MGT 3450: Entrepreneurial Leadership

Section 100

Dr. G. Christopher Crawford

Fall 2015

Class Motto: “To strive, to seek, to find, and not to yield” Tennyson

Days: Monday & Wednesday
Time: 3:05-4:25
Location: Schoonover 450
Office: Copeland 304
Cell: (513) 295-8717
Email: Crawforg@ohio.edu

Office hours: Anytime. Call, text, or email me for an appointment.

My OU website: http://business.ohio.edu/about/faculty-staff/crawford-christopher/

Course website: blackboard.ohio.edu (log in using OAK ID and password)
REQUIRED COURSE RESOURCES
You are responsible for downloading a coursepack from Harvard Business School Publishing which you must download from here: https://cb.hbsp.harvard.edu/cbmp/access/38736076. Other assigned readings can be downloaded on the library’s website—see page 14.

SIZE MATTERS
Why is this syllabus so long? A syllabus is like any other contract: I offer it to you, and you can decide whether to accept it or to provide a counter-offer. Since we don’t have the time to debate the finer points, there isn’t a lot that you can counter. So, the extra information raises the procedural justice of this class by 1) providing a foundation for why things are the way they are, and 2) identifying some specific ways that I will achieve the learning outcomes set below and help you succeed. This information will shape your expectations for future events and allow us to smoothly progress throughout the semester.

COURSE DESCRIPTION
The Ohio University Registrar describes this course as follows: “Students will be exposed to the concepts and theories about leadership at the individual level and will have an opportunity to build and enhance their leadership skills.” I draw from the idea that entrepreneurial leadership is about engaging potential stakeholders at multiple emergent levels to discover and create opportunities as a means of achieving an envisioned future. The course will begin with a foundational knowledge of leadership theory, then move into leadership practices and processes that translate into entrepreneurial behavior. Most of this behavior involves thinking in a manner that is different from the status quo, and most of that thinking has to be reconceptualized and articulated into a yet-unseen vision of the future; so, a great deal of entrepreneurship and leadership is about selling your ideas to others. That said, this course teaches you marketable skills while letting you explore your creativity.

The course is centered on developing your skills in articulating a vision about where a company (startup or pre-existing) is going to go. Here, entrepreneurs and leaders must have the ability to craft new ideas, collect salient data to back up those ideas, and then write/speak their conceptualizations of an envisioned future. To prepare you, I will draw from a wide breadth of disciplines, diverse thoughts, and resident experts with hands-on workshops, guest speakers, and an entrepreneurship simulation.

Entrepreneurial Leadership is purposively designed to be integrative and, thus, you should expect to find and draw upon diverse concepts raised in other courses you have taken. This course is strategically aligned with the mission of Ohio University: To be the best transformative learning experience in the country. Transformative learning is inherently difficult because it requires you to change—change the way you think and act and move your life forward. Bass (2012) notes that the college experiences that most highly correlate with the greatest impact on student success, on graduation, on transfer, and on other measures of learning include “high-impact practices,” such as:

- Capstone courses and projects
- Collaborative assignments
- Writing intensive courses
- Common intellectual experience
These practices have been shown to induce student behaviors that lead to meaningful learning gains, including:

- Investing time and effort
- Interacting with faculty and peers about substantive matters
- Experiencing diversity
- Responding to more frequent feedback
- Reflecting and integrating learning
- Discovering relevance of learning through real-world application

With the simulation, readings, writings, and team-based efforts, this course is likely to be a novel and transformative experience. In short, I utilize high-impact practices because they most highly correlate to powerful learning outcomes.

