Lucerne University of
Applied Sciences and Arts

HOCHSCHULE
LUZERN

Art and Design
FH Zentralschweiz

Bachelor of Arts
Design Management, International

Bachelor's course taught in English with a unique approach that combines management with design and offers two specialisation tracks.

Programme outline

www.hslu.ch/designmanagement

Table of contents

Welcome	**3**
What is design management?	**4**
Roles in design management	**5**
Design management fields	**6**
Design management tasks	**7**
Design management competency	**8**
The DMI Bachelor's programme	**9**
Programme specialisations	**12**
Working in solution creation	**13**
Working in market creation	**13**
The Product Design Management track	**14**
The Communication Design Management track	**14**
Programme structure	**15**
Programme overview	**16**
Module and courses	**18**
Vision	**22**
Information	**23**

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Dear reader,

Design has become a crucial competency for any business to specify the actual "experience" of the product or service it delivers. Through design these experiences become not only meaningful and intentional, but also create sustainable value. But design increasingly involves a range of activities surrounding an experience. And with so many aspects of design being applied in so many departments and business units, it has become essential to develop a new management approach. For design to become a core activity in organisations, the respective processes, strategies and resources have to be managed in a deliberate and targeted manner.

Design management is different from traditional management: the processes, ways of working and the culture needed to apply design in an optimal way are different from what is commonly taught at business schools. In contrast to classical management approaches, design management relies on agile, multi-disciplinary working and collaboration, combined with design thinking that links management with design skills. In short, design management calls for a mindset and attitudes that can integrate the necessary expertise in order to develop holistic solutions for business challenges.

With its Bachelor's programme in design management, Lucerne School of Art and Design is addressing this need. It develops the competencies that future professionals will need for their careers. Furthermore, it creates the corresponding awareness and acceptance in the professional environment.

Design Management, International (DMI) is the only Bachelor's programme of its kind in Switzerland and one of only a few worldwide. It allows students to benefit from its proximity to other design programmes as well as from courses offered at other departments of Lucerne University of Applied Sciences and Arts.

Our unique programme is as challenging as it is rewarding because it provides young professionals with the skills and knowledge that are so urgently needed.

You are invited to visit our campus and see how we meet this new challenge, and I would be delighted to give you a personal tour.

Prof. Jan-Erik Baars
Head of Programme
Lucerne, April 2016

What is design management?

Design management is instrumental in developing appropriate processes and methods that can integrate design into the core competency of a business. Design managers coordinate the activities of various stakeholders (designers, managers, product developers, marketing and corporate communication staff, external suppliers, etc.) with a view to enabling the organisation to reach its goals as effectively as possible. This means getting individuals to work towards a common objective and creating the conditions necessary for delivering coherent and satisfying results.

In order to succeed in their role, design managers must have excellent communication skills, a solid understanding of appropriate methodologies, an ear for the needs of all stakeholders, as well as strong management skills.

Competency in design management means being able to

- intervene at the interface between the organisation and its stakeholders so as to shape customer experiences, products, services, brands and communication, as well as to coordinate related processes such as market evaluations and product launches.
- support operations and utilise design and business expertise in order to create efficient processes, structures, tools and methods.
- assume leadership roles by applying design competencies for the benefit of the organisation and its systems.

Design management in practice

The remit of design managers is evolving constantly. Traditionally, design management was restricted to design activities relating to products and services, and the applied side primarily focused on work within the design department and other units, and on managing its design suppliers.

The current understanding of design management encompasses a wide range of tasks across various functions and organisational units. Increasingly, design management is being practiced also outside the design domain itself, such as in marketing, product, brand, and innovation management, and there is new demand for it from fields that lie beyond the traditional corporate world, such as specialised consulting or strategy agencies and public-sector organisations.

Organisations are increasingly discovering the advantages of a strategic approach to design when tasked with developing human-centred, innovative, and sustainable value propositions. Having a strong grasp of design management can make a decisive difference in this regard and help to build a sustainable future.

"Design management is the must-have competency for today's innovative companies."

