



### Opus College of Business Mission

Inspired by Catholic intellectual tradition, the Opus College of Business develops effective, principled business leaders who think globally, act ethically and create enduring value for society.

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#### ENTREPRENEURSHIP 707 2022 J-Term MBA

COURSE NUMBER: ENTR 707  
COURSE TITLE: **Innovation and Corporate Entrepreneurship**  
CLASS MEETS: 6:00pm – 9:00pm 1/4, 1/11, 1/18, 1/25  
9:00am – 12:00pm 1/8, 1/15, 1/22  
CLASSROOM: Online, Synchronous (except last session on 1/29 is asynchronous)  
INSTRUCTOR: Danielle Ailts Campeau, MBA  
TELEPHONE: 715-222-1024  
E-MAIL: ailt3577@stthomas.edu  
OFFICE HOURS: By appointment

I will respond to email or voicemail inquiries within 48 hours on business days. Any inquiries received during holidays including weekends will be responded to only after such holidays. I notify the class in advance if I will be unavailable. The best mode of contacting me is email.

REQUIRED MATERIALS: Bahcall, S. (2019). *Loonshots: How to nurture the crazy ideas that win wars, cure diseases, and transform industries*. St. Martin's Press.

Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value proposition design: How to create products and services customers want* (Vol. 2). John Wiley & Sons.

Van de Ven, A., et al. (1999). *The Innovation Journey*. New York: Oxford University Press.

OPTIONAL MATERIALS: Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers* (Vol. 1). John Wiley & Sons.

Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business

COURSE DESCRIPTION Entrepreneurial thinking and action have become increasingly important to large corporations as they seek to build sustainable competitive advantage in rapidly changing and increasingly competitive global markets. Under these conditions, corporations must become faster, more agile, more innovative. They must become adept at identifying new

opportunities in the market; at creating new products, services and business models; at building new competencies for growth; at shaping new market space. In short, they must become more entrepreneurial and innovative if they are to succeed and grow. This course is designed to help the corporate leaders understand what it takes to create corporate environments where entrepreneurial ideas can flourish, to identify and evaluate new opportunities, and to transform innovations into profitable businesses. In short, students will develop the skills and knowledge necessary for applying the entrepreneurial process within the corporate context.

**COURSE OBJECTIVES:**

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

- ✓ Conduct exploratory research to uncover opportunities, customer needs and preferences
- ✓ Identify and develop new innovation opportunities
- ✓ Evaluate feasibility and attractiveness of the opportunity
- ✓ Develop effective business models, and understand how to test them
- ✓ Understand the mindsets and behaviors that encourage and support entrepreneurial thinking and action within the corporation

**COURSE FORMAT:**

The course uses a modified flipped classroom pedagogy; you are expected to do assigned readings and assignments prior to coming to class. Class time is discussion focused on the assigned case studies, readings, articles and exercises. I am confident you, and your classmates will get the most value from the class if you prepare for the discussion, engage in the conversation, and maintain an open and curious mind.

**EXPECTATIONS**

Due to the compressed nature of this course, significant material is covered in a relatively short amount of time. It is expected that students will spend a minimum of 8-10 hours of study time outside of class per week on assigned readings, written assignments, problems, case analyses, papers, projects and other work. However, students may need to spend more time than this minimum requirement. The specific readings, assignments, problems, cases, papers, projects and other work are listed in this syllabus and in any supplemental materials provided by the instructor.

**ASSIGNMENTS:**

All assignments should be of high quality. Use a font size of 12, with margins of 1", double spaced, and number your pages, please. All assignments will be submitted through Canvas, unless otherwise noted. Late work may be accepted only with prior notice and approval of the instructor, but may be subject to a commensurate reduction in points.



**GENERAL PARTICIPATION  
& ATTENDANCE:**

Participation and attendance is important for successful completion of the class. You will be expected to: 1) prepare for class, 2) arrive on time, and 4) participate in class discussions in a meaningful way.

My expectation is full participation from all students. As you evaluate your participation, consider the following:

- Am I a good listener?
- Do I build on what is being discussed, or do I go off on my own agenda?
- Do I foster full class participation, or do I try to dominate?
- Am I willing to explore new ideas or new ways of looking at things?
- Can I share opposing opinions constructively?
- Can I integrate information from other sources (other business classes, readings, and life experiences) to enhance our discussion?

