Professor: Peter D. Lucash, MBA, MPH
Office: Virtual and before class; by appointment
E-Mail: lucashpd@cofc.edu
Alt.: peter@lucash.com
Office Phone: 843-568-9158 (8am – 8PM only, please – this goes direct to my cellphone)
Office Hours: Directly after class
   Email often best, as I am generally online every day, all day and into the evening. I
generally take off on Saturday. If I don’t respond within 24 hours, don’t hesitate to re-
send.
Mark all email in subject line “MGMT403” and tag as “high priority” – this way I’ll see it
first.

COURSE ESSENTIALS

Texts:
REQUIRED: A custom text (coursepack) is available in digital format directly from Harvard Business
School Publishing, and only from them. To purchase the digital version (which is fine) or order a print
version (not required), go to this URL:

http://cb.hbsp.harvard.edu/cbmp/access/61993209

By using this URL, you will get the student rate, which is about half of the corporate or retail
rate.

Additional readings, as assigned, will be posted on OAKS or links will be provided.

Course Description (Catalog):
The course will examine the Entrepreneurial Leadership (EL) factors needed to bring about enterprise
transformation or transition from start-up and ongoing operations to what is frequently called
enterprise building. Theories and related research will be examined, as will "best" and "worst" practices,
using case studies, lectures, and outside speakers.

Prerequisite: ENTR 320 or MGMT 345.

Course Objectives.
Upon completion of this course, students will be able to:
1. Explain the basic concepts, behaviors, best practices and language of ELs.
2. Identify key variables or critical success factors that are considered to be important for
   entrepreneurial leadership effectiveness while insuring ELs do the right (yes, ethical) thing.
3. Develop and communicate a vision essential for effective entrepreneurial leadership, to
   enhance their creativity/inventiveness, and develop the compass needed for successful
transformation and for weathering any “Perfect Storms.” This process will be enhanced through live case studies with Entrepreneurial Leaders who will share their insights and wisdom into “how to” and “how not to.”

4. Persuasively present team and individual ideas via written and oral presentations

School of Business learning goals addressed in this class are:

1. Communication skills – written assignments and oral presentations
2. Global and civic responsibility – review of socially- and environmentally-responsible entrepreneurship (consistent with the department statement of excellence found below); additionally, global awareness is integrated throughout the course
3. Intellectual innovation and creativity – the reader exercises are designed to encourage innovativeness and require considerable creativity
4. Synthesis – the feasibility analysis project and case analysis involve utilizing a variety of disciplinary knowledge

**Department Statement of Excellence.** The Department of Management & Marketing believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

**Topics Covered.** Opportunity recognition, creativity, feasibility analysis, business plans, industry and market analyses, business models, teams, entrepreneurial finance and elevator pitches.

**ENTREPRENEURIAL EXPERIENCE IN THE CLASS**

To address the course objectives, you will work on entrepreneurial projects throughout the semester and take quizzes. Objective #1 will be achieved primarily through the readings, videos to be viewed, and lectures, videos, articles, speakers and assorted activities. Class sessions will be used for discussion and activities related to the daily readings (lectures, as used, are not a rehash of the reading - you need to complete the readings and viewings of videos before class). You will research an industry, research the market to understand customer needs and develop a new venture, develop a business model and ultimately assess the feasibility of the opportunity. Some of this will be done in class, but there will be a lot of outside research needed. Finally, you will, in teams, review a business plan, which will give you an indication of the amount of research and development (R&D) an idea needs.

**ENTREPRENEURSHIP BEYOND THIS CLASS**

**Entrepreneurship Pizza Night.** At least once a month, the entrepreneurship faculty, and possibly an entrepreneur or two, will gather at the Mellow Mushroom on King Street. Entrepreneurship students (current, future and former) are welcome and encouraged to stop by. This is a great chance to meet other entrepreneurship students and faculty. There are no agendas during these gatherings ... unless you bring one. So bring your questions, ask for advice, pitch your business ideas, share your entrepreneurial stories, talk about classes or just hang out. We’ll buy the pizza!

**Great Entrepreneur Speakers Series** - Every Friday from 11:00 - 11:50am in the Wells Fargo Auditorium
Each semester the Center for Entrepreneurship sponsors the Great Entrepreneurship Series in an effort to bring successful and relevant entrepreneurs and business leaders to campus. Every Friday during the fall and spring semesters a different speaker shares their experiences with and inspires the next generation of entrepreneurs. Check back with us for the fall semesters' speaker line-up.

**Management 445: Seminar in Entrepreneurship.** The class is a one-hour course devoted to the practical application of what you learn in ENTR 320. ENTR 320 is a pre-/co-requisite.

