

**Course Code & No. - Section:** ENTP 420 – Section 1  
**Course Title (Credits):** Corporate Entrepreneurship (3)  
**Term & Year:** Fall / 2014  
**Course Ref. No. (CRN):** 80112  
**Instructor:** Richard S. Normington, DHL MS, CMC  
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**Office:** TCES, room 222  
**Office Hours:** See calendar on office door  
**Class Meeting Time:** MW 11:30-12:45  
**Location:** PL213  
**Prerequisites:** ENTP 313 or ENTP410  
**Corequisites:** None

**Instructor's Profile:** Before beginning a second career in higher education, Professor Normington spent 30 years in the telecommunication industry as an engineer, network operations manager, sales manager, account manager, antitrust case manager, product developer, product management director, division sales manager and senior executive in a wide variety of disciplines, including sales and marketing, corporate strategy, international business development, and public policy. He began teaching as an adjunct professor in 2001 and joined SNC in Fall 2005. He became SNC's Harold Walter Siebens Entrepreneurship Chair in 2008, Dean of Continuing and Online Education in 2008, and Business Department Chair in 2009. He was named Dean of Business in 2012 after relinquishing the Dept Chair position. He earned a BA in Political Science from UC Davis, did graduate work in business at Long Island University, received his MS in Advanced Business Management from Pace University in New York City, and an honorary Doctor of Humane Letters from SNC in 2012. He is also a Certified Management Consultant and has served on several boards of directors, including the Nevada Center for Entrepreneurship and Technology and the California State Summer School for Mathematics and Science.

### The Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

### Course Description

The course focus is on creating work environments in which entrepreneurial thinking and skills are used to recognize and exploit market opportunities that are usually stifled by conventional corporate culture and management practices. How does a low-to-mid level supervisor/manager be an agent of positive change without the hierarchical power and influence of a CEO? What best practices facilitate/nurture creativity and strategic adaptability in large organizations, allowing them sustainable success in the marketplace while lacking the natural fleetness of foot and nimbleness of the classic entrepreneurial start-up? ENTP420 is an applied course, where students must take the ideas, concepts, tools, and frameworks to which they are exposed and apply them in a series of real world cases and contexts. The course directly addresses the SNC core themes of professional preparedness, entrepreneurial thinking and sustainability (primarily the dimension of economic sustainability).

### Student Outcomes

Upon successful completion of this course, a student will be able to:

1. understand the role of continuous innovation and entrepreneurship in sustained competitive advantage;
2. understand and apply conditions for fostering creativity and entrepreneurship in organizations;
3. identify and address factors that stifle creativity and entrepreneurship in organizations;
4. understand and apply theories and techniques for idea assessment, development, promotion and implementation;

5. understand and apply theories and techniques of change management and its importance to entrepreneurial leadership.

### Methods of Assessing Student Outcomes

Student outcomes will be assessed using the following:

1. formal mid-term and final examinations emphasizing application of knowledge and principles learned in the classroom, and through reading as well as self-directed research;
2. written individual and group assignments on specific course topics and/or integrating multiple course elements;
3. classroom presentations, discussions and participation;
4. Class Preparation Assignments and personal initiatives.

### Instructional Strategies

The desired student outcomes of this course are heavily oriented toward understanding, implications, and application. Consequently, classroom discussion and activities will emphasize these three outcomes. Since it is assumed that students in the course can read the material presented and explained in the required text, in-class lectures will be kept to a minimum and will primarily serve to clarify or amplify material explained in the text. Therefore, it is essential and expected that all students will have completed any required reading or assigned work prior to the class session(s) to which it pertains. Not all material appearing in the textbook(s) may be covered in class or in assignments, but all such material is eligible for inclusion in the mid-term or final exams. Individual and group assignments, case discussions and other in-class activities will provide students with an opportunity to enhance their understanding of concepts and their implications and to learn how to apply these concepts to real-life situations. Students requiring additional help with course material are encouraged to contact the instructor.

### Required Texts and Materials

1. *Built To Last*, paperback edition, Collins and Porras, Harper Business.
2. *Leading Change*, Kotter, John; Harvard Business Review Press, Boston, MA, 1996. ISBN-13: 978-0-87584-747-4.

### Related Texts and Materials

1. *Good to Great*, Jim Collins, Harper Collins Publishers, Inc., 2001
2. *Our Iceberg is Melting*, Lencioni, Patrick.

