



# MANAGING VENTURES WITHIN CORPORATIONS

**ENTP6388.501 / SYSM6316.501**

**FALL 2016**

<b>Class Meeting</b> Thursday 7:00 - 9:45 PM, JSOM 2.102 <b>Office Hours:</b> Tue/Thurs 1:30 – 3:30 PM Or by appointment	<b>Dr. Rajiv R. Shah</b> SOM 4.204 <b>Email:</b> <a href="mailto:rajiv.shah@utdallas.edu">rajiv.shah@utdallas.edu</a> <b>Phone</b> (UTD office): (972) 883-5904
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## COURSE OBJECTIVES

Intrapreneurs are the entrepreneurs within established corporations who combine innovation, creativity and leadership to develop and launch new products, new product lines and new business units that grow revenues and profits from within. The course seeks to equip students with the skills and perspectives required to initiate new ventures and create viable businesses in dynamic and uncertain environments in the face of organizational inertia and other sources of resistance to innovation. Course topics include the elements of strategic analysis and positioning for competitive advantage in dynamic markets, and the structuring, utilization and mobilization of the internal resources.

## LEARNING OBJECTIVES

Upon successful completion of this course, students will:

- Understand how entrepreneurship within a corporation is similar to or different from start-up entrepreneurship.
- Be able to assess the degree to which the environment within an established company supports or constrains entrepreneurship.
- Develop an appreciation for how to apply the entrepreneurial process to the operations of a department or functional area within a large established organization.
- Be able to find creative ways to overcome barriers to entrepreneurship in established companies.
- Gain an understanding of how to formulate corporate objectives and strategies that support entrepreneurial behavior.
- Understand their own managerial styles, their own attitudes toward failure and change, and how entrepreneurial their approach to management appears to be.
- Recognize and evaluate the ethical dimensions of corporate entrepreneurial behavior.

## REQUIRED (1-3) and RECOMMENDED (4-5) COURSE MATERIALS:

### Readings:

1. **Case Pack Link:** <https://cb.hbsp.harvard.edu/cbmp/access/51133250>
2. **Michael Morris, Donald Kuratko, and Jeffrey Covin, 2007.** *Corporate Entrepreneurship and Innovation*, 2<sup>nd</sup> Edition. Cengage/Thomson – Southwestern Publishing. ISBN 10 # 10-0-324-25916-6. (Available at UTD Bookstore and Off-Campus Books).
3. **Vijay Govindarajan and Chris Trimble, 2005.** *10 Rules for Strategic Innovators – From Idea to Execution*, Harvard Business School Press, ISBN 13 # 978-1-59139-758-8. (Available at UTD Bookstore and Off-Campus Books).
4. **Scott D. Anthony, Mark W. Johnson, Joseph V. Sinfield, and Elizabeth J. Altman, 2008.** *The Innovator's Guide to Growth-Putting Disruptive Innovation to Work*, Warner Books, Harvard Business School Press, ISBN 13 # 978-1-59139-846-2. (Available at UTD Bookstore and Off-Campus Books).
5. **Phil McKinney, 2012.** *Beyond the Obvious – Killer Questions That Spark Game-changing Innovation*, Hyperion Books, ISBN 13 # 978-1-4013-2446-9 (Available at UTD Bookstore and Off-Campus Books).

## LECTURE NOTES

The MS PowerPoint slides used in lectures and case discussions and other course-related materials will be posted on eLearning (<http://eLearning.utdallas.edu>) under course ID ENTP 6388.501. You should be able to access eLearning with your UTD UNIX ID and password. Call computer services at (972) 883-2911 if you need assistance.

## COURSE REQUIREMENTS & GRADING

Student evaluation and grades will be based upon the individual and team assignments – case presentation, team project and peer evaluation – and your contributions to class discussions. The break-out of items that will be used in evaluation and grading is summarized below:

<i>Component:</i>	<i>% Total Grade</i>
1. Class Participation and Contribution (Includes Attendance)	20 %
2. Team Case and Reading Presentations ** (team assignment)	30 % ** (@)
3. Mid-Term Exam * (individual assignment)	20 %
3. Final Exam * (individual assignment)	30 %
(@) → Peer evaluations will impact grades on all team assignments	100%

<b>GRADE SCALE:</b>	<b>A - = 90 to 92%</b>	<b>A = 93% or greater</b>	
	<b>B - = 80 – 82%</b>	<b>B = 83 to 86%</b>	<b>B+ = 87 to 89%</b>
	<b>C - = 70 to 72%</b>	<b>C = 73 to 76%</b>	<b>C+ = 77 to 79%</b>
	<b>D - = 60 to 62%</b>	<b>D = 63 to 66%</b>	<b>D+ = 67 to 69%</b>

