



# CORPORATE ENTREPRENEURSHIP

## General data

Course code:	M23VFB02E
ECTS credits:	6
Type of the course:	general core course
Semester:	Spring, Semester 1
Course restrictions:	-
Course leader (with availabilities):	<i>Dr. Zsolt BEDŐ, Associate Professor</i> +36 72 501-599/23436 <a href="mailto:bedo.zsolt@tkk.pte.hu">bedo.zsolt@tkk.pte.hu</a> office: B432/7
Further lecturer(s) (with availabilities):	-

## 1. Description and aims

What is corporate entrepreneurship? Who is a “corporate entrepreneur”? Obviously basic questions to a course on the subject, but the reality is that the definition of both is contingent on the context it’s used in. Intrapreneurship can be defined as the process that allows for individuals and groups within a structured organization to think, develop and execute value-creation for the firm unencumbered by the stated organizational processes, procedures, rules and regulations while still having access to corporate resources to reach their intended goals. Therefore the “intrapreneur” is a person(s) who becomes empowered to create these new products or services without implied or stated constraints leading to value-creation for the organization. So, what drives intrapreneurship? Why are some large organizations better at it than others? Is it a necessary component of a firm’s DNA? If so, how do you embed it into the corporate culture? What leadership skills are necessary? Why bother with it? All reasonable questions that will be examined and hopefully, answered in this course.

## 2. Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, students should be able to:

- CILO 1. recognize the historical relevance and concepts of corporate entrepreneurship (PILO 1);
- CILO 2. discuss the reasons why traditionally organized companies find this culture so challenging (PILO 1);
- CILO 3. categorize the elements of a corporate culture that either inhibit or support the process of corporate entrepreneurship (PILO 2);
- CILO 4. analyze how intrapreneurial activities relate to a company’s ability to drive innovation throughout the organization (PILO 2, 3);
- CILO 5. evaluate the attributes of various organizations regarded as leaders of corporate entrepreneurship and analyze the benefits of such (PILO 4, 6);



CILO 6. recognize the synergy necessary between leadership, corporate culture and organizational dynamics to drive successful corporate entrepreneurship (PILO 6, 7);

CILO 7. select a personal model of corporate entrepreneurship activities to be used as a reference tool in your career development (PILO 8).

*(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)*

### 3. Content, schedule

1. Conceptual model of corporate entrepreneurship
2. The concept of intrapreneurship/corporate entrepreneurship. Ideas, roles and processes
3. Idea generation and mobilization
4. Advocating and screening
5. Idea experimentation
6. Idea commercialization
7. Diffusion and implementation of ideas/Intrapreneurship from Concept to Sustained Competitive Advantage
8. Top-down implementation of corporate entrepreneurship
9. The intrapreneur
10. Bottom-up intrapreneurship

### 4. Learning and teaching strategy, methodology

*Principal teaching methodologies:* pre-reading of book chapter, student presentations, in-class discussion

Classes will be organized using the flipped classroom methodology. The focus of this course will be on developing and/or strengthening the student's abilities to identify personal and organizational traits that lend themselves to, or separate from, the concepts of intrapreneurship. Therefore much of our classroom time will be spent combining lectures, classroom presentations and discussions on various segments of the course. Class time will be weighed towards constructive discussion and challenges of the readings assigned. As such, it is expected that all assigned reading will be completed prior to the beginning of each class period. Value for the student will derive from the interchange of classroom discussions and interactions, along with the assignments posted.

### 5. Assessment

*Formative assessment elements:* Oral feedback on class activities, discussion of individual and group assignments solved in class.

*Summative assessment elements:*

<b>Individual Assessment</b>	10%	<b>Group Assessment</b>	90%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
In-class discussion	15%	group/oral	discussion of the pre-reading material in class	non	no	1
Consulting company	10%	group/written	building the online presence of the CE consulting company	non	no	8
Project work	50%	group/written	case study documentation of the CE solution	Yes. Students who fail the project work are provided two further opportunities to write a comprehensive exam from the semester topics.	yes	1, 3
Final case presentation	15%	group/oral	presentation of the project work	non	no	6
Class participation	10%	individual/oral	individual level contribution to the class activity	non	no	7

\* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

## 6. Learning materials

- Essential

Kevin C. Desouza, *Intrapreneurship*, University of Toronto Press, 2011.

Belousova, O., & Gailly, B. (2013). Corporate entrepreneurship in a dispersed setting: actors, behaviors, and process. *International entrepreneurship and management journal*, 9(3), 361-377.

Blanka, C. (2018). An individual-level perspective on intrapreneurship: A review and ways forward. *Review of Managerial Science*, 1-43.

Rigtering, J. P. C., Weitzel, G. U., and Muehlfeld, K. (2019). Increasing quantity without compromising quality: How managerial framing affects intrapreneurship. *Journal Business Venturing*, 34(2): 224-241.

Hayton, J. C. (2005). Promoting corporate entrepreneurship through human resource management practices: a review of empirical research. *Human Resource Management Review*, 15: 21-41.

Sharma, P. & Chrisman, J. J. (1999). Toward a reconciliation of the definitional issues in the field of corporate entrepreneurship. *Entrepreneurship Theory and Practice*, 23(3): 11-27.

Kuratko, D.F., Ireland, R.D., Covin, J.C. & Hornsby, J.S. (2005). A model of middle-level managers' entrepreneurial behavior. *Entrepreneurship Theory and Practice*, 29(6): 699-716.

Lumpkin, G. T. & Dess, G. G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 21(1): 135-172.

- Recommended

Kuratko, et al. (2015): *Corporate Innovation & Entrepreneurship*, International Edition

Power, D. (2014): *The Curve Ahead*, Palgrave McMillen.



McAfee, A., Brynjolfsson, E. (2017): Machine Platform Crowd. W. W. Norton and Company.

Parker, G. G., Van Alstyne, M. W., Choudary, S. P. (2016): Platform Revolution. W. W. Norton & Company, Inc. New York.

Evens, S., Schmalensee, R. (2016): Matchmakers. Harvard Business Review Press, Boston.

Edelman, B. (2015): How to launch your digital platform. HBR, April, p. 90-97.

Brown, C. (2016): 3 questions to ask before adopting the platform business model. HBR, April, p. 2-4.

Evens, D. S., Schmalensee, R. (2016): What platforms do differently than traditional businesses? HBR, May, p. 2-5.

Walter, M., Guzman, S. Platform innovation toolkit,

## 7. Further information

<b>International</b> aspects embedded with the course
N/A
<b>Ethics, Responsibility &amp; Sustainability (ERS)</b> aspects embedded with the course
N/A
<b>Connections to the world of practice</b> of the course
Industry guest speakers will take part during the semester. Students will have to build their own CE solution which will require them to conduct real life validation of their concept.