### Special Accommodations (ADA) Statement

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

### The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

## Attendance

Attendance at all class sessions is mandatory. Missed classes will cause a 1-point reduction in both participation and attendance for each class missed. In addition, no more than three (3) unexcused absences may be incurred without an additional grade reduction penalty. **Each** unexcused absence past the third will result in the reduction of approximately one-third of a grade point of the grade otherwise earned. In other words, an "A-" will be reduced to a "B+," "B+" will be reduced to a "B," An unexcused absence is any absence for which the instructor has not given advance confirmation of "excused." All work is due on the date published on the syllabus or otherwise communicated, irrespective of whether an absence on the due date is excused or unexcused. Late assignments will incur late penalty deductions of approximately 5% per day beyond the date due or otherwise negotiated with the instructor. Tardy arrival in class or early departure without advance notice will result in a reduction of participation points.

## Grading Policy

This is an upper division course and expectations are set accordingly. Progress toward achieving course objectives will consider both familiarity with, and ability to apply, relevant course concepts. Course grades will be calculated as follows:

<b>Course Component</b>	<b>Grade Points</b>
Attendance	60
CPAs/Personal Initiative Reflective Journals, etc.	120 (may earn up to 60 extra credit points)
Group Project	
Paper	200
Presentation	50
Peer Assessment	50
Change Management paper	100
Individual Research Paper	250
Presentation	50
Final Exam	<u>120</u>
	1000

**Written assignments:** In this course, as in the business world, the quality and professionalism of the language and presentation of written and presented work will count. Papers with substantial grammar, spelling, or word-choice errors will suffer. The level of formality of writing and presentation should be business-appropriate and slang or vernacular expressions are to be avoided. Students for whom English is a second language or who require accommodation based on documented need should see the instructor. **All students are encouraged to submit draft work for review and comment whenever time allows. Papers should use the APA formatting template posted on Moodle by the instructor. Papers will be graded using the SNC Common Rubric for Written Communication.**

**Late assignments** will be penalized 5% for each day the assignment is late and missed exams will be assigned a zero grade unless prior arrangements are made with the instructor. In extremely unusual cases, these penalties may be waived at the instructor's discretion in cases of documented serious circumstances clearly beyond the student's control.

**Oral presentations** will be graded using the SNC Common Rubric for Oral Communication

## Sanctions for Cheating and/or Plagiarism - The Honor Code

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high

standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

### Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

### Class Schedule

The order of topics, tests, assignments etc. is presented in the table on page 6. This represents the course plan. While every effort will be made to adhere to the following timetable, slow or fast progress, student interests, or unexpected events such as guest speakers may change this timetable.

### Description of Course Assignments and Projects

1. **Individual Research Paper:** Students will be required to write a major (10-15 page) research paper that either:
  - a. analyzes the importance of an important concept or technique useful in fostering creativity and innovation or managing change in organizations and ways this concept/technique can be applied. Students may choose the specific topic within the general scope of the course and thoroughly research (and cite) the literature on that topic. The paper should include an analysis of the implications of the concept/technique from a practical implementation perspective. Papers should also identify topics or issues that may require further research (i.e., what knowledge is still missing from the existing "state of the art").
  - OR -
  - b. thoroughly expounds on how an existing company, in the context of course concepts, transformed itself to become more creative/innovative/entrepreneurial, and discusses the results as well as the change management process used by the company to achieve its success. **[Jim Collins' books, such as *Good to Great*, *Built to Last*, and *Great by Choice* have a wealth of data on a number of excellent examples of such organizations.]**

**Instructor approval of research paper topics is required.**

Papers must use the APA writing template posted on the course Moodle site, and must incorporate citations from at least five (5) **different** sources. See the SNC Prim Library Guide for prospective research sources.

