

ENI 8000: Organizational Entrepreneurship

Syllabus Version 2.2

Fall 2020

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OFFICE HOURS

I am happy to hear from you. I check email frequently – that is by far the best way to contact me if you have an issue/question/concern. If you'd like to meet, let's start with an email and if your question can't be addressed that way we can find a time to hop on a call or meet in person – as the situation warrants. My physical office is 529; it's inside the EMBA suite at 200 Tower Place. My office phone is above; voicemails left there are emailed to me.

ASSIGNMENTS

The course assignments and due dates are reported in a separate document titled, "Weekly Outline."

REQUIRED TEXT

Burns (2012). Corporate Entrepreneurship: Innovation and Strategy in Large Organizations.

One of the reasons this text was selected is that the end of chapter materials are very good. It will enhance your learning if you take the time to review the chapter summaries and ask yourself the questions provided. Some of these questions/assignments will be assigned as homework (see the Weekly Outline); others will be addressed in class – but it is a great opportunity for you to continually consider them yourself. The author also provides some great tips on how to get the most out of each chapter on pages xxi to xxv.

OTHER LEARNING MATERIALS

Aside from the text, course content will be posted on the course D2L Website at least one week before class. In rare cases, a current event might mean a reading appears more closely to class. I appreciate your efforts to find time to be prepared to discuss them – even when they pop up last-minute.

OTHER CONSIDERATIONS

Help Support for Online Assignments/Assessments: Students having problems with iCollege can contact Support Services at 404-413-4357. Additional, students may refer to the "student" menu on GSU website to access the same information. <http://technology.gsu.edu/help-center/>.

Course Catalog Description: The course explores contemporary concepts, theories, methods, and tools for systematic and sustainable entrepreneurship within established organizations — companies, non-profits, and public sector organizations. Whether recognized or not, every organization has a continual

stream of potential opportunities to create customer demand. However, the complexity and speed of business obscures these opportunities (and threats). Students learn a rigorous and disciplined methodology for discovering and prioritizing opportunities for demand creation and perilous threats that can result in demand destruction. Additionally, the course investigates the emerging micro startup approach that involves a small team of entrepreneurs who innovate a new offering and/or business model with a target organization(s) in mind, where the objective is to be acquired and/or employed by the organization rather than seeking conventional investor funding and scale-up.

Student Learning Outcomes: The design for this course is intended to drive student learning outcomes (SLOs) through a three step process:

Articulation → Demonstration → Application

- *Articulate* the concepts, methods, tools, and techniques of organizational entrepreneurship (evidenced via class discussions, team presentations, and quiz performance)
- *Demonstrate* the use of specific entrepreneurial/innovation methods, tools, and techniques (evidenced via the successful completion of class exercises)
- *Apply* entrepreneurial/innovation concepts, methods, tools, and techniques (evidence via the successful completion of an Entrepreneurial Audit).

Each of these SLOs represents a progression in student skills/abilities that supports the achievement of two economic outcomes desired by students in this class – *starting and/or accelerating a career with an established organization*. Each SLO builds on the previous SLO. A student must first articulate (think and speak like an entrepreneur) before they can demonstrate (apply entrepreneurial skill/abilities). A student must be competent in the use of methods, tools, and techniques to become an entrepreneur/innovator within an established organization.

Depending on a student's learning potential and engagement in this course, a student will achieve, to some extent or another, one or all three SLO's. Specific competencies in organizational entrepreneurship concepts, methods, tools, and techniques are the basis of the SLOs. *Thus, students get out of the course what they put into the course*. That is, although the course is designed to deliver all three SLOs, a student must apply enough effort if he/she wishes to obtain the learning benefits that the course offers

In all, upon successful completion of ENI 8000, a student will develop specific competencies necessary to achieve the student learning outcomes:

- Demonstrable knowledge of organizational entrepreneurship
- Demonstrable knowledge of the concepts, methods, tools, and techniques of building Entrepreneurship & Innovation (E&I) inside the Corporate Environment
- Apply E&I theory to define customer priorities and value targets
- Apply Business Model Thinking in the context of E&I creation
- Provide a thorough critique of an operating business *from an entrepreneurial perspective*

COURSE REQUIREMENTS AND GRADING

Students are responsible for completing all assignments before class each week. This means each student is ready to discuss the content and implications of all assigned materials. Class time is intended not to review or provide remediation – it is intended to apply and extend what you have prepared. For this reason, coming prepared is essential for your own learning and for your ability to contribute to the group experience.

