**The University of North Carolina at Greensboro**

**Department of Educational Leadership and Cultural Foundations**

**School of Education**

**ENT/ELC 404 Entrepreneurship and Innovation in Community Leadership (3:3)**

***"Leadership seems to be the marshaling of skills possessed by a majority but used by a minority. But it's something that can be learned by anyone, taught to everyone, denied to no one."***

***(Bennis & Nanus, 1985 Leaders: Strategies for Taking Charge.***

**Class Schedule:** TBD (will request 1 time per week)

**Instructor:** Cathy H. Hamilton, Ph.D.

Leadership and Service-Learning

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Office hours: OLSL hours: M–F 8:00 to 5:00 Appointment recommended

**Community Educators: (See “Ideas for Community Projects page) Will work with Chamber of Commerce and Small Business Association in Greensboro to find entrepreneurial businesses owned by immigrants/women/minorities.**

**No prerequisites required**

**Course Description:** (3:3). A service-learning designated course using experiential learning to prepare students for positions of organizational leadership within an entrepreneurial enterprise in the Greensboro community through the study of socially responsible innovation.

**Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. Identify principles and practices of leadership from multiple theoretical frameworks
2. Explain the social construction of leadership theories and change in definitions of leadership over time in order to demonstrate historical perspectives as well as current knowledge about leadership.
3. Assess personal leadership skills, entrepreneurial propensity and emotional intelligence.
4. Assess different leadership styles within innovative contexts as modeled by individuals in a variety of community settings and how these individuals enable change.
5. Formulate a coherent framework for the integration of leadership theory, leadership experiences of self and others, innovation and entrepreneurship within community and civic responsibility.
6. Apply and practice new and refined leadership skills and identify opportunities for leadership within a variety of community contexts.
7. Evaluate effectiveness of an innovation within an entrepreneurial community partner
8. Exercise critical thinking by proposing an innovative/entrepreneurial practice that can be implemented to address a challenge within the community organizational context.

**Teaching methods and Assignments for Achieving Learning Outcomes**

Within the course, students are asked to integrate their own practice of leadership (curricular and co-curricular) at UNCG with interaction and observation of entrepreneurial leaders within Greensboro. The assignments culminate in a community-based project that identifies a socially responsible innovation within an existing entrepreneurial enterprise. Student projects will focus on entrepreneurial thinking within a specific organization, develop their ability to use disciplinary knowledge and skills in problem solving, and develop skill sets in the areas of organizational capacity building through leadership, research and team dynamics.

A combination of in-class presentations, readings, class discussions, community service-learning experiences, and small group projects will be utilized as teaching strategies to encompass all content areas. Small group discussion and activities along with the development of a personal “leadership portfolio” will be incorporated to supplement these strategies.

Emotional Intelligence Workshop: Facilitated by Ericka Gonzalez

Emotional Intelligence Workshop (SLO 3)

Brief Description: The model introduced by Daniel Golemanfocuses on EI as a wide array of competencies and skills that drive leadership performance. Goleman's model outlines five main EI constructs (for more details see "What Makes A Leader" by Daniel Goleman, best of Harvard Business Review 1998):

1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using intuition to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill– managing relationships to move people in the desired direction
4. Empathy - considering other people's feelings especially when making decisions and
5. Motivation - being driven to achieve for the sake of achievement.

**Texts: Required**

Komives, S. R.; Lucas, N.; McMahon, T.R. (2007). *Exploring leadership: For college students who want to make a difference*. San Francisco: John Wiley & Sons.

Pink, D.H. (2006). *A whole new mind: Why right-brainers will rule the future.* New York, NY: Riverhead Books.

**Additional Readings Provided by Instructor**

1. Bohm, D. (1996). On Dialogue, New York: Routledge. 1-29
2. Bolman, Lee G. & Deal, Terrence (1991). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass Publishers.
3. Graham, John (2005). *Stick Your Neck Out: A Street-Smart Guide to Creating Change in Your Community and Beyond.* Berrett-Koehler Publishers, San Francisco.
4. Kimives, S. R. & Wagner, W. (2009). Leadership for a Better World: Understanding the social change model of leadership development.
5. Kuratko, D. F. (2007). Entrepreneurial leadership in the 21st Century. Journal of Leadership and Organizational Studies, 2007, Volume 13, No. 4.pp. 2-11
6. Tullar, W. L. & Welsh, D. H. B. (?). Entrepreneurial leadership: The dark side revisited. (In press)

