



Course syllabus

School of Business and Economics
Department of Organisation and Entrepreneurship

4FE090 Design Management, 7,5 högskolepoäng
Design Management, 7.5 credits

Main field of study

Business Administration

Subject Group

Business Administration

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by School of Business and Economics 2014-09-29

The course syllabus is valid from autumn semester 2015

Prerequisites

General entry requirements for studies on second level, and specific entry requirements:
At least 90 credits in Business Administration, and English B/English 6, or the equivalent.

Objectives

After finished course, the student is expected to be able to:

- account for the role of innovation and design in society
- describe and critically examine how a business can be organized based on innovation and design management
- describe and analyze the relationships between innovation, design management and organization
- describe and draw conclusions about design management as an approach for the realization of innovations and products
- conceptualize the organization of product and service development based on design management
- apply approaches in design management
- further develop the competitiveness of businesses with help from theories and models taken from design management
- critically discuss design management in relation to different ethical aspects such as gender and sustainability

Content

The course consists of:

- perspectives on innovation and design management
- creation of an innovative environment in a company
- systems for innovation processes
- design management as an integrating tool in the company
- design and design thinking as a basis for management processes
- design and design management from an ethical perspective

Type of Instruction

Literature studies, lectures, seminars and/or group assignments. Study visits may occur. Obligatory parts are stated in the schedule.

Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

The course is assessed through exams. The examiner can if there are special reasons decide on alternative form of examination.

The grade A constitutes the highest grade on the scale and the remaining grades follow in descending order where the grade E is the lowest grade on the scale that will result in a pass. The grade F means that the student's performance is assessed as fail.

After each regular examination there will be at least one new examination in close proximity to the date the results of the regular exam were posted. A minimum of five occasions for written exams will be offered in relation to the syllabus to which the student was accepted. Usually three occasions per academic year are offered. Students that fail reports can complement after instructions from the examiner to obtain a pass grade.

Grading criteria for the A–F scale are communicated in writing to the student by the start of the course/module at the latest, as well as how grades on separate elements of examination are weighed to a final course grade.

Course Evaluation

A written course evaluation is carried out and compiled in a report, which is archived at the faculty. The results and possible measures taken are communicated by the course coordinator and presented to the students the next time the course is given, or in another way deemed suitable by the course coordinator. Other types of course evaluations, for example regular evaluations throughout the course or discussions with students, will be included and encouraged with the aim of ensuring continuous quality development.

Credit Overlap

This course cannot be part of a degree in combination with another course in which the content fully or partly correspond to the content of this course: The course overlaps 4FE028, 1FE137, 1FE124 and 4FE011 with 7.5 credits each.

Required Reading and Additional Study Material

Required reading

Brown, T. (2008). Design Thinking. *Harvard Business Review* June 2008. pp. 84-92.

Buchanan, R. (1992). Wicked Problems in Design Thinking. *Design Issues*. Vol. 8, No. 2, pp. 5-21.

Cross, N. (2001). Designerly Ways of Knowing – Design Discipline versus Design Science. *Design Issues*. Vol. 17, No. 3, pp. 49-55.

De Mozota, B.B. (2003). *Design management – Using design to build brand value and corporate innovation*. Allworth Press. New York. 281 pages.

Dunne, D. & Martin, R. (2006). Design Thinking and How It Will Change Management Education – An Interview and Discussion. *Academy of Management Learning &*

Education. Vol. 5, No. 4, 512–523.

Martin, R. (2009). *The Design of Business – Why Design Thinking is the next Competitive Advantage*. Harvard Business Press. Boston. 179 pages.

Phillips, P.L. (2004). *Creating the perfect design brief – How to manage design for strategic advantage*. Allworth Press. New York. 191 pages.

Pine, J. & Gilmore, J. (1999). *The Experience Economy – Work Is Theatre & Every Business A Stage*. Harvard Business School Press. Boston. 253 pages.

Sparke, P. (2004). *Introduction to design and culture – 1900 to present*. Routledge. New York. 269 pages.