

**University of Washington**  
**Marketing 579 C/D: Intrapreneurship: Developing New**  
**Products within Organizations**  
**Course Curriculum Spring 2020**  
**DRAFT**

Spring 2020, 5 Week Course, 2 Credits

Dates and Time: Tuesday evenings, March 31 – April 28, 2020; 6:00pm – 9:30pm

MKTG 579: Intrapreneurship: Developing New Products within Organizations

Instructor: [Vivienne Long](#)

Location: University of Washington Foster School; Paccar 391

Student Programs: Full-time MBA; Evening MBA

Office Hours: Friday by appointment. To schedule an appointment, email Vivienne Long at [vlong2@uw.edu](mailto:vlong2@uw.edu).

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### **Course Description**

Intrapreneurship- Developing New Products Within Organizations is a five 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. 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 improve your ability to:

- Identify and describe the optimal conditions for innovation and intrapreneurs to thrive in corporate environments. Outline the roadblocks, challenges and opportunities of leading innovation within medium to large companies.
- Learn the key steps in an innovation process, and the implications and downstream impacts if key steps in the process are skipped or minimized.
- Learn and practice using design thinking tools and approaches to consumer empathy and problem definition in order to dramatically improve the ideation. Understand the valuable role of prototyping and testing, as well as the role a strong business case, product differentiation, and unique go-to-market plan play in accelerating and optimizing commercialization and launch.
- Hone innovation skills by applying design thinking tools and process to a consumer, technology, or product opportunity of your choosing.

This course is organized into five modules.

I Introduction to Intrapreneurship: New Product Innovation, the first module provides an overview of intrapreneurship vs. entrepreneurship, including a discussion of the pros, cons, and risks of working as an intrapreneur. This module also includes an introduction to a macro innovation framework, the evolution of innovation over the past two decades including the rise of design thinking, and the 3 types of innovation that exists within organizations.

II New Product Process: Starting with the Customer and Customer Problem to Solve, the second module addresses the process of innovation from concept development and testing to commercialization and roll-out, outlining the critical milestones and stage gates that a project must pass through in order to advance within an organization. We will go deep into design thinking as a critical unlock to consumer empathy and problem definition. Design thinking provides an approach to generating innovation from white space and a framework for managing the fuzzy front end.

III Developing and Testing Solutions, the third module focuses on the ideation, prototyping, and testing phases of design thinking. We will discuss ways to build volume, variety, and quality of ideas in a short period of time. We will also discuss and experience the ways to create and test quick, cheap, and easy prototypes to further consumer understanding and build meaningful solutions.

IV Taking Innovation to Market, the fourth module will go deep into the testing, commercialization, and roll-out portion of the innovation process. We will discuss options, ways to accelerate and streamline these steps, and how financials and strength of business cases impact timing. We will also focus on the elements to a successful innovation such as the importance of product differentiation, digital and physical customer experience, creative big marketing idea, and unique go-to-market plan.

V Putting It All Together, in the fifth module we will have the opportunity to see the output of **the collective teams' efforts** by using the design thinking process. We will start by viewing the full range of design thinking outputs, listening to the consumer insights generated, seeing how these insights were translated into potential solutions. We will have the opportunity to debrief the entire design thinking experience and discuss how to continue to hone innovation skills beyond the course.

Why Is This Course Important to My Career and to the World?

“Almost every large company understands that it also needs to deal with ever increasing external threat by continually innovating. To ensure their survival and growth, corporations need to keep inventing new business models. This challenge requires entirely new organizational structures and skills.” -- Steve Blank, Silicon Valley entrepreneur and adjunct professor

There has never been a time where innovation has been as important as now. Lower cost of products, widespread technology, increasingly easy access to products have enabled customers to be more demanding than ever. Companies are finding they have to increase the pace of innovation in order to survive or risk irrelevance in a highly competitive marketplace. Companies who depend on new products for high growth realize the importance of creating the

conditions, culture, and process to enable more and better innovation. These companies are seeking MBA graduates who have creative, conceptual, inductive skills in addition to the traditional analytical, strategic, and deductive skills taught in business school.

