

Code	M18VFB03E	ECTS Credit	6	HUN Credit	6
Term:	spring	Level:	4		
Module Title:	CORPORATE ENTREPRENEURSHIP				
Module Leaders:	Dr. Zsolt Bedő, PhD. Assistant professor	Office Hours:	Monday 08:30-10:00		
Telephone:	+36-72/501 599/23436	E-mail:	zsoltbedo@ktk.pte.hu		
Short Description:	<p>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.</p>				
Sessions (weeks): 14					
Schedule is tentative and subject to change.					
1. (02.06.)	Introduction, team formation, video discussion: https://www.ted.com/talks/knut_haanaes_two_reasons_companies_fail_and_how_to_avoid_them?language=en https://www.youtube.com/watch?v=6pm1bbLMqZE https://www.youtube.com/watch?v=Mtjatz9r-Vc				
2. (02.13.)	Project introduction – Visit to the 3D center of the University				
3. (02.20.)	Introduction of the Tech Transfer function of the University and its IP portfolio				
4. (02.27.)	The concept of intrapreneurship/corporate entrepreneurship. Ideas, roles and processes; Project progress report: benchmarking				
5. (03.06.)	Idea generation and mobilization. Advocating and screening; Project progress report: What should be the main activity of the 3D center?				
6.	Idea experimentation;				

(03.13.)	Project progress report: Why do you think your suggestion for the main activity is better than others'?
7. (03.20.)	Idea commercialization; Project progress report: Who will be the main users of the services, products of the 3D center?
8. (03.27.)	Diffusion and implementation of ideas. Intrapreneurship from Concept to Sustained Competitive Advantage; Project progress report: How will the 3D center transfer messages and value to the main user group?
9. (04.03.)	Case: Starbuck Coffee Company: Transformation an Renewal; Project progress report: How will the 3D center keep contact and relationship with the main users?
10. (04.10.)	<i>Break</i>
11. (04.17.)	Visit to Hewlett Packard Enterprise in Budapest. Speaker: Director of Innovation at HPE
12. (04.24.)	Case: Zipcar: Refining the Business Model Project progress report: How will the 3D center operate in the new concept? What resources it needs, what activities it need to pursue, what kind of partners it need?
13. (05.01.)	Case: Rent and Runway Project progress report: How much will this new business concept cost? How much costs will occur during operation? What will be the revenue flow?
14. (05.08.)	Final presentation of the project solutions in front of the management of the 3D center

<p><i>Rationale Including Aims:</i></p>	<p>The aim of the course is to show students how entrepreneurial activity and innovation is conducted within the corporate environment. How does the company have to imbed such activity within its structure, how to facilitate innovative thinking, how to incorporate outcomes of this activity within this structure? Students will be introduced with the theoretical framework of the concept in the first half of the course that they will have to apply in the second half. Guest speaker at the end of the term will comprehensively give a picture of a real life case that will be discussed and debated by every student in light of the theoretical constructs and the lessons learnt from the cases.</p>
<p><i>Learning Outcomes: Knowledge</i></p>	<p>Upon completion of this module the student will</p> <ol style="list-style-type: none"> 1. Recognize the historical relevance and concepts of corporate entrepreneurship, 2. Discuss the reasons why traditionally-organized companies find this culture so challenging. 3. Categorize the elements of a corporate culture that either inhibit or support the process of corporate entrepreneurship.
<p><i>Learning Outcomes: Skills</i></p>	<ol style="list-style-type: none"> 4. Analyze how intrapreneurial activities relate to a company's ability to drive innovation throughout the organization. 5. Evaluate the attributes of various organizations regarded as leaders of corporate entrepreneurship and analyze the benefits of such. 6. Recognize the synergy necessary between leadership, corporate culture and organizational dynamics to drive successful corporate entrepreneurship. 7. Select a personal model of corporate entrepreneurship activities to be used as a reference tool in your career development.
<p><i>Teaching and Learning Strategies:</i></p>	<p>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.</p>

<p>Assessment Scheme:</p>	<p>Individual report on the 3D technology (1 page) and on the TTO function of universities (1 Page) (individual) – 2x10%</p> <p>Discussion material (ppt) uploaded (group) – 5x2% = 10%</p> <p>Presentation and discussion of reading assignments (group) – 15%</p> <p>Case solutions uploaded (group) – 5x2% = 10%</p> <p>Presentation and discussion of the case solutions (group) – 15%</p> <p>Business concept of the 3D center of the UP, documentation and slide deck (group) – 25%</p> <p>Final presentation (group) – 10%</p> <p>Class participation and activity (individual) – 5%</p>
<p>Further on Assessment:</p>	<p>Students have to form teams of 3 on the first week of the semester By the end of the team formation process we need to have 8 teams. The team has to read, prepare for the reading assignments for each week and has to conduct news screening and analysis. Every team must read the reading assignments for each week. Each week one team will be picked to discuss the reading assignment or the case study, while another has to challenge the presenters from theoretical and application perspective. Teams will be working on case studies in the second part of the semester. For the case studies the same rules apply as in the case of the reading assignments.</p>
<p>Core Learning Materials:</p>	<p>Kevin C. Desouza, Intrapreneurship, University of Toronto Press, 2011.</p>
<p>Further Reading Materials:</p>	<p>Articles and hendouts.</p>

<p><i>Policy on attendance and class engagement:</i></p>	<p>Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score.</p> <p>Participation grades will be given on the following basis:</p> <p>5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion</p> <p>4 – Present, asking/answering questions, actively engaged</p> <p>3 – Present, listening, but not sharing ideas</p> <p>2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences</p> <p>1 – Regular no-shows. Failure to give valid reasons for multiple no-shows.</p> <p>Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.</p>
<p><i>Policy on late arrival:</i></p>	<p>On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.</p>

<p>Academic misconduct:</p>	<p>All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies.</p> <p>Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior.</p> <p>Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs.</p> <p>A zero for that exam or project will be entered for the grade.</p> <p>Severe cases of academic dishonesty may include harsher penalties such as suspension.</p> <p>Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.</p>
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