

RADFORD UNIVERSITY

Entrepreneurial Leadership

INSTRUCTOR: Dr. Danylle Kunkel
OFFICE: Kyle Hall 378

TEL: 831- 2456
EMAIL: drkunkel@radford.edu

OFFICE HOURS:

Please ask questions of material that was not clearly understood during class, while studying, or related to assigned activities.

Course Purpose:

Organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by optimizing risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment. Such leadership aims to cultivate entrepreneurial individuals and teams that fully leverage their creative potential.

The objectives of the course are as follows:

Upon successful completion of this course, students will be able to:

- Critically examine and apply key frameworks, theories and models relating to standard and complex entrepreneurial leadership, including leadership as a form of stakeholder service
- Think creatively to identify opportunities and develop innovative strategies that simultaneously create positive social and economic outcomes.
- Develop novel and practical ideas relating to opportunity recognition, resource utilization and problem solving.
- Demonstrate an understanding of the importance of networking and describe effective networking strategies
- Develop and communicate visions that influence and inspire stakeholder commitment.
- Demonstrate an understanding of how to organize and lead innovation teams
- Iteratively develop and test assumptions about problems, customers, stakeholders, and solutions
- Identify practices that facilitate sustainable change in today's uncertain environment and increasingly diverse workplaces
- Explore effective leadership approaches reflecting the interplay of values, ethics, corporate culture and governance structures

Course Expectations:

- ▶ As contributing members of the class, each student is expected to be prompt, responsible for class assignments, follow the honor code, participate in class discussion, and demonstrate respect for all.
- ▶ Attend each class.
- ▶ Encourage and demonstrate respect for students, visitors, and instructor.
- ▶ **Participate actively.**
- ▶ **Meet with instructor** if you have questions.
- ▶ Demonstrate positive reflection, respectful interaction, and develop self-awareness.

Required Textbooks and Supplemental Readings:

- See Book Assignment
- Other Readings will be available using D2L technology or available by the professor.

Course Policies and Expectations:

Absences and exceptions:

It is the expectation that you attend each class. However, if an absence occurs, please see a colleague for notes and announcements. During the course of the semester significant personal commitments may occur resulting in a missed class. **Work completed during the missed class session WILL NOT be allowed to be made up.**

Respect and Professionalism:

You are expected to conduct yourself in a professional manner including display of encouragement and respect for all visitors, fellow students and instructors.

Cell phones (and other technology):

Please turn off cell phones and other technological devices during the class period. Text messaging or other technological communication is prohibited during class. **If you are caught using your phone or any other technology during an exam it will be counted as a 0.**

Participation:

As all members of a group benefit from intellectual conversation, all members of this class will be expected to participate productively on a regular basis.

Communication:

All students are expected to keep an open line of communication with the professor if the context of course issues that may arise. This includes seeking help from the professor if you are having difficulties with the subject matter. **If you wish to discuss an assignment or test grade, you must do so WITHIN 2 WEEKS of the RETURNED GRADE. I will not discuss grade changes.**

Late Assignments:

All assignments are due at the beginning of the class on the dates indicated. **Late assignments will not be accepted.** An absence is an absence period. I do not have excused or unexcused absences, just absences. **Work not turned in or presented on a due date because of an absence WILL NOT receive credit regardless of the type of absence.**

All assignments are due on the dates indicated. Late assignments will not be accepted for ANY reason. If you have not submitted the above by the due date the assignment will be graded as a 0. Be sure to plan your schedule accordingly as technical issues and Scheduling issues are always a possibility. Work not turned in or presented on a due date because of an absence WILL NOT receive credit regardless of the type of absence.

Honor Code:

It is expected all students abide by the University honor code. The honor code will be enforced in this class and all work done in the class (drafts and final versions and exams) will be covered by the Radford University honor code. It is expected that you familiarize yourself with the honor system and the academic violations that it addresses: cheating, plagiarism, and falsification.

*****Cheating in this class consummates: using others answers on homework, copying text and information off of websites, plagiarism, sharing in any form test answers with others, using notes in tests, fixing your answers, asking classmates to see their work, and (but not limited to) using technology during an exam.**

Grow as a scholar and as an individual:

In this course all students are expected to demonstrate positive reflection, respectful and intellectual interaction, developed self-awareness, and leave with newfound knowledge.