**CONFIDENTIALITY:**

Students are expected to respect the need for confidentiality. It is imperative that information shared about student experiences about their work experiences, their entrepreneurial ideas, and other sensitive information shared by others remain in the classroom. The instructor respects the need for propriety and vows the strictest confidentiality of information discussed in this class and contained in all assignments.

**ACCOMMODATIONS:**

Classroom accommodations will be provided for qualified students with documented disabilities. For further information, you can locate the Enhancement Program on the web at <http://www.stthomas.edu/enhancementprog/>.

**ACADEMIC INTEGRITY:**

Students are obliged to refrain from acts that they know or, under the circumstances, have reason to believe, will impair the integrity of the university. Violations of academic integrity include, but are not limited to, cheating, plagiarism, unauthorized multiple submissions, knowingly furnishing false or incomplete information to any agent of the university for inclusion in academic records, and falsification, forgery, alteration, destruction, or misuse of official university documents or seal. Any of these violations may cause the expulsion of the student from the Opus College of Business and the University of St. Thomas.

**ELECTRONIC DEVICES:**

As an online course, it is expected you will use electronic devices during class. However, please be respectful of the instructor and your classmates and avoid multi-tasking or using your devices for non-class related activities while in session.

**OCB/UST COURSE**

**RELATED POLICIES:**

It is every student's responsibility to be fully aware of each of the following OCB/UST course policies.

- Academic Integrity



- Student Access to Faculty
- Disabilities Enhancement Program
- Disclaimer of Syllabus as a Contract
- Expectations of OCB Students

For the full policies, see <http://www.stthomas.edu/business/students/policies/> and <http://www.stthomas.edu/business/students/policies/expectations.html>.

## DISCLAIMER

This syllabus is not a contract, but a plan for action. The instructor reserves the right to alter its stipulations, upon prior notification to students, if and when educational circumstances warrant changes.

## ASSIGNMENTS/GRADES

Assignment & Due Dates	Points Awarded
<p><b>Discussions</b></p> <p><i>An online book club discussion of Loonshots will take place each week. For weekly book club discussions, you will be required to post an initial response to the prompt questions and reply to two of your classmates. Please keep initial posts to ~250 words. You may also discuss points you found particularly interesting and incorporate your own professional experiences/perspectives.</i></p> <p><i>Initial posts are due by Thursday @ 11:59 pm each week and response posts are due by Sunday @ 11:59 pm.</i></p> <ul style="list-style-type: none"> <li>• Discussion 1: Chapter 1&amp; 2 – 10 pts (4 pts for initial post, 3 pts for each response)</li> <li>• Discussion 2: Chapter 3 &amp; 4 – 10 pts</li> <li>• Discussion 3: Chapter 3 &amp; 4 – 10 pts</li> <li>• Discussion 4: Chapter 3 &amp; 4 – 10 pts</li> </ul>	<p>40 pts (30%)</p>
<p><b>Reflection Paper</b></p> <p><i>Drawing from the concepts covered in class, write a reflection paper about the current innovation and entrepreneurial status of your organization or one you know well. Include practical recommendations for improving the entrepreneurial and innovative culture at that organization. Be sure to incorporate concepts from the readings and discussions in class. You may keep the organization name anonymous if you prefer.</i></p> <p><i>Paper should be 3-5 pages in length. APA style with 1" margins, 12 point font, double spaced.</i></p> <p><i>Questions to address may include:</i></p> <ul style="list-style-type: none"> <li>• <i>Your assessment of the current level of innovation at this organization. Is innovation and entrepreneurial thinking part of the vision?</i></li> <li>• <i>What barriers to innovation exist at this organization?</i></li> </ul>	<p>25 pts (19%)</p>



