USCMarshall

School of Business
Lloyd Greif Center for
Entrepreneurial Studies

BAEP 563: Corporate Entrepreneurship
Wednesday 6:30 - 9:30 pm

Spring 2023 SYLLABUS
Version 1.0 [3 January 2023]

BAEP 563 is a three-unit entrepreneurship course for graduate students. There are no course prerequisites.

Professor Jeremy Dann

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Classroom: JFF 414

Individual appointments – I will announce some periodic office hours to take place via Zoom—as well as some in-person sessions. I am also happy to schedule an individual meeting with you if your schedule does not permit visiting during office hours.

COURSE DESCRIPTION:

Corporate entrepreneurship is the practice of employing entrepreneurial skills and approaches within an organization. To achieve and sustain a true competitive advantage in today's global business environment, companies must be faster, more creative, nimble, flexible and innovative. Resource availability may be limited or non-existent to support new innovations and initiatives. In other words, organizations must be more entrepreneurial. We will learn about the tactics individual change agents use to champions innovations and also learn the methods and structures companies employ to make innovation more impactful, predictable and repeatable.

COURSE OBJECTIVES:
Upon successful completion of this course, students will be able to:
1. Explain why and when organizations engage in corporate entrepreneurship
2. Identify the different forms of corporate entrepreneurship: the organizational "toolkit"
3. Outline methods of creating processes supportive of corporate entrepreneurship throughout an organization, including in product development, marketing, sales, finance and other functional areas
4. Describe how corporate culture and the human resources function either add to or detract from the corporate entrepreneurship effort

5. Explain the tools of corporate entrepreneurship are applied in public sector, social enterprise and not-for-profit organizations to stoke new thinking and create new capabilities
6. Compellingly *analyze* the key dilemmas facing a company and discuss concepts of corporate entrepreneurship learned in class on the issues associated with innovation and corporate entrepreneurship
7. Analyze a particular corporate entrepreneurship/innovation problem or set of problems facing a selected company utilizing a framework/approach introduced in course readings and provide recommendations about what the company should do or should have done.

REQUIREMENTS
Course requirements include: effective weekly case/reading preparation and participation, a final paper, three case/guest write-ups and a team project/presentation.

Class Participation:
Robust classroom discussions are essential to the MBA/graduate school learning experience, especially in a case study and expert guest-driven class environment. Students should be prepared to participate in each class session and also be ready for follow-up questions when they choose to participate. Throughout the term, students should attempt to contribute to the class in different ways (*e.g.*, laying out case facts, presenting analyses, promoting strategic recommendations, bringing in outside knowledge, relating to personal/career experience, etc.). Participation is tracked by the instructor in each class with a case study or other student-driven discussion.

The evaluating of in-class participation is based on the following:
- ***Relevance***: Does the comment or question meaningfully bear on the subject at hand? Irrelevant or inappropriate comments can detract from the learning experience.
- ***Responsiveness****:* Does the comment or question connect to what someone else has said?
- ***Analysis****:* Is the reasoning employed consistent and logical? Has data from course materials, personal experience, or general knowledge been employed to support the assertions/findings?
- ***Value***: Does the contribution further the understanding of the issues at hand?
- ***Clarity***: Is the comment concise and understandable?

Final Paper:
Students will submit a 3,000-3,500 word final paper. The aim of this paper will be to take a **framework/approach from a supporting course reading** and utilize it to assess a corporate entrepreneurship/innovation scenario. Subject companies and cases may be found in the popular business press or via a student's personal experience (interviews with managers should be considered, in this instance). The paper **should not** be based on a business school case study. The paper must deal with the **inward-looking** aspects of the corporate entrepreneurship process (organizational design, incentives, resource allocation, values, etc.), but may also in part address outward-looking elements (such as marketing, customer adoption, etc.). Students should analyze a particular problem or set of problems and provide recommendations about what the companies should do or should have done. While developing a history or fact base is important part of this assignment, at least half of the paper should deal with analysis and recommendations. A variety of sources should be

utilized and appropriate citations and bibliography should be included. This paper must be posted to Blackboard prior by 5:00 pm, Friday 28 April. **A paper submitted after 28 April will incur a late penalty of 5% for each day it is late until it is submitted via e-mail and posted to Blackboard.**

Case/Guest Write-Ups:
Students will individually submit <u>three</u> write-ups of 1000-1250 words (approximately 3 pages) in length during the term. One write-up must come from the required case readings and at least one write-up must come from an expert guest discussion—the third is the student's choice (case or speaker). These ***should not*** be summaries of case/company/speaker facts and the dilemmas facing the companies. Rather, students should assume the grader is familiar with the case and guest company background. The best write-ups will compellingly *analyze* the key dilemmas facing the company and discuss learnings on the issues associated with innovation and corporate entrepreneurship. Students should assess/critique company performance and provide their well-supported recommendations on case decision points. Among the topics students may consider writing about in their papers:

- How might you perform differently in a similar situation and why?
- How would you compare situations from this week with situations from other weeks?
- Do you see parallels with innovation issues faced by other well-known companies?
- How do course articles and frameworks apply to this situation?
- How do the lessons resonate with your career experience? How might they impact your future career? Why did *you* choose to write about this course content?

