Department of MBA

Details of Lesson Plan

S.No.	Particulars	Details
1.	Course Name	Design Thinking for managers
2.	Course Code	**BCMMI 306**
3.	Academic Year	2024-25
4.	Semester	3rd
5.	Number of Lesson plans	25
6.	Faculty Assigned	Dr. Vibhu Johar

Faculty Signature- Dr. Vibhu Johar

Lesson Plan No. 1.1	Course Name: Design Thinking for Managers Topic: Introduction to Design Thinking	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of Design Thinking. b. Learn about the history and evolution of Design Thinking. c. Recognize the importance of Design Thinking in problem-solving.
Teaching Aids (if any)	a. Power point Presentation b. Video
Teaching Development	**1. Introduction (5 minutes)** Ask questions -What do you mean by Design -What is design thinking -What is innovation -Why there is a need to understand design thinking -Why do you think Design Thinking might be useful in various fields? **2. Development (30 minutes)** 1. Briefly introduce Design Thinking and its relevance in today's business environment. - Powerful Tool - Understanding people - Empathy -User centric -Reducing risk - Problem solving 2. Define Design Thinking 3. Discuss the historical context of Design thinking 4. Highlight the importance and applications of Design Thinking in different industries. - Financial - Health care -Public sector - Education **3. Exercise (5 minutes) –** -Group discussion on where students see the potential application of Design Thinking. -Watch a video on the basics of Design Thinking and discuss key takeaways.
Closure	1. Summarize the Lesson Learning Outcomes and get

	affirmation from students on these. 2. Homework - To go through the concept of the Design Thinking - Encourage students to think about how they can apply Design Thinking in their daily lives. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz Design thinking 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.2	Course Name: Design Thinking for Managers Topic: Design Thinking Framework Overview	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the concept of Design Thinking. b. Introduce the 5-phase framework of Design Thinking. c. Provide an overview of each phase: Empathize, Define, Ideate, Prototype, and Test.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions -What do you mean by Design -What is design thinking -What is innovation -Why there is a need to understand design thinking -Why do you think Design Thinking might be useful in various fields? - What are the components of design thinking **2. Development (30 minutes)** 1. Briefly introduce Design Thinking Frame work 2. Process of design thinking 3. Briefly explain each phase and its purpose: - Empathize - Define -Ideate -Prototype - Test. 4. Importance of each phase 5. Examples of each phase and case study **3. Exercise (5 minutes) –** - Create a diagram of the Design Thinking framework. - Group discussion on how each phase might look in a real-world project.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept of the Design Thinking Spend 5 minutes to wrap up and consolidate the learnings

	- Encourage students to think about how they can apply Design Thinking in their daily lives. - Highlight the interconnectedness of the phases. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz Design thinking 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.3	Course Name: Design Thinking for Managers Topic: Empathize Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the importance of empathy in Design Thinking. b. Learn techniques for empathizing with users.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions -What do you mean by term Empathize - Why do you think empathy is important in understanding users? - How can we practice empathy effectively? **2. Development (30 minutes)** 1. Define the Empathize phase in Design Thinking. 2. Discuss techniques - user interviews -observation -empathy mapping. 3. Process of Empathize 4. Highlight the importance of understanding users' needs and problems. 5. Various dimensions of Empathize and case study 5. Examples **3. Exercise (5 minutes) –** - Create a diagram of the Design Thinking framework. - Group discussion on how each phase might look in a real-world project. - Conduct a mock interview to empathize with a user. - Create an empathy map based on the interview findings.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept of Empathize - Recap the techniques for empathizing with users. - Discuss how empathy can lead to better solutions. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for

	managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 2. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.4	Course Name: Design Thinking for Managers Topic: Define Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the purpose of the Define phase. b. Learn how to create problem statements and define user needs.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Case studies on defining user needs
Teaching Development	**1. Introduction (5 minutes)** Ask questions -What do you think is the importance of defining the problem clearly? - How can a well-defined problem statement help in the design process? 2. **Development (30 minutes)** 1. Define the Define phase in Design Thinking. 2. Discuss techniques for creating problem statements and defining user needs. 3. Examine the problem 4. Best practices of define phase 5. Achieving success in define phase of the problem 6. Provide examples of well-defined problem statements. **3. Exercise (5 minutes) –** - Work in groups to define a problem statement based on user interviews. - Present the problem statements and discuss their clarity and focus.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept - Recap the techniques - Discuss how well define problem can lead to better solutions. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://makeiterate.com/how-to-define-in-design-thinking/ Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.5	Course Name: Design Thinking for Managers Topic: Ideate	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating creative ideas. b. Understand the importance of brainstorming and idea generation in Design Thinking.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with ideas for solving problems? - Why is brainstorming important in the design process? 2. **Development (30 minutes)** 1. Define the Ideate phase in Design Thinking. 2. Discuss techniques - brainstorming - mind mapping - SCAMPER. 3. Highlight the importance of generating a large quantity of ideas before narrowing down. 4. Advantages and disadvantages of the techniques **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://fastercapital.com/topics/how-to-use-brainstorming,-mind-mapping,-scamper,-and-more.html Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.6	Course Name: Design Thinking for Managers Topic: Prototype Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the purpose and importance of prototyping. b. Learn different methods for creating prototypes.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - What do you think a prototype is? - Why is creating a prototype important in the design process? 2. **Development (30 minutes)** 1. Define Prototype 2. Discuss different methods of prototyping (low-fidelity vs. high-fidelity prototypes). 3. Provide examples of prototypes in various fields. 4. Creativity technique 5. Evaluation technique 6. Visualisation 7. Presentation technique 8. Need for Prototyping **3. Exercise (5 minutes) –** - Create a low-fidelity prototype for a selected idea. - Present and discuss the prototypes with the class.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the concept of prototype and its techniques. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://fastercapital.com/topics/how-to-use-brainstorming,-mind-mapping,-scamper,-and-more.html

	Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.7	Course Name: Design Thinking for Managers Topic: Test Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the purpose and importance of testing prototypes. b. Learn techniques for gathering user feedback and iterating on prototypes.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions -Have you ever tested a product or service? What was the experience like? - Why is testing an important part of the design process? 2. **Development (30 minutes)** 1. Define testing phase 2. Discuss different methods of testing 3. Provide examples. 4. Importance of testing -Desirability. -Viability. - Feasibility. - Ease of use. **3. Exercise (5 minutes) –** - Conduct a user testing session for the prototypes created in the previous lecture. - Gather feedback and discuss potential improvements.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the concept of Test phase and its techniques 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.mural.co/blog/design-thinking-testing#:~:text=The%20testing%20stage%20of%20the,with%20solutions%20in%20real%20life. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 1.8	Course Name: Design Thinking for Managers Topic: Design Thinking in Organizations and Case Study	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: - Understand the application of Design Thinking in organizations. - Analyze a case study of Design Thinking in action.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Video on Design thinking
Teaching Development	**1. Introduction (5 minutes)** Ask questions -Can you think of an organization that uses Design Thinking? How do they benefit from it? -Why do you think organizations are adopting Design Thinking? 2. **Development (30 minutes)** 1. Discuss the application of Design Thinking in various organizations. 2. Analyze a detailed case study of a company that successfully implemented Design Thinking. 3. Highlight the benefits and challenges faced by the organization. **3. Exercise (5 minutes) –** - Group discussion on the case study and key takeaways. - Identify how Design Thinking principles can be applied to solve organizational problems.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Identify how Design Thinking principles can be applied to solve organizational problem 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking

	Case studies on Design Thinking from the Harvard Business Review website Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.1	Course Name: Design Thinking for Managers Topic: Design problem	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the process of identifying design problems. b. Learn techniques for discovering and articulating design problems. c. Recognize the significance of accurately defining design problems in the Design Thinking process
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Case study examples
Teaching Development	**1. Introduction (5 minutes)** Ask questions -How do you define a problem - What is the first step you take when trying to solve a problem? - Why do you think accurately identifying a problem is crucial in design? **2. Development (30 minutes)** 1. Discuss the importance of discovering design problems. 2. Explain techniques -Observations - Interviews -User journey mapping 3. Making a good problem statement 4. Present case studies where proper problem discovery led to successful solutions. **3. Exercise (5 minutes) –** - Conduct a user journey mapping exercise to identify potential pain points. - Group discussion on the identified design problems.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework -Conduct a user journey mapping exercise to identify potential pain points. -Group discussion on the identified design problems.

