HORN PROGRAM IN ENTREPRENEURSHIP
ENTR467/667---How to be an entrepreneur inside of an existing corporation. (Intraprenurship)

TuTh 2:00PM - 3:15PM

ONE SOUTH MAIN ROOM 120

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Office hours: by appointment only

Purpose: This course focuses on the corporate innovation process, and the methodology for the management of an organization and individuals with responsibility for growth using innovation and creativity. We will explore the origins of creative thought and the interactions of the individual with the organizational and social environment in order to understand how ideas are generated and linked to opportunities. This will include understanding the customers/constituents needs in order to create new products, services, and offerings. This will also include understanding of the market and opportunity.

We will follow the path of new ideas as they are carried from the conceptual stage to a testable prototype that moves through the innovation process. The goal is to give students practice in thinking through management and governance issues, so that they develop the ability to deal with the wide range of potential problems that affects new business ventures; whether these are independent stand alone businesses or new ventures within existing corporations. Special attention is given to issues of governance, leadership, technology introduction, portfolio management, corporate social responsibility and sustainability in new business ventures.

The objective is for students to gain an understanding of the process, and develop the capability to stimulate creativity and break down barriers to innovation.
We will attempt to address the following questions from a corporate perspective:

- How do you create business success through innovation and creativity?
- What is the governance process for innovation in a corporation?
- What are creativity and innovation and why is it important?
- How do we stimulate creativity in others and ourselves?
- How do we create an environment that supports creativity and innovation?
- What is the role of the leadership in establishing an environment for creativity?
- How you can improve your innovation competency and your company’s innovation competency?
- How do you put together and manage creative and productive teams?
- How do you manage innovation projects?
- How do you manage the decision process for new venture creation?

**Reading and Material**

There are two books required for this course and one highly recommended and another offered for reference:

1. **MANAGER’S GUIDE TO FOSTERING INNOVATION AND CREATIVITY IN TEAMS** By Charles Prather (required) ---Please read this entire book (it is not very long)
3. **The PDMA TOOLBOOK for New Product Development** (recommended) Focus on Chapters 1, 2, 5, 6, 7, 9, and 11. This is a very useful reference book overall.
4. **Managing Creativity and Innovation: Practical Strategies to Encourage Creativity** Harvard Business Essentials

The course will approximately follow the schedule below, with changes for weather, as well as other circumstances to be considered. Assigned readings should be completed prior to the pertinent class session. Additional reading or reference may be given during class. This schedule can be changed because of the needs of class member's projects.

**Class Roadmap**

**WEEK # ** TOPICS FOR DISCUSSION OR PRESENTATION

1. Review of the syllabus. What is expected by all? The importance on innovation! Foundation of creative thinking.
   b. **ASSIGNMENT:** Bring in examples of an innovative corporation. Write up why you think that it works for them 10 points

2. Overview of the Corporate Process. The flow from the “Ocean of Opportunity” to the launch of a new offering. What is interesting about this flow? Where are decisions needed and why? How are decisions made? Who makes decisions
will also have an introduction to Innovation Governance; how to manage innovation.

a. **READING** New Product Development for Dummies Part 1 Managing Creativity and Innovation Chapter 1-3

b. **ASSIGNMENT:** Assume you are the CEO of a major corporation; how would you manage your innovation process and why

20 points

3. Customers and Markets  How well do you know your customers? Do you know and understand your market? How do you identify your market? How do you interpret and understand the information from customers?

a. **READING:** NPD for Dummies Ch 4 and class notes

b. **ASSIGNMENT:** start thinking about your project and team! Fill out KAI.

4. The Value of Thinking Style Diversity (KAI); Understanding your own thinking style and how it impacts your work, your participation on teams and idea generation.

a. **READING** : Managers's Guide Ch. 12,

b. **ASSIGNMENT::** Identify some work that needs to be accomplished by a team; identify what kind of group you want to create based on thinking styles. 10 points

5. Idea Generation: How do generate new ideas? What problems are we solving? Are they the ones that need solving? We will have an idea generation session on one of the issues the class proposes

a. **READING** Manager's guide Ch 3-8

6. Convergence/Implementation—How do you select which idea to take forward? Do you only go forward with one? What tools do you need? Who should make the decisions? How do you refine the concept and build out a plan?

a. **READING** Manager's Guide Ch 9, PDMA Toolbook ch. 9&11, Managing Creativity and Innovation Ch 4

7. Oganizational Process.---How do you balance the new with the existing business. How do you fund both? How do you move forward with a new idea without damaging the existing business? Who makes the decisions? When are the decisions needed? Who is responsible for what?

a. **READING**-- Karol, R. Leadership in the Context of Corporate Entrepreneurship, Journal of Leadership Studies; Journal of Leadership Studies, Vol. 8 Number 4 2015 pp30-34; PDMA Toolbook, Ch. 5, 6, & 7,11

b. **Assignment:** Prepare for the project review. 50 points for review

8. **PROJECT REVIEWS**—This is the first project review. Each team will present their project concept. This is the concept review to get the business leadership to buy into the idea. A preliminary plan must be proposed and a conceptual program,
resources needed. The portion of the class that is not presenting will be the
decision body. Both groups must keep notes of the decisions and comments for
later use.

