



**Course Syllabus
MBA 716-03 Leadership
Fall 2023**

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When emailing me, please put "MBA 716-03", your name (last name first), and the subject of your inquiry in the subject line (e.g., MBA 716-03 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 (Asynchronous)

Course Web Site: <https://canvas.uncg.edu/>

Class Time/Place: We will have optional bi-weekly meetings on Zoom from 7:30-8:30pm on Thursdays, or otherwise noted in the syllabus. Please find the schedule in Canvas. These sessions will be recorded for watching later.

Office Hours: By appointment via Zoom (please email to arrange)

Required Textbooks and Additional Course Materials

1. Required textbooks

- Northouse, P. G. (2022). *Leadership: Theory and Practice*, 9th edition. Sage Publications. ISBN: 9781544397566

2. Case and reading

- Bhatnagar, J. & Gupta, P. (2021). Amazon: Legal Woes, Crisis, and Resilience. Ivey Publishing.
- Polzer, J. T. (2003). *Leading Teams*. Harvard Business Publishing.

These two documents can be purchased from Harvard Business Publishing through this unique link for discount: (total price: \$8.50)

<https://hbsp.harvard.edu/import/1081704>

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/>. 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, 336-334-5440, <https://oars.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.

Evaluation Criteria

The grades for this class will be determined based upon:

Exam 1	100 points
Exam 2	100 points
Team Presentation/Project	100 points
Case Notes	40 points
Leadership assessment 1: MBTI	10 points
Leadership assessment 2: FIRO-B.....	10 points
Participation	40 points
TOTAL.....	400 points

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

A	95% - 100%	B-	80% - 82%
A-	90% - 94%	C+	77% - 79%
B+	87% - 89%	C	70% - 76%
B	83% - 86%	F	Below 70%
			*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 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 Accenture's Code of Business Ethics. 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.**

- ♦ **Leadership assessments:** Each student must complete the two assessments (MBTI & FIRO-B) according to the instructions provided by the instructor. The instructor will provide links to each assessment. **Please take the assessments only once as these are expensive.** Each assessment is due Sunday 11:59PM of the corresponding week. If a deadline is missed, the student will receive a zero. The recordings of the debriefs provided by Dr. Mike Beitler will be available after August 31 and October 17, respectively.
- ♦ **Participation points:** To receive the 40 points allocated to this category, you will need to be an active member who contributes to the Canvas **discussion board**. Specifically, your participation will be monitored and rated weekly by the instructor on a scale of 1-4: 1 – Did not post anything, 2 – Posted a few sentences, 3 – Posted a paragraph that is meaningful and insightful, 4 – Initiated discussions and responded to others’ comments actively or posted multiple comments. To receive full participation points, you should aim to consistently receive ratings of 3 or 4, demonstrating active engagement in discussions. This means posting thoughtful and insightful contributions and responding to others. 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 19th**. 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 5th) will be expected to present your progress through Zoom. Feedback will be given by both the instructor and your peer groups. A 15-minute presentation (November 9th & 16th, through Zoom) will be expected to present an overview of the findings and the written paper is due on **November 19th**. If no one is available to present on behalf of the team during these designated meetings, the team can choose to record their 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. 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.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
 - 6 Appendix
Please include copies of surveys, interview questions, interview transcripts, tables of survey results (e.g. mean scores), etc...

