

Syllabus

General Information

Course title	Corporate Innovation and Entrepreneurship
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Mondays and Wednesdays, 8:00 a.m. – 9:30 a.m. (Mexico Central Time)

Welcome

Welcome to the **Corporate Innovation and Entrepreneurship** course offered by EGADE Business School from the Tecnológico de Monterrey.

In order to build your learning process, courses at EGADE Business School offer you to develop mainly self-learning skills and collaborative work through electronic media.

We are very proud that you have chosen us as an option to support your development and we invite you to share the challenge of making this learning experience the best decision.

Before starting your course, we invite you to review all the sections.
We wish you success in this course.

Introduction

Business models are being rapidly getting obsolete due to dramatic changes in competition, demographics, technology and consumption patterns. Life of big corporations is getting shorter. It is imperative to introduce the entrepreneurial and innovation mindset to big companies.

Entrepreneurship activity is not solely for startups, inside well-established companies the process has to be implemented, adopted and disseminated among employees to challenge the status quo, just for the sake of survival and growth.

This course introduces the entrepreneurial mindset to companies. It introduces new techniques to identify and develop cutting-edge products and/or services within large organizations to create an entrepreneurial culture within organizations based on meritocracy.

The course will make the students learn how to identify and validate problems, how to validate a product-market fit and a business model fit for new endeavors started by big companies. Students will learn how to look for financing alternatives and to deal with organizational bureaucracy and resistance to change.

With a series of techniques, the course will help students to unleash the entrepreneurial spirit of any organization. Building internal startup teams, testing, experimenting, failing and learning, the students will apply the new startup way (quoting Eric Ries) inside big corporations to transform them into Modern Companies.

Objectives

At the end of this course, students are expected to achieve the following learning objectives:

- ✓ Transform the process of innovation inside organizations
- ✓ Learn how to challenge the resistance of insiders for change
- ✓ Build entrepreneurial teams inside organizations
- ✓ Learn how to finance entrepreneurial projects
- ✓ Transform the role of a Chief Entrepreneurial Officer
- ✓ Apply the lean startup methodology inside organizations
- ✓ Apply problem-solutions fit, problem-market fit, business model fit
- ✓ Apply how to talk to customers and understand unmet needs
- ✓ Design a build a Minimal Viable Product and test with customers
- ✓ Understand how to transform an existing organization

