflections and discussion • Minto Pyramid Principles for Structured Communications • Cognitive biases • Test; validation; pre-mortem of your solution • Time to work on your business model canvas
10	Quiz (first thing); Implementation	Homework to complete BEFORE Session 10 class • Communicate with your client (bring them along the journey) Topics • Revisiting stakeholders needs and expectations • Understanding resistance to change • Developing your financial business case • Developing an implementation plan • Time to refine your business model canvas
11	Build-out	Homework to complete BEFORE Session 11 class • Communicate with your client (bring them along the journey) • Complete a pre-mortem of your solution 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

WEEK	TITLE	TOPIC
12	Build-out Complete Course Evaluations	Homework to complete BEFORE Session 12 class • Communicate with your client (bring them along the journey) • Complete all components of your client solution • Develop strawman of final presentation Topics • Complete course evaluation • Review strawman of final presentation with Prof & ATM • Time to work on your final presentation
13	Final Presentations & Executive Summary Due	Homework to complete BEFORE Session 13 class • Communicate with your client (bring them along the journey) • Finalise client presentation & Executive Summary paper (2-3 pages Word) (submit to Dropbox; print handouts) Topics • Team Presentations (6 x 20 min VC-type pitch) • All students present for duration to see each other's work • Client Feedback
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 of 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.

Copyright Notice

Please note that all course materials are meant for personal use only, namely for the purposes of teaching, studying and research. You are strictly not permitted to make copies of or print additional copies or distribute such copies of the course materials or any parts thereof, for commercial gain or exchange.

For the full copyright notice, please visit https://researchguides.smu.edu.sg/copyright.

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.