# Syllabus

## *Kursbeschreibung*

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| **Titel der Lehrveranstaltung** | Student Sprint |
| **Code der Lehrveranstaltung** | 25577 |
| **Zusätzlicher Titel der Lehrveranstaltung** | |
| **Wissenschaftlich-disziplinärer Bereich** | ECON-07/A |
| **Sprache** | Englisch |
| **Studiengang** | Master in Unternehmensführung und Innovation |
| **Andere Studiengänge (gem. Lehrveranstaltung)** | |
| **Dozenten/Dozentinnen** | Prof. Alessandro Narduzzo,<br>Alessandro.Narduzzo@unibz.it<br>https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125<br>Prof. Damiano Zanotelli,<br>Damiano.Zanotelli@unibz.it<br>https://www.unibz.it/en/faculties/agricultural-environmental-food-sciences/academic-staff/person/18696<br>Prof. Guido Orzes,<br>Guido.Orzes@unibz.it<br>https://www.unibz.it/en/faculties/engineering/academic-staff/person/36819<br>Prof. Aart van Bezooijen,<br>Aart.vanBezooijen@unibz.it<br>https://www.unibz.it/en/faculties/design-art/academic-staff/person/38596<br>Prof. Daniele Morselli,<br>Daniele.Morselli@unibz.it<br>https://www.unibz.it/en/faculties/education/academic-staff/person/39786<br>Prof. Richard Lang,<br>Richard.Lang@unibz.it<br>https://www.unibz.it/en/faculties/economics- |

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| | management/academic-staff/person/49242 |
| **Wissensch. Mitarbeiter/Mitarbeiterin** | |
| **Semester** | Erstes Semester |
| **Studienjahr/e** | 2 |
| **KP** | 3 |
| **Vorlesungsstunden** | 36 |
| **Laboratoriumsstunden** | 0 |
| **Stunden für individuelles Studium** | 39 h spent in teamwork at NOI-Techpark |
| **Vorgesehene Sprechzeiten** | 9 |
| **Inhaltsangabe** | This 5-day course, in cooperation with NOI Techpark, uses the Google Sprint method to put students into teams working on real challenges posed by South Tyrolean firms. Teams move through defining the problem, ideating, prototyping, user-testing, and pitching a solution.<br>Students have the opportunity to learn and practice Google's Sprint methodology, sharpen their creative problem-solving skills, and gain hands-on experience with innovation tools applicable in business or design settings.<br><br>This course is also available to Erasmus+ BIP students, and benefits from SUNRISE support. |
| **Themen der Lehrveranstaltung** | Problem understanding;<br>problem validation;<br>innovative solution creation;<br>prototyping;<br>solution validation;<br>business modeling;<br>self-assessment of entrepreneurial competence development. |
| **Stichwörter** | Experiential learning, Design Sprint, Entrepreneurship education |
| **Empfohlene Voraussetzungen** | |
| **Propädeutische Lehrveranstaltungen** | |
| **Unterrichtsform** | The course consists of 36 hours of classroom activities, |

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| | corresponding to 48 hours of teaching, as some activities will be carried out in parallel, in different locations.<br><br>Brief lectures about google design sprint method and design thinking tools.<br>Hands-on projects in the form of problem-based learning. |
| **Anwesenheitspflicht** | Required for the whole course duration |
| **Spezifische Bildungsziele und erwartete Lernergebnisse** | INTENDED LEARNING OUTCOMES (ILO)<br>ILO 1: KNOWLEDGE AND UNDERSTANDING<br>ILO 1.a<br>The student acquires advanced knowledge and understanding of models for new product development and innovation management within enterprises;<br>ILO 1.b<br>The student acquires advanced knowledge and understanding of business analysis tools and solutions for the development of innovations and organisational knowledge;<br>ILO 1.c The student acquires advanced knowledge and understanding of innovation economics models and systems for regional innovation development;<br><br><br>ILO2: ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING<br>ILO 2.a<br>Ability to acquire and select information that may be relevant from an entrepreneurial point of view, also in economic-productive contexts different from those studied;<br>ILO 2.b<br>Ability to select business economics models, suitable for the appropriate analysis of a specific economic-social and productive context;<br>ILO 2.c<br>Ability to acquire and select relevant information to frame cases of innovation (product, service, social, managerial organisational), also different from the studied contexts;<br>ILO 2.d<br>Ability to select product development models, suitable to appropriately analyse a specific economic-productive context ;<br>ILO 2.e |