Topics

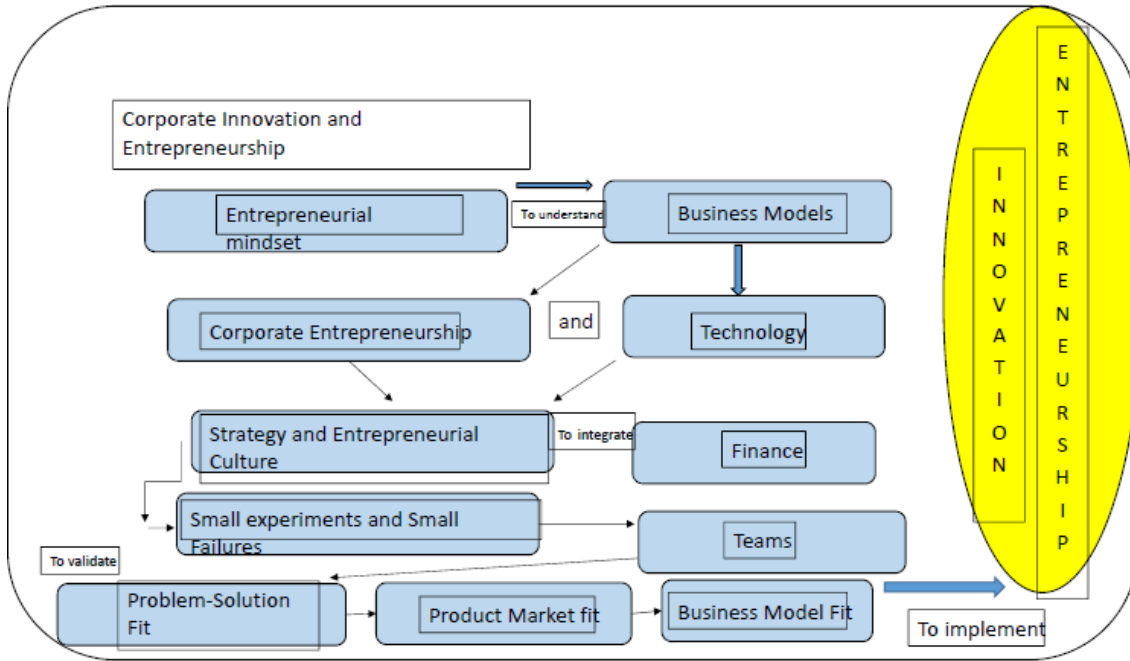
Topic 1.	Introduction/Syllabus/Course Policies
Subtopics	
1.1. Entrepreneurship and Innovation	
1.2. Intraentrepreneurship	
1.3. Business Models of Big Corporations	
Topic 2.	Entrepreneurial Mindset
Subtopics	
2.1. Topics and Reflection Questions	
2.2. Entrepreneurial Thought and Action and How to Build the Right Entrepreneurial Mindset	
Topic 3.	Innovation and Innovation Management
Subtopics	
3.1. What is Innovation and Innovation Management?	
3.2. Innovation Strategy for Growth	
3.3. Innovation and Networks	
Topic 4.	The Nature Corporate Entrepreneurship
Subtopics	
4.1. What is corporate entrepreneurship, CE? The unique aspects of CE vs. other forms of entrepreneurship.	
4.2. Why CE is useful for business competitiveness and growth	

4.3. Exemplary cases of CE across the world	
Topic 5.	Organizational Culture and Strategy for Entrepreneurial Companies
Subtopics	
5.1. Developing entrepreneurial culture inside organizations.	
5.2. Organization design to optimally embrace, assimilate and integrate new technologies and business ideas.	
5.3. Intrapreneurship models and strategy.	
Topic 6.	Leadership and Corporate Entrepreneurial Teams
Subtopics	
6.1. Employee Engagement and Innovation	
6.2. Transformational Leadership for Innovation	
6.3. Developing an Entrepreneurial Culture	
Topic 7.	Customer Re-Discovery and Development
Subtopics	
7.1. Startups and Big Corporations	
7.2. Problem-Solution Fit	
7.3. Product-Market Fit	
7.4. Business Model Fit	
7.5. The Jay Rao Way, Gorillas, Chimps and Monkeys	
Topic 8.	Small Experiments inside Big Corporations
Subtopics	
8.1. Value Propositions and Customer Segments	
8.2. Talking to Humans	
8.3. The process of learning from your customers that do not know what's going on	
Topic 9.	Financing Corporate Ventures I
Subtopics	
9.1. Assessing technology and market risks with growth opportunities	
9.2. Private Equity and Venture Capital ecosystem	
9.3. Corporate Venture Capital	

Topic 10.	Financing Corporate Ventures II
Subtopics	
10.1. Valuation methods based on the startup stage	
10.2. Due diligence and term sheet	
10.3. Investment committee governance and growth	
Topic 11.	Dealing and learning from Failure
Subtopics	
11.1. Leading Change through Making Mistakes	
11.2. Managing Failure	
11.3. Challenges of failure normalization	
Topic 12.	Wrap-up and Final Presentations
Subtopics	
Summary of the course and lessons learned	
Final presentations and final report	

Scheme

Nombre del archivo: mapa conceptual



Methodology

Didactic Technique:

Case Method, Experiential learning, Collaborative learning

Educational Model

SNOC is a program that takes a more tailored approach to the delivery of education over the internet. Besides, classes are limited to about 20-30 students.

