COURSE DESCRIPTION
This course offers students the opportunity to experience and develop practical skills used in everyday career:

- Business plan track: Take an idea and make it a “reality” through the development of a business plan.
- Toolkit track: Develop a toolkit that will serve you throughout your career.
- Mentor track: Develop mentoring relationships that will serve you throughout your career.
- Foundational: Develop self-confidence/self-efficacy and insight as you engage in the above core activities. Past classes = triple digit increases.

Grades are based on:

- Final project: A venture plan and presentation. Students draw from their existing knowledge or personal passion to create something that adds value to themselves, others, or the world. This may be anything from a social project, to an art production, or a new business. The idea and the action are student driven.
- Mentor project: A mentor report (interview + project) plus graded participation in peer mentor groups.
- Participation: Active participation in the classroom as well as through “your toolkit” blog exercises. Attendance and not “phoning it in” required. This is a class with a close-knit culture requiring all hands on deck.

COURSE CONTENT
This comprehensive learning experience combines five fundamental activities.

1. **CLASS SESSIONS** teach students how to view any situation through an “entrepreneurial lens.” Lectures, discussions and multimedia presentations address the following areas:
   - Mining Creativity (The IDEA)
   - Recognizing Opportunities to Create Value (CONCEPT CONFIDENCE)
   - Supporting Ideas with Facts (MARKET, FINANCIALS, SALES & MARKETING)
   - Creating a Plan: Resources, People, Energy (MANAGEMENT TEAM, TEAM WORK, SELF-STUDY)
   - Articulating the Idea and the Action (PITCH PRACTICE, LIVE LABS)

   *Blah blah blah business speak: This means the class is structured to teach you the building blocks of how to do your plan and sell it. Much of this is entrepreneurial, and becoming comfortable with the uncomfortable (structured winging it, seeking peer feedback, reading articles).*

2. **TOOLKIT DEVELOPMENT** engages students in readings, experiential exercises and self-assessment tools designed to evaluate leadership strengths and to identify areas for development. Skills include communicating effectively, negotiating a deal, delivering compelling presentations, building a network, and harnessing emotional intelligence. In addition, basics of financial literacy, operations, management theory, and other class modules will be covered.

   *In normal-person speak, this means your assignments will give you readings and team assignments to work on practical hard and soft skills for the real world to help you as an entrepreneur.*
3. **NETWORKING** give students the opportunity to practice networking skills with peers, invited guests and faculty. Techniques for personal introductions, requesting a needed resource and appropriate follow up activities are taught, practiced and evaluated in a real network setting.

*You have to go talk to people, and get off your computer.*

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

*Once again, you have to go talk to people – this time: one person in particular and do an assignment with them. In addition, you interact with peers in a peer mentoring group and learn a technique used by million dollar-plus entrepreneurs.*

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

*This is one assignment that we highlight because people like the word “leadership.” The whole class is about you. leading. self. Furthermore, you’re not going to do anything on the plan if you don’t believe in yourself. A lot of the class is about this.*

### LEARNING OBJECTIVES

1. **Be resourceful & create:** Develop student’s capacity to think creatively to solve problems, improve the status quo or invent something new. Ever had a “hmmm, I wonder” – now is your time to get it down on paper, and sell it.

2. **Research and act:** Learn a formal process for evaluating ideas, investigating feasibility, assessing resources which will guide way for implementing a plan of action. Know your numbers, and your market, cold. Otherwise you’re JV.

3. **Get comfortable with the blank** (and sometimes rocky) slate: Build the leadership knowledge and skills necessary to carry out ideas under a variety of conditions. There are no rule books. There are no pats on the head.

4. **Make friends, make friends, make friends:** Understand how to assemble a resource network to support personal and professional success. These are the closest you’ll get to rule books & pats on the head.

5. **Entrepreneurship + female entrepreneurship – compare and contrast:** Learn about the risks and rewards faced by successful women leaders from diverse walks of life. Many advantages, and much for which you can prepare.

