



# UNCG

Bryan School of  
Business *and* Economics

## Course Syllabus ENT/BUS 339 – Entrepreneurial Leadership Online – Summer 2011 – Second Session

### INSTRUCTOR INFORMATION:

Professor: Dr. Kevin B. Lowe  
Office: Bryan 366  
Office Hours: By appointment  
E-mail: [KBLowe@uncg.edu](mailto:KBLowe@uncg.edu)  
Phone: Office: 334-3055; Fax 334-4141  
Web Page: [www.uncg.edu/bae/people/lowe](http://www.uncg.edu/bae/people/lowe)

### COURSE DESCRIPTION:

Students will study leadership theories, skills and practices necessary for effectiveness in varied entrepreneurial settings, including private businesses, corporations, not-for-profit organizations, and social movements.

### REQUIRED TEXT #1:

DuBrin, Anthony J. **Leadership: Research Findings, Practice and Skills**, 6<sup>th</sup> edition, Boston: Houghton Mifflin, ©2010. ISBN: 978-0-547-14396-5

The text can be obtained in hard copy or in electronic form from the UNCG bookstore by going to <http://uncg.bncollege.com> and selecting “textbooks” from the menu bar near the top of the page. At the time of this writing a the e-book version was available free for a seven day trial.

### REQUIRED TEXT #2:

Four (4) movie titles as identified in the course outline are required texts for this course. The four movies are identified in the Course Outline/Calendar section of this syllabus.

Additional readings: Additional readings may be identified by email and posted into the *Course Documents* area of Blackboard. All course readings are examinable.

**STUDENT LEARNING OUTCOMES:** Upon the successful completion of this course, students will be able to:

1. Identify and describe major leadership theories and the researchers associated with those theories;
2. Describe the behaviors of effective leaders in a variety of situations;
3. Discover the personal, behavioral and situational factors in a leadership situation that lead to success or failure;
4. Use self-assessment tools to evaluate their own level of leadership development;
5. Identify the skills of effective leaders;
6. Discuss the leadership strategies of leaders depicted in popular culture and the media;
7. Create a leadership product that demonstrates the level of the student's awareness of entrepreneurial leadership principles.

**TEACHING STRATEGIES:**

Content is delivered through student review of textbook materials including self-assessments, on-line lectures, and media including feature length movies, group discussions, project development/presentation, and exams. A strong emphasis is placed on allowing students to project text based principles onto media observations in an effort to saliently link leadership theory to effective leadership behavior in an entrepreneurial context.

Films will form an important part of the source material for course discussion. The assigned textbook outlines leadership theories and the underlying research that supports and critiques those theories. The text will also explore the behaviors and attitudes of both effective and ineffective leaders, with an emphasis on entrepreneurial settings. The course will rely on popular culture depictions of leaders as a springboard for the discussion, analysis and synthesis of key entrepreneurial leadership issues.

Over the semester, the student will view several films that focus on entrepreneurial leadership in many different organizational settings. Based on the films, the class will participate, in groups, in online discussions of major leadership concepts as illustrated in the films. The students will complete two online exams (both multiple-choice) that will measure their knowledge of leadership theories and research. As a capstone (course ending) product the student will choose a film other than those that are a part of the course and will create a film discussion/teaching guide that clearly links behaviors in the film to tenets of entrepreneurial leadership discussed throughout the course. In preparing this final product the student will demonstrate the ability to apply the knowledge gained in this course to settings outside the previously assigned course films.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS:

Exam	30%
Discussion Groups	30%
Capstone Product:	40%

**EVALUATION AND GRADING:** A number of approaches will be used to evaluate student outcomes and grade performance. Each student will be graded on two midterm tests, posts in the discussion groups, and a final exam.

Grading Scale:

A+	97-100	B+	87-89.99	C+	77-79.99	D+	67-69.99	F	below 60
A	93-96.99	B	83-86.99	C	73-76.99	D	63-66.99		
A-	90-92.99	B-	80-82.99	C-	70-72.99	D-	60-62.99		

The graded materials will be tied to the learning objectives in the following way.

*Exam:* (30% of the course grade).

This multiple choice (50 to 75 questions) test covers the basics of contemporary leadership theory as applied to entrepreneurial behavior. This test evaluates the student's knowledge of personal, behavioral and situational factors contributing to leadership effectiveness. The exam is open book and is time limited. The grade will be based on the percentage of correct answers.

