



UNCG

Bryan School of
Business *and* Economics

Summer II, 2016

COURSE NUMBER: MBA 716 (Web)

COURSE TITLE: Leadership and Sustainable Business

CREDITS: 3:3

PREREQUISITES/COREQUISITES: MBA 715 (Integrative Business)

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:

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

1. Describe an informed definition of three terms: effective leadership, ethical development, and sustainable business.
2. Apply principles of effective leadership and models of ethics to contemporary organizations.
3. Differentiate between models of effective leadership, models of ethical development and perspectives on sustainability.
4. Articulate the critical role of sustainable business in today's world and the role of effective, ethical leadership in creating and maintaining sustainable business.

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES:

This course is taught online through Canvas. The teaching methods include asynchronous online lectures, synchronous Q&A sessions (optional), self-assessments, situational studies, discussion boards and group project development & presentations.

Because this is an online course offered during an intensive summer session, the assumption is that the work assigned for each online “week” is equivalent to the amount of work a student would do in preparation for, and in attending, two 75 minute class meetings.

While there are no explicit course “attendance” policies or penalties, students should make every effort to keep up with course content as planned, due to the short duration of the summer course session. Wednesday night live sessions are optional but students are encouraged to attend as often as possible and whenever course material needs further clarification. This is one good way to get questions answered, hear the professor discuss material in greater detail, and learn from your peers. These sessions will be recorded for those students who want to attend but miss a session.

REQUIRED ASSIGNMENTS & ACTIVITIES are listed below, including grading weights:

Essay on Leadership (10 points) - Students will submit a 2-3 page statement/essay describing their understanding of effective leadership. This paper will be the basis of feedback from the instructor on clear and effective writing.

Case Analyses (2) (30 points total) Students will analyze two case scenarios utilizing ethical frameworks from the assigned readings, texts, videos, and online discussions. Each paper should be 3-5 pages in length and will each count for 15 points of the final grade.

Sustainability Reporting (15 points) – Students will review a corporate sustainability report of their choice and submit a short paper discussing concepts studied in the course as reflected in that company’s reporting. Further instructions will be provided on our Canvas site.

Group Presentation (20 points) - The student will prepare, as part of a group with 3-4 members, a presentation based on variations on the theme *Sustainable business for the 21st century: The and the why*. Groups will be evaluated on the extent to which they: (1) present content that uses models of ethics, leadership, and/or sustainable business studied during the semester; (2) add new information to what has been covered in course readings and discussions; (3) make use of high quality slides, video or face-to-face presentation techniques; (4) demonstrate professional speaking skills (know their material and communicate effectively). The presentations may focus on the sustainability journey of a single company (e.g., BP) OR on a single issue relating to effective, ethical leadership within sustainable business (e.g., what is being done/not done about world water shortage).

Each individual will received the group grade unless peer feedback indicates a need for grade reallocation based on distribution of effort. A form will be provided to capture the peer feedback. The group may choose to present the information via a “live” Wednesday night session or may create a video to be posted and viewed asynchronously on Canvas.

Final Essay (15 points) – Students will submit a final essay of no more than 5 pages, focusing on the meaning of sustainable business, the role of business in a sustainable world, and the role of effective, ethical leadership in creating and maintaining sustainable business. Specifics of the prompt will be provided one week prior to the due date.

Participation in Discussions (10 points) – Because this is an online class, participation in online discussion is very important. Students will earn up to 10 points based on the overall quality and quantity of their participation in online discussions throughout the semester. This includes the viewing and response to all final group presentations.

Further instructions and due dates for each assignment can be found in Compass.

EVALUATION AND GRADING

Final grades will be based on the cumulative total for the assignments described above. Final grades will be computed using the following rubric:

- A = 95-100 cumulative points
- A- = 90-94 cumulative points
- B+ = 86-89 cumulative points
- B = 83-85 cumulative points
- B- = 80-82 cumulative points
- C+ = 76-79 cumulative points
- C = 73-75 cumulative points
- C- = 70-72 cumulative points
- D = 65-69 cumulative points
- F = fewer than 65 cumulative points

Because of the intensive nature of the summer semester, 10 percentage points will be deducted from the final grade for assignments that are submitted late (e.g., 2 point deduction for an assignment worth 20 points). Given that grades are due to the Registrar two days after the due date for the Final Essay, late submissions of that assignment will not be accepted.

REQUIRED TEXTS:

- 1) *Bolden, R., Hawkins, B., Gosling, J., & Taylor, S. (2011). Exploring Leadership: Individual, Organizational & Societal Perspectives. Oxford University Press.*

http://www.amazon.com/Exploring-Leadership-Individual-Organizational-Perspectives/dp/0199547661/ref=sr_1_4?ie=UTF8&qid=1458655368&sr=8-4&keywords=exploring+leadership

- 2) Audi, R. (2008). *Business Ethics and Ethical Business*. Oxford Press ISBN: 9780195369106

<http://www.amazon.com/Business-Ethics-Ethical-Robert-Audi/dp/0195369106>.