### MODES OF INSTRUCTION & TEXT

Adult learning methods encourage students to fully participate and bring their knowledge to bear on the course content. Lectures, exercises, discussions, assessment instruments, guest speakers and multi-media presentations are used in varying combinations throughout the semester. **THERE IS NO TEXT BOOK IN REAL LIFE. YOU LEARN ON THE FLY.** OPTIONAL for basics, get the latest edition of *Essentials of Entrepreneurship, 6th edition.* Pearson Prentice Hall, Authors: Norman Scarborough
# WEL Class Grid: Draft

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ABOUT</th>
<th>DUE TODAY</th>
<th>BLACKBOOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>1) Intro &amp; Mind Mapping</td>
<td>Million-dollar creativity tool. No worries. We’ll start right off with a great creativity tool and jump right in along with a class intro.</td>
<td>• Groups: Intro to idea of starter venture support / accountability groups (which may change during semester).</td>
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<tr>
<td>1/26</td>
<td>2) Pitch Practice</td>
<td>Learn to pitch your venture (and self) One might argue this is the most critical skill for an entrepreneur.</td>
<td>• EXECUTIVE SUMMARY due on Bb Toolkit: Blog intro Read/watch: See blog link</td>
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</tr>
<tr>
<td>2/2</td>
<td>3) Big Game Hunting</td>
<td>How to make big deals. We’ll learn from actual people who make big deals, how to make big deals.</td>
<td>• Group Venture: See group cal Read/watch: See blog link</td>
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<tr>
<td>2/9</td>
<td>4) Guerrilla Mentoring</td>
<td>The mentoring coldmine. Women’s career success is tied to access to mentors and networks. Learn why, and a key tool.</td>
<td>• Group Venture: See group cal Toolkit/read/watch: See blog link</td>
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<tr>
<td>2/16</td>
<td>5) Negotiation</td>
<td>Make more $. Men negotiate starting salaries 4x more than women. Be the class that will change that.</td>
<td>• Group Venture: See group cal Toolkit/read/watch: See blog link</td>
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<tr>
<td>2/23</td>
<td>6) Communication</td>
<td>Stop the “I think/feel.” Women use communication weakeners such as “I think, I feel,” over-apologizing, and more. Stop sign goes up in this class.</td>
<td>• Group Venture: See group cal Toolkit/read/watch: See blog</td>
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<tr>
<td>3/2</td>
<td>7) Venture Plan Lab – Digging into the plan so far.</td>
<td>Operations, Financials, Fun Stuff. We match quant jocks and lib arts and go to town. It’s fun.</td>
<td>• Group Venture: See group cal Toolkit/read/watch: See blog</td>
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## Events

