Course Syllabus
MBA 716-02 Leadership and Sustainable Business
Fall 2020

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 Format: Online
Course Web Site: https://canvas.uncg.edu/
Zoom Hours: See Canvas Zoom schedules (bi-weekly, Wednesday 7:30-8:30pm, will be recorded)
Office Hours: By appointment via Zoom (please email to organize)

Required Textbooks and Additional Course Materials

1. Required textbooks

2. Cases and readings

Cases and readings can be purchased from Harvard Business Publishing through this unique link for discount: (price: $15.37) https://hbsp.harvard.edu/import/747123
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 organization’s business model.

Course Pedagogy

- Course materials organized by the professor (Canvas and Zoom sessions)
- Self-assessment
- Student led discussions
- Team experiential learning
- Case studies
- 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/](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.

- **Communicating**: For purposes of this course, I will request that you check your UNCG e-mail (E-Spartan) daily as well as Canvas for messages and/or assignments.

- **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/).
• **Health and well-being impact learning and academic success.** Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at https://shs.uncg.edu/ or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting https://shs.uncg.edu/srp or reaching out to recovery@uncg.edu.

• **COVID-19 Spartan Shield Video.** UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important. Please watch this video before the first day of classes. [https://youtu.be/Mb58551qxEk](https://youtu.be/Mb58551qxEk).

---

### Evaluation Criteria

The grades for this class will be determined based upon:

- Exam 1 ................................................................................................................100 points
- Exam 2 (Case analysis) ..........................................................................................100 points
- Team Presentation/Project ....................................................................................100 points
- Case Notes..............................................................................................................30 points
- Participation........................................................................................................... 70 points
- TOTAL....................................................................................................................400 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:**

• **Exam 1:** May include multiple choice and short-answer questions taken from text materials and readings.

  **Testing procedure**

Even though you are taking your exams online, they are still "real" tests. The following are the testing procedures I expect you to follow while taking the exam:

• You will find the exam available in [Canvas](https://canvas.uncg.edu) only during the assigned test times.

• The exam is available for one week as indicated in the course schedule on the syllabus. You can take each exam only ONE time.
• You may use your book and notes; however, you are to take the test by yourself, with no group efforts or help from other people.

• You have 180 minutes to complete the exam. A timer will appear. At 180 minutes, Canvas will force you to submit the test.

• Canvas will force you to submit the test when the deadline indicated in the course syllabus is due, even if your test is not complete. Thus, if you want to have the full 180 minutes in the test, you should begin your exam attempt at least two hours prior to the end of the exam availability period.

• The time is strictly limited in order to test your knowledge of the material; not your ability to search for information during the exam. Important: Extended time is only granted for students with documented disabilities.

• If you lose your internet connection or Canvas goes down, get back to the exam when the connection resumes. Canvas will let you continue the exam from where you left off. If you experience any problems, contact me immediately and provide evidence of the problem (for instance, a screenshot). Unverifiable technical problems will not be considered.

• The exam cannot be taken before or after the scheduled exam time. No make-up exams will be allowed, except in cases warranted by extraordinary circumstances (a serious illness) and supported with documented evidence. Students who do not provide documented evidence will receive zero points.

IMPORTANT: DO NOT LOG IN AND OUT OF THE EXAM AFTER YOU HAVE STARTED THE EXAM. IF YOU DO, THE TIMER WILL KEEP RUNNING AND THE TIME WILL BE COUNTED TOWARDS YOUR EXAM ATTEMPT, EVEN IF YOU WERE LOGGED OUT OF THE EXAM/OUT OF CANVAS. REMEMBER NOT TO CLICK THE BACK BUTTON IN YOUR BROWSER WINDOW.