**\* The mid-term and final examinations will be take-home long-answer tests or case analyses** in which students must demonstrate (i) their understanding of the key frameworks, perspectives, concepts, ideas and tools introduced in the course, (ii) their ability to relate these frameworks, perspectives, concepts, ideas and tools to one another, and (iii) their ability to creatively apply these frameworks, perspectives, concepts, ideas and tools in differing contexts. **The mid-term will cover material from the first half of the course, while the final will cover the entire course.**

**\*\* The team case presentations are oral group presentation.** Students will form into groups, and each group will present 2 cases. All cases are in the course pack, and specific cases are presented on the date indicated in the course outline below. **An outline to guide your case presentation will be provided in class or via e-mail.**

**Team Projects** - Team members will be collectively responsible for completing each of the team projects listed in this Syllabus. The grades earned on team projects will be assigned equally to each team member, subject to adjustment based on the Peer Evaluation. More information on Team Projects is provided on the eLearning Discussion page.

**Peer Evaluation** - A peer evaluation process will be utilized to adjust individual grades on all team assignments. The peer evaluation form (Guidelines are provided on the eLearning Discussion page) should be completed individually, sealed in an envelope and turned in with the final written assignment on or before **December 1<sup>st</sup>**.

**Written Assignments/Team Projects – \*\*For instructions refer to separate attachment with that title\*\***

**Academic Integrity and Honor Code: Please refer to the Syllabi Addendum, posted separately**

### ATTENDANCE AND CLASS PARTICIPATION

- Attendance is required. Twenty percent (20%) of your grade will be based on attendance and active participation in class discussions and exercises. Attendance and class participation will be tracked.
- Advance preparation and enthusiastic participation in class discussions is an important part of the learning experience gained by each of your peers in this course and will be evaluated.
- Each student is expected to have read all assigned materials prior to the start of class and be prepared to discuss the ideas, concepts and issues they raise. If it is determined that students are not prepared for class, pop quizzes may be instituted and factored into the individual's grade as part of class participation.
- Absence means you are taking away from the class dynamic and evolving culture of the class. From time to time, it may be necessary to miss a class due to illness or personal matters. Please inform instructor of these absences.
- A maximum of two unexcused absences will be allowed. Missing more than this total will mean the forfeiture of

class participation grade.

COURSE OUTLINE		
<b>Abbreviations –</b> <ol style="list-style-type: none"> <li>1. Corporate Entrepreneurship and Innovation (CEI)</li> <li>2. Ten Rules for Strategic Innovators (TRSI)</li> <li>3. The Innovator's Guide to Growth (IGG)</li> <li>4. Beyond the Obvious (BTO)</li> </ol>		
Date	Topic	Readings/Assignments/Deliverables
<b>Session 01</b> 08/25	<b><i>Class Introduction - What it Means to be Entrepreneurial</i></b> <b><i>Section-I: Building Blocks for Corporate Entrepreneurship</i></b> 1. The New Entrepreneurial Imperative 2. The Unique Nature of Corporate Entrepreneurship	<b>Read –</b> 1. CEI, Chapters-1 ,2
	1. Levels of Entrepreneurship in Organizations – Ent. Intensity	<b>Read –</b> 1. CEI, Chapter-3
	2. <b><i>Introduction: 10 Rules for Strategic Innovators</i></b> 3. Why Strategic Innovators Need a Different Approach	2. TRSI, Intro and Chapter – 1
	4. <b><i>Introduction: Your Guide to Growth</i></b> 5. Precursors to Innovation	3. IGG, Intro and Chapter-1
		4. BTO- N/A
<b>Session 02</b> 09/01	1. The Forms of Corporate Entrepreneurship 2. Entrepreneurship in Other Contexts: Non-profit and Government	<b>Read –</b> 1. CEI, Chapters – 4, 5
		2. TRSI – N/A
		3. IGG- N/A
	3. <b><i>Introduction: Beyond the Obvious</i></b> <b><i>Preparing for Innovation</i></b> 4. Why Questions Matter 5. Questioning Your Assumptions, Managing Your Jolts	4. BTO – Intro and Chapters-1, 2
	Case Discussion	Case One – Ikea
<b>Session 03</b> 09/08	<b><i>Section-II: Creating the Entrepreneurial Organization</i></b> 1. Human Resources and the Ent. Org.: The Creative Individual 2. Human Resources and the Ent. Org.: The Org. Perspective	<b>Read –</b> 1. CEI, Chapters – 6, 7
	3. Why Organizations, Like Elephants, Never Forget 4. Taming the Elephant	2. TRSI – Chapters- 2, 3
		3. IGG- N/A
	5. The Corporate Antibodies	4. BTO – Chapter-3
	Case Discussion	Case Two – Howard Head and Prince
<b>Session 04</b> 09/15	1. Corporate Strategy and Entrepreneurship 2. Structuring the Company for Entrepreneurship	<b>Read –</b> 1. CEI – Chapters- 8, 9
	3. Why Tensions Rise When NewCo Borrows from CoreCo 4. Turning Tension into a Productive Force	2. TRSI- Chapters-4, 5
		3. IGG – N/A
		4. BTO - N/A
	Case Discussion	Case Three – Procter & Gamble
<b>Session 05</b>	1. Developing an Entrepreneurial Culture	<b>Read –</b> 1. CEI, Chapter-10

