# *21E00037 Corporate Entrepreneurship and Innovation (6 ECTS)*

# Instructions for Assignments

Version 10.1.2019

1. ASSESSMENT AND GRADING
2. Sessions (lectures, discussions, presentations) 10 x 3 h (20 % of course grade; compulsory attendance)
3. Group work one-pager, due on 08.02.2019
4. Group work presentation (10 % of course grade), due on 15.02.2019
5. Group work report (30% of course grade), due on 01.03.2019
6. Reflective journal ( learning diary) and group work evaluation sheet (40 % of course grade), due on 15.02.2019

Final grading 1-5 (In order to pass the course, the student will have to gain a “pass” from all assignments.)

1. PRELIMINARY SCHEDULE

All the texts that are not uploaded in MyCourses can be located through google scholar. In case you have trouble locating the articles through google scholar please check the tips given in the following link <http://otalib.aalto.fi/en/instructions/guides/electronic_materials/google_scholar/>

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Time** | **Topics** | **Deadlines** |
| 11.1.2019 | 09:15 – 12:00 | Course overview |  |
| 14.1.2019 | 13:15 – 17:00 |  |  |
| 18.1.2019 | 09:15 – 12:00 | Introduce your first idea for the business plan | 1 slide |
| 21.1.2019 | 13:15 – 17:00 |  |  |
| 28.1.2019 | 13:15 – 17:00 |  |  |
| 01.02.2019 | 09:15 – 12:00 |  |  |
| 04.02.2019 | 13:15 – 17:00 |  |  |
| **08.02.2019** | 09:15 – 12:00 |  | **One pager** |
| 11.02.2019 | 13:15 – 17:00 |  |  |
| **15.02.2019**  | 09:15 – 12:00 | Final team presentations: attendance compulsory  | **Group presentation****Learning diary** |
| **01.03.2019** |  |  | **Group work report** |

1. ASSIGNMENTS

**Group Work**

The group work will be conducted in groups of 3-4 students. Make sure you join a group. Teachers will not act as brokers here. You will be working on the topics discussed during the course. Please choose a topic and decide on a specific business plan on SDGs that you want to address in your work. Introduce your idea on 1 power point slide by 18 January 2019 to get feedback. Use course materials (lectures & readings) and other academic texts to formulate a short review on the topic. Collect or generate your own set of data (a couple of interviews, newspaper articles, diversity reports, policy texts, videos, observation etc.). Analyze the data using the approach/analytic framework indicated in your review.

The purpose of the group work is to apply the entrepreneurial mindset while addressing UN SDGs, societal and market needs to narrow down the innovation challenge and propose a solution. Group members work together to propose a business model, outline the value proposition, value chain, market segments, competition and collaborators, as well as evaluate the market potential of the proposed solution, its competitive advantages and how it fits to UN SDGs framework. Use course materials (lectures & readings) and other academic texts to formulate a short review on the topic. Collect or generate your own set of data (a couple of interviews, newspaper articles, diversity reports, policy texts, videos, observation etc.), and use it to improve your business plan.

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice on economical, environmental, social and cultural point of view. The Goals interconnect and in order to leave no one behind, it ís important that we achieve each goal and target by 2030. The UN has invited the City of Espoo to become a pioneer of sustainable development to reach the UN Sustainable Development Goals (SDG’s) by 2025. The Espoo Innovation Garden with Aalto University and VTT have a key role in this endeavour. In order to reach the SDG each SDG City will be assisted by an SDG Innovation Platform. It will bring together the academia, companies, public sector organisations, citizens / users as well as NGO’s.



**One pager**

Introduce your proposed solution using a one-page format (template available on MyCourses). Upload one-pager to MyCourses by **08.02.2019.**

**Group work report structure**

1. Executive summary
2. Problem and solution
3. Business modelling and planning
	1. business modelling
	2. business planning
4. Business development process
5. Self evaluation
6. References, web links
7. Literature review

Technical instructions for report

* 4000-5000 words excluding references ( 12,5-16 pages)
* Times New Roman 12 cpi; all margins 2,5; spacing 1,5

**Group work presentation**

Each group is to present their group work results in a power-point presentation. The time allocated for the presentation will be announced during the course when the number of active groups are known. Please use the **Business presentation rubric** in the materials folder to help you to understand how a good presentation is constructed. The rubric will be used in evaluating the presentation. MAKE SURE THAT EACH MEMBER OF YOUR GROUP IS LISTED AS A GROUP MEMBER IN MyCOURSES. THOSE NOT LISTED WILL NOT BE GRADED. Upload your group presentation to MyCourses by **15.02.2019.**

**Reflective journal (learning diary) + Group work evaluation sheet**

Write a reflective journal (diary) of your experiences and learning based on ***course lectures, visitor presentations, and readings***. The idea of the reflective journal is to map the progress (and changes) in your thinking and actions concerning the topic and the learning journey in which you are engaged. We encourage you to make notes of your experiences and feelings before, during and after each class so that the moments of learning are not lost. Your notes do not directly suffice as a reflective journal. They need to be edited and focused on the most essential learnings. Note that the learning journal should focus on different aspects of the course (not all) instead of one single issue/lecture. The following questions may help your reflection:

Descriptive

* What did I read/think/hear/see/say/do/feel? What have I learnt?