<ul style="list-style-type: none"> <li>• <i>What practical suggestions do you have to foster a more innovative and entrepreneurial culture at this organization?</i></li> </ul>	
<p><b>Innovation Pitch Presentation</b>  <i>For this assignment, you will create a pitch presentation outlining a business case for an innovative idea. Working in groups or on your own, you will choose an innovative idea to work on throughout the course. The goal is to identify the idea, its market potential, key resources and activities needed to implement the idea and will be pitched to the stakeholders/decision makers. You are the innovation champion within the organization trying to convince leadership to allocate resources toward the project. The presentation should cover the 6 topics below and be a maximum of 10 min. Record narration of the presentation and upload to Canvas.</i></p> <ol style="list-style-type: none"> <li>1. Identify/describe the innovative idea</li> <li>2. Value Proposition &amp; Market Potential</li> <li>3. Key Resources</li> <li>4. Stakeholder analysis</li> <li>5. Legal/IP/Licensing/Regulatory considerations</li> <li>6. Financial Analysis</li> </ol>	<p>50 pts (37%)</p>
<p><b>Peer Review</b>  <i>Each student will provide constructive feedback to each student/group about their pitch presentation. Reviews should include 2 parts: a) positive feedback (what worked well) in the pitch presentation and b) a suggestion for improvement or a question about the pitch that the presenter should consider.</i></p>	<p>10 pts (7%)</p>
<p><b>In Class Facilitator</b>  <i>Students will sign up for one (1) in-class facilitation opportunity. The class will be split into groups to discuss the assigned reading for the week and the in-class facilitators will lead the discussions for their respective groups of 5-6 students. Facilitators should prepare 3-5 questions ahead of class and will use those to guide a discussion of the readings for 30 min.</i></p>	<p>10 pts (7%)</p>
<p><b>Total Points</b></p>	<p><b>135 pts</b></p>
<p><b>Grading Scheme</b>  90 – 100% = A  80 – 89 % = B  70 – 79 % = C  60 – 69 % = D  &lt;60% = F</p>	



## CLASS SCHEDULE

Week/ Class	Date	Topic	Review/Read	Assignments/Discussions	Due Date
Week 1 Class 1	Tues 1/4	Intro Idea Generation Lean Startup	Loonshots: Ch. 1-2 Value Proposition Design p. 70-103	Loonshots 1 <sup>st</sup> discussion post	1/6
Week 1 Class 2	Sat 1/8	Value Proposition Mapping Innovation	Value Proposition Design p. 6-63 Van de ven: Ch. 2	In-class Chapter Facilitator Loonshots Reply Posts	1/8 1/9
Week 2 Class 3	Tues 1/11	Key Resources	Loonshots: Ch 3-4	In class presentation: Idea & Value Proposition Canvas Loonshots 1 <sup>st</sup> discussion post	1/11 1/13
Week 2 Class 4	Sat 1/15	Leading Innovation	Van de ven: Ch. 4	In-class Chapter Facilitator Loonshots Reply Posts	1/15 1/16
Week 3 Class 5	Tues 1/18	Innovation Constraints	Loonshots: Ch 5-7 Article	In-class Article Facilitator Loonshots 1 <sup>st</sup> discussion post	1/18 1/20
Week 3 Class 6	Sat 1/22	Managing Relationships Stakeholder Analysis	Van de ven: Ch. 5	In-class Chapter Facilitator Loonshots Reply Posts	1/22 1/21
Week 4 Class 7	Tues 1/25	Financial Analysis	Loonshots: Ch 8-9	Loonshots 1 <sup>st</sup> discussion post Reflection Paper	1/27 1/28
Week 4 Class 8	Sat 1/29	Final Presentations <b>No synchronous meeting – watch uploaded presentations</b>	N/A	Pitch Presentations – by midnight Peer Reviews Loonshots Reply Posts	1/28 1/30 1/30

### THE ST. THOMAS ENTREPRENEUR

The added value of entrepreneurial education has been proven by the many successes achieved by participants in the University of St. Thomas Entrepreneurship Programs. Entrepreneurial education at St. Thomas is informed by theory, shaped by practice, and guided by values. The following are ideals that the St. Thomas Entrepreneur aspires to fulfill:

- Strives to lead a balanced and integrated life.
- Recognizes a sense of broader community responsibilities and contributes to the common good.
- Believes in effective stewardship of all resources available to the venture.
- Demonstrates prudent planning and informed decision-making throughout all stages of a business' development, -- from opportunity recognition, to start-up, through growth -- in light of the inherent risks that challenge new ventures.



- Respects the dignity of all workers and creates a work environment that maximizes individuals' opportunities for growth and development.
- Provides leadership that is firmly grounded in the founders' core values to sustain a strong vision and culture for the venture.
- Believes that the interests of all stakeholders impacted by the venture deserve respectful consideration.
- Shares the rewards of success with those who helped create it.
- Recognizes that building a strong team is critical for success.
- Encourages each team member to participate to his or her fullest ability.
- Expands knowledge and awareness through continual learning to enhance the organization's performance. Learns from mistakes.

*“Students need to know that to acquire knowledge and expertise is to acquire power, and no one should be allowed to wield such power without learning how to use it ethically, and in a manner that is socially responsible.”*

*- Father Dennis Dease, inaugural address.*

