

## MANAGEMENT 169

# Entrepreneurial Leadership and Practical Experience

*“IEL: Internship -> Entrepreneurship -> Leadership...  
Stargate to the Real World”*

Spring 2021

Section 01: Wednesday, 7:10 PM – 10:00 PM, CORNELL D310

Version 1.0 03/06/2022

**Instructor:** Edward “Coach” Weinhaus / eaweinhaus@gmail.com  
**Office Hours:** By Appointment or 314 580 9580-FaceTime / eddiew21 - Skype  
**Teaching Assistants:**  
~~BCO:~~ TBD  
**Internships:** Anna Bulis: [anna.a.bulis@gmail.com](mailto:anna.a.bulis@gmail.com); (657)456-4213  
**Enrollment:** by consent of department only and must attend first class session

### FIRST SESSION ATTENDANCE REQUIREMENT:

**You must attend the FIRST, EIGHTH AND FINAL PRESENTATION class sessions or you will be dropped from the class and cannot receive credit.**

### Course Description

This course serves as the capstone for the Undergraduate Minor in Entrepreneurship (UME). It provides an opportunity to apply critical thinking, research skills, and practical applications obtained through the UME and a broader university education with one of the following experiences: an internship at an off-site entrepreneurial firm, an entrepreneurial on-campus work study, ~~or active pursuit of an entrepreneurial startup idea from MGMT 161 as part of the business creation option (“BCO”).~~ **[Any student doing a BCO should send an email request to the department to transfer to Dr. Wilson’s section and do not even attend this section at all as you will be dropped.]** The real-world experience of the internship will be supplemented with additional theoretical knowledge gained in the classroom on entrepreneurial leadership, ethics, and professional branding to help the student embark on a successful career. Ultimately, the combined academic training and experience will help the student develop an entrepreneurial mindset and become a leader.

**For students using an internship or work study** to partially fulfill the requirements of this course, the student must have already secured the position prior to enrollment. Students are encouraged to explore potential internships at for-profit firms, non-profit firms, and social benefit corporations depending on their career aspirations. The student must submit a signed form at the end of the term indicating they have worked a minimum of 80 hours supervised by staff in a professional workplace. The supervisor must also sign the time sheet and must provide feedback on the student’s contributions throughout the internship.

**Students pursuing the business creation option will be dropped. Please Transfer to Dr. Wilson's Section.** are expected to execute or enhance a business plan that has been developed in MGMT 161 utilizing lean startup methodology and will be expected to conduct customer discovery consisting of several meaningful interviews.

For either option, the student must obtain consent of the instructor to enroll in this course.

**ASSIGNMENT DUE DATES:** Generally, 24 hours before class starts. Starting in Spring 2021, this has been relaxed because of the large class size. There are two homework assignment options for each assignment:

- Either 24 hours before class. *These, Coach will review during class. This is entirely the student's choice.*
- Or right before class begins (these Coach cannot review during class).

Thus students who want their work discussed to help Coach teach some lesson in class, can have it included, but will not burden the entire class with everyone's homework, which is how smaller sections of the course have been conducted.

## **MGMT 169: Entrepreneurial Leadership and Internship**

**ASSIGNMENTS ON LAST PAGE**

### **Learning Objectives**

There are five primary learning objectives of this course:

- To understand the level of responsibility and accountability expected of founders or employees in an entrepreneurial organization
- To develop communication skills that allow you to navigate the challenges of a start-up
- To identify professional contacts and networking opportunities within entrepreneurial organizations
- To set and achieve management goals
- To comprehend the mindset of the startup founder and elevate oneself to a leadership position

In sum, through the learning goals established above and by becoming active learners, students will be better able to develop, to analyze, to think, and to act on their entrepreneurial ambitions. The curriculum is also designed to enhance their written and oral communication skills, the ability to think critically and to engage in quantitative analytical reasoning. Students will be able to understand and manage the risks inherent in business concepts and be able to make choices about navigating entrepreneurship as a career.

### **Classroom Matters**

Class attendance and participation are critical to providing a rich learning environment for all students and for understanding the material presented. Students are expected to read assigned material BEFORE each class, and come to class prepared to have a conversation about the material. The instructor may rely on cold-calling and other techniques to foster a vibrant class discussion. Please note that the quality of participation matters much more than the quantity of participation. That is, high-quality participation means much more than merely talking a lot, it involves being articulate and focused in your comments or questions. However, the idea of a classroom environment is to be a "protected space" where students feel comfortable asking

questions or expressing reasoned opinions. Any student disrespecting or belittling their fellow classmate's genuine learning efforts in class will have their class participation grade adversely impacted.

