

MBA 716: LEADERSHIP AND SUSTAINABLE BUSINESS
SYLLABUS

COURSE NUMBER: MBA 716

COURSE TITLE: Leadership and Sustainable Business

CREDITS: 3:3

PREREQUISITES/COREQUISITES: Co-requisite or pre-requisite course is the MBA 715 (Integrative Business) course.

FOR WHOM PLANNED:

Graduate students in Bryan School programs, and dual degree students in MS Nursing/MBA and MS Gerontology/MBA programs.

INSTRUCTOR INFORMATION:

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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:

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

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

The teaching methods include lectures, self-assessments, situational studies, project presentations. The assignments and assessment mechanisms are described as follows:

Mid-term Exam (SLOs 1, 2, and 3)

Students will be given a set of short answer questions (which may include accessing web based resources) to evaluate an organization's practices. Students will be evaluated on the extent to which they describe and apply principles of effective communication and leadership.

Final Exam (SLOs 3, 4, and 5)

Students will be given a set of short answer questions (which may include accessing web based resources) to evaluate an organization's practices. Students will be evaluated on the extent to which they evaluate the impact of effective leadership, models of ethics and definitions of sustainable businesses to this organization. Students will be asked to make recommendations, as appropriate, to move the organization toward a clearer explanation of these related principles and towards a more sustainable model in one or more business areas.

Manifesto (SLOs 1, 3, and 4)

On the fifth week, tenth week, and fourteenth week of the semester the students will write their definitions and integration of three terms: effective leadership, ethical leadership, and sustainable business. At each interval students will be evaluated on how their definition of these terms have evolved since their prior manifesto (with justification) or why (with justification) the more recent course materials have failed to further inform their perspectives. The document should not exceed two pages in length.

Group Presentation (SLOs 3, 4, and 5)

The student will prepare, as part of a group with three or more members, a "presentation" based on variations on the theme Sustainable business for the 21st century: The what and the why. The term "presentation" is used *very* loosely. The term "class leadership" is preferred because the group may choose to present the information by engaging the class in experiential exercises, or case/vignette analysis, as opposed to a formal presentation. Groups will be evaluated on the extent to which they: (1) clearly specify what they mean by the term sustainable business; (2) why (if) sustainable business matters in the 21st century; (3) whether the preceding has implications for the behaviors and mindsets that an organizational member needs to hold to be characterized as an effective and/or ethical leader. Each individual will receive the group grade unless peer feedback indicates, with some inter-rater reliability, a need for grade reallocation based on an unequal distribution of contribution. A form will be provided to capture the peer feedback.

Class Participation (SLOs 2, 3, 4, and 5)

(a) Students will have ample opportunity to actively demonstrate their knowledge of course related materials. These opportunities include but are not limited to: comments on the lecture materials, sharing of self assessment results, participating in group discussions, and participation in situational case discussions. Students will be evaluated predominately on three criteria (in order of weighting):

1) quality of participation; 2) number of weeks participating; and 3) quantity of participation.

(b) The student will also complete occasional self-assessments that provide insights into their own implicit theories of leadership, values systems, and attitudes toward sustainability. Students will be evaluated on the extent to which they *thoughtfully complete the assignments* for this portion of the class participation grade.

(c) Participation and contributions to a course summary Wiki.

EVALUATION AND GRADING:

The course grade is based on the following assessments:

	<u>Points</u>
Mid-term exam: Concept and content oriented	75
Final Exam	125
Personal Manifesto (three)	105
Group Presentation: Leading the Ethical and Sustainable Organization	120
Class Participation and Contribution	75

TOTAL	500

A ≥ 465; A- ≥ 450; B+ ≥ 437; B ≥ 412; B- ≥ 400; C+ ≥ 387; C ≥ 350; F < 349.	

REQUIRED TEXTS/READINGS/REFERENCES:

1) Audi, R. (2008). *Business Ethics and Ethical Business*.