GRADING

Your grade is based on three components: Weekly learning checks (30%), weekly preparation (20%), and the innovation audit (50%). Each component is described below, but first here is how numerical grades will translate to letter grades. Grades ending in .5 or above round up; anything else rounds down. No exceptions.

96 and up = A+	77-79 = C+
93-95 = A	74-76 = C
90-92 = A-	70-73 = C-
87-89 = B+	60-69 = D
84-86 = B	59 and below = F
80-83 = B-	WF

Learning Checks

The Weekly Outline document outlines the learning check assignment due each week. Assignments will be noted and turned in via the learning management system. They are typically due by midnight the night before class. I may not have had time to grade them in time for class, but I will have had time to read them so as to incorporate your answers into our discussion.

Preparation

It is your responsibility to convince me that you are prepared for class each week. Being prepared means you are able to competently recount elements of the assigned work, that you can thoughtfully discuss its implications, and that you can pose interesting questions that push our discussion forward and that help teach all of us.

If you are absent, you can't convince me you are prepared. If you are silent, you can't convince me you are prepared. Please also don't confuse volume of contribution with quality of contribution! A large number of "B" contributions just solidifies you as a B student. Aim for "A" contributions.

Students who engage in distracting behavior during class (laptop or smartphone use, etc.) are going to have a hard time demonstrating their preparedness – as part of being prepared is taking care of business so that you have the time and attention to bring to the task at hand.

Innovation Audit

With this assignment, you and your team are asked to identify an established company and provide a thorough critique of their operations *from an innovation/corporate entrepreneurial perspective*. You will be asked to assess just how effectively leaders have laid out and begun to execute on a strategy to become a more innovative and entrepreneurial company. You will also be asked to outline how aspects of the corporate environment support or work against entrepreneurial behavior on the part of

employees, and recommendations for how the company can support higher levels of entrepreneurship.

My suggestion is that you use the model of the entrepreneurial process presented in class as your basic framework, and you tie in as many concepts, issues and ideas from the course as you find appropriate. Your critique should begin with a brief history of the enterprise including its founding, owners and ownership structure, structural form, locations, expansion (both in terms of facilities/locations and products/markets), and so forth. This history should be two pages or less. The body of the paper should follow, and this should be the actual critique. This will likely require 5-8 pages. It should include but not be limited to an assessment using the Corporate Entrepreneurship Audit found in Chapter 14/page 476 of the textbook. You should then close with a section of no more than 5 pages of specific, tangible recommendations for change (the level of specificity should include cost estimates & timetables for implementation of your suggestions).

Below are some questions to help you orient your work. I do not expect (nor do I want) you to simply answer these questions one after the other – I want these to inform your research of the company and then help you be certain your answer is thorough. The text is FULL of models, frameworks, and tools that can help you build a convincing case for your conclusions – take advantage of them!

- How innovative, risk-taking, and proactive is this venture? Characterize its entrepreneurial intensity and discuss whether you think this is an appropriate level of entrepreneurial intensity.
- Does the company set innovation goals? Do these cover product and process innovation?
- How market-driven is this enterprise? Draw implications.
- Do they allocate enough resources to support entrepreneurial behavior by their employees? What critical resources are needed, in your opinion, to effectively capitalize on the key opportunities confronting them today?
- Has their strategy for identifying and obtaining resources changed over time? Do they attempt to *own* or to *leverage* resources? Do any of these resources provide a sustained source of competitive advantage? How well have they managed this? Are they now more resource-driven than opportunity-driven or vice versa?
- Is their cost structure more fixed-cost-based or variable-cost-based? Characterize the venture in terms of operating leverage and draw implications in terms of how appropriately they are run from an operating leverage vantage point.
- Apply the traits or characteristics associated with the entrepreneurial personality to the senior executives of this organization and draw conclusions.
- What is the dominant management style in the company? How much does delegation feature in the management style of upper management? Middle management? Can you site prominent examples of “giving up control to gain control”?
- Critique the structure of the company. In what ways does it support or constrain entrepreneurship? Is it flat? How does the organizational structure encourage or discourage