Campus Resources:

Center for Accessibility Services: Students seeking academic accommodations under the Americans with Disabilities Act must register with the Center for Accessibility Services (CAS) to determine eligibility. Students qualified for academic accommodations will receive accommodation letters and should meet with each course professor during office hours, to review and discuss accommodations. For more information, call 540-831-6350. www.radford.edu/cas



Center for Diversity and Inclusion “envisions Radford University as a multicultural institution that provides a forward thinking and progressive approach to social justice and equality.” Heth Hall 157, 831-5765, diverse@radford.edu

RADFORD UNIVERSITY
Center for Diversity and Inclusion

Learning Assistance and Resource Center (LARC) provides free tutoring to students who need to strengthen their academic skills. 125 Walker Hall. 540-831-7704, larc@radford.edu.

Military Resource Center helps military students (veterans, active duty, reservists, and dependents) to access all of the campus resources available and provides study space, transition counseling, and tutoring. 100 Calhoun Hall, military@radford.edu, 540-831-5002.

Office of Diversity and Equity, 314B Tyler Place, 2nd Floor, 831-5307

To report an instance of harassment or sexual assault: <http://www.radford.edu/content/diversity-equity/home/title-ix-reporting.html>

Safe Zone at Radford University is a collaborative effort among students, staff, and faculty to secure trustworthy allies and supportive, safe spaces on campus for students who are lesbian, gay, bisexual, transgendered, and questioning. Safe-Zone trained allies can be found across the campus and community, just look for the Safe Zone sticker.



Substance Abuse and Violence Educations Services (SAVES): provides education, counseling, advocacy and support for students dealing with substance abuse or sexual violence. SAVES will also help you to help a friend who is struggling with substance abuse or is a victim or survivor of sexual assault, dating violence, or stalking. Heth Hall, Room 215, 831-5709 www.radford.edu/saves
<http://www.radford.edu/content/diversity-equity/home/title-ix.html>

Student Counseling Services can help with adjusting to college life, relationship or family concerns, anxiety, depression, eating disorders, and many other issues you may experience, including how to help a friend who is struggling. Tyler Hall Basement, 831-5226 www.radford.edu/content/student-counseling/home/faq.html

Writing Center located in CHBS 4800 (above Starbucks), offers help to **CORE101 and CORE102 students** for any writing assignment for any course. One-on-one sessions with a writing consultant are available every day beginning Monday, September 25 (hours TBA). To make an appointment, login to MyRU, click on Academics, and click on Writing Center, or stop by CHBS 4800 during open hours.

Core Assignments:

Assignment	Description	Percentage of Total Grade	Date
Participation	Participation in class assignments and activities	20%	Continuous
	Book Chapter Summaries	20%	
	Final Paper	20%	
Exams (Midterm and Final)		20% Each	Midterm-TBA Final-See College Schedule

Grading Scale:

- 90-100 % = A
- 80-89 % = B
- 70-79 % = C
- 60-69 % = D
- 0-59 % = F



New Outline of Major Topics:

- Risk-Taking - Propensity for well-calculated and prudent 'risk-taking'; the willingness to face uncertainties and venture into ambiguous areas despite risk of failure.
- Proactiveness - Being active in creating and leading toward the future by exploring new opportunities rather than passively waiting to be affected by it.
- Innovativeness - Tendency to think creatively and develop novel and practical ideas relating to opportunity recognition, resource utilization and problem solving.
- Stakeholder Enactment - Influencing and inspiring a group of competent and committed supporters to enact the envisioned future while specifying personal limitations.
- Active Learning – Iteratively develop and test assumptions about problems, customers, stakeholders, and solutions. Rapid response to validated/invalidated results in ongoing change experiments.

Course Outline: Subject to change at the discretion of the professor.

