



UNCG

Bryan School of
Business *and* Economics

Course Syllabus BUS 328 - Organizational Leadership Bryan 213

INSTRUCTOR INFORMATION:

Professor: Dr. Kevin B. Lowe
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COURSE DESCRIPTION: The course examines the theories and models of leadership. Environmental pressures, organizational objectives, company culture, and individual ethical standards will be examined to incorporate the situational determinants of leadership effectiveness

REQUIRED TEXT: *Leadership: Enhancing the Lessons of Experience*, by Hughes, Ginnett, & Curphy, 6th ed. (2009), ISBN: 9780073405049, McGraw-Hill.

Additional readings: As identified in weekly class meetings or by email. Additional readings will typically be posted into the *Course Documents* area of Blackboard and will occasionally be distributed in class. All course readings are examinable.

STUDENT LEARNING OUTCOMES: At the end of this course students will be able to

- Define leadership, describe the role of genetics and development on individual leadership capability and be able to identify popular distinctions in the differences between being a leader versus a manager.
- Assess the status of current leadership capacity in organizations and suggest how a leadership needs analysis can support and enhance organizational effectiveness.
- Demonstrate leadership skills through participation in experiential exercises.
- Assess personal values, beliefs and ethical standards to enhance self-awareness in regard to self-enacted leadership behaviors and reactions to the leadership behaviors of others.
- Identify how leading a team is different than leading a group of individuals
- Identify the special challenges involved in managing geographically dispersed (virtual) teams.
- Describe the role of culture in determining effective leadership perceptions and outcomes.

TEACHING STRATEGIES: Content is delivered through lectures, discussions, learning activities, self-assessment activities, project development/presentation, situational studies and exams. A strong emphasis is placed on allowing students to take a leadership role in the class.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS:

| | |
|---|-----|
| Class Participation - Individual | 10% |
| Class Leadership - Group | 20% |
| Leadership Portfolio (3 journals, 1 plan) | 30% |
| Exam 1 | 20% |
| Exam 2 | 20% |

Grading Policy: Course grades will be awarded as follows:
A= 91-100, B = 82-90.9, C= 73-81.9, D= 64-72.9, F= Less than 64.

Class Participation – Individual (10%) -- The class participation grade is an individual grade that reflects the students overall participation in the course, both

inside and outside of the classroom. This grade component includes but is not limited to: 1) attendance; 2) positive contributions to class discussions 3) displaying respect for the comments of peers and the professor; 4) enthusiastic participation in course exercises; 5) ethical behaviors that help others to be successful in the class; 6) demonstrating personal accountability for learning; 7) completing self assessments on time as assigned in-class.

Class Leadership - Group (20%) -- The textbook authors have provided, in the instructors manual, a number of experiential exercises for each chapter, designed to help students access critical learning points through action.

During the first week of class, students will be assigned to a group and that group will be assigned two chapters. The professor will provide the group with the suggested experiential exercises for their chapters².

The group will be responsible for selecting and leading one or more (as time allows) experiential exercises on the assigned day. The students will also need to debrief¹ the class on the learning points from the exercise(s). An effective debrief is as important as effective leadership of the exercise.

The group grade assigned will be based on how well the group prepared for the exercise and debrief, how well the group delivered the exercise and debrief and how well the group reacted to unexpected events in exercise implementation and debrief.

¹We will discuss in class approaches to conducting an effective debrief

² The group may elect to find exercises that are preferred to those provided in the instructor's manual. The key responsibility for the group is to prepare experiential exercises that emphasize key learning points from the chapters assigned and to draw those key learning points out in the subsequent debriefing of the exercise.

Leadership Portfolio (30%) -- The leadership portfolio has two components, a reflective leadership journal component (**3 2 journals @ 69% each**) and a future oriented personal leadership development plan (12%) component. On the final exam date the student should return the three graded leadership journals along with the personal leadership development plan.