Marty Neumeier
Author, speaker, director of transformation at Liquid Agency

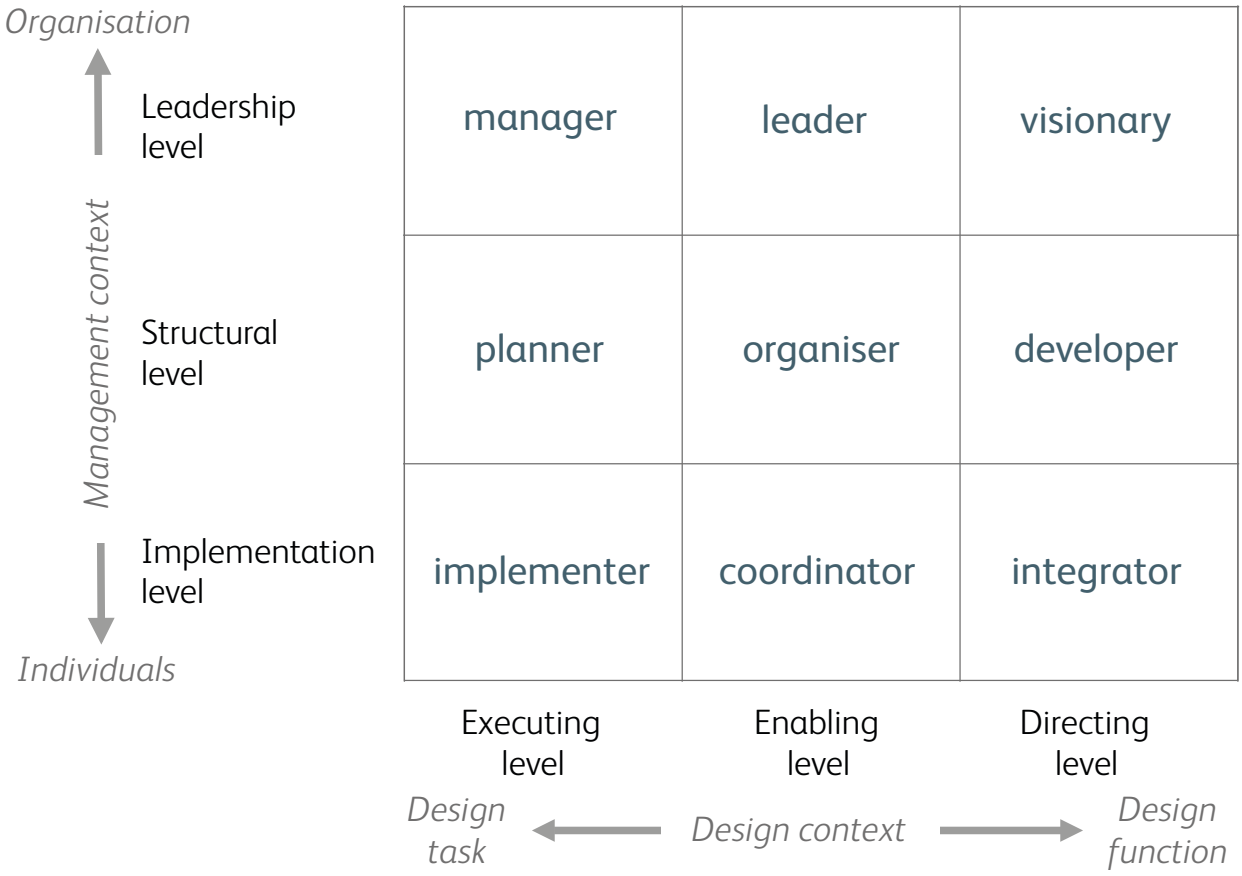
Roles in design management

With so many aspects of design being applied in various departments and business units, it has become essential to develop an appropriate design management approach. The complexity of the professional field can be addressed in two dimensions: the management context (where design management is focused on the organisation), and the design context (where design management is focused on the function of design).

The resulting roles reflect the variety of goals that design management intends to achieve: some are aimed at increasing organisational performance (leadership level), others at directing the application of design (directing level).

In its most mature form, design management assumes a visionary role in both of these dimensions and helps the organisation to clarify its purpose and give it direction.

- *Execution-oriented roles:*
  Implementing design through planning of activities and project management
- *Enabling-oriented roles:*
  Enabling design through coordinating and organising demand and supply between stakeholders
- *Direction-oriented roles:*
  Directing design by connecting stakeholders in decision-making and leading in design-related activities



The roles in design management are defined by the organisational context and the complexity of the activity at hand, ranging from task-orientation to people-orientation.

Design management fields

While the established fields of design management can be found in design departments of large organisations, a new form is emerging in parallel, and other corporate departments, like branding and marketing, are discovering the benefits of design management as well. But also design suppliers and agencies are increasingly looking for qualified professionals with design management competencies who can assume new roles, such as service design, design research and design strategy, that are in demand within their organisations. Furthermore, the market for specialised design management consulting is growing as well, creating opportunities in this new field.

In short, design management is becoming an integral part of organisational settings, and design managers' tasks are consequently growing in scope in order to meet new organisational requirements.

Various professional fields that are accessible to design managers can therefore be identified, reflecting the complexity in design, from executing to directing.

Execution-oriented occupations:

- **Project manager:** supporting design-related activities through scoping, planning, sourcing and controlling (typically in larger design groups or agencies, with multi-disciplinary design staff)
- **Design producer:** managing the supply chain of creative services in design, either through sub-contracting or purchasing (mostly in media or event-related areas, dealing with various suppliers of creative services)

Enabling-oriented occupations:

- **Account/client manager:** supporting sales and client relations management in design service agencies (generally in service firms within the creative industry)
- **Design researcher:** creating problem-based insights through relevant research methodologies (mostly related to research facilities in large corporation in tech or high value services)

Directing-oriented occupations:

- **Design strategist:** creating relevant insights through design research methodologies, supporting design projects (within strategy teams in agencies dealing with complex services, such as innovation, branding and interaction)
- **Service designer / design experience strategist:** creating holistic customer experiences through directing design activities for touchpoints (either in design agencies or within development and design teams of large service firms)

Related fields, attainable to design managers:

- **Product manager**: creating product and service propositions from existing or new ideas, related to industry offerings and customer demand (mostly related to R&D and with technology focus)
- **Marketing manager**: developing a marketing strategy for a company in line with its objectives, co-ordinating marketing campaigns with sales activities
- **Brand manager / strategist**: managing all tangible and intangible aspects of the brand through the supply chain, sourcing suppliers and products that fit with the brand

"Since 2010 we have been integrating young talented DMI graduates into our organisation of consultants, branders and designers continuously. In this respect the DMI programme is a perfect and effective fit for our international business."

Peter Wirz
Group Managing Director, Vetica Group AG

Design management tasks

Each role that a design manager assumes is linked to a diverse set of tasks.

In an **execution-oriented** role, for instance, design managers are responsible for planning and delivering project work that typically relates to development. Therefore, their main responsibility is to ensure that results are in line with given objectives. Furthermore, design manager are tasked with setting clear and attainable goals and scoping the requirements of projects, while observing the given cost, time and quality specifications.
At a senior level, design managers can also assume leadership roles and take ownership of the overall design effort within an organisation.

In an **enabling role** a design manager is often a client representative who must determine and respond to the client's needs, adapt to internal procedures, and manage the aspects relating to costs, schedules, quality, and, most importantly, client satisfaction.

In a **directing role**, design managers are tasked with integrating the various design activities so as to create a coherent customer experience, or with communicating the corporate strategy and purpose to all those involved in the design activities and beyond.
At a senior level, design managers can also assume a leadership role by owning and articulating the corporate vision.

	Executing	Enabling	Directing
Leadership level	***Manager*** Functional leadership Budget ownership Resource leadership ROI definition and delivery Strategy definition	***Leader*** Design leadership Process ownership Competency leadership Quality definition Value definition	***Visionary*** Inspiration leadership Vision ownership Culture leadership Purpose definition Change definition
Structural level	***Planner*** Functional integration Programme development Resource allocation Programme alignment Efficiency increase	***Organiser*** Value integration Process development Resource planning Process alignment Quality increase	***Developer*** Design integration Culture development Resource development Purpose alignment Loyalty increase
Implementation level	***Implementer*** Project coordination Project definition Project alignment Delivery definition Activity controlling	***Coordinator*** Design coordination Design alignment Quality alignment Quality assurance Process coordination	***Integrator*** Purpose coordination Culture dissemination Vision alignment Target definition Value alignment

The functions of design management.

Design management competency

Any task in design management requires a set of competencies which varies in importance depending on the context of the role. The Lucerne design management competency framework separates the competencies required for the design and the management dimensions into distinct categories, forming a matrix of four fields.

The fist quadrant (manage the design process) describes the competencies needed to connect individuals to a task in design, the second one (mediate business value) describes those that connect design tasks to the purpose of the organisation, the third one (create a creative environment) describes those that connect individuals to the function of design, and the last quadrant (connect and convince others) includes competencies that can connect the function of design with the purpose of the organisation.