Day	Topic	Assigned Reading (to be completed prior to the class it is listed with)
WEEK 1	Welcome and Class intro	
Week 2		
	Nature of Entrp.	
	Entp Mindset	
Week 3		
	Founders Dilemma	
	Anticipating Failure	
Week 4		
	Articulating Vision	
	Communicating Vision	
Week 5		
	Relationship Building	
	Relationship Building	
Week 6		
	Networking	
	Networking	
Week 7		
	Midterm Review	
	Midterm Exam	
Week 8		
	Innovation and Decision making	
	Innovation and Decision Making	
Week 9		
	Strategic Planning	Book Chapters Due
	Strategic Planning	
Week 10		
	Project Planning	
	Project Planning	
Week 11		
	Change Management	
	Change Management	
Week 12		
	Business Consulting	Paper Due
	Org Development	
Week 13		
	Intrapreneurship	
	Intrapreneurship	
Week 14		
	Conscious Capitalism	
	Conscious Capitalism	
Week 15		
	Exam Review	
Exam	See University Website	

Assignment Requirements:

Class Assignments

These assignments will be given in class throughout the semester that tie into our course content.

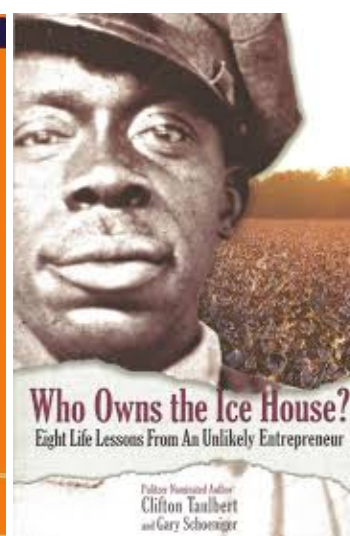
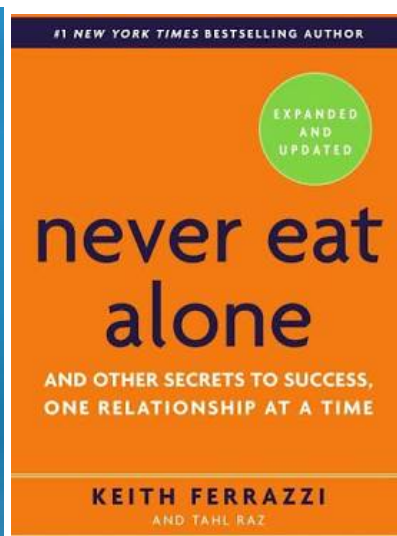
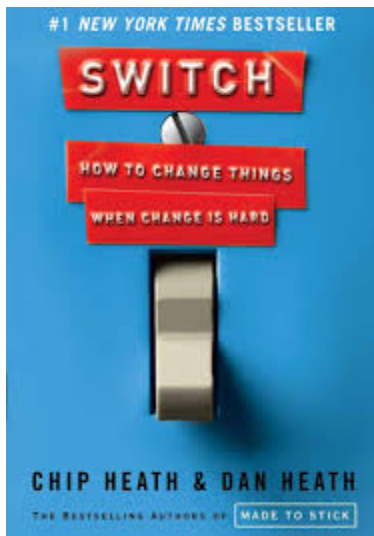
Book Chapter Discussions:

This semester you will get to choose a common read book. For each chapter you are required to fill out a “reading reflections” survey. The questions are generic, and are not specific to the particular chapter or even this particular book. They are, in fact, the kinds of questions you should be thinking about as you read any serious writing, as these questions give you an opportunity to reflect on and carefully think about what you are reading. Don’t just carelessly jot things down to “get it done!” If you honestly think about and answer these questions, it will help you make sense of the material. Learning is largely about making connections between new concepts and the things you already know, and these questions are designed to help you do that. Try these questions when you have reading assignments in other classes as well — you might be surprised by how much it helps!

Reading Reflection Survey Questions

1. What are the main points of this reading (focus on concepts, ideas, and theme, not on individual facts)?
2. Was anything unclear or confusing to you?
4. Was there anything you would like to explore further or find out more about?
3. What was new to you, and did it change the way you think about or perceive things?
4. Describe at least one connection between the reading and topics from outside class (other classes, news stories you’ve seen, etc.)?
5. Give at least one specific example of an aspect or experience in your personal life that is related to the reading.
6. Is there anything else you think would be relevant for the class discussion of this reading?

Books to choose from:



Reflection Paper:

In an effort to make the common read applicable to your leadership development, you will compose a reflection paper on the reading you chose.

