Course Syllabus
MBA 716-02 Leadership and Sustainable Business
Fall 2017

Faculty: Dr. Yonghong (Tracy) Liu
Office: 363 Bryan Building
E-Mail: y_liu24@uncg.edu

When emailing me, please put “MBA 716-02”, your name (last name first), and the subject of your inquiry in the subject line (e.g., MBA 716-02 Liu, Tracy – syllabus) or the email will not be opened. If you do not receive a response to an email within 48 hours, you should assume that I did not receive it and you should resend it.

Course Web Site: https://canvas.uncg.edu/
Office Hours: Monday/Wednesday 5:30 pm – 6:30 pm; Thursday 1:00 pm – 2:00 pm
Other days/times by appointment (please email to organize)
Class: Section 02 Wednesday 6:30 pm – 9:20 pm

Required Textbooks and Additional Course Materials

1. Required textbooks


2. Cases


Cases can be purchased from Harvard Business Publishing through this unique link for discount: (Regular price: $8.95/case; Discounted price: $4.25 or less/case)
http://cb.hbsp.harvard.edu/cbmp/access/66241227
3. Course materials and Canvas access

All students officially registered for the course can access the course Canvas website (http://canvas.uncg.edu/). Canvas is used to post course materials (course syllabus, class announcements, PowerPoint slides, supplemental readings, and other relevant course information) and grades. It is also used to allow you to submit individual and team assignments.

Catalog Description

Introduction to the values associated with ethics and sustainability relative to leadership, from idea formulation through communication within various constituencies across organizational contexts and communication media.

Student Learning Outcomes (SLOs)

Upon completing the course, the student should be able to:

- **Describe** an informed definition of three terms: effective leadership, ethical development, and sustainable business.
- **Elaborate** on the tenets of effective (written and verbal) communication.
- **Apply** principles of effective leadership and models of ethics to contemporary organizations.
- **Differentiate** between models of effective leadership, stage models of ethical development and perspectives on sustainability.
- **Evaluate** the sustainability of an organizations’ business model.

Course Pedagogy

- Lecture/discussions lead by the instructor
- Self-assessment
- Individual and team experiential exercises and assignments
- Case analysis and discussion
- Exams

Important Course Policies

- **Academic Integrity**: By the singular act of registering for this course, you are agreeing to abide by the UNCG Academic Integrity Policy. All work submitted must be original and produced by the student for this class only. If you are for any reason unfamiliar with the contents of the code, please review it on the school’s website link: https://osrr.uncg.edu/academic-integrity/. Any detected violations of any aspect of the Policy will be fully pursued in accordance with the provisions therein. The faculty and students in the course are expected to adhere to the faculty student guidelines stated at the following web page: http://www.uncg.edu/bae/faculty_student_guidelines.pdf.

- **Attendance**: All students are expected to attend each class session. However, there are no explicit course attendance policies or penalties. If a student misses a specific class session, it is her/his responsibility to cover the topics so missed. Students missing more than three classes are very likely to experience a significant decline in components of evaluation. The most direct measure of this decline would most likely be the class participation grade.

- **Extra Credit**: There is no extra credit assignments scheduled for this course. If a situation presents itself during the semester, all students will be given equal opportunity to participate.

- **Students with Disabilities**: UNCG seeks to comply fully with The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973. Students requesting accommodations based on
a disability must be registered with the Office of Accessibility Resources & Services in 215 Elliott University center, 334-5440, [https://ods.uncg.edu/](https://ods.uncg.edu/).

- **Religious Observance:** The University allows for 2 excused absences each academic year for religious observances required by the faith of the student. Students requesting a religious absence must notify the instructor of each absence **14 days in advance of the date** of the religious observance. The request must state in writing the nature of the religious observance and the date(s). Student's participation must be confirmed in writing by an official of the religious organization. The instructor will require the student to complete any test or assignment in advance of the originally scheduled date of the test or assignment that is impacted by the absence due to the religious observance. The requirement for students to make such requests for excused absences applies only to days when the University is holding class.

### Evaluation Criteria

The grades for this class will be determined based upon:

- Mid-term Exam ........................................................................................................................................ 100 points
- Take-home Final Exam .................................................................................................................................. 100 points
- Team Presentation/Project .......................................................................................................................... 100 points
- In-depth Case Analysis .................................................................................................................................. 100 points
- Participation ................................................................................................................................................... 50 points
- TOTAL......................................................................................................................................................... 450 points

The grades will be finalized in letter grade form, per the chart below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 76%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

*decimals will be rounded up/down

### Description of Evaluation Criteria:

- **Exams:** May include multiple choice, short-answer, and case analysis questions taken from lecture, text material, and readings. No make-up examinations will be allowed, except in cases warranted by extraordinary circumstances and supported with documented evidence. Students who do not provide documented evidence will receive zero points.

