Mgt 160: Management and Leadership Strategy for Business
MGT 160 12 FB C1
Blended 8-week class
Thursday: 6:50 pm -9:30 pm
August 26 to October 20, 2012

Instructor Information:
Instructor: Jeffrey D. Yergler, Ph.D.
Assistant Professor of Management
Chair of the Undergraduate Management Programs
Golden Gate University

Important Dates:
Fall B Term start date: Sunday, August 26, 2012
**First day of the course: Sunday, August 26, 2012
**First day of class: Thursday, August 30, 2012
Last day of the course: Thursday, October 18, 2012
Fall B end date: Saturday, October 20, 2012
Last day to register/add: Saturday, September 1, 2012
Last day to drop without tuition charge or "W" Grade: Saturday, September 15, 2012
Last Day to Drop or Change to Audit Status: Saturday, September 29, 2012

Contact Information
Email: jyergler@ggu.edu
Telephone: Office: 415-442-6567; Cell: 253-230-1024
Office Hours: By appointment

Instructor Bio
Jeffrey received his undergraduate degree in Psychology from Westmont College (BA),
his Masters from Fuller Theological Seminary (M.Div), and his Doctorate from
Columbia Theological Seminary (D.Min). He holds a Ph.D. in Leadership from Gonzaga
University in Spokane, Washington.

His work experience includes over 25 years experience serving in positions of senior
leadership, training, and development in large private and public non-profit
organizations. He received his certification in Organizational Development from the
National Training Labs (NTL) for Applied Behavioral Science. He has served as an
adjunct instructor at Gonzaga University (Spokane, WA) in the Bachelor of General
Studies Accelerated Program in Organizational Leadership, at Highline College in
Nonprofit Leadership, Management and Supervision, at the Command University at the
Puget Sound Naval Shipyard, and at Seattle University (Seattle, WA) in the MBA
program of Albers School of Business and Economics. Dr. Yergler served for five years
as the lead faculty for the Organizational Leadership and Resource Management program at Olympic College (Bremerton, WA) where his teaching addressed such topics as organizational leadership, human relations in organizations, conflict resolution, personal and organizational ethics, leadership and applied ethics, organizational communication, diversity appreciation, non-profit organizations, and leadership and supervision. He has also provided undergraduate and graduate instruction for Brandman University in the organizational leadership and human resource disciplines.

Currently, Dr. Yergler serves on the faculty of Golden Gate University as Assistant Professor of Management and Chair of the Undergraduate Management Department.

**Course Description**

As the capstone course for the bachelor of arts in management, this course will focus on the integration of learning across the business disciplines and general education program. Using skills, knowledge and abilities in the areas of critical thinking, communication, ethics and organizational behavior, this class will require the application of business theory and practice to real world examples to demonstrate mastery of the programs learning objectives. This course is to be taken in the last term of the bachelor of arts in management program.

Ultimately, it is the synthesis of the knowledge and the application of that knowledge from all of the business disciplines that makes your degree valuable. In the case of a new marketing manager, for example, she should be able to see her business challenges not only from a marketing perspectives, but to recognize and deal with the financial and manufacturing demands created by her new product. This coordinated and multidisciplinary approach is usually missing in most undergraduate business curricula but an essential part of your development in the business world. Hence, the Golden Gate University Undergraduate Program feels that this is essential for your future success and has included it as part of the requirements of graduation. This course, through the text, case analysis, classroom discussion and quizzes gives you the opportunity to synthesize this knowledge in order to apply these principles from a holistic perspective to your work in the discipline of business.