**LEARNING OUTCOMES**

By the end of this course, you should be able to:

1. Understand foundational and emerging theoretical knowledge about leadership
2. Demonstrate critical and creative thinking in the analysis of entrepreneurial processes as an individual and a team
3. Articulate a vision of an unforeseen future in written and verbal format
4. Demonstrate entrepreneurial sales aptitude
5. Identify your leadership style and further develop your leadership skills
6. Demonstrate understanding of the leadership challenges in a global market environment
7. Develop your own plan for achieving outlier outcomes for yourself and others

**WHY DO I PUSH YOU SO HARD TO LEARN SO MUCH?**

As I mention on opening day, my overarching objective as a professor is to prepare you for the real world so that you may capture opportunities as they emerge—the harder I push you, the better prepared you are. This course is especially important to your future because it facilitates alignment between your capabilities and resource provider expectations. As evidence, the 2015 NACE Employer Survey identified the ten most important skills sought by employers:

1. Leadership
2. Ability to work as a team
3. Communication skills
4. Problem-solving skills
5. Strong work ethic
6. Analytical / quantitative skills
7. Technical knowledge related to job
8. Initiative
9. Computer skills
10. Flexibility / adaptability

**MY BACKGROUND (OR, HOW CAN I HELP YOU LEARN?)**

I have been an entrepreneur, with consulting clients around the country and around the world. I have been a Director of Marketing, where I had to forge a vision to lead a company out of ten consecutive years of declining sales. I have been a Sales Manager and a Corporate Trainer, where I had to lead a team to build relationships with existing and potential clients as a means of
growing an already growth-oriented company. I have been a Professor, teaching students in 14 different courses over the last 15 years to both undergraduates and MBAs, and nominated for teaching awards at three universities. And, finally, I have been a student, graduating from the University of Louisville with a Ph.D. in Entrepreneurship in 2013. In my research, I want to understand how outliers emerge. In my dissertation, I put together a framework to explain and predict the emergence of outliers; the framework is generalizable and can be applied across all social systems—some empirical results from this work has been published in the premier entrepreneurship journal, *Journal of Business Venturing*. In class, we will use this framework to 1) push you to become outliers in whatever you do, and 2) teach you how to lead others to achieve previously unachievable or yet-unseen outcomes.

**TEACHING PHILOSOPHY AND METHOD (OR, HOW WILL WE GET THERE?)**

John Mayer is wrong—there is such a thing as the “real world.” I am here to prepare you for it. My primary goal of this course is for you to be able to apply every topic we cover to your daily personal and/or business life. I approach every class period as one where I have the opportunity to change the world. While that may seem a bit grandiose, know that all research indicates that high expectations lead to high performance; I expect a lot out of myself and a lot out of you.

I firmly believe that Natural Laws govern all aspects of life, the most important being the Law of the Harvest: *you reap what you sow*. We will integrate this law throughout the course by continually building on a solid foundation of ethics and relentless self-improvement. This integration cannot be achieved, though, without your desire and dedication throughout the entire semester. To be successful in this class, it takes a long-term, sustained effort. This is mirrored in the relatively even weighting of all the deliverables, which are assessed at both a team and individual level. Accordingly, I will assign teams the first week of the semester, and I will provide you with the operational and technological tools to optimize your performance.

I believe that, because you are here at Ohio University in the College of Business, you are already a high-achieving individual. Since you are a smart, competent student, I feel that I insult your intelligence if I attempt to explain everything I assign to you. If I tell you to read an article, how much value do I add to the following class if I make you sit and listen to me lecture on that chapter, throwing up PowerPoint slides outlining material that you already outlined? The answer: none. Your future boss will never hold your hand like this. So, don’t expect me to. Instead, I teach in a method known as an “inverted classroom.” It stresses that students arrive prepared for each class, where all background readings and tasks are completed prior to arrival. I’ll use the Socratic Method—asking one person continuous questions as a means of deriving answers—to ensure your pre-arrival work is done. Then, the time in class is used to clarify the most important course concepts, to consult on team projects or experiential exercises, or to conduct any other activity that adds value to the material (instead of simply regurgitating it). I operate as a consultant; my job is to add value to your experience. For some, this style of teaching is difficult to grasp at first. For some, this is the class you’ve been waiting for.

