

1. General Information

1a. Submitted by the College of: BUSINESS AND ECONOMICS

Date Submitted: 11/25/2013

1b. Department/Division: B&E Graduate Center

1c. Contact Person

Name: Steven Skinner

Email: steve.skinner@uky.edu

Phone: 257-1543

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EMBA 616

2c. Full Title: Corporate Entrepreneurship

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course introduces entrepreneurship in the corporate setting. The difference between individual entrepreneurial activities and corporate entrepreneurial activities is examined. Models of entrepreneurial activities in established organizations are presented.

2k. Prerequisites, if any: Admission to the EMBA program.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Possibly at the U. of Louisville

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Joint Executive MBA Program with the Univesity of Louisville

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|ZNNIKO0|Roshan N Nikou|EMBA 616 NEW Graduate Council Review|20140107

SIGNATURE|MKT210|Steven J Skinner|EMBA 616 NEW College Review|20131125

EMBA 616

Corporate Entrepreneurship

Professor:
Office:
Office Hours:
Phone:
E-mail:

Course Description

This course introduces entrepreneurship in the corporate setting. The difference between individual entrepreneurial activities and corporate entrepreneurial activities is examined. Models of entrepreneurial activities in established organizations are presented.

Required text

The Innovator's Dilemma, Clayton M. Christensen, Harper Publishing, 2003 paperback edition. ISBN-10: 0060521996

Money Follows Excellence, Bill Lamb, Butler Publishing, 2012 –to order follow this link <http://www.butlerbooks.com/moneyfollowsexcellence.html> ISBN 978-1-935497 58-5

Electronic case/reading packet from Harvard Business Publishing via the link found on Blackboard.

Overview of Schedule

Date xxx –Director Harvard Business School - Mary Shellman

HBJ Case Discussion (she wrote) KFC's Radical Approach to China &

Innovators Dilemma – Chapters 1-3 & Review Appendix ABC on Blackboard

*Simple bullet points of what YOU thought were key elements in this week's chapter reading

*Bullet points on the Case—so you will be prepared to discuss (or highlight items on case study and bring to class)—be prepared!

Date xxx – Discussion Money Follows Excellence with special guest Bill Lamb – Vice President Block Communications; President/GM WDRB

HBJ Case Discussion & Innovators Dilemma Chapters 4-6

*Bring written questions for Mr. Lamb to class

*Simple bullet points of what *YOU* thought were key elements in chapters & Case

*Innovation Brief due (post it on Blackboard under "Assignments") before class starts.

Date xxx Meet in Humana's Lobby 500 West Main – Will Culp, host

Tour & Discussion regarding Humana's Innovation Center

*Bring written sheet of questions to Humana about Innovation/Entrepreneurship within a

Corporation + Compare and Contrast Paper due (post it on Blackboard under "Assignments")

before class starts.

Date xxx GE Guest speaker + Innovators Dilemma Chapters 7-10

*Bring written sheet of questions to GE about Innovation/Entrepreneurship within a Corporation + Post in Blackboard under “Assignments” 1 paragraph about what *you* learned from each chapters reading this week

Date xxx HBJ Case Discussion & student presentations

*Final paper Corp. Entrepreneurship Audit (post paper on Blackboard under “Assignments”) before class starts.

*Simple bullet points of what *YOU* thought were key elements of Case

Learning Outcomes

To

- 1) Define corporate entrepreneurship.
- 2) Identify the inter-relationships within the Pentagram model and how they affect corporate entrepreneurship.
- 3) Identify the similarities and differences between corporate and start-up entrepreneurship
- 4) Identify the driving and restraining forces around corporate entrepreneurship.
- 5) Contrast four models of corporate entrepreneurship, their situational appropriateness, and advantages and disadvantages.
- 6) Identify the interpersonal, corporate structure and leadership skills necessary to successfully plan and launch a new corporate venture.
- 7) Synthesize contrasting models and theoretical constructs of corporate entrepreneurship that can be applied in real world situations.
- 8) Identify how corporate entrepreneurship is or can be applied within your own company (M&A or other).