innovation by employees?

- How many functional areas /departments get involved in creating new products, services & processes?
- How tight or loose is the organizational control system? Is there “slack” to support entrepreneurial initiative? Provide examples of controls that support or hinder entrepreneurship.
- Look at the way in which the company evaluates and rewards employees. Are the appraisal and reward systems encouraging entrepreneurial behavior? Explain why or why not.
- In addition to rewards, what sort of awards does the company provide employees?
- Evaluate the hiring practices of the firm from an entrepreneurial perspective.
- Describe how open communication is in the company. Can anybody communicate with anybody? How efficiently?
- What kind of culture does the company have? What are the key values? How are these reinforced? How strong is the culture? Is it supportive of entrepreneurship?
- How bureaucratic is this company in terms of policies and procedures, approval cycles, and speed in decision-making?
- How do people in the company feel about change?
- Is failure tolerated in this company? In what ways? How do they learn from failures?
- Does the company operate with an ongoing sense of urgency--- if so, how is this urgency reinforced?
- What is the most entrepreneurial department or area in the company? What is the least entrepreneurial? In both cases, why?
- Identify two innovation champions in the company. Why do you think they are champions?
- What is the most entrepreneurial thing the company has done in the past two years?
- Of the above, what do you see as the major problem area in this venture today?

FINAL MATTERS

Margaret A. Staton Office of Disability Services: Georgia State University is committed to fostering a positive attitude toward individuals with disabilities. As a result, hundreds of students with disabilities have graduated from GSU with an excellent education. The Office of Disability Services is in Suite 230 of the Student Center. The phone number is 404-413-1560. Students who wish to request accommodation for a disability may do so by

registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Disruptive Student Conduct: Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process. Disruptive class behavior for this purpose is defined by the instructor. Such behavior includes, but is not limited to, verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. For additional information please see the policy set forth at <http://deanofstudents.gsu.edu/files/2013/03/Disruptive-Student-Conduct-in-the-Classroom-or-Other-Learning-Environment-April-2006.pdf>.

Policy on Academic Dishonesty: All students at Georgia State University are expected to demonstrate scholarly behavior, academic honesty and ethical behavior always. We believe it is reasonable to assume that individuals who are unethical business students are more likely to become unethical business practitioners. As a result, our school has an obligation to our business partners, other students, faculty and staff to react quickly to address concerns of academic dishonesty. All forms of dishonorable or unethical conduct related to academic work, including without limitation, plagiarism, cheating on examinations, unauthorized collaboration, falsification and multiple submissions will result in immediate sanctions as determined solely by the instructor such as:

- A. Academic penalties, including without limitation:
 - A grade of “F” for the course;
 - A grade of zero for the assignment; and/or
 - Lowering of the final letter grade for the course.

- B. Disciplinary sanctions, including without limitation:
 - Suspension;
 - Expulsion; and/or
 - Transcript annotations.