- @GWWIB Conference Saturday 4/1
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ABOUT</th>
<th>DUE TODAY</th>
<th>BLACKBOOK</th>
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<tbody>
<tr>
<td>3/9</td>
<td>8) LEADERSHIP</td>
<td>Leadership starts with you. Uh-duh…But, here you will learn about women and leadership, self-awareness &amp; discipline, and press fast forward on your future.</td>
<td>• *VENTURE: MIDPOINT PLAN due on Bb (All sections to date + ops).</td>
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<td></td>
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<td></td>
<td>• Toolkit/read/watch: See blog</td>
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<tr>
<td>3/16</td>
<td>SPRING BREAK</td>
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<td>3/23</td>
<td>9) WORK LIFE BALANCE</td>
<td>How leaders roll in real life. Time hacking, juggling, laughing – solutions for the over-achiever.</td>
<td>• *LEADERSHIP SCRIPT due on Bb</td>
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<td>• Contact mentors in class</td>
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<td>• Group Venture: See group call Toolkit/read/watch: See blog</td>
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<tr>
<td>3/30</td>
<td>10) BE A MENTOR</td>
<td>Independent Field Exercise: Mentor a Young Woman. You’ve learned a lot. Share that with another young woman.</td>
<td>• Group Venture: See group cal Toolkit/read/watch: See blog</td>
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<td>4/6</td>
<td>CLASS WRAP – BOOK CLUB PRESENTATIONS</td>
<td>Present top learnings. What are your take-homes? What inspires you? What are action items based on this?</td>
<td>• MBA Book Club due</td>
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<td></td>
<td>• Group Venture: See group cal Toolkit/read/watch: See blog</td>
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<tr>
<td>4/13</td>
<td>PRESENTATION PREP</td>
<td>Prep on your own or send PPT to Prof Frey and schedule con call</td>
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<tr>
<td>4/21, 4/28</td>
<td>PRESENTATIONS (MANDATORY)</td>
<td>Students will give a presentation To judges: 5 minutes, 5 minutes Q/A.</td>
<td>PRESENT YOUR 5 minute business concept. Mandatory attendance.</td>
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<tr>
<td>FINAL EXAM DATE</td>
<td>ADDITIONAL PRES DAY</td>
<td>We’ll utilize this time if needed for additional presentations.</td>
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<tr>
<td>5/1, 5/4</td>
<td>FINAL DUE DATES</td>
<td>Post your final assignments to Bb.</td>
<td>5/1: Mentor assignment noon to Bb</td>
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<td>5/4: Final Venture Plan noon to Bb</td>
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<tr>
<td>DATE</td>
<td>DUE FOR GROUP</td>
<td>DUE FOR GROUP</td>
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<tr>
<td>1/19</td>
<td>- Group formed in first or second class. Take on additional, add-in students as requested. (Be responsive via email).</td>
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<td></td>
<td>*Venture: Ops plan + midpoint turn in. Financials = bonus.</td>
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<td></td>
<td></td>
<td>Early birds: Mgt team &amp; Financials</td>
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<tr>
<td>1/26</td>
<td><strong>EXECUTIVE SUMMARY</strong></td>
<td>3/9</td>
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<td>Group Venture: Management team and financials. Rework exec summary.</td>
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<td>Early birds: Final plan wrap / PPT outline.</td>
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<td>2/2</td>
<td><strong>Venture:</strong> (1) Industry &amp; Co Overview, draft</td>
<td>3/16</td>
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<td>SPRING BREAK</td>
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<tr>
<td>2/9</td>
<td><strong>Venture:</strong> (2) Industry &amp; Co Overview, final section</td>
<td>3/30, 4/6</td>
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<td></td>
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<td>Early birds: Film presentation.</td>
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<td>2/16</td>
<td><strong>Venture:</strong> (1) Business Strategy &amp; Competitor Analysis – research, draft section (cust interviews)</td>
<td>4/13</td>
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<td>Practice Presentations</td>
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<tr>
<td>2/23</td>
<td><strong>Venture:</strong> (2) Business Strategy &amp; Competitor Analysis – final section.</td>
<td>4/20, 4/27 (Hold = Final Exam day)</td>
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<td>- Early birds: Marketing plan.</td>
<td>PRESENTATIONS</td>
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<tr>
<td>2/30</td>
<td><strong>Venture:</strong> Marketing Plan</td>
<td>FINALS DAY</td>
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<td></td>
<td>Hold for additional presentations</td>
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</tbody>
</table>
## HOW YOU ARE GRADED

<table>
<thead>
<tr>
<th>Points</th>
<th>VENTURE PLAN - 500</th>
<th>TOOLKIT - 150</th>
<th>MENTOR PROJECT - 150</th>
<th>PARTICIPATION - 200</th>
<th>TOTAL POINTS</th>
<th>Required for Grad Students: extra assmt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mid term draft and Final plan (100 + 200)</td>
<td>Exercises (on blog)</td>
<td>Mid-term/End report (2 x 50)</td>
<td>Attendance &amp; class participation</td>
<td>1000</td>
<td>150</td>
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<td></td>
<td>Final presentation</td>
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<td>Peer Forum (quasi weekly – eval sheets by peers)</td>
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<td></td>
<td>300</td>
<td>100</td>
<td>100</td>
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<td>200</td>
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<td>50</td>
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### STUDENT DELIVERABLES - PLEASE BE RESPONSIBLE FOR YOUR OWN SUCCESS AND FOLLOW UP ON ISSUES EARLY BY SEEKING FEEDBACK.

