

DESCRIPTION OF ELECTIVE COURSE

Name of the school : Haute école de gestion de Genève	Academic Year: 2021-2022
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FIRST PART: DESCRIPTION OF THE MODULE	
1. Domain	Business and Services
2. Department	International Business Management
3. Course name	Design Thinking and Creativity
4. Code	31001
5. Type of education	<input checked="" type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> MAS <input type="checkbox"/> <input type="checkbox"/> DAS / CAS / single days
6. Number of ECTS Credits	5
7. Prerequisites	None
8. Teaching language	<input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> English <input type="checkbox"/> Other:
9. Objectives	<p>This course will allow participants to learn the Design Thinking approach developed by IDEO and Stanford University, and used by leading companies like Apple, Nike, Coca-Cola, etc.</p> <p>The process of (re)designing an innovative solution follows a structured and replicable process starting with the in-depth understanding of the key users' and other stakeholders' needs, and ending with a concept of solution validated by them. Design Thinking is, therefore, often described as being human-centered, and de facto borrows some ideas from psychology.</p> <p>Design Thinking can be used to optimize, transform or create products, services and processes alike. Practiced in multi-disciplinary and non-hierarchical teams, Design Thinking also enables organizations to collaborate better and more in-between departments, and to become more agile overall. When used regularly, Design Thinking tools bring a change of mindset to an organization and contribute to its increased adaptation to our VUCA (volatile, uncertain, complex, ambiguous) world.</p> <p>During the course, we will cover the underlying principles and key steps of the DesignThinking approach, and take a deep-dive into each of its four phases: Discovery, Definition, Ideation and Prototyping. Thanks to a mix of theory and practice, participants will learn how to understand user needs in-depth, using different</p>

	<p>elicitation techniques, before moving to solutions. Participants will then learn how to come up with innovative solutions using structured brainstorming and idea prioritization techniques, before testing these ideas with users.</p> <p>These skills will be key in your career in the years to come. For instance, in its 2025 Skills Outlook publication, the World Economic Forum lists “Analytical Thinking and Innovation” as the #1 skill to have by 2025. Other skills developed in this course are also among the top 10 on this list: “Complex problem-solving” (#3), “Creativity, originality and initiative” (#5) and “Reasoning, problem-solving and ideation” (#10).</p> <p>The course equips participants with the concrete tools to tackle complex by taking all stakeholders into account, which will serve them well for their career, independently of the path chosen (business analysis, project management, general management, entrepreneurship, etc.)</p> <p>At the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • Understand the overall approach and underlying principles of the Design Thinking approach. • (Re)frame challenges and issues in a human-centered way. • Gain a deep understanding of users’ needs before moving to any solution. • Acquire a tool box of different elicitation techniques (user journeys, observations, in-depth interviews, etc.) • Alternate different ideation techniques (analogous, asynchronous, constraint, crazy, 6-3-5 brainstorming, de bono hats, SCAMPER method) • Know how to create and test a solution prototype via different techniques (storyboard, role plays, wizard of oz, etc.) • Understand its links with sister approaches (Value Proposition Design, Lean, Scrum, Design Sprints, Business Model Canvas, etc.)
<p>10. Contents <i>(General themes and descriptions, the accurate content may change)</i></p>	<ul style="list-style-type: none"> • Introduction • Discovery Phase, including elicitation techniques • Definition Phase • Ideation Phase • Prototyping and testing Phase • Links with sister approaches
<p>11. Evaluation</p>	<p>The grading of the module shall be based on:</p> <ul style="list-style-type: none"> • A book case study presentation in groups – 20% • An individual exam – 40% • A final team project presentation – 40%.
<p>12. Remediation/repetition</p>	<p><input checked="" type="checkbox"/> Compulsory remediation if the module grade is between 3.5 and 3.9 / 6. When subject to a remediation, only the grade of the remedial exam will be taken into account (maximum grade 4.0). A repeated module cannot benefit from a remedial exam.</p> <p><input type="checkbox"/> No remediation</p>

13. Coordinator / main instructor	Alexandra Marcoin-Karacsonyi		
SECOND PART: LOCATION OF THE MODULE IN THE STUDY PLAN			
14. Level	<input type="checkbox"/> Basic module <input type="checkbox"/> Advanced module <input checked="" type="checkbox"/> Specialized module <input type="checkbox"/> Other:		
15. Characteristics	<input checked="" type="checkbox"/> Module is mandatory (which could lead to final dismissal from the program, cf. art.15, al.1, « Statut des étudiant-e-s bachelor »)		
16. Type	<input checked="" type="checkbox"/> Main module <input type="checkbox"/> Module linked to main module <input type="checkbox"/> Optional module <input type="checkbox"/> Other:		
17. Time organization	<input checked="" type="checkbox"/> Module over 1 semester <input type="checkbox"/> Spring semester	<input type="checkbox"/> Module over 2 semesters <input checked="" type="checkbox"/> Fall semester	<input type="checkbox"/> Other