**Suggested Readings**

1. Huber, N.S. (2000). “The meaning of leadership” in Leading from within: Developing personal direction. Malabar, Fl: Kreiger Publishing. 15-28.
2. Huber, N.S. (2000). “Building community” in Leading from within: Developing personal direction. Malabar, Fl: Kreiger Publishing. 77-89.
3. Matusak. L. R. (1997). Finding your voice: Learning to Lead…anywhere you want to make a difference. San Francisco, CA: Jossey-Bass.
4. Kouzes, J. M. & Posner, B. Z. (2002). The leadership challenge. San Francisco, CA: Jossey-Bass
5. Spinelli, S. & Adams, R. J. (2010). New venture creation: Entrepreneurship for the 21st century. (9th edition). McGraw-Hill Companies. pp. 279-313.
6. Internet resources: <http://entrepreneurialleadership.org> [www.managementhelp.org](http://www.managementhelp.org) <http://fed.org> <http://www.eonetwork.org>>

***“Tell me, what is it you plan to do with your one wild and precious life?”***

***Mary Oliver, Poet***

**Expectations of Students:**

1. Students are expected to uphold their professional obligation to arrive prepared for all classes. Failure to do so will impact students’ ability to participate in class discussions and master the class material, which will adversely affect their academic performance in this course.
2. Students are required to complete assessment instruments by due dates given in class.
3. Students are expected to notify the instructor of any special learning needs that need to be accommodated.
4. Students are expected to submit all written work typewritten and double-spaced unless otherwise directed. Written assignments will be evaluated on quality of content, adequate coverage of the topic, criteria cited, presentation, organization, punctuation, grammar, and spelling. Incorrect grammar, punctuation, or spelling is not acceptable. An evaluation matrix for what constitutes “quality of content, adequate coverage of topic” will be provided.
5. Make-up Exam Policy: There will be **no make-up tests** without appropriate and legitimate documentation. In the event a student qualifies for a makeup exam the score awarded will be the lower of the student’s score on the makeup exam or the class mean for the test. Example 1: The class mean on an exam is an 82 and the student scores a 96 on the make-up exam. The student will be awarded the lower score of 82. Example 2: The class mean on an exam is an 82 and the student scores a 66 on the makeup exam. The student will be awarded the lower score of 66.
6. Students are expected to consult with the instructor regarding incomplete grades. No incompletes (I) will be given without prior consultation and agreement with the instructor.

**Expectations of the Instructor**

Students can expect the instructor to arrive prepared for class. The instructor will be a learning partner in this community of learners about leadership and its intersection with entrepreneurship. The instructor will be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support, however these meetings will be scheduled at a convenient time for student and instructor.

**Course Requirements/Assignments:**

1. Innovative Community Project & Case Study (30%) (SLO 1, 3, 5, 7, & 8) (Expectations and outline provided, reflective writings and exams scaffolding the completion of the written component of the project)

2. Class Participation and Attendance (20%) (SLO 5)

3. Reflective Writings (20%) (SLO 3 & )(There will be 4, each with provided expectation guidelines, graded with rubric from : Paul, R & Elder, L. (2001) The Miniature Guide to Critical Thinking.

4. Mini exams (3) (15%) (SLO 1,2, & 5)

5. Leadership Portfolio (15%) (SLO 6) (Guidelines and grading rubric provided)

**Leaders are Present, On-time, and Participate – Class Participation and Attendance**

**(20% of grade)**

***Integrate “ways of knowing with habits of being”***

***bell hooks (1994)***

In order to provide an environment conducive to shared learning, we all must commit to arriving on-time and prepared to engage with one another and with the material of the course. Given that this is a seminar-style, service-learning course, we will use the advantage of one longer weekly meeting for in-depth exploration of the topic each week.

Students may have **two excused absences or late entry** (defined as later than 10 minutes to class) without penalty. After two absences or late entries, points will be subtracted from the final grade for each absence or late arrival.

**Leaders Are Ethical – Academic Integrity**

The UNCG Academic Integrity policy will be strictly enforced. Cheating, plagiarism, submission of the work of others, etc. violates UNCG’s policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. Please familiarize yourself with this policy. Copies may be obtained from the Office of Student Affairs or online at <http://studentconduct.uncg.edu/policy/academicintegrity/>.

**Leaders Seek Multiple Avenues for Effective Communication**

***i.e., nothing is accomplished without good communication***

**How we will communicate….**

This course will use Blackboard for submission of all assignments. All written assignments must be submitted to Blackboard by 2:00 p.m. on the day the assignment is due. In addition, **bring a hard copy of each assignment to class**. Each group project team will have a group chat room set up to use for virtual meetings. Part of the overall quality of the project may be judged based on the conversations that take place on blackboard and the degree of efficiency established by using online systems.

Students who need to understand how to use Blackboard can access a tutorial at <http://www.uncg.edu/aas/itc/bborient/>. Students may login into Blackboard at blackboard.uncg.edu. Blackboard sends information to the students’ UNCG email account. Students should forward all UNCG email to their current email account.

You all want to receive a good grade for this class, and we want you to make one. Good grades however require work. For me, an “A” is assigned to work that is consistently superior throughout the semester, and a “B” is assigned to work that is consistently above average. Doing the bare minimum and just fulfilling the requirements for an assignment is average and expected, and such work will be assigned a “C”. Any work that fails to meet the assigned requirements is below average and will be assigned a “D” or less. The scale I use for The first late assignment will result in a letter grade reduction. You may avoid penalties for a late assignment provided I am notified twenty-four (24) hours before the assignment is due and in the event of an emergency. Additional late assignments may not be accepted.

**I will not discuss grades in class**: however, I will be happy to discuss your grade at any point in the semester at a mutually agreeable time.

*“You can wait until you graduate and use this opportunity to prepare and prepare and prepare, or you can begin living now, accept this university as “real” and find your own best way to influence this community so that it becomes a better institution to serve those who come after you.”*

*Robert Greenleaf*

*Founder, Servant Leadership Institute*

**Topic and Assignment Schedule**

**Assignment due dates and dates of topics or speakers are subject to change. You will need to pay attention to updates in class and if you miss a class, you will still be responsible for any announcements made that class period.**

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| **Date** | **Topic** | **Assignment Due Dates** |
| Week of August 18 - 22 | Intro to the Course. Review Syllabus  Expectations of this learning community  Create a *Class Covenant*  Introduce the Leadership Framework and eight competencies of a UNCG Leader.  6 Leadership Foundational Principles from Komives, Nance & McMahon  Entrepreneurial Propensity Assessment | Take the on-line service-learning orientation found on Blackboard before the first class. |
| Week of August 25-29 | **Leadership For a Changing World**  **Discussion Topic:** Leadership as a Socially Constructed Concept  **Class take-aways:**  -Key concepts and definitions of leadership (and how they have changed)  -Foundational Principles of post-industrial leadership theories  -Elements of followership | **Komives, Nance & McMahon: Intro, Chapters 1 & 2**  **LPI submission and dissemination to all of the observers. All submissions due two weeks from today (before class period).** |
| Week of September 1-5 | **Relational Leadership**  **Discussion Topic:** Reflect on our own practice as leaders and evaluate it within the components of the Relational Leadership Model.  **Class take-aways:**  -Define leadership in a relational context: knowing, being, doing  --Explore five elements of relational leadership: purposeful, inclusive, empowering, ethical and process-oriented.  -Examine personal values and belief systems and their influence | **Reflection #1 due- Set the Context**  **(see BB for instructions)**  **Komives: Chapter 3 The Relational Leadership Model**  **Komives: Chapter 4 Understanding Yourself** |
| Week of  Sept. 8-12 | **Understanding Self**  **Discussion Topic:**  *Leadership Competency: Self-Awareness*  *LPI workshop*  through the following 3 assessment activities: 360 Leadership Practices Inventory, personal entrepreneurial propensity pre-post inventory, and EI workshop | **Initial Project Plan Due** (see Community Project Outline on BB for expectations. Carefully note duedates) Add a separate page to the Project Plan that reflects Komives , Nance, & McMahon’s Five elements of relational leadership: purposeful, inclusive, empowering, ethical and process-oriented. pp. (pp. 78 & 116) Provide evidence for the above in your project plan.  **Pink: Introduction thru Chapter 2** |  |
| Week of  Sept. 15 - 19 | **Entrepreneurship and 21st Century**  **Discussion Topic: Major Tenets of Entrepreneurial Thinking**  **Class take-aways:**  *Leadership Compentency: Effective Communication*  *Innovation Competency: Communicating a Vision*  *Entrepreneurial Propensity Workshop* | ***First Mini Exam covering assigned readings and class discussions to date (one hour)***  **BB reading Kuratko.** |
| Week of  Sept. 22-26 | **Understanding Oneself within the Context of Others**  **Class Take-aways:**  **-**How to assess appropriate risk-taking  -The power of diverse thinking  -Collaboration, group problem-solving, personal and group empowerment  -Group dynamics  *Leadership Competency: Self Awareness, Effective Communication, Diversity*  *Innovation Competency: Appropriate Risk Taking, Skill in Human Relations* | **Updated Project Plan due**  **(Research section of the Project plan due)**  **Komives: Chapter 5** **Understanding others**  (All of the chapter is relevant at this stage of the class, however, focus on the discussion of leadership, communication and intercultural competence. pp. 164-176)  **Komives Chapter 7 Interacting in Teams and Groups** |
| Week of  Sept. 29-  Oct. 3 | Entrepreneurial Thinking: A Whole New Mind  Peter Drucker and the 7 sources of Innovation  *Leadership Competency: Creative Visioning, Valuing Diversity*  *Innovation Competency: Design, Story* | **Reflection #2 Due**  **(see BB for assignment instructions)**  **BB Reading: Principles of Innovation**  **Pink: Chapter 3 and Part Two: Chapters 4 and 5 pp.48-128** |
| Week of  October 6 - 10 | **Entrepreneurial Process:**  ***Innovation Competency: Design, Symphony, Play*** | **Pink: Chapters 6 – 9**  **pp. 129 - 247** |
| October 13-14 | ***Fall Break*** |  |
| Week of  October 15-17 | **Change Theory**  **Strategies for Change**  **Class Take-Aways**  **-**Working with Individual, Group and Social Values for Change  -Increased understanding of oneself as well as others as you navigate the whitewater of constant change  *Leadership Competency: Self Awareness, Task Management, Creative Visioning*  *Innovation Competency: Story,Meaning*  *Guest Speaker: Ed Brenegar* | **Komives, Chapter 11 & 12** |
| Week of  Oct. 20 - 24 | **Change Theory and Organizational Life**  **Class Take-Aways:**  **-**Systems theory and organizations as complex systems  *Leadership Competency:*  *Innovation Competencies: Environmental Scan, Symphony* | **Reflective Writing #3 due**  **(See BB for assignment instructions)**  **Reading: Bolman & Deal (found in BB under e-reserves)** |
| Week of  Oct. 27 - 31 | **Being in Community**  **Discussion Topic:** Social Capital and Social Networks  **Class Take-aways:**  -Gardner’s elements of strong community leadership  -how to interpret community  -the importance of social capital  *Leadership Competency: Community Engagement, Valuing Diversity, Relationship Development*  *Innovation Competency:* | **Mini Exam #2 (Covering material from readings and class discussions since Exam #1)**  **Komives: Chapter 9 Being In Communities**  **Reading: Essentials of Entrepreneurship, Leadership in the New Economy (BB)** |
| Week of  November 3-7 | Class meeting in the community: organizational visits, students are doing group work in the agencies with whom they work.  *Leadership Competency: Community Engagement* | **Reflective Writing #4 due**  **Evidence of Community Project Stakeholder Invitation due** |
| Week of  Nov. 10 - 14 | **Renewal: Organizational Renewal**  **Discussion Topic:**  -The renewal process  -Appreciative Inquiry for organizational renewal  -Class re-grouping & assessment of service-learning projects  *Guest speaker* | **Reflective Writing #5 due**  **Komives: Chapter 10** |
| Week of  Nov. 17 - 21 | **Leadership Identity**  **Leadership Identity Development Model**  **Discussion Topic:** How does one come to understand one’s capacity for leadership over time?  *Leadership Competency: Self Awareness, Effective Communication, Ethical Decision Making* | **3rd Mini Exam**  **Komives: Chapters 13 & 14**  **(these chapters will help for your leadership portfolio due Dec.)** |
| Week of  Nov. 24, 25 | **Community Project Presentations**  *Competency: Task Management, Community Engagement*  *Innovation Competency:* | **Self and Group Evaluations Due (Posted on Blackboard)** |
| Week of  Nov. 29  – Dec. 1 | **Celebration Dinner and Portfolio Forum**  Entrepreneurial Propensity – Post test | ***Final Portfolio Due***  ***This serves as the final exam*** |
| *“Most of what you hear about entrepreneurship…is all wrong. It’s not magic; it’s not mysterious; and it has nothing to do with genes. It’s a discipline and, like any discipline, it can be learned.”*  *Peter F. Drucker, Innovation and Entrepreneurship* | | |