The SNOC model is distinguished by the following:

- The student is the center of the educational model.
- Provides a means for a group of business schools to offer classes remotely to each other's MBA students within a closed online network.
- It offers a more tailored approach to the delivery of education
- The expert or instructors have more interaction with students through remote classes, video conferences and discussions.
- The model promotes dialogue and the development of collaborative projects.
- The use of online collaboration tools.

Some benefits of the SNOC model are:

- It gets round the problem of high dropout rates.
- The SNOC model has the advantage of letting consortium members share their specialist expertise.

Content organization

This course is organized for you to be the main character of your learning and build your knowledge from the development of your ability to learn on your own.

Modules and Topics

The course contains **6 topics** grouped in **12 modules** so that your learning will be gradual. The topics are distributed over the weeks of the academic term.

Activities

In each topic are grouped weekly activities you will have to do. In each activity you will find detailed instructions on how to perform it, delivery specifications and evaluation criteria.

Within each topic page you will find all the **resources and materials** needed to understand the theoretical concepts you should apply, so you can develop your activities.

Media

The interaction with the professor is done through:

- E-mail
- Zoom/Skype

Policies

Academic regulations	<p>The academic guidelines under which this course is governed are those established in the Tec de Monterrey academic regulations.</p> <p>Additionally it is important that you know the General Regulations for Students of the Tecnológico de Monterrey, which indicates what is expected of you, both academically and in your behavior inside and outside the classroom.</p> <p>It is your responsibility as a student to know these governing documents</p>
Student participation	<p>It is your responsibility as a student:</p> <ul style="list-style-type: none"> • Constantly access your course in Blackboard to keep you informed of the activities to be done, the indications of your professor and the participation of your classmates in the forums. • Review the "Notices" section, where relevant information will be given for the course. • Plan your time and activities in such a way that you can meet the delivery dates of reports and / or work in a timely manner. • Ensure that the files of your activities were placed correctly in the spaces defined for delivery and that your files are free of viruses. • Deliver each activity in time, form and content according to the guidelines described in each of the activities. • Make sure you get the contact information of your teammates and establish communication with them in a timely manner to be organized in compliance with collaborative activities.
Team work	<p>The number of members in the teams is established by the head teacher according to the content of the course and the learning strategy established for it.</p> <p>In the participation of students in collaborative activities, it is the responsibility of each member:</p>

	<ul style="list-style-type: none"> • Maintain an attitude of collaboration and willingness to teach and learn from others. • Ensure that your contribution is active, critical, analytical and reflective. What is exposed within each contribution goes beyond a superficial comment. You should seek to emphasize the key concepts of the course and base your arguments with relevant readings or sources of information making a correct reference to them. • Avoid delegating the responsibility of teamwork to a partner, this implies that you are also delegating your qualification, therefore no arguments about your qualification will be accepted when you did not participate in the realization of the activity. Accepting that a partner does your job implies that you will also be accepting the risks and the consequences in the qualification of the activity. • Avoid giving work and team effort to others. Add on the cover of teamwork to colleagues who did not participate in the development of the same, means a lack of respect for the work of colleagues who participated and a lack of honesty with the teaching team. <p>It is essential to have the necessary technological requirements to study through an electronic platform since this is the means of learning, communication and transfer of activities in the course.</p> <p>Requirements" that have the minimum hardware and software requirements.</p> <ul style="list-style-type: none"> • Take proper care of the equipment, free of viruses. • Know how to use the applications, for example the navigation in Blackboard where the course is created. All the information that is needed is on the platform, so you should analyze all your spaces to locate what you need.
Technological resources	<p>It is essential to have the necessary technological requirements to study through an electronic platform since this is the means of learning, communication and transfer of activities in the course.</p> <p>It is your responsibility as a student:</p> <ul style="list-style-type: none"> • Ensure you have access to a secure and reliable Internet connection. • The lack of access to the Internet in this educational model is not justified.