Grading scheme

<u>Assignment</u>	<u>Value</u>
1. Innovation Brief	25%
2. Compare and Contrast Paper	25%
3. Corp. Entrepreneurship Audit/Eval	25%
4. Active Participation	<u>25% (5 classes X 5% each)</u>
	100%

Grading Scale

A	90%-100%
B	80%-89.99%
C	70%-79.99%
E	<70%

Schedule

Pre-Readings for Session 1: (Read these prior to coming to the first session)

1. The Innovators Dilemma, Clayton M. Christensen, Intro, Chapters 1, 2, 3
2. Harvard Business Review – Case Study by HBJ

Session 1: Intro to Corporate Entrepreneurship and the Pentagon Framework posted on Blackboard

- Course review, syllabus
 - Corporate Entrepreneurship vs. Individual Entrepreneurship
 - Disruptive technology and the natural restraint against downward migration
 - Read :The Pentagon Framework: 5 elements and 2 orientations (van der Pol) located on Blackboard – Located under Course Documents & called “Appendix ABC”
 - Read: The Innovators Dilemma Chapters 1-3 (prepare simple bullet points of key elements that *YOU* think are important)
 - Prepare basic written bullet points about HBJ Case + 2 questions about the case
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Pre-Readings for Session 2:

1. Have completed reading the short book by Bill Lamb before this class date: Money Follows Excellence –bring to class 3 written questions for Mr. Lamb
2. <http://www.louisville.com/content/wdrbs-bill-lamb-takes-out-competition-feature> Read more about Bill Lamb –Watch “Point of View” either on WDRB news or on YouTube
3. Read Chapters 4-6 from Innovators Dilemma & prepare simple bullet points

Session 2: Structure and Systems

- Different structures to support corporate entrepreneurship
- Sustaining vs. Disruptive Technologies
- Disruptive technology and the natural restraint against downward migration
- Incremental and radical innovation

Pre-Readings for Session 3:

1. MEET at HUMANA – Find out information about their Innovation Center & BRING A PRINTED SHEET OF QUESTIONS with you

Session 3: Strategy

- The role of corporate venturing in business growth
- Dominant Logic vs. future possibilities
- Integrating Corporate Entrepreneurship with Strategy

Pre-Readings for Session 4:

1. Read Four Models of Corporate Entrepreneurship by Wilcott & Lippitz (2007). Posted in Blackboard under Course Documents - prepare simple

bullet points

2. Read The GE Global Innovation Barometer –that explores how the perception of innovation is changing in a complex, globalized environment.
<http://www.ge.com/>
Review the GE Barometer & prepare simple bullet points to discuss in class.

Session 4: People

- The Creative and Innovative process
- The Four models of Corporate Entrepreneurship (Wolcott and Lippitz)
- IDEO – Innovation and the Anthropologist Role
- The Roles of Innovation within a Corporation
- Visit with GE executives ~on site visit (more information will be posted on Blackboard.

Pre-Readings for Session 5:

1. Home Depot’s Blueprint for Culture Change, HBR Article, Apr 1, 2006
2. Keeping Google “Googley”, HBR Article, Boris Groysberg, David Thomas, Alison Wagonfeld, April 24, 2009

Session 5: Culture

Discuss and contrast Cultures

- How culture influences entrepreneurial capability
- Culture in small vs. large organizations
- Cultural dimensions: values, rules of conduct, vocabulary, methodology, rituals, myths and stories

- Select Entrepreneurship Audit Presentations by students (selected randomly)
- Integrative thinking and transformative leadership
- Prepare to discuss what you have learned during this course

Additional Work Details

Assignments

The following is an overview of all assignments and their relative value. All assignments are due on their assigned dates.

1. Innovation Brief:

From your own personal experience, describe a new venture or innovation which you have personally observed from inside an organization or that you’ve followed closely. Briefs should be informally written and about 2 pages in length single spaced.

What to include:

- Describe the new venture/innovation and why the organization is pursuing it.
- Describe both the enabling and restraining forces on the initiative.

- Use the Pentagon Framework as you describe these forces.
- Describe the success (or lack thereof) of the venture and what you would have done differently.
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Be prepared to briefly discuss your brief in class.

