Course Title: **The** **Enterprising Leader**	Course Number: BMGT 262
Summit 2024 TERP Young Scholars Program	

Professor: TBD	Snider Enterprise and Leadership Fellows Coordinator: TBD Teacher's Assistants: TBD

Course Description

Welcome to Maryland-Smith where you will find endless opportunities to engage, learn, and have fun! As a student in this course, you are also part of a cohort of Snider Enterprise and Leadership Fellows and will spend three weeks connecting to the University of Maryland while engaging with faculty at the Smith School of Business.

This course is designed to help develop your leadership skills so you can identify your personal and professional purpose with an entrepreneurial mindset, and create strategies that will help you develop their abilities and achieve your aspirations by collaborating within teams and organizations. In doing so, you will apply insights from recent scholarship in entrepreneurship, leadership and strategic management to yourself, and so that you can identify solutions to problems you find meaningful to solve in your own world– the places you go, the people you meet and the things you do.

Specifically, you will have an opportunity to discover things about yourself and define the "why" of your life. What problems in the world do you want to solve? Why are these important to you? And how can you begin to apply yourself towards solving them? As the "Enterprising Leader," you will be introduced to the "CEO of ME, Inc." framework and tools such as the strategic initiatives matrix and business model canvas that you can use to help guide the choices that lie ahead, and develop collaborative, win-win relationships. In doing so, you will learn how to unlock the value of business in society and develop entrepreneurial and leadership skills that enable personal happiness and upward mobility.

This is an intensive 3-week course where each Fellow will go through the process of creating a new venture. Work will be done in a highly collaborative group setting and will include evaluating opportunities, conducting customer discovery, developing a business model, and presenting a venture pitch. You will proactively apply what you learn to real-world problems while gaining a better understanding of the entrepreneurial mindset.

Course Objectives
Upon completion of this course, students should be able to achieve the following learning objectives:
- Identify your values, skills, and capabilities through defining and developing the following:
    - Your mission and strategy.
    - Your abilities and aspirations.
    - Your value proposition.
    - Your personal leadership plan.
- Describe how you could use your skills to create value for yourself and others.
- Discover how to work with others to accomplish mutual goals.
- Collaborate with others on developing a new business model by incorporating different viewpoints and experiences.
- Utilize the gift of feedback as the basis for iteration and learn from failed approaches.
- Describe how the "voice of the customer" has shaped the business idea.

- Analyze how targeted marketing and media interact to reach a customer.
- Identify costs and sources of revenue and understand how you will make money in a venture.
- Design and deliver a business pitch with key components.

This course will also provide introductions and applications of:
- The CEO of ME, Inc. Framework
- SWOT and TWOS matrices to gain a better understanding of strategic choices.
- Lean Business Model Canvas for customer discovery, identifying stakeholders, collaborators and sources of revenue and costs associated with a problem-solution nexus
- Personal Implementation plan

Course Modules (Specific Deadlines in Canvas Classroom)

	VIRTUAL WORK	IN-PERSON WORK
Day 1	● Complete Strengths Finder ● Day 1 Reflection: **Unique Value Proposition** ***48 hours before first in-person class***	● **Candy Trading Game**: trade enhances value **Assignments**: ● In-Class Discussion Board ● CEO of Me Assignment (due Day 7)
Day 2	● Read: CEO of Me 5 Part Series ● Watch: CEO of Me Videos (Intro, Q1) ● Day 2 Reflection: **Purpose** ***24 hours before in-person class***	● Frame course: why being CEO of Me matters ● Identify your unique value proposition ● Identify your purpose **Assignments**: ● In-Class Discussion Board
Day 3	● Design Thinking Videos ● Day 3 Reflection: **Design Process**	● Design: Customer/Problem/Solution triad ● Stanford Design Process ● Application **Assignments**: ● In-Class Discussion Board

Day 4	● Informational Interviews
	● Day 4 Reflections: **Interviews**
		● Assign Teams, Icebreaker, Charter
		● Mutual Intros, Theme Selection
		● Informational Interviews
		Assignments:
		
		● In-Class Discussion Board
		● Final Presentations – Day 15
		● Informational Interviews:
		  o List of targets/Qs – Day 5
		  o Progress Update – Day 6
		  o Final Report – Day 8

Day 5	● Read: **Ethics** & **Definitions of Success** ● Watch: CEO Of Me (Q2) ● Day 5 Reflection: **Success**	● Ethics case study ● "How" matters: Success = process & outcome **Assignments**: ● In-Class Discussion Board **Due**: Interview Targets & Questions

