

ENTRE 579: Intrapreneurship, SPR 2025

Course Description

Intrapreneurship- Developing New Products Within Organizations is a ten week course that offers a holistic and practical view of working in a corporate innovation group or leading innovation within a business unit at a medium to large corporation. The course is based on lessons learned from a career in innovation, the principles of human-centered design thinking and The Innovator's Method framework. As a result of taking this course, you will get a good perspective on what it is really like to be an intrapreneur and how to prepare for a role in innovation or new business.

The main objectives of this course are to build confidence in your ability to drive innovation. By the end of the course you will be able to:

- Apply different approaches and processes for enabling and managing innovation within an organization.
- Learn design thinking tools and approaches to consumer empathy and problem definition in order to dramatically increase the quality of ideation.
- Understand the valuable role of prototyping and testing to accelerate and deepen learning about the consumer, their needs, and the critical requirements for potential solutions.
- Hone innovation skills and discover ways to find inspiration for new products and innovation in the broader marketplace.
- Apply the course learning toward real world innovation projects.

Course Organization

This course is organized into ten modules.

I Introduction to Intrapreneurship: New Product Innovation, the first module provides an overview of intrapreneurship vs. entrepreneurship, the 7 sources of innovation, and the types of innovation that exists within organizations. You will learn the difference between incremental innovation, sustaining innovation, and disruptive innovation.

II New Product Development Process, the second module covers different approaches and processes to manage innovation. We will overview the stage gate process which has

been in use for many decades. We will also introduce the design thinking process as a way of managing the fuzzy front end and as a fundamental methodology to generate innovation from white space. You will learn what a drill site is, and how to set up a learning agenda that outlines who you should talk to and what you should listen for.

III Starting with Consumer Empathy, the third module we will delve deeply into the art of studying your customer. We will be learning and applying the Empathize step of design thinking, and practicing observation and interview tools to build consumer empathy and understanding.

IV Problem Finding, Ideation and Solution-Storming, in the fourth module, we will learn take your consumer empathy and move into the Define and Ideate steps of the design thinking process. You will practice how to recognize, extract and synthesize consumer insights, and ultimately, define a series of worthy consumer problems to solve. Based on one consumer problem, you will learn ways to build volume, variety and quality of ideas in a short period of time.

V Prototyping Solutions, in the fifth module, we will move into the Prototype steps of the design thinking process. We will discuss and experience the ways to create and test quick, cheap, and easy prototypes to further consumer understanding and build meaningful solutions.

VI Testing Solutions, the sixth module focuses on the last Test phase of design thinking and the beginning of the virtual cycle with more consumer empathy. We will discuss the importance of re-engaging with your consumer to get feedback on the problem to solve, the prototype, and the degree to which your potential solution meets an important need. You will have a chance to practice different ways to determine the “fit” of your solution to the consumer need.

VII Taking Innovation to Market, the seventh module will address the process of taking a solution past testing and toward scaling, commercialization, and roll-out. We will discuss how financials and strength of business cases impact timing. We will also discuss how product differentiation, digital and physical customer experience, creative big marketing idea, and a unique go-to-market plan can accelerate innovation adoption and success in the marketplace.

VIII Organizing for Innovation, the eighth module will wrap up our final in-class topic. We will devote time to studying how innovative organizations sustain innovation. We will delve into the success factors such as skill building, capability building, and fostering culture to help increase the quality, consistency, and impact of innovation. We will also re-loop on the role of governance, leadership, and decision making. Finally, we will discuss what you

can do to take forward what you learned in this course and hone your innovation skills and mindset as you continue your careers.

IX Team Time (No Class). No class will be held during this week in order to enable you and your team members additional time to meet and work on your final project deliverable and presentations.

X Final Project Presentations will be held on the last day of class. To pull it all together and wrap the course with a bow, we will have a chance to see the collective teams' design thinking efforts. Each team will present their innovation work to the class. You will see the similarities and differences across a range of learning agendas, consumer interviews, consumer insights, problem statements, and their translation into potential prototypes and solutions. Each student will have the opportunity to bring the Intrapreneurship course to a close with a final debrief of the entire design thinking experience. And, this will be a great last opportunity to get feedback prior to submitting your final projects for grading.

How Will I Learn In This Course? What Is The Format?

I believe one of the best ways to learn innovation is by learning through “actionable questioning” and by hands-on experience. In fact, great products, companies, and industries often begin with a simple question.

Therefore, this course will be highly experiential and interactive, demanding active participation from the students. We will be doing much of the factual learning outside of class and spending the majority of our time in class discussing and synthesizing what we observed, experienced, and learned outside of class. We will bring in guest speakers to hear their personal experiences working in and around innovation to understand what it's really like to nurture innovation inside organizations.

The format will be varied, including readings from relevant articles, an optional textbook, active group exercises and discussions in class, guest speakers, and a team project with emphasis on “doing” and “learning by experience.” Readings, individual and team exercises, and video recorded presentations will help you prepare for each session. It is highly recommended that you keep a weekly journal to record your observations and learnings related to in class exercises and assignments each week. The culmination of the course will be a final team project which incorporates multiple customer interviews, show and tell prototypes, test results, and a final class presentation and written document.

How Does Class Participation Work?

Class participation and weekly written reflections are an extremely important part of the learning process. Students should read the assigned readings, watch pre-recorded video presentations, complete out of class assignments, and be prepared to actively participate in class discussion and exercises. Written reflections will be a good way to digest what you have learned, what you have experienced, and note where your own mental models or experience creates dissonance. Students are encouraged to bring and share their reflections to class, ask questions during Q&A and with guest speakers, and participate voluntarily in all exercises. Students may study and work together to prepare for each class, but the participation grade will be based on your own individual class performance.