	Spend 5 minutes to wrap up and consolidate the learnings 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://careerfoundry.com/en/blog/ux-design/stage-two-design-thinking-define-the-problem/ Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz Design thinking 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.2	Course Name: Design Thinking for Managers Topic: Overview of the Empathize Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the empathize phase in Design Thinking. b. Learn the goals and importance of empathizing with users. c. Familiarize with methods used in the empathize phase.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Case study examples
Teaching Development	**1. Introduction (5 minutes)** Ask questions - Why do you think empathy is important in understanding user needs? - How can you practice empathy in daily interactions? **2. Development (30 minutes)** 1. Define the empathize phase. 2. Discuss the goals of empathizing with users. 3. Introduce methods - User interviews - Observation - Empathy mapping. **3. Exercise (5 minutes) –** - Conduct a mock user interview to practice empathy. - Create an empathy map based on the interview findings.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Conduct a mock user interview to practice empathy. - Create an empathy map based on the interview findings. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking

	file:///C:/Users/Lenovo/Downloads/gasparini-final-3.pdf Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz on Empathize 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.3	Course Name: Design Thinking for Managers Topic: Project stake holders	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Identify and understand the role of stakeholders in a design project. b. Learn techniques for mapping and analyzing stakeholders. c. Recognize the importance of stakeholder engagement in the design process.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions - Who do you think are the key stakeholders in a design project? - Why is it important to consider the perspectives of different stakeholders? **2. Development (30 minutes)** 1. Define stakeholders 2. Role of stake holders in a design project. - Share Knowledge and Expertise - Make Things Happen - Spot Ways to Improve - Get The Timing Right 3. Discuss techniques for identifying and mapping stakeholders. - Stakeholder mapping and brainstorming sessions - Feedback mechanisms - Advisors and consultants - On going monitoring 4. Present case studies showing the impact of stakeholder e engagement on project success. **3. Exercise (5 minutes) –** - Create a stakeholder map for a given design project scenario. - Group discussion on the importance of each stakeholder and how to engage them.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.

	2. Homework - To go through the concept of stake holders, role and technques. - Summarize the techniques for stakeholder mapping. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.boreal-is.com/blog/what-is-stakeholder-analysis/ https://makeiterate.com/how-to-identify-stakeholders-for-a-design-thinking-workshop/#:~:text=A%20stakeholder%20map%20helps%20you,should%20be%20involved%20and%20when. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz on Near pod on Stake holders 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.4	Course Name: Design Thinking for Managers Topic: Methods of Empathize Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Explore various methods used in the empathize phase. b. Learn how to effectively apply these methods to gather user insights. c. Understand the strengths and limitations of each method.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions -What do you mean by empathize -What is it important in design thinking -What could be the methods of it -Why there is a need to understand it **2. Development (30 minutes)** 1. Introduce various methods used in the empathize phase: - user interviews - observations, - surveys, - empathy mapping, - personas. 2. Discuss the strengths and limitations of each method. 3. Provide examples of how these methods have been used in successful design projects. **3. Exercise (5 minutes) –** -Group discussion on where -Watch a video on the basics of Design Thinking and discuss key takeaways.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept of Empathize in Design Thinking - Encourage students to think about which method they find the best and in which situation they'll use it 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie

	-The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://makeiterate.com/how-to-empathize-in-design-thinking-practical-tools-and-techniques/#:~:text=There%20are%20several%20practical%20tools,engaging%20in%20dialogues%20with%20users Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz Design thinking 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.5	Course Name: Design Thinking for Managers Topic: Frame a design problem	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the process of framing design problems. b. Learn techniques for articulating and refining design problems. c. Recognize the importance of clearly defined problems in the design process.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How would you describe a well-defined problem? - Why is framing the problem accurately essential for finding solutions? **2. Development (30 minutes)** 1. Discuss the importance of framing design problems. 2. Explain techniques such as the "How Might We" statements and problem trees. - Steps to create a problem - HOW MIGH WE – Best practices 3. Present case studies where clear problem framing led to effective solutions. **3. Exercise (5 minutes) –** - Work in groups to frame a design problem using the "How Might We" technique. - Present and discuss the framed problems.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept of Empathize in Design Thinking - Encourage students to think about which method they find the best and in which situation they'll use it 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.interaction-design.org/literature/topics/how-might-we#steps_to_create_hmw_questions-3 https://makeiterate.com/how-to-empathize-in-design-thinking-practical-tools-and-techniques/#:~:text=There%20are%20several%20practical%20tools,engaging%20in%20dialogues%20with%20users Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz Design thinking 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.6	Course Name: Design Thinking for Managers Topic: Overview of the Define Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Understand the define phase in Design Thinking. b. Learn the goals and importance of defining user needs and problems. c. Familiarize with methods used in the define phase.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions - Why is it important to define the problem clearly in a design project? - How do you think a well-defined problem can impact the design process? **2. Development (30 minutes)** 1. Discuss the importance of a well-defined problems. 2. Define the define phase in Design Thinking. 3. Discuss the goals of defining user needs and problems. 4. Introduce methods such as problem statements, personas, and journey mapping. **3. Exercise (5 minutes) –** - Work in groups to frame a Develop a problem statement for a defined user need.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept of define phase and list the methods used to define user needs and problems. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.interaction-design.org/literature/topics/how-might-

	we#steps_to_create_hmw_questions-3 https://makeiterate.com/how-to-empathize-in-design-thinking-practical-tools-and-techniques/#:~:text=There%20are%20several%20practical%20tools,engaging%20in%20dialogues%20with%20users https://www.interaction-design.org/literature/article/stage-2-in-the-design-thinking-process-define-the-problem-and-interpret-the-results Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz on Define phase 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.7	Course Name: Design Thinking for Managers Topic: Methods within the Define Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Explore various methods used in the define phase. b. Learn how to effectively apply these methods to articulate design problems. c. Understand the strengths and limitations of each method.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk
Teaching Development	**1. Introduction (5 minutes)** Ask questions - What methods can you use to define user needs and problems? - How do you ensure the problem statement is clear and focused? **2. Development (30 minutes)** 1. Introduce various methods used in the define phase: -problem statements, -personas - journey mapping - affinity diagrams. 2. Discuss the strengths of each method 3. Discuss limitations 4. Provide examples of how these methods have been used in successful design projects. **3. Exercise (5 minutes) –** - Practice one Define method (e.g., journey mapping) in groups. - Analyse and present the findings from the exercise.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the methods discussed and their applications. - Encourage students to choose appropriate methods for different design scenarios. 3. Suggested Readings:

	- Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://makeiterate.com/how-to-define-in-design-thinking/#:~:text=During%20the%20define%20phase%2C%20we,and%20what%20their%20needs%20are. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz Design thinking 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 2.8	Course Name: Design Thinking for Managers Topic: Role of stake holders and their importance	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Identify and understand the role of stakeholders in a design project. b. Learn techniques for mapping and analyzing stakeholders. c. Recognize the importance of stakeholder engagement in the design process.
Teaching Aids (if any)	a. Power point Presentation b. Chalk and Talk c. Video
Teaching Development	**1. Introduction (5 minutes)** Ask questions - Who do you think are the key stakeholders in a design project? - Why is it important to consider the perspectives of different stakeholders? **2. Development (30 minutes)** 1. Define stakeholders 2. Role of stake holders in a design project. - Share Knowledge and Expertise - Make Things Happen - Spot Ways to Improve - Get The Timing Right 3. Discuss techniques for identifying and mapping stakeholders. - Stakeholder mapping and brainstorming sessions - Feedback mechanisms - Advisors and consultants - On going monitoring 4. Present case studies showing the impact of stakeholder e engagement on project success. 5. Importance of stake holders for projects **3. Exercise (5 minutes) –** - Create a stakeholder map for a given design project scenario. - Group discussion on the importance of each stakeholder and how to engage them.

Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - To go through the concept of stake holders, role and technques. - Summarize the techniques for stakeholder mapping. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.boreal-is.com/blog/what-is-stakeholder-analysis/ https://makeiterate.com/how-to-identify-stakeholders-for-a-design-thinking-workshop/#:~:text=A%20stakeholder%20map%20helps%20you,should%20be%20involved%20and%20when. Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz on Near pod on Stake holders 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.1	Course Name: Design Thinking for Managers Topic: Ideate phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating creative ideas. b. Understand the importance of brainstorming and idea generation in Design Thinking. c. Understand the importance of Ideate phase
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with ideas for solving problems? - Why is brainstorming important in the design process? 2. **Development (30 minutes)** 1. Define the Ideate phase in Design Thinking. 2. Discuss techniques - brainstorming - mind mapping - SCAMPER. 3. Highlight the importance of generating a large quantity of ideas before narrowing down. 4. Advantages of Techniques 5. Limitations of techniques in ideate phase **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://fastercapital.com/topics/how-to-use-brainstorming,-mind-mapping,-scamper,-and-more.html Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.2	Course Name: Design Thinking for Managers Topic: Come up with multiple solutions	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating multiple solutions b. Understand the importance of generating multiple solutions c. Understand the methods to generate multiple solutions
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple solutions of soving a problem - Why is brainstorming important in the design process? 2. **Development (30 minutes)** a. Brainstorming Techniques b. Mind Mapping c. Divergent Thinking d. Lateral Thinking e. SWOT Analysis f. TRIZ Methodology g. Reverse Engineering h. Collaborative Problem Solving i. Role-Playing Scenarios j. Scenario Analysis **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.linkedin.com/advice/0/how-do-you-generate-multiple-solutions-skills-planning Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.3	Course Name: Design Thinking for Managers Topic: Reaching out to multiple solutions	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating multiple solutions b. Understand the importance of generating multiple solutions c. Understand the methods to generate multiple solutions
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple solutions of solving a problem - What could be the various methods of finding the solutions 2. **Development (30 minutes)** a. Reverse Engineering b. Collaborative Problem Solving c. Role-Playing Scenarios d. Scenario Analysis e. Advantage and limitations of various methods **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking

	https://www.linkedin.com/advice/0/how-do-you-generate-multiple-solutions-skills-planning Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.4	Course Name: Design Thinking for Managers Topic: Introduction to the Ideate Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn concept of ideation phase b. Understand the importance of ideas c. Understand
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple ideas - What could be the various methods of finding the solutions 2. **Development (30 minutes)** a. Introduction to the concept of Ideate Phase b. Key Goals of the Ideate Phase c. Mindset for Effective Ideation d. Common Ideation Methods e. Structured vs. Unstructured Ideation f. Tools for Ideation g. Evaluating and Refining Ideas h. Challenges in the Ideation Process i. Integration of User Insights Reverse Engineering **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Des

	ign_Thinking https://www.interactiondesign.org/literature/topics/ideation?srsltid=AfmBOopSjO2S3nNOO9A6k3Fv9wfUSHXi0INu5qIgRPgeqwQoP-k7eqcz Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.5	Course Name: Design Thinking for Managers Topic: Key Goals of the Ideate Phase	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn key goals of ideate phase b. Understand the importance of goals of ideate phase
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - What are the goals of ideate phase - What could be the various methods of finding ideas - How are goals defined in ideation phase 2. **Development (30 minutes)** a. Generate a wide range of creative ideas b. Foster open-minded and divergent thinking c. Challenge assumptions and explore new possibilities d. Encourage collaboration and teamwork e. Balance creativity with feasibility f. Identify innovative solutions to user needs g. Lay the groundwork for prototyping and testing h. Overcome mental blocks and foster a positive creative environment i. Create multiple potential solutions for the problem j. Prioritize ideas for further developmentReverse Engineering **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie

	-The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.linkedin.com/advice/0/how-do-you-generate-multiple-solutions-skills-planning Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.6	Course Name: Design Thinking for Managers Topic: Mindset for Effective Ideation	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating multiple solutions b. Understand the mind sets of effective ideation phase c. Understand the methods to be successful in ideation
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple ideas - What could be the various methods of finding the solutions 2. **Development (30 minutes)** a. Open-mindedness b. Embracing ambiguity c. Willingness to take risks d. Curiosity and exploration e. Collaborative thinking f. Divergent thinking g. Non-judgmental attitude h. Flexibility in thinking i. Optimism about possibilities **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation mind set discussed -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking

	https://www.linkedin.com/advice/0/how-do-you-generate-multiple-solutions-skills-planning Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.7	Course Name: Design Thinking for Managers Topic: Common Ideation Methods	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating multiple solutions b. Understand the importance of generating multiple solutions c. Understand the methods to generate multiple solutions
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple ideas - What could be the various methods of finding the solutions 2. **Development (30 minutes)** a. Brainstorming b. Mind mapping c. SCAMPER d. Reverse thinking e. Sketching f. Role-playing g. Storyboarding h. Brainwriting i. Worst Possible IdeaReverse Engineering **3. Exercise (5 minutes) –** - Conduct a brainstorming session to generate ideas for a defined problem. - Use mind mapping to organize and expand on the ideas. - Role plays
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation techniques discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.indeed.com/career-advice/career-development/ideation-techniques Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.8	Course Name: Design Thinking for Managers Topic: Challenges in the Ideation Process	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating multiple solutions b. Understand the importance of generating multiple solutions c. Understand the methods to generate multiple solutions
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple ideas - What could be the various methods of finding the solutions 2. **Development (30 minutes)** a. Mental blocks b. Group dynamics issues c. Overcoming biases d. Maintaining focus e. Balancing creativity and feasibility f. Managing divergent ideas g. Avoiding premature evaluation h. Ensuring equal participation i. Dealing with conflicting ideas j. Keeping the ideation process structured Reverse Engineering **3. Exercise (5 minutes) –** - Role paly for challenge faced during ideation phase - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation challenges discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking https://www.linkedin.com/advice/0/how-do-you-generate-multiple-solutions-skills-planning Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents

Lesson Plan No. 3.9	Course Name: Design Thinking for Managers Topic: Challenges in the Ideation Process	Course No.: BCMMI 306

Objectives	At the end of the lesson the student shall be able to: a. Learn techniques for generating multiple solutions b. Understand the importance of generating multiple solutions c. Understand the methods to generate multiple solutions
Teaching Aids (if any)	a. ICT b. Case study
Teaching Development	**1. Introduction (5 minutes)** Ask questions - How do you usually come up with multiple ideas - What could be the various methods of finding the solutions 2. **Development (30 minutes)** a. Mental blocks b. Group dynamics issues c. Overcoming biases d. Maintaining focus e. Balancing creativity and feasibility f. Managing divergent ideas g. Avoiding premature evaluation h. Ensuring equal participation i. Dealing with conflicting ideas j. Keeping the ideation process structured Reverse Engineering **3. Exercise (5 minutes) –** - Role paly for challenge faced during ideation phase - Use mind mapping to organize and expand on the ideas.
Closure	1. Summarize the Lesson Learning Outcomes and get affirmation from students on these. 2. Homework - Recap the ideation challenges discussed. -Emphasize the value of creativity and openness during the Ideate phase. 3. Suggested Readings: - Design thinking by Gavin Ambrose & Paul Harris. - Designing for growth: A design thinking tool kit for managers by Jeanne Liedtka and Tim Ogilvie -The Design thinking playbook by Michael Lewrick, Patrick

	https://www.researchgate.net/publication/329310644_Handbook_of_Design_Thinking Spend 5 minutes to wrap up and consolidate the learnings
Evaluation	1. Reflective Questions (What, Why, Who?). Allow students to answer and discuss. 2. Short quiz 3. Q&A session to address any doubts or questions. Spend 5 minutes to evaluate student assimilation of the lesson contents