#### Venture Plan:
- **Mid point and final plan:** Comprehensive feasibility plans begin with a well-articulated idea, offer comprehensive feasibility analysis, and follow the plan sections and professor mid-point feedback plus other intelligent ideas the student has gathered from mentors / others. **Points:** 100 points = mid point plan draft. 200 points = Final Plan (on Blackboard. ([Drafts: Weekly drafts are HIGHLY suggested to keep you on track prior to the mid-point turn in. You are assigned support / accountability groups for this and a suggested Venture Calendar.])
- **Plan Pitch (final presentation):** Plans will be formally "pitched" to a panel of outside evaluators. Those who practiced ahead of time are evident. Multiple opportunities to practice and review – take advantage of them. **Points = 200.**

#### Toolkit:
- **Exercises:** These are on the blog. Rated on completion and good, great, excellent in terms of grade vs a wide point swing. Want to see level of thought and participation. **Points = 100.**
- **Personal entrepreneurial leadership strategy / my leadership script:** In-depth self-assessment question format used to assess personal strengths and perceived weaknesses and take it from theory to reality. Not a scan tron, real work on your part as a budding leader. **Points = 50.**

#### Mentor Project:
- **A: Outside of class mentor** - Written report summarizing mentor interview and mentor project. **Points = 100 pts total (50 each part).** Entire Mentor Packet posted to Blackboard.
- **B: Peer forum** – Participation in "peer forum" – a concept popularized by Young President’s Organization and other entrepreneurial groups. Students serve as peer mentors providing feedback to fellow students key issues, namely the venture plan. End of semester survey asks, "Were your teammates supportive?" **Points = 50**

#### Extra assignment:
Masters and above will complete a mini consulting project benefiting the women’s leadership community.

**Extra CREDIT:** See the Extra Credit Tab. Attending the @GWWIB conference is highly recommended and can be written up for extra credit.

**SEMESTER POINT CALCULATION:** A= 90% OR ABOVE; B=80-89%; C=70-79%; D=60-69%; F=BELOW 60%

**ESTIMATED HOURS EACH WEEK OUTSIDE OF CLASS:** BETWEEN 2 AND 5 (MORE DURING BUSINESS PLAN DEVELOPMENT. THIS CLASS USED TO HAVE A ONE HOUR LAB EACH WEEK. WORK IS NEEDED BY INDIVIDUALS, AND GROUPS, EACH WEEK TO MAKE UP FOR THIS).
CRITERIA FOR GRADING

- **Written Assignments:**
  a. **Follow directions:** Major assignments submitted on Blackboard. Other as instructed.
  b. **Invest mental real estate:** Reflect thorough preparation, organization and contain all elements outlined by the professor.
  c. **Write like a human:** Employ effective writing techniques including the use of proper English; the use of correct grammar, spelling, and punctuation; and the logical development of content.
  d. **Late is late:** Late assignments will be downgraded .5 to one level each week. *Please be punctual with printing.*
  e. **Blog participation is required:** A key entrepreneurial skill is capturing and presenting thoughts on "data overload" plus sharing with OTHER entrepreneurs. The blog is private, open to our class only.

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

- **Attendance:**
  a. **Here and on time:** Regular and consistent attendance is expected.
  b. **Miss 2x? No A:** No grade of A will be given if you miss more than one class (not including an excused absence approved ahead of time by instructor). Many students will do an extra credit for missing more than one class, even an approved absence. Interviews scheduled over class are understood, but not excused absences.
  c. **Be resourceful about make ups:** If you are absent, be resourceful: follow up with classmates about assignments. Complete standing extra credit assignment:
     - **Good email:** “This is my understanding of what is due next week. I plan to complete these exercises, complete standing extra credit, and bring all to the next class unless I hear differently.”
     - **Bad email:** “Hey, Prof, What did I miss?”

- **Participation:**
  a. Engaged – not zoning out, secretly doing emails, or getting distracted by pop ups. Computers are for NOTES only. Please do not multitask. You are robbing your classmates of your brain. Use this time to turn off the world, and tune into your future.
  b. Involved in the class discussion. Has questions, asks them. This is pretty straightforward but just know – Prof Frey notices!