AS A STUDENT TAKING AN ONLINE COURSE, IT IS YOUR RESPONSIBILITY TO BE AVAILABLE DURING THE EXAM TIME REGARDLESS OF YOUR OTHER COMMITMENTS AND TO HAVE ACCESS TO A RELIABLE COMPUTER AND INTERNET CONNECTION DURING THE ENTIRE COURSE, INCLUDING THE EXAM TIME. INABILITY TO ACCESS INTERNET DURING THE COURSE IS NOT AN ACCEPTABLE EXCUSE FOR MISSING AN EXAM OR ANY OTHER EVALUATION ITEM. THE UNCG COMPUTER LABS AND PUBLIC LIBRARIES PROVIDE COMPUTER AND INTERNET ACCESS FREE OF CHARGE.

ANY TECHNICAL PROBLEMS REPORTED AFTER THE EXPIRATION OF THE EXAM PERIOD WILL NOT BE CONSIDERED AND ARE NOT VALID EXCUSES FOR NOT COMPLETING THE EXAM.

These rules will be strictly enforced in order to be fair towards those students who do make the effort to take the tests at the assigned testing times regardless of their personal and professional circumstances and time constraints. It is important that all students have the same amount of time to prepare for the exams. There will be no exceptions for this rule. Any student seeking an exception will be referred to this policy in the syllabus.

Note: It is not unusual that students fail this online course because they, for instance, “forget” to take the exam, are “travelling without an internet connection”, or are otherwise “occupied” for a number of unverifiable personal and professional reasons. Make sure that you are not one of those students because missing one exam is likely to result in failing the course.

• Exam 2: Each student must carry out an in-depth analysis of the “Accenture's Code of Business Ethics” 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.

- **Case Notes:** The purpose of the two case notes is to encourage you to study the material consistently in the first few weeks and to provide you with an opportunity to practice applying the concepts and solving a problem. Both cases can be found in your textbook. It is important that you read and think about each case to facilitate your understanding of the material. Your case notes should include your answers to the questions at the end of the case, and/or additional issues you think are pertinent. These analyses should be approximately 2-3 typed pages (double-spaced).

Your case notes should be submitted online on Canvas under the “Assignments” Tab. Each case note is due Sunday 11:59PM of the corresponding week. Late cases are not accepted.

- **Participation points:** To receive the 70 points allocated to this category, you will need to be active in the class. These points are not allocated for simply being present in the Zoom sessions, but the student needs to be an active member of the class discussion (Canvas and Zoom) to receive points. 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 **November 18th**. Students are assigned to teams of 6-7 individuals, and then choose an organizational leader to analyze. Each team is expected to submit 3 periodic reports (not to be graded) on Canvas’s group page following the guideline. A 5-minute presentation (October 7th) will be required to present your progress through Zoom. Feedback will be given by both the instructor and your peer groups. A 20-minute presentation (November 11th & 18th, through Zoom) will be required to present an overview of the findings and written paper will be turned in. 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. Additionally, students are required to evaluate other teams’ presentations.

You will find the names and contacts of your team members on Canvas’s group page. It is your responsibility to coordinate and collaborate with your team members to complete this project. I strongly encourage that you start to work on your team project immediately after the teams are formed and communicate with your team members at least once a week.