Examinations:

There will be a total of two examinations given during this session, including the final. The final exam will not be comprehensive. These exams will be made up of multiple choice questions. Students are expected to take the examination at the scheduled time. **If you miss an exam, NO MAKE-UP WILL BE GIVEN. Rather, a zero will be calculated in with your other exam grade.**

Our Inclusive Learning Environment: Ensuring that all students from diverse backgrounds and learning abilities are able to contribute, learn, grow, and succeed in this course is my highest priority. As colleagues, we will each commit to showing respect to individuals, to working together to create a learning environment that fosters a sense of belonging and inclusion to all members, and to understanding that our differences are strengths. I commit to offering learning materials and activities that express and are respectful of diversity, and in which all students can see themselves in our field. Your suggestions are encouraged and appreciated.

Our Brave Learning Environment: Our class is a brave and inclusive space in which we will explore all kinds of perspectives aimed at identifying and analyzing the problems of our time. We will study both the causes of and solutions to ethical issues, and we will often disagree with each other. That's how great ideas are born and workable solutions designed! I will facilitate our difficult discussions, but I am counting on the class as a community to help us structure mutually meaningful conversations, while ensuring that everyone feels included and honored as colleagues sharing the same goals of becoming better humans and creating more equitable and healthy societies and systems. Disagreement should be thoughtful and respectful, and criticism of another's view should be coupled with **evident and empathetic care** for the person who holds it. Please think of all of our various learning environments, whether on campus, on Zoom, in D2L discussions, or even on social media, as our classroom and community, and consider your actions and words appropriately.

Computer Lab Software Access: Although campus computer labs will be available during the Fall 2020 semester, the number of seats in each lab will be reduced in order to comply with physical distancing requirements. Students may use a web browser (Chrome recommended) to access the Virtual Computer Lab (www.radford.edu/remote-software), which provides remote access to most software packages found in campus computer labs. This environment is based on Amazon Web Service (AWS) AppStream 2.0 and scales up and down based on student demand. There is a two-minute wait time when you connect. Students will need to establish a connection to their Office 365 OneDrive space during their first connection to the virtual lab and be sure files are saved to their OneDrive space when using the virtual lab. Microsoft Office can be downloaded at no charge by students using a PC or Mac (www.radford.edu/office).

CAS Statement: If you are a student with special needs or circumstances, I invite you to contact me early in the course so appropriate supports and scheduling can be addressed. *Students seeking academic accommodations under the Americans with Disabilities Act must register with Radford University's Center for Accessibility Services (CAS).* The policies regarding students with disabilities may be found

at <http://www.radford.edu/content/cas/home.html>. You may also contact the CAS office at: 540-831-6350; ASL users 540-922-1176; cas@radford.edu; www.radford.edu/cas

RUC Academic Support Services and Starfish: RUC students have access to a wide range of free academic support services, including PASS academic coaching, subject tutoring, and writing assistance. These services can be scheduled through the Starfish app inside the My RU portal. For your safety and convenience, you can meet with our coaches, tutors, and writing consultants through Zoom, e-mail, or by phone.

Harvey Knowledge Center: The Harvey Knowledge Center is a Radford University resource to explore class content, learn new skills, prepare for your exams, or receive individualized academic coaching. In the HKC you can:

- Work one-on-one with an academic coach to discuss course content, study strategies, or college success skills
- Get your classmates together and form an online facilitated study group
- Reserve a single-use room for Zoom coaching or for working on your online class
- Access tips and guides for taking your learning to the next level

Call us at: 540-831-7704 | Email us at: hkc@radford.edu

Visit our website: Radford.edu/HKC | Schedule an appointment through Starfish

Check out our Learning Guide on www.radford.edu/keeplearning

Technology Support: The Technology Assistance Center provides a number of options for students to find answers to common questions and request assistance.

- Find common answers or submit an online support request: www.radford.edu/itonestop
- Phone Support: (540) 831-7500; Monday - Thursday 8 a.m. – Midnight, Friday 8 a.m. - 5 p.m.
- Walk-in Support (Appointment Recommended); Walker Hall 1st floor lobby; Monday through Friday 8 a.m. – 4:45 p.m.