I prefer a highly involved, active, and multi-dimensional learning environment because it is more effective and more fun. Different approaches give students with different learning styles more opportunities to comprehend and integrate the material – students also prefer it because straight lecturing gets boring very quickly. Traditional lectures offer an equilibrium-based environment:
you quickly learn how the course is structured, make minimal modifications of your existing processes to achieve your standard of performance, and settle in to a comfortable niche for the rest of the semester. Multiple methods offer a disequilibrium framework, where I will continually push you to do better and achieve more than you thought possible. This framework requires a very active learning environment and a good deal of effort and focus by all of us.

Every student is expected to complete the homework and talk about the readings. Please be prepared every class session to consider questions such as the following: How can the topics be applied to your daily work or personal life? What did you agree or disagree with? What key concepts, theories, or ideas are most relevant? If you read something, I expect you to know it. If you don’t understand it, I expect you to ask me about it.

Learning is, by nature, an unobservable phenomenon. We can infer that learning has occurred only through observing behavior. So your active contributions to class will be the primary way for you to demonstrate learning. While “effort” is an important precursor to learning, it is both insufficient and impossible for me to evaluate. True learning is manifested only through behavior. Therefore, the grading in this class will attempt to reflect how well you have communicated what you have learned—not your effort or what you think you “know.” To facilitate your contribution, I will often randomly ask one student to answer a series of questions about the material. It goes without saying that to answer these questions, you must be prepared for every class. Your behavior in class will contribute the majority of your Engagement grade.

Change is a given. Class sizes are sometimes different than originally planned and students' backgrounds and personal characteristics often vary from class to class. Therefore, the class requirements, allocation of points, class schedule, or other aspects of the syllabus are subject to change as dictated by the needs of the specific class. In that same vein, I will hand out our course schedule in an outline format on a separate sheet of cardstock to withstand multiple markings throughout the semester. Any changes to the syllabus or the schedule will be announced in class and on Blackboard. You’ll always know about all changes.

If for no other reason than contributing to team outcomes, you should plan on attending every class. In accordance with the Undergraduate Academic Standards and Responsibility, students are “expected to attend every class for which you are registered.” Also, “there are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities.” I believe that we as human beings have the freedom to choose everything we do. Not coming to class diminishes the amount of material you will master. Job interviews, illness, studying for another class, extra-curricular activities, family crises, etc., are not considered excused absences—you are choosing not to attend class. I understand that things occur in our lives that are more important than school, but that does not mean that your learning and your grades will not be negatively influenced by your absence. This also suggests that, if you make a difficult (but strong) choice not to attend, there may be some potentialities for alternative assignments to demonstrate your mastery of the material you missed.
EXAMS & QUIZZES & PROJECTS AND, WELL, ALL DELIVERABLES
Life is a cumulative exam. After you’ve learned to tie your shoes, you can’t compete successfully in future endeavors if you just forget how to do it. Thus, your tests be cumulative. Examinations will primarily be multiple choice, with a few short essay questions. There will be five or six or maybe ten unannounced quizzes throughout the semester. The quizzes will be relatively easy, provided that you adequately prepared for class. Some will be taken individually and some will be taken as a team, members of which you will work throughout the semester. To facilitate your ability to produce deliverables at the highest level, I will provide initial guidance with proven frameworks and/or examples from my own company or from industry experts, as well as a rich set of supplementary materials, should you decide to deepen your understanding. The interactions with team members and the supplementary materials offer the opportunity to improve your performance in this course (and other courses) at a pace and scale beyond traditional, linear increments.

Deliverables are the measurable things that you do throughout the course; these must be presented on the day they are assigned. If you will be absent, it is acceptable to e-mail an attachment to me before class so that you can receive credit. Late, incomplete, or missed assignments will be graded as a zero; there are no make-ups.