WEEK	TOPICS	Assigned Readings/ Assignment NH = Northouse
1 Aug 15-20	<u>Introduction and Trait Approach</u> ♦ Introduction ♦ Trait Approach	♦ NH: Chapters 1 & 2 ♦ Gallo, A. (2013). Act like a leader before you are one. <i>Harvard Business Review</i> . https://hbr.org/2013/05/act-like-a-leader-before-you-a
2 Aug 21-27 <u>Zoom</u>	<u>Leadership Theories/Models</u> ♦ Skills, Behavioral, Situational, and Path-Goal Approaches	♦ NH: Chapters 3, 4, 5, 6 ♦ Leadership assessment: MBTI ♦ NH: Case 6.3 Row the Boat ♦ Zenger, J., & Folkman, J. (2014). The skills leaders need at every level. <i>Harvard Business Review</i> . https://hbr.org/2014/07/the-skills-leaders-need-at-every-level
3 Aug 28 – Sep 3	<u>Leadership Theories/Models</u> ♦ Leader-Member Exchange Theory ♦ Followership	♦ NH: Chapters 7, 13 ♦ 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 Team Project: Roles and Responsibilities Due
4 Sep 4-10 <u>Zoom</u>	<u>Leading Teams (1)</u> ♦ Team input	♦ NH: Chapter 16 ♦ The new science of team chemistry. <i>Harvard Business Review</i> . https://hbr.org/2017/03/the-new-science-of-team-chemistry#pioneers-drivers-integrators-and-guardians
5 Sep 11-17	<u>Leadership Theories/Models</u> ♦ Transformational Leadership ♦ Servant Leadership	♦ NH: Chapters 8, 10 ♦ NH: Case 8.3 Grandmothers and Benches ♦ Isaacson, W. (2012). The real leadership lessons of Steve Jobs. <i>Harvard Business Review</i> , 90(4), 92-102.
6 Sep 18-24 <u>Zoom</u>	<u>Ethical Leadership</u>	♦ NH: Chapter 15 ♦ Schwartz, M. S. (2002). A code of ethics for corporate code of ethics. <i>Journal of Business Ethics</i> , 41, 27-43. ♦ De Cremer, D. (2016). 6 traits that predict ethical behavior at work. <i>Harvard Business Review</i> . https://hbr.org/2016/12/6-traits-that-predict-ethical-behavior-at-work

7 Sep 25- Oct 1	♦ Case Study	♦ Leadership assessment: FIRO B ♦ Amazon: Legal Woes, Crisis, and Resilience Team Project: Introduction & Methodology Due
8 Oct 2-8 <u>Zoom</u>	<u>Leading Teams (2)</u> ♦ Team process and outcome	♦ Leading Teams (Polzer, 2003, Harvard Business Publishing) Team Project: Present your progress
9 Oct 9-15	<u>Leadership Communication</u>	♦ Leadership Communication. In Men, R. L., & Bowen, S. A. (2016). Excellence in internal communication management. Business Expert Press.
10 Oct 16-22	Exam 1	
11 Oct 23-29 <u>Zoom</u>	<u>Gender and Leadership</u>	♦ NH: Chapter 14 Team Project: Analysis & Recommendations Outline Due
12 Oct 30 – Nov 5	<u>Sustainability</u> ♦ Models of Sustainability	♦ Hall, T. J. (2011). The triple bottom line: what is it and how does it work? <i>Indiana Business Review</i> , 86(1), 4-8.
13 Nov 6-12 <u>Zoom</u>	Team Presentation	
14 Nov 13-19 <u>Zoom</u>	Team Presentation	PowerPoint Slides, Written Paper, and Peer Evaluation Due
15/16 Nov 20-21/27- 29	<u>Wrap Up and Review</u>	

	<p>Exam 2 (Case Analysis) <u>Due @ December 3rd, 11:59pm</u></p>
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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.

MBA 716-03 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.**

	1	2	3	4	5	
	Very Poor	Poor	Fair	Satisfactory	Good	

Criterion	Name _____	Name _____	Name _____	Name _____	Name _____	Name _____
1. Creating new ideas/suggestions.						
2. Offering to take lead on sections of group project.						
3. Having materials ready at agreed on date.						
4. Staying on task during group meetings.						
5. Attendance at group meetings						
6. Willingness to listen to other's ideas.						
7. Contributing to preparing the written report (as agreed on).						
8. Providing feedback to others in the group.						
9. Being a positive team member.						
10. Doing his/her share of the work (overall).						
Total Score (Add the above scores up. The highest total score is 50.)						

MBA 716-03 Peer Evaluation Form

STAGE	COMPLETE (write in details – who did what)
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 716-03 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).

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