<u>At least one of the write-ups must be turned in by week 7 of the course (22 February).</u>
The case write-ups are due *before* the case is discussed in class on Blackboard. The expert guest write-up for our Wednesday sessions will be due by 6:30 pm the Wednesday following the speaker presentation. It is the student's sole responsibility to select which case readings and expert guests he/she will use to satisfy the required three write-ups during the semester. Only readings and speakers marked in the syllabus with a double asterisk (**) may be used for write-ups during the term.

Group Project/Presentation:
This team-based assignment will be discussed in more detail after the class has begun. Students will have several weeks to prepare for the **29 March** presentation. The presentation will be informed by ethnographic research and design thinking as well as by other research methods. The outputs will include a presentation deck, a 6-8-minute in-class presentation and a 1,750-2,250-word companion "methods and learnings" paper due before class **5 April**.

CLASS DECORUM
Students are asked to only utilize computers to access their previously completed notes and analyses during class. Please do not employ any other communications devices during our sessions together; all mobile phones should be turned off. We will try as much as possible to be a classroom free of "technology distractions." Please give our guest speakers your **highest level** of attention and courtesy.

MANAGING CONFLICTS
MBA students please refer to the Appendix at the end of this syllabus regarding course conflicts.

COURSE GRADING

	Points
Class Participation*:	10%
Final Paper:	35%
Case/Guest Write-ups**:	35%
Group Project/Presentation	20%
Total Points	**100%**

*Class participation
90 – 100% – student is highly engaged in class on a weekly basis contributing insightful questions and thoughts.
80 – 90% – student is moderately engaged in class on a periodic basis and occasionally contributes insightful questions and thoughts.
70 – 80% – student is somewhat engaged in class contributing obvious questions and thoughts.
Below 70% – student almost never contributes or does not contribute in class.

** One write-up must come from the required case readings and one must come from an expert guest discussion. The third can be based on a case or a guest speaker.

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UNIVERSITY OF SOUTHERN CALIFORNIA
MARSHALL SCHOOL OF BUSINESS

The Lloyd Greif Center for Entrepreneurial Studies

CONFIDENTIALITY POLICY

Throughout The Entrepreneur Program's classes and events, students will be exposed to proprietary information from other students, guest lecturers and faculty. It is the policy of The Entrepreneur Program that all such information is to be treated as confidential.

By enrolling in and taking part in The Entrepreneur Program's classes and activities, students agree not to disclose this information to any third parties without specific written permission from students, guest lecturers or faculty, as applicable. Students further agree not to utilize any such proprietary information for their own personal commercial advantage or for the commercial advantage of any third party.

In addition, students agree that any legal or consulting advice provided without direct fee and in an academic setting will not be relied upon without the enlisted opinion of an outside attorney or consultant, without affiliation to The Program.

Any breach of this policy may subject a student to academic integrity proceedings as described in the University of Southern California University Governance Policies and Procedures as outlined in *SCampus,* and to the remedies that may be available at law.

The Entrepreneur Program, the Marshall School of Business and the University of Southern California disclaim any responsibility for the protection of intellectual property of students, guest lecturers or faculty who are involved in The Entrepreneur Program classes or events.

Receipt of this policy and registration in our classes is evidence that you understand this policy and will abide by it.

