PROGRAM STUDY PLAN
MASTER OF DESIGN IN CREATIVE LEADERSHIP

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FALL SEMESTER (4 Courses – 12 Credits)					
Code	**Course Title**	**Typology**	**Modality**	**Credits**	**Note**
DcL501	Design Intelligences for Future Impacts	Mandatory	Presential	3	The completion of ALL THESE THREE courses is a compulsory requirement for all students.
DcL502	AI for Scenario Building	Mandatory	Presential	3	
DcL503	Research Based Leadership	Mandatory	Presential	3	
DcL504	Design Driven Visionary Leadership	Elective	Remote	3	Students are required to complete ONLY ONE of these courses to fulfil the program requirements
DcL505	Design Ethics	Elective	Remote		

SPRING SEMESTER (4 Courses – 12 Credits)					
Code	**Course Title**	**Typology**	**Modality**	**Credits**	**Note**
DcL506	Systemic Design Leadership	Mandatory	Presential	3	The completion of ALL THESE THREE courses is a compulsory requirement for all students.
DcL507	Inclusive Design for Creating Shared Value	Mandatory	Presential	3	
DcL508	More-than-Human Design for Regenerative Business	Mandatory	Remote	3	
DcL509	Self Awareness for Leading Creative Teams	Elective	Presential	3	Students are required to complete ONLY ONE of these courses to fulfil the program requirements
DcL510	Data Strategy, Analysis and Visualization	Elective	Presential	3	

SUMMER SEMESTER (Thesis / Capstone – 6 Credits)					
DcL511	Dissertation/ Capstone			6	The completion of this course is a compulsory requirement for all students.

COURSE DESCRIPTION

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DcL501 Design Intelligences for Future Impacts

The purpose of this first course is to transcend the traditional view of design by introducing critical thinking and effect-driven design as transdisciplinary approaches to address complex socio-technical, socio-economic, and socio-cultural challenges. Based on ethnographic qualitative research methodologies, this course aims to instruct future design leaders to design specific scenarios of application using critical thinking methods, such as design fiction through Artificial Intelligence and speculative design, to design and envision future scenarios to better address complex societal challenges. The Course introduces Effect-Driven Design as an approach to mitigate possible risks anticipating the societal impacts of interventions, embedding ethical, More-than-Human and planet-centric considerations into the projects of future interventions. At the end of this course, students must be able to synthesize their requirements into precise design briefs that outline the constraints necessary for accurate implementation of design intervention with a systemic view on the societal impact of the proposed scenario.

DcL502 AI for Scenario Building

The aim of this course is to propose an ethical use of the latest AI models. AI is introduced as a powerful tool to analyze and synthesize a large variety of qualitative and quantitative data, able to support design leaders in the activity of envisioning and anticipating complex societal issues. This course provides all the technical skills required to build a realistic, tangible vision of future scenarios. By the end of the course, students are expected to learn and apply AI research tools to gather and conduct systematic literature reviews. Students are also expected to propose photo and video-realistic representations of their new scenarios. Ethical and moral considerations will be made to avoid and discourage harmful practices related to inappropriate use of AI that may affect the integrity of the students and the intellectual and industrial property of ideas.

DcL503 Research Based Leadership

This theoretical course aims to provide the students with the foundation of design research methods and purposes, giving particular attention to the research for design, research through design, and research in design methodologies in order to align the research methods with the specific research questions, hypotheses, and project objectives. Particular attention is given to the adoption of transdisciplinary theoretical frameworks to bridge diverse scientific fields. At the end of the course, it is expected that students have the mastery and autonomy to conduct original investigations into social impacts using both secondary and primary sources to validate strategic decisions through quantitative and qualitative data collection and analysis. Along with the lecture, ethical commitment is addressed by valuing correct research practices, including using proper references, obtaining ethical committee approvals, clearly informing and obtaining consent from human participants, guaranteeing participants' privacy, data protection, and anonymization, and mitigating risks in laboratory or field research

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DcL504 Design Driven Visionary Leadership

The main goal of this course is to let students explore Design-Driven Innovation (DDI) as a radical strategy for achieving innovation of meaning that might drive organizational transformation and redefine market competition. Design-driven innovation is established as a transdisciplinary approach that is not only driven by technology push or market pull but that focuses instead on how designers might radically change the meaning of artifacts and what they represent to users and society. The course promotes the design leader's role as an interpreter of socio-cultural signals that are capable of enabling organizations to create new products and services. By the end of this course, students must be able to define novel meanings and scopes for emerging technologies in order to generate technological epiphanies and carve out a specific market niche.