COURSE STRUCTURE
Attendance
A significant amount of your learning will occur in the analyses and discussions that take place in the classroom. It is not, therefore, possible to make-up for a missed class. Consequently, you are expected to attend every class; please be prompt so that we can start and finish on time. More than one unexcused absence will negatively affect your grade. Because a significant portion of your grade is earned in a team environment, you need to be in class in order to be able to play a full role in your team’s activities. Therefore, 1) you can receive a maximum of 60% on your Engagement score, and 2) your teammates will have sufficient grounds to fire you from the team if you miss more than four classes.

Preparation
For an effective learning process, it is vital that you spend time carefully preparing before class. This will allow you to actively participate in the discussions that will form a vital part of the learning process. At various times, you will be expected to start a discussion or answer a specific question, so, unless you have thought about and adopted a personal position on relevant issues, it is difficult to contribute to, and learn from, the other members of the group. If the thought of starting such a discussion makes you feel particularly uncomfortable, please talk to me. I encourage you to spend time before class discussing various positions with other members of your team.

A sound preparation for the class will also consist of reading the assignments before we discuss them in class. Quizzes (i.e., opportunities to show off your skills) will be given at the start of randomly selected classes to ensure that this requirement is met.
I expect that you will:

- Engage: Invest time and effort in understanding the principles of strategic management
- Take responsibility for your own learning
- Check, at least daily, established communication mechanisms (e.g., e-mail)
- Attend all lectures and complete the assigned tasks and readings by the specified time
- Notify both the professor and your team if circumstances prevent the completion of any assigned readings or tasks, or prohibit attendance at a particular lecture
- Communicate any difficulties that might impair learning or academic performance
- Follow the guidelines provided for the submission of written work
- Provide constructive feedback to the instructor regarding the content and delivery of the course

You can expect that I will:

- Provide a course outline that clearly states the objectives of the course
- Provide a weekly breakdown of the course content, reading requirements and any tasks
- Provide a program of study that is challenging, intellectually stimulating, and allows for opportunities to analyze practical and theoretical aspects of management
- Provide a clear indication of the forms of assessment, dates for exams, and submission of written work
- Create a climate that enhances student learning and achievement and is conducive to the open sharing of ideas
- Maintain flexible office hours and be available for appointments to provide opportunities for the discussion of areas of interest and/or difficulty

The last two pages of this document has a coarsely outlined schedule of the entire semester and a list of all the readings, respectively. I will hand out these two pages on a separate sheet for easier access throughout the semester.

ASSESSMENT

Your final grade will be made up of the following deliverables, weighted and graded as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes (Individual and Team)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam One (Individual Exam)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam Two (Team Exam)</td>
<td>20%</td>
</tr>
<tr>
<td>Outlier Project (Individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Engagement (Individual)</td>
<td>20%</td>
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</tbody>
</table>

Grading Scale

- A  93%+
- A- 90-92.99%
- B+ 87-89.99%
- B  83-86.99%
- C+ 77-79.99%
- C  73-76.99%
- D+ 67-69.99%
- D  63-66.99%
- F  Below 60%
Quizzes—a.k.a., Opportunities to Show Off (20%)
There will be approximately 3-8 quizzes throughout the semester—some announced, some not. Some quizzes may be multiple choice and simply ask you to identify the major points of the readings prior to the start of class. Some may be verbal. Some quizzes will be presented by one individual team member, and the rest of the team will receive the grade given to the individual. Each quiz will be graded on a 0-100% scale. Most quizzes will be assessed at the beginning of class as a springboard to specific topics of discussion. Thus, it is important that you arrive to class on time in order to 1) provide proper context to the class discussion, and 2) receive full credit for the quiz, as late submissions will not be accepted and there will be no make-ups. If, however, you are absent on the day we have a team quiz, you will receive the score earned by your teammates.