Analytical-reflective

* Do I understand what I have learnt?
* Why did I think/feel/do/say in that way? What where my assumptions?
* How do the issues discussed relate to other things that I know?
* What do I think about it now? Reveal your new insights.
* How has my thinking and behavior changed? Why/why not has it changed?

Evaluative

* Reflect on how this information will be useful to you.
* How does this learning experience contribute to my professional and personal development?
* Where do you go from here?

Evaluation Criteria

* Fail: Summarizes the contents of the course with no/minimal reflection. Shows no understanding of the theoretical approaches of the course and their relevance to professional and personal development.
* 1-2: Summarizes the contents of the course with some analytical and evaluative reflection. Shows sufficient understanding of the theoretical approaches of the course and their relevance to academic, professional and personal development.
* 3-4: Summarizes the contents concisely with ample analytical and evaluative reflection. Shows good understanding of the theoretical approaches of the course and their relevance to academic, professional and personal development.
* 5: Summarizes the contents concisely with ample and poignant analytical and evaluative reflection. Shows excellent understanding of the theoretical approaches of the course and their relevance to academic, professional and personal development.

Technical Instructions

* No cover page. On top of the paper write your name and student number and word count.
* 2000-3000 words (=6,5-9,5 pages)
* Times New Roman 12 cpi; all margins 2,5; spacing 1,5

**Each paper should include an introduction, a body text, and conclusions.**

Introduction: A brief summary of the main points (and literature) you are responding to. Please write the summary *in your own words*. Show that you understand the main ideas, and supporting ideas in the articles you are writing about. End the introduction with a thesis statement. A thesis statement is an assertion; your main point.

Body: The second paragraph should contain your first “reaction.” Write it concisely, preferably in one short sentence. It is important to provide the reasons why you think the way you do. Develop your ideas by adding examples, quotations, and details (from the readings) – and if necessary, offer your own examples – to your paragraphs and argue, for example, for another theoretical perspective that better explains your observation. Continue with more “reactions” if you have some. Make sure the last sentence of each paragraph leads into the next paragraph. Check your thesis and make sure all “reactions” support it.

Conclusions: End with your conclusion summarizing your thesis and reactions.

Writing tips: 1) Clearly indicate who is making a particular statement/argument: e.g. I think that, I see that, I feel that, It seems that, In my opinion, Bessant et.al argue, etc. 2) Make use of the following expressions: Because, An illustrative quote is offered by, In addition, For example, Moreover, However, Consequently, Finally, In conclusion. 3) Avoid, please do not rely on stereotypes and generalization in your argumentation (e.g. ““We Finns are…”).

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**Readings**

1. Morris M., Kuratko D, Covin J. 2011. Corporate Entrepreneurship & Innovation, 3rd. ed. (or similar)

# Roling, Hans. 2018. Factfulness: Ten Reasons We're Wrong About the World--and Why Things Are Better Than You Think.

# Yuval Noah Harari. 2018. 21 Lessons for the 21st Century.

**Group work evaluation** sheet can be located on the next two pages. Please copy it as part of your learning diary. Note! The text in the evaluation sheet is not part of the word count of the learning diary. Please submit your reflective journal (learning diary) to angelina.korsunova@aalto.fi latest by **15.02.2019.**

1. ETHICAL RULES

**Plagiarism and Academic Honesty**

# Plagiarism is a form of stealing; as with other offences against the law, ignorance is no excuse. Please read Aalto University Code of Academic Integrity and Handling Violations Thereof

[https://into.aalto.fi/display/enregulations/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereof](https://into.aalto.fi/display/enregulations/Aalto%2BUniversity%2BCode%2Bof%2BAcademic%2BIntegrity%2Band%2BHandling%2BViolations%2BThereof)

**Policy on freeriding**

Our principle is that each group makes sure that all group members contribute to the group work process and outcomes. If there is a problem with lack of contribution, please consult Saija Katila. In case all other group members agree, it is possible for us to give a particular group member a lower grade than the others, or fail him/her altogether. Please make use of this possibility, it has been done before.

**Peer Evaluation Form for Group Work**

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the name of each of your group members including you in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Evaluation Criteria | Group member: | Group member: | Group member: | Group member: | Group member |
| Attends group meetings regularly and arrives on time. |  |  |  |  |  |
| Contributes meaningfully to group discussions. |  |  |  |  |  |
| Completes group assignments on time. |  |  |  |  |  |
| Prepares work in a quality manner. |  |  |  |  |  |
| Demonstrates a cooperative and supportive attitude. |  |  |  |  |  |
| Contributes significantly to the success of the project. |  |  |  |  |  |
| TOTALS |  |  |  |  |  |

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience and to working life?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)