Manage the design process

- Define the design task (design briefing)
- Coordinate design activities and their execution (project management)
- Maintain a motivated and engaged attitude (self motivation)

Mediate business value

- Align a design process with business objectives (business management)
- Plan and organise interaction with business objectives (account management)
- Adapt the communication to the context (context sensitivity)

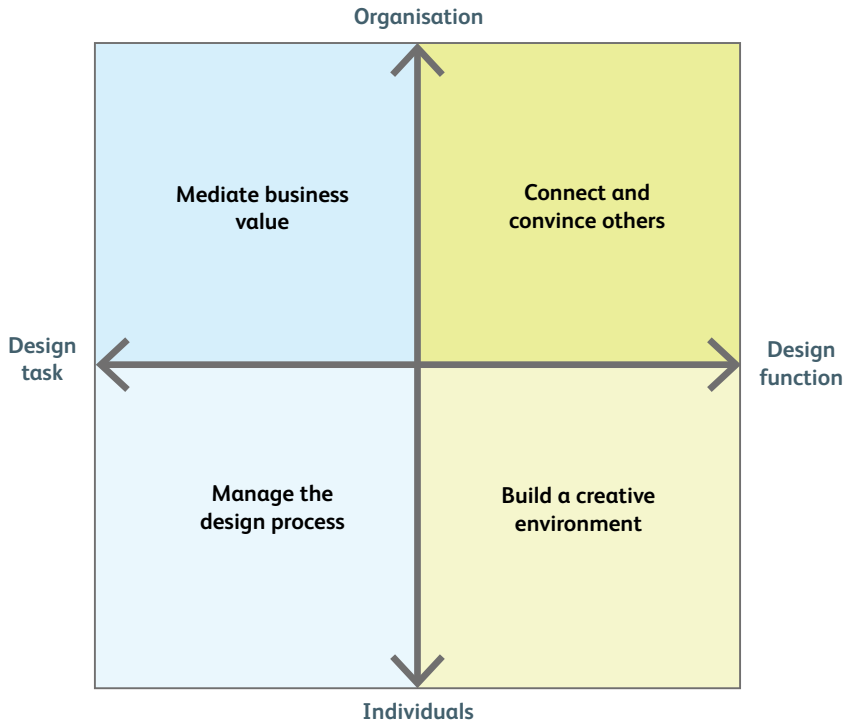
Connect and convince others

- Promote a shared vision and purpose (purpose dissemination)
- Transform abstract ideas and fuzzy situations into specific information (sense making)
- Assume a holistic and outside-in perspective (empathy)

Build a creative environment

- Unite and share different values and perspectives (team building)
- Build an environment of trust (group collaboration)
- Build trust and reduce biases (open-mindedness)

The design management programme at Lucerne School of Art and Design has consequently developed its courses to address the requirements of particular roles, while continuing to pay due attention to the underlying theoretical and academic principles.



The Lucerne competency framework for design management.

The DMI Bachelor's programme

The three-year Bachelor's programme – the only one of its kind in Switzerland – has been developed in response to the increasing role of design management as well as the requirements of the industry. It helps graduates to become competent problem solvers with a keen sense for design thinking: they know what design is and can do, and they have well-honed skills and deep expertise to tackle challenges and deliver convincing results for their clients.
The design management programme is therefore strongly dedicated to building the competencies that future design managers will need. It is intended not only as a professional training course in project and process management and the related fields, but it also provides students with a basis for developing the necessary leadership skills, allowing them to pursue a career along the various roles design management offers.

Programme focus

The programme aims to develop professional competencies by emphasising and examining the theoretical and applied dimensions of design. It is therefore placed deliberately in the design faculty, based on a strong commitment to developing fundamental skills in design. Students collaborate with designers and artists from other fields, creating a unique environment in which they can experiment and create new, innovative solutions and approaches. Likewise design management students can engage in cross-functional, interdisciplinary activities and thereby develop a unique skill set.

The focus in developing competencies is on learning rather than on teaching, and the programme aims to get students to deliver tangible results as evidence of what they have achieved. Course work thus generally favours project work over written examinations. To ensure that this form of learning is effective, lecturers and module coordinators often assume the role of mentors who encourage students to reflect on their work in real time.

Design management vs. business management

While conventional management programmes are dedicated to developing students' skills in the respective discipline, the design management programme at Lucerne School of Art and Design aims to combine both aspects of management and design, so as to develop general competencies in students, including the essentials of project and innovation management and of design thinking.

The programme therefore bridges these two dimensions and enables graduates to be effective as managers and as designers, relying on a keen sense for human-centred values.

Students can gain additional practical experience by participating in interdisciplinary modules: each year the school offers a range of interdisciplinary projects, such as exhibition design, packaging design, product design, photography, painting, object design, animation, graphic design, and illustration, among others.

International scope
Lucerne School of Art and Design regularly invites international guest lecturers and speakers to share their thoughts on the world of design and management. Students benefit from additional international exposure by participating in exchange programmes, e.g. Erasmus, and by working for international organisations during their internships.

Industry partners
Helping young professionals gain a foothold in the fields of design management calls for more than just theory per se. After all, empirical knowledge is a key ingredient when it comes to building competencies that enable our graduates to assume a meaningful role in organisations. We therefore strongly rely on partners from the industry and the applied fields to provide students with the context in which they can gain the expertise they will need in order to be effective in their work.
With this in mind, we have created a dedicated partnership programme for establishing a direct link between the applied field externally and our classrooms at the school: students gain experience and acquire further competences in their field; external partners involve students in projects and collaborate with them during their internships.

Experience gained while working with project partners has confirmed the value of this mutually beneficial approach: students learn what it means to work in the industry, while industry partners benefit from direct access to their talent, ideas, methods and insights. And students have the chance to participate in a truly motivating learning environment.

Internships
In the fourth semester, students can go on a five-month internship and earn credits under the European Credit Transfer System (ECTS). The school has a large network of partners offering internships, in which students can apply what they have learned in the classroom and gain valuable industry experience.

"The process we went through with the students and teachers of the design management course in Lucerne was very interesting, highly motivating and productive. We learned a lot and have now a different and better insight for finding the right approach!"

Urs Heierli, *Owner, msd consulting GmbH*

"Design management is essential when integrating design strategy into the business process. A dedicated educational programme in design management is therefore more than needed: it's vital to bring design management competency to all business levels to ensure that design value can be unleashed. The DMI programme at Lucerne develops these vital competencies that businesses so desperately need."

Dr Stefano Marzano
Former CDO Philips, Council Member of Gerson Lehrman Group, Inc.

"Design management is an essential aspect in creating effective organisations, not only within design departments. I am impressed with the approach that the DMI programme takes to develop future design management talent!"