9. Portfolio Management. What is a portfolio? What needs to be balanced? How and
who makes the decisions. What information is needed? Who owns the portfolio?
   a. READING: Class notes PDMA toolbook Ch 5,6&7. Manager’s Guide Ch 10-11
   b. ASSIGNMENT: Write a short description of a portfolio and the importance of
      it and how it should be used. 25 points

10. Project Presentation –round 2. The overall plan, preliminary financials, the market
and customer base. Detail resource needs and timing should be presented. In
addition the competitive landscape and how to be successful. The rest of the class
will serve as the decision body. Both groups must keep notes of the decisions and
comments for later use. 100 points

11. Revisit: Portfolio, governance, decision process, review formats and how to create a
    path forward. Understand the issues with existing business. Understand the
    markets, and look at global versus local markets.

12. Discuss additional market input, update financials, customer discovery and input
    and any other information needed for the final presentations. Make sure that the
    competitive landscape is addressed.

13. Teams present the next phase review. Show progress on the project and any issues
    that need to be addressed Financials must be included. 100 points

14. Final presentations with new information and clear path forward. How do you know
    when you are done? What is the impact on the current business, market, etc.?
    What is the response of competition? 200 points

15. Finals due White paper 200 points
    a. What did you learn from this course 50 points
    b. What was it like being part of a decision body? What did you need to make
       the decisions? 50 points

ASSIGNMENTS AND GRADING

Group Projects
Students are free to form their own groups provided that groups are formed
by the end of the third class. Project topics will be distributed at that time.

Generating Ideas
During the fifth class we will have an idea generation session to start off your group projects. The class will be the idea team and I will start the facilitation. Class members might try to facilitate during class. We will use these ideas to create projects for your group project work.

Your research team (a group of two or three students) has been assigned to determine the feasibility of a new business venture (topics to be assigned or approved by the professor—can use topics that are generated in class). The board of directors is concerned because there are issues of feasibility, profitability, ethics and corporate social responsibility that must be addressed before a decision can be made. To this end, your group will prepare report and a 15-20 minute presentation with a balanced view of the potential for success in this new venture. Please note that your team is not to present a recommendation for a path forward, only possibilities, and options. It is chartered only to present all pertinent information on all sides of the issue. The report will be e mailed to the professor 24 hours before the class meeting (no later than 6 PM) and distributed to the entire class electronically. The class will act as the decision body for the presented projects. This project counts as 40% of your semester grade.

**DELIVERABLES:**

#1. Write report of examples of innovative corporations and why you think that it works for them.  **10 points**

#2. If you were the CEO of a major corporation how would you manage innovation? How would you get your employees to generate and share new ideas? **20 Points**

#3. You will plan an idea generation process (not meeting only) for an organization. You must include meetings, agenda(s), venue, and processes used accompanied by reasons for the selections. You may use an idea or defined problem to work this through, or you may create a generic process for a business to enable new products/ventures. You must identify participants (by function & “style”) and where in the process they participate. You will include a convergence procSess with a description of
selection criteria and decision processes. Please include everything necessary for a business to succeed in remaining competitive. **50 POINTS**

#4. As an outcome of your own idea session, create a new concept proposal. Form a team and pitch the idea to the class. The class will be the decision body for this concept and give a decision to the team **50 POINTS**.

In addition, those serving as the decision body will keep a log of the events during the decision meetings, analyzing the experience of decision making; what makes it easier; what are the barriers to decision making, how do you make good decisions. To be handed in at the end of the semester **200 points**

#5 Describe why understanding thinking style is important for innovation. How does this impact the concept of having diverse teams? **25 points**

#5—The new venture: A proposal for this venture should be prepared as a PowerPoint presentations 2-3 charts that will be presented in class for the last two classes. The class will make decisions on each presentation. Due by the end of the 11th week. **100 points**

**White Paper—-200 points**
You are the vice president of new venture development of a company involved in a new business venture. The board of directors is concerned because there are issues of feasibility, profitability, resources, ethics and corporate social responsibility that must be addressed before a decision can be made. Your research team has presented you with what they believe is all pertinent data. It is up to you to make a decision and present it to the CEO. More information is below:

You will be assigned a project area that is taken from the group projects that have been presented. The student must prepare a white paper indicating his or her recommendation based on the information provided from the group projects, the justification for the recommendation, and a business plan or alternative on how to address the proposed market opportunity. Accompanying the white
paper there should be 2 or 3 power point slides that could be used as a presentation. This is due the last day of class.

