



# UNCG

Bryan School of  
Business *and* Economics

## **MBA 695: Organizational Leadership** Bryan 110

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### *Course Description:*

This course covers specific and current topical areas in leadership. A blend of theoretical, experiential, and practical approaches are taken to introduce diverse lenses on the study and practice of leadership and to address diverse learning styles. Typical topics include the evolution of leadership study, leadership in turbulent environments, personal leadership development, how leaders can learn from experience, leading for creativity and learning, values driven leadership, transformational leadership, and leader uses of power. The course will be a balanced coverage of theory coupled with practical applications aimed at developing leadership skills and insights. The course is team-taught by a variety of internal and external faculty as identified in the course outline on page 5.

### *Course Texts:*

Leadership Theory and Practice, by Peter Northouse, 3rd. ed., ISBN: 0-7619-2566-X, Sage.

Charlotte Beers at Olgivy Mathers (A) 4-333-02605, Harvard Business Case

Additional readings will be provided by the instructors throughout the course.

*Course Learning Objectives:*

1. Develop an awareness of the field of leadership research, its roots, evolution, and the state of the art in leadership theory.
2. Understand the difference and similarity in being a leader and being a manager.
3. Develop an understanding of leadership as a strategic mindset and how values and time compression impact leadership.
4. Understand the leadership challenges associated with rapid and substantive change and the key differences between leading individuals and leading teams.
5. Explore elements of leading creatively and develop an appreciation for the importance of learning to learn.
6. Differentiate transformational from transactional leadership behaviors, how leader power relates to each, and explain the efficacy of both types of behaviors.
7. Enhance student awareness of their own leadership model and provide the opportunity to develop a personal action plan rooted in theory, practical experience, and reflection.

*Course Expectations:*

People often assume that a course in leadership is a “soft” course, requiring less effort than other, quantitative or “hard” courses. In fact, becoming an effective leader is a challenging and never ending process, requiring a substantial investment of effort and introspection on your part. There are theories and models to learn and evaluate, there are situations to assess, and serious reflection to engage in if you are to truly grow as a leader and benefit from this experience. Your papers and discussion need to reflect your commitment to this course.

Attendance and participation are crucial to successful completion of this course. You are allowed one *excused* absence without an impact on your course grade. Borderline grades will be impacted negatively by attendance and punctuality deficits and positively by exemplary attendance and punctuality. Exceptionally positive in-class participation (defined more by quality than quantity) may affect a student grade more materially.

Punctuality is especially important in a team-taught class. Late assignments will not be returned until the end of the semester and penalties for tardiness will be assigned at the discretion of the impacted professor in consultation with the course coordinator. You are expected to come to class prepared in order to participate in discussions.

We will have extra copies of materials handed out in class available for you in the MBA Student Services Office (Bryan 220). Please make arrangements to acquire these materials prior to the next class should circumstances prevent you from attending a class meeting.

*Evaluation Components & Requirements:*

Learning Journal Assignments (4)	36%
Case Journal Assignments (3)	27%
Final Integrated paper (1)	27%
Contribution to Class	10%

1. Learning journals: This journal entry (four in total) of one to two pages in length is due on:

August 23      September 6      September 20      October 4

This entry should contain a thoughtful reflection on the subjects/concepts covered during prior two classes (one for the August 23 journal) as they relate to an individual in a leadership situation. The individual in focus may be yourself as a leader or your perspective on a leader when you were a follower. Thus the journal is a personal reflection of key learning points from the two prior classes that you can apply to the particular individual and situation. Consequently, merely summarizing lectures and readings is insufficient because it does not meet the requirement for personal reflection.

2. Case journals: This journal entry (three in total) of one to two pages in length is due on:

August 30      September 13      September 27

This entry should capture the ideas and insights you acquired from applying course learning to the integrated case. Consequently the approach may be rather impersonal (this is how the readings relate to the case...) or more personal (I now see how the case relates to a situation I was in....)

3. Integrated paper: A ten to fifteen page paper is due in lieu of a final examination for this course. This paper should contain a synthesis of your most important learnings throughout this course, The paper should identify several key concepts/models/ideas from this course, your observations and conclusions based on reflection and synthesis, and a personal action plan for enhancing your leadership capability (or potential) in the future.

This paper is due within one week of the final class meeting (by October 13th). Early completion is encouraged. To “turn in” the paper place a copy in the Digital Dropbox area of Blackboard. If you are unfamiliar with Blackboard you can get assistance in one of the Bryan School computer labs or by calling 256-tech from 8am-7pm, Monday - Friday.

***A note about papers: All papers should be typed or word-processed, double-spaced, with standard margins. Headings may be used, but avoid bullet points unless you are absolutely certain they are appropriate, and not simply the result of lazy communication.***

***A note about reflections: Reflections are not “off the cuff” comments. They involve reading, listening, participating in class activities, and thinking critically. Your papers, as evidenced by carefully chosen words intended to convey meaning specifically and concisely, should reflect these processes.***

4. Class contribution: This includes the level and quality of participation, preparedness, and contribution to class activities and discussions based on the assigned readings and scheduled class topic. To be clear, it is a cultural expectation in this MBA classroom that students participate in activities with full energy and offer their comments and observations verbally. Failure to meet this classroom norm will disqualify the student from being eligible for a mark of excellent (an A).

**A note about team teaching and evaluation: A strength of the team teaching approach is to bring various perspectives and differing areas of expertise to the classroom. A by-product of this approach is that it brings various perspectives and standards of evaluation to course assignments. The faculty members in this course have reached a philosophical agreement regarding what is required of the student. However, the student should expect some material variance in evaluations across faculty members and content areas. Consequently, the student may expect to be over-rewarded (seldom an issue of contention) and under-rewarded (often an issue of contention) in comparing their individual evaluations across professors in this course. Prior experience in this course suggests that over the duration of the course these temporary inequities (both perceived and real) tend to offset themselves and allow the overall grade to approach a truer score.**

## Course Outline

<b>Date</b>	<b>Instructor</b>	<b>Themes</b>	<b>Chapters</b>
August 15	Lowe	Distribute Syllabus; Introductions; A Chronology of Leadership: A review of some major theories	4-8
August 23	DeVries & Kiser	Strategies for Personal and Professional Excellence	2,3,11
August 30	Barry	Leading Change for Growth	5,9
September 6	Holderness & Fernandes	Strategic Leadership: Values and Leadership	1,13
September 13	Cuny	The Language of Leadership: Speaking Persuasively	Readings
September 20	Holderness & Fernandes	Leadership in Turbulent Times	12, Review 2&4
September 27	McAllister	Servant Leadership	10
October 4	Lowe	Charismatic and Transformational Leadership, Course Wrap-up	Review 9&6