### LEARNING

**Reading and Preparation.** Class time will be used for discussion, activities, team work, videos, speakers, developing ideas and working on projects. Thus lecturing will be built on the readings and long videos. It is **your responsibility to come to class prepared by completing the readings, viewing the videos, and completed any other assignments and preparatory work.**

**Online discussion boards:** Each week, there will be one or two discussion questions posted in OAKS. You are to post a formal response to each DQ, AND post at least two (2) additional posts in response FOR EACH QUESTION to your classmates.

**Quizzes.** There will be 3 quizzes throughout the semester. The quizzes will be based on prior readings including articles, speakers and even this syllabus, as well as current news and events in the entrepreneurial world. Questions will be a mix of multiple choice, short answer and essay.

You must be present to take the quiz. If you have an excused absence, you have until the next class to make up the quiz. The value of the quizzes will vary, but will add up to a possible 80 points.

**Individual Assignments and Activities:** There will be several short cases or articles to be assigned to read and write a 1-2 page, single spaced analysis and discussion.

**Sharing the Experience:**

**Yellowdig**

As part of the learning experience, we will be using tools from two startups. Yellowdig is a tool, similar to Pinterest, where you can spot an interesting article, blog, webpage and “pin” it to the class Yellowdig board. You will need to go to: www.yellowdig.com, create an account, and follow the Entrepreneurial Learning board. I expect that you will, at least once a week, find at least one item to pin to the class board. You are also expected to have looked at and read what has been posted. I will join in on this exercise – no duplicates, please!

**Bug Report:** This will be a multi-stage project consisting of both individual and team work as an exercise in opportunity identification.

**Step 1:**
As an individual, your assignment is to identify at least 25 things that “bug you” – something you come across in everyday life where you are thinking, “wouldn’t it be great if?”

**Step 2:**
You will be assembled into teams. Each team will identify what they believe to be the “top 3” problems identified, and develop 1-2 possible solutions for each. The teams will then develop a presentation – 5 slides, 5 minutes – that (1) presents the three problems (2) presents 1-2
possible solutions for each and (3) identify the next 2-5 steps that you would undertake to analyze the feasibility for each problem/solution pair. You are NOT to do any analysis – just outline what you would do if you were to proceed.

A specific assignment will be posted before Class 2.

**Teams.** You will work in teams throughout the semester, which will include: discussing reading, creativity challenges, activities and analyses. Doing is as important in learning as in reading and listening, and gives you the opportunity to apply the concepts in a tangible way.

**Entrepreneur Experience – STARTIP GRIND MEETING – APRIL 5th**
In lieu of the March 19 class, we will have two classes in the first week of April – the usual Monday night class, and a special class on Wednesday, April 5. The April 5 class will be for us to attend the Startup Grind meetup. This event will be held at the Harbor Entrepreneur Center located at 1505 King St Extension in Charleston (http://www.harborec.com/).

Start time: 6PM – 800M. Transportation is your responsibility – free off-street parking is next to the Center. **Attendance is mandatory.**

**ASSIGNMENT EXPECTATIONS**

*Expectations for Written Work.* Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any **potential investor (or employer)** would expect, all written work should be neat, well organized, clearly written, and free from grammatical and/or typographical errors. In other words, **grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).**

**CLASSROOM EXPECTATIONS**

*Attendance.** ATTENDANCE IS REQUIRED. You will be allowed 1 unexcused absences during the semester (because things do happen). Each additional unexcused absence will result in one point off your final grade. If you have 2 or more unexcused absences, your will be dropped from the course (grade of WA). To get an absence excused, you must provide documentation directly to me or fill out an Absence Memo through Student Affairs (http://studentaffairs.cofc.edu/services/absence.php). The absence memo is then forwarded on to all of your instructors. If you are excused from class for an extended period of time (e.g. family emergencies, etc.), please be sure to keep in contact with both myself and your teammates (if working on a team project) in order that you do not fall too far behind and/or hurt your team. Note that leaving early for vacation is not a valid excuse for missing class. I will take roll at the start of class, I will mark you if you are late. **It is your responsibility to ensure that I add you to the roll if you do come in late.** Attendance is worth 10% of total grade.

**Online:** participation in the weekly discussion boards are REQUIRED. If you do not participate, you will earn a zero for that week – there is no “makeup” of “late” in discussion boards.
**Cell Phones.** Please turn off the ringer and put the phone away. Yes, people do use their phones in business meetings in some places......but not in our class. Please. Laptops/tablets/devices are only allowed as relevant to this class. There may be times when devices are needed for the class.