Class attendance will be taken by the TA during every class. Students are expected to attend the entire lecture, and arriving late or leaving early may impact your class participation score. The Class may be recorded however no access to the recordings is available unless required for compliance with university guidelines for a particular student.

## Required Reading

- Course Pack (purchase): <https://hbsp.harvard.edu/import/918795>
- Shared: [https://www.dropbox.com/sh/gfub6b5rckoh339/AAB80Mb8r5qLZRUE9ET\\_fta?dl=0](https://www.dropbox.com/sh/gfub6b5rckoh339/AAB80Mb8r5qLZRUE9ET_fta?dl=0)  
[dropbox specific to this quarter]
- [needed for Weeks 5/6 – previously purchased versions acceptable] Alex Osterwalder, Yves Pigneur, Greg Bernarda, Alan Smith (2014). Value Proposition Design. Hoboken, New Jersey: John Wiley & Sons. This text is referred to as “VPD” below. Purchase wherever books are sold, e.g. on Amazon (~ \$18 electronic, ~ \$23 paperback):
  - <https://www.amazon.com/Value-Proposition-Design-Customers-Strategyzer/dp/1118968050>
- [needed for Week 5 – previously purchased versions acceptable] Alexander Osterwalder and Yves Pigneur (2010). Business Model Generation. ISBN-10: 8126533676, ISBN-13: 978-0470876411. This text is referred to as “BMG” below.
  - Note: you can download a free preview of the book from the author’s website which contains ALL of the assigned reading material:
    - <http://www.businessmodelgeneration.com/downloads/businessmodelgeneration-preview.pdf>
- Additional required readings may come from free online resources.

## Course Requirements

### Grading Criteria

Students will receive an individual grade in this course based on their performance throughout the course. The grade will be determined as follows:

Components of Final Course Grade	Contribution to Grade (%)
Attendance & Participation (individual)	25%
Homework Assignments (individual)	25%
Final Presentation (individual)	25%
Final Paper or Project (individual)	25%
<b>TOTAL</b>	<b>100%</b>

Final grades may be assigned based on a relative distribution. This course must be taken for a letter grade. That is, no student can take this course Pass / No Pass.

Note that the instructor reserves the right to make case-by-case exceptions to the grading policies. Students should understand that approved exceptions are EXTREMELY RARE and nearly all such requests will be denied by the instructor. Students must request exceptions to the policies above in writing (e.g. email), and should understand that WRITTEN APPROVAL from the instructor must be obtained or the request should be considered denied.

*IMPORTANT NOTE: Internship students' supervisors must submit a form indicating that the student has worked at least 80 hours in the given quarter for the internship. Internships are intended to be 80-100 hours per quarter, and it is expected that the student should work at least eight weeks of the quarter. Anyone failing to provide a timesheet and supervisor evaluation criteria will automatically have their grade lowered by at least 30%. Any deviation from the required hours must be approved by the instructor.*

### **Attendance and Participation**

**FIRST, EIGHTH, FINAL PRESENTATION CLASS SESSION(S) ATTENDANCE IS REQUIRED!**

Since a significant part of learning takes place during class sessions, attendance, active case preparation and class participation are all expected. Students who miss more than ONE class session, will have their final grade lowered. Please consult the TA for additional information or clarification if needed. Each student will be evaluated individually. Class participation will be graded on a relative distribution.

#### **Lecturer Scoring Participation:**

- Lowest Score Immediately Dropped
- Extra Credit Opportunity to Earn one "3" Provided For All Students

**Absence (or substantial absence): 0**

**Attendance (no participation): 1**

**Participation minimum: 2**

**Effective participation: 2-3**

**Participation Maximum: 3.**

Please note, students should NOT take this class if they have any standing conflicts that would prevent them from coming to class. No accommodation whatsoever will be made under any circumstances for students who schedule other classes that partially or completely overlap with this course, either for the lecture component or any outside course requirements (e.g. exams). Unfortunately, no accommodations of any kind will be made for students with internships that prevent them from attending class. Put simply, students should take MGMT 169 if you can actually come to class. Classes start promptly at the starting time **and most begin with a quiz (discussed below)**. Students should plan their schedules so that they will make it to class on time. Only extreme personal situations (e.g. extended hospitalization, incarceration, etc., **or an actual health accommodation from the school or in line with its mandatory policies**) may be considered for exceptions and require explicit written approval from the instructor.