Exams (Exam One 20%, Exam Two 20%)
There will be two exams, with a mix of multiple choice, short answer, and essay. The exams are designed to assess your knowledge of material that was presented during the course, as well as your ability to apply the material to your own entrepreneurial leadership behaviors. The first exam you will take by yourself. You will take the second exam as a team, and everyone on the team will receive the same score. Though, by definition, the second exam will not be “cumulative,” you will need in-depth knowledge of the theoretical foundations of entrepreneurial leadership from the first exam to achieve a high score on the second exam.

Engagement (20%)
Engagement is focused action working toward a goal. Engagement includes traditionally understood components, like attendance, in-class participation, and displays of superlative preparation, as well as other forms of interactions, like e-mail, text, and depth of feedback about your experience. Engaging in the discourse of the class—through all forms of interaction—allows you to learn from colleagues and to help them learn from you. Accordingly, you are expected to analyze, comment upon, question, discuss, and build upon others’ contributions.

Overall, you are expected to BE. HERE. NOW. That means you are in class and working toward the goal—you are engaged. Thus, this also means that if you are checking Facebook on your phone, texting, surfing the web, or working on homework for another class, you are not engaged. Be respectful of my time and the time of your teammates.

The ability to present one’s ideas concisely and persuasively, and to respond effectively to those of others, is a key success factor in any managerial position. One of the goals of this course is to help you sharpen that ability. In grading class engagement, I will utilize the following criteria:

1. Relevance – Do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts? Do they reflect your adequate preparation to participate in the discussion?

2. Additivity – Do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
3. Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?

4. Persuasiveness – Have your points been well articulated, argued, and supported, such that others take note of the convincing nature of your points?

5. Consistency – Has your participation been spread across a number of class sessions rather than concentrated in one or two sessions?

6. Interaction – How much time did you spend analyzing companies in Capstone?

Of course, grading discussion is by its very nature a subjective process, and it is impossible to say there is one “best way” to participate in class. Should you have any questions or comments about how things are going in class, feel free to approach me about it. Also remember, this is a portion of the course grade that you can actively manage.

**Outlier Project (20%)**

You are to create a project that articulately, succinctly, and creatively details your envisioned future. This is what Tom Peters would call a "Wow Project" or "Doing Cool S&*t"—I’m calling it your Outlier Project. The directions here are purposefully vague—after you graduate, most projects will be similarly ambiguous. Here, you are the leader; you determine the depth and breadth of content and effort. As always: you reap what you sow.

The project is a means of incorporating the main functions of entrepreneurial leadership, as well as a means of achieving all six of the stated objectives of the course—the most important of which is to provide you with the opportunity for nonlinear outcomes. The primary objective of the project is to have you answer the question, "How can I best prepare myself and others to achieve superlative outcomes?" In this project, you are to determine ONE superlative outcome you could like to accomplish in your life, develop a plan to achieve it, and then outline how you can lead others to realize similar types of achievements.

So, it would be most logical to first understand who you are and what matters to you. In your project, identify some characteristics of one primary outlier outcome that you would like to achieve. Then, identify some people who achieve the types of outcomes you’re progressing towards. From there, talk to at least one of these people. How did they get to where they are? How might they suggest you progress toward similar outcomes?

I do realize that some of the people on your list may be really high on the food chain and difficult to contact. This reinforces the importance of planning and knowing (with confidence) what questions you plan to ask. And, while it may be improbable to talk with Hillary Clinton or Michael Jordan or Jack Welch, it is not impossible. Think. Engage. Try. Pull some strings. Ask someone else to help pull some strings. Who might know someone who might know someone who knows Mrs. Clinton? And don't just send e-mails and wait for a response. Call. Or, just show up. Just try—try for at least two weeks. If you can't make contact, move lower down the food chain. After all, before Jack Welch became General Electric's CEO, he was a Vice President (and before that he was a junior engineer).
Timing will be important here. Since you need to have all of your ducks in a row before you start making phone calls and, since you have to persevere for two weeks if you're trying to catch really big fish, you need to start organizing your project now. In addition, since your interpretation of "outlier outcomes" is idiosyncratic, I will give you creative license to interpret the best way to assemble the project. You control the deliverable.