Leadership journal – The leadership journal should be written in an *observation-action-framework*.

Observation: The student should describe a real situation where they were in a position to exercise leadership or were able to observe someone else with the opportunity to exercise leadership.

Action: Next the student should describe the action taken in the situation and describe the consequences of those actions.

Reflection: The student should explain how the action taken was appropriate or in appropriate given the characteristics of the situation. The student should also suggest what actions would have resulted in an even more desirable outcome

The student should employ course concepts to gain insights into the leadership episode they have chosen for their journal. Insights may be intellectual (I learned that leaders do X or that models for Y exist and this will be helpful to me because...) and personal in nature (I realize that I seek (avoid) leadership opportunities because of experience A or personal inclination B or because I have been unwilling to engage in behavior C). Three journals are due during the semester as indicated in the course schedule. Journal length will typically be from 1.5 - 4 pages. Grades for the journals will be based on writing clarity, journal content and demonstrated effort.

The student may elect to rewrite *one* journal in an effort to receive a higher grade but if the rewrite option is selected the student must accept the second grade.

Personal Development Plan - In the personal development plan the student will outline how they plan to leverage insights gained over the course of the semester. While the emphasis in the leadership journal was on observation and reflection *the emphasis in the development plan is on action*. Grades for the leadership development plan will be based on the extent to which the plan conveys that it is: 1) based on course content; 2) based on personal insights; 3) contains an actionable plan; 4) provides tangible milestones and outcomes to measure progress on the plan.

Exams 1 & 2 (40%) – The course exams will cover material from the textbook and lectures. Both exams will have a similar format.

Fifty percent of the exam weighting will be based on “objective” questions (multiple-choice, true-false) contained in the instructors manual. These questions, with answers, will be posted in Blackboard for your review. The instructor’s manual is a copyrighted document that I am making available to the student for purposes of your learning in this course. Distribution of this material, in paper, electronic or any other form is a violation of copyright law.

Fifty percent of the exam weighting will be 2-4 short essays. Short essay answers are typically one-half to a full page in length. Four example questions are: 1) “To what extent is the role of the situation prominent, not prominent or non-existent in each of the major contingency theories of leadership? 2) “What were the key points in the “Leadership is a language game” reading? Do you agree or disagree with the authors main points”; 3) “Reflect back on one of the experiential exercises conducted over the first half of the semester (exclude the one led your group). What were the key lessons you took away from that exercise?” 4) In the mini-case you were given for this exam what was the key issue facing the leader? What leadership model would you suggest for resolving that issue? Explain why you chose that model?