The time window for completing the exam is provided in the Course Outline/Calendar. Students will be allowed 120 continuous minutes (2 hours) from the time the exam is begun for exam completion.

Learning Objectives Evaluated:

1. Identify and describe major leadership theories and the researchers associated with those theories;
2. Describe the behaviors of effective leaders in a variety of situations;
3. Discover the personal, behavioral and situational factors in a leadership situation that lead to success or failure; and
5. Identify the skills of effective leaders.

*Group Discussion Posts:* (30% of the course grade).

Using the Group Pages feature within the Blackboard system, students will discuss readings and films assigned for the course. The film discussions will be loosely shaped by discussion prompts that link themes in the films to the leadership theory and research provided in the textbook. The time frame for each discussion issue will be one week with the specific dates identified in the Course Outline/Calendar.

Students will be expected to:

- 1) Post their initial reactions to film content including responses to the study guide questions early within the designated time period
- 2) Follow up on the initial posts by reacting and informing the postings of their classmates and the instructor.

Discussion group postings will be graded for responsiveness to the assignment, clarity of expression, application of course readings/lectures to film content, sophistication of the comments, and to a lesser extent posting length. More detailed guidance on how to effectively participate in discussion boards is provided in Appendix A “How to write a great discussion post”.

For those new to Blackboard the process for accessing the group discussion pages is as follows:

Go to the main menu for the course in your Blackboard.

Select “Communication” from the options in blue bar on the left side of the page.

Then select “Group Pages”.

Next select your assigned Discussion Group Number\* (e.g. Discussion Group 1, Discussion Group 2).

Then select your group again. Prompts for the various class discussions should then appear.

Select a discussion prompt. You can read the comments of others by clicking on the discussion threads or by selecting next thread. To post a comment select reply and enter your comments in the box that appears.

\*Your group number will be provided by the professor in a separate document.

Learning Objectives Evaluated:

1. Identify and describe major leadership theories and the researchers associated with those theories;
2. Describe the behaviors of effective leaders in a variety of situations;
3. Discover the personal, behavioral and situational factors in a leadership situation that lead to success or failure;
4. Identify the skills of effective leaders;
5. Discuss the leadership strategies of leaders depicted in popular culture and media.

*Capstone Leadership Product:* (40% of the course grade).

Students will choose a feature-length film other than those viewed as part of the course and will prepare a film discussion guide for that film. The purpose of preparing the film guide is to allow the student to demonstrate the ability to apply leadership theories discussed in the course to the film (context) of their choosing.

In preparing the film guide the student should place themselves in the role of a Professor. What leadership concepts are demonstrated in this film that I want to highlight? What discussions prompts would I give to students in the hopes that they would apply those concepts to this film?

A very specific example entry from a study guide might include:

For the Professor:

In scene 12 (58:14 minutes into the film) Tom says he imagines a day when there will be no more poverty. He then goes on to persuasively argue that the elimination of poverty will cause a significant decline in wars and societal violence. In this scene Tom paints a vivid vision of the future for his followers. This connects to Chapter 8 of our textbook and our module 7 lecture which discusses transformational leadership. One component of transformational leadership is inspirational motivation which Tom is accomplishing with his vivid portrayal of a very different future. The scene can also be used to illustrate the power bases and influence tactics of a leader as Tom relies on predominately “XX” power and “YY” influence tactics in this scene. The following questions could be posted to the discussion board:

Discussion prompts for the students

- 1) Do you think Tom is acting as a transformational leader in scene 12?
- 2a) If yes, what do you observe about his verbal language, his body language and his appearance that aid in his being regarded by his followers as transformational?
- 2b) If no, what do you observe about his verbal language, his body language and his appearance that detracts from his being regarded by his followers as transformational?
- 3) What bases of power does Tom evidence in this scene? Are they consistent with how he has exercised power up to this point in the movie? Was this an effective use of power?
- 4) What influence tactics does Tom deploy in this scene? If you were asked to be Tom’s leadership coach in this situation would you advise him to use the same or different influence tactics? Why or why not?

While the above is one very specific example of one entry for the capstone product it may be that you will choose to write more general prompts than the one above. To provide you with a sense of how students have handled this assignment in prior semesters I will post at least five examples of student work from prior semesters no later than the middle of this semester (July 14).

The capstone course product should be **emailed** as an attachment to [kblowe@uncg.edu](mailto:kblowe@uncg.edu) no later than 4pm on August 1st.