Most will choose one of the following:
- PowerPoint
- Slideshow
- Gantt Chart
- Written paper - Statement of Purpose / Declaration of Independence
- Posterboard / Billboard
- Video

Others may choose an alternative form. If so, please run it by me first, just to make sure you are able to convey your message appropriately. There is no minimum requirement or maximum limit, regardless of how you assemble the project. Your grade will be based on the quality of your deliverables. Quality is measured by—but not limited to—the effective articulation of your envisioned future and the professionalism of the materials you submit. Bonus points will be awarded to anyone who can reel in a really big fish.

All deliverables are due at the start of class, Wednesday, November 18th. You should be prepared to present your project in front of the class, though time constraints may not permit everyone to present.

THE FINE PRINT
I am a big proponent of leveraging resources. Relationships with businesses, professional contacts, internet knowledge bases, and other students are great ways to enhance the quality of your work. However, information from one of these sources passed off as your own is plagiarism, and that will not be tolerated.

To plagiarize means to attempt to pass off the ideas or words of somebody else as your own. Plagiarism includes, but is not limited to, the use, paraphrase, or direct quotation of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. This is an academic offence that the University takes very seriously, including failing the course and/or being reviewed by an academic judiciary committee. Keep in mind that TurnItIn.com provides extensive tools to identify the inappropriate use of others’ material. Though I inherently trust you, I subscribe to the proverb, “Trust, but verify”. I enforce university regulations, and any flagrant case of misconduct will be prosecuted ruthlessly. So, do the right thing. Don’t cheat. Don’t plagiarize. Ask me if you have any questions.

A Note on Team Behavior
Peer Evaluations. In order to ensure that each and every member of the team actively participates in completing the assigned work, I will ask for up to two team peer evaluations
throughout the semester. These evaluations will allow me to 1) assess your and your teammates’ level of engagement in the course, 2) identify any free-rider(s) on your team, and 3) to reconsider your grade if there is overwhelming evidence that you have been free-riding.

**Free-Rider Sanctions.** One possible sanction for an individual judged as a free-rider is to have team score(s) that are lower than the other members. These scores will be assessed as a function of the magnitude of transgressions against the team, as determined by all other members and the professor. A more severe sanction—imposed by a majority of teammates and/or the professor—would be to have a team member **fired**. The primary causes of firing include invisibility (e.g., no one has seen or heard from this person) or non-performance (e.g., the team member does not complete work in a timely and/or professionally competent manner). A fired team member is required to either 1) be hired by another team in the same course section with a consensus from the other team’s members, or 2) complete all team assignments alone in order to earn the points associated with all of the team assignments. In addition, a fired employee cannot earn a higher score than the team from which s/he was fired.

**Students with Disabilities**
If you have some form of disability that you feel may affect your performance in this course, please contact me, in confidence, as soon as possible. Ohio University and the College of Business adhere to the requirements of the Americans with Disabilities Act. Every reasonable attempt will be made to remove any barrier that may hamper your ability to learn in this classroom. The Office of Institutional Equity requires students to notify instructors if they have a condition that requires accommodation.

**Emotional and Psychological Assistance**
We recognize that university life can bring its own stresses and strains. If you feel that you are having difficulties coming to terms with any aspect of your personal, work, or university career, the Counseling and Psychological Services (CPS) is available to OU students who have chosen Wellbeing for the current semester, free of charge. Feel free to talk to me at any time, and/or contact the CPS staff at 593-1616 or visit CPS website at [http://www.ohio.edu/counseling/index.cfm](http://www.ohio.edu/counseling/index.cfm). A 24/7 Crisis Intervention Service is also available at 593-1616.

