Increase your careers opportunities.

First year Transforming & humanising activities

In the first year, students learn to create useful documents and tools for organizations, such as apps, to help organizations adapt. They also learn how attitudes affect learning, and how the illusion of knowing results in wrong decisions. Students understand systems, they see connections and interactions within complex networks, enabling better decision-making in a rapidly changing world. They consider sustainability, applying knowledge of economic growth, ensuring that our designs and actions support the health and resilience of our communities and the planet.

Students identify how our Learners analyse how human attitudes towards learning activities are mediated and Students learn to foster learning processes Learners demonstrate an Students understand websites, and mood affect our understanding of design for influenced by objects, products in organisations: Inquiring about current applications, and other digital learning capacity. Learning and technologies. They become practices (processes, policies, structures) and administration and information. infrastructure like platforms as to learn is one of the most familiar with practices such as Life facilitating conversations to enable better They design documents, maps, part of services, workflows and critical skills for the future: Cycle Analysis, People and Planet forms, and communication tools to organisational futures. organisational processes. They motivation, satisfaction, centred design and Circular help organisations to be effective and prototype to make improvements Students also learn Theory U & Self-awareness, and resilience affect our Economy at different systems achieve their purposes. tangible to people. sensing with empathy, to support team predisposition towards levels to safely return materials to *learning by working collaboratively* learning. (interdependence). Shifting perceptions: learn to learn. Living in systems is living in relations. +++ +++ DM Practices 2 **DM Practices 1-1** DMPractices 1-2 DM Practices 1-3 Open Specialised DM Introduction +Colabor Fostering learning processes Communication Digital **Product** Mandatory Elective **Transformation** systems systems systems 3 ECTS Towards more effective practices DM Operations 1-1 DM Operations 1-3 DM Operations 1-2 DM Operations 2 **Psychology:** Personal Managing, Accounting, Theory & History せ Human & economic **Marketing & Business Thinking** +Refle development perception & cognition 3 ECTS 2 6 ECTS +++ Evening Track Elective Fostering learning processes and driving collaborations. Students understand design management *In response to the increasing* Learners get familiar with **Business thinking** addresses the This module concentrates environmental crisis and as a process of inquiry and planning. basic concepts of cognitive manager's job, logic for business, on the fundamentals of psychology such as attention, They understand the value of design sustainable challenges, an and understanding of business as economics. Students can urgent systemic transformation management research and a systemic memory, creativity, and describe economic thinking a human endeavor. **Accounting** is needed. Such fundamental approach to address complex problems. metacognition. They apply and and learn how to make sense focuses on the philosophy transformation is at the core of analyse these concepts in the of current events. The content and mechanics of accounting. Students recognise systems as reaching the sustainable future context of their own learnings. interconnected groups and elements of this module is markets and *Marketing* to align strategy with outlined in the 2030 Agenda. They use these concepts in the political economy, growth the Sustainable Development forming networks where human action writing of documents to foster takes place. Students are familiar with Goals. Project Management and development, value comprehension, memorisation,

generation and conflicts of

interest.

Second year Transforming & humanising organizations and services

Students learn to quide organizations through transformations. They explore the phases of behavioral change and how to *implement them to plan and facilitate effective* transformations. The curriculum includes budgeting, project management, IP law, and understanding individual motivations within organizations. Students uncover how things are connected —people, processes, and environments, seeing how changes in one area affect the whole system. Students combine systemic and People & Planet design to diagnose organizational issues, and design strategies. Emphasis is on codesign, collaboration, and creating humane *practices* —workplaces that honor the whole person. Humanizing organizations entails fostering environments of trust and empathy, where individuals can express their true selves and collaborate meaningfully. Additionally, students delve into service design management, focusing on value co-creation, resilience, and innovation to enhance planetary health. Through real projects, students apply these concepts, to address complex, openended problems in various contexts.

To adapt to the current changes and crises, organisations and communities need to transform their practices. Transformations are characterised by shifts in knowledge, the design and implementation of more humane practices, the development of collaborations, learning processes, and strategies to help groups of people move forward.

sustainability tools and methodologies,

such as 'cradle-to-cradle.'

Understanding behavioural change is critical when fostering transformations in organisations and communities through design management strategies. Students explain the 4 phases of behaviour change and apply these phases to plan change.

and use of information.

Learners engage in inquiry to identify situations that require transformations. They are able to apply systemic and People & Planet design approaches to propose courses of action to improve current situations. Design facilitation and codesign of strategies are vital

Students design strategies and prototype scenarios. They examine open-ended problems to identify relations, learning loops, and dynamics between problem parts. Students apply People & Planet centred design, to gain a holistic understanding of situations that requires change.

