UNIVERSITY OF ECONOMICS - VARNA
MASTER DEGREE CENTER
DEPARTMENT OF MANAGEMENT AND ADMINISTRATION

Adopted by the FC (record №/ date):

Adopted by the DC (record №/ date):

ACCEPTED BY:

Dean:

(Prof. Stoyan Marinov, PhD)

SYLLABUS

SUBJECT: DESIGN THINKING

DEGREE PROGRAMME: INTERCULTURAL BUSINESS; MASTER`S DEGREE

YEAR OF STUDY: 6; SEMESTER: 11

TOTAL STUDENT WORKLOAD: 90 hours; incl. curricular 30 hours

CREDITS: 3

DISTRIBUTION OF STUDENT WORKLOAD ACCORDING TO THE CURRICULUM

TYPE OF STUDY HOURS	WORKLOAD, hours	TEACHING HOURS PER WEEK, hours
CURRICULAR: incl.		
• LECTURES	30	2
• SEMINARS / LAB. EXERCISES	0	0
EXTRACURRICULAR	60	-

Prepared by:

1. …………………………………..
   (ch. asst. prof. Petar Petrov, PhD)

**Head of department
of Management and Administration: ……………………………………
(assoc. prof Dobrin Dobrev, PhD)**

I. ANNOTATION

Design Thinking is an interactive approach used by designers to solve complex problems and find desirable solutions. It is widely being used globally in both private and public sectors for business and personal projects to achieve a focused and action-oriented approach. Design Thinking helps organisations to grow, innovate, and improve financial performance effectively.

By applying the Design Thinking approach in an organisation, individuals can collect customer feedback that can help them redesign their products or services using innovative solutions. In modern businesses, design teams mostly use the Design Thinking strategy to tackle ill-defined problems because they can re-examine them in human-centric methods and mainly focus on customers' requirements.

Upon completion of the course students will be able to:
- *Apply the design thinking framework to solve problems more creatively.*
- *Create prototypes to test ideas early, before making a big investment of time and money.*
- *Understand problems from the customer's perspective.*
- *Guide groups to effectively brainstorm innovative ideas.*
- *Plan and conduct effective design research, including user interviews.*
- *Make and use a storyboard to communicate your design ideas.*
- *Identify design research objectives.*
- *Make a plan to iterate the idea forward.*

The following skills will be developed in this course:
- *Approach problems using structured methods of gathering observations, breaking cognitive fixedness, and generating creative ideas for solutions.*
- *Apply creative solutions and behavior-change analysis to innovation development and internal team processes.*
- *Develop a strategic innovation toolkit and learn when and how to apply design thinking and innovative problem-solving tools and exercises.*
- *Practice empathy in applying a human-centered approach to design techniques, such as user research, user experience, prototyping, and journey mapping.*
- *Assess group dynamics and improve team performance through tools and processes designed to enhance collaboration and iteration in development.*
- *Guide teams to draw from a wide range of professional experiences and backgrounds and create stronger collaboration dynamics to heighten their approach to innovation.*

The main competencies involved in the Design Thinking course are:
- *Personal, social and learning to learn competence (5).*
- *Entrepreneurship competence (7).*
- *Cultural awareness and expression competence (8).*

II. THEMATIC CONTENT

№	TITLE OF UNIT AND SUBTOPICS	NUMBER OF HOURS		
		L	S	L.E.
Theme 1. INTRODUCTION TO DESIGN THINKING		3		
1.1.	Definitions			
1.2.	Mindset			
Theme 2. THE DESIGN THINKING PROCESS		4		
2.1.	Models			
2.2.	Steps for implementation			
Theme 3. EMPATHY AND UNDERSTANDING		3		
3.1.	Define users' explicit pain points and latent needs			
3.2.	Reframe the innovation context			
3.3.	Analyze the organizational environment			
3.4.	Problem Framing			

	Theme 4. TOOLS FOR INSPIRATION	3		
4.1.	Interviews			
4.2.	Understanding people			
4.3.	Tools to get started			
	Theme 5. TOOLS FOR GENERATING IDEAS	4		
5.1.	Prototyping			
5.2.	Analyzing the results			
5.3.	Choosing a solution			
	Theme 6. UNDERSTANDING USER VALUES AND BEHAVIORS	3		
6.1.	Refine innovation ideas using design heuristics			
6.2.	Apply research-based personas and behaviour models to make innovations easier to adopt			
6.3.	B. J. Fogg Behavioral Model: Identify prompts to improve users' ability and motivation			
	Theme 7. DEVELOP AN EXPERIMENTATION MINDSET	3		
7.1.	Combine ideas into complex innovation concepts			
7.2.	Critique and strengthen concepts using evaluation tools			
7.3.	Guide prototyping by creating critical questions related to a concept's desirability, feasibility, and viability			
	Theme 8. IMPLEMENTATION TOOLS	4		
8.1.	Assess if the solution is working			
8.2.	Prepare for launch			
8.3.	Prepare for scale			
	Theme 9. COMMUNICATION AND STRUCTURE	3		
9.1.	Assess developer and user perspectives for bias that may affect the implementation			
9.2.	Apply frameworks to strengthen communications about an innovation's value			
9.3.	Reflect on management skills for sustaining a culture of innovation			
9.4.	Stakeholder Analysis			
	Total:	**30**		

III. **FORMS OF CONTROL:**

№	TYPE AND FORM OF CONTROL	Number	extracur-ricular, hours
1.	**Midterm control**		
1.1.	Couse project	**1**	**20**
1.2.	Presentation	**1**	**5**
1.3.	Test	**1**	**10**
	Total midterm control:	**3**	**35**
2.	**Final term control**		
2.1.	Examination (PBL)	**1**	**25**
	Total final term control:	**1**	**25**
	Total for all types of control:	**4**	**60**

IV. **LITERATURE**

REQUIRED (BASIC) LITERATURE:

1. Design Kit. (2022). Retrieved 10 May 2022, from https://www.designkit.org.
2. Design Thinking Course Materials available at https://e-learn.ue-varna.bg.

RECOMMENDED (ADDITIONAL) LITERATURE:

1. Clarke, R. (2020). Design Thinking. Chicago: Ala Editions.
2. Curedale, R. (2013). Design Thinking. Design Community College.
3. Erbeldinger, J., Ramge, T., & Erbeldinger, R. (2013). Durch die Decke denken: Design thinking in der Praxis. Redline Wirtschaft.
4. Razzouk, R., & Shute, V. (2012). What Is Design Thinking and Why Is It Important? Review of Educational Research, 82(3), 330–348. https://doi.org/10.3102/0034654312457429