**When submitting the capstone project please use the following filename convention:**

*Last name\_First name\_Capstone\_Film Title.*

As example if Kevin Lowe was submitting his capstone project based on a film titled Little Creatures the filename would be: *Lowe\_Kevin\_Capstone\_Little Creatures*

Upon receipt of the capstone email I will reply with “Got it!” to acknowledge receipt of your capstone project. If you do not receive a “Got it!” reply from me within 24 hours please resend your capstone project. If, after two sends of your capstone project, you



have not received an acknowledgement email please call 336-334-3055 to report the problem.

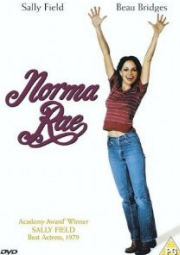


Learning Objectives Evaluated:

1. Discover the personal, behavioral and situational factors in a leadership situation that lead to success or failure;
2. Use self-assessment tools to evaluate their own level of leadership development;
3. Identify the skills of effective leaders;
4. Discuss the leadership strategies of leaders depicted in popular culture and the media;
5. Evaluate the leadership strategies needed in entrepreneurial settings; and
6. Create a leadership product that demonstrates the level of the student's awareness of entrepreneurial leadership principles.

**GO TO THE NEXT PAGE**

**COURSE OUTLINE/CALENDAR:**

Week	Text Assignment/Film Assignment	Due Dates for Graded Assignments
<p>Week 1 June 27- July 3</p>	<p><b>Read</b> DuBrin: Ch. 1. The Nature and Importance of Leadership  <b>Read</b> DuBrin: Ch. 2. Traits, Motives, and Characteristics of Leaders  <b>Listen</b> to Lesson 1 - Managers and Leaders - How they differ  <b>Listen</b> to Lesson 2 - The Entrepreneurial Leader</p> <p><b>Watch</b> the Movie: <i>Tucker - The Man and His Dream</i> (1988)</p> 	<p>Participate: Post a 2 paragraph bio telling your discussion group members some things about you by 11:59pm <b>June 28.</b></p> <p>Participate: In discussion group by discussing with your group entrepreneurial leadership behaviors observed in <i>Tucker</i>. Connect to chapters 1 and 2 and lessons 1 and 2. Last comments due by 11:59pm <b>July 3rd</b></p>
<p>Week 2 July 4 - July 10</p>	<p><b>Read</b> DuBrin: Ch. 3. Charismatic and Transformational Leadership  <b>Read:</b> DuBrin: Ch. 4. Leadership Behaviors, Attitudes, and Styles  <b>Read:</b> DuBrin: Ch. 5. Contingency and Situational Leadership  <b>Listen</b> to Lesson 3 - Leadership Behaviors, Attitudes and Styles  <b>Listen</b> to Lesson 4 - Reading, Responding to and Shaping the Situation</p> <p><b>Watch</b> the Movie: <i>Hotel Rwanda</i></p> 	<p>Participate: In discussion group by discussing with your group entrepreneurial leadership behaviors observed in <i>Hotel Rwanda</i>. Connect to chapters 1-5 and lessons 1-4. Last comments due by 11:59pm <b>July 10th</b></p>

<p>Week 3 July 11 – July 17</p>	<p><b>Read</b> DuBrin: Ch. 6. Leadership Ethics and Social Responsibility  <b>Read:</b> DuBrin: Ch. 7. Power, Politics, and Leadership  <b>Read:</b> DuBrin: Ch. 8. Influence Tactics of Leaders  <b>Listen</b> to Lesson 5 – Power and Politics  <b>Listen</b> to Lesson 6 – Influence Tactics of Entrepreneurs</p> <p><b>Watch</b> the Movie: <i>Norma Rae</i></p> 	<p><b>Participate:</b> In discussion group by discussing with your group entrepreneurial leadership behaviors you observed in <i>Norma Rae</i>. Connect to chapters 1-8 and lessons 1-6. Last comments due by 11:59pm <b>July 17th</b></p>
<p>Week 4 July 18- July 24</p>	<p><b>Read:</b> DuBrin: Ch. 9. Developing Teamwork  <b>Read:</b> DuBrin: Ch. 10. Motivation and Coaching Skills  <b>Listen</b> to Lesson 7 – Building and Motivating Teams: The Coaching Role of the Entrepreneur</p> <p><b>Complete:</b> The Online Exam</p> 	<p><b>Exam:</b> Chapters 1-10; readings posted in Blackboard</p> <p><b>Exam window is 3pm Wednesday July 20<sup>th</sup> through 3pm Friday July 22<sup>nd</sup>.</b></p> <p>Student Exam time is <b>120 continuous minutes.</b></p>
<p>Week 5 July 25- July 31</p>	<p><b>Read:</b> DuBrin: Ch. 11. Creativity, Innovation, and Leadership  <b>Listen</b> to Lesson 8: The transformative creative leader</p> <p><b>Watch</b> the Movie: <i>Defiance</i></p> 	<p><b>Participate:</b> In discussion group by discussing with your group entrepreneurial leadership behaviors you observed in <i>Defiance</i>. Connect to chapters 1-11 and lessons 1-7 Last comments due by 11:59pm <b>July 31<sup>st</sup>.</b></p>
<p>August 1</p>	<p><b>Submit:</b> Submit Capstone Project with <i>filename as described on page 5</i> by email to <a href="mailto:kblowe@uncg.edu">kblowe@uncg.edu</a></p>	<p><b><u>Submit no later than 4pm on August 1st.</u></b></p>