Lack of knowledge of this policy, cultural differences or receiving help from someone that you didn't know had plagiarized are not acceptable defenses to any charge of academic dishonesty. For examples and definitions that clarify the standards by which such honesty and conduct are judged please see the policy located at:

<https://codeofconduct.gsu.edu/files/2020/04/Student-Code-of-Conduct-040920r.pdf>

ENI 8000
Fall 2020
Organizational Entrepreneurship
Weekly Outline
Text: Paul Burns, Corporate Entrepreneurship

1. The E revolution (8/26)
 - a. Class 1
 - i. Reading assignment: Burns CH 1
 - ii. Learning check: Page 27, 5, 10, 11
 - iii. In class: Page 27, 10,11
 - iv. Other as assigned on iCollege
2. Entrepreneurial DNA (9/2)
 - a. Class 1
 - i. Reading assignment: Burns CH 2
 - ii. Learning check: Page 65, 1, 3, 7
 - iii. In class: Page 65, 18, 20
 - iv. Other as assigned on iCollege
3. Entrepreneurial architecture (9/9)
 - a. Class 1
 - i. Reading assignment: Burns CH 3
 - ii. Learning check: Page 94-95, 7, 19
 - iii. In class: Page 94, 13, 16
 - iv. Other as assigned on iCollege
4. Becoming an entrepreneurial leader (9/16)
 - a. Class 1
 - i. Reading assignment: Burns CH 4
 - ii. Learning check: Page 129, 1, 22
 - iii. In Class: Page 129, 7, 24, 20
 1. Discuss LSQ results
 - iv. Other as assigned on iCollege
5. Constructing the entrepreneurial culture (9/23)
 - a. Class 1
 - i. Reading assignment: Burns CH 5
 - ii. Learning check: Page 168, 3, 17
 - iii. In Class: Page 168, 13
 - iv. Other as assigned on iCollege
6. Building the organizational structure (9/30)
 - a. Class 1
 - i. Reading assignment: Burns CH 6
 - ii. Learning check: Page 200, 1, 2
 - iii. In Class: Page 200, 9, 13
 - iv. Other as assigned on iCollege
7. Managing the entrepreneurial organization (10/7)
 - a. Class 1
 - i. Reading assignment: Burns CH 7
 - ii. Learning check: Page 238, 1, 2
 - iii. In Class: Starbucks (Page 212-213, 1 thru 4)
 - iv. Other as assigned on iCollege
8. Encouraging intrapreneurship and corporate venturing (10/14)

- a. Class 1
 - i. Reading assignment: Burns CH 8
 - ii. Learning check: Nokia and Microsoft, Pages 263-264, 1
 - iii. In Class: GlaxoSmithKline, Pages 258-259, 1 thru 3)
 - iv. Other as assigned on iCollege
 - 1. Student teams choose a company for next week's SLEPT exercise
9. Developing strategy (10/21)
- a. Class 1
 - i. Reading assignment: Burns CH 9
 - ii. Learning check: Page 304-305, 3, 6, 8
 - iii. In Class: Page 281, SLEPT exercise, 305, 1
 - iv. Other as assigned on iCollege
10. Creating Competitive advantage (10/28)
- a. Class 1
 - i. Reading assignment: Burns CH 10
 - ii. Learning check: Page 348, 2, 24
 - iii. In Class: Page 349, 1, 5
 - iv. Other as assigned on iCollege
11. Building value through acquisitions and diversification (11/4)
- a. Class 1
 - i. Reading assignment: Burns CH 11
 - ii. Learning check: Cyberwars, Page 363-365, 3
 - iii. In Class: Page 377, 7, 11, 17
 - iv. Other as assigned on iCollege
12. Exploiting innovation (11/11)
- a. Class 1
 - i. Reading assignment: Burns CH 12
 - ii. Learning check: Page 419, 6, 12, 15
 - iii. In Class: Page 420, Exercise 2
 - iv. Other as assigned on iCollege
13. Generating creative ideas (11/18)
- a. Class 1
 - i. Reading assignment: Burns CH 13
 - ii. Learning check: Page 457-458, 1, 2, 3
 - iii. In Class: 457-458, 5, 13, 7
 - iv. Other as assigned on iCollege
14. The architecture of corporate entrepreneurship (12/2)
- a. Class 1
 - i. Reading assignment: Burns CH 14
 - ii. Learning check: NONE
 - iii. Other as assigned on iCollege: Work on Innovation Audit/CEA Project

Final

Presentations: Innovation Audit/CEA Project