**BA Management Degree Course Objectives/Student Learning Outcomes**

- Apply critical thinking skills to organizational challenges
- Articulate ideas and knowledge using advanced written and oral communication skills for traditional and online mediums
- Apply motivation theory to development of business practices
- Develop flexible personal leadership strategies
- Act as a mature member of a team
- Develop an authentic view of self as a manager
- Identify and apply the functions of management (Planning, Controlling, Leading, Organizing) in business practice and organizational design
- Demonstrate innovative thinking
- Design personal and organizational communication strategies
Required Materials

**Course Text


Harvard Reader available in the book store. This reader includes the following:

****Article 1:
Strategic leadership for the 21st century
Michael A Hitt, Katalin Takacs Haynes, Roy Serpa

****Article 2:
The New Psychology of Strategic Leadership
Giovanni Gavetti

****Article 3:
What is Strategic Management?
Jared Harris, Ming-Jer Chen, Gregory Fairchild, R. Edward Freeman, S. Venkataraman, Jenny Mead
http://hbr.org/product/what-is-strategic-management/an/UV4315-PDF-ENG

****Article 4:
Building Organizational Capacity for Change: 1: The Strategic Leader's New Mandate
William Q. Judge
http://hbr.org/product/building-organizational-capacity-for-change-1-the-/an/BEP077-PDF-ENG

******Mid-Term Article
Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance
Nancy F. Koehn, Erica Helms, Phillip Mead

****Case 1
Strategic Leadership at Coca-Cola: The Real Thing
W. Glenn Rowe, Suhaib Riaz
University Library:


For detailed information on using and citing sources using APA, students are strongly encouraged to purchase a copy of the *Publication Manual of the American Psychological Association, Sixth Edition*. Students may also the online APA website that offers APA formatting information at: http://www.apastyle.org/index.aspx

The University Library’s web site offers a wealth of information to guide you through the research process. Resources include a sample research paper and detailed information on evaluating and citing sources are available at http://ggu.libguides.com/apa

An online tutorial, Core Research Skills, is designed to help you find, evaluate, and use library and online sources in your projects and papers. In every step of the tutorial, a reference librarian is available to help with specific research needs and questions. The tutorial is free and can be accessed at http://www.ggu.edu/cybercampus/FreeDemo

**Using the Writing Center**

Some students have a difficult time clearly communicating their thoughts in writing. As a result, though the student may have a good understanding of the specialized knowledge discussed in the cyber forum or in the class text, their writing may significantly hinder them from experiencing success in the classroom.

As a result, it is strongly recommended that students use the writing center to refine and revise their work before submitting their work for a grade. When students use the GGU Writing Center, they must plan ahead so that there is sufficient time to write, submit their work to the Writing Center, and then revise their work before submitting their work to Turnitin. The links to the GGU Writing Center are:

http://www.ggu.edu/student_services/caps/learning_support_services/writing_lab
http://www.ggu.edu/student_services/caps/learning_support_services/owl_main_page

At the Writing Center, located in Room P-25 at the San Francisco campus, you work one-on-one with experienced writing tutors (most of them GGU instructors) who are familiar with the types of writing assignments common in GGU courses.

The Purdue Online Writing Lab (OWL) offers online writing help to GGU students. OWL tutors help you solve specific problems in the work you submit, and guide you through the writing process. The OWL is available at: http://owl.english.purdue.edu/

**Documenting Sources:  Just 4 Rules**

1. For short passages (usually under 40 words) quoted word for word, “put the quoted material inside quotation marks (like this is), and provide the author, date, and page number in parentheses right after the quotation” (Jones, 1999, p. 76).
2. For longer quotations, instead of quotation marks, the quoted material gets its own paragraph, and the entire paragraph is indented (given wider margins than the rest of the paper, like this paragraph). Then the author, date, and page number appear in parentheses at the end of the paragraph, and outside the last period. (Jackson, 2003, p. 229)

3. If you use material from another source but change the wording (called paraphrasing), give the author and date in parentheses (Jones, 1999).

4. At the end of the paper, give full bibliographical information for all your sources on a page called References. There are different styles for documenting sources. GGU recommends the APA style, which is used in the social sciences. An instructor, however, may require another style, so ask.