Course Schedule

(See course Canvas site for details)

| Class date | Topic | Activities | Readings/Assignments |
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| Week 1 6/20-6/26 | Introduction Models of Leadership & Applications | Welcome to the course; Syllabus highlights Leader & follower centered theories | <p>View “Start Here” Video on course Compass site. <i>In this video, the Instructor will overview the course objectives, policies, and assignments.</i></p> <p>Bolden et. al – Chapters as listed in Canvas for Week 1</p> <p>Article(s) posted on Canvas site for Week 1</p> <p>PPT lecture posted on Canvas for Week 1</p> <p>Essay on Leadership due 6/26 @ 11:59PM</p> <p>Live Session: <i>The instructor will hold a 30-45 minute live Collaborate session through Compass every Wednesday evening at 7:30PM. The first session will be held on 6/22. While these are optional, students are encouraged to attend to clarify course material, ask questions, and discuss topical issues with the instructor and peers. This session will be recorded for those students having a conflict.</i></p> |
| Week 2 6/27-7/3 | Models of Leadership & Applications | Organizational, Societal & Emerging Perspectives on Leadership Project Team Meetings | <p>Bolden et. al – Chapters as listed in Canvas for Week 2</p> <p>Article(s) posted on Canvas site for Week 2</p> <p>PPT lecture posted on Canvas for Week 2</p> <p>Project Focus Statement due 7/3 @ 11:59PM. See Compass site Week 2 for assignment details.</p> <p>Live Session: <i>The instructor will hold a 30-45 minute live Collaborate session through Compass every Wednesday evening at 7:30PM. The second session will be held on 6/29. While these are optional, students are encouraged to attend to clarify course material, ask questions, and discuss topical</i></p> |

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| | | | <p><i>issues with the instructor and peers. This session will be recorded for those students having a conflict.</i></p> |
| <p>Week 3 7/4-7/10</p> | <p>Ethical Frameworks & Their Application</p> | <p>Video lectures on Ethical Frameworks</p> | <p>Audi – Chapters as listed in Canvas for Week 3</p> <p>Video lectures as listed in Canvas - Week 3</p> <p>Case Analysis 1 due 11:59PM 7/10</p> <p>Live Session: <i>The instructor will hold a 30-45 minute live Collaborate session through Compass every Wednesday evening at 7:30PM. The third session will be held on 7/6. While these are optional, students are encouraged to attend to clarify course material, ask questions, and discuss topical issues with the instructor and peers. This session will be recorded for those students having a conflict.</i></p> |
| <p>Week 4 7/11-7/17</p> | <p>Applying Ethical Frameworks to Business</p> | <p>Video lectures on Applications of Ethical Models</p> | <p>Audi – Chapters as listed in Canvas for Week 4</p> <p>Video lectures as listed in Canvas - Week 4</p> <p>Case Analysis 2 due 11:59PM 7/17</p> <p>Live Session: <i>The instructor will hold a 30-45 minute live Collaborate session through Compass every Wednesday evening at 7:30PM. The second session will be held on 7/13. While these are optional, students are encouraged to attend to clarify course material, ask questions, and discuss topical issues with the instructor and peers. This session will be recorded for those students having a conflict.</i></p> |
| <p>Week 5 7/18-7/24</p> | <p>Sustainability & Sustainable Business</p> | <p>Sustainability Report Analysis</p> | <p>Readings and PPT lectures posted on Canvas site for Week 5</p> <p>Sustainability Reporting Paper Due 11:59PM 7/24</p> <p>Project Presentations Due 11:59PM 7/24</p> <p>NO LIVE SESSION THIS WEEK!</p> |

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| Week 6 7/25-7/31 | Ethics and Leadership in Sustainable Business | Review & comment on Video presentations | <p>Comments on project presentations via the course Compass site Discussion Forum due 11:59pm 7/31</p> <p>NO LIVE SESSION THIS WEEK!</p> <p>Final Essay (Due 11:59PM 8/1)</p> |
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RELEVANT POLICIES

ACADEMIC INTEGRITY

Students are expected to abide by the University Integrity Policy in all its aspects and to indicate their knowledge and acceptance of the Policy by signing the Academic Integrity pledge on all major work submitted for the course. Specific information on the Academic Integrity Policy may be found on the UNCG website at <http://sa.uncg.edu/handbook/academic-integrity-policy/> http://www.uncg.edu/bae/faculty_student_guidelines.pdf

ONLINE ETIQUETTE

When posting to a discussion, journal, email, or chat it is important to remember several points of etiquette for acceptable online behavior:

Language: Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. If a point must be stressed, review the statement to make sure that an outsider reading it would not be offended. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.