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Day 6	● Watch: "The Martian" ● Watch: CEO of Me (Q3, Q4, Trader Sudoku) ● Day 6 Reflection: **Trade**	● Workshop: complete CEO Of Me Assignment based on "The Martian" movie **Assignments**: ● In-Class Discussion Board **Due**: Interview Progress Update
Day 7	● Watch: Marketing & Segmentation ● Watch: Positioning Statements ● Day 7 Reflection: **Marketing**	● Market overview (5Cs) ● Segmentation ● Write a Positioning Statement for your project **Assignments**: ● In-Class Discussion Board **Due**: CEO of Me Assignment
Day 8	● Read: Lean Canvas pp 1-21 ● Watch: Dr. Bailey on Lean Canvas ● Day 8 Reflection: **Lean Canvas (Strategy)**	● Review Lean Canvas (strategy components) ● Workshop: work with team on Lean Canvas for your project **Assignments**: ● In-Class Discussion Board ● Strategy Portion of Lean Canvas – Day 9 **Due**: Interview Report
Day 9	● Watch: TWOS Matrix Video ● Day 9 Reflection: **TWOS Matrix**	● Workshop: complete TWOS Matrix Assignment based on "The Martian" movie **Assignments**: ● In-Class Discussion Board ● TWOS Matrix Assignment – Day 10 **Due**: Strategy Portion of Lean Canvas
Day 10	● Read: Lean Canvas pp 22-40 ● Day 10 Reflection: **Lean Canvas (Finance)**	● Review Lean Canvas (finance components) ● Workshop: work with team on Lean Canvas for your project **Assignments**: ● In-Class Discussion Board ● Finance Portion of Lean Canvas – Day 11 ● Trial Business Pitches – Day 12 **Due**: TWOS Matrix
Day 11	● Watch: Personal Leadership Plan Video ● Day 11 Reflection: **PLP**	● Workshop: complete PLP Assignment based on "The Martian" movie **Assignments**: ● In-Class Discussion Board ● PLP Assignment – Day 13 **Due**: Strategy Portion of Lean Canvas
Day 12	● Prepare Trial Business Pitches ● Day 12 Reflection: **Bullet Point Outline**	● Present your Business Pitch to the class **Assignments**: ● In-Class Discussion Board **Due**: Business Pitches

Day 13	● Day 13 Reflection: **Feedback Integration**	● Project Remix **Assignments**: ● In-Class Discussion Board **Due:** PLP Assignment
Day 14	● Watch old pitch videos ● Day 14 Reflection: **Effective Presentations**	● Presentation Skills **Assignments**: ● Prepare Final Pitches
Day 15	● Day 15 Reflection: **Self/Group Evals**	● Final Pitches

Course Materials & Software

Any required software will be provided through the ELMS Canvas site for this course.
Required readings will be from the following books/articles. Due to the 3-week format of the summer course books will not be read in their entirety but will be useful resources for future reference.

- Running Lean: Iterate from Plan A to a Plan That Works by Ash Maurya, O'Reilly 2022.
- Talking to Humans: Success starts with understanding your customers, Giff Constable, Frank Rimalovski, and Tom Fishburne, 2014. PDF online here.
- Creative Confidence: Unleashing the Creative Potential Within Us All. Tom Kelley, David Kelley 2013. (Chapter 6 is required reading- PDF of required Chapter 6 provided in Canvas).
- Forbes Articles CEO of Me: A five Part Series. (PDF provided in Canvas)

Additional suggested readings:
- Creative Confidence: Unleashing the Creative Potential Within Us All. Tom Kelley, David Kelley (Chapter 6).
- The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses by Eric Ries, Crown Business Publishing, 2011.
- Designing Your Life: How to Build a Well-Lived, Joyful Life. Bill Burnett, Dave Evans
- Mindset: The New Psychology of Success. Carol Dweck (p. 215-222).
- Act Like a Leader, Think Like a Leader. Herminia Ibarra (p. 185-190).
- Good Profit: How Creating Value for Others Built One of the World's Most Successful Companies. Charles G. Koch (p. 117-142).

Class meeting times and course outline:

The course will generally meet for three hours each day 10am -1pm.

There will be office hours sessions where the Teaching Assistants or Course Coordinator will be available to assist students with problems. In addition, there will be Instructor office hours by appointment at various times during the week (and occasionally on weekends.) Students are highly encouraged to attend these office hours for guidance especially as the course progresses through the venture creation process.

Course webpage:

The course syllabus, assignments, and course materials will be available in ELMS Canvas. In addition to ELMS, we will also use ZOOM for occasional office hours and team meeting hours.

Communication

Our class, because it is full of individuals, will be place of varied perspectives and experience. We all must agree to conduct ourselves professionally and communicate respectfully. As instructors we will strive to foster an

environment where everyone feels safe to discuss and debate. Any behavior that threatens a safe and collegial environment will not be tolerated. If you feel threatened or silenced by any instructor, TA, or other student, please reach out to the program coordinator or another instructor.

If you need to communicate with any instructor or TA, the best way to do so is via email. Please check Canvas/ELMS on a daily basis, but do not use the messaging function in ELMS to communicate with the instructors. Important class communications will be made via ELMS. Students must ensure that their email and announcement notifications are enabled in ELMS so that they do not miss anything.

Course Work

This course is the equivalent of a full semester course that meets 3 hours each week. Condensed into a three-week course that meets daily for three hours, the total workload of the course is designed to match that of a regular 3-credit hour course. This means that in addition to your structured class time each day you should be prepared to put in 4-6 additional hours per day on readings, pre-work, post-work assignments, discussion boards and collaborative work on your group projects.