09/22	2. Why Learning from Experience is an Unnatural Act 3. How Being Bold, Competitive or Demanding Can Inhibit Learning	2. TRSI- Chapters-6, 7
		3. IGG – N/A
	<i>Asking Your Way to Breakthrough Innovations</i> 5. Innovate or Die 6. The FIRE Method	4. BTO- Chapter-4, 5
	Case Discussion	Case Four – Nucor Steel; American Steel
	Mid-term Exam Handed Out	
Session 06 09/29		Read – 1. CEI- N/A
		2. TRSI- N/A
	<i>Part One: Identify Opportunities</i> 1. Identifying Non-consumers 2. Identifying Overshot Customers 3. Identifying Jobs to be Done	3. IGG – Chapters- 2, 3, 4, 5, 6
	<i>Part Two: Formulate and Shape Ideas</i> 4. Developing Disruptive Ideas 5. Assessing a Strategy's Fit with a Pattern 6. Getting to Know Your <i>Who</i> What is Your <i>What</i> ?	4. BTO- Chapters-6, 7
	Case Discussion	Case Five – Dow Chemical
Session 07 10/06	<i>Section-III: Achieving &amp; Sustaining Ent. Performance</i> 1. Constraints on Entrepreneurial Performance 2. Leading the Entrepreneurial Organization 3. Assessing Entrepreneurial Performance	Read – 1. CEI- Chapters-11, 12, 13
		2. TRSI- Chapter-8
		3. IGG – N/A
		4. BTO - N/A
	Video – Stanford Executive Briefing Series Clayton Christenson: The Opportunity and Threat of Disruptive Technologies	
	Mid-term Exam Due	
Session 08 10/13		Read – 1. CEI- N/A
	1. Finding Gold with Theory-Focused Planning	2. TRSI- Chapter-9
	<i>Part Three: Build the Business</i> 2. Mastering Emergent Strategies	3. IGG – Chapter -7
	3. <i>How</i> it Gets Done 4. Working the Workshop	4. BTO - Chapters-8, 9
	Video – Stanford Executive Briefing Series Raymond Levitt: Executing Strategy	
Session 09 10/20		Read – 1. CEI- N/A
		2. TRSI- N/A
	1. Assembling and Managing Project Teams <i>Part Four: Build Capabilities</i> 2. Organizing to Innovate 3. Innovation Metrics	3. IGG – Chapter -8, 9, 10
		4. BTO - N/A
	Case Discussion	Case Eight – 3M Corporation

Session 10 10/27		Read – 1. CEI- N/A
		2. TRSI- N/A
		3. BTO - N/A
	Video – Stanford Executive Briefing Series Henry Chesbrough: Open Business Models	
	Case Discussion	Case Nine – Johnsonville Sausage
Session 11 11/03	1. Control and Entrepreneurial Activity	Read – 1. CEI - Chapter – 14
	2. The Ten Rules Explained	2. TRSI – Chapter-10
		3. IGG- N/A
		4. BTO – N/A
	Case Discussion	Case Ten – Hewlett Packard
Session 12 11/10		Read – 1. CEI- N/A
		2. TRSI-N/A
	1. Conclusion	3. IGG- Chapter-11
	2. Adopt and Adapt 3. Go Forth and Innovate	4. BTO-Chapter 10, Conclusion
	Final Exam Handed Out	
	Case Discussion	Case Eleven – Mission to Mars
Session 13 11/17	1. Sustaining Ent. Performance in the 21 <sup>st</sup> Century Organization	Read – 1. CEI, Chapter 15
		2. TRSI-N/A
		3. IGG- N/A
		4. BTO-N/A
	Case Discussion	Case Twelve – Xerox
11/24	Thanksgiving Break	
Session 14 12/01	What about the Ethics of the Corporate Entrepreneur?	Read – 1. Last 3 Readings in Case Pack
	Video – Stanford Executive Briefing Series Charles O'Reilly III: Great Companies: Extraordinary Results with Ordinary People	
	Final Exam and Peer Evaluations Due via both: (1) eLearning & (2) hard copy delivered in class	
This course schedule is not absolute. While every effort will be made to follow the schedule as listed, changes may be made as needed. It is the student’s responsibility to track changes that are announced.		

## UNIVERSITY POLICIES

**Off-campus Instruction and Course Activities**-Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

**Student Conduct & Discipline**- The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, the University of Texas System, Part I, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity-** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use-** The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**Withdrawal from Class-** The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures-** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grade Policy-** As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the coursework has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

**Disability Services-** The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688, (972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days-** The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, and Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.