Focus: Keep writing to a point and stay on topic. Online courses require a lot of reading. When writing, keep sentences poignant and brief so that readers do not get lost in wordy paragraphs and miss the point of the statement. Also, do not introduce new topics; it may just confuse the readers.

Review: Read first, write later. It is important to read all posts or comments of students and instructors within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered. There's no taking back a comment that has already been sent, so it is important to double-check all writing to make sure that it clearly conveys the exact intended message.

Language: The language of the Internet. Certain aspects of Internet communication are not appropriate in the online classroom. For example, do not write using all capital letters which is

considered shouting, do not use “IM” language or emoticons. Always write in complete sentences and check your grammar.

Privacy: Consider the privacy of others'. Ask permission prior to giving out a classmate's email address or other information.

Inappropriate material: Do not post advertisements or solicit business. The Discussion Board is a vital part of communication in online learning. If all participants agree to follow a few principles of civility and professionalism, the discussion board can be a great opportunity to express opinions, share ideas, and receive feedback from peers who are engaged in the same learning objectives. Do not post pornographic materials of any kind.

Be Concise: Brevity is appreciated. Since reading other's comments or articles can be very time consuming, try to be straight to the point, although respect that this is an academic class. Too little is just as troublesome as too much!

Delete the Extra: When writing a reply posting, delete all extraneous information except the specific phrase, sentence, or comment to which you are replying. This not only helps the reader know what you are replying to, but also helps him or her save time by not wading through a long post, or worse, the entire included thread. It also makes it quicker for classmates to download or print a particular posting.

Summarize, Quote, or Refer: Another way to help readers engage in your responses is to give a frame of reference in your post by quoting or summarizing the content to which you are responding. For example, “When Nick wrote he always formatted his posts the same way I began to think . . .” is much easier for the reader to follow and understand than “Yep, me too, that’s why I . . .” To look at it a different way, some participants choose to arrange their discussion board by unread posts only—the quote gives them their frame of reference for the topic of the thread.

Avoid: Me, Too, I Agree!: The me-too post certainly is a frustration in the online environment and does not add any depth to the discussion or learning. In a study by Stodel, Thompson, and MacDonald (2006), “Learners got frustrated with the constant agreements and comments such as ‘Good point’ and ‘I agree’; feeling it made the conversation overly positive and fake.” Therefore be sure to post substantive ideas and avoid the “I agree” posts that just clutter up a discussion board.

Subject Line: *Change the Subject Line to Reflect the Content of your Post:* Think of the subject line of your posting like the title of a good book, one which will draw other readers in. Subject lines that resemble addresses (e.g., Lisa to Kay) tend to close down discussions to just the two names listed. Subject lines that just repeat the original poster’s subject line with the Re: added (Re: Re: Re: Unoriginal subject line) give no indication to the reader if the new or added content will benefit him or her as a learner, whether the conversation has evolved in topic or perhaps if it is veering off into a personal side conversation (which should then be moved to the student

lounge or email). Each time you post or reply to a post, update the subject line to match the content of your posting.

Tone and Courtesy in Writing: The "tone" is a very important part of electronic communication. When you read your message out loud, does it sound the way you would speak to another student in the classroom?

Humor: Humor can be difficult to convey in text, so make sure everyone realizes when you are trying to be funny. It is easy for messages to be misinterpreted since there are no physical gestures or voice inflections that accompany the text.

Be Polite: Refrain from inappropriate language and derogatory or personal attacks.

Support Your Peers: Make a personal commitment to learning about, understanding, and supporting your peers.

- Assume the best of others in the class and expect the best from them.
Disagree with ideas, but avoid challenges that may be interpreted as a personal attack.
- Be open to be challenged or confronted on your ideas or prejudices.
Challenge others with the intent of facilitating growth. Do not demean, harass or embarrass others.
- Encourage others to develop and share their ideas.

Check Previous Postings before You Post: Remember to read what has previously been posted by others to avoid repeating comments.

Focus: Stick to the topic; if you wish to pursue an unrelated idea with a classmate, move your communication to e-mail so that others don't spend time on non-essential topics.

Give Credit Where Credit is Due: Cite your references.

Grammar, Spelling and Fonts

- a. The Discussion Board is part of a college course, so your writing style should conform to the rules of standard English. Here are some guidelines for all messages posted to the course's Discussion Board and course-associated emails:
 - Avoid slang (e.g., "Wassup?", "Yo," and so forth).
 - Don't curse.
 - Use standard spelling:
 - you (not u)
 - are (not r)
 - to or too (not 2)
 - you're (not ure)
 - right (not rite)
 - I (not i)

b. **Use the spell check!**

Mistakes in spelling and grammar reflect poorly on you, and are not acceptable.

c. **Stick to standard fonts**

Times New Roman, Arial, Helvetica, 12 or 14 pt. -- in Black only.