Course Schedule

| Class Week | Date | Tuesday | Date | Thursday |
|------------|---------|--|--------------------|---|
| 1 | Aug 25 | Course introduction. Experiential Exercises (led by Lowe) | Aug 27 | Chapter 1: Leadership is Everyone's Business Meet with Group 1 |
| 2 | Sept 1 | Chapter 2: Interaction between the Leader, the Followers & the Situation | Sept 3 | Chapter 2 Experiential Exercises (led by Group 1) Meet with Group 2 |
| 3 | Sept 8 | Chapter 3: Leadership is Developed through Education and Experience | Sept 10 | Chapter 3 Experiential Exercises (led by Group 2) Meet with Group 3 |
| 4 | Sept 15 | Journal 1 Due Chapter 4: Assessing Leadership and Measuring Its Effects | Sept 17 | Chapter 4 Experiential Exercises (led by Group 3) Meet with Group 4 |
| 5 | Sept 22 | Chapter 5: Power and Influence | Sept 24 | Chapter 5 Experiential Exercises (led by Group 4) Meet with Group 5 |
| 6 | Sept 29 | Chapter 6: Leadership and Values | Oct 1 | Chapter 6 Experiential Exercises (led by Group 5) Meet with Group 6 |
| 7 | Oct 6 | Exam 1: Chapters 1-6 | Oct 8 | Chapter 7: Leadership Traits |
| 8 | Oct 13 |  | Oct 15 | Chapter 7 Experiential Exercises (led by Group 6) Meet with Group 1 |
| 9 | Oct 20 | Journal 2 Due or Nov 19 Chapter 8: Leadership Behavior | Oct 22 | Chapter 8 Experiential Exercises (led by Group 1) Meet with Group 2 |
| 10 | Oct 27 | Chapter 9: Motivation, Satisfaction, and Performance (Note: Web Lecture) | Oct 29 | Chapter 9 Experiential Exercises (led by Group 2) Meet with Group 3 |
| 11 | Nov 3 | Chapter 10: Groups, Teams, and Their Leadership | Nov 5 | Chapter 10 Experiential Exercises (led by Group 3) Meet with Group 4 |
| 12 | Nov 10 | Chapter 11: Characteristics of the Situation; <i>Guest speaker</i> | Nov 12 | Guest Speaker (<i>Web Based</i>) |
| 13 | Nov 17 | Chapter 11 Experiential Exercises (led by Group 4) Meet with Group 5 | Nov 19 | Journal 2 Due or Oct 20th Chapter 12: Contingency Theories of Leadership |
| 14 | Nov 24 | Chapter 12 Experiential Exercises (led by Group 5) Meet with Group 6 | Nov 26 |  |
| 15 | Dec 1 | Course Evaluation Chapter 13: Leadership and Change | Dec 3 | Chapter 13 Experiential Exercises (led by Group 6) |
| 16 | Dec 9 | No class today | Thursday Dec 10 | Exam 2: Chapters 7-13 Leadership Portfolio due |

Other:**Faculty and Student Guidelines:**

It is my intent to meet the spirit of the Faculty and Student Guidelines and will expect my students to prepare for the class with the same level of intent. The Faculty/Staff and Current Student Guidelines can be reviewed at http://www.uncg.edu/bae/faculty_student_guidelines

Blackboard and Electronic Communications: A number of course documents, including course lecture slides and readings, will be posted in Blackboard. Typically an announcement will be made in class or an electronic communication will be sent to the class indicating that a new posting has been made. Having access to and frequently checking Blackboard will be important to your success in this course.

Email Communications: For purposes of this course I will assume that you check your UNCG email daily. Thus I assume you will be aware of any communications or requests sent at least 24 hours prior to our class meetings. If you have any questions about UNCG email you can obtain assistance by calling 256-tech during normal business hours, by emailing John Cocking at j_cockin@uncg.edu or by asking for assistance in the Bryan School computer labs.

Inclement Weather: The University of North Carolina at Greensboro will remain open during adverse weather conditions unless the Chancellor makes the administrative decision to make a schedule change. Students can obtain details on those decisions from the Adverse Weather Line at (336) 334-4400 or the web address: <http://www.uncg.edu/iss/weather.htm>

Academic Integrity Policy: All students should familiarize themselves and have their conduct guided by the UNCG Academic Integrity Policy. The policy can be reviewed at <http://academicintegrity.uncg.edu/complete/>.

Additional leadership materials:

The leading outlets for scholarly research on leadership include the *Leadership Quarterly*, the *Journal of Leadership and Organizational Studies*, the *Journal of Applied Psychology* and the *Academy of Management Journal*. The leading outlets for practitioner focused readings on leadership include the *Harvard Business Review*, *Organizational Dynamics*, the *Academy of Management Perspectives* and *Leader to Leader*. Less rigorous though often insightful discussions of leadership can be found in popular publications such as *Business Week*, *Fortune*, and *Inc*.

The Center for Creative Leadership in Greensboro, North Carolina is ranked by several publications as a world class provider of executive education on the subject of leadership. Academic centers focused on business leadership can be found at Binghamton University, Claremont-McKenna College, Texas Tech University, University of Maryland, University of Nebraska – Lincoln and the University of Richmond.