	<ul style="list-style-type: none"> • Report in a timely manner to your teacher any logistical and / or technological problems that limit your participation and follow-up of the course. • Have the appropriate computer equipment and the software applications required. Validate in the section "Technological Requirements" that have the minimum hardware and software requirements. • Take proper care of the equipment, free of viruses. • Know how to use the applications, for example the navigation in Blackboard where the course is created. All the information that is needed is on the platform, so you should analyze all your spaces to locate what you need. <p>Any source of information other than the readings and / or textbooks defined for the course is considered an external source of consultation.</p>
Bibliographic Materials	<p>It is your responsibility as a student:</p> <ul style="list-style-type: none"> • Make sure you have the textbooks and reading materials required for the course in a timely manner. • Avoid basing the foundation of your work or contributions only on the material consulted from external sources. The essential requirement is to base with the readings of the course and make use of external sources to enrich your contributions and / or activities. • Preferably use the Digital Library of Tecnológico de Monterrey or make use of non-digitized bibliography that is in the library of your campus. • Make use of citations and bibliographical references in accordance with the guidelines of the APA style
Values and attitudes	<p>In this course all students are expected to monitor and strengthen the following values and attitudes both inside and outside the classroom:</p> <ul style="list-style-type: none"> • Tolerance for the opinions of others. • Responsibility • Respect for human dignity. • Honesty, and respect for copyright and third-party work. <p>Likewise, it is important in the course:</p> <ul style="list-style-type: none"> • Maintain an interest in constant research on the topics and concepts of the course.
Academic Dishonesty	<p>Without limitation, academic dishonesty will be understood as any action or omission made directly or indirectly by any person in order</p>

	<p>to obtain or facilitate that another person obtain an academic result different from that which would be obtained, if the action had not been taken or omission considered dishonest.</p> <p>The effects or consequences that the student has when obtaining a grade of academic dishonesty will be determined by the academic regulations of the Campus to which the student belongs.</p> <p>In the case of collaborative activities, each and every member of the team is responsible for the delivery and review of the final contribution of the team. The names included in a report of a given activity reaffirm that the student together with his team contributed and developed the document collaboratively. In case of incurring in a DA all team members included in the report, will be responsible for such action without exception</p>
Live sessions	<ul style="list-style-type: none"> • Classroom attendance is very important and we will abide by the Academic Regulations of the ITESM, that is, the student must attend at least 88% of the classes to have the right to present a final exam. • Trying to encourage responsibility, late arrivals to class will not be allowed. • In the group work sessions it is allowed to exchange comments, information and suggestions among the students. • It is forbidden to smoke and consume food in the classroom. <p>Before attending the face-to-face session it is essential that you have carried out any preparation activity for it, this includes: doing the readings, exams or activities that in the calendar are indicated as prior to the session.</p>
Course activities	<ul style="list-style-type: none"> • The deadline for delivery of classroom activities is the class schedule indicated by the School department. • The deadline for delivery of online activities is 23:59 hrs (Campus local time) of the day designated as the deadline • No deliveries are allowed outside of time. Out-of-Date Tasks have 0 ratings. • Deliver the activities by the means indicated in each description, in case of technological failure they should be sent to the teacher via e-mail.
Grading	<ul style="list-style-type: none"> • The minimum passing grade for the course is 70 points. • Before requesting a grade review, students should review in detail their feedback, the rubric or criteria for evaluating the activity, the detailed description of the activity, and those elements of the methodology and policies of the course that pertain to said activity. • The student has 5 business days after the publication of their feedback and qualifications to clarify their assessment.