*Note: signing an attendance sheet for another student or having someone else sign in for you on an attendance sheet is blatant academic dishonesty (e.g. see below for Academic Integrity).*

### **No Laptop/ No Cell-Phone/ No Electronic Devices Policy**

During lecture, case discussion, or guest speakers, the course will have a “respectful laptop & no cell phone” policy. The class will perform several exercises throughout the quarter for which an individual laptop/tablet will be helpful. COACH may (and will) drop or flunk any student who abuses this policy.

### **Homework Assignments (Syllabus vs. Non-Syllabus Voluntary)**

Students must submit **THREE** of the six “Syllabus” assignments on-time (**either homework deadline**) to receive full credit.

There are multiple “VOLUNTARY Non-Syllabus” Assignments. These are unique assignments that aid in both:

- a) Class Discussion
- b) Your Personal Growth

There are absolute advantages to your learning experience if you do the Voluntary Non-Syllabus assignments. They may be covered in class, leading to a PERSONALIZED LEARNING EXPERIENCE. They are designed to equip you with tools for personal growth that will extend far beyond your experience at UCLA. And, most importantly, your commitment to these short (very) and impactful assignments will teach you something about yourself – a benefit that accrues entirely to you.

Many students do them just as “extra” simply for those reasons.

**ALL ASSIGNMENTS ARE DUE JUST BEFORE CLASS.**

**HOWEVER, IF YOU WANT SOME FEEDBACK IN CLASS ABOUT THEM, HAND THEM IN 24 HOURS BEFORE CLASS** (see above).

### **Special Graded Components for Students (Internship or Work Study Option)**

#### **Final Presentation**

- Students will give 5-10 minute PowerPoint presentations for the class discussing an example of how they applied **a framework or learnings from the UME at their individual internship**. Detailed instructions for the format and style of the presentation and paper will be given during the quarter. In general, the presentation will be graded for clarity, reasoning, and the intelligent use of supporting evidence.

### **Extra Credit Opportunities**

#### **PARTICIPATION**

- You can [https://docs.google.com/spreadsheets/d/1WZv4b\\_1xnSgQuNriOw4U-NW-ve0CYF07JvvPyvQLW3k/edit#gid=0](https://docs.google.com/spreadsheets/d/1WZv4b_1xnSgQuNriOw4U-NW-ve0CYF07JvvPyvQLW3k/edit#gid=0) signup to speak at beginning of class (2-3 minutes) on any topic relevant to the UME (or on CoachForged.com framework/analysis) at your own discretion so long as it relates to YOU and YOUR UME EXPERIENCE – this is an automatic 3 for that class day (can do twice for classes fewer than 20 people, else just once)
- REMEMBER FROM ABOVE: You can drop any one worst grade (ie missing class but not Week 1 or Week 8 and be careful to save it for an emergency because sometimes they comes up!!!)

## **HOMEWORK [REPLACE LOWER GRADES WITH BETTER GRADES]**

### **● THREE SYLLABUS HOMEWORKS MUST BE COMPLETED FOR COURSE CREDIT AND TWO OF THE THREE SCORES CAN BE REPLACED WHEN HIGHER SCORES ARE ACHIEVED ON:**

- Voluntary Non-Syllabus assignments can replace one of the three Syllabus Assignments (if higher).
- Voluntary Goal Setting Series (all) counts as a perfect score and can replace one of your three Syllabus Assignment Scores.

### **Final Paper**

The final paper ~~will summarize~~ MUST be forward-looking while also *exploring* key insights gained from the course **THAT APPLY** *specific learnings from UME courses*.

### **WHAT DOES FORWARD-LOOKING MEAN?**

- Example: "How I will approach starting xyz business"
- Example: "How my outlook on xyz has changed"
- Example: "Assessing xyz in the workplace"
- Example: "Strategy of \_\_\_\_ (someplace other than the internship)"

### **WHAT WILL FARE POORLY (BACKWARD-LOOKING)?**

- A summary of the internship itself will fare poorly because we have already covered much of this information throughout the quarter and on your final presentation.
- A backward-looking paper will fare poorly.
- A paper not moored to UME coursework will fare poorly.

### **REQUIREMENTS**

The final paper should be approximately 13-15 pages, double-spaced, and use 12pt. font with 1-inch page margins. The paper should contain at least five citations three of which must include class-related content. Other citations may come from articles on the relevant market or industry or from prior UME courses. It is anticipated that content from several of the student's written assignments throughout the quarter and particularly the final presentation will be incorporated into the final paper. Students are encouraged to use the campus resources for editing that are provided ahead of submission and to do so must start the paper early.

### **CITATIONS:**

- 1) Must be in TWO PLACES
- 2) First, it must be **INLINE** in the text, eg. "...Frank's Accountability. (Lecture, Week 1, Slide xx)."
- 3) Second, in an organized Appendix, not Included in the page count, at the end of the Paper, eg.:

MGMT 169 Citations: ...

