

## **Women's Entrepreneurial Leadership**

### *Plan ♦ Generate ♦ Launch*

#### **COURSE DESCRIPTION**

This course offers students the opportunity to take an idea and make it a reality. Students draw from their existing knowledge or personal passion to create something that adds value to themselves, others, or the world. This may be anything from a social project, to an art production, or a new business. The idea and the action are student driven.

#### **COURSE CONTENT**

This comprehensive learning experience combines five fundamental activities.

**CLASS SESSIONS** teach students how to view any situation through an "entrepreneurial lens." Lectures, discussions and multi media presentations address the following areas:

- Mining Creativity
- Recognizing Opportunities to Create Value
- Supporting Ideas with Facts
- Creating a Plan: Resources, People, Energy
- Articulating the Idea and the Action

**SKILL BUILDING** begins with a review of leadership theory and engages students in experiential exercises and self-assessment tools designed to evaluate leadership strengths and to identify areas for development. Skills include communicating effectively, negotiating a deal, delivering compelling presentations, building a network, and harnessing emotional intelligence. In addition, basics of financial literacy, operations, management theory, and other class modules will be covered. *This section replaces an additional LAB which was formerly part of the class.*

**NETWORKING EVENTS** give students the opportunity to practice networking skills with peers, invited guests and faculty. Techniques for personal introductions, requesting a needed resource and appropriate follow up activities are taught, practiced and evaluated in a real network setting.

**MENTORING RELATIONSHIPS** foster one to one interaction with successful women leaders. Students interact with and learn from women with similar interests and career aspirations. Students also interact with the class members as peer mentors.

**INDIVIDUAL ENTREPRENEURIAL LEADERSHIP STRATEGY** hones students' ability to self-reflect and develops thoughtful plans for action. The written strategy serves as a guide for continued personal and professional development.

## LEARNING OBJECTIVES

1. Develop student's capacity to think creatively to solve problems, improve the status quo or invent something new.
2. Learn a formal process for evaluating ideas, investigating feasibility, assessing resources and implementing a plan of action.
3. Build the leadership knowledge and skills necessary to carry out ideas under a variety of conditions.
4. Understand how to assemble a resource network to support personal and professional success
5. Learn about the risks and rewards faced by successful women leaders from diverse walks of life

## MODES OF INSTRUCTION

Adult learning methods encourage students to fully participate and bring their knowledge to bear on the course content. Lectures, exercises, discussions, assessment instruments, guest speakers and multi-media presentations are used in varying combinations throughout the semester.

## REQUIRED TEXTS

Leadership and entrepreneurial thinking are not "one size fits all." The text required for this course is designed to foster self-directed learning while stimulating personal and professional growth

**Text:** *Essentials of Entrepreneurship*, 5th edition. Pearson Prentice Hall, 2008. Authors: Zimmerer & Scarborough

## OPTIONAL TEXTS

Based on areas of interest, students may choose to read one of the following books. The instructor will offer guidance on these texts and many others so that additional reading is directly relevant to the student's learning objectives.

- *Women Don't Ask: Negotiation and the Gender Divide* Linda Babcock & Sara Laschever
- *Hardball for Women: Winning at the Game of Business* Pat Heim
- *How to Say It for Women: Communicating Using the Language of Success* Phyllis Mindell
- *Be Your Own Mentor: Strategies from Top Women...* Sheila Wellington
- *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs* J. Gregory Dees
- *Your Heart's Desire: Instructions for Creating the Life You Really Want* Sonia Choquette
- *Personal Publicity Planner: A Guide to Marketing You* Marion E. Gold
- *The Girl's Guide to Building a Million Dollar Business* Susan Wilson Solovic
- *Basic Black* Cathy Black
- *The E Myth* Michael Gerber
- *The Four Hour Work Week* Tim Ferriss
- *The Art of the Start / Reality Check* Guy Kawasaki
- *Total Leadership* Stewart Friedman
- *Go Put Your Strengths To Work* Marcus Buckingham