Coevaluation	<ul style="list-style-type: none"> • You must be honest and responsible when qualifying the members of your team. • Co-evaluation is totally anonymous, the tutor, teacher or any member of the teaching team can not reveal the specific information on how each member of the team evaluated another member of the team or another team. • Co-evaluations are an integral part of the qualification of certain collaborative activities indicated by the teaching team. Failure to perform the coevaluation may be penalized directly according to the criteria indicated in the corresponding activity. Likewise, under this scheme, if the teammates evaluate you with a low grade, it will also have a direct impact on your overall score of the corresponding activity and no changes will be accepted in these grades.
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Evaluation

The final evaluation consists of:

Final Evaluation	
Activity	Value
Homeworks and assignments	20%
Class Participation	20%
Peer to Peer Evaluation	20%
Final Report and Presentation	40%
Total	100%

Grading Scale

A = 90-100%

B = 80-89%

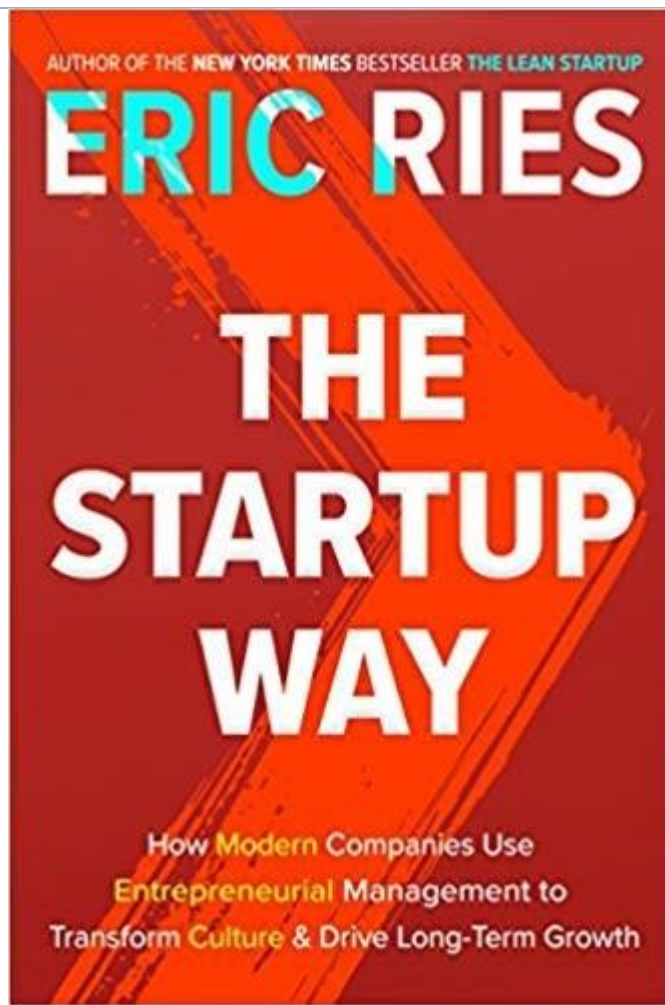
C = 70-79%

D = 60-69%

F = Less than 60%

Bibliography

Text Books	



The Startup Way: How Modern Companies Use Entrepreneurial Management to Transform Culture and Drive Long-Term Growth

<https://www.amazon.com/Startup-Way-Companies-Entrepreneurial-Management/dp/1101903201>

TALKING TO HUMANS

Success starts with understanding
your customers

GIFF CONSTABLE

with Frank Rimalovski
illustrations by Tom Fishburne
and foreword by Steve Blank

Talking to Humans:
Success starts with
understanding your
customers

<https://www.amazon.com/Talking-Humans-Success-understanding-customers-ebook/dp/B00NSUEUL4>

Contact

Professor



Degree:
Ph.D. in the Management of Technology /
Innovation Management
Tokyo Institute of Technology (Japan)

Name: Alfonso Ávila

Email: aavilarobinson@tec.mx

Programs in which he participates:

MBA, MBM

Education	Ph.D. in the Management of Technology / Innovation Management Tokyo Institute of Technology (Japan) M.Sc. in Manufacturing Engineering RWTH Aachen (Germany) B.Sc. in Industrial and Systems Engineering Universidad de Monterrey
	Dr. Ávila Robinson's career has brought him to world-class research institutions in Germany and Japan, such as the Fraunhofer Institute, RWTH Aachen, Tokyo Tech, and Kyoto University. Through these experiences, he has been able to amalgamate research in Innovation and Technology Management with several emerging technologies, including micro-/nanotechnologies, regenerative medicine, stem cells and cancer immunotherapies. He has developed a unique expertise in data science, network approaches and the management of technological innovation, including technology intelligence and forecasting, management of emerging technologies, interdisciplinary/convergent R&D, innovation in high-tech industries, and open innovation in life sciences/biotechnology companies.
Course taught	Innovation Management Business Model Innovation

	Degree: PhD, MBA, MIB, Engineering
	Name: Prof. Dr. Félix Cárdenas
	Email: felix.cardenas@tec.mx
	Programs in which he participates: MBA, ONEmba, ExEd, MBM

Education	Post doctorate at Harvard and Columbia PhD at HEC and EPFL in Switzerland MBA at EGADE Business School MBA International Business at NHH Norway Graduate Engineering at Sophia in Tokyo Engineering from TEC de Monterrey
Honors and Awards	<p>Research Fellowship Jul 2012 Swiss National Science Foundation (SNSF). The Swiss Confederation has mandated the SNSF to fund basic research and promote scientists in Switzerland. The SNSF's strategy and objectives are geared to fulfilling this task and strengthening Swiss research as a whole. Support high-quality research as well as researchers in their quest for excellence.</p> <p>Dec 2007 National Council of Science and Technology (CONACYT). The National Council for Science and Technology, supports technological development and innovation. In Mexico there is great interest in developing a better ability to innovate, that is, to generate new products, designs, processes, services, methods or organizations. This to achieve competitive advantages in the economy, enabling it to achieve sustainable economic growth.</p>
Teaching experience	Over 20 years of managerial experience in private equity, mergers & acquisitions, and global business development. He has operated in the USA, Europe, Japan, Africa and Latin America. He has consulted and conducted research at firms such as Cisco, Nokia, Alcan, Logitech, General Electric, Cemex, FEMSA, Credit Suisse, and Nestle. Dr. Cardenas leads the Center for Innovation and Corporate Entrepreneurship at EGADE Business School TEC de Monterrey. He lectures at EGADE and he is an affiliated research scientist & fellow at Columbia University, IESE Business School, UT Austin, Berkeley, and Harvard Business School.
Course taught	Entrepreneurial Finance Innovation and Entrepreneurship Corporate Governance and Innovation Corporate Entrepreneurship

Recent publications and achievements

He has been part of boards and investment committees at: EFM Capital, BlueBox Ventures, Axtel, Volaris, AMEXCAP, CONACYT SEC Technology Innovation Fund, Singularity University, and B37 in Silicon Valley.

His research has been presented in San Francisco, Boston, New York, Geneva, Zurich, Istanbul and Nice.

He is consulted and published as an expert on private equity at Forbes, El Financiero, El Norte, Reforma, Preqin, América Economía, Entrepreneur, Milenio, Bloomberg and CNN Expansión.

Recent publications

Open Innovation: Academic and Practical Perspectives on the Journey from Idea to Market (chapter 8).
ISBN 978-019-93744-4-1
Oxford University Press 2016.

¿Cómo comprar una empresa exitosa? El Search Fund como Modelo de Emprendimiento (How to buy a successful business? The Search Fund as a Model for Entrepreneurship).
ISBN 978-607-96543-0-6.
Presented at: Harvard University. October 2014.

Complementarity between Corporate Venture Capital and Research & Development for Value Creation.
Nominated for Best Paper Prize.
Target journal: Journal of Business Venturing.
Presented at: Strategic Management Society (SMS)

Place and date: Prague, Czech Republic. October 2012.