This course offers the opportunity to get a behind-the-scenes view of how innovation works at big companies with a focus on consumer packaged goods, retail, and technology. You will get insights into how successful Fortune 500 companies like Starbucks, Procter & Gamble, Clorox, and Microsoft approach and think about innovation. You will learn what it takes to develop and launch innovations that lead to potential billion dollar businesses.

### Who Should Take This Course?

Marketing 579 is a good overall business course with emphasis on honing your innovation skills and toolkit, so that you can understand what it takes to build, and launch new products and offerings within a corporate setting. While this course will draw on marketing strategy, consumer research, business planning, and other core classes, the main benefit and focus is on the integration and practical application of those disciplines to generate successful innovation. Therefore, it is a suggestion to take this course after completing most the marketing core curriculum in order to generate the most learning value.

Future intrapreneurs, product managers, and general managers should take this course. Anyone interested in a career in Marketing, Innovation, or Growth will also benefit. This course will provide practical applications and knowledge around Consumer Empathy and Insights, Design Thinking, and the End-to-End Innovation Process relevant for companies of any size or vertical.

### Who Is The Instructor?

Vivienne Long is a classically trained marketer and business leader with over 25 years in Retail, Consumer Packaged Goods, and Technology leading innovation and marketing, developing new products, and running P&Ls for global Fortune 500 corporations.

Vivienne started her career at Procter & Gamble (NYSE: PG), joining as Assistant Brand Manager and rose to Marketing Director. In her last role, Vivienne led the sales revenue, profit, **and marketing plans for P&G's** seventh largest global brand, Pringles Potato Crisps in North America.

**Vivienne's experience also includes working in product management at Microsoft** Enterprise Servers Division developing e-commerce and content website software for small, medium, and large companies, receiving a CEO Marketing Excellence Award for her work. At Clorox (NYSE: CLX), Vivienne led the innovation team of Marketing, R&D, and Consumer Insights for the Glad brand and used design thinking and deep customer insights to generate a pipeline of new products which led P&G to double its stake in the joint venture.

Over the past decade, Vivienne worked on almost every business unit within Starbucks (NYSE: SBUX) including Global At Home Coffee Innovation, US Retail Handcrafted Beverages, China Asia Pacific Region, and Digital Customer Experience. During that same 10 year period,

Starbucks doubled its store footprint in the US, significantly expanded internationally, acquired a number of new brands, and entered into new channels and business categories.

Vivienne served as Vice President, with responsibility for the US Beverage P&L and strategic plan, helping grow the portfolio to a \$10 billion business, adding nearly \$1 billion each year through innovation. During her tenure, Vivienne launched and expanded a number of new platforms for Starbucks including: Starbucks VIA Instant Ready Brew, Blonde Espresso, Starbucks Refreshers, Blonde Espresso, Teavana Tea Infusions, Starbucks Cold Foam, Starbucks Nitro Cold Brew, and Starbucks Protein Blended Cold Brew.

Vivienne currently leads the Marketing organization at REI, Recreational Equipment Incorporated. REI is a \$3B+ outdoor specialty retailer with bricks & mortar and e-commerce businesses in Gear & Apparel, Adventure Centers, Adventure Travel and Local Experiences, Re-commerce, and Rentals. Her scope of responsibility includes Integrated Marketing, Channel Planning, Loyalty and Lifecycle Marketing, Membership Customer Experience, Local Community and Brand Engagement, Social Media and Digital Communities.

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

This course will be highly experiential and interactive, demanding active participation from the students. The format will be varied, including readings, guest speakers, discussions, in class group activities, and a team project with emphasis on “doing” and “learning by experience.” Readings and exercises will help you prepare for each session. You will keep a journal to record your observations and learnings. The culmination of the course will be a final team project which incorporates a finished prototype and a final class show and tell.

### How Does Class Participation Work?

Given that this course will only meet five times, class participation is an extremely important part of the learning. Students should read the assigned readings prior to class and be prepared to participate in class discussion and exercises. Students may participate voluntarily, and cold calling may be used, so preparation is essential. 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 Attendance?

