Eina Centre Universitari
Fundació Eina
Disseny Art Barcelona

Passeig Santa Eulàlia 25
08017 Barcelona T+34 932 030 923
info@eina.cat www.eina.cat

# BUSINESS FOR DESIGNERS

## Sandra Barreto Garcia

## Supervising Teacher: Sandra Barreto Garcia

Group: 1,2,101,102,201,202
Code: 105741
Credits: 6 ECTS
Course: 3
Semester: 1
Typology: Obligatory
Subject: Business
Schedules:

| Group | Schedules | Teacher |
|---|---|---|
| 1 | Dimarts 08:30 - 10:30 | Sandra Barreto Garcia |
| 2 | Dijous 13:15 - 15:15 | Sandra Barreto Garcia |
| 101 | Dijous 10:45 - 11:45 | Tomas Lobez Perez |
| | | Sandra Barreto Garcia |
| 102 | Dimarts 10:45 - 11:45 | Tomas Lobez Perez |
| | | Sandra Barreto Garcia |
| 201 | Dimarts 12:00 - 13:00 | Tomas Lobez Perez |
| | | Sandra Barreto Garcia |
| 202 | Dijous 12:00 - 13:00 | Tomas Lobez Perez |
| | | Sandra Barreto Garcia |

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# Teaching Guide Index

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## Subject Presentation

**Brief Description:**

Design is the main tool in the creation of products and services that will change the world; innovation and technological disruption are the order of the day. Artificial intelligence, 3D printing, virtual and augmented reality, 5G, offer new ways to solve major problems in society. In this subject, students will identify a current problem to find an innovative solution through a design process: Needs study, user and market study, prototyping, business model and scalability. The final objective of the subject will be to present the solutions developed in a DemoDay to investors and/or stakeholders.

**Training Objectives:**

The main objective of this subject is to simulate the process of creating a new company/startup by equating it to the design process, acquiring the basic knowledge necessary to start an innovative entrepreneurship project. Specific objectives:
- Identify and quantify a real need
- Conduct interviews with people involved in the need
- Prototype an innovative solution using user experience (UX) concepts
- Creation of a sustainable business model for the proposed solution
- Creation of a Business Plan that includes the main points of the business idea
- Eloquently present the value proposition and solution to investors and/or stakeholders

## Recommendations

The subject has no previous requirements. The materials used in class can be in Catalan, English or Spanish.

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# Contents and Methodology

**Brief Description:**

- Block 1: Context – Real examples of technological innovation to solve current problems in society. Startups.

- Block 2: Entrepreneurship 1.0
o How to choose an idea to start a business?
o Market and stakeholder research
o Interviews with users, prescribers and customers
o Identify the need o Oratory 1.0 – Elevator pitch.
o Presentation 1. Identified need

- Block 3: Solution design
or Prototyping
o Business model canvas
o User journey map
o Pill: Negotiation
o Marketing and Branding

- Block 4: Business model and financing
o Public/private investment o Business model and project sustainability o SWOT

- Block 5: Presentation – Pitch
o Public Speaking 1.2 – Presentation of the business idea

**Teaching methodology:**

The subject is divided into two sections:
- Plenary classes: Theory
- Seminar Classes: Practice and pills

**Training activities:**

Theoretical and practical classes in the classroom.
Independent work (Business plan in team)
Preparation of oral presentations in the classroom and in independent work.

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# Evaluation

**General evaluation regulations**

A student will be considered "Not Assessable" (NA) if they have not submitted all the learning evidences or have not attended 80% of the classes without justifying their absences. In case of a justified absence, the student must contact the teacher at the time of rejoining to determine the recovery of the activities they missed.

If the student commits any irregularity that may lead to a significant variation in the grade of an evaluation act, that evaluation act will be graded with 0, regardless of the disciplinary process that may be initiated. If several irregularities occur in the evaluation acts of the same subject, the final grade for that subject will be 0.

**Continuous evaluation system**

The evaluation system of EINA and UAB is a continuous assessment system, the objective of which is for the student to know their academic progress throughout their educational process to allow them to improve it.
The continuous assessment process must include a minimum of three evaluative activities, of two different types, distributed throughout the course, none of which can represent more than 50% of the final grade.