OTHER UME COURSE Citations: ...

EXTERNAL SOURCE Citations:

*Citation rules for MGMT 169 class-related content:*

Homework: "(Homework, Week\_, Page\_, [Top/middle/bottom])"

Reading: “([Author name], Week\_, Page\_, [Top/middle/bottom])”  
Class Lecture Slides: “(Lecture, Week\_, Slide\_)”  
Student/Guest Lecture: “([Student/Guest Name], [Topic])”

*Citation rules for other UME Courses:*  
“(MGMT\_, [Source], [Topic])”

*Citation rules for external sources:*  
“(External, [Author/Creator], [Title], [Year], [Link if avail])”

## **WORK RECORD**

Students doing an internship or work study, must submit a form with their final paper documenting the hours that they have worked for the quarter. Additionally, each supervisor must fill out a short Google Form upon completion of the Internship found here:

[https://docs.google.com/forms/d/e/1FAIpQLScYciH3Taj-m\\_03MaND0yFi8CwKsmEvzsM8rXzYbGIgR7oBpQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScYciH3Taj-m_03MaND0yFi8CwKsmEvzsM8rXzYbGIgR7oBpQ/viewform)

A student must send a (like the below) Email to their supervisor on or before the last class day of the quarter (Friday before finals week):

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Please cc [eaweinhaus@gmail.com](mailto:eaweinhaus@gmail.com)  
Subject Line: MGMT 169 Required Survery - [Student]/[Company]/[Supervisor]

Hi [supervisor],

I'd like to introduce you via email to Coach Weinhaus, my faculty advisor for the Management 195 course. [I'd also like to thank both of you for such a wonderful experience this quarter. - courtesy]

As per the requirements of this course if you could please fill out the following form so UCLA has it for its records, that would be great (it should only take a minute). Additionally, I've cc'd Coach to this email and he may follow up with you if he has any questions.

[https://docs.google.com/forms/d/e/1FAIpQLScYciH3Taj-m\\_03MaND0yFi8CwKsmEvzsM8rXzYbGIgR7oBpQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLScYciH3Taj-m_03MaND0yFi8CwKsmEvzsM8rXzYbGIgR7oBpQ/viewform)

(if the link doesn't work when you click on it, it is because one of our email programs cut the link into two lines then paste the bottom line with the top line or try [this](#))

Thanks again!

Best,

[Student name]

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To pass the course, interns must work at least 8 weeks during the 10 week quarter AND work a minimum total of 80 hours (approximately 8-10 hours/week). Failure to complete the minimum requirements will likely result in an automatic grade reduction to F. If for any reason a student must miss more than the equivalent of one week's regular shift at the internship or must end the internship early, the student MUST inform the instructor IMMEDIATELY. The instructor will consult with the internship supervisor about appropriate steps and may advise the student to drop the course if it is determined that the student is not in a position to pass.

Supervisor's must fill out a form no later than twenty minutes prior to the normal weekly class starting date and time of Finals Week.

### **TIMESHEET**

Students must upload a Timesheet to the course website on a CCLE Assignment that describes each week the hours they work on which day, and basically what they worked on. Bare minimum information required is:

- a) Date
- b) Number of Hours
- c) General description of work/project.

Students may format the TimeSheet at their discretion. Faculty will be using the timesheet and Supervisor forms to evaluate whether student has completed the course hour requirements.

### **Liability Waiver for Students Doing Internships or Work Study**

The student must sign a liability waiver available on the CCLE or the course website. This waiver is required by UCLA for off-campus work.

### **Academic Integrity**

All students, without exception, must familiarize themselves with the academic integrity policies of UCLA as detailed in the Student Conduct Code on the Office of the Dean of Students website:

[http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct\\_Rev030416.pdf](http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf)

In particular, the instructor would like to emphasize the following excerpt from the "UCLA Student Conduct Code" PDF found on the Dean's website which includes, but is not limited to, the following forbidden behavior:

#### *102.01a: Cheating*

*Cheating includes, but is not limited to, the use of unauthorized materials, information, or study aids in any academic exercise; the alteration of any answers on a graded document before submitting it for re-grading; or the failure to observe the expressed procedures or*

*instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).*

**102.01b: Fabrication**

*Fabrication includes, but is not limited to, falsification or invention of any information or citation in an academic exercise, including Fabrication or Falsification of Research. Fabrication of Research is making up data or results and recording or reporting them. Falsification of Research is manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.*