### 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.
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 15 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>
| 1 Aug 18-23 | Leadership Assessment  
• Assessment  
• Trait Approach  | NH: Chapters 1 & 2  
https://hbr.org/2013/05/act-like-a-leader-before-you-a |
| 2 Aug 24-30 | Leadership Theories/Models  
• Skills, Behavioral, Situational, and Path-Goal Approaches  | NH: Chapters 3, 4, 5, 6  
• *NH: Case 6.1 (p.127)*  
https://hbr.org/2014/07/the-skills-leaders-need-at-every-level |
| 3 Aug 31 – Sep 6 | Leadership Theories/Models  
• Leader-Member Exchange Theory  
• Followership  | NH: Chapters 7, 12  
• 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 |
| 4 Sep 7-13 | Leading Teams (1)  
• Team input  | NH: Chapter 14  
• The new science of team chemistry. *Harvard Business Review*.  
**Team Project: Roles and Responsibilities Due** |
| 5 Sep 14-20 | Leadership Theories/Models  
• Transformational Leadership  
• Servant Leadership  | NH: Chapters 8, 10  
| 6 Sep 21-27 | Ethical Leadership  | NH: Chapter 13  
• *NH: Case 13.3 (p.358)*  
https://hbr.org/2016/12/6-traits-that-predict-ethical-behavior-at-work |
<p>| 7 Sep 28-Oct 4 | Case Study  | CEO Activism (A) &amp; (B) |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Oct 5-11</td>
<td>Zoom</td>
<td>Leading Teams (2)</td>
<td>- Team process and outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Team Project: Introduction &amp; Methodology Due</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Present your progress</strong></td>
</tr>
<tr>
<td>10 Oct 19-25</td>
<td></td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>11 Oct 26 – Nov 1</td>
<td>Zoom</td>
<td>Culture and Leadership</td>
<td>- NH: Chapter 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Team Project: Analysis &amp; Recommendations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Outline Due</strong></td>
</tr>
<tr>
<td>14 Nov 9-15</td>
<td>Zoom</td>
<td>Team Presentation</td>
<td><strong>PowerPoint Slides, Written Paper, and Peer Evaluation Due</strong></td>
</tr>
<tr>
<td>14 Nov 16-22</td>
<td>Zoom</td>
<td>Team Presentation</td>
<td><strong>PowerPoint Slides, Written Paper, and Peer Evaluation Due</strong></td>
</tr>
<tr>
<td>15 Nov 23-24</td>
<td></td>
<td>Wrap Up and Review</td>
<td></td>
</tr>
</tbody>
</table>

**Exam 2 (Case Analysis)**
**Due @ December 5th, 11:59pm**

NOTE: THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS DOCUMENT AS NEEDED. ALL CHANGES WILL BE ANNOUNCED IN CLASS OR ON CANVAS.
MBA 716-02  Peer Evaluation Form

Your Name __________________________________________                     Team Number ____________________________________________

Please rate EACH of your group members on the following 10 criteria using the following response scale. DO NOT RATE YOURSELF.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creating new ideas/suggestions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Offering to take lead on sections of group project.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Having materials ready at agreed on date.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Staying on task during group meetings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Attendance at group meetings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Willingness to listen to other’s ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Contributing to preparing the written report (as agreed on).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Providing feedback to others in the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Being a positive team member.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Doing his/her share of the work (overall).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Score**
(Add the above scores up. The highest total score is 50.)
**STAGE** | **COMPLETE**  
--- | ---  
Initial meeting to determine roles and responsibilities |  
Decision about which leader to focus on |  
Write up introduction |  
Learn about the leader (observations, interviews, surveys, etc) |  
Collect information about leadership topic / problem (observations, interviews, surveys, etc) |  
Write up methodology |  
Analysis of data collected - Results |  
Recommendations (how to fix the problem, or further develop the strength) |  
Conclusions |  
References (APA style list and in-text) |  
Finalizing written report |  
Team leader role?
# MBA 716-02 Team Presentation Evaluation Sheet

Please use this table to evaluate the team presentations you view in class.

For each category, provide a score out of 10 (1 = poor, 5 = OK, 10 = Excellent).

<table>
<thead>
<tr>
<th>Team Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
</tr>
<tr>
<td>1. Quality of introduction</td>
</tr>
<tr>
<td>2. Quality of methodology</td>
</tr>
<tr>
<td>3. Analysis of leadership issues</td>
</tr>
<tr>
<td>4. Recommendations</td>
</tr>
<tr>
<td>5. Use of THEORY (most important)</td>
</tr>
<tr>
<td>6. Level of preparation</td>
</tr>
<tr>
<td>DELIVERY</td>
</tr>
<tr>
<td>7. Creativity / innovation</td>
</tr>
<tr>
<td>8. Presenter enthusiasm</td>
</tr>
<tr>
<td>9. Level of audience interest</td>
</tr>
<tr>
<td>10. Team professionalism</td>
</tr>
<tr>
<td>OVERALL SCORE</td>
</tr>
</tbody>
</table>