



SCHOOL OF BUSINESS
MOUNT ST. JOSEPH UNIVERSITY

MGT 605 Leadership Seminar I S1 20
Mount St. Joseph University School of Business

Course Number: MGT 605-CV
Level: Graduate, Required
Credit Hours: 3
Course Meets: Thursdays, 5:15 p.m. – 8:45 p.m., CVG
Instructor Name: Joseph Carter
Office Location: Seton Hall – School of Business
Office Hours: MWF – 10:00 a.m. – 12:00 p.m., or by appointment
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COURSE DESCRIPTION The leadership seminar provides a semester-long examination of a single cutting-edge management topic. Potential topics may include but not be limited to finance and international negotiations, international business, global commerce, entrepreneurship and supply chain management. The focus of this course will be on **entrepreneurship**.

PERFORMANCE LEARNING OUTCOMES (PLO)

- 1.1 Students will produce professional quality business documents. (Assess)
- 1.2 Students will demonstrate their ability to deliver effective presentations. (Assess)
- 4.2 Students will recommend an action plan that incorporates concepts of diversity and inclusiveness in their analysis and decision-making. (Reinforce)

COURSE LEARNING OUTCOMES (CLO)

Upon successful completion of this course, students will:

1. understand how their Myers Briggs Type Indicator preferences impacts their ability to apply Human Centered Innovation and Design Thinking.
2. demonstrate an understanding of their Entrepreneurial Strengths by completing an on-line instrument. You will then complete a strengths self-assessment to identify how you've applied your strengths to create positive outcomes for yourself and others and how you've over-applied your talents to the point that it hindered your effectiveness.
3. demonstrate the concept of Design Thinking by completing an in-class exercise and applying what you learn to for-profit and social enterprises.
4. assess and design For-profit and Non-profit Business Models in a team environment.
5. apply a team-based learning method to gain and understanding of the components of a Social Enterprise Business Model.
6. assess and develop value propositions utilizing a Value Proposition Canvas.
7. design Lean Startup Experiments to test business model design hypotheses.
8. assess a Business Plan, and present an investment decision in a team-based environment



REQUIRED COURSE MATERIALS

1. Clifton, Jim. *Entrepreneurial StrengthsFinder*. Gallup Press. ISBN 978-1-59562-082-8
2. MacMillan, Thompson. *The Social Entrepreneur's Playbook, Expanded Edition: Pressure Test, Plan, Launch and Scale Your Social Enterprise*. ISBN 978-1-61363-032-7.

➤ **(NOTE: INSTRUCTOR WILL SUPPLY A COPY OF BOTH BOOKS TO YOU IN CLASS #1)**

COURSE MATERIALS SUPPLIED BY INSTRUCTOR

- "Disrupting Beliefs: A New Approach To Business Model Innovation"
- Value Proposition Design: How to Create Products and Services That Customers Want
- "Why the Lean Startup Changes Everything"

LEARNING STRATEGIES

Type	% of Course
Lecture/Traditional Classroom	30%
Team-Based Learning / Discussions	20%
Team Exercises / Discussions	50%

PERFORMANCE EVALUATION Grading Scale (Graduate)

Description	Letter Grade	GPA Scale	Range
Excellent	A	4.0	90% - 100%
Very Good	B	3.0	80% - < 90%
Good	C	2.0	70% - < 80%
Fail	F	0	< 70%

GRADING - The grade a student receives in class will be determined as follows:

Myers Briggs Type Indicator (MBTI) Strengths - My Perspective Entrepreneurial Strengths Finder Assessment (EP10)	150 points 9% <u>MBTI</u> = 50 <u>Strengths</u> = 50 <u>EP10</u> = 50
Design Thinking Worksheets	50-points 3%
For-Profit Business Model Competitive Analysis Queen City Angels (QCA) https://qca.com/ CincyTech (CT) http://cincytechusa.com/	300-points 17% <u>Bus Mod 1</u> = 100 PPT/Word Doc. <u>Bus Mod 2</u> = 100 Competitive PPT/Word Doc. <u>Analysis</u> = 50 <u>Presentation</u> = 50
Cover page + 1-2 Page Paper – "Disrupting Beliefs: A New Approach To Business Model Innovation" (Individual Assignment – template provided)	Paper 50-points 3%
New (Disruptive) Business Model / Value Proposition Design vs. QCA and CT	New Design PPT's / Word Doc. 100 points 6%