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### GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attending class</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>Activities and Assignments</td>
<td>80</td>
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<tr>
<td>Team projects (total)</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>200 Points</td>
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**Grade Scales**

As a guide, the following represent cutoffs for final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points / %</th>
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<tbody>
<tr>
<td>A+</td>
<td>(194 / 97)</td>
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<tr>
<td>A</td>
<td>186 / 93</td>
</tr>
<tr>
<td>A-</td>
<td>180 / 90</td>
</tr>
<tr>
<td>B+</td>
<td>174 / 87</td>
</tr>
<tr>
<td>B</td>
<td>166 / 83</td>
</tr>
<tr>
<td>B-</td>
<td>160 / 80</td>
</tr>
<tr>
<td>C+</td>
<td>154 / 77</td>
</tr>
<tr>
<td>C</td>
<td>146 / 73</td>
</tr>
<tr>
<td>C-</td>
<td>140 / 70</td>
</tr>
<tr>
<td>D+</td>
<td>134 / 67</td>
</tr>
<tr>
<td>D</td>
<td>126 / 63</td>
</tr>
<tr>
<td>D-</td>
<td>120 / 60</td>
</tr>
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</table>

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## Course Plan (subject to adjustments)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CLASS ACTIVITY</th>
<th>WORK COMPLETED PRIOR TO CLASS</th>
</tr>
</thead>
</table>
| 1    | 3/13  | Welcome/Introductions  
Introduction to Entrepreneurial Leadership  
Review/discuss syllabus and class plan  
Lecture/discussion: Leadership; Entrepreneurial leadership  | START: Yellowdig project (Yellowdig.com)  
(Assignment will be discussed in class). |
| 3/20 | NO CLASS | ONLINE WORK | |
| 2    | 3/27  | • The Entrepreneur and the entrepreneurial setting  
• Leadership skills  | COMPLETE: Personal Leadership Strategy Worksheet. Submit to OAKS.  
Retain a copy – you will need this in the final week. |
|      |       | Quiz 1 | READ:  1. Becoming an entrepreneur leader  
2. Leadership theories  
VIEW:  
1. “Stanley McChrystal: Listen, learn ... then lead”  
TEDx  
[https://youtu.be/FmplMt95ndU](https://youtu.be/FmplMt95ndU)  
2. “Simon Sinek: Why Leaders Eat Last”  
[https://youtu.be/ReRcHdeUG9Ya](https://youtu.be/ReRcHdeUG9Ya)  
**Come to class prepared to offer and discuss at least TWO leadership lessons from EACH of the above videos that are applicable to entrepreneurial organizations| |
| 3    | 4/3   | Opportunity discovery/Innovation  | READ:  1. Recognizing and shaping opportunities  
2. Minimally Viable Product (MVP)  
VIEW  
Jeremy Gutsche is the CEO of Trend Hunter BETTER & FASTER: Innovation Keynote Speaker  
Jeremy Gutsche's Top Speech on Innovation  
[https://youtu.be/VFshvhzcCVw](https://youtu.be/VFshvhzcCVw)  
CASE (In class discussion):  
Rent the Runway  | |
| 4    | 4/5   | STARTUP GRIND AT HARBOR ENTREPRENEUR CENTER 1505 KING ST. EXT. CHARLESTON  
SPEAKER: GRIER ALLEN, CEO OF BOOMTOWN  
NETWORKING  
MANDATORY |  | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>View</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>4/10</td>
<td>Customer discovery</td>
<td>Quiz 2</td>
<td><strong>READ:</strong> 1. Customer visits for entrepreneurs 2. Experimenting in the entrepreneurial venture <strong>CASE (in class discussion):</strong> Design thinking and innovation at Apple</td>
<td></td>
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<tr>
<td>4/17</td>
<td>Growth</td>
<td></td>
<td><strong>READ:</strong> Attracting talent and building ecosystems  <strong>VIEW:</strong> Steve Blank: How to Build a Great Company, Step by Step (8/14/12) <a href="https://youtu.be/1RTcXwJuCaU4">https://youtu.be/1RTcXwJuCaU4</a>  <strong>DUE:</strong> Bug Report Submit to Oaks AND prepare to discuss in class. Group project in class</td>
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<td>4/24</td>
<td>Communication</td>
<td>Presentation skills</td>
<td><strong>READ:</strong> 1. Disciplined entrepreneurship 2. The most important job: entrepreneur leadership  <strong>CASE (in class discussion):</strong> Spuyten Duyvil</td>
<td></td>
</tr>
<tr>
<td>4/26</td>
<td>Research</td>
<td>Library/web resources Quiz 3</td>
<td>Scavenger Hunt exercise</td>
<td></td>
</tr>
</tbody>
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**College of Charleston Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic
dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Short story: Don’t.

Disability Statement from the SNAP Office
The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Any student in the class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services / SNAP, please get in touch with me. I leave it to you to decide if you want an accommodation, and I will make sure that it happens.

Short story: I will work with you.