Course Title: The Enterprising Leader	Course Number: BMGT 262 YW41
Summer 2024	

Professor:	**Teacher's Assistant:**
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Course Description

Welcome to Enterprising Leader. This course is designed to help develop your personal and business leadership - together.

You will have an opportunity to discover things about yourself and contemplate 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?

You will be introduced to a work-life philosophy rooted in self-reliance and self-discovery and learn to use frameworks and tools you can use to help guide the choices that lie ahead. You will also explore the value of business in society as you develop enterprise and leadership skills that can promote personal fulfillment alongside career mobility.

Work will be done in a highly collaborative group setting and will include evaluating opportunities, conducting customer discovery, analyzing or developing a business model, and presenting a plan. You will proactively apply what you learn to real-world problems while gaining a better understanding of the entrepreneurial mindset. Additionally, you will be exposed to ethics, marketing, strategy, and finance.

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:
- SWOT and TWOS matrices to gain a better understanding of strategic choices.
- Lean Business Model Canvas
- Customer Discovery/Informational Interviews
- Sources of revenue and costs in a business
- Fundraising for a business

Course Materials

The readings and videos for the class are all provided via ELMS Canvas.

- Create Yourself: Be the CEO of ME: A Five Part Series by Rajshree Agarwal (link in Canvas)
- Running Lean: Iterate from Plan A to a Plan That Works by Ash Maurya, O'Reilly 2012.
- Talking to Humans: Success starts with understanding your customers, Giff Constable, Frank Rimalovski, and Tom Fishburne, 2014.

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 meet online from 10am-1pm each weekday from Monday, July 8th through Friday, July 26th. Please refer to the end of this syllabus for a detailed schedule.

There will be daily office hours sessions where the Teaching Assistants or Course Coordinator will be available to assist students with questions. In addition, there will be Instructor office hours by appointment. 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 login to class each day ready to participate and prepared with questions related to points of confusion from pre-work, readings, or previous lectures. Ask for help if needed.

In addition, plan to check your ELMS-Canvas site regularly between classes 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. In addition, every day there is a pre-work assignment, designed to help you integrate the readings and videos.

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. There will be a total of 12 discussion boards throughout the three-week course.

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 also be monitoring the discussion boards and answering questions. Guidelines and rules for proper conduct on these discussion boards will be discussed and created with students and posted on every discussion board. Failure to adhere to these guidelines and 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, group assignments, class preparation (pre-work) and class participation (discussion boards). 30% of your grade will be derived from individual assignments, 40% of your grade will be derived from group assignments and the last 30% of your grade will be derived from your pre-work and discussion board post. Due dates can be found in the class schedule at the end of this syllabus as well as on the course website.

Course Assignment Breakdown	
Individual Assignments	*Points*
Enterprising You – CEO of Me	100
Enterprising You – TWOS Matrix	100
Enterprising You – Personal Leadership Plan	100
Total Individual Assignment Points (30%):	**300**
Team Assignments	
Customer Discover Interviews	100
Trial Pitches	50
Lean Canvas	50
Final Presentations	200
Total Group Assignment Points (40%):	**400**
Pre-Work	
12 Assignments, each 10 pts (12%):	**120**
Discussion Boards (Class Participation)	
12 Discussion Boards, each 15 pts (18%):	**180**
Total Points:	**1000**

Faculty

Frank Goertner - Instructor

Frank Goertner is the Director for Federal & Veteran Affairs and Director of Technology Management Graduate Programs at the University of Maryland's Robert H. Smith School of Business. Frank's passion is promoting business-to-mission enterprise. That's why he founded Maryland's Initiative for Veteran Lifelong Leadership; leads Smith's Future of Government Management Initiative; and co-designed Maryland's first graduate level curriculum to combine instruction from UMD's schools of business, engineering and public policy. A retired U.S. Naval Aviator and Foreign Area Officer, Frank also enjoys educating, researching and writing on public-private innovation and civil-military affairs in today's America. He is a graduate of the U.S. Naval Academy and holds a Masters in International Relations and MBA from the University of Maryland, College Park.

Olivia Kramin – TA

Olivia Kramer is a rising sophomore at UMD majoring in accounting. A member of the Smith Business Leadership Fellows program (SBLF), Olivia has excelled in "CEO of Me" curriculum courses, such as: "The Future of You, Business & Society," and "The Enterprising Leader." She has worked through SBLF to expand networking, leadership, and teamwork skills while analyzing her personal path to success in the world of business. Additionally, Olivia is part of a dance club on campus and enjoys spending free time with my friends and family.

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 prior notice will be considered excused, including one absence due to illness.
- More than one absence due to illness will require a doctor's note to be considered excused, even with prior notice.

- 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 UMD attendance policies, please visit https://go.umd.edu/ci2.

Food/Drink Policy

Eating food during class / on-screen is distracting to others. Please refrain from eating during class. Drinking is permitted.

Technology Policy

Be a good citizen – refrain from cell phone usage, surfing the internet, and side-conversations 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

- **Discussion Boards** Class participation is critical to this class, and DBs completed in the final 10 minutes of class carry a lot of weight. They cannot be adequately re-created after the class is over. **For this reason, any makeup DBs assigned for an excused absence will only be eligible for 50% of marks**. DBs occurring on the day of an unexcused absence will receive 0% and cannot be made up.
- **Pre Work and Assignments** Due to the fast-paced nature of this course, any late Pre-Work or Assignments **must be submitted within 24 HOURS of the original deadline to be eligible for 85% of the marks**, unless the student has previously requested and been granted an exception or an excused absence. Assignments more than 24 hours late, or submitted late without notice or an excused absence will receive 0%.

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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