A partial list of additional textbooks on leadership (newer editions may be available) include:

Caproni, P. J. (2001). The practical coach: Management skills for everyday life. Upper Saddle River, NJ: Prentice-Hall.

Chapman, E., & O'Neil, S. L. (2000). Leadership: Essential steps every manager needs to know (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Clawson, J. G. (2003). Level three leadership: Getting below the surface (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Daft, R. L. (2002). The leadership experience (2nd ed.). Fort Worth, TX: Harcourt College Publishers.

DeLuca, J. R. (1999). Political savvy: Systematic approaches to leadership behind-the-scenes. Berwyn, PA: Evergreen Business Group.

Hackman, M. Z., & Johnson, C. E. (2000). Leadership: A communication perspective (3rd ed.). Prospect Heights, IL: Waveland Press.

Howell, J. P., & Costley, D. L. (2001). Understanding behaviors for effective leadership. Upper Saddle River, NJ: Prentice-Hall.

Pearce, C. L., & Conger, J. A. (Eds.) (2003). Shared leadership: Reframing the hows and whys of leadership. Thousand Oaks, CA: Sage.

Pierce, J. L., & Newstrom, J. W. (2000). Leaders & the leadership process: Readings, self-assessments & applications (2nd ed.). New York: McGraw-Hill/Irwin.

Quinn, R. E., Faerman, S. R., Thompson, M. P., & McGrath, M. R. (2003). Becoming a master manager: A competency framework (3rd ed.). New York: Wiley.

Shriberg, A., Lloyd, C., Shriberg, D. L., & Williamson, M. L. (1997). Practicing leadership: Principles and applications. New York: Wiley.

Vecchio, R. P. (Ed.) (1997). Leadership: Understanding the dynamics of power and influence in organizations. University of Notre Dame Press.

Waddock, S. (2001). Leading corporate citizens: Vision, values, value added. New York: McGraw-Hill/Irwin.

Yulk, G. (2002). Leadership in organizations (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Some Relevant Websites

Chapter 1

Center for Creative Leadership: <http://www.ccl.org>

The Gallup Leadership Institute (University of Nebraska—Lincoln): <http://gli.unl.edu/>

The James MacGregor Burns Academy of Leadership (University of Maryland):<http://www.academy.umd.edu/>

Chapter 2

Robert E. Kelley's Website: <http://www.kelleyideas.com/>

Chapter 4

Development Dimensions International: <http://www.ddiworld.com/>

Chapter 6

Project GLOBE: <http://www.ucalgary.ca/mg/GLOBE/Public/>

Chapter 7

International Personality Item Pool:

<http://ipip.ori.org/>

<http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/>

More Personality Sites:

<http://www.personalityresearch.org/bigfive.html>

<http://www.centacs.com/quickstart.htm>

Chapter 9

How Full is Your Bucket (Rath & Clifton, 2004): <http://www.bucketbook.com/>

Katzenbach Partners LLC: <http://www.katzenbach.com/>

Satisfaction with Life Scale: <http://www.tbims.org/combi/swls/>

Psychological Empowerment & Leadership:

<http://webuser.bus.umich.edu/spreitze/>

<http://webuser.bus.umich.edu/spreitze/empowermentinstrument.pdf>

Chapter 10

Center for Creative Leadership (see Team and Organizational Development Area):
<http://www.ccl.org>

John F. Kennedy School of Government, Center for Public Leadership:
<http://www.ksg.harvard.edu/leadership/home.html>