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| | Ability to classify, analyse specific innovations and assess their potential;<br>ILO 2.f<br>Ability to select innovation management and organisational knowledge development models, suitable for a specific economic-social-productive context, such as digital transformation, resilience and sustainability;<br>ILO 2.g<br>Ability to select the tools for innovation management and organisational knowledge development, consistent with the models deemed appropriate;<br>ILO 2.h<br>Ability to propose and implement strategic and operational courses of action to foster the development of innovations by a company;<br>ILO 2.i<br>Ability to assess the potential of an innovation within existing companies compared to the creation of a new company (e.g., intrapreneurship, open innovation, etc.).<br><br>ILO 3: AUTONOMY OF JUDGEMENT<br>ILO 3.a<br>Acquire the ability to analyse complex entrepreneurial problems, such as the elaboration and evaluation of an entrepreneurial project (business plan) or the development of a new product;<br>ILO 3.b<br>Project-based training is particularly suitable for developing autonomy of judgement with respect to situations and problems typical of innovation management and the creation of new businesses.ILO 3.c<br>Autonomy of judgement is developed in the training activities carried out for the preparation of the thesis, as well as in the exercises that accompany the lectures and that involve group discussions and the comparison of individual analyses carried out by students in preparation for the lecture.<br><br>ILO 4: COMMUNICATION SKILLS<br>ILO 4.a<br>Acquire the ability to describe and communicate in an intercultural context, in a clear and precise manner, problematic situations typical of the management of a new enterprise and the |

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| | development of innovation, such as, for example, the conditions for the validation of a problem or solution, the prospects and risks associated with a business model or an innovation project. The development of communication competences assumes heterogeneous situations such as, for example, the presence of internal stakeholders (e.g. colleagues, managers, owners), or external stakeholders (e.g. potential investors, suppliers and other business partners) and the ability to sustain an adversarial process;<br>ILO 4.b<br>The achievement of these objectives is assessed in the course of the training activities already mentioned, as well as in the discussion of the final thesis.<br><br>ILO 5: LEARNING SKILLS<br>ILO 5.a<br>Acquire the ability to study independently, to prepare summaries;<br>ILO 5.b<br>Acquire the ability to identify thematic connections and to establish relationships between different cases and contexts of analysis;<br>ILO 5.c<br>Acquire the ability to frame a new problem systematically and to generate appropriate taxonomie. |
| **Spezifisches Bildungsziel und erwartete Lernergebnisse (zusätzliche Informationen)** | |
| **Art der Prüfung** | The assessment of students consists of two components: a group assessment (70% of the final grade) and an individual assessment (30% of the final grade).<br>The group assessment evaluates the team's work throughout the program, in particular with respect to five major activities and deliverables: 1. Unwrapping the Challenge and Lightning Talks (ILO2, ILO3, ILO4), 2. Empathy Map and How Might We (ILO2, ILO3), 3. Iteration and improvement of early solutions (ILO3, ILO5), 4. Prototype (ILO2, ILO3, ILO4, ILO5), 5. Pitch presentation (ILO4, ILO5).<br>The project course is structured around milestones and deliverables and includes knowledge acquisition and elaboration, as well as the use of tools. Students receive ongoing constructive |

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| | feedback through the whole process from the coaches, university researchers, professors involved in the initiative, and the companies' representatives.<br>The individual assessment evaluates each student's active participation (ILO1, ILO2, ILO3, ILO4, ILO5) throughout the program. |
| **Bewertungskriterien** | The evaluation criteria are specific for each activity/deliverable.<br>1. Unwrap the Challenge and Lightning Talks: Ability to acquire, process, and integrate information; 2. Empathy Map, How Might We?: Definition of the target problem and target user; 3. Iteration and improvement of early solutions: Ability to integrate feedback from the company, the Challenge Facilitator, and experts; 4. Prototyping: Transition from a solution idea to the concrete development of a prototype; 5. Pitch presentation: Effective communication and ability to answer the jury's questions. |
| **Pflichtliteratur** | Knapp, J., Zeratsky, J., & Kowitz, B. (2016). Sprint: How to solve big problems and test new ideas in just five days. Simon and Schuster. |
| **Weiterführende Literatur** | To be distributed during the project. |
| **Weitere Informationen** | |
| **Ziele für nachhaltige Entwicklung (SDGs)** | Menschenwürdige Arbeit und Wirtschaftswachstum, Partnerschaften zur Erreichung der Ziele, Nachhaltiger Konsum und Produktion |