## OBTAINING MOVIES FOR THE COURSE:

### Plan A

Several critically acclaimed movies that allow for applying leadership theories to an entrepreneurial context, have been chosen for this course.

In prior semesters students were responsible for obtaining all films for this course from vendors such as Amazon.com, Netflix, and Best Buy.

UNCG has since contracted with a vendor to arrange, where copyright will allow, for the viewing of select films online as part of the Blackboard instructional system. This arrangement has the desirable feature of reducing the cost of the course materials for the student as the University is absorbing the cost of the vendor relationship.

The way this will work is that a few days before the film is due for discussion a video link will be available within Blackboard that will allow you watch the assigned films. The three films that will be available by video link in Blackboard are:

*Tucker: The Man and His Dreams*  
*Hotel Rwanda*  
*Defiance*

To stream these films from the Blackboard video link you will need a relatively high speed and reliable internet connection. A general rule of thumb is that if you can stream a 10 minute video from online sites such as YouTube or Hulu you should be able to effectively stream this video link. If your internet connection is too slow or lacks the reliability to effectively stream from these sites you should purchase all films in advance of the class.

Whether you can stream from Blackboard or not you will need to obtain by purchase or rental the film *Norma Rae* because it currently cannot be obtained through UNCG's vendor agreement. A recent online search for this film showed purchase prices, excluding shipping, of \$6.79 at Target.com and \$7.99 at Amazon.com.

Since Plan A is a relatively new arrangement I am not sure how smoothly it will work. Consequently, you may need to budget for another plan in case of difficulty. Hence,

### Plan B

All movies for this course are widely available for purchase in the marketplace and can be obtained from a number of outlets including online video providers such as Netflix, and for purchase from online retailers such as BestBuy.com and Amazon.com.<sup>1</sup>

Since the movies are a required text, the *student should assume that advance purchase is the safest option* with respect to ensuring timely viewing. Purchasing of the movies can be done all at once, conveniently and relatively inexpensively, and likely with free shipping if you allow for 5-7 business days.

Please note that a lack of availability at local video stores or local retailers is not a sufficient reason not to have obtained the text for the course in a timely fashion. Collectively the four movies selected for this course will be less expensive than a second printed text. If you have an Internet connection that is fast enough and reliable the cost of purchasing a single video will be far cheaper than a second text.

A copy of each movie will also be placed on reserve at the UNCG Jackson Library Reference Desk. Each video may be checked out for a limited number of hours for viewing within the Library.

**ACADEMIC INTEGRITY POLICY:**

Each student will sign an academic integrity policy statement for all major work in the course.

**PARTICIPATION/ATTENDANCE POLICY:**

Students are expected to keep up with the course schedule. Occasionally technology problems will arise with University servers or due to power outages so it is suggested that students strive to complete their assignment roughly 48 hours or more in advance of the assignment deadline.

Though the nature of an online course allows for some discretion over when course work is completed, activities such as discussion groups have a defined time window (7 days) and other activities such as exams have more specific time windows (48 hours)\*. The specific due dates are identified in detail in the Course Outline/Calendar. Please review the exam window dates carefully. If life events such as vacations conflict with the exam date please drop the course so that other students who can meet those time windows can complete the course.

\*If the University experiences self-acknowledged technology related problems during an exam window the exam period will be reset to an alternative 48 hour period.

