# Syllabus

## *Course Description*

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| **Course Title** | Project LAB - Corporate Innovation |
| **Course Code** | 25576 |
| **Course Title Additional** | |
| **Scientific-Disciplinary Sector** | NN |
| **Language** | English |
| **Degree Course** | Master in Entrepreneurship and Innovation |
| **Other Degree Courses (Loaned)** | |
| **Lecturers** | Prof. Alessandro Narduzzo,<br>Alessandro.Narduzzo@unibz.it<br>https://www.unibz.it/en/faculties/economics-management/academic-staff/person/5125 |
| **Teaching Assistant** | |
| **Semester** | Second semester |
| **Course Year/s** | 2 |
| **CP** | 6 |
| **Teaching Hours** | 36 |
| **Lab Hours** | 6 |
| **Individual Study Hours** | - |
| **Planned Office Hours** | 18 |
| **Contents Summary** | The Corporate Innovation Lab (CIL) aims to boost early-stage (or dormant) innovation<br>projects proposed by a business partner by adopting an entrepreneurial logic. Through this Lab, the innovation projects proposed by business partners are significantly pushed forward to a stage that allows the company to evaluate them regarding business opportunities.<br>This path of acceleration involves the following steps: Problem validation, Observation and analysis of users' needs, Exploration of multiple value propositions, Prototyping, Solution validation, Competition and Market Analysis, Business Modelling, Financial |

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| | analysis, and Pitching the solution to the business partner. |
| **Course Topics** | Design and management of innovation projects in organizational context, covering a range of the following topics:<br>• Problem understanding and validation<br>• Opportunity validation<br>• Value propositions generation<br>• Prototyping<br>• Business Modelling<br>• Financial analysis<br>• Pitching innovation projects |
| **Keywords** | Project-based learning, Open innovation, Experiential learning, Problem validation, Solution validation. Prototyping. |
| **Recommended Prerequisites** | |
| **Propaedeutic Courses** | |
| **Teaching Format** | This project-based course consists of a mix of lectures, students presentations on deliverables, output revisions at various milestones. Parallel to the project's development, specific sessions are dedicated to reflecting on the process from a problem-solving perspective. |
| **Mandatory Attendance** | 75% mandatory presence |
| **Specific Educational Objectives and Learning Outcomes** | Knowledge and understanding<br>The student acquires advanced knowledge and understanding of models for new product development and innovation management within companies.<br>I/we acquire advanced knowledge and understanding of business analysis tools and solutions for the development of innovations and organisational knowledge<br>I/we acquire advanced knowledge and understanding of innovation economics models and systems for regional innovation development<br>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<br><br>Ability to apply knowledge and understanding<br>ability to acquire and select relevant information to frame cases of innovation (product, service, social, managerial organisational), also different from the contexts studied |

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| | ability to select product development models, suitable to appropriately analyse a specific economic-productive context<br>ability to classify, analyse specific innovations and assess their potential<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>ability to select the tools for innovation management and organisational knowledge development, consistent with the models deemed appropriate<br>ability to propose and implement strategic and operational courses of action to foster the development of innovation by a company<br>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.).<br><br>Autonomy of judgement<br>Acquire the ability to analyse complex entrepreneurial issues, such as the elaboration and evaluation of a business project (business plan) or the development of a new product.<br>Acquire the ability to make forecasts, such as analysing the future consequences of entrepreneurial, managerial and operational choices.<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.<br>Autonomy of judgement is developed in the training activities carried out for the preparation of the dissertation, 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 lectures.<br><br>Communication skills<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 development of innovation, such as, for example, the conditions for the validation of a problem or solution, the prospects and risks |

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| | 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.<br><br>Learning ability<br>Acquire the ability to study independently, to prepare summaries.<br>Acquire the ability to identify thematic connections and to establish relationships between different cases and contexts of analysis<br>Acquire the ability to frame a new problem systematically and to generate appropriate taxonomies.<br>Acquire the ability to develop general models from the phenomena studied. |
| **Specific Educational Objectives and Learning Outcomes (additional info.)** | |
| **Assessment** | The assessment is based on three major components:<br>1. Project work (written): written group project reports defined at the beginning of the course<br>2. Oral presentations of the project work, at various steps<br>3. Final individual reflection paper.<br><br>The final evaluation is formed on the following elements:<br><br>50% based on individual evaluations:<br>• 20% active contribution to project development<br>• 30% final individual reflection paper<br>50% based on group evaluations:<br>• Reports and presentations due for the course milestones<br><br>The presence and participation at the lectures are obligatory; there is no assessment for non-attending students.<br><br>Project work and classroom contributions are valid for 1 academic |

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| | year and cannot be carried over beyond that timeframe. |
| **Evaluation Criteria** | Active contribution to the project development and deliverables (i.e., written reports and oral presentations) related to project milestones, activities, and final individual reflection paper.<br><br>Criteria for active contribution:<br>• task completion within the deadlines<br>• progress in integrating new content<br>• ability to evaluate the state of the project<br><br>Criteria for written reports:<br>• clarity of expression<br>• logic and coherence (in terms of structure and arguments)<br>• integration of the various topics<br>• establish logical relationships between sub-topics<br><br>Criteria for the reflection paper:<br>• relevance and precise formulation of the selected experience<br>• logical and coherent articulation of the argumentations<br>• relevance and completeness of the selected theory<br>• relevance and coherence of the learned lessons<br><br>Criteria for oral presentation:<br>• clarity of expression<br>• logic and coherence (in terms of structure and arguments)<br>• conveying key messages in a reduced format<br>• mastery of key concepts<br>• attention-getting |
| **Required Readings** | Banfield, R., Lombardo, C. T., & Wax, T. (2015). *Design sprint: A practical guidebook for building great digital products*. O'Reilly Media.<br><br>Bland, D. J., & Osterwalder, A. (2019). *Testing business ideas: A field guide for rapid experimentation*. John Wiley & Sons.<br><br>Knapp, J., Zeratsky, J., & Kowitz, B. (2016). *Sprint: How to solve big problems and test new ideas in just five days*. Simon & Schuster.<br><br>Olsen, D. (2015). *The lean product playbook: How to innovate with minimum viable products and rapid customer feedback*. Wiley. |

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| | Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value proposition design: How to create products & services customers want*. Wiley.<br><br>Patton, J. (2014). *User story mapping: Discover the whole story, build the right product*. O'Reilly Media.<br><br>Thomke, S. H. (2020). *Experimentation works: The surprising power of business experiments*. Harvard Business Review Press. |
| **Supplementary Readings** | |
| **Further Information** | |
| **Sustainable Development Goals (SDGs)** | Partnerships fot the goals, Industry, innovation and infrastructure |