

MASTER SYLLABUS

BUSI405: BUSINESS RESEARCH AND INNOVATION

1. Course Details

Semester:	
Course Code:	BUSI405
Course Name:	Business Research and Innovation
Course Prerequisites:	ACCT110, LLAW110, FINC201, MIST315
Course Co-requisites:	QANT405
Credits Hours:	Three (3) credit hours
Classroom:	
Class Timing:	(45 contact hours)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

Student innovation and business research are conducted for the purpose of developing a potential value-adding incremental change in a product, process, or service to facilitate potential independent or corporate venturing initiatives. Outcomes include integration of core functional areas into a business plan.

4. Course Overview

This course is intended to provide you with the opportunity to first review and then demonstrate your mastery of everything that you have studied in your pursuit of BSBA degree. The expectations of the course are more than just your demonstration of mastery of the individual course material, you must also demonstrate a clear understanding of how each of these courses is a part of an integrated whole – a foundation for the practice of management. One of the major outcomes of this course is the production of a

...in global business education

business plan for a hypothetical business innovation project that would be the basis for a potential corporate or independent venture in order to demonstrate your understanding of the INTEGRATED course material.

The business plan portion of the course is intended to provide you with the opportunity to demonstrate a clear understanding of how the material from each of the courses of the Business Core is a part of an integrated whole – a foundation for the practice of management. Your project team, will propose a hypothetical business innovation, will develop a business plan to test that business idea, and will present the findings of your business plan to the class. The objective of this class is focused on innovation and potential independent or corporate venturing, as opposed to SBES460 capstone course, where the emphasis is on entrepreneurship targeted at the development of small business.

The course includes mandatory administration of the ETS Major Field Test for the Bachelor's Degree in Business. The result of this exam is then utilized as a component of the grading rubric in the capstone course BUSI435: Business Policy and Strategy.

5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Read and comprehend the extant literature on Business Innovation and Planning, and understand the state of knowledge of the discipline (A1);
2. Demonstrate an ability to work in teams on a business innovation project in order to offer a plan to modify or create a product, service or process (psp). This project will include several components. Students will learn how to:
 - a. Propose an appropriate and feasible business innovation for a psp (A2a);
 - b. Survey the needs served by this psp, and analyze its domestic and global competition (A2b);
 - c. Complete a market feasibility study (analysis) for the proposed psp (A2c);

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

- d. Design a report in the form of a business plan for presentation to the top-management team (A2d); and
 - e. Prepare a discussion/presentation of the business plan (A2e).
3. Exhibit problem-solving skills by recognizing the pitfalls associated with the business plan, hypothesize any problems that may arise down the road, and deduce ways in which these problems might be addressed (A3).

Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goal(s))²:

- A1. Summaries of Readings: Students must come to class having done assigned readings from extant literature in global innovation (guidelines for the reading assignments will be posted on Blackboard). The summaries are used to assess the student's ability to secure appropriate readings on the assigned topic (M3O1).
- A2. Group Project: Students must work in groups towards a project that involves the creation of a new – or the modification of an existing – product, service, or process (psp) that is relevant to the local/regional business environment/community. This project must result in a written business plan and a team presentation and will have to include the following components, each of which will have to be submitted at certain milestone points during the course:
- a. A proposal for a new or modified psp based on preliminary research and personal interest of the students. One score is provided, on the basis of the innovativeness of the project, the feasibility of the proposed innovation, and on whether the proposal draws upon an examination of the real world environment (M3O2).
 - b. An analysis of domestic and global competition for the proposed psp. Three scores are provided. The first score is based on the comprehensiveness of the data acquired and the resulting analysis (M2O1), the second on the students' ability to gauge competition along appropriate dimensions (G3O2), and the third on students' ability to demonstrate an understanding of how different global markets will perceive the psp based on cultural differences (G2O2).
 - c. A written business plan for the innovation. This will have to take the shape of a business plan to the top-management in the organization, which is being asked to fund the project. A sample of a business plan will be provided. Three scores are provided. The first is on the basis of the persuasiveness of the business plan and the writing ability of the team (G1O1), the second on the feasibility of the business plan (M4O1), and the third on the comprehensiveness of the business plan, which must include a description of the roles to be played by all functional areas of business (M4O2).