Holger Hampf
Head of BMW Group UI/UX Design

"Design management is an essential aspect in developing innovative, human-centered products and organisations. Design thinking is a leadership skill, essential in a dynamic and complex environment. Projects of today are too complex to be managed in a traditional, linear style. DMI graduates learn to solve such wicked problems and are well prepared for adding value in a forward thinking organisation."

Christina Taylor
Head of Human-Centred Design at Swisscom

"The DMI programme challenges students to critically reflect on their contributions to society and industry, and to develop a set of capabilities that are very valuable in today's marketplace: empathy, creativity, optimism and pragmatism."

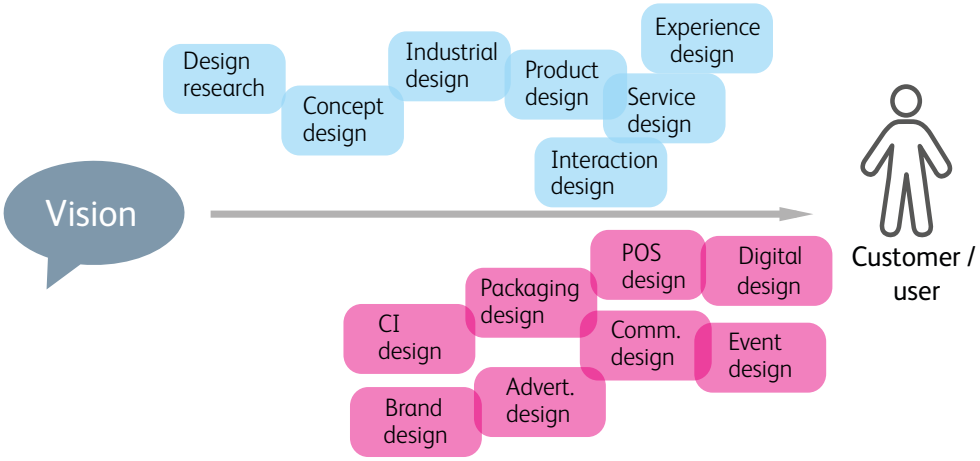
Eric Roscam Abbing
CEO Zilver Innovation

"Dynamic course, diverse students, undergraduate design management at its best."

Kathryn Best
Author, speaker, consultant

Programme specialisations

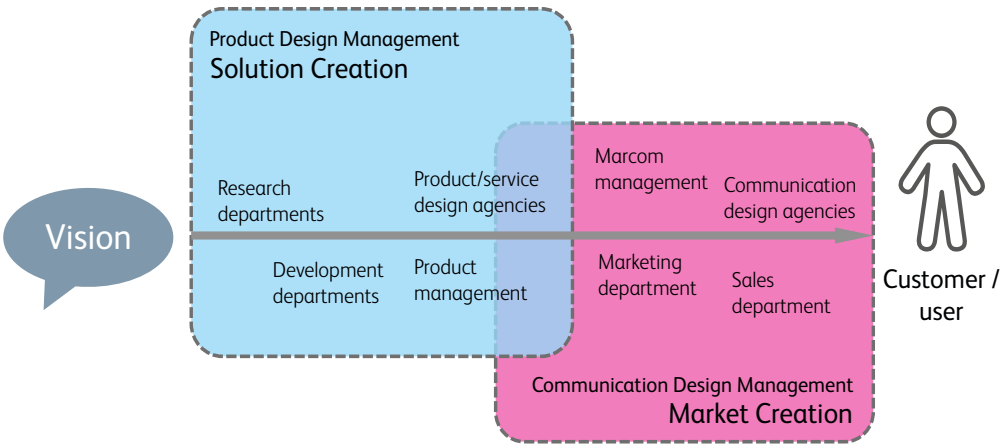
Design managers are active across the entire value chain, from initial research, to product / service development, all the way to market launches, sales and service. The demand for holistic customer experiences, not to mention the effects of digitalisation, make it imperative for design managers to assume a broader role along the value chain. In view of this complexity and with the aim of developing the necessary competencies in students, the programme offers **two specialisation tracks** that focus on a single value chain, while allowing students to pursue their personal interests at the same time.



Design activities across the value chain are clustered around development (blue) or communication (pink) topics.

The activities of design along the value chain can be clearly categorised into two main areas: development activities as encountered in product or service design, and marketing and sales activities as found in visual communication design. While the first area focuses on creating value through products and services **(solution creation)**, the latter one communicates the propositions to the market and customers **(market creation)**.

Courses that emphasise these types of applied competencies make the programme all the more relevant and attractive, thus providing graduates with additional career opportunities.



The two specialisation tracks in the programme focus on clearly defined fields within design management.

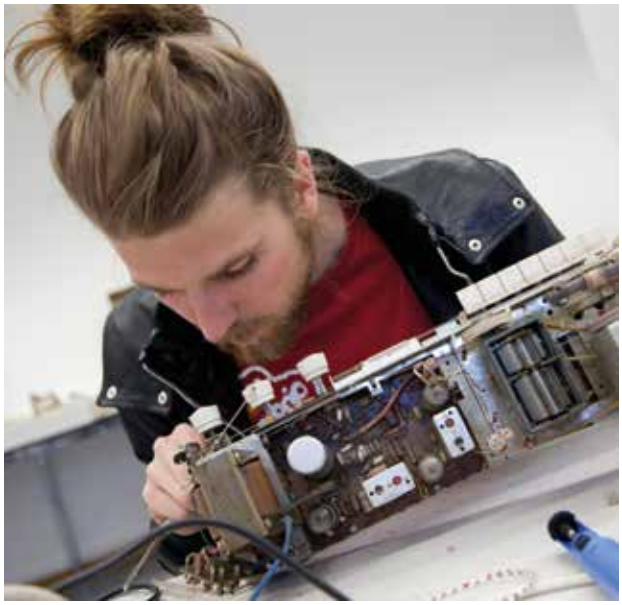
The specialisation tracks

The Product Design Management track Solution Creation

This track covers topics relating to innovation management, product creation, design planning and research, user research, and product and service development.

It aims to support and manage product, interface and service design activities as found primarily in large agencies and in-house design departments. While it examines the project manager's role in the context of product and service design, it also studies what design producers, product managers, and innovation managers actually do in their job.

The track is designed for students with an affinity for technology, product development, functionality and complex interaction processes, and it has a strong emphasis on structures and forms.



The track therefore bridges to the programme of object and textile design, as well as to programmes in other departments, e.g. courses in economic engineering and industrial design at Lucerne School of Engineering and Architecture.
Graduates can subsequently enrol in the Master's programmes the university offers in the related fields.

The Communication Design Management track Market Creation

This track covers the activities associated with brand asset management, market introduction, communication planning, market research and visual communication, and promotional design.