2. **Group Project:** Students will be assigned to small groups that will, in turn, select an organization that was at one time a market success, but then failed to sustain that success. Examples – failed airline companies, failed retailers, failed technology companies, etc. The group will research the key reasons for the company's failure, and develop a report that shares its findings and identifies recommendations, based on the concepts of this course, that might have prevented the firm's reversal of fortunes. Speculate on why the organization may have failed to act on the identified recommendations even if they had been known. Students will be required to submit a written report of their conclusions and to present their analysis to the rest of the class. No two teams will be able to study the same organization, hence the instructor must approve all group project topics and in the case of a conflict the "first movers' advantage" will apply.
3. **Change Management Paper.** Students will submit a paper discussing the Kotter's 8-step Change Management process and describing how it helped ensure the effectiveness of an organizational change with which they are familiar – or – could have improved the outcome of a failed or ineffective change initiative in which it was NOT used. In either case, the description should what was or not done with respect to each of Kotter's eight steps.
4. **Individual class and homework assignments:** There may be occasional in-class and homework assignments, the requirements of which will be provided at the time. These will factored into students' scores for CPAs/Personal Initiative.
5. **Course Preparation Assignments (CPAs):** Students will submit a written-up CPA on the reading assigned for each class. Each CPA should (1) identify the most important learning points in the assigned reading, AND (2) explain in a few sentences why they consider each point important. Students wishing to submit write-ups of CPAs for additive Personal Initiative credit are encouraged to revise their responses AFTER each class. Supplemental means of accumulating CPA/Personal Initiative points are to (1) submit Reflective Journals focused on supplemental reading, films, articles, events, etc. related to the application or failure to apply creativity and innovation to enhance the economic sustainability of an organization, and (2) submit a one-page report of the key learning points of classmates' team or individual presentations.
6. **Final Exam.** See Student Outcomes for this course, above. Prepare and submit a paper of at least five double-spaced pages (NOT counting cover page and References page), that discusses each course outcome in the context of your learning to date as a student of business/entrepreneurship.

**Disclaimer** - If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.

**Schedule** – see next page

	Date	Preparation / Assignments Due	Topic
1	8/18	Secure textbook(s)	Course overview; discussion of how course relates to ENTP program
2	8/20	<i>Built to Last (BTL)</i> , Intro, Preface and Chap 1. CPA = 5 key lessons and why important to you. Syllabus quiz due.	Myths; difference between a great company and a lasting one. Why should entrepreneurs care?
3	8/25	Organize project teams	Finalize team membership; prepare project organization documents
4	8/27	<i>BTL</i> , Chap 2 and Interlude	Clock-building; tyranny of the "Or"
	9/1	<i>No class: Labor Day Holiday</i>	
5	9/3	<i>BTL</i> , Chap 3-4	More than profits; preserve the core, stimulate progress.
6	9/8	Team project work day	Team field work
7	9/10	<i>BTL</i> , Chap 5-6	BHAGs; Cult-like Cultures
8	9/15	<i>BTL</i> , Chap 7-9	Try stuff; keep what works. Home grown mgmt.; Good enough never is
9	9/17	<i>BTL</i> , Chap 10-11	End of the beginning; building the vision
10	9/22	Practice presentations	<b>Group papers due.</b> Group presentations
11	9/24	Practice presentations	Group presentations
12	9/29	<i>Leading Change</i> , Chaps 1-2 ; Group project papers due	<b>Team peer assessment due.</b> The change problem and its solution
13	10/1	<i>Leading Change</i> , Chap 3	The change problem and its solution
14	10/6	<i>Leading Change</i> , Chap 4	
15	10/8	<i>Leading Change</i> , Chap 5	
16	10/13	<i>Leading Change</i> , Chap 6	
17	10/15	<i>Leading Change</i> , Chap 7-8	
18	10/20	<i>Leading Change</i> , Chap 9-10	
19	10/22	<i>Leading Change</i> , Chap 11-12	
20	10/27	<i>Leading Change</i> , Chap 11-12	
21	10/29	Film: So Right; So Smart	
22	11/3	Work day	
23	11/5	Write and polish change mgmt. papers	<b>Change Management papers due</b>
24	11/10	Reflect on Kotter's model and how it helped a change effort (or might have helped it if used)	Synthesizing discussion
25	11/12		
26	11/17	No CPA	Free period for work on presentations
27	11/19		<b>Individual research papers due.</b> Individual presentations
28	11/24	No CPA	Individual presentations
	11/25	No class	Thanksgiving Break
	11/27	No class	Thanksgiving Break
29	12/1		Individual presentations or film
30	12/3	CPA: Top Course Takeaways & Applications	Course Synthesis
31	12/6-13	Final Exam period –	Make-up period for group or individual presentations