- **Feedback:**
  a. Students can expect the following feedback: Individual comments around venture plan draft (mid point), final plan, presentation & plan / mentor project, leadership script. Group feedback during any business plan labs. “Flags” at executive summary stage around low quality / non feasible plan ideas. Individual feedback related to mentoring, coaching, etc.
  b. Individual comments can be solicited from the professor at any point during the semester upon request about grade or performance.
  c. Please use the “questions” section of the blog for questions that would benefit the rest of the class.
COMMUNICATION & SOCIAL INTELLIGENCE

PROFESSOR CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Kathy Korman Frey:</th>
<th><a href="mailto:Frey@gwu.edu">Frey@gwu.edu</a> /Kathy@HotMommasProject.org</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>202-237-8000</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office Location:</td>
<td>2201 G Street, NW, Funger 315 on Thursdays</td>
</tr>
<tr>
<td></td>
<td>Washington, DC  20052</td>
</tr>
</tbody>
</table>

YES

• YOU GET GROUP EMAIL VIA BLACKBOARD – Professor Frey will initiate class emails via the Blackboard system. Be sure you receive these emails. One off-replies will be handled with each particular student from there on out.

• YOU ASK QUESTIONS VIA WEL BLOG – Have a question about the class or curriculum? Put it on the blog. Others can learn, and potentially help.

• WORK CULTURE TRAITS - We operate with more of a “work culture.” Resourcefulness, contributing, A game traits are all valued in class.

NO

• SAY “BUT I EMAILED YOU” – Do not send one email, wait 2 to 5 days, then fall behind on an assignment. Call. Email again. You get the idea.

• EMAIL A QUESTION WITHOUT GOING TO BLOG FIRST – Check blog. Has someone else posted your questions? If not, post it.

• “MY PRINTER IS BROKEN” – Plan ahead please

• PHONE RINGING, DOING OTHER WORK, EMAILING, STARING AT SCREEN UNENGAGED – just, no.

THE WEL CLASS IS A SUPPORTIVE LABORATORY ENVIRONMENT. NO “MEAN GIRL” ATTITUDES TOLERATED. VISIT US ANOTHER SEMESTER, PERHAPS, IF THIS IS A PROBLEM FOR YOU. THE CLASS NEEDS YOUR BRAIN – NO SCREENS WITHOUT PERMISSION.
BOOK CLUB

Do a “book summary” which includes an overview, and top three to five takeaways. Please post this on the “book club” page of the blog. The presentation should be about five minutes via PPT and audio or PPT and video. Ask for the designated Slideshare and YouTube account.

Based on areas of interest, students may choose to read one of the following books. The instructor will offer guidance on these texts and many others so that additional reading is directly relevant to the student’s learning objectives. Others may be approved by instructor. This a starter list…

- Women Don’t Ask: Negotiation and the Gender Divide
  Linda Babcock & Sara Laschever
- Hardball for Women: Winning at the Game of Business
  Pat Heim
- How to Say It for Women: Communicating Using the Language of Success
  Phyllis Mindell
- Be Your Own Mentor: Strategies from Top Women
  Sheila Wellington
- Enterprising Nonprofits: A Toolkit for Social Entrepreneurs
  J. Gregory Dees
- Your Heart's Desire: Instructions for Creating the Life You Really Want
  Sonia Choquette
- Personal Publicity Planner: A Guide to Marketing You
  Marion E. Gold
- The Girl’s Guide to Building a Million Dollar Business
  Susan Wilson Solovic
  Cathy Black
- The E Myth
  Michael Gerber
- The Four Hour Work Week
  Tim Ferriss
- The Art of the Start or Enchantment (or anything by)
  Guy Kawasaki
- Total Leadership or Leading the Life You Want
  Stewart Friedman
- Go Put Your Strengths To Work
  Marcus Buckingham
- Confidence or SuperCorp
  Rosabeth Moss Kanter
- Clearing the Hurdles: Women Building High-Growth Businesses
  Myra Hart, Nancy Carter, et al
- The Female Brain
  Louann Brizendine
- Talking from 9 to 5: Men and Women at Work
  Deborah Tannen
- How She Does It
  Margaret Heffeman
- How Remarkable Women Lead
  Sharon Meers & Joanna Strober
- Getting to 50/50
  Ted Leonsis
- The Business of Happiness
  Sam Horn
- POP: Stand Out in Any Crowd
  Elaine Allison
- The Velvet Hammer
  Sheryl Sandberg
- Lean In
  Ariana Huffington
- Thrive
  Liza Mundy
- The Richer Sex
  Hanna Roisin
- The End of Men

Other suggestions? Tell Prof Frey
KATHY KORMAN FREY – WEL INSTRUCTOR

Kathy Korman Frey is the founder of the Hot Mommas® Project HotMommasProject.com: The word’s largest women’s case study library which is used in the venture’s classes and coaching which produce up to a 200% increase in the critical success factor for women: Self efficacy.