Internal and External Determinants of Corporate Venture Capital Activity.
Presented at: Academy of Management (AOM).
Place and date: Boston, Massachusetts, USA.
August 2012.
Target journal: Journal of Business Venturing.

Value Creation of Internal and External Sources of Knowledge in Different Business Sectors and Regions.
Presented at: Academy of Management (AOM).
Place and date: Boston, Massachusetts, USA.
August 2012.

Making, Buying or Blending to Generate Radical Innovation and Create Value.
Article for: HEC Alumni Bulletin.
Place and date: Lausanne, Switzerland. February 2012.

Contribution of Corporate Venture Capital and Research and Development to Value Creation.
Presented at: European Institute for Advanced Studies in Management (EIASM).
Place and date: Nice, France. September 2011.

Internal and External Determinants of Corporate Venture Capital.

	Presented at: American Accounting Association (AAA). Place and date: San Francisco, USA. August 2010.
	Influence of NASDAQ and Accounting Variables on Corporate Venture Capital. Presented at: European Accounting Association (EAA). Place and date: Istanbul, Turkey. May 2010.
	Management Systems and Organizational Structures for Radical Innovation. Presented at: European Institute for Advanced Studies in Management (EIASM). Place and date: Nice, France. September 2009.

	Degree: PhD
	Name: FERNANDO ANDRÉS MOYA DÁVILA
	Email: fernando.moya@tec.mx
	Programs in which he participates: MBA, FTMBA and EMBA
Education	Doctorate in Business Administration, with concentration in Finance (Graduated with Honors-2005) Instituto Tecnológico y de Estudios Superiores de Monterrey Campus Cd. de Mexico; University of Texas at Austin Master of Business Administration, Corporate Finance (1993) State University of New York at Buffalo Bachelor of Arts, Industrial Engineering (1990) Instituto Tecnológico y de Estudios Superiores de Monterrey Campus Tampico

Honors and Awards	Graduated with honors PhD, 2005 Best professor, 1997, 2006
Teaching experience	25 years in Business School.
Course taught	Innovation and Entrepreneurship, Valuation, Business Model Design
Recent publications and achievements	<p>Book: <i>"Strategic Investment Opportunities for the State of Tamaulipas,"</i> Edited by ITESM University Press, 2009</p> <p>Chapter on book: Moya Dávila, F. A. (2018). Relationship Lending and Entrepreneurial Behavior: A Game-Theoretic-Based Modeling. In Rajagopal, & R. Behl (Eds.), <i>Start-Up Enterprises and Contemporary Innovation Strategies in the Global Marketplace</i> (pp. 65-86). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-4831-7.ch006</p> <p>Chapter on book: Moya Dávila, F. A. (2018). Relationship Lending and Entrepreneurial Behavior: Analyzing Empirical Evidences. In 978-3-319-94612-2, 456421 <i>Rajagopal: Business Governance and Society</i>. IGI Global.</p> <p>Forthcoming Paper Title: Marketing strategies for start-up enterprises: Conceptual framework to analyze business performance through cross-sectional metrics. By (authors): Ananya Rajagopal and Fernando A. Moya Davila- To be published in (Journal): International Journal of Business Innovation and Research-</p>

	Degree: Ph.D. Business and Entrepreneurial Management
	Name: Jose Manuel Maraboto
	Email: jmaraboto@tec.mx
	Programs in which he participates: MBA, GBS, MBM, Ph.D.
Education	<ul style="list-style-type: none"> • 2011 - 2015, University of Cantabria. Santander, Spain. • Ph. D. in Business and Entrepreneurial Management. Summa Cum Laude • 1990–1992, Tecnológico de Monterrey, Mexico. Master in Management. • 1984–1987 Tecnológico de Monterrey, Mexico. B.A., Business Administration. Graduated with Honors.
Course taught	<ul style="list-style-type: none"> • Entrepreneurship and Innovation (MBA) • Business Innovation and Value Creation (MBM)