**Fostering an Inclusive Environment**
The Department of Management believes it is important to respond to insensitive and inappropriate behavior in a spirit of collegiality, mutual respect, and professionalism. If you believe that you have been the target of discrimination by another student, a faculty member, or staff member, due to age, disability, ethnicity, gender, race, religious beliefs, sexual orientation, or cultural group membership, you can choose to pursue one or more of the following avenues:

1. The most direct approach, if you feel comfortable doing so, is to speak directly to the person whose behavior you consider to be inappropriate.
2. You may speak to the Instructor, another faculty member, or the University’s Office for Institutional Equity ([http://www.ohio.edu/equity](http://www.ohio.edu/equity)).

It is important that you speak immediately to someone with whom you feel comfortable in order that your concerns can be handled promptly and fairly.
IN CONCLUSION
Lots of stuff to digest, right? In the big scheme of things, all this activity, all these high expectations I have for you may not seem to add up to much. Drawing from complexity science, however, we see that small differences in initial conditions, combined with multiple interactions and feedback, over time, have the potential to result in extreme variation in outcomes. So, even if my efforts are mostly unrecognized and of disproportionately marginal influence right now, it's one form of feedback and interaction that could influence you beyond this course. I can only provide encouragement. I know that my efforts are unlikely to transform you into Mother Theresa or Jesse Jackson or Elon Musk or Warren Buffet or Katy Perry. My hope is, though, by recognizing some of your efforts, I can help set you on a path that gives you the opportunity to engage in some of the rich things life has to offer—things that relatively few people experience. So, if I can encourage you to—for example—go on a mission trip to Romania, or start up a new community center, or study abroad, or attempt to reconcile quantum mechanics and the theory of relativity, or to simply do something you're passionate about, I know that you'll already be an outlier in the population. Where you take it from here is up to you.
**Dr. Crawford’s Entrepreneurial Leadership Course: Rough Draft Schedule & Important Dates**