Katzenbach Partners LLC: <http://www.katzenbach.com/>

Chapter 11

The Herman Group: <http://www.hermangroup.com/>

The Herman Group Trend Alert: http://www.hermangroup.com/trend_alert_main.html

Chapter 13

Change Management at *Fast Company*: <http://www.fastcompany.com>

Bob Knowling: <http://www.fastcompany.com/magazine/08/change2.html>

Change: <http://www.fastcompany.com/realtime/monterey/mentors/rknowling.html>

Instructor Bio

Kevin B. Lowe is a Professor and Department Head of Business Administration in the Bryan School of Business and Economics at The University of North Carolina of Greensboro. Dr. Lowe holds a Ph.D. in Organizational Behavior from the Chapman Graduate School of Business at Florida International University, an MBA with an emphasis in investments from Stetson University, and a B.S. in Finance from the University of Louisville. Prior to entering academia Professor Lowe worked for several years in Fortune 500 firms American Hospital Supply (now Baxter International) and FPL Group (Florida Power & Light) in finance and strategic planning.

Professor Lowe's research on human resource management, leadership, and cross-cultural management has appeared in a number of diverse outlets including *The Leadership Quarterly*, *Academy of Management Journal*, *Journal of International Business Studies*, *Asia Pacific Journal of Human Resource Management*, *International Journal of Human Resource Management*, *Human Resource Management Journal*, *Journal of Business Ethics*, *Advances in International Comparative Management*, *Journal of Leadership Studies*, *Public Personnel Management and International Business Review*. Professor Lowe was a Visiting Fellow at the University of Western Australia from July to December 2002 and from March to August 2004. He was a Visiting Academic at the University of Southern Queensland from May to August 2007. In 2007 Dr. Lowe was named as one of two McDowell Research Fellows in UNCG Greensboro's McDowell Center for Global Information Technology Management.

Dr. Lowe's research excellence has been recognized in several ways. He is the only two time recipient of the Best Paper Award from *The Leadership Quarterly*. Kevin is currently on the editorial boards of the *The Leadership Quarterly*, *Journal of Organizational Behavior*, *Journal of Leadership and Organizational Studies* and the *Journal of World Business*. Dr. Lowe has also served as an Associate Editor of *The Leadership Quarterly* for six years. In 2002 his paper on corporate reputation received the Outstanding Congress Paper Award from the ANZAM/IFSAM World Business Congress and in 2003 he received the Outstanding Reviewer Award from the Western Academy of Management. Kevin chaired the Outstanding Paper Award Committee for the Southern Management Association in 2003 and was the SMA 2004 International Management and Innovation track chair.

Dr. Lowe's teaching excellence has also garnered recognition. He received the Bryan School of Business and Economics Junior Faculty Teaching Excellence Award in 1999 and the Bryan School's Senior Faculty Teaching Excellence Award in 2006. In 2007 Professor Lowe received the Board of Governors Teaching Excellence Award recognizing teaching excellence across the 16 campus University of North Carolina system and was nominated to the Council for the Advancement and Support of Education for a U.S. Professor of the Year Award. Dr. Lowe has been a featured speaker on the topic of teaching excellence to the doctoral and faculty consortiums of the Southern Management Association (2003, 2005, 2007) and the Southwestern Academy of Management (2008). Kevin is a research associate of the Center for Creative Leadership where he has been involved in the design of leadership development programs. Dr. Lowe, is a research fellow of the McDowell Research Center for Global IT Management and was UNC Greensboro's inaugural faculty fellow in leadership.

Professor Lowe has chaired the Bryan School's strategic planning committee, is a member of the graduate and undergraduate program committees, has advised several Bryan School organizations, serves on multiple dissertation committees, and teaches in the Program for Management Development. At the University level Kevin serves on the leadership advisory committee, the long term vision subcommittee, the BELL steering committee and is a UNCG faculty delegate to the UNC system.

Dr. Lowe has been actively involved with a number of organizations. His professional and research partners include ConocoPhillips, the Center for Creative Leadership, Wells Fargo Corporation, American Airlines, Delta Airlines, C. D. Earls and Associates, Cone Mills, Joe's Stone Crab, Lorillard, Motorola Corporation, Piedmont Triad Film Commission, Citibank, Premier Cruise Lines, Vencor and the World Bank-Philippines.