Team-Based Learning – <i>The Social Entrepreneur's Playbook</i> Two chapters per person	PPT's / Word Doc. 100-points 6% Presentation 50 points 3%
Non-profit Business Model Competitive Analysis	300-points 17% <u>Bus Mod 1 = 100</u> PPT/Word Doc. <u>Bus Mod 2 = 100</u> Competitive PPT/Word Doc. <u>Analysis = 50</u> <u>Presentation = 50</u>
Non-profit Business Model / Value Proposition – Competitively Superior Re-Design	200-points 11% New Design = 100 New Value Prop = 100
"The Lean Startup" Cover page + 1 – 2 page paper (individually) and experiment to test your Business Model and Value Proposition Redesign	50-points 3%
Design a Lean Startup experiment to test your Business Model and Value Proposition Redesign (team)	50-points 3%
Business Model and PRIME Analysis	150-points 9%
Final Exam	200-points 11%
Total	1750-points 100%

Myers Briggs Type Indicator (3%):

Each student will be required to complete a MBTI assessment to identify (1) from where you get your energy; (2) how you take in information about yourself and the world around you; (3) how you make decisions; and (4) how you prefer to deal with the outside world. We will also explore your dominant, auxiliary, tertiary and inferior functions.

Strengths – Your Perspective (3%):

Each student will be required to complete a strengths self-assessment that identifies (1) your three most significant strengths; (2) how you've applied your strengths to create positive outcomes for yourself and others; and (3) how you've over-applied your strengths to the point that it hindered your effectiveness.

Entrepreneurial Strengths Finder Assessment (3%):

Each student will complete an on-line assessment to provide you with a report that identifies your 10 entrepreneurial talents in rank order along with your distinct builder style.

Design Thinking Worksheets (3%)

During class you will participate in an in-class exercise focused on the method of Design Thinking. While completing each section of the method you will fill in sections of a worksheet. Upon the conclusion of the exercise you will submit the worksheets you completed for each step



of the method. You will earn a score to assess your effectiveness in completing each step of the exercise.

For-Profit Business Model Competitive Analysis and Re-Design (300 + 100 points = 23%)

You will work in a team-based environment to document the business models of competing for-profit businesses. You will then be required to complete a competitive analysis to identify points of similarity and differences.

"Disrupting Beliefs: A New Approach To Business Model Innovation" (3%)

You will read an article that explains a method for how to design disruptive business models. After you read the article you will need to complete a 1-2-page paper requiring you to summarize the method, to capture the insights you derived and to identify the associated implications based on what you learned. You will use this method to help you design disruptive business models for for-profit and non-profit enterprises.

***The Social Entrepreneur's Playbook, Expanded Edition: Pressure Test, Plan, Launch and Scale Your Social Enterprise* (100 + 50 points = 9%)**

You will utilize a team-based learning method to ensure you understand the components of a social enterprise business model. You will apply what you learn in this book to complete a business model competitive analysis for 2 competing social enterprises.

Non-profit Business Model / Value Proposition Competitive Analysis / Redesign (300 + 100 + 100 points = 29%)

You will work in a team-based environment to document the business models of two competing non-profits businesses utilizing the methods explained in *The Social Entrepreneur's Playbook, Expanded Edition: Pressure Test, Plan, Launch and Scale Your Social Enterprise*. You will then apply the concepts explained in "Disrupting Beliefs: A New Approach To Business Model Innovation" and to design a disruptive business model and value proposition design. You will present your redesigns to the class including your team's supporting logic and key assumptions supporting your design.

Lean Startup Experiments (6%)

You will read, "The Lean Startup: Why the Lean Startup Changes Everything," and write a report to ensure you understand the difference between a lean startup and a traditional startup. You will then work in a team-based environment to design a Lean Startup Experiment to test your team's competitively superior Business Model and Value Proposition re-design for a non-profit business.