- **In-depth case analysis:** Each student must carry out an in-depth analysis of the “Tesla Motors (in 2013): Will Sparks Fly in the Automobile Industry?” case. Detailed instructions/questions will be provided two weeks prior to the due date. Much of the grade beyond a "passing score" depends on the student's ability to go beyond the "average" solution/answer, integrate the material from the course, and provide innovative perspectives, approaches, or solutions. Feel free to use all the tools and the frameworks discussed in this course (and other courses) to substantiate the analysis. Students should work on this written analysis on an individual basis (not in groups). Individuals should neither seek nor receive help from friends and family in completing this written analysis. The written analysis should be typed, and double-spaced on 8.5" by 11" paper. No minimum or maximum length is specified, although the written analysis (not counting the appendices) should not typically exceed 10 pages in length. Feel free to include diagrams, or other types of illustrations in your written analysis. In preparing the written analysis, write from an objective view, in third person. Do not use the words "I", "We", or "You". Use subheadings to correspond with specific issues posed for the individual case. It should be noted that appropriate credit will be given for those individuals who are in a position to integrate their analysis with readings presented outside the case.

The written analysis is to be submitted through Canvas, and is due at 6:30 pm on November 15th, 2017.
On November 15th, the professor will facilitate the discussion for the case. There will not be any formal presentations of the case.

- **Participation points**: To receive the 50 points allocated to this category, you will need to be present and active in all classes. These points are not allocated for simply being present in the room, but the student needs to be an active member of the class discussion and join class activities to receive points (being present is required to do this!). Note that participation points are allocated SOLELY at the discretion of the instructor, and are NOT NEGOTIABLE.

- **Team presentation/project**: The next section describes the team project students will be responsible for completing by October 11th. Students are assigned to teams of between 4-5 individuals, and then choose an organizational leader to analyze. Each team is expected to submit 3 periodic reports on Canvas’s group page following the guideline. A 30-minute presentation will be required to present an overview of the findings to the class – PowerPoint slides and written paper will be turned in before the presentation. Each team member will be required to evaluate other team members on their level of participation and overall contribution to the team’s success on this project. Note that if any member fails to actively contribute to this assignment, their individual grade will be lowered at the discretion of the instructor.

### Team Project Guidelines

- **Overview**: Think of your team as organizational consultants. Your goal is to improve organizational performance through dealing with the leadership issues. Students will examine an actual organizational leader of their choice, diagnose the problem(s), and recommend a solution(s).

   The main objective of the project is to provide students with an opportunity to:
   1. Develop an in-depth understanding of an organizational leader through case research.
   2. Develop consultancy skills in data gathering, analysis, and communication.

- **Sources**: The boundaries are those of imagination. The possibilities include personal work experience, interviews with leaders and members of an organization, questionnaires, observations of workplace behavior, analysis of organizational documents, trade journals, academic journals, local newspapers, and the business press (e.g., *Business Week, Forbes, Fortune, Wall Street Journal*). Do not, however, use a “pre-packaged” case (e.g., from a textbook or casebook). If there is a concern about the confidentiality of the selected company, it is okay to use a fictitious name. Also, sources must be cited carefully, since plagiarism could result in a failing grade for the course (for all team members), in addition to possible disciplinary action by the School/University.

- **Paper/presentation structure**: The paper should not exceed 8 double-spaced pages (although appendices and references may be added), and should consist of the following sections presented under sub-headings:

  1. **Introduction (10%)**
     - Briefly describe the leader.
     - Why was this particular leader selected?
     - What was the goal in doing so?
     - What were the anticipated findings in relation to the leadership issue?

  2. **Methodology (20%)**
     - How did you obtain the information necessary for this project?
     - Why was this method chosen?
     - Did you use interviews (with whom)? Surveys (with whom)?
     - Where did you get the survey or interview questions from (a scholarly journal article maybe)?
     - Attach interview/surveys as appendix if used.
     - If you made observations, what did you look for? What days/times?
     - Ethical considerations? (e.g. Voluntary participation? Confidentiality? Anonymity?)
     - Note: there should be NO findings or results presented here in this section!

  3. **Analysis of Leadership Issues and Recommendations (60%)**
     - This is where you present the findings/results, analyze them, and give recommendations.
Use course material – apply at least two models/theories/frameworks/approaches - to describe any leadership issues/problems identified.
Alternative action steps that relate specifically to the problems/issues identified in the project should be discussed and weighted.
Relative advantages / disadvantages for each course of action should also be discussed.
Finally, specific recommendations and/or implementation plan(s) must be described (use course concepts and theories to justify choices).

