

Request for: ESSAY DG-590 Disruptive Business Processes

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final feedback form

- 01. quality of deliverables handed in by the student
 - 1. Mention each deliverable and give feedback on the quality of them (individual and integrated).

Presentation on given reading assignment: Presentation was adequate. Theory of Verganti was explained properly. Next time try to find out more about who and what you read.

Presentation of example of disruptive business process: Interesting case on Nespresso. Well picked example, Nespresso was once disruptive, but might become disrupted.

Essay: Pleun wrote his essay on Shimano Rowing Dynamics. The essay itself is well written, easy to read and especially the build-up of the essay was really clear. Looking at the content and message of the essay it was a good choice of product, of which others would not had thought of if they had to choose a disruptive business process. The essay also gave a good insight on the fact that being successful in another market doesn't guarantee success in a new market, even if those markets are closely related -both sports and both similar technique-. This fact was also good worked out and in-depth critiqued on. The only part that was questionable were the questions asked in the conclusion. The questions you asked are good, but are not the only questions to be asked in future projects and new concepts, in order to make it successful. So that is something you will have to take in account in future projects.

- 02. the student's competency development
 - 2. Indicate learning activity & development of competency areas and give feedback on this.

■ indicate type of learning activity 

☐ project / minor and Competency Coach Feedback ☐ FMP brief and Competency Coach Feedback ☒ assignment / module or other learning activity

■ indicate development 'ideas and concepts' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ indicate development 'integrating technology' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ indicate development 'user focus and perspective' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ indicate development 'socio-cultural awareness' 

☐ yes, substantially ☒ yes, to some extent ☐ no, although expected / intended ☐ NA

■ indicate development 'designing business processes' 

☒ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☐ NA

■ indicate development 'form and senses' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ indicate development 'teamwork and communication' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ indicate development 'design and research processes' 

☐ yes, substantially ☒ yes, to some extent ☐ no, although expected / intended ☐ NA

■ indicate development 'self-directed and continuous learning' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ indicate development 'descriptive and mathematical modelling' 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

Overall the student developed on knowledge and awareness on the link between design and business. To incorporate this business perspective has it's effects on design and research processes. Through the raised awareness in this assignment the student might try to apply some of this theory in future project

- 03. process (approach)
 - 3. Indicate which activity of the (design) process the student has done and give feedback on this.

■ envisioning / transforming society 


☐ yes, substantially ☒ yes, to some extent ☐ no, although expected / intended ☐ NA

■ exploring / validating in context 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

■ making: synthesising / concretising 

☐ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☒ NA

- thinking: analysing / abstracting 

☒ yes, substantially ☐ yes, to some extent ☐ no, although expected / intended ☐ NA

The students in this assignment were asked to read literature on disruptive business processes and design, present examples of the given theory and in the end write a personal essay in which they give their opinion on some aspect of disruptive business processes. Therefore most of the activities done relied on analysing and abstracting current research and envisioning what this can mean for themselves as future industrial designers.

- 04. attitude

- 4. Describe and give feedback on the student's attitude.

Pleun was present during all meetings and pro-active in the discussions during the sessions. I felt it took a few sessions for Pleun to get into the assignment, but his final essay really shows he understood the concept of disruptive business processes and there relation to industrial design. His additions to the final discussions were insightfull.

- 05. advice

- 5. What advice would you like to give to the student?

Pleun, I hope you have learned some of the basics behind the aspects of where design and business meet. Your described example of Shimano proves you did, so I can only advice you to apply some of the insights you got into your projects. Keep on exploring and forming your own opinions on what are the best ways to merge business and design.