With only five class sessions, regular attendance is strongly recommended. Due to other commitments and unforeseen circumstances, it may be necessary to miss a class at some point during the mini-term. If you need to 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 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 written report and

presentation are due the final class session. Given the oral presentation final during the final session, all final projects (both written and oral) are due by the start of the final 5<sup>th</sup> class session with no late work accepted.

### What Are Expectations Around Communications?

The instructor will respond to student email communications by the close of the next business day.

### What Are Required in Journal Entries?

Each student is expected to make and submit journal entries throughout the course. For three of the five sessions (sessions #2-4), you will write and submit a journal entry ahead of the class. Journal entry assignments will require the student to synthesize learnings from the readings and class sessions. The requirements for each journal entry are to address the topics outlined in the grading rubric.

### What Is The Final Project?

All students must complete a final project, which includes both a written component documenting the phases of design thinking (consumer empathy, problem definition, ideation, prototype, and testing), as well as and a presentation component articulating the learning and tools used. The project is a team project with teams of 3-5 students each. Teams may select a project challenge from a pre-approved list or may choose their own, as long as the project is approved by the professor. Teams may select the same project but must do them independently and not compare notes until the final day of class in order to maximize practice and 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 statement developed by each team, which lead to a differentiated set of ideas, prototypes, and testing outcomes. However, student teams are also encouraged to use an example from their job or their own area of interest and passion as a jumping off point. In either case, the grading is based more on the opportunity to demonstrate use and mastery of design thinking tools than necessarily on the final idea or product prototype. A key element of the “show and tell” and presentation is about the design thinking process and reflections on the key elements that contributed to the choices made and the course corrections taken throughout the 4-5 weeks of the intrapreneurship course. More details on the grading rubric will be shared on the first day 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. Participation will include the Instructor calling on both individuals with hands raised and random calling. Participation is encouraged, but there is no need to contribute to every

discussion. Some of the best contributors are those who participate in a subset of sessions, but whose comments are always insightful and compelling. The key issue is one of quality, not quantity. Given that class participation is a large portion of the total grade, missing multiple class sessions may negatively impact this participation grade.

The Class Participation grade will be calibrated according to the Class Participation Rubric listed under the Class Participation Grade for Course Assignment.

### ***Homework Assignments:***

Your weekly homework assignments and personal journal entries contribute to 30% of your overall class grade. There are three journal assignments, due the second, third, and fourth class. Each journal entry and homework represents 10% of your overall grade. The journal entries and homework will be graded according to the rubrics listed under each assignment in the class schedule.

### ***Final Team Project Grading:***

The final team project represents 50% of your overall grade. Your final grade encompasses the **team's performance on both the** quality of the sources of inspiration and learning, consumer insights, problem statement, prototypes, and your final "show and tell." The final project will be graded according to the rubric outlined in the class schedule.

### What Are The Readings?

You will need to purchase two books at any physical bookstore or online.

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

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

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

The assigned reading of book chapters should be used as complementary materials to the content covered in each class.

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

Speak to or email the instructor at least 1 day 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, refer to an online article, or work on class projects. 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 Disability Resources?

This course is inclusive and accessible to all students. If you have established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the Instructor at your earliest convenience to review your needs 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), you are free to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor, and DRS. The University of Washington's **policy** and practice is to create inclusive and accessible learning environments consistent with federal and state law.

## What Are Expectations Regarding Academic Conduct?

**Students are expected to adhere to the University of Washington's standard of conduct.**

According to Section 5.B.1 of [The Student Conduct Code](#), **students' responsibilities include:**

- 1) Practicing high standards of academic and professional honesty and integrity;
- 2) Refraining from any conduct that would violate the rights, privileges, and property of others;
- 3) Refraining from any conduct that would substantially disrupt or materially interfere with University operations;
- 4) Refraining from any conduct that could reasonably cause harm to or endanger the health, safety, or welfare of other persons; and
- 5) Complying with the rules, regulations, procedures, policies, standards of conduct, and orders of the University and its schools, colleges, departments, units, and programs.