**FINAL EXAMINATION:**

The capstone leadership project serves as the final exam for this course. The due date for the capstone product is indicated in the Course Outline/Calendar.

## **ADDITIONAL REQUIREMENTS AND POLICIES:**

### 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\\_sp07.pdf](http://www.uncg.edu/bae/faculty_student_guidelines_sp07.pdf)

Blackboard and Electronic Communications: Having a reliable and relatively fast (e.g. Cable, DSL) internet access, frequently checking Blackboard, and frequently checking your UNCG email will be essential to your success in this course.

Email Communications: For purposes of this course I will assume that you **check your UNCG email at least every other day**. Thus I will assume that you will be aware of any communications or requests sent 48 or more hours prior. If you have any questions about UNCG email you can obtain assistance by calling first calling 256-tech. during normal business hours. You might also seek assistance by emailing Mr. John Cocking at [j\\_cockin@uncg.edu](mailto:j_cockin@uncg.edu) or Dr. Aprille Black at [anblack2@uncg.edu](mailto:anblack2@uncg.edu). If you are on campus you can typically find assistance in the Bryan School computer labs or at the superlab located within the Jackson Library at the center of campus.

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>. While inclement weather typically does not materially impact online classes this class will make schedule adjustments for unforeseen circumstances that result from University recognized weather impacts and coincide with the Chancellor's schedule change decisions.

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

## APPENDIX A

### Writing a Great Post for an Online Discussion Group<sup>1</sup>

In an online class, professors and students use discussion groups to teach concepts, air opinions, show knowledge of a topic, clarify misunderstandings and provide emotional support. Discussion groups serve many of the same functions as classroom discussions in a face-to-face course. However, for an online class, the discussion group is a key interactive tool to connect you to your fellow students and to your instructor. From your posts, your classmates and your professor form opinions about your seriousness as a student, your progress in the course, your degree of conscientiousness and your level of preparation. So a lot is riding on your posts.

As a professor, I look at posts to see how well you have mastered the material in the course. Most discussion groups center on a case (film) and concepts from your textbook. In general there are two categories of posts. The first is your understanding of a topic or response to the discussion group prompt provided by the professor. The second type of post requires the student to respond to another student's first post. This response may take many forms including: (1) building on what another student has said; (2) clarifying the meaning of a specific point in that student's post; or (3) may be to challenge the other student's understanding of the facts of the case (film) or application of text concepts to the case.

When a discussion group works well, students are able to demonstrate their ability to apply textbook knowledge by: (1) clearly stating their understanding; (2) building on the understanding of others, (3) clarifying what others have said to build a more nuanced collective understanding; and (4) challenging others when their understanding or presentation of case content is insufficient. Not coincidentally, the preceding four skills are elements of effective teamwork in the corporate environment. So practice each of the four here to increase your employability.

As a teacher, I must create discussion groups that will help you learn and allow you to demonstrate how much you know about a topic. Also, I must grade the posts. Here's what I look for when grading a post.

1. **Content and Responsiveness.** Does the Post respond to the assignment? As a professor, I have something in mind when I request a post. Usually, I will tell you to answer some questions, analyze a problem, summarize a theory or comment on the work of another classmate. So, the first item on my checklist when reading a post is to determine whether or not your post was responsive to the request or assignment. This is also where I verify whether you are reading the assignments, absorbing the theories, and understanding the research from the textbook. (one point)
2. **Clarity.** Did you write your post clearly, using proper sentence structure, grammar and punctuation? Is the post informative, accurate and persuasive? Is it easy to read and understand? (one point)
3. **Tone.** Is the tone and voice appropriate for the assignment? Given that this is a relatively formal, competitive environment, you should use a neutral, professional voice for your posts. This is neither a chat room nor an informal discussion list where expressiveness is more valuable than correctness. (one point)

4. ***Timeliness.*** Did you submit your posts on time? Every post has a deadline, one that is usually easy to remember. (one point)
5. ***Engaging.*** Does your post encourage other students in the discussion board to feed off of your post by enhancing their understanding or challenging their assumptions? (one point)

Based on these criteria, a student can earn between 0 and 5 points per post for each graded discussion board.

<sup>1</sup> This document was originally prepared by Dr. Terry Mullins. I have edited the document to include my preferences, tone, and grading dimensions. These edits notwithstanding I do wish to acknowledge that significant portions of this document are repeated verbatim with his permission.