What Are Expectations Regarding The Course?

Regular attendance is strongly recommended. Punctuality will be important, with a start time at 6:00pm sharp, and targeted end time to be 9:00pm or earlier. We will be covering a lot of debriefs, exercises, discussion each week, and on occasion, a fireside chat with a distinguished guest speaker. Due to illness or other unforeseen circumstances, it may be necessary to miss a class at some point during the mini-term. If you unexpectedly miss a class, please communicate ahead of time with the instructor to come up with a plan to cover the missed material. Class participation is part of the grade.

What Are Policies Around Late Work?

Assignments will be shared at the beginning of the course to allow you enough time to review the instructions ahead of time and ask any questions in class the week before assignments are due.

Assignments are expected to be submitted on time. If there are extenuating circumstances which may require additional time to submit an assignment, contact the Instructor prior to class to get approval for any late work. Assignments submitted late may have points taken off, as full credit assumes work is completed according to the deadline. The final project is due the Friday of the final class session with no late work accepted.

What Are Expectations Around Communications?

Please seek my help if you have any questions about the course content or assignments, have any questions that we did not get a chance to address in class, or you are interested in discussing a specific innovation-related initiative you are working on. I am very open to

scheduling time outside of class to discuss whatever questions you have about innovation topics or related career development. I will hold office hours by appointment Fridays or weekday evenings to accommodate student schedules and needs. I will respond to student email communications by the close of the next business day.

I'm very interested in how you are experiencing the course and in any suggestions you may have. Please respond to the mid-term and final course evaluations so that can make needed adjustments and improvements to increase course value and learning.

What Is The Final Project?

The Final Project will consist of an end-to-end design thinking project. All students must complete a final project, which includes a 3D prototype, an oral presentation to the class, and a written component for Canvas submission documenting the phases of design thinking (consumer empathy, problem definition, ideation, prototype, and testing). The project is a team project with teams of 2 students (to be finalized during the first or second week of class). Teams must select a project challenge and receive professor approval. There can be multiple teams for each project challenge- the team is expected to work independently and not compare notes until the final day of class in order to maximize learning. The benefit of selecting the same project is to demonstrate that the end product can be dramatically different based on the consumer empathy, insights, and problem statements developed by each team, which lead to differentiated set of ideas, prototypes, and testing outcomes.

The grading is based more on the opportunity to demonstrate use and mastery of design thinking tools in developing learning agendas, generating consumer empathy, creating and testing a prototype, and using prototypes and testing to refine learning and potential solutions. A key element of the “show and tell” presentation is about debriefing the design thinking process, reflections on consumer insights, use of many sources of inspiration, and experimentation throughout the 10 weeks of the intrapreneurship course. More details on the grading rubric will be shared in the first few weeks of class.

How Does Grading Work?

Class Participation Grading:

Class Participation is 20% of your grade. You are expected to actively participate in classroom discussions. Class participation makes classroom discussions and activities interesting, insightful, and fun. Students are expected to know the material, to have done

the required classwork preparation, and to participate in a way that positively contributes to the classroom discussion. We encourage insightful and compelling comments, examples, questions, and reflections that help further the collective learning of the students. The Class Participation grade will be calibrated according to the Class Participation Rubric listed under the Class Participation Grade for Course Assignment.

Assignments:

Your individual assignments contribute to 40% of your overall class grade. There are four assignments due before the fourth, fifth, sixth, and seventh weeks of class. Each assignment represents 10% of your overall grade. Your ability to complete and submit a quality assignment will be greatly influenced by your attendance in each class because we will be reviewing tips, techniques, and watch-outs so that you can be efficient and effective with your time. The assignments will be graded according to the Assignment Rubric listed under each assignment.

Final Team Project Grading:

The final team project represents 40% of your overall grade. Your final grade encompasses the team's performance on both the submitted written component (documentation of the artifacts from using the design thinking process), 3D prototype, and the final project class presentation/discussion. The final project will be graded according to the Final Project Rubric.

What Are The Readings?

You will need to purchase one book and provided additional articles and materials needed to successfully master the content and learning objectives for this course.

The Innovator's Method: Bringing The Lean Startup Into Your Organization by Nathan Furr and Jeff Dyer (ISBN: 197816252714640), 268 pages.

If you would like to feed your appetite and passion for more innovation content, I highly recommend the following texts.

- Optional: *The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators* by Jeff Dyer, Hal Gregersen, and Clayton M. Christensen (ISBN: 9781422134818), 296 pages.

- Optional: *The Innovation Handbook* by Jeremy Gutsche, CEO of TrendHunter (ISBN: 9781732439146) 360 pages.

The rest of the readings will be articles, or other online resources. Readings and articles are accessible through online web links or will be posted on Canvas.

What Should I Do If I Have To Miss A Class Meeting?

Speak to or email the professor at least 3 days prior to the class to alert of your absence and address plans to make up the work.

What Is The Policy On Use Of Technology During Class?

You are expected to stay engaged and on task while in course. You can use your technology devices to take notes. Please do not use technology during class for anything not related to the current day's coursework. Inappropriate use of technology during class may negatively affect your participation grade.

What are Access and Disability Resources?

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at disability.uw.eduLinks to an external site..

What are Religious Accommodations?

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized

religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/Links to an external site.>).

What Are Expectations Regarding Academic Conduct?

Students are expected to adhere to the University of Washington's standard of conduct. ([The Student Conduct Code](#)[Links to an external site.](#)). The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers, and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

Am I Allowed To Use AI?

All work submitted for this course must be your own. Any use of generative AI tools, such as ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation

The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course.

If you have any questions about what constitutes academic integrity in this course or at the University of Washington, please feel free to contact me to discuss your concerns.