Session	Topic*	Session Structure/Review	Preparation/Readings For Class	Assignments Due (At Start of Session)
Session 1 (March 31 <sup>st</sup> )	Intrapreneurship Introduction  Types of Innovation  Preview of Innovation Processes	-Introduction of Intrapreneurship: New Product Innovation course -Difference between intrapreneurship and entrepreneurship. -How innovation skills help reduce uncertainty and manage risk. -Three types of innovation -Factors that impact success and failures of innovation within companies. -Design thinking exercise -Introduction to Final Team Project Assignment.	- <b><i>The Innovator's Method: Bringing The Lean Startup Into Your Organization</i></b> by Nathan Furr and Jeff Dyer, Intro and Chapter 1, pages 1-42 (ISBN 9781625271464)  - <b><i>The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators</i></b> by Jeff Dyer, Hall Gregersen, and Clayton Christensen, Chapter 1, pages 21-40, (ISBN 9781422134818)  -Article: Five Insights to Intrapreneurship- Deloitte Digital  -Other articles may be posted on Canvas.	
Session 2 (April 7 <sup>th</sup> )	Starting with the Customer and Customer Problem to Solve  Introduction to Design Thinking  Empathize and Define	- Different approaches and processes to generate innovation. -Different starting points for innovation (consumer, technology, or product) -“Fuzzy front end” -Introduction to Design Thinking  - <u>Empathize</u> step, overview of Empathize tools, and exercise. -Techniques to build customer understanding  - <u>Define</u> step, an overview of problem definition methods, and definition exercise. -Developing meaningful consumer insights	- <b><i>The Innovator's Method: Bringing The Lean Startup Into Your Organization</i></b> by Nathan Furr and Jeff Dyer, Chapters 3-4, pages 67-110 (ISBN 9781625271464)  - <b><i>The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators</i></b> by Jeff Dyer, Hall Gregersen, and Clayton Christensen, Chapters 2-4, pages 41-111, (ISBN 9781422134818)  -D.school bootcamp bootleg.  -Other articles will be posted on Canvas.	Homework Assignment: Reflections and Empathize and Define Exercises  Proposal for Final Team Project Due



Session 3 (April 14 <sup>th</sup> )	Developing and Testing Solutions	<p>-Introduction to Design thinking (continued)</p> <p>-<u>Ideate</u> step, an overview of ideation methods, and ideation exercise.</p> <p>-<u>Prototype</u> step, an overview of prototyping methods, and prototyping exercise</p> <p>-<u>Test</u> step, an overview of testing methods, and testing exercise.</p>	<p><b>-<i>The Innovator's Method: Bringing The Lean Startup Into Your Organization</i></b> by Nathan Furr and Jeff Dyer, Chapter 5-7, pages 111-137 (ISBN 9781625271464)</p> <p><b>-<i>The Innovator's DNA: Mastering the Five Skills of Disruptive Innovators</i></b> by Jeff Dyer, Hall Gregersen, and Clayton Christensen, Chapters 5-6, pages 113-153 , (ISBN 9781422134818)</p> <p>-Other articles will be posted on Canvas.</p>	Homework Assignment: Reflections and Ideate Exercises
Session 4 (April 21 <sup>st</sup> )	Taking Innovation to Market	<p>-Guest Speaker- Ben Grossman-Kahn, Co-Founder, CEO Catalyz</p> <p>-Financial decisions impact on the innovation process</p> <p>-Product differentiation and creating competitive advantage. Lessons from Starbucks.</p> <p>-Scaling innovation -Developing go-to-market strategies</p>	<p><b>-<i>The Innovator's Method: Bringing The Lean Startup Into Your Organization</i></b> by Nathan Furr and Jeff Dyer, Chapter 9, pages 209-240 (ISBN 9781625271464)</p> <p>-Other articles will be posted on Canvas.</p>	Homework Assignment: Reflections and Prototype and Test Exercises
Session 5 (April 28 <sup>th</sup> )	Final Project Team Presentations  Class Reflections	<p>-Final Team Presentations</p> <p>-Class Reflections</p> <p>-Complete Course Evaluation</p>		Final Team Project: Design Thinking (Prototype and Show and Tell Presentations)

\*Session topics, structure, speakers, readings, and assignments may change.