**102.01c: Plagiarism**

*Plagiarism includes, but is not limited to, the use of another person's work (including words, ideas, designs, or data) without giving appropriate attribution or citation. This includes, but is not limited to, representing, with or without the intent to deceive, part or all of an entire work obtained by purchase or otherwise, as the Student's original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the Student's own previous work as if it were the Student's original or new work. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, to meet course requirements (including a paper, project, exam, computer program, oral presentation, or other work) must either be the Student's own work, or must clearly acknowledge the source.*

**102.01d: Multiple Submissions**

*Multiple submissions includes, but is not limited to, the resubmission in identical or similar form by a student of any work which has been previously submitted for credit, whether at UCLA or any other school, college, or university in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission for credit of work submitted for credit, in identical or similar form, in concurrent courses, without the permission/consent of the instructors of both courses.*

**102.01 e: Facilitating Academic Dishonesty**

*Facilitating academic dishonesty includes, but is not limited to, knowingly helping another student commit an act of academic dishonesty.*

Regarding plagiarism, students must fully cite all materials (text, figures, etc.) utilized in creating deliverables for this course. All violations of the universities policies will be referred to the Dean of Students. Ignorance of the rules is no excuse! By way of enrolling and attending this class,, students are attesting to their explicit knowledge and understanding of all of the policies included in the guide of Student Conduct Code cited above.

## **Class Schedule**

*Note: The specifics of the class sessions are subject to change based on the availability of speakers.*

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### **Session 1: Course Overview**

<b>Objectives:</b>	Introduction of faculty & TAs; Course overview. Questions to be addressed: How do I succeed at an internship or in a BCO? What will make my experience more beneficial? What will make me more valuable to my firm?
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<b>Required Reading:</b>	<ul style="list-style-type: none"> <li>● HBSP: "6 Ways to Make the Most of Your Internship" by John Coleman</li> </ul>
<b>Assignment:</b>	<ul style="list-style-type: none"> <li>● Speaking Signup Sheet – Google Doc***</li> <li>● Assignment: [BCO students only]: Upload BCO Initial Business Plan and Supporting Materials. [DUE by 11.59 PM of the Same Date as Class 1]</li> </ul>

### Session 2: Entrepreneurial Leadership

**Objectives:** What is the difference between a leader and a manager? How does leadership in an entrepreneurial firm differ from a large corporation? What is a Company's DNA? What leadership theories exist in the literature? What are the principles of leadership? What are the factors that determine leadership style?

<b>Required Reading:</b>	<ul style="list-style-type: none"> <li>● Course Reader: "Entrepreneurship Reading: Becoming an Entrepreneurial Leader" by Lynda M. Applegate</li> <li>● Course Reader: "How to Rediscover Your Company's DNA" by Mark Bonchek</li> <li>● "A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management" (R.N. Amanchukwu, G.J. Stanley. N.P. Ololube). Management 2015, 5(1):6-14. DOI: 10.5923/j.mm.20150501.02</li> </ul>
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<b>Assignment:</b>	<ul style="list-style-type: none"> <li>● <i>Syllabus Assignment:</i> Interview the founder of your company (or another senior executive at your firm with extensive entrepreneurial experience). Write a 2-3 page paper discussing your key insights on your founder's entrepreneurial experience. What part of the founder's story is consistent with your learning in the UME? What, if anything, is inconsistent with what you've learned in class? Upload the paper (PDF format) before class. <i>BCO: Any Founder or past founder of a company. (Failed or successful).</i></li> <li>● Voluntary goal Setting Assignments #1***</li> <li>● BCO Initial Goals Project Plan / Google Drive Plan***(Upload PDF)</li> <li>● BCO Complete First Meeting</li> </ul>
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### Session 3: Marketing: Developing Your Personal Brand

**Objectives:** What is a "personal brand" and how can it help you succeed? What are the key elements of a personal brand?

<b>Required Reading:</b>	<ul style="list-style-type: none"> <li>● Online Article: "10 Tips for Building a Personal Brand That Can Boost Your Career" <ul style="list-style-type: none"> <li>○ <a href="https://www.northeastern.edu/graduate/blog/tips-for-building-your-personal-brand/">https://www.northeastern.edu/graduate/blog/tips-for-building-your-personal-brand/</a></li> </ul> </li> <li>● Online Article: "Personal Branding - The Key to an Epic Career" by Johnathan Maltby <ul style="list-style-type: none"> <li>○ <a href="https://medium.com/your-brand/personal-branding-the-key-to-an-epic-career-559fae3b32c2">https://medium.com/your-brand/personal-branding-the-key-to-an-epic-career-559fae3b32c2</a></li> </ul> </li> </ul>
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**Assignment:**