Please come to class each day prepared with questions related to points of confusion from pre-work, readings, or previous lectures. Ask for help if needed.

Login regularly to the ELMS-Canvas site to view announcements, discussion posts and stay on top of any adjustments to the schedule.

Pre-Class Work:

Any pre-class work assigned is designed to prepare you for the live sessions. By completing the pre-class work you will have an opportunity to engage with the material and come to the class session armed with knowledge and ready to engage with the facilitator.

Discussion Board Work:

A large portion of your participation grade will include daily discussion boards on the course ELMS page. The goal of these discussion boards is to offer an opportunity for online engagement and interaction between students and allow questions and/or concerns for daily material to be voiced. You will be required to answer at least one of the posted questions every day. These questions will be different each day and relate to the course material covered in that day's sessions.

Posts should be relevant to the topic discussed during the course and either offer a new perspective on the materials or pose a clarification question. All posts should use correct grammar, vocabulary, and punctuation.

Teaching assistants and instructors will monitor the discussion boards. Failure to remain respectful and constructive to other students during online interactions can result in point deductions, and/or further actions depending on severity and frequency.

Post-Class Assignments

Post class assignments must be completed according to the Assignment page in the ELMS-Canvas Course site. These assignments must be completed independently, except when indicated otherwise.

Grading Structure

Grading will be based on a combination of your individual assignments, team assignments, individual reflections, as well as individual and team discussion board contributions. Your grade will be derived from 67.5% from individual assignments and 32.5% from team assignments. Class participation is very important and will be reflected in your Discussion Board contributions, which will account for 32.5% of your grade. Due dates can be found in the class schedule at the end of this syllabus as well as on the course website. board post and class participation. Due dates can be found in the schedule on the course website.

Course Assignment Breakdown	
Individual Assignments	*Points*
Enterprising You – CEO of Me	50
Enterprising You – TWOS Matrix	50
Enterprising You – Personal Leadership Plan	50
Informational Interviews - Report	50
Total Individual Assignment Points:	**200**
Team Assignments	
Informational Interviews – Questions/Targets	25
Informational Interviews – Progress Update	25
Lean Canvas - Strategy	40
Lean Canvas - Finances	40
Lean Canvas – Bullet Point Pitch Outline	20
Final Presentations	100
Total Group Assignment Points:	**250**
Individual Reflections	
Week 1 Pre-Work (Intake Questions & Strengths Finder)	30
Week 2-15 Reflections	15
Total Reflection Points (13 Reflections x 15 pts + 1 Prework x 30 pts)	**225**
Individual Discussion Boards (Participation)	
Discussion Boards	25
Total Individual DB Points (10 DBs x 25 pts each):	**250**
Team Discussion Boards (Participation)	
Discussion Boards	25
Total Team DB Points (3DBs x 25 pts each):	**75**
Total Points:	**1000**

Course Policies

Attendance
We will follow University of Maryland policies for attendance. Expectations are for each student to make substantive contributions to the learning experience, and attendance is expected for every session. Students with a legitimate reason to miss a session should make every effort to communicate in advance with the course coordinator, except in the case of an extreme emergency. Absences with such prior notice will be considered excused. Absences will be considered unexcused if not communicated to the course coordinator. Three or more unexcused absences will result in a failing grade in this course. For more information on the University of Maryland attendance policies, please visit https://go.umd.edu/ci2.

Technology Policy

Be a good citizen – refrain from cell phone usage, surfing the internet, and texting during live sessions.

Netiquette Policy

Netiquette is the social code of online/hybrid classes. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Late Policy

Due to the format of the class, late group assignments will not be accepted.

All late individual assignments will have a full letter grade (10%) deducted for every 24 hours the assignment is late, unless a previous arrangement has been worked out between the course coordinator and the student. Students should understand that due to the format of the class and the nature of many assignments, late submissions on individual assignments may affect the student's ability to keep up-to-date and may affect the grade earned on subsequent assignments.

Students may make a request to submit a late assignments to the course instructors, however it must be made in writing and approved by one of the instructors to count.

Grading Policy

Final course grades will be assigned as follows:

97-100% A+ 96%-93% A 92%-90% A-

89-87% B+ 86%-83% B 82%-80% B-

79%-77% C+ 76%-73% C 72%-70% C-

69%-67% D+ 66%-63% D 62%-60% D-

59% and below F

*Final grades will be rounded up to the next percentage point at the 0.5% threshold. Grades will not be negotiated at the end of the course.

University Policies

Academic Integrity

The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must acknowledge the following pledge:

"I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)."

Course assistance websites, such as CourseHero, are not permitted sources for Smith School courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion

(e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible and encouraged to promote learning. However, collaboration on graded individual assignments is strictly prohibited.

Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. More information is available at the Counseling Center website. Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301.314.7682, or adsfrontdesk@umd.edu. More information is available from the Counseling Center.

Statement of Diversity

Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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