**On Plagiarism**

Plagiarism is defined as using someone else’s words and/or ideas without giving them credit. At GGU plagiarism is taken very seriously. You are required to reference your sources of information in the body of the text (using an in-text citation) and in the references of all papers. The Instructor consistently checks student references and sources. If students borrow an idea, use a modified quote (modified is defined as a student’s interpolation of conjunctions and other words in an attempt to make the author’s sentence their own), or use a direct quote, it must be cited in the body of the writing where the information appears as well as in the references section of the paper. All direct quotes must be in quotation marks.

If evidence of plagiarism is found (regardless of the student’s intent), the instructor will inform the student about which part of the paper has been plagiarized. The student will automatically receive a grade of “D” for that paper but will have the opportunity to rewrite the paper correctly for no more than a grade of 75% or “C.” In the case where a second episode of plagiarism is found with the same student (regardless of the student’s intent), the instructor, in accordance with the GGU Policy on Academic Integrity, will report the student to the office of the Vice President for Academic Affairs for disciplinary action. This is non-negotiable.

The standards of plagiarism noted in this section also apply to student contributions in every Discussion Forum.

Students will be using the online program Turnitin as a tool to ensure that their work is properly referenced. Students must register for the class on Turnitin by using the link (https://www.turnitin.com/) and then follow the directions for registering for the course. The course/class ID is: 5267689 and the password is: MGT160FB12.
**Course Requirements, Student Responsibilities, Evaluations**

**Weekly Course Schedule**

**Session A:**  
Sunday – Wednesday

**Session B:**  
Thursday - Saturday

**Course Requirements**

The writing load in this course is *significant* so students should prepare accordingly. There will be at least two papers due per week and for some weeks there will be three papers due. These papers should not exceed 2.5 pages each (excluding cover and references page). Additionally there will be a mid-term essay exam and final essay exam that will exceed the 2.5 page maximum.

**Timely Submissions:**

Read the text assignments by the stated deadline. Prepare and submit all written work by the stated deadline. Contribute to all Discussion Forums by the stated deadline. Failure to meet any of the deadlines mentioned above will result in point deductions.

**Late work**

Students are accountable for familiarizing themselves with the complete syllabus. It is the student’s responsibility to complete all work by the stipulated deadlines. The instructor expects students to complete and submit all course work by the deadlines and in the detail and format required by the assignment description(s) as found in the syllabus. No extra credit assignments will be offered or accepted. If a student posts written work 1 day late, an automatic deduction of 25% will be applied. No papers will be accepted beyond one day past the stated deadline. There are no exceptions to this policy.

**Expectations for Attendance and Participation and for Online Sessions:**

The student is expected to attend each class online on a regular basis. It is essential for all students to participate in class discussions. Participation/contribution online includes asking questions, answering questions, agreeing or disagreeing with points made by the instructor or student peers, and providing insights pertaining to the readings or cases assigned more than just saying “I agree.”

Participation also includes examples that the student shares in the online portion of the class regarding issues that are currently being discussed. The student will be challenged to grasp a concept/idea, relate it to other concepts, and then apply it accurately in real-world contexts. Students are also encouraged to use critical thinking skills in the class as well as to look at topics and issues from multiple points of view.
**Discussion Forums:**

In Discussion Forums (DFs) online, students are expected to provide substantive responses to all prompt questions posited by the instructor. Substantive responses to the instructor’s prompt questions should not total less than 150 words and include insights and concepts from the week’s reading as well as pertinent data from local, national, or global events.

For each DF, students must post responses to at least two other students and should not be less than 85 words in length each. Students, however, should not be limited to only two student responses if they feel there is more to write and express. However, failure to approximate at least one response to the instructor’s prompt question and two responses to students per DF using the above guidelines will result in a lower point total for this component of the course.

To receive full points for each Discussion Forum each week, students must respond to the instructor’s prompt question guided by the quality standards found in the stated guidelines “and” students must respond to at least two student responses for each Discussion Forum guided by the quality standards found in the stated guