

**Course** **Syllabus: BUS 339/ENT 339 Entrepreneurial Leadership**

Spring 2019: Online

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If you do not receive a response to an email or phone message within 12 hours, you should assume that I did not receive it. You should call me again or resend the email.

**NOTES:**

**\* For a course syllabus posted prior to the beginning of the semester, the instructor reserves the right to make changes without notice. Minor changes may occur during the semester with notification. The instructor will notify students, via e-mail or announcement in Canvas, when changes are made in the requirements and/or grading of the course.**

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 TEXTS:

Leadership: Research Findings, Practice and Skills (8th edition) by Andrew J. DuBrin, published by South-Western – Cengage Learning, 2016.

There are four films assigned for this course. The films are Apollo 13, Erin Brockovich, Lincoln and Hotel Rwanda. The Calendar section of this syllabus identifies the movies and the dates by which you should watch them. If you have seen an assigned movie previously, please watch it again in its entirety, viewing it through the lens of leadership theory. Please study and evaluate each film in terms of the insights it provides about leadership. The assignment of a film is not necessarily an endorsement of the beliefs, mores or behaviors depicted in the film.

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, discussion boards, project development/presentation, and exams. Students are challenged to 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 online discussions of major leadership concepts as illustrated in the films. The students will complete two online exams that will measure their knowledge of leadership theories and research. As a capstone (course ending) project, 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 project, the student will demonstrate the ability to apply the knowledge gained in this course to settings outside the previously assigned course films.

STUDENT/INSTRUCTOR EXPECTATIONS

Due dates for assignments are firm. Late assignments may receive fewer points and will only be accepted at the discretion of the instructor. Make-ups will only be provided if there are extenuating circumstances and/or prior arrangement has been made. The instructor reserves the right to determine if a situation is extenuating.

Learning occurs through interaction. Online classroom discussions are an important part of the learning process. Thus, student class participation is viewed as a critical element in the determination of the student’s final grade. Class participation in this course will be assessed as the ability of the student to raise the level of the class’ conceptual knowledge by making a constructive contribution to the class discussion. There are several channels by which a student may contribute constructively to the class learning process:

• relating course concepts from readings to the discussion;

• commenting perceptively during class discussions;

• raising topic-related questions;

• conceptually expanding on classmates’ comments;

• providing feedback to classmates’ discussions and/or presentations.

ONLINE CLASS PARTICIPATION/DISCUSSION AND ATTENDANCE

We will spend a lot of time in discussion. You are responsible for preparing to discuss each reading and /or assignment. Insights that you generate from the readings and from your own past experiences are an important contribution to the class; others benefit from your preparation, as you benefit from theirs. Some students are intimidated by the prospect of contributing to online class discussion. This anxiety is understandable, but one way to overcome it is to be prepared (i.e., read and reflect) and then contribute frequently. The more you ‘speak up’ with valuable contributions, the easier it becomes. If you have familiarized yourself thoroughly with the readings, and have spent time critically reflecting on them, you will succeed when you speak up. Also, keep in mind that airtime during class is a limited and valuable resource, so *please use it effectively*. Participation that does not add value (e.g., simply repeating facts obvious to all, etc.) is treated the same as non-participation.

Behaviors that contribute toward effective class contribution are illuminated by the following questions:

* Is the student in class? Clearly, absent students cannot participate and add value to class discussions. I track participation
* Does the student listen to others’ viewpoints?
* Are the points made by the student relevant to the discussion/promote further discussion? Do they incorporate or recognize the contributions made by other students?
* Do comments add to understanding of the assignment or concept?
* Do comments indicate some non-trivial depth of analysis?
* Does the student distinguish between different kinds of data, e.g., facts, opinions, speculative claims, etc.?
* Is the student willing to share information or analysis?
* Is the student willing to speculate or test new ideas and possible explanations, or are all comments “safe”?
* Is the participant willing to interact with other students and engage in constructive debate?
* Does the student ask questions? Is there a sense of curiosity?
* Does the student treat others in a professional manner? Students are expected to behave in this class with the same level of civility and professional protocol as any other business situation.

**Discussion**: Students are expected to participate in weekly discussions in order to engage with one another. Each initial post and response discussion has a minimum 75 word requirement. Responses to classmates must be thought provoking and engaging. Simply stating, “I agree” is not sufficient and will result in point deduction. Remember responses should include critical thinking and demonstrate an understanding of material. You are encouraged to include citations (at least in the initial post) to support your discussion also – they should not just be your opinions. Please also note the 75 word count does not include the reference.

I expect you to keep up with the course schedule. Since technology problems occasionally arise, try to complete your assignments well before the deadline. Though the nature of an online course allows for some discretion over when course work is completed, some activities such as discussion boards have a limited time window and other activities such as exams have more specific time windows.

WRITING

The quality of students’ writing will be considered on all assignments. Reports should be logically organized, coherent, and free of grammatical and mechanical errors. Students are encouraged **AND** required to seek help from the Writing Center as needed. **Students should use APA style** when listing and citing bibliographic sources. It is important that statements and opinions be appropriately cited to avoid plagiarism.

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**Written Assignment Preparation**

Written assignments should be prepared in a professional manner. Namely, each assignment should be organized by a central theme and supported by key research and documentation. Where appropriate, section headings should be identified; paragraphs should be focused on a specific idea which is supported by the inclusion of course concepts, course readings and independent research. References should be appropriately cited using APA formatting.

Quantity should not be your primary focus; the quality of your submission is paramount. Do not sacrifice a thorough analysis for brevity. Each assignment must be typed and free of grammatical, spelling, and/or typographical errors. A professional presentation is an important aspect of the management process, and as such, will be an integral component of your grade on written assignments. Points will be given for depth and analysis of the topic as well as grammar.

All class papers must be in APA format - type-written on 8½ x 11 paper, double-spaced, 12-pt Times New Roman font, and one inch margins, and numbered at the top right side of each page. Assignments should include a title page with the following information centered on the page: [1] your name, [2] name of the assignment/project, [3] course number and title, and [4] assignment submission date. There should also be a reference page at the end of the assignment.

Your written work in this class will be graded on both content and grammatical correctness (including internet exercises). It is my belief that writing is one of the most important skills one can develop, regardless of the discipline being studied. Therefore, please accept my suggestions as an attempt to make your writing as strong as it can be!

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS:   
Midterm Exams: (15% each) 30%   
Discussion Board Participation: 35%   
Capstone Project: 30%   
Course Evaluation 5%

EVALUATION AND GRADING

A number of approaches will be used to evaluate student outcomes and grade performance. Grades are based on two midterm tests, posts on the discussion boards, a Capstone Project.

Grading Scale:

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93% - 100% | C | 73% - 76% |
| A- | 90% - 92% | C- | 70% - 72% |
| B+ | 87% - 89% | D+ | 67% - 69% |
| B | 83% - 86% | D | 63% - 66% |
| B- | 80% - 82% | D- | 60% - 62% |
| C+ | 77% - 79% | F | Below 60% |

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

Midterm Exams: (30% of the course grade).

Two multiple-choice exams (40 to 60 questions each) will measure the student’s knowledge of the basics of contemporary leadership theory. Accordingly, these exams will evaluate the student’s knowledge of personal, behavioral and situational factors contributing to leadership effectiveness. The exams are open book and timed. The grade will be based on the percentage of correct answers.

**Grades/Feedback**

**I typically do not provide detailed written feedback for all assignments. Grades will still be assigned, and I will certainly have significant feedback for everyone, but I encourage each of you to call me to receive individual analysis of your work and to discuss assignments. Calling me to receive detailed feedback is not mandatory but having a discussion regarding grades will be much more beneficial to your growth as a business professional. Therefore, I encourage each of you to call weekly or at least every few weeks. Again, calling is not mandatory, just strongly encouraged.**

**Rubric**

|  |  |
| --- | --- |
| Grammatical/spelling | 10% |
| APA formatting including flow of document/ cover page/reference page/in text citations/ headings etc. | 35% |
| Not meeting page requirements (you may go over page but not under requirement) | 5% |
| Context (responding to all questions/concepts using critical thinking/analysis) | 50% |
| Total | 100% |

|  | Levels of Achievement | | | |
| --- | --- | --- | --- | --- |
| Criteria | Poor | Novice | Competent | Proficient |
| Knowledge of topic or subject | Misses the point, repeats information directly from text or another post. | Displays basic knowledge of subject/topic, does not expand ideas or provide new ideas | Presents new information, provides opportunity for further analysis, and/or suggests some practical application | Presents new ideas, reflects critical thinking, and/or shows practical application |
| Research | Lacks research and/or consistency of argument | Lack of cites, improper citing or inappropriate use of research | Provides cites, but over use of direct quotes rather than supporting original thinking | Provides proper cites, applies concepts from research to support discussion, uses research as a tool not as a replacement for original thinking |
| Grammar | Cannot make sense of discussion due to grammar or spelling | Numerous errors of structure and grammar | Somewhat confusing structure, grammar and spelling detracts from message | Readable, good structure, grammar, few spelling errors |
| Topical and Original | Not original and does not meet assignment criteria | Just meets assignment criteria and/or lacks cohesion among ideas | Only one of the following: Meets all assignment criteria or unmistakable evidence of original thought | Meets all assignment criteria and unmistakable evidence of original thought |
| Timeliness | Posted more than 24 hours after deadline will not be accepted | Posted within 12 hours of deadline | Posted 12 hours before deadline | Posted 24 hours before deadline |

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
4. Identify the skills of effective leaders.

**AS** **ASTUDENT** **TAKING** **AN** **ONLINE** **COURSE,** **IT** **IS** **YOUR** **RESPONSIBILITY** **TO** **BE** **AVAILABLE** **DURING** **THE** **EXAM** **TIMES** **REGARDLESS** **OF** **YOUR** **OTHER** **COMMITMENTS** **AND** **TO** **HAVE** **ACCESS** **TO** **A** **RELIABLE** **COMPUTER** **AND** **INTERNET** **CONNECTION** **DURING** **THE** **ENTIRE** **COURSE,** **INCLUDING** **THE** **EXAM** **TIMES.** **INABILITY** **TO** **ACCESS** **INTERNET** **DURING** **THE** **COURSE** **IS** **NOT** **AN** **ACCEPTABLE** **EXCUSE** **FOR** **MISSING** **AN** **EXAM** **OR** **ANY** **OTHER** **EVALUTION** **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.** **Anystudentseekingan** **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**.

**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: http://sa.uncg.edu/dean/academic-integrity/. Any detectedviolationsof any aspect of thePolicywillbe fully pursued in accordance with the provisions therein.

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

• **Extra Credit:** There is no extra credit assignments scheduled for this course. If a situation presents itself during the semester, all students will be given equal opportunity to participate.

• **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/.

Group Discussion Board Posts: (35% of the course grade).

Using discussion boards within the Canvas system, students will discuss readings and films assigned for the course. Study guides that link themes in the films to leadership theory and research will loosely shape the film discussions. There is a grading rubric at the end of the syllabus.

Discussion board expectations for students include:

1) Post their initial reactions to film content including responses to the study guide questions early within the designated time.

2) Follow up on the initial posts by reacting and informing the postings of their classmates and the instructor.

Both types of discussion board postings will be graded mainly 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.

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.

Discussion Questions will be posted by Monday of each week such questions are due. Students will be required to make an original posting by Thursday before 11:59pm and a response to at least one of their classmates’ postings by Sunday before 11:59pm. Students should use content material from the text and examples from their own personal experience or the business world to bolster their comments. Original posts and responses must be ‘substantial and meaningful’ to earn full credit. Response posts that essentially say, “I agree with Sally and Tom” will not be counted as fulfilling the student’s obligation to respond to questions. A grading rubric is available in the ‘Files’ section.

Capstone Leadership Project: (35% of the course grade).

1) 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. In preparing the film guide the student will demonstrate the ability to apply leadership theories discussed in the course to the film of his or her choosing.

2) An example entry from a study guide might include: the item below is a student’s response to a film (Grapes of Wrath) assigned for this course several semesters ago. This is a good but not perfect response. Your Capstone Project will require you to pick several scenes from a movie and write a scene analysis. The scenes selected should explore leadership in term of both leadership research (textbook materials) and personal experience as a leader or follower. A scene analysis should include:

• Name of the film (the example below is from The Grapes of Wrath)

• Identify the location of the scene within the movie (The example below gives both a scene number and the time the scene occurs

• Questions the discussion leader could pose to class about the scene

• Answers to the questions about the scene. The answers should tie the textbook material and personal experiences to the scene. This shows that the film does not stand alone but is part of a larger set of connections between academic knowledge and practical knowledge.

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 argue persuasively 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 that 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 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:

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?

You should submit the Capstone Project as an attachment to a journal entry posted in the Capstone Project Journal.

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.

Course Evaluation (5% of the course grade)

Near the end of the semester, please take advantage of the chance to complete an online evaluation of this course. Please evaluate the course promptly, as the survey link disappears before the last day of class. If you evaluate the course, you will get the full 5% credit. If you do not complete the evaluation, your score for that assignment is zero. Your evaluation is anonymous – I will not be able to connect your ratings or your comments to you.

**Weekly Assignments**

NOTE: THE PROFESSOR RESERVES THE RIGHT TO MAKE CHANGES TO THIS DOCUMENT AS NEEDED. ALL CHANGES WILL BE ANNOUNCED IN CANVAS.

All assignments must be submitted before Sunday 11:59pm of the due date, unless otherwise noted. Discussion board posts also require a mid-week submission.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date | Assignments | | Due |
| Week 1 | 14-Jan | Ch 1-2 | Introductions | 20-Jan |
| Week 2 | 21-Jan | Ch 3-4 | E-Aspirations | 27-Jan |
| Week 3 | 28-Jan | Ch 5-6 | Apollo 13/Images of Leadership | 3-Feb |
| Week 4 | 4-Feb | Ch 7 | Power & Influence | 10-Feb |
| Week 5 | 11-Feb | Ch 8 |  | 17-Feb |
| Week 6 | 18-Feb | Ch 9 | Exam 1 | 24-Feb |
| Week 7 | 25-Feb | Ch 10 | Erin Brockovich | 3-Mar |
| Week 8 | 4-Mar |  | Spring Break | 10-Mar |
| Week 9 | 11-Mar | Ch 11 | Creative, Innovative Leader | 17-Mar |
| Week 10 | 18-Mar | Ch 12-13 | Saratoga Supply | 24-Mar |
| Week 11 | 25-Mar | Ch 14-15 | What About Louie | 31-Mar |
| Week 12 | 1-Apr |  | Exam 2 | 7-Apr |
| Week 13 | 8-Apr |  | Lincoln | 14-Apr |
| Week 14 | 15-Apr |  | Hotel Rwanda | 21-Apr |
| Week 15 | 22-Apr |  | Course Evaluation | 28-Apr |
| Week 16 | 29-Apr |  | Capstone | 1-May |