30% - Class participation, attendance and partial submissions
- Three partial deliveries will be made
30% - Presentation of the business idea (Pitch)
- Three evaluable presentations will be made representing 0.5 - 0.5 - 2 points of the final grade respectively.
40% - Final Business Plan Delivery

**Review process**

A review or reassessment meeting can be scheduled by prior appointment made by email with the teacher.

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# Learning outcomes of the degree program

## Competencies

Propose creative, socially and environmentally sustainable design solutions, aligned with the Sustainable Development Goals (SDGs).

Manage the development of design projects—individually or in teams—with adaptability, within the organisational context of companies and institutions.

Manage design-related tasks autonomously, planning and organising time and processes in professional and/or academic settings.

Apply acquired knowledge to the execution of design and art projects with professional standards, considering user and audience diversity.

Formulate viable business plans for the development of design-related products, services, or initiatives that incorporate sustainability, inclusion, and gender perspectives, and align with democratic and fundamental rights.

## Skills

Apply plastic expression skills and knowledge of materials and production technologies in accordance with the objectives of a design project.

Propose design solutions (or solutions in related areas) clearly and precisely, using appropriate vocabulary and techniques of expression and representation.

Use digital tools and technologies according to creative and production processes in the field of design

Structure visual information hierarchically and apply typographic families and font architecture appropriately.

Apply ethical and aesthetic criteria and values to design practice, taking into account the formal dimensions of environments and their diversity.

Adapt visual languages, media, and artistic techniques to the communicative goals of each design project.

Make value judgments about design projects by interpreting data and justifying critical analysis using knowledge of graphic communication, space, objects, and reference texts.

Conduct research with a critical spirit in the field of design and related disciplines, considering innovation, experimentation, and the ongoing renewal of the cultural industries, while promoting equality and democratic values.

Synthesize knowledge from diverse sources—studies, fieldwork, literature, direct observation, or practical experience—in the field of design and related disciplines within the cultural industries.

Evaluate the social, economic, environmental, and technological feasibility of a design project, incorporating gender and diversity perspectives, and ensuring respect for sustainability, democratic values, and fundamental rights.

### Knowledge

Respond to global issues related to the fields of design and art, cultural industries, their institutional environments, and the agents involved.

Correctly reference documentary sources, the necessary bibliography and knowledge of the heritage environment both for the projection and for the analysis and reasoned criticism of design and/or art.

Catalogue materials, their properties and physical principles in relation to the conceptualisation and formalisation of design projects, taking into account environmental and sustainability criteria.

Categorise technologies and production processes, along with their respective costs, in relation to the conceptualisation and formalisation of design projects, while ensuring rigour and quality in finishes and details.

Reference essential knowledge of the sciences and auxiliary disciplines of design, such as anthropometry, ergonomics, visual communication, evaluation methods, marketing, and prospecting.

## Learning outcomes of the subject

### Competencies

Evaluate the strengths and weaknesses of products in relation to expected manufacturing costs and their potential market impact. (CT01)

Propose alternative solutions to enhance design performance by optimising production costs and adapting its market positioning. (CT01)

Develop a structured and viable business plan for design-related products, services, or initiatives, integrating the values of social equity, diversity, and gender perspective, in line with fundamental rights and the promotion of a democratic society. (CT03

Develop design programmes using basic marketing concepts, usability analysis, and prospecting techniques, addressing diverse user needs and paying special attention to gender inequalities in access, use, and representation of the product or service. (CT03)

Estimate the industrial costs of materials and manufacturing processes from relevant sources, applying sustainability criteria and incorporating a gender perspective in the analysis of the economic and labour impact of production processes. (CT03)

### Skills

Analyze the standard practices and systems for outsourcing design services, incorporating gender perspectives and equity criteria in selection and contracting processes. (ST02)

### Knowledge

Demonstrate sufficient command of English (MCER level B1) to function in cultural, academic, and professional contexts in the design field, using a limited but adequate range of commonly used expressions. (KT07)

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# Bibliography and Resources

Operating manual for spaceship earth. Buckminster Fuller. Lars Müller. 2008

Thinking fast and slow. Daniel Kahneman. 1st Ed. Penguin books. 2011

Steve Jobs – A biography. Walter Isaacson. 1st Ed. Simon ans Schuster 2011.

The Lean Startup. Eric Ries. Portfolio Penguin; N.º 1 edition (October 6, 2011)