## Student Deliverables

- **Exercises:** Passion, Opportunity Recognition, etc. as assigned
- **Plan drafts:** Weekly drafts of Feasibility Plan sections
- **Feasibility Plan:** Comprehensive feasibility plans begin with a well-articulated idea, offer comprehensive feasibility analysis, and conclude with fully developed action plan for idea implementation
- **Plan Pitch:** Plans will be formally “pitched” to a panel of outside evaluators
- **Quizzes:** Students will be the Quiz CEO. Assess and grade text knowledge
- **Personal entrepreneurial leadership strategy:** Online discussion question format used to assess personal strengths and perceived weaknesses to develop an action plan for continued leadership development.
- **Mentor Project:**
- **A: Outside of class mentor**
  - 1) Mentor Interview
  - 2) Student and mentor develop a limited project for completion during the semester (suggest: networking event)
  - 3) Student summarizes learning experience in written report
- **B: Peer forum** – This class will serve as a “peer forum” – a concept popularized by Young President’s Organization and other entrepreneurial groups. Weekly, students serve as peer mentors providing feedback to fellow students on issues presented.
- **WEL Book Club:** Grad students will review and present to the class one book/video related to entrepreneurial thinking, leadership, or a topic of personal interest related to course content (graduate students only.)

## GRADES

### Assignment Value

<b>Feasibility Plan</b>	500
Written Plan - 300	
Presentation - 200	
<b>Class Participation</b> (including attendance)	200
<b>Mentor Project</b>	200
<b>Exercises</b>	50
<b>Quizzes</b>	50
	1000
 <b><u>Book Review and Presentation</u></b>	 150
<b>Total Grad Points:</b>	1150

### Semester Point Calculation

A= 90% or above  
 B=80-89%  
 C=70-79%  
 D=60-69%  
 F=Below 60%

Please review the GWU Code of Academic Integrity at [WWW.GWU.EDU](http://WWW.GWU.EDU). The professor welcomes questions on the content and application of the code.

## CRITERIA FOR GRADING

### ❖ Written Assignments:

- a. Submitted in hard copy, double-spaced and on date due. Reworked drafts—one week later. The professor with 24-hour notice may consider exceptions. Email assignments to professor only at professor's request.
- b. Reflect thorough preparation, organization and contain all elements outlined by the professor.
- c. Employ effective writing techniques including the use of proper English; the use of correct grammar, spelling, and punctuation; and the logical development of content.
- d. Late assignments will be down graded one level.

### ❖ Oral Presentations:

- a. Must be organized and contain all content elements as outlined by the professor.
- b. Indicate thorough preparation of materials and meet time limitations
- c. Include appropriate use of multi-media technology or support materials (PPT, overheads, other)

### ❖ Attendance:

- a. Regular and consistent attendance is expected
- b. NO GRADE OF A WILL BE GIVEN IF YOU MISS MORE THAN ONE CLASS (not including an excused absence approved ahead of time by instructor).
- c. If you are absent, be resourceful: follow up with classmates about assignments. Complete standing extra credit assignment:
  - **Good email:** "This is my understanding of what is due next week. I plan to complete these exercises, complete standing extra credit, and bring all to the next class unless I hear differently."
  - **Bad email:** "Hey, Prof Frey, What did I miss?"

## PROFESSOR CONTACT INFORMATION

**Kathy Korman Frey:** [Frey@gwu.edu](mailto:Frey@gwu.edu)  
**Telephone:** 202-237-8000 x10  
**Office Hours** By appointment: In-Person Wednesdays and Thursdays, phone: Mondays  
**Office Location:** 2201 G Street, NW, Fungler 315  
Washington, DC 20052

### KKF summary:

- Entrepreneur and Educator
- Adj. Prof Dept of Mgt, Assoc Director, Center for Entrepreneurial Excellence
- Founder, Hot Mommas Project – world's largest women's free case library.
- Founder, Vision Forward – Workshop-style executive goal setting/planning / Senior executive female coaching.
- Former COO, National Council on the Aging Development Corporation
- Former executive and analyst, Markowitz & McNaughton (acquired by Citigate) – Merger & Acquisition / Competitive Analysis research firm.
- Board, Alzheimer's Association
- "Twitter Elite" - Washington, DC
- Award-winning curriculum developer
- BA UVA, MBA Harvard
- Link: Hot Mommas Project: [www.HotMommasProject.org](http://www.HotMommasProject.org)
- Bio link: <http://www.management.gwu.edu/adjunctpages/Frey.asp>