4 Conclusion (5%)
Students should summarize what they learned about leadership issues from the project (insights), and draw relevant conclusions. Also, did you learn anything about working together in a team (as either a leader or a follower) for this project?

5 Cite Sources (including the text book, plus journal articles, etc) (5%)
Please use APA style. Refer to: https://owl.english.purdue.edu/owl/resource/560/01/

Examples of APA Style:

In the text of the written project:

    According to Jones (1998), APA style is a difficult citation format for first-time learners……..

In the reference list at the end of the written project:


    Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location:

    Publisher.

6 Appendix
Please include copies of surveys, interview questions, interview transcripts, tables of survey results (e.g. mean scores), etc…
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>Assigned Readings/Assignment</th>
</tr>
</thead>
</table>
| Aug 16 | **Leadership**  
  • Introduction to Leadership  
  • Trait Approach | • NH: Chapters 1 & 2  
  https://hbr.org/2013/05/act-like-a-leader-before-you-a |
| Aug 23 | **Leadership**  
  • Skills Approach  
  • Behavioral Approach | • NH: Chapters 3 & 4  
  https://hbr.org/2014/07/the-skills-leaders-need-at-every-level |
| Aug 30 | **Leadership**  
  • Situational Approach  
  • Path-Goal Theory | • NH: Chapters 5 & 6  
  **Team Project: Roles and Responsibilities Due** |
| Sep 6 | **Leadership**  
  • Leader-Member Exchange Theory | • NH: Chapter 7  
  • Scott, K. (2017). Small talk is an overrated way to build relationships with your employees.  
  https://hbr.org/2017/07/small-talk-is-an-overrated-way-to-build-relationships-with-your-employees |
| Sep 13 | **Leadership**  
  • Transformational Leadership  
  • Authentic Leadership | • NH: Chapters 8 & 9  
  **Team Project: Introduction & Methodology Due** |
| Sep 20 | **Leadership**  
  • Servant Leadership  
  • Leadership Ethics | • NH: Chapters 10 & 11  
  • Audi: Chapter 11  
  https://hbr.org/2016/12/6-traits-that-predict-ethical-behavior-at-work |
| Sep 27 | **Leadership**  
  • Team Leadership  
  • Gender and Leadership  
  • Culture and Leadership | • NH: Chapters 14, 15, & 16  
  • The new science of team chemistry. *Harvard Business Review*.  
  **Team Project: Analysis & Recommendations Outline Due** |
<p>| Oct 4 | <strong>Mid-term Exam</strong> | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Oct 11</td>
<td><strong>Team Presentation</strong></td>
<td>Powerpoint Slides, Written Paper, and Peer Evaluation Due</td>
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<tr>
<td>10 Oct 18</td>
<td>Leadership and Ethics</td>
<td>• CEO Activism (A) &amp; (B)</td>
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<td><strong>Ethics</strong></td>
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<td>11 Oct 25</td>
<td><strong>Ethics</strong></td>
<td>• Introduction to Business Ethics</td>
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<td></td>
<td></td>
<td>• Making Ethical decisions</td>
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<td>12 Nov 1</td>
<td><strong>Ethics</strong></td>
<td>• Audi: Chapters 1-5</td>
</tr>
<tr>
<td>13 Nov 8</td>
<td><strong>Sustainability</strong></td>
<td>• Hall, T. J. (2011). The triple bottom line: what is it</td>
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<td></td>
<td></td>
<td>and how does it work?. <em>Indiana Business Review</em>,</td>
</tr>
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<td></td>
<td></td>
<td>86(1), 4-8</td>
</tr>
<tr>
<td>14 Nov 15</td>
<td><strong>Sustainability</strong></td>
<td>• Tesla Motors (in 2013): Will Sparks Fly in the</td>
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<td>Automobile Industry?</td>
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<td>15 Nov 22</td>
<td><strong>Thanksgiving Holiday</strong></td>
<td>Written Case Analysis Due at 6:30 pm</td>
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<tr>
<td>16 Nov 29</td>
<td>TBD</td>
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<td>Take-home Final Exam</td>
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<td>Including but not limited to a case analysis:</td>
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<td>Bunny Butcher: PETA Protests Donna Karan New York</td>
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<td>Due @ December 6th, 11:59 pm</td>
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NOTE: THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS DOCUMENT AS NEEDED. ALL CHANGES WILL BE ANNOUNCED IN CLASS OR ON CANVAS.