It emphasises the importance of packaging, marketing communications and event design activities as typically found in specialised agencies or marketing departments in larger organisations. It also focuses on project management in marketing and sales by taking a close look at the roles of design purchasers and marketing communication, communication, and event managers. It is intended for students interested in communication, advertising, events and jobs that call for close human interaction.

The track therefore bridges to the programmes of graphic design, illustration and camera arts, as well as to programmes offered in other faculties, e.g. courses in marketing and business administration at Lucerne School of Business.
Graduates can subsequently enrol in the Master's programmes the university offers in the fields of communications and marketing.

Working in solution creation
Solution creation is the domain of researchers, engineers, developers and manufacturers that comprises the steps in designing and realising product and service solutions to address particular customer needs. It places a strong focus on innovation management, product creation processes (PCP), design planning and research, user research, and product and service development. Specialists in solution creation are mostly found in research and development or in product management departments, as well as in dedicated design agencies or in-house design centres. Design managers working in this field generally work on projects relating to design, production and innovation processes.

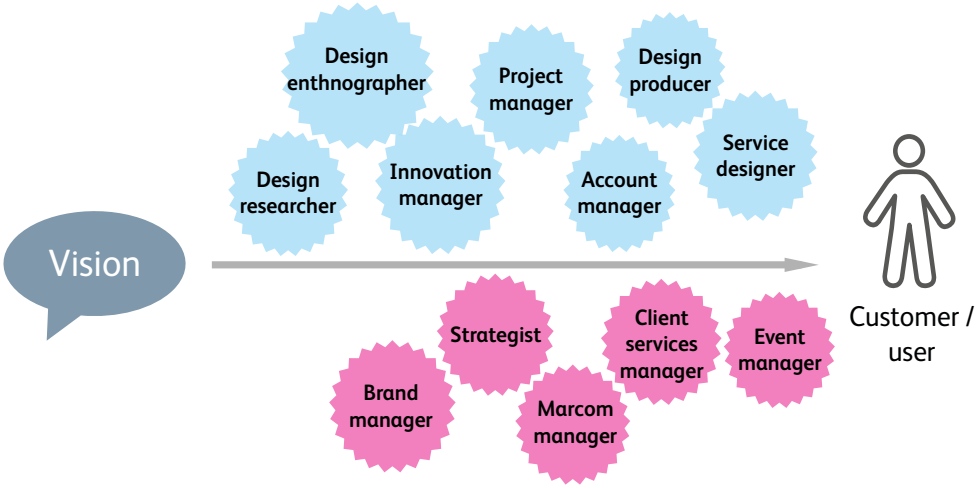
"Thanks to DMI, I received outstanding training that prepared me well for my work in the area of human-centred design and innovation."

Thomas Petrig, DMI Alumni 2013
Innovation Consultant at HCD Swisscom, Bern

Working in market creation
Market creation focuses on designing and realising communication solutions that meet particular customer and market requirements. Experts in this field primarily work in brand management, market introduction processes (MIP), communication design, market research, and communications. Although these functions are usually held by communication experts, marketers, retailers and sales staff, the market creating function can also be found in brand management units, dedicated design agencies and in-house design departments. Design managers in this field generally work on projects relating to production, procurement, market communications, branding, and events.

"The DMI programme prepares you perfectly to challenge the status quo of our complex world."

Marc Hadorn, DMI Alumni 2011
Brand Strategy Director, KMS TEAM GmbH , Munich



Design management occupations across the value chain separated into the two design management tracks.

The programme structure

The three-year programme features sequential modules and learning objectives.

During the first year students develop a basis for understanding design and its disciplines. The main topics include design and art history, cultural studies, design disciplines (product, communication, and service), design process and methodology, visualisation techniques, sustainability and eco-design, market and user research and trend analysis, marketing and introductory project management.

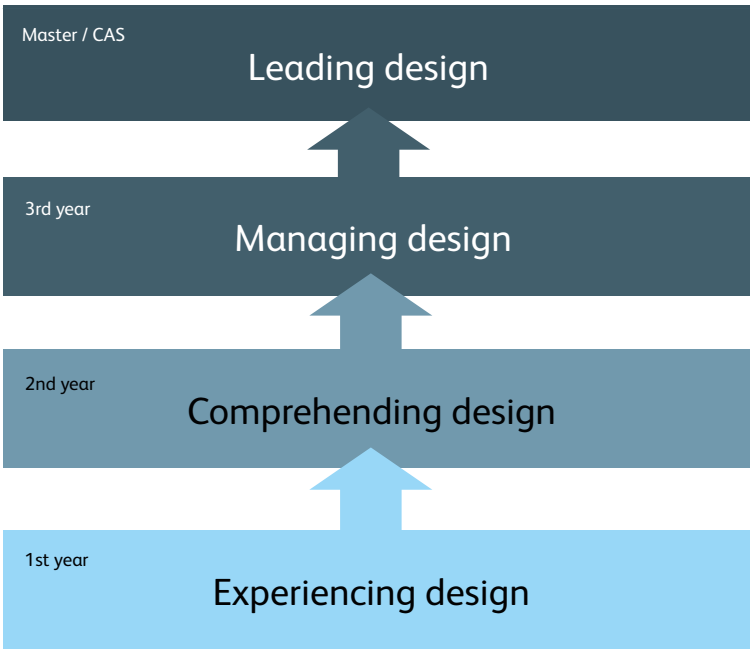
During the second year students deepen their understanding of design from a management and an organisational perspective. Main topics include product and service design; design methodology, marketing and marketing communication; organisational structures, processes and project management; design management theory and operational design management; as well as business management, accounting, law and intellectual property.

During the third and final year students apply and manage design in real-life settings. Here the main topics include strategic design management, brand management, design thinking, decision-making as a means of facilitating innovation and creativity, entrepreneurship and leadership, intercultural communication and international management. Students conclude the programme with their Bachelor's thesis.

In parallel to the core curriculum mentioned above, the programme also develops students' personal skills with a focus on written and oral communication, presentation techniques, negotiation and selling, self-awareness and impact on others, as well as academic writing and basic research methods.

In a nutshell, our programme

- is taught entirely in English and open to students from all countries. A multicultural student body comprises an integral part of an open and challenging learning environment for a discipline that is increasingly in demand worldwide.
- teaches management practices and enables students to apply proven methods when working on design projects and applying design processes and methods.
- combines theory and practice relating to design as found in operations, branding and other fields so that students gain a broad understanding of design, technology, management and markets.
- develops the skills that students will need in order to effectively manage the interfaces among these disciplines.