<table>
<thead>
<tr>
<th>Day, Date</th>
<th>Topics &amp; Activities &amp; Assignments</th>
<th>Readings &amp; Extras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Aug 24</td>
<td>Introductions: Research &amp; Reality</td>
<td>EXPECTATIONS</td>
</tr>
<tr>
<td>Wed, Aug 26</td>
<td>Syllabus and Classroom Operations</td>
<td></td>
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<tr>
<td>Mon, Aug 31</td>
<td>Reading 1 Discussion: Theory</td>
<td>OSO</td>
</tr>
<tr>
<td>Wed, Sept 2*</td>
<td>Reading 2 Discussion: Quantum</td>
<td>OSO</td>
</tr>
<tr>
<td>Mon, Sept 7</td>
<td>Labor Day. No Classes</td>
<td></td>
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<tr>
<td>Mon, Sept 9</td>
<td>Ideation Workshop</td>
<td>UZUEGBUNAM</td>
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<tr>
<td>Mon, Sept 14</td>
<td>Reading 3 Discussion: Emergence</td>
<td>OSO</td>
</tr>
<tr>
<td>Wed, Sept 16</td>
<td>Exam One (Individual): ENDOWMENTS</td>
<td>NWEJE</td>
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<tr>
<td>Mon, Sept 21</td>
<td>Guest Speaker: Obinna Nweje, GM at MTN, Nigeria.</td>
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<tr>
<td>Wed, Sept 23</td>
<td>Reading 4 &amp; 5 Discussion: Blue Ocean Canvas &amp;</td>
<td>R4</td>
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<tr>
<td>Mon, Sept 28*</td>
<td>Reading 6 Discussion: Superheroes</td>
<td>Reflection</td>
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<tr>
<td>Wed, Sept 30*</td>
<td>Sales Workshop</td>
<td>RAPP</td>
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<tr>
<td>Mon, Oct 5</td>
<td>Team Decision-Making Workshop</td>
<td>Matrix</td>
</tr>
<tr>
<td>Wed, Oct 7</td>
<td>Reading 7 Discussion: Investors</td>
<td>Reflection</td>
</tr>
<tr>
<td>Mon, Oct 12</td>
<td>Influence Workshop</td>
<td>STONER</td>
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<tr>
<td>Wed, Oct 14</td>
<td>Reading 8: Leading Discussion</td>
<td>R8</td>
</tr>
<tr>
<td>Mon, Oct 19</td>
<td>Global Leadership Workshop</td>
<td>ENVIRONMENTS</td>
</tr>
<tr>
<td>Wed, Oct 21</td>
<td>Reading 9: ‘The Becoming’ Discussion</td>
<td>R9</td>
</tr>
<tr>
<td>Mon, Oct 26</td>
<td>Articulation Workshop</td>
<td>PENROD</td>
</tr>
<tr>
<td>Wed, Oct 28</td>
<td>Exam Two (Team): Process and Practice</td>
<td></td>
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<tr>
<td>Mon, Nov 2</td>
<td>Strategic Leadership Workshop</td>
<td>ENGAGEMENT</td>
</tr>
<tr>
<td>Wed, Nov 4*</td>
<td>Simulation Preparation</td>
<td>R10</td>
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<tr>
<td>Mon, Nov 9</td>
<td>Simulation</td>
<td>PIDWELL</td>
</tr>
<tr>
<td>Wed, Nov 11</td>
<td>No Class. Veterans Day.</td>
<td></td>
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<tr>
<td>Mon, Nov 16</td>
<td>Simulation Reflection</td>
<td>Individual &amp; Team Work Day</td>
</tr>
<tr>
<td>Wed, Nov 18</td>
<td>Outlier Project Presentations</td>
<td></td>
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<tr>
<td>Mon, Nov 23</td>
<td>Outlier Project Presentations</td>
<td></td>
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<tr>
<td>Wed, Nov 25</td>
<td>No Class. Thanksgiving Break</td>
<td></td>
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<tr>
<td>Mon, Nov 30</td>
<td>Outlier Project Presentations</td>
<td></td>
</tr>
<tr>
<td>Wed, Dec 2</td>
<td>Outlier Project Presentations</td>
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</tr>
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Throughout the semester, I will extensively consult and communicate any changes to this document with you.

* Classes held in Copeland 112
MGT 3450 Entrepreneurial Leadership Reading List

Understanding Entrepreneurial Leadership in Theory & Research: A Foundational Understanding

R1) Leadership Theory and Research in the New Millennium: Current Theoretical Trends and Changing Perspectives (Dinh, Lord, Gardner, Meuser, Linden, & Hu)
R2) A Quantum Approach to Time and Organizational Change (Lord, Dinh, & Hoffman)
R3) The Leadership of Emergence: A Complex Systems Leadership Theory of Emergence at Successive Organizational Levels (Lichtenstein & Plowman)

Identifying Entrepreneurial Leadership in Practice & Process: Forging a New Path

R4) Blue Ocean Leadership (Kim & Mauborgne)*
R5) Launching and Leading Intense Teams (Webber & Webber)*
R6) Sales Leadership Icons and Models: How Comic Book Superheroes Would Make Great Sales Leaders (Rapp, Ogilvie, & Bachrach)*
R7) How to Convince Skeptical Investors (Zott & Huy)*

Integrating Entrepreneurial Leadership Theory and Practice: Transformational Behaviors

R8) Leading High-Growth Ventures (Applegate)*
R9) Becoming an Entrepreneurial Leader (Applegate)*

Applying Entrepreneurial Leadership: Putting It All Together


The first three readings are available to download from the Business Source Complete database on the library’s website: http://alice.library.ohiou.edu/record=e1000191~S7. Readings with a * are available in the coursepack on the Harvard Business Publishing website, here: https://cb.hbsp.harvard.edu/cbmp/access/38736076. I will provide a link to the Entrepreneurship Simulation later in the semester. Additional readings will be distributed by workshop Directors as warranted.