- Voluntary goal Setting Assignments #2\*\*\*
- *Syllabus Assignment\*\*\**: Course Reader: “Your Professional Brand: Creating a Brand Essence Statement for Your Internship” by Kimberly A Whitler, Marian Chapman Moore  
 Develop a brand essence statement and submit prior to the beginning of class. Feel free to find brand essence statements and examples online. Please keep the assignment to 1-page and explain your choice. ~~BCO: Same – Please adjust as you see fit to be both congruent with the ideas in the article and the goals for your BCO.~~

### Session 4: Entrepreneurial Ethics

**Objectives:** What ethical challenges can an interns and founders face? What frameworks exist that can help you when facing an ethical dilemma at work?

<b>Required Reading:</b>	<ul style="list-style-type: none"> <li>• Course Reader: “Draft Your Code: Committing Yourself to Ethical Principles” by Ronald A. Howard, Clinton D. Korver</li> </ul>
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**Assignment:**

- *Syllabus*: Case Assignment: “An Intern's Dilemma” by Sandra J. Sucher, Matthew Preble

Timeframe of the case: 2010

Submit an individual 2-3 page case write-up (in PDF format) answering the following questions before class:

1. Do you think the firm was asking Mark to act unethically? Would you have had an issue with doing the market researched requested by Mark’s internship firm?
2. Do you agree or disagree with how Mark handled the situation?
3. What surprised you about the outcome discussed in the case?  
[BCO: same]

- Voluntary goal Setting Assignment #3\*\*\*.
- [Voluntary] Non-Syllabus assignment: Accountability\*\*\*
- ~~BCO Complete 2nd Meeting\*\*\*~~

### Session 5: The Business Model Canvas; The Value Proposition Canvas

**Objectives:** MGMT 160 review: What is a “business model canvas”? Discuss the nine sections of the business model canvas. What is the value proposition canvas? What are customer pains, gains, and jobs? What are pain relievers and gain creators? Who is a customer? What is the environment map?

<b>Review MGMT 160 Readings:</b>	<ul style="list-style-type: none"> <li>• VPD: Intro (pp. xiv-xvii), Chapter 1 (pp. 6-49)</li> <li>• BMG: pp. 1-49</li> </ul>
<b>Optional Online Resources:</b>	<ul style="list-style-type: none"> <li>• Business Model Canvas Explained (Kauffman Foundation &amp; Strategyzer) <ul style="list-style-type: none"> <li>o <a href="https://youtu.be/wwShFsSFb-Y">https://youtu.be/wwShFsSFb-Y</a></li> </ul> </li> <li>• Business Model Canvas (Strategyzer) <ul style="list-style-type: none"> <li>o <a href="https://youtu.be/QoAOzMTLP5s">https://youtu.be/QoAOzMTLP5s</a></li> </ul> </li> <li>• Value Proposition Canvas (Strategyzer) <ul style="list-style-type: none"> <li>o <a href="https://youtu.be/ReM1uqmVfP0">https://youtu.be/ReM1uqmVfP0</a></li> </ul> </li> </ul>
<b>Assignment:</b>	<ul style="list-style-type: none"> <li>- <i>Syllabus</i>: Create a business model canvas (BMC) for the firm for which you are doing an internship <del>or for your BCO project</del>. Upload the BMC prior to the beginning of class. <del>BCO: same</del>***</li> <li>- Voluntary goal Setting Assignment #4***</li> <li>- [Voluntary] Non-Syllabus assignment,: Ethical Dilemma***</li> </ul>

**Session 6: Hypothesis-Driven Entrepreneurship;  
Understanding Customers & Customer Discovery and Growth of Entrepreneurial Firms**