*Class Participation.* My role in this class is to facilitate the discussion of key issues. Most of the learning potential for the course comes from your willingness and ability to share your insights and experiences with the class. Therefore, active class participation is required and will be evaluated based on my overall, subjective perception of the value of your contributions. To earn a high grade, you will need to be thoroughly prepared for all class sessions and make frequent, high quality remarks during our discussions. Class participation will account for 10% of your final course grade.

Grading Guidelines

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Advice for High Performance

*Arrive at class prepared to engage and explore.* Come to class with interesting points to share regarding readings and assignments. You may also use class time to ask for input on your projects. Approach every class like it is a business meeting with an agenda and action to follow.
**Take risks in class discussions.** Do not be afraid to respectfully disagree with your peers or with the instructor. Think through the logic behind your arguments and be prepared to share them.

**Strive for clear, direct communication in your written and oral work.** Clear communication reflects clear thinking. A concise well-written assignment and a clear presentation are correlated with higher quality work. Writing and presenting are essential in business; therefore writing and presenting are essential in this course.

**Get out of your comfort zone.** Push yourself to do things that don’t seem natural or easy. Growth comes from challenging yourself and being entrepreneurial in creating the life you desire.

**Group Design Critique**

It may be difficult to look at someone else’s design work and offer critical feedback. However, learning how to do so is a valuable skill that will assist in building your understanding and articulation of the design principles as well developing the disposition to question and push a design to a more finalized form.

Always work on offering **respectful** valuable critical feedback and **graciously receiving** constructive criticism. Defensiveness is not helpful in a creative environment.

**Giving Advice and Opinions**

Remember that you are stating an opinion about ‘the design’ and not about the person who created the design. Follow some of the guidelines listed below to make sure that your critique is well received:

- Start with a positive statement before launching into the negative
- Keep your critique short, don’t belabor your point
- Don’t be vague. Be as specific as possible so that the designer can relate to what you are saying.
- Listen to the designers reply and try to understand their work
- Don’t engage in a conflict with the designer. If someone does not receive criticism graciously while in a group setting, try to offer advice in private.

**Plagiarism & Cheating.**

I will pursue any and all violations of the University of Delaware's Code of Conduct, and request that they be punished to the fullest extent possible. So, please make sure that the work you hand in is your own, and that any "borrowed" material is properly cited.

Please familiarize yourself with UD policies regarding academic dishonesty ([http://www.udel.edu/stuguide/14C15/code.html](http://www.udel.edu/stuguide/14C15/code.html)).

To falsify the results of one’s research, to steal the words or ideas of
another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process.

Students are expected to do their own work and neither give or receive unauthorized assistance.

RESOURCES
❖ Center for Counseling and Student Development (CCSD):

http://www.udel.edu/counseling/

At times, personal problems, stress, or life circumstances can interfere with your academic functioning. UD's Center for Counseling and Student Development provides a variety of services to support you in your academic work and be successful. The Center works with you on a confidential and individual basis; in addition, you may utilize assessment and counseling services, and referral to additional resources offcampus. CCSD is funded by the student health fee and does not charge for services. For more information, visit http://www.udel.edu/counseling, or call the office at 831-2141.

❖ Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of a person's race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion (http://www.udel.edu/oei/) if you believe a violation has occurred.

❖ Inclusion of Diverse Learning Needs: http://www.udel.edu/DSS/

This course is open to all students who meet the academic requirements for participation. Any student who has documented a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Support Services in Alison Hall 130 and will coordinate reasonable accommodations for students with documented disabilities.

Please note: The University of Delaware is committed to diversity and welcomes students with disabilities. If you have documented disability related need for a modification or reason
able accommodation in this course, please contact the Office of Disability Support Services located at 325 Academy St, Suite 161, Perkins Student Center, email: dssoffice@udel.edu or call 302-831-4643.

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**Concerns about idea sharing & disclosures.** If you feel your idea may become real, you should discuss intellectual property rights and ownership with your team from the beginning. This is an open class. Currently there are no non-disclosures among students and faculty. Please keep in mind that ideas are best viewed as liabilities, rather than assets, because there are significant costs associated with pursuing them (in terms of time & money). Also initial ideas seldom prove successful; most companies succeed because the process of learning, discovery, and execution shapes an initial idea that is mostly wrong into something that people actually want to use. This process requires willingness to share your ideas openly with peers and others. However, if you and your team feel that it is essential to get an NDA we will look into it. There is no problem with doing it. We just do not want to do this for the entire class for each idea.

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**ADA ACCESSIBILITY STATEMENT**

Any student who thinks he/she may need an accommodation based on a disability should contact the Disability Support Service (DSS) office as soon as possible. The DSS office is located at 130 Alison Hall, 240 Academy Street, Phone: 302-831-4643, fax: 302-831-3261, website: www.udel.edu/DSS