DcL505 Design Ethics

The aim of this course is to raise awareness in future design leaders regarding ethical considerations related to their design interventions. In a society that is strongly influenced by artificial intelligence, an uncontrolled use of technology might lead to unethical behaviors characterized by the lack of transparency, privacy, and justice. For this reason, nowadays it is fundamental to ensure that what is designed by humans and non-humans is evaluated by keeping the highest ethical standards and avoiding critical ethical implications they may generate. The present course is thought to ensure ethical values with the use of technological tools available. At the end of this course, students will be able to tackle complex challenges, learning how to avoid bias, ensure transparency, keep control and accountability, ensure trust, guarantee data protection, and promote empathy by proposing solutions for a flourishing society.

DcL506 Systemic Design Leadership

The purpose of this course is to tackle complex socio-economic challenges by introducing a systemic design approach to design valuable services and business strategies within integrated ecosystems. Services are active elements of larger and complex ecosystems in which the relation between different actors (human and non-human) and stakeholders must be addressed to identify valuable opportunities. Future Design Leaders are responsible for designing flourishing ecosystems through an integrated proposal of valuable services. By incorporating actors' needs, students create new start-ups, developing a complete business model canvas (BMC), a business plan, and a comprehensive service blueprint (SB). Particular attention will be given to the proposition of socio-cultural factors that could positively impact the specific context. At the end of the course, the students will materialize the proposal of services through tangible touch-points made through accurate prototyping and present a comprehensive business pitch made for a jury of industry experts.

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DcL507 Inclusive Design for Creating Shared Value

The main goal of this course is to propose inclusive design as a design approach to promote the accessibility and inclusivity of designed solutions to solve complex socio-technical challenges. Contemporary approaches, alternative to "standard design" acknowledge that the population presents different physical, sensory, and cognitive capabilities that vary due to endogenous and exogenous factors. By placing the most fragile population at the center of new design proposals, future design leaders will create solutions that are able to improve their safety, performance, and satisfaction, accommodating the remaining segments of the population too. A specific focus is given to strategies that combine different sensory modalities to achieve the optimal configuration of artifacts and ensure better intuitiveness and affordances. By the end of this course, students must be able to understand the difference between user-centric design, human-centric design, and inclusive design approaches, creating solutions that guarantee a complete accessibility.

DcL508 More-than-Human Design for Regenerative Business

The purpose of this theoretical course is to give the students a thorough understanding of how traditional design approaches, such as User-Centered Design (UCD), Human-Centered Design (HCD), and Humanity-Centered Design, have evolved into approaches with a broader scope, such as Planet-Centric Design, Multi-Species Design, and More-than-Human Design, acknowledging that human needs and those of other organisms must be considered mutual in light of the current environmental crisis of climate change. This course seeks to reframe human needs by taking into account the development of sustainable, circular, and regenerative solutions. At the end of this lecture, students are able to design scenarios based on the relationship between designers and nature and promote the application of nature-inspired processes, behaviors, structures, and materials in the development of new holistic solutions.

DcL509 Self Awareness for Leading Creative Teams

Leading a creative team requires the implementation of important soft skills to manage the motivation of the teams and increase their decision-making abilities by solving conflicts. This course focuses on developing emotional drivers for successful leadership behavior, helping future design leaders understand how their personality, biases, and communication styles impact the psychological, decisional, and creative flow of their teams. During the course, students must be able to transition from being a vertical chief to a collective enabler, learning how to manage organizational emotional intelligence to use creativity as a medium to reach cutting-edge innovation. Through behavioral profiling and role-playing, future design leaders must identify personal "blind spots" that stifle risk-taking and evaluate their "executive presence" on team dynamics. By the end of the course, students will implement the most recent EQ techniques to manage the tension between rigid business deadlines and the integrity of the creative process, formulating a strategy that aligns individual values with the goals of the entire organization.

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DcL510 Data Strategy, Analysis and Visualization

In an era where both managers and researchers are able to gather vast amounts of data, its potential as a strategic asset is often lost without the competence to analyze, interpret, and communicate it in order to facilitate the decision-making process. This course is designed to help future leaders enhance their expertise in data analysis and visualization, exploring emerging technologies such as machine learning and AI for developing and implementing data strategies that are innovative and impactful. By the end of the course, students will develop the knowledge to use AI tools and machine learning to process a great amount of data. At the same time they will develop mastery in analyzing qualitative and quantitative data with the use of parametric statistics. Great attention will be given to creating visual sensemaking of the major findings using business intelligence and data visualization software.

DcL511 Dissertation/Capstone

This course receives contributions from the Research Based Leadership in the fall semester, and from specific deliverables of the other courses. Indeed, this course acts as the final validation phase, synthesizing the students' progress through both the Research for Design and Research Through Design carried during the previous semesters. The primary objective of this last dissertation/Capstone course is to assess the comprehensive investigative and analytical competencies of students along the entire Master's in Creative Leadership. At the end of the course, students are expected to validate their research proposal through quantitative and qualitative data analysis using specific research methods. Their research is evaluated considering the general program learning outcomes of the course, particularly addressing the way they were able to tackle complex socio-economical, socio-technical, and socio-cultural challenges. By the end of the course, it is expected that any student will publish their final findings in a conference proceeding/journal.