The curriculum of the programme in design management allows for gradual development of competencies. Careful scaffolding of learning activities helps students to develop strong competencies in these fields.

Programme overview

The curriculum's structure is based on the competency framework and taught in modules, each with a specific focus. At the centre of the programme are the integration modules, which are taught in parallel with the functional and personal competency modules. Modules contain various courses with specific learning objectives.

Functional competency modules

These modules develop the functional competency of students and include theoretical and applied subjects that are essential to learning in the programme and necessary in order to acquire the relevant knowledge and skills to perform a task in design management. All students complete the same functional competency modules.

Personal competency modules

The personal competencies modules address the individual challenges students face while completing their projects and modules, as well as the circumstances they will be confronted with in the field. The modules are designed to develop students' interpersonal skills with respect to written and spoken communication with stakeholders.

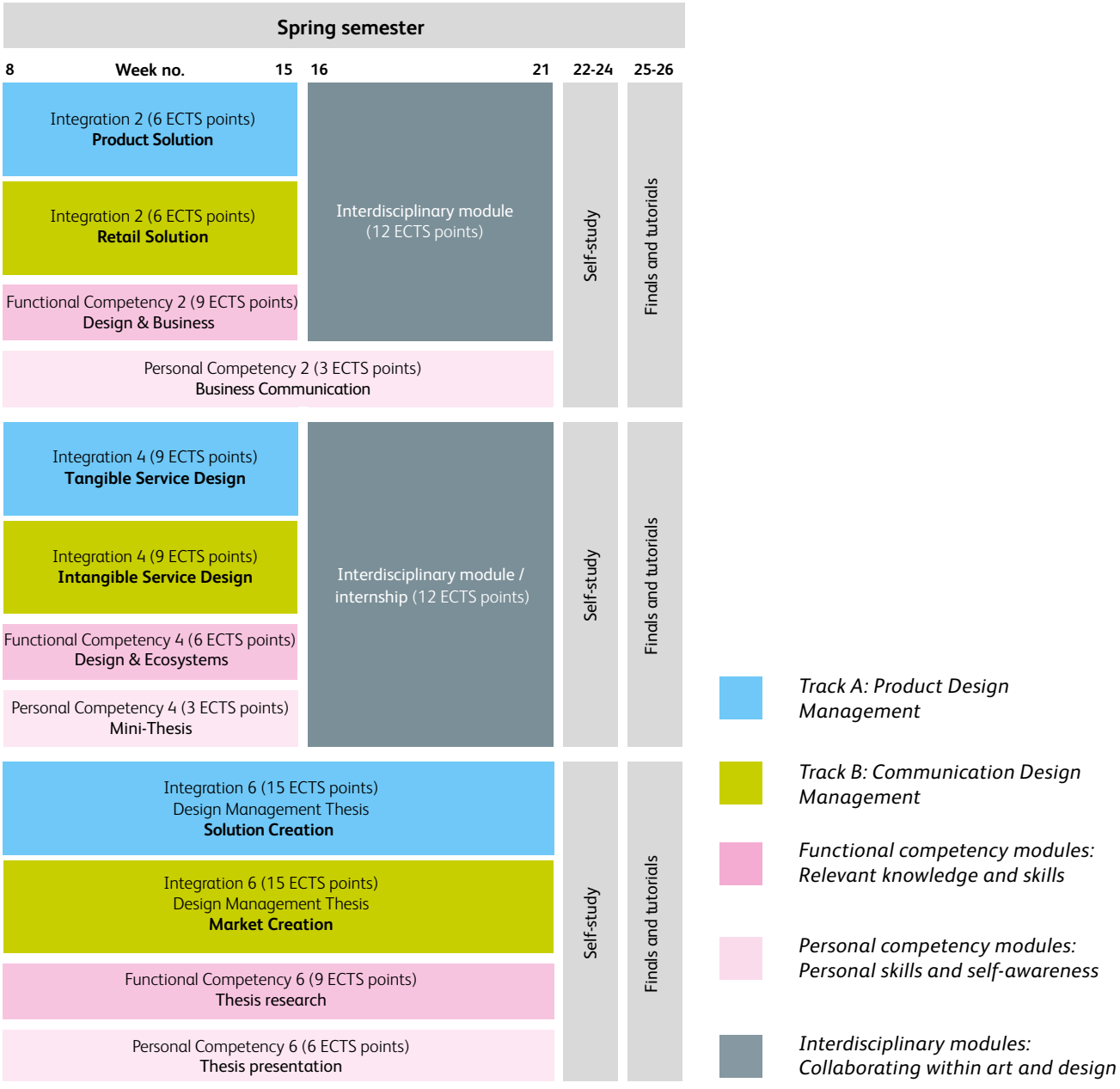
Integration modules

The integration modules involve doing project work in which students simulate real-life conditions as found in the professional world. They also aim to apply theories and methods that cover all the dimensions of the competency framework. Students must complete the integration modules either in groups or individually, depending on where they are in the programme. The deliverables and learning outcomes include a strong practical component in the form of concepts, proposals, strategies and outcomes that often involve working with an industry partner.

Students are required to choose one of two specialisation tracks. During the first semester they can switch between the tracks, but in the latter part of the programme they must decide on one track in which they will write their Bachelor's thesis.

Interdisciplinary modules

An interdisciplinary approach is essential when it comes to developing competencies in group collaboration. Students participate in programmes offered at the other departments of the university, and within interdisciplinary projects at Lucerne School of Art and Design, where they can experience creative collaboration directly.



Modules and courses

First semester

Integration Module: DMI Boot Camp

The programme kicks off with a two-week Boot Camp as a classic event that is packed with activities and includes surprising as well as challenging moments for students to reflect on. Students are assigned to groups and tasked with completing a piece of work by a particular date, in addition to reaching an overarching objective. They are required to work within a matrix organisation and to collaborate effectively with others.

Integration Module 1: Design Foundation

In their first integration module, students experience the basics in design practice and are introduced to the relevant processes, tools and methods. Through exposure to a professional design context, lectures, readings, case studies, practical exercises and project work, students gain insights into the design culture and become familiar with the skills sets required of designers. Furthermore, they develop basic design skills that enable them to express their ideas and think through real-life situations.

Track A: Product and Packaging Design
In the product management track, students are introduced to the activities of product and industrial design, whereby they acquire the skills necessary for successfully managing the product design process. While working on a small project students learn to apply the functional know-how and methods they acquired while building models and applying design articulation.

Track B: Print and Media Design
In the communication design track, students are introduced to the realm of graphic or communication design. They elaborate on communication solutions where they focus on visual communication. Within a small project they learn to apply their functional know how and skills and create artwork to practice and experience design articulation.