<b>Objectives:</b>	<p>MGMT 160 review: What is hypothesis-driven entrepreneurship? What are the criteria for good hypotheses? What do we mean by build-measure-learn? How do you conduct interviews? What are customer discovery, customer validation, customer creation, and company building?</p> <p>What challenges does an entrepreneurial firm face as it grows? What are the primary considerations of growth? What concepts and frameworks from Organization Behavior can be applied to entrepreneurial firm growth in the real work?</p>
<b>Review MGMT 160 Readings:</b>	<ul style="list-style-type: none"> <li>● VPD: Chapter 1 (pp. 50-63)</li> <li>● VPD: Chapter 3 (pp. 178-253)</li> <li>● VPD: Section 2.3 (pp. 104-119)</li> </ul>
<b>Required Reading:</b>	<ul style="list-style-type: none"> <li>● Course Reader: <i>Why the Lean Start-Up Changes Everything</i>, Steven G. Blank</li> <li>● Course Reader: "Evolution and Revolution as Organizations Grow" (L.E. Greiner) in Mainiero, L. and Tromley, C. <i>Developing Managerial Skills in Organizational Behavior: Exercises, Cases, and Readings</i> (Englewood Cliffs, NJ: Prentice Hall) (2nd ed. 1994), pp. 322-329.</li> </ul>
<b>Optional Reading:</b>	<ul style="list-style-type: none"> <li>● Talking to Humans: Success starts with understanding your customers (free e-book for academia) (pp. 30-65)</li> <li>● Testing With Humans (free e-book for academia)</li> </ul>
<b>Assignment:</b>	<ul style="list-style-type: none"> <li>- <i>Syllabus</i>: Do ONE of the following two assignments (<del>BCO Do #1/Not #2</del>):             <ol style="list-style-type: none"> <li>1. ***Interview five (potential) customers of your internship firm/<del>BCO project</del>. In a 2-3 page paper, discuss what hypotheses you wanted to explore by talking with customers. Based on the limited data, which of your hypotheses seem to be correct? What seem to be incorrect? Upload the paper (as a PDF) before class.</li> <li>2. ***Assess if your internship company/<del>BCO</del> is operating like a lean-startup. Why or why not? Cite specific examples. Upload a 2-3 page paper (as a PDF) before class.</li> </ol> </li> <li>- Voluntary goal Setting Assignment</li> <li>- Voluntary goal Setting Assignment #4***</li> <li>- [Voluntary] Non-Syllabus assignment: Find a Mentor***</li> <li>- <del>BCO: Complete Third Meeting***</del></li> </ul>

**Session 7: Bases of Social Power & Developing Your Voice**

<b>Objectives:</b>	<p>What are the five bases of social power and why do they matter? What is reward power? What is coercive power? What is legitimate power? What is referent power? What is expert power?</p>
<b>Required Reading:</b>	<ul style="list-style-type: none"> <li>● Course Reader: "The Bases of Social Power" by John R.P. French, Jr., and Bertram Raven (Chapter 6: Leadership as an Influence).</li> </ul>
<b>Assignment:</b>	<ul style="list-style-type: none"> <li>- ***Syllabus Assignment: Write a 2-3 page paper documenting the critical power dynamics at play at your internship/<del>among your BCO team</del>, and a</li> </ul>

time and situation in your internship/~~working with your BCO team~~ where you found your voice” and “spoke up”. Briefly describe the scene and indict your emotions when you spoke up. How were you received? What did you learn from the experience? Will you change your approach in the future situations because of this experience? Upload the 2-3 page paper (as a PDF) to CCLE before class starts to receive full credit for the assignment. ~~BCO: Same.~~

- Voluntary goal Setting Assignment #6\*\*\*

**[MANDATORY]Session 8: Workplace Cultural and Ideological Diversity, Course Summary**

**Objectives:** What ideas do your teammates have that you do not? How do you learn them? How do you get others to open up? How do you learn how to learn from others? What are the big lessons from this course? Why do certain requests to those around you have a greater affect than others based on how you phrase it?

**Required Reading:** Video: “When Ideas Have Sex” - <https://www.youtube.com/watch?v=SNPsSE-sQBg>

**In-Class Exercise** [n/a]

**Assignment:**

- o Assignments
- o Bring 1 \$5 bill and 10 \$1 bills for in-class exercise. You might even get it back!!!
- o Voluntary Goal Setting Assignment #7\*\*\*
- o [Voluntary] Non-Syllabus Assignment: Magic Words\*\*\*
- o ~~BCO Complete Final Meeting\*\*\*~~

**Session 9 & 10: Presentations**

**Objectives:** Each person will give a presentation, with time for Q&A.

**Required Reading:** None.

**Optional Online Resources:**

- Entrepreneur Magazine Resources on Presentations
  - o <https://www.entrepreneur.com/topic/presentations>
  - o <https://youtu.be/Mv2ZIPUR0fw>
- Create an Effective Presentation Video (General Tips)
  - o [https://hbr.org/2011/03/create-an-effective-presentati.html?cm\\_sp=most\\_widget- -videos- -Create%20an%20Effective%20Presentation%22](https://hbr.org/2011/03/create-an-effective-presentati.html?cm_sp=most_widget- -videos- -Create%20an%20Effective%20Presentation%22)

**Assignment:**

\*\*\*Prepare a PowerPoint presentation discussing a framework or theory from one of your UME courses and present on how you applied the framework in your internship/~~BCO project~~. Final version should be uploaded to CCLE before class starts. There will be a significant grade penalty for any presentation emailed after the beginning of class.