- Featured on NPR & Washington Post, Financial Times, Ms., Inc., and others
- Part Time Faculty, GWSB
- Published in Prentice Hall textbooks, Harvard Business Press
- Contributor, MariaShriver.com
- MBA, Harvard Business School
- Award-winning curriculum developer
- Former exec, venture funded health care co.
- Former COO, National Council on the Aging Development Corp.
- Former executive, competitive analysis/M&A industry
- Former board member, Alzheimer’s Association, National Capital Area, other boards
- 2010 WBJ Woman Who Means Business Award Recipient
- 2011 NAWBO Woman of Distinction
- 2015 VA Woman of Virginia
- Washington Post contributor/expert, Time Hack series
- Mom, wife, still vertical.

Previously, Frey served as Chief Operating Officer for the National Council on the Aging Development Corporation. There, she was part of the senior management team which raised $8 million in strategic venture funds for a healthcare software company and built BenefitsCheckUp.org, a benefits-matching service providing a 200-to-1 ROI. At MMI, Inc (acquired by Citigate) Frey worked in the merger & acquisition / competitive intelligence consulting industry where she advised multinational, Fortune 500 and 100 corporations on positioning strategies. On the operations side, Frey created, staffed, and managed internal departments resulting in a 20% annual revenue increase. She later started Vision Forward, a firm comprised of hybrid educator-consultants specializing in two-day planning boot camps. The firm gained notoriety as one of the original flex-work companies and worked with top executive teams at organizations including AARP, Discovery Communications, Entrepreneurs Organization, the US Department of Justice, and the US Federal Drug Administration. Today, the firm delivers award-winning women’s leadership content for companies and conferences.

For the past 14 years, Frey has taught at the George Washington University where she co-created the School of Business’s Women’s Entrepreneurial Leadership (WEL) Program, the winner of a National Excellence in Education Award, Specialty Model Program, from the US Association of Small Business and Entrepreneurship. The award led to a GW ranking in Fortune Small Business and a regular top three status by the Princeton Review for GWSB as “Best Opportunities for Women.”

Frey currently has served on the advisory boards of United Women in Business, Enstitute, Mixology, the Alzheimer’s Association, and the Women Supporting Women group at Year Up. She is a regular speaker to executive groups and international visitors on topics including mentoring, work life balance, and women’s leadership. Frey lives on a restored 1850s farmhouse in McLean with her entrepreneur husband, two kids, and dog “Chicken.”
WEL GUEST INSTRUCTORS

We will have several guest instructors throughout the semester. Their bios will be provided to you during the class in which they come to speak.

UNIVERSITY POLICY ON RELIGIOUS HOLIDAYS

Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.

1. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

2. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

ACADEMIC INTEGRITY CODE

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for
the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity
## Spring Semester 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Tuesday, January 17</td>
</tr>
<tr>
<td>Inauguration Day (no classes)</td>
<td>Friday, January 20</td>
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<tr>
<td>President’s Day (no classes)</td>
<td>Monday, February 20</td>
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<tr>
<td>Spring Break (no classes)</td>
<td>Monday, March 13 - Saturday, March 18</td>
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<tr>
<td>Last Day of Classes</td>
<td>Monday, May 1</td>
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<tr>
<td>Designated Friday</td>
<td>Tuesday, May 2</td>
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<tr>
<td>Designated Monday</td>
<td>Wednesday, May 3</td>
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<tr>
<td>Make-Up/Reading Day</td>
<td>Thursday, May 4 - Friday, May 5</td>
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<tr>
<td>Final Examinations</td>
<td>Monday, May 8 - Tuesday May 16</td>
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