BAEP 563 – Corporate Entrepreneurship
SESSION LINE-UP

Session 1   11 January

The Nature of Entrepreneurship and the Obstacles in the Corporate Environment

Course introduction, expectations and deliverables

Reading: "How Many Light Bulbs Does it Take to Change the World? One. And You're Looking At It." *Fast Company,* December 2007 (link provided via Blackboard)

Reading: Chakravorti, Bhaskar, "A Note on Corporate Entrepreneurship: Challenge or Opportunity." Harvard Business School Module Note, June 2010 (please read during first two week; first week recommended)

Activity: Student Introductions

Session 2   18 January

Building an Organizational Environment Conducive to Entrepreneurial Endeavors: Resources, Process and Priorities

Case: 3M: Profile of an Innovating Company **

Reading: Assessing Your Organizations Capabilities: Resources, Processes and Priorities, Christensen

The Role of the "Intrapreneur"

Case: Nivea (A) **

Reading: Tucker Marion and Sebastian Fixon, "The 4 Main Ways to Innovate in a Digital Economy," Harvard Business Review, June 2016

Session 3   **25 January**

The Role of the "Intrapreneur," continued

Case: All Nippon Airways' "Blue Wing": Elevating Social Impact **

Reading: Robert C. Wolcott and Michael Lippitz, "The Four Models of Corporate Entrepreneurship," Sloan Management Review, Fall 2007

New Venture Units and Incubators

Case: Corporate New Ventures at Procter & Gamble **

Reading: Vijay Govindarajan and Chris Trimble, "Building Breakthrough Business within Established Organizations," *Harvard Business Review*, May 2005

Session 4   **1 February**

Constructing a New Venture Capability

Guest Speaker: Ella Hazard, Arktura / Armstrong World Industries **

Recognizing, Assessing and Funding Emerging Business Opportunities

Case: Emerging Business Opportunities at IBM (A) **

Reading: Christensen, Kaufman and Shih, "Innovation Killers: How Financial Tools Destroy Your Capacity to Do New Things," Harvard Business Review, January 2008

Session 5   **8 February**

Mobilization for Innovation: Grassroots Corporate Innovation Programs

Case: Kickboxing at Adobe **

Reading: Steven Blank, "Why the Lean Startup Changes Everything," *Harvard Business Review*, May 2013

Open Innovation and Crowd-Sourcing

Guest speaker: Anil Rathi, Founder, SKILD **

Reading: Larry Huston and Nabil Sakkab, "Connect and Develop: Inside P&G's New Model for Innovation," *Harvard Business Review*, March 2006

Session 6   **15 February**

Business Model Innovation

Case: Innovation and Renovation: The Nespresso Story **

Reading: Mark Johnson, Clayton Christensen and Henning Kagermann, "Reinventing Your Business Model," Harvard Business Review, December 2008

Group Project Introduction

Session 7   **22 February**

Executive Leadership and Corporate Entrepreneurship

Case: Tradition and Transition at the Harvard Business Review **

Guest speakers: Sarah McConville, EVP & Publisher, *Harvard Business Review* **

Session 8   **1 March**

The Maker Movement…and Beyond

Guest speaker: Tony Long, Director, Innovation & Transformation, Northrop Grumman **

Product Ecosystems

Case: Xiaomi: Designing an Ecosystem for the "Internet of Things" **

Reading: Michael Schrage, "How Innovation Ecosystems Turn Outsiders into Collaborators," HBR.org reprint

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Session 9   **8 March**

Corporate Venture Capital

Guest speakers: Daniel Docter, Dell; Selina Troesch Munster, Intuit Capital and formerly Touchdown Ventures **

Group Project Work Session / Role Play

Activity TBA

Spring Break   **15 March**

Session 10   **22 March**

The Grassroots Innovation Revolution

Case: To be announced

Incubating the Future

Guest Speaker: Carolina Garcia Arbaláez, Global Sustainability and Innovation Director, Anheuser-Busch InBev **

Session 11   **29 March**

Activity: Group Project Presentations

Session 12   **5 April**

The Skunkworks: Organizational Separation and Innovation

Case: 5.11 Tactical: Beyond Innovation **

Reading: Matthew May, "Skunk Works: How Breaking Away Fuels Breakthroughs," *Rotman Magazine,* Spring 2013

Guest Speaker: Francisco Morales, 5.11

Discussion: Group Project Roleplay: Strategies and Lessons Learned

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Session 13   **12 April**

Civic Innovation

Guest Speaker: Nolan Borgman, Southern California Association of Governments and formerly LA Metro Office of Extraordinary Innovation **

Innovation and Ethics

Case: Autonomous Vehicles: Technological Changes and Ethical Challenges **

Session 14   **19 April**

In the Arena…

Case: Kickoff: The Launch of Los Angeles Football Club

The Venture Studio Model

Guest Speaker: Gene Han, High Alpha Innovation, Managing Director

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Session 15   **26 April**

Innovating Together: Corporates and Startups

Guest Speaker: Sharif Saadawi, Plug and Play

Professor Summation

Summative Experience   **3 May**

Activity: "SUMMATIVE EXPERIENCE"

Activity: Student small group discussions on final paper topic

Closing Lecture

NOTE: Session starts at 7 pm PT

APPENDIX

MBA PROGRAM POLICY GOVERNING NON-MARSHALL EVENTS THAT CONFLICT WITH CLASSES AND REQUIRED ACADEMIC ACTIVITIES:

Attendance at all classes and required MBA Program and Career Resource Center activities is expected of every Marshall MBA student. However, there are times during the academic year when external (non-Marshall) events and activities conflict with regularly scheduled classes and academic requirements.