Oxford Press ISBN: 9780195369106

<http://www.oup.com/us/catalog/general/subject/Philosophy/EthicsMoralPhilosophy/BusinessEthics/?view=usa&ci=9780195369106>

2) Jackson, B and Parry, K. (2011). *A Very Short, Fairly Interesting and Reasonably Cheap Book about Studying Leadership* (2nd Edition)

Sage Press ISBN: 9781849207393

<http://www.sagepub.com/books/Book234743>

3) Three to Six (3-6) weekly readings as provided in the *Course Documents* folder in Blackboard

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TOPICAL OUTLINE/CALENDAR:

SESSION #	TOPICS AND ASSIGNMENTS
1 - August 22	<p>INTRODUCTION TO ETHICAL LEADERSHIP (INCLUDING COMMUNICATION) AND SUSTAINABLE BUSINESS</p> <p><u>Prepare by reading</u> Jackson and Parry text - Introduction, Chapter 1 Audi text - Chapter 1 ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 1</p>
2 - August 29	<p>VERBAL COMMUNICATION IN TEAMS AND COMMUNICATIONS</p> <ol style="list-style-type: none"> 1) The communication process model. 2) Media richness and the impact of virtual communications business. 3) The role of emotional intelligence in communication. 4) Non-verbal communication – Why what you don’t say says so much. <p><u>Prepare by reading</u> ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 2</p>
3 - September 5	<p>VERBAL COMMUNICATION IN TEAMS AND ORGANIZATIONS (Continued)</p> <p>** Guest Speaker ** Kim Cuny - Director UNCG Speaking Center</p> <ol style="list-style-type: none"> 1) Cross cultural and cross gender communications. 2) Information overload – A decidedly 21st century challenge. 3) Active listening – Why better listening makes you a better communicator. 4) Talking like a leader. <p><u>Prepare by reading</u> ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 3</p>

SESSION #	TOPICS AND ASSIGNMENTS
4 - September 12	<p data-bbox="524 430 1409 464">WRITTEN COMMUNICATION IN TEAMS AND ORGANIZATIONS</p> <ol data-bbox="524 499 1409 663" style="list-style-type: none"><li data-bbox="524 499 1409 562">1) Formal versus informal written communications - Matching message to intent.<li data-bbox="524 564 1409 598">2) The role of context in written communications-when you assume....<li data-bbox="524 600 1409 663">3) Diagramming a written communication – The science of effective writing <p data-bbox="524 699 740 732"><u>Prepare by reading</u></p> <p data-bbox="524 735 1409 762">¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 4</p>
5 - September 19	<p data-bbox="524 837 1443 905">WRITTEN COMMUNICATION IN TEAMS AND ORGANIZATIONS (Continued)</p> <ol data-bbox="524 940 1409 1037" style="list-style-type: none"><li data-bbox="524 940 1409 974">1) The goal of writing: Persuasive versus technical writing.<li data-bbox="524 976 1409 1010">2) How, when, and where to “make the ask” in written communications.<li data-bbox="524 1012 1409 1037">3) Writing like a leader. <p data-bbox="524 1073 740 1106"><u>Prepare by reading</u></p> <p data-bbox="524 1108 1409 1136">¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 5</p> <p data-bbox="524 1171 764 1203"><i>First Manifesto Due</i></p>
6 - September 26	<p data-bbox="524 1247 1409 1281">MODELS OF LEADERSHIP</p> <ol data-bbox="524 1316 1409 1480" style="list-style-type: none"><li data-bbox="524 1316 1409 1350">1) Expectancy and the Path-goal theory of leadership.<li data-bbox="524 1352 1409 1386">2) Situational Leadership Theory.<li data-bbox="524 1388 1409 1421">3) Contingency theories of leadership.<li data-bbox="524 1423 1409 1457">4) Exchange theories of leadership.<li data-bbox="524 1459 1409 1480">5) Transformational Leadership Theory. <p data-bbox="524 1516 740 1549"><u>Prepare by reading</u></p> <p data-bbox="524 1551 974 1585">Jackson and Parry text - Chapters 2,3,4</p> <p data-bbox="524 1587 1409 1608">¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 6</p>

SESSION #	TOPICS AND ASSIGNMENTS
7 - October 3	<p data-bbox="521 430 1013 457">MODELS OF LEADERSHIP (Continued)</p> <ol data-bbox="521 499 1398 730" style="list-style-type: none"> 1) Leadership is a language game (Wittgenstein). 2) Leadership is a contact sport – Techniques for managing conflict. 3) Troubadour and Trobairitz theories of leadership: Why Barnes and Nobles has so many leadership books on the shelf (Part 1). 4) Touching the elephant all over: Why there is no grand theory of leadership (aka Why Barnes and Nobles has so many leadership books on the shelf (Part 2)). <p data-bbox="521 768 1398 863"><u>Prepare by reading</u> Jackson and Parry text - Chapters 5,7 ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 7</p>
8 - October 10	<p data-bbox="521 940 1317 968"><i>MID TERM EXAM - COMMUNICATIONS and LEADERSHIP</i></p> <p data-bbox="521 1010 1040 1104"><u>Prepare by reviewing and integrating</u> Week 1 through Week 7 reading materials Reflecting on class discussions and exercises</p>
9 - October 17	<p data-bbox="521 1178 1430 1241">WHAT'S LEGAL, WHAT'S ETHICAL, WHAT'S THE DIFFERENCE, AND THE FUSS?</p> <p data-bbox="521 1247 1219 1274">** Guest Speaker - Karae Foddrell - Leadership Consultant</p> <p data-bbox="521 1281 943 1308">Which came first? Laws or Ethics?</p> <ol data-bbox="521 1314 1430 1440" style="list-style-type: none"> 1) Where do laws and ethics come from in modern society? 2) What is the rule of law? Why does it matter to organizations? 3) Common law versus legislative law- What's the difference and how does that impact the global organization. <p data-bbox="521 1482 1398 1577"><u>Prepare by reading</u> Audi text - Chapters 2,3,4 ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 9</p>

