



STUDY GUIDE

DESIGN THINKING IN CREATING A BUSINESS CONCEPT

Organised by

Poznan University of Technology [PUT]





1. IDENTIFYING DATA.

· Course Name.	<i>Design Thinking in creating a business concept</i>
· Coordinating University.	<i>Poznan University of Technology [PUT]</i>
· Partner Universities Involved.	<i>Not applicable.</i>
· Course Field(s).	<i>Applicable to any field of study</i>
· Related Study Programme.	<i>Applicable to any study programmes for development of transversal competences</i>
· ISCED Code.	<i>0031/0413/0417</i>
· SDG.	<i>4, 5, 8, 9, 12</i>
· Study Level.	<i>Bachelor [B], Masters [M]</i>

· Number of ECTS credits allocated.	<i>3</i>
· Mode of Delivery.	<i>online self-study course on Moodle + online project consultations</i>
· Language of Instruction.	<i>English</i>
· Course Dates.	<i>15.10.2024-10.12.2024</i>
· Schedule of the course.	<i>15 hours of lectures, 15 hours of project (in two-person teams) Lectures in “online self-study” mode. Online consultations regarding the project once a week. Dates will be given during the kick-off meeting with students – October 15, 2024 at 17:00 (CET). Moodle link will be sent to students.</i>
· Key Words.	<i>Design thinking, business model, customer needs, entrepreneurship, idea generation, problem-solution fit, visualisation</i>
· Catchy Phrase.	<i>Design Thinking is the essential ability to combine creativity, ingenuity and rationality of ideas to meet user needs and drive a successful business.</i>

· Prerequisites and co-requisites.	<i>- B2 English level - EUNICE students</i>
· Number of EUNICE students that can attend the Course.	<i>30</i>
· Course inscription procedure(s).	<i>Application through the EUNICE website</i>



2. CONTACT DETAILS.

· Department.	Faculty of Engineering Management
· Name of Lecturer.	Ewa Badzińska, Ph.D.
· E-mail.	ewa.badzinska@put.poznan.pl
· Other Lecturers.	

3. COURSE CONTENT.

The course aims to familiarize students with the fundamentals of entrepreneurship and business modelling, with an emphasis on tailoring solutions to problems through user-centric innovation. The Design Thinking method plays a key role here as an iterative process of designing innovations. In addition, students learn tools for creating a business model and the principles of their use. The project part of the module involves applying the Design Thinking process in creating a business idea to solve a diagnosed problem by taking a holistic, user-centred view of the issue. Moreover, prototyping and testing the designed solution supports the development of critical thinking, teamwork and understanding the expectations of a potential customer.

4. LEARNING OUTCOMES.

Course-related learning outcomes

Knowledge

1. The student has knowledge about basic principles of entrepreneurship as a process of searching for market opportunities and innovative solutions.
2. The student knows and understands the Design Thinking method on a conceptual level.
3. The student has knowledge about tools of business model generation.

Skills

1. The student can recognise and understand an iterative innovation design process.
2. The student has the ability to use the acquired knowledge in various fields and forms of business practice.
3. The student is able to reflect, think critically and assess the usefulness and feasibility of designed solutions.

Social competences

1. The student is aware of the interdisciplinary nature of knowledge and skills needed to solve complex business problems.
2. The student is able to develop his/her knowledge on the basis of practical experience and professional education.
3. The student is aware of the need to expand transversal skills due to the high variability of the socio-political and economic environment.



5. OBJECTIVES.

The aim of the course is to gain knowledge and acquire skills and competences in the field of entrepreneurial mindset, business modelling and user-driven solutions using Design Thinking. This approach helps you strengthen your understanding of your business idea and communicate it to others in a clear and concise way. This module encourages students to generate innovative ideas, think critically, reflect and evaluate their achievements through an iterative design process. The goal is to use the acquired knowledge and techniques in various fields and forms of business practice.

6. COURSE ORGANISATION.

UNITS

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| 1. | <i>Principles of entrepreneurship and business modelling.</i> |
| 2. | <i>An Introduction to Design Thinking: an iterative innovation design process.</i> |
| 3. | <i>Creation of innovative business ideas with problem-solution fit (e.g. user-centric innovation using the Value Proposition Canvas and Design Thinking approach).</i> |
| 4. | <i>Prototyping and visualisation of business concepts using LEGO® SERIOUS PLAY®</i> |
| 5. | <i>Rules for generating a business model based on the Business Model Canvas and Lean Canvas methodology.</i> |

LEARNING RESOURCES AND TOOLS.

Online course on Moodle, educational materials in the form of presentations, tutorials and videos with examples of the use of the presented methods and tools, virtual classroom activities, consultations.

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

Lecture: multimedia presentation illustrated with examples; problem lecture (discussion on solving a given problem), video tutorials.

Project: tutorials, case study method, discussion methods: brainstorming, reflection, metaplan (conclusions from discussion in teams), multimedia presentation, exercise and practical methods: solving cognitive tasks, teamwork.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Knowledge, skills and competences acquired during the course are verified based on:

- *one 50-60-minute colloquium from materials posted on the Moodle platform. It consists of 20-25 questions (test and open) with various points depending on their level of difficulty. Passing from 60% of points,*
- *the completed project in two-person teams (submission on the Moodle platform and oral presentation).*



The project concerns the creation of a business concept using Design Thinking.
Criteria for evaluation of the project will be provided to students at the first online meeting.

OBSERVATIONS.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

1. *An Introduction to Design Thinking PROCESS GUIDE*, Hasso Platner Institute of Design at Stanford, <https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>
2. *Apply the Design Thinking Process in Your Business*, <https://techbootcamps.utexas.edu/blog/design-thinking-process/>
3. *Bootcamp bootleg d.school*, Hasso Platner Institute of Design at Stanford, <https://dschool.stanford.edu/resources/design-thinking-bootleg>
4. Osterwalder, A. & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, John Wiley and Sons Ltd.
5. Ries, E. (2013). *The Lean Startup*. Random House USA Inc, New York.
6. *Lean Canvas Example*, <https://www.youtube.com/watch?v=2nW9lg-fenY>
<https://www.alexandercowan.com/business-model-canvas-templates/>
7. *Designing your Value Proposition by Alex Osterwalder*, <https://www.youtube.com/watch?v=pwRL4GiA8Ek>