The MBA Program Office and the CRC use their influence to minimize (if not eliminate) these conflicts, especially those that attract a substantial number of students. Despite the efforts of the Program Office and CRC, there are times throughout the year when the scheduling of the external events is beyond the influence of the Program Office and CRC and it is not possible to avoid a conflict.

MANAGING CONFLICTS

The Program Office and CRC will identify, as far in advance as possible and to the best of their ability, the dates of external events and activities that draw a significant number of students. The Program Office will work with the departments and individual faculty to make adjustments to the academic calendar in ways that minimize or eliminate any conflict between these activities and normally scheduled academic requirements.

WHEN CONFLICTS OCCUR

When a conflict or overlap between an external activity and academic requirements cannot be avoided, the following steps will be taken to address the issue:

The Program Office and CRC will generate a list of students who have expressed an interest in the event and who have met the requirements and standards for participation. The Program Office will vet students for appropriate and successful degree progress, academic probation, professional behavior and conduct. The CRC will review students for successful completion of career services programs and training specific to the event and use of the CRC, appropriate behavior with respect to employers and for overall professional behavior and conduct.

The Program Office and CRC will notify the faculty of the conflict. This notification will be sent as far in advance of the conflict as possible and will include: a description of the event and a justification for student participation; the number of students who have been approved to attend the event or activity who will miss the class; and, a deadline for faculty response.

Faculty will decide whether or not the students may miss the academic requirement or class and communicate their decision to the Program Office or CRC (not the students) by the established deadline.

The Program Office and CRC will notify the students of their eligibility to participate in the event and generate for each faculty member affected by the event or activity, a list of students who have been approved to participate.

Please note: *staff will not seek to over-ride the decision of the faculty. Students will be notified about their ability to participate in the event by the Program Office and the CRC only after a decision by the faculty has been made.*

If students are released from the class or activity, the students will be held responsible for the content and deliverables missed as a result of their participation in an event outside of class.

If students are not released from the class or activity, the Program Office and CRC will notify the students that they are not approved for the event and that their absence from class may negatively impact their grade and/or performance in the class or activity.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Integrity:
The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the student handbook or the Office of Academic Integrity's website, and university policies on Research and Scholarship Misconduct.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - *(213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - *988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - *(213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - *(213) 740-5086*
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - *(213) 740-2101*
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

[Office of the Ombuds](#) - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information web site (http://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

MARSHALL GRADUATE PROGRAMS LEARNING GOALS
How BAEP 563 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	Objectives supporting this goal	Assessment Method
Learning Goal #1: **Our graduates will be impactful leaders who lead with integrity and purpose.**		
1.1 Possess a clear framework and commitment to an organization's culture and core values, with personal integrity.	1-7	Case write-ups, Group Project, Final paper
1.2 Transcend traditional boundaries with a global mindset, drawing value from diversity and inclusion, and fostering community within and outside of organizations.	-	
1.3 Exhibit exceptional self-awareness through understanding of personal and career goals; awareness of individual strengths and weaknesses; and engagement in personalized, goal-driven, and lifelong learning.	-	
Learning Goal #2: **Our graduates will be impactful leaders who help identify and execute opportunities in uncertain and complex business environments.**		
2.1 Apply an integrated approach to understanding and analyzing significant business problems, which can be complex, messy, unstructured, and beyond formulaic analysis.	6-7	Class participation, Case write-ups, Group Project, Final paper
2.2 Use critical and analytical thinking to identify viable solutions that can create short-term and long-term value for organizations.	6-7	Class participation, Case write-ups, Group Project, Final paper
2.3 Devise creative, sustainable, and achievable strategies and solutions that allow organizations to take advantage of opportunities that create value for its stakeholders.	1-7	Group Project
Learning Goal #3: **Our graduates will be impactful leaders who achieve results by fostering collaboration on interpersonal, team, and organization levels.**		
3.1 Influence and motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes	-	
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success	-	
3.3 Lead and participate in helping organizations adapt to a changing business landscape.	4, 6-7	Class participation, Case write-ups, Group Project, Final paper