Functional Competency Module 1: Foundation in Design Management

In the first functional competency module, the students are introduced to the introductory concepts of design management. During seminars and lectures on topics such as design and art history, sustainable design methods and design management theory, they acquire a basic understanding of the concepts of this field.

Personal Competency Module 1: Foundation in Communication

The goal of this module is to build a solid foundation for good written and spoken communication. Clear, concise and understandable written skills are practiced as well as dramatic skills, which provides students with methods to confidently present in front of an audience.

Second semester

Integration Module 2: Design Application

In the Design Lab, students are challenged to work on a design brief that is provided by an industry partner. Based on this brief, they learn to use appropriate research and analysis methods, such as trend and user research, strategy development, scenarios, customer journeys, etc. in order to develop concepts. These insights or concepts are documented and summarised into a process paper. This way students experience interdependencies in design execution and learn to align and plan the crucial aspects of design activities across various customer touchpoints.

Functional Competency Module 2: Design & Business

During this module students are introduced to the way of thinking in a business and management context and how to introduce management concepts to a particular design activity. They also learn the basic concepts of marketing, accounting and controlling, as well as of project management. The module provides students with a solid understanding of business and management concepts and prepares them for the integration projects in the third semester.

Personal Competency Module 2: Business Communication

The second Personal Competence module focuses on writing and speaking within an international business context. Students become familiar with the conventions of writing internal and external business correspondence and with the principles of making business presentations.

Third semester

Integration Module 3: Design Development

In this module students get to understand in detail how design management contributes to the design process when it comes to developing propositions. The module introduces the dominant theories in development processes, supporting design methodologies and specific product and communication design aspects. During the group project students practice their skills in project management, design processing and group management, as well as in client management.

Track A: Product development project
During the design development project students generate viable concepts, working in groups of three or four and representing a 'virtual' design agency that offers design research and concept development services. Their task is to conceptualise, formalise and articulate a brand experience around the topic of a 'technology', which is provided by a commissioner, within a budget and by a given deadline.

Track B: Communication development project
The work completed as part of the communication track focuses on marketing and communicating a proposition with a view to addressing issues such as its packaging, POS, advertisement, event, etc. In all other respects, the activities and deliverables are identical to those of the product track.

Functional Competency Module 3: Design & Organisation

This module teaches students how to organise resources and activities relating to design, with a strong focus on the internal workings of organisations and the value creation process. Students learn about organisational structures and culture, process design, budgeting, project management, how to work effectively in teams, and how to manage intellectual property issues.

Personal Competency Module 3: Academic Writing for Design Managers

The Personal Competency 3 module introduces students to the principles of academic writing, whereby they are required to develop a thesis on a topic in design management. During the course they learn how to develop a logical and convincing set of arguments based on information they obtained during their research.

Fourth Semester

Integration Module 4: Service Design

During the Service Design module students explore the background and philosophy of service design, why it has emerged as a coherent discipline, and its importance in both the public and private sector. Students learn about key service design concepts and approaches by means of examples, case studies and hands-on activities.

Track A: Tangible Solutions
In this track students explore tangible service solutions using a brief from an external client, and they work in teams as a means of reflecting on and refining their work. The deliverables at the end of the module form a pitch presentation and a short documentation of the insights gained from their research.

Track B: Intangible Solutions
In the communication track the students focus on intangible service concepts that address the requirements of on the market environment.

Functional Competency Module 4: Design & Ecosystems

This module introduces students to the methodologies of service development as well as to the approach for developing circular economy solutions. They attend lectures and seminars by experts in the field who will introduce them to the relevant methods and provide opportunities for reflection.

Personal Competency Module 4: Mini-thesis

Personal Competence 4 paves the way for the Bachelor's thesis by providing students with a comprehensive understanding of academic writing. During the semester they write a Mini-Thesis, which puts forward a convincing solution to clearly defined problem.

Fifth semester

Integration Module 5: Design Innovation

The Design Innovation module introduces students to the concept of innovation from a design management perspective. They learn to understand innovation as a strategic planning and management process in the context of organisation theories. On a process level the module introduces the design management approach as an integrated perspective that blends the traditional technology push, market pull and business modelling approaches. This way students develop a mindset that is driven by entrepreneurial, design and business thinking, suited for coping with high degrees of uncertainty.

Track A: Product Innovation
The Product Innovation track focuses on innovating at the level of customer-centred propositions. Students learn to think in terms of innovative ideas that are desirable, feasible, and viable based on an innovation toolkit combining social science, design and business methods and approaches. Using the design process and related frameworks, tools and methods, students move from understanding a problem space to envisioning opportunities and concrete solutions in a solution space.

Track B: Brand Innovation
The Brand Innovation track focuses on innovating at the level of customer-centred brands. Students learn to think in terms of the brand being a synoptic, integrated view of the firm, which is fundamental to how an organisation is going to compete in the market. The track is based on the idea that brands need to bridge the gap between brand substance and delivery. Students develop brand-based concepts inspired by visionary ideas of customer-centred propositions in a concurrent process that is well suited to fast-paced market conditions.

Functional Competency Module 5: Design & Market

In this module the focus shifts to the problem of not only integrating design into organisations but also of addressing environmental factors and the needs of the market and consumers. Students learn to design propositions that can compete and survive in a market context. Furthermore, they deepen their knowledge of ethnographic research and reflect on the future development of design management, learn to manage an international context, understand legal aspects regarding innovation, design a business model, and write a business plan.

Personal Competency Module 5: Persuasive Communication

The writing course, academic writing focuses on conducting primary and secondary research in response to an identified problem. The result is an academic work, which is well argued. A second course, creative personal branding (CPB), applies branding concepts to develop a distinguishable personal brand within a professional context.

Sixth Semester

Integration Module 6: Design Management Thesis

The Bachelor's thesis provides students with the opportunity to conduct in-depth inquiries into a design topic and to examine it from a theoretical and an applied perspective. It requires them to plan and carry out research, analyse and interpret information and their findings, and develop viable measures and strategies when putting forward a solution. They also need to defend their work during an interview with experts in the field.