Business Plan Assessment (9%)

You will work in a team-based environment to assess an entire Business Plan. You will start with documenting the business model for the business assigned to ensure you understand how the business creates, delivers, and captures value. Afterwards, your team will complete an assessment of the business plan assigned. The final part of this assignment will be for your



team to present your assessment of the Business Plan and to explain your decision / supporting rationale as to whether to invest in the business venture. You will apply a method called a PRIME Analysis to assess and develop your decision.

Final Exam (12%)

You will be required to take a final exam that will cover all the material discussed in class and the content of all the team assignments. The format of the exam will be multiple-choice, and short-answer essay.

POLICIES

ACADEMIC HONESTY POLICY:

Please use the following link to access Mount St. Joseph University's Academic Honesty Policy. The policy will be enforced in this class.

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/academic-honesty/>

DISABILITY POLICY

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans (244-4524, Meghann.Littrell@msj.edu, Learning Center, Room 156 Seton). Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

TEMPORARY ILLNESS POLICY:

Please use the following link to access Mount St. Joseph University's Temporary Illness Policy.

https://mymount.msj.edu/ICS/icsfs/Temporary_Illness_Injury_Pregnancy_Policy.pdf?target=cb704db2-bcb1-454d-9c31-4310226ce3b4

POLICY ON INCOMPLETES:

Please use the following link to access Mount St. Joseph University's policy on incompletes.

<http://registrar.msj.edu/undergraduate-catalog/rights-policies/academic-policies/grades/>

DROP DATES FOR THE CURRENT SEMESTER:

Please use the following link to access information regarding drop dates for this semester.

https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester_Policies

ATTENDANCE POLICY:

It is particularly important to attend all class meetings due to the accelerated format of graduate business courses. If you will miss one class meeting for an unavoidable reason, please contact the instructor as soon as possible in order to discuss alternative ways of meeting the learning outcomes that will be covered in the class meeting. If you will miss more than one class meeting



for a particular course, please contact both the instructor and the Assistant Dean as soon as possible to discuss whether it is advisable to take the course this semester. Each unexcused absence will lower your final grade by one letter.

COURSE SCHEDULE

Date & Learning Outcomes	Topics	Class Preparation & Assignments
	<u>MBTI – Preferences</u> Where you get your energy How you bring in information How you make decisions How you interact with the outside world <u>Strengths</u> 3 most significant / demonstrated / over-application / hindered performance	<u>Complete</u> MBTI worksheet – <u>print</u> Results worksheet – <u>bring</u> to 1 st class <u>Complete</u> Strengths-My Perspective worksheet – <u>print</u> – <u>bring</u> to 1 st class
1 Oct. 10 CLO 1, 2	Introductions Tentative Syllabus EP 10 Strengths assignment (next class) MBTI Strengths Form 2 teams Business startups and closures Components – For-Profit Business Model Overview of business model competitive analysis assignment: (QCA and CT)	<u>Submit</u> MBTI Results worksheet <u>Submit</u> Strengths-My-Perspective worksheet <u>Receive books</u> from instructor: <i>Entrepreneur Strengths Finder</i> <i>The Social Entrepreneur's Playbook</i>
Oct. 17	NO CLASS	
2 Oct. 24 PLO 1.1, 1.2 CLO 1, 2, 3, 4	Entrepreneur Strengths Finder Human Centered Innovation – Design Thinking (in-class exercise) Business Model competitive analysis presentations	<u>Read</u> sections in <i>Entrepreneur Strengths Finder</i> describing your strengths <u>Submit output</u> from EP 10 Entrepreneur Strengths-Finder <u>Submit</u> completed Design Thinking worksheets (in-class exercise) <u>Submit</u> for-profit business model competitive analysis (templates provided)
3 Oct. 31 PLO 1.1, 1.2 CLO 4, 6	Designing Disruptive Business Models In-class assignment – design a disruptive business model design different from the Queen City Angels and CincyTech	<u>Individual Assignment</u> <u>Read:</u> "Disrupting Beliefs: A New Approach To Business Model Innovation" <u>Write:</u> 1-2 page paper describing the process to disrupt business models + 3 most significant insights and the associated for each insight <u>Present / Submit:</u> disruptive for-profit business model/value proposition design
4 Nov. 7 PLO 1.1, 1.2 CLO 3, 5	<i>The Social Entrepreneur's Playbook</i> Team-based learning	<u>Submit</u> PPT's and Word Doc. (templates provided) for the two chapters assigned – includes in-class presentation for each chapter assigned <u>Select</u> complete business model competitive analysis for 2 non-profits