SESSION #	TOPICS AND ASSIGNMENTS
10 - October 24	<p>WHAT'S LEGAL, WHAT'S ETHICAL, WHAT'S THE DIFFERENCE, AND THE FUSS? (Continued)</p> <ol style="list-style-type: none"> 1) Ethical models – Kantian, Humanitarian, Utilitarian, Rights views, and Habermasian views on ethics. 2) Is it part of the leader's job to imprint their ethical view on an organization? Is that ethical? 3) Why can't we be friends? Why there is no grand theory of ethics. 4) Carroll's Social Responsibility Pyramid. <p><u>Prepare by reading</u> Audi text - Chapters 6,7,11 ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 10</p>
<i>Second Manifesto Due</i>	
11 - October 31	<p>SUSTAINABILITY – FAD, FASHION, FOLDEROL OR FUTURE ** Guest Speaker - Shawn Heath, VP of Sustainability, Duke Energy **</p> <ol style="list-style-type: none"> 1) How do we define stability? An inconvenient truth. 2) Why sustainability? Why now? 3) Is sustainability a special subset of laws and/or ethics or are laws and ethics a subset of sustainability? 4) How would a person's dominant ethical model influence their views of what sustainability means or how it could (should) be implemented? <p><u>Prepare by reading</u> Audi text - Chapter 5 ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 11 Picking out your costume and deciding whether to wear to class</p>
12 - November 7	<p>SUSTAINABILITY – FAD, FASHION, FOLDEROL OR FUTURE (Continued) ** Guest Speaker - Trey McDonald – UNCG Sustainability Coordinator **</p> <ol style="list-style-type: none"> 1) What is the failure of the commons? What else do traditional accounting and financial analyses fail to price? What are the ethical implications of these from a planetary sustainable standpoint? 2) New metrics for a new era or just too much ado about pie in the sky, granola eating, Birkenstock wearing, left wing, tree-huggers? <p><u>Prepare by reading</u> Audi text - Chapters 12, 13 ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 12</p>

SESSION #	TOPICS AND ASSIGNMENTS
13 - November 14	<p><i>GROUP PRESENTATIONS</i></p> <p><i>Prepare by practicing your group presentations</i></p>
14 - November 21	<p>LEADING AND IMPLEMENTING CHANGE (Continued)</p> <ol style="list-style-type: none"> 1) The role of message staging and message framing in driving change. 2) The Prince says Change is perilous, bring some cheese. 3) Driving change upward- how to manage your boss. <p><u>Prepare by reading</u> ¹Articles in Blackboard: See Course Documents, Weekly Readings, Week 14</p> <p><i>Third Manifesto Due</i></p>
15 December 5	<p>FINAL EXAM: PERSONAL MANIFESTO: LEADING THE ETHICAL AND SUSTAINABLE ORGANIZATION</p>

¹ Note: While some readings will be posted in advance to allow for fluid adjustments in the course flow the articles in Blackboard may change up to 5 days before the class meeting (e.g. if class meets on Thursdays readings may be changed on the preceding Friday). Please plan to check Blackboard accordingly.

ACADEMIC INTEGRITY POLICY: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. The Academic Integrity Policy can be found at: <http://sa.uncg.edu/handbook/academic-integrity-policy/>.

FACULTY AND STUDENT GUIDELINES: 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 POLICY: All students are expected to attend each class session. If a student misses a specific class session, it is her/his responsibility to cover the topics so missed. Material covered in a previous class will not be repeated in a subsequent class. The schedule of sessions on the syllabus contains a listing of topics and assignments to be covered in the respective sessions. The syllabus is a general plan for the course; deviations may be necessary.

FINAL EXAMINATION: There will be a final examination. Exam date and exam format indicated in this syllabus.