# Syllabus

## *Course Description*

| | |
|---|---|
| **Course Title** | Research Coaching |
| **Course Code** | 25567 |
| **Course Title Additional** | |
| **Scientific-Disciplinary Sector** | NN |
| **Language** | English |
| **Degree Course** | Master in Entrepreneurship and Innovation |
| **Other Degree Courses (Loaned)** | |
| **Lecturers** | Prof. Paola Rovelli, Paola.Rovelli@unibz.it https://www.unibz.it/en/faculties/economics-management/academic-staff/person/38337 |
| **Teaching Assistant** | |
| **Semester** | Second semester |
| **Course Year/s** | 1 |
| **CP** | 2 |
| **Teaching Hours** | 18 |
| **Lab Hours** | - |
| **Individual Study Hours** | - |
| **Planned Office Hours** | 6 |
| **Contents Summary** | The course Research Change LAB deals with: • The meaning of conducting a research project and developing a thesis • Conducting a literature review • Choosing among alternative research methodologies (quantitative and qualitative) The course provides students with theoretical knowledge and practical tools on how to develop their thesis. Students are required to work on the design of a small research project, which may serve as the foundation for their thesis project. |

| | |
|---|---|
| Course Topics | The course is divided into 3 modules:<br><br>A. Conducting research and writing a thesis;<br><br>B. Writing a literature review;<br><br>C. Choosing among alternative research methodologies.<br><br>In Module C, quantitative (survey data collection, use of databases, and data analysis) and qualitative research methods are presented. |
| Keywords | Research; Thesis project; Literature review; Quantitative; Qualitative. |
| Recommended Prerequisites | Not foreseen. |
| Propaedeutic Courses | |
| Teaching Format | Frontal lectures and project work. |
| Mandatory Attendance | 75% mandatory presence |
| Specific Educational Objectives and Learning Outcomes | Knowledge and understanding<br><br>The student acquires advanced knowledge and understanding of the models and instruments of economic-business analysis for the creation of a new company with particular attention to the identification of new market opportunities, the availability and procurement of economic-financial resources and technological and organisational skills for the development of the company<br><br>The student acquires advanced knowledge and understanding of the models and tools of economic-business analysis for the management of a new enterprise, from the financial and organisational point of view and with respect to the dynamics of growth and development<br><br>I/we acquire advanced knowledge and understanding of the theories and tools for the economic analysis of business decisions.<br><br>I/we acquire knowledge and understanding of theories and tools for the economic analysis of the market, at the level of the individual enterprise and the supply system<br><br>I/we acquire knowledge and understanding of the theories and tools of statistical analysis for making market forecasts<br><br>I/we acquire knowledge of the legal forms required for setting up a company and for the legal protection of intellectual property rights<br><br>I/we acquire advanced knowledge and understanding of models for new product development and innovation management within enterprises<br><br>I/we acquire advanced knowledge and understanding of business analysis tools and solutions for the development of innovations and |

| | organisational knowledge |
| --- | --- |
| | I/we acquire advanced knowledge and understanding of innovation economics models and systems for regional innovation development |
| | The student acquires knowledge of quantitative models for the formulation of forecasts necessary to guide management decisions and to predict the life cycle of a product and a sector |
| | Ability to apply knowledge and understanding |
| | 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 |
| | ability to analyse the combination of market opportunities and resources of the enterprise and to identify entrepreneurial formulas, also with the elaboration of original, compatible and sustainable solutions and combinations |
| | ability to select business economics models, suitable for the appropriate analysis of a specific economic-social and productive context |
| | ability to select the tools for the strategy and management of the enterprise, consistent with the enterprise economy models considered appropriate |
| | ability to assess the potential and sustainability of new business projects (business plan), from a multidisciplinary (economic, business and legal) perspective |
| | ability to assess the entrepreneurial potential associated with the development of an innovation by an enterprise (learning area 2) |
| | ability to propose and implement strategic and operational courses of action conducive to the creation of a new enterprise |
| | ability to acquire and select relevant information to frame cases of innovation (product, service, social, managerial organisational), also different from the contexts studied |
| | ability to select product development models, suitable to appropriately analyse a specific economic-productive context |
| | ability to classify, analyse specific innovations and assess their potential |
| | 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 |

ability to select the tools for innovation management and organisational knowledge development, consistent with the models deemed appropriate
ability to propose and implement strategic and operational courses of action to foster the development of innovation by a company
ability to assess the potential of an innovation within existing enterprises, with respect to the creation of a new enterprise (e.g. intrapreneurship, open innovation, etc.).

Autonomy of judgement
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.

Communication skills
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 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. 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.

Learning ability
Acquire the ability to study independently, to prepare summaries.
Acquire the ability to identify thematic connections and to establish relationships between different cases and contexts of analysis
Acquire the ability to frame a new problem systematically and to generate appropriate taxonomies.
Acquire the ability to develop general models from the phenomena studied.

| | |
|---|---|
| Specific Educational Objectives and Learning Outcomes (additional info.) | |
| Assessment | 100% Project work

The project work consists of the design of a (small) research project on a topic of interest for the student. The student has to design the research project individually according to the concepts and best practices presented during the course. The student has time to work on the project during the course (in-class activity). On the day of the exam, the student has to deliver a written report on the project work.

Students attending less than 75% of the lectures will automatically fail the course. |
| Evaluation Criteria | It is relevant that the student demonstrates to be able to correctly apply the concepts and best practices presented during the course, especially with respect to structuring the research project, defining the boundaries of a literature review, and identifying the most appropriate quantitative or qualitative research method. |
| Required Readings | Readings will be provided in the lecture slides and on TEAMS. |
| Supplementary Readings | Supplementary readings will eventually be recommended to the students on the TEAMS page of the course. |
| Further Information | |
| Sustainable Development Goals (SDGs) | Quality education |