5 Nov. 14 PLO 4.2 CLO 3, 4, 6	Non-profit business model competitive analysis Value Proposition Canvas Disruptive value proposition and business model design (in-class assignment)	Submit non-profit business model competitive analysis (templates provided) Present / Submit: disruptive non-profit business model/value proposition design
6 Nov. 21 PLO 4.2 CLO 7	Lean Startup vs. Traditional Startup Business Plans, Business Models, PRIME Analysis (Business Plan Assessment) Start PRIME Analysis (in-class)	Read "The Lean Startup: How the Lean Startup Changes Everything" Write: 1-2 page paper (template provided) Submit: one lean startup experiment to test the hypothesis of your disruptive value proposition design for the non-profit (Nov. 14 in-class assignment)
Nov. 28	NO CLASS	
7 Dec. 5 CLO 8	Presentation of Business Model and PRIME Analysis Final Examination (last 2-hours of class)	Submit PRIME Analysis for the business assigned. Complete / Submit Final Examination for the course.

Assessment for PLO 1.1

MGT 605 Leadership Seminar 1 Learning Outcomes 1.1 Students will produce quality business documents (Assess)				
Performance Area	3: Exceeds Standards	2: Meets Standard	1: Fails to Meet Standard	Score
Document Organization	Material is presented clearly and appropriate to the task; organization increases readability	Material needs some work for greater clarity or improvements in organization	Material inconsistent with appropriate formatting; organization needs much work.	
Sentence Structure	Demonstrates knowledge of sentence structure; expresses ideas clearly and concisely; simplified appropriate to business writing	Demonstrates some knowledge of sentence structure; expresses most ideas clearly and concisely; variation in simplifying appropriate to business writing	Uses wordy sentences needed to be simplified; meaning of sentence sometimes not clear; works only as a first draft, if that	
Correctness	Adheres to standard rules of grammar, usage mechanics, punctuation, and spelling; may include no more than two minor errors	Generally adheres to standard rules but includes three or more errors	Contains significant errors that detract from effectiveness of the document	
Presentation/Document Design	Margins formatted properly; spacing, indentation, typeface and use of emphasis are appropriate to task	Mostly includes proper formatting with a few errors or inconsistencies	Formatting errors or inconsistencies detract from the document	



Assessment PLO 1.2

MBA Learning Outcomes				
1-Communication Skills: Graduates will effectively communicate business ideas in writing and speaking				
MGT 605 Leadership Seminar 1 Learning Outcomes				
1.2 Students will demonstrate their ability to deliver effective presentations (Assess)				
Performance Area	3: Exceeds Standards	2: Meets Standard	1: Fails to Meet Standard	Score
Organization Focus, Preparation, Agenda, Desired Results	Has a clear opening statement that catches the audience's interest. Stays focused throughout.	Has opening statement relevant to topic and gives outline of speech. Mostly organized, loses focus only once or twice.	No opening statement or irrelevant statement. Loses focus more than twice.	
Content	Is more thorough than "average." Research goes beyond minimum requirements.	Fulfills assignment. Current. Uses appropriate sources and is objective.	Does not meet assignment requirements, is neither current nor objective.	
Quality of conclusion	Goes beyond "average" in delivering a conclusion that is very well documented and persuasive.	Adequate. Summarizes presentation's main points, and draws conclusions based upon these points.	Missing or poor. Not tied to analysis. Does not summarize points that brought the speaker to this conclusion.	
Voice quality and pace	Excellent delivery. Modulates voice, projects enthusiasm, interest and confidence.	Can easily understand appropriate pace and volume.	Demonstrates one or more of the following: mumbling, hard to understand English, too soft, too loud, too slow, too fast.	
Mannerisms	Uses body language effectively to maintain audience's interest.	No distracting mannerisms. Decent posture.	Demonstrates one or more mannerisms, which may include bad posture.	
Use of media	Slides are used effortlessly to enhance speech. Speech could be effectively delivered without them.	Looks at slides to keep on track with presentation. Appropriate number of slides.	Relies heavily on slides or notes. Makes little eye contact. Some key points do NOT have a corresponding slide.	