- Internship: Timesheet\*\*\* end of week
- Internship: Supervisor Review Form Completion\*\*\* end of week

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### Session 11: Final Paper Due

**Objectives:** See above for details on the final paper depending on whether you are doing an internship, on-campus work-study, or ~~business creation option~~.

**Required Reading:** None.

**Assignment:**

- Submit the final paper on CCLE. There is no in-class final exam.
- ~~— BCO: Business Plan Update\*\*\* After All Quarter's Updates Have Been Incorporated~~
- ~~— BCO: Goals Self-Assessment\*\*\*. Use the exact same "BUSINESS PLAN SECTION GOALS" that you used in Week 1. Comment on each Goal, both of you and any teammate, as to whether this was accomplished satisfactorily. This MUST be done individually, and you MUST comment on all goals.~~
- ~~— BCO: Customer Interviews Data Summary~~

NOTE: The Course is Organized around the various Assignments, Class Exercises (Due Time == "Class", and - these are not Homework) and Deadlines in the DRAFT/Tentative Working Document below. As a Guide, class-given deadlines will supersede the below.

### **DISCLAIMER**

**This course is taught by a UCLA Anderson faculty member who is a licensed attorney with guests who may also be licensed attorneys. None of the advice given in this course is intended to be legal advice. Students, by attending this course, acknowledge that they do not intend to establish nor expect to establish a client-attorney relationship for any communication surrounding this course, class discussions, or coursework. Students who take this course acknowledge that they grant permission to the faculty, the TA's or their assigns, to record the classes and all conversations related to the class including office hours.**

	Due Day (Wednesday Class Version)	Due Time	Title
Week 1	3/30/2022	11:59 PM	Business Plan As-Is
	3/30/2022	11:59 PM	Business Plan Supporting Materials
	3/30/2022	Class	Student Internship/Project Intros
Week 2	4/4/2022	8:00 PM	Customer Interview Plan Week by Week
	4/4/2022	8:00 PM	Business Plan Sections Status
	4/4/2022	8:00 PM	Business Plan Section Goals
	4/4/2022	8:00 PM	Quarter Timeline
	4/4/2022	6:00 – 8pm	Meeting 1 to be conducted
	4/6/2022	7.10 pm	Due for Week 2 Assignment
	4/6/2022	7.10 pm	Voluntary Goal Setting Project
	4/6/2022	6:50 PM	Weekly Speaker Signup
	Week 3	4/13/2022	7.10 pm
4/13/2022		7.10 pm	Voluntary Goal Setting Project
4/13/2022		Class	Groupings for Brand Exercise
4/13/2022		Class	Personal Brand
Week 4	4/20/2022	Class	HOMEWORK INSIGHTS
	4/19/2022	11:59 PM	Meeting 2 to be conducted
	4/20/2022	7.10 pm	Due for Week 4 Assignment
	4/20/2022	7.10 pm	Voluntary Goal Setting Project
	4/20/2022	7.10 pm	<b>Non-Syllabus Assignment</b>
Week 5	4/27/2022	7.10 pm	Due for Week 5 Assignment
	4/27/2022	7.10 pm	Voluntary Goal Setting Project
	4/27/2022	7.10 pm	<b>Non-Syllabus Assignment</b>
	4/27/2022	Class	BMC
Week 6	5/3/2022	11:59 PM	Meeting 3 to be conducted
	5/4/2022	7.10 pm	Due for Week 6 Assignment
	5/4/2022	7.10 pm	Voluntary Goal Setting Project
	5/4/2022	Class	Simulation Question
Week 7	5/11/2022	7.10 pm	Due for Week 7 Assignment
	5/11/2022	7.10 pm	Voluntary Goal Setting Project
Week 8	5/18/2022	7.10 pm	Voluntary Goal Setting Project
	5/18/2022	7.10 pm	<b>Non-Syllabus Assignment</b>
	5/17/2022	11:59 PM	Meeting 4 to be conducted
	5/18/2022	Class	CONFIDENTIAL form
	5/18/2022	Class	Final Presentation Signup
Week 9	5/25/2022	7.10 pm	Final Presentation Group 1
Week 10	6/1/2022	7.10 pm	Final Presentation Group 2
	6/3/2022	7:10 PM	Supervisor Form COMPLETION
	6/3/2022	7.10 pm	Time sheet Submission
Week 11	6/8/2022	7.10 pm	BCO Business Plan Update
	6/8/2022	7.10 pm	BCO Goals Self-Assessment
	6/8/2022	7.10 pm	BCO Interviews
	6/8/2022	7.10 pm	Final Paper Submission