Functional Competency Module 6: Design Management in Context

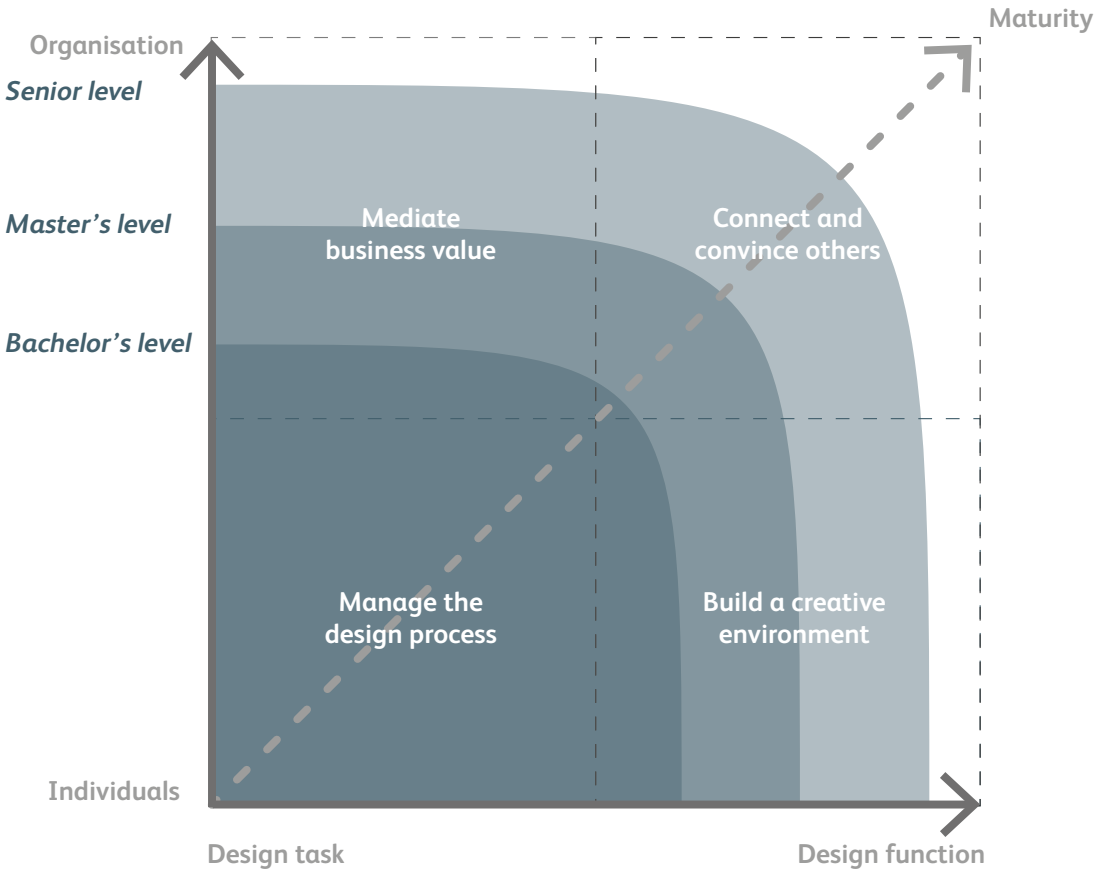
Students are introduced to specialisation topics dealing with innovation, design and change management. They also have the opportunity to review the results of their studies and reflect on their career prospects during a coaching session. Finally, they conclude their studies by exhibiting and presenting their work in public.

Growing design management

The fact that Lucerne School of Art and Design is the only school in Switzerland currently offering an undergraduate design management programme reflects our bottom-up commitment to developing competencies in this field. In view of the positive feedback from our industry partners, the school will continue to develop its undergraduate course, thus strengthening the qualifications of graduates on entering the job market.

Lucerne School of Art and Design also considers to develop a Master's programme by forging partnerships with other institutions, enabling it to offer consecutive and specialised tracks with strong emphasis on the academic side of the discipline. In addition there has been a noticeable demand by experienced design professionals looking to acquire additional skills and training in this field. In considering further education programmes (CAS, MAS) the school aims to adopt the principles of our programme and offer opportunities that are of direct benefit to professionals and industry partners alike. Such programmes are therefore meant not only for currently working designers, but also for professionals with diverse backgrounds and a need to better manage creativity, innovation and design.

Although design management is gaining in relevance and recognition, it is still in its infancy as an established professional field. We are therefore looking to spark a vibrant and lively discussion on making it even more relevant to all interest groups and to further generate demand among students and industry partners. To this end, we are committed to reaching out to other programme coordinators, educators and thought leaders worldwide. Our goal is to establish design management as a widely recognised competency – similar to business management – that can attract graduates and professionals to emerging and extremely relevant occupations, such as service or experience design, design research or social design.



The competencies in design management are the basis for defining a diverse offer in education.

General information

Lucerne University of Applied Sciences and Arts (HSLU) is supported by the six cantons of central Switzerland. With over 5,800 students in its Bachelor's and Master's programmes, almost 4,400 students in its continuing and executive education programmes, and 556 projects in research and development, it is the largest educational institution in the region.

The university consists of six departments that specialise in business, engineering and architecture, information technology, music, social work, and art and design. These broadly diversified fields enable students and lecturers to pursue interdisciplinary activities and provide an inspiring and rich backdrop for research and collaboration. Students thus have the opportunity to participate in interdisciplinary programmes in addition to their major, and they can broaden their horizons and form valuable networks.

Forward-looking – inspired by tradition

Lucerne School of Art and Design is a place where students' output and qualifications are considered the primary goal – not lecturers' input. It designs its programmes in line with the requirements of the applied fields and in close collaboration with industry and education partners, whereby research activities and a future-oriented curriculum become a source of inspiration and a challenge for the industry and society to develop further.

Faculty

The design management programme is run by lecturers from around the world and includes experts in design, business administration, law, engineering, social work, behavioural and social sciences (psychology, social anthropology) and other fields. Most faculty members have strong ties with design and consulting agencies, small and medium sized companies, and multinational enterprises. They have a multi-cultural background, being of Swiss, German, British, American, French, Italian, Dutch, and Australian origin.

Programme management

Prof. Jan-Erik Baars heads the Bachelor's programme. Originally an industrial designer who worked for international companies, he has many years of experience in the extended field of design. He is supported by a core team of highly experienced experts:
Daniel Aeschbacher – Industrial Design
Andrea Cavelti – Programme administration
Jorge Hirter – Business Management
Hans Kaspar Hugentobler – Innovation Management and Design Research
Claudia Ramseier – Social Anthropology

International faculty

Lucerne School of Art and Design regularly invites international guest lecturers and speakers to participate in the programme:
Ralf Beuker – Brand-Driven Innovation
Kathryn Best – Design Management
Michael Boenigk – Corporate Communication
Andreas Erbe – Service Design
Alex Herrmann – Brand Strategy
Sabine Junginger – Design and Management
Christina Neylan – Marketing
Stijn Ossevoort – Design Development
Anne Racheter – Communication Design
Eric Roscam – Brand-Driven Innovation
Sarah Rüedi – Organisational Behaviour
Jürgen Salenbacher – Personal Branding

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