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

- d. An oral team presentation. The student team will be required to make a presentation in class, which will have to construct a case for the funding of their proposed innovation. This will be graded on three scores: the team's ability to use appropriate presentation software (M2O4), the content and professionalism of the presentation (G1O2), and the well coordinated and demonstrated team member contributions to the overall project (G1O3).

A3. Individual Paper: Each student will be required to submit an individual paper that reflects on the process of doing the group project, analyzes the problems with the proposal, anticipates pitfalls and problems with the proposed psp, and offers possible ways of addressing those problems. This will be graded on the student's writing and ability to identify potential limitations, and provide resolutions demonstrating analytical ability (M1O2).

(B) Contextualized (Globalized) Learning Goal(s):

Upon the successful completion of this course, student will be able to:

1. See Invariant Learning Goal A.2.b. above.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See A2.b, score 2 above.

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers,

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (BUSI405), four (4) prioritized teaching and learning strategies focus on:

1. innovative and creative thinking;
2. reflection activities;
3. critical analysis of their work; and
4. time management.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The amount of work in this course was appropriate.
15. The instructor was available for course related consultation and advice.
17. The instructor assigned challenging course work.
18. The instructor graded and returned student work and exams promptly.
19. The instructor provided helpful, constructive feedback on assignments and course work.
20. The instructor respected cultural differences and diversity among students.
21. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
25. The instructor challenged me to think.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

The class will also be taught using an active and collaborative learning approach. This approach is student centered not instructor centered. The teaching approach will be multi-method. As the subject is highly dynamic in nature, there will be some degree of experimentation. The key dimension, however, will be interaction, both among students, and between the instructor and students, utilizing case discussions and presentations of both these and completed projects.

7. Required Resource(s)

Stutely, R. (2007). *The Definitive Business Plan: The Fast Track to Intelligent Business Planning for Executives and Entrepreneurs*. Pearson/Prentice Hall. ISBN-13 9780273710967.

8. Reference Resource(s)

Kim, W., and Mauborgne, R. (2005). *Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant*. Harvard Business School Press. ISBN-13: 9781591396192.

Wheelen, T., and Hunger, D. (2007). *Strategic Management & Business Policy: Concepts and Cases*. 11th Edition. Pearson/Prentice Hall. ISBN-13: 978-0-132-32346-8.

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

9. Assessment Methodology and Grading Guidelines:

Instrument	Points (e.g. Weights)	Time on Task ⁷
Summaries (see A1)	20 points (5 points each)	10 hours
Group Project (see A2)	50 points	45 hours
Individual Paper (see A3)	10 points	18 hours
Final Exam	20 points	20 hours
TOTAL	100 points	93 hours

10. Grading Guidelines: The final grade for the course will be calculated using international grading scale:

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational

⁷ An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.

- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 15 Week Topical Class Schedule

Week	Topic and Activities	Readings (Textbook)
Wk 1	Introduction and A winning presentation	Chapters 1 & 2
Wk 2	Getting down to it	Chapter 3
Wk 3	Know yourself	Chapter 4
Wk 4	Know the world	Chapter 5
Wk 5	The core of your plan	Chapter 6
Wk 6	About these numbers	Chapter 7
Wk 7	Getting to gross profit	Chapter 8
Wk 8	Getting to net profit	Chapter 9
Wk 9	Funding the business	Chapter 10
Wk 10	Managing risks	Chapter 11
Wk 11	Getting it approved	Chapter 12
Wk 13	Now make it happen	Chapter 13
Wk 14	Project Presentations	
Wk 15	Final Exam	
	ETS Major Field Test for the Bachelor's Degree in Business	

18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.