2. Compare and Contrast Paper:

Corporate innovation and entrepreneurship is a challenging topic. There are no neat and tidy systems or boilerplates for success. Each corporate entrepreneurial effort brings a number of variables together that are either enabling or hindering forces to the success of the initiative. You may have a strong bias toward a certain strategy or principle, but you must also consider alternative approaches.

Find **at least two articles in addition** to using **Money Follows Excellence** (book by Bill Lamb) -- where one advocates an opposite idea or concept from the other. The articles and book elements must be in context of innovation or entrepreneurship (be sure to cite them in your report).

The purpose of this assignment is to help you become more integrative in your thinking toward corporate entrepreneurship. By integrative this means taking two opposing ideas, comparing and contrasting them, and then creating a third idea that contains elements of each, but is also superior to both. This is moving from convergent thinking (one idea over another) to divergent thinking (leveraging synergy).

What to include:

- Define and clarify the opposing ideas
- Describe the advantages and disadvantages of both
- Include examples that illustrate your points
- Articulate the restraining and enabling forces on both ideas within the context of Corporate Entrepreneurship.
- Include your personal experiences, observations, and viewpoints on the opposing ideas.
- Expand on what kind of divergent thinking or synergy could emerge from these ideas.

Papers should be about 5-7 pages in length (double spaced), but won't be graded on "volume", rather critical thinking, grasp of the concepts, and brilliant comparisons!

3. Corporate Entrepreneurship Audit /Evaluation

Find a business that has been operating for at least 10 years with at least 50 employees. Conduct an "entrepreneurial" audit of the company. This will be a written assessment of the firm's current "entrepreneurial intensity", including a critique of company strategy and structure, an assessment of the company's operating departments, and an evaluation of the key senior managers in the firm from an entrepreneurial perspective. You should provide recommendations for how the firm should approach innovation and intrapreneurial growth in the coming years.

What to include:

- Describe a very brief history of the company with industry and markets served
- Include vision and mission statements of the organization
- Corporate strategy as given by executive leadership
- Using the Pentagon framework (located on Appendix ABC posted in Blackboard), briefly describe the company's five elements and two orientations
- Describe the appropriate model of entrepreneurship
- Describe and analyze any current entrepreneurial ventures that are taking place.
- How will it benefit the organization? How can existing resources, systems, strategy, etc. be leveraged?
- Describe the enabling and restraining forces this venture will face.
- How would you advise the firm to approach innovation and intrapreneurial growth in the coming years? What are your key recommendations?

There are 2 deliverables for this project: 1) submit a written report that is no more than 10 pages (double spaced) in length and includes but not limited to the items listed above.

2) Prepare a short Power Point hand-out discussion document summarizing your findings and recommendations. You should be prepared to do an informal short 10 minute presentation on your project followed by a brief question and answer discussion.

4. Participation

Class Participation is essential to the approach in this course. Your expression of thoughts from your experiences is critical to our exploring the different facets and challenges of corporate entrepreneurship. The atmosphere in the class will be collaborative and informal. The preparation itself is a significant aspect of the learning. To make the sessions as dynamic as possible, you must come prepared to share your thinking, based on your reading and preparation. Evaluation of your participation will be based on the following items:

1. Do your comments show evidence of analysis of the case or article and does it add to our understanding of the material or problem?
2. Does your participation go beyond simple repetition of the case facts and move the class into new territory?
3. Are you a good listener? Are the comments linked to relevant comments made by others?

University Excused absences due to official university business (ie. competitions) may be made up by doing the assigned readings, viewing Tegrity, and submitting a 1-2 page summary of original thinking about the week's area of focus.

Due dates

All assignments are due on the assigned dates.

Course Policies

Submission of Assignments

Explicit instructions will be given when each assignment is handed out.

Attendance Policy

Given the nature of this program, it is hard to imagine that anyone would ever miss class except for a very good reason.

Makeup Policy

Makeup quizzes and exams will only be given if there is an excused absence. If it is possible, you must notify me before the quiz/exam date.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense

against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.