The module offers an immersion into the field and discipline of service design management at the intersection of service design, service management systems, and the post-industrial society. The focus of the module is on researching, analysing, and synthesising service concepts and service environments with specific emphasis on value co-creation.

components. Could be an Exchange term Finding the potential for change collectively. +++ +++ +++ +++ DM Practices 3-2 DM Practices 3-3 **Enabling DM Practices 3-1** DM Practices 4 +Colabor **Innovation Transforming Transforming** Service Design methods, **Transforming** *Mandatory Elective* Innovation as a and humanising and humanising organizations and humanising processes and evaluations driver of value organizations organizations creation in 6 ECTS the context of transformation DM Operations 3-1 DM Operations 3-2 DM Operations 3-3 DM Operations 4 **Managing Resources Organizational Organizing Design Management** Organizational processes processes and or Resilience & Regeneration to deliver value structures 2: and structures 1: **Application to Designing organizations** Writing WS. 6 ECTS +++ Evening Track Elective or Internship Learners apply organisational Resilience is essential when dealing

The content is budgeting and controlling, managing project teams and resources, IP law, and the individual in the organisation (values, motivations to perform). Students apply concepts of organisational design to make collaboration possible. The emphasis is on understanding how organisations work as entities and systems built to align the effort of individuals in a meaningful manner.

Students can diagnose organisational situations, both from a behavioral as well as from a structural perspective. They design adequate interventions to deal with issues in the workings of organisations. They apply the concepts in an real project.

models and concepts for organizational design from the previous courses. Students review design management and organisational situations to design interventions. They comprehend implications for the practice of DM from an organizational perspective in different contexts and roles.

with the increasing environmental crises and sustainable challenges. It refers to the ability to bounce back from adversity, especially the capacity to recover quickly from difficulties. Learners apply design management concepts and skills in the context of design for well-being and planetary health.

introduces tools for planning,

budgeting and organising activities.

The module offers an immersion into the field of innovation as a driver of value creation to meet the needs of individuals, communities, and institutions. The focus is on innovations across societal, organisational and the business part of institutional settings.

Third year Transforming & humanising systems and networks

Students become adept system thinkers, navigating complexity without simplifying it. They conduct inquiries into specific problem areas, focusing on people, relationships, dependencies, feedback mechanisms, and behavioral patterns. The curriculum emphasizes designing with generative AI, shifting the designer's role towards framing system areas rather than exploring action courses. Students learn to envision futures, and imagine behavioral scenarios to shift relationships. They design systems bridging current and future scenarios, identifying leverage points to build on strengths. Students delve into organizational culture, fostering collaboration, and applying new management perspectives to address systemic areas.

The Design Management
International programme is
designed to increase your career
opportunities. It will help you
develop your design, communication
and business skills.

Students act as system thinkers to make sense of complexity and void simplifying realities. They identify matters of concern and conduct inquiries into specific problem areas. Attention is on people in specific situations, the relations, dependencies, feedback mechanisms, and behavioral patterns affecting daily living.

Designing with generative AI methods shifts the designer's role. It is expected that the designer's role will be more on the framing of the system area than on the exploration of possible courses of action. Students learn to identify the potential and the limitations

Students conceive futures and imagine behavioral scenarios to shift relations. They describe emerging futures. Identify possibilities for structuring future s life cenarios, while applying People and Planet centred design.

This is about strategies for change.
Learners design possible systems
(mediating between current
situations and future worlds).

The challenge is to identify leverage points and evaluate how interrelated concepts build on strengths and opportunities.

systemic area. They investigate the situation, its contexts and the stakeholders involved in a systemic manner to learn and understand what is needed to improve the situation, to re-frame the understanding of the problems, and to engage in an iterative design process. Students design the process and select design research methods to respond to the problems and the context. Students receive support through mentoring.

Students design a strategy to address a

of Al. Mastering systemic thinking: Uncovering relations to navigate complex issues. DM Practices 5-1 DM Practices 5-2 DM Practices 5-3 DM **Bachelor Bachelor Thesis** Seeing the system **Re-thinking Implementing** Thesis the system the system **Presentation** Research WS. 6 ECTS ₹ DM Operations 5-2 DM Operations 5-3 DM Operations 5-1 Regenerative **Organizational Design Management Operations** Deepen the understanding Development of sustainability and business Elect 6 ECTS 2 +++ Evening Track Elective

The module consists of three courses:
Resilience Challenges, Business
Planning and Contract Law. In the first
course, students consider the context of
design for resilience and regeneration
and the business implications of both.
Course 2 integrates the content of all
previous business courses, exploring
business planning to enable resilience.

A shift toward regenerative development is necessary to transform the role of design for human sustainability. Learners explore what kind of goal setting in design would lead to regenerative development. Learners become aware about how one's pre-conceived ideas can be a barrier to connect, sense and question the system

and its current practices.

The module consists of two courses: Organisational Culture and Management Challenges. In the first course, learners explore different cultural approaches to relate and manage the organisation and create a design propitious environment. Students apply strategies to foster collaboration in diverse environments. They describe diverse ways of knowing using ethnographic and other tools to foster dialogue, fruitful collaborations and a learning culture. The second course focuses new perspectives in management practice relevant to design management.

Learners present the key message from their BA Thesis and argue how they are making a difference with their thesis to stakeholders and future employers. They design the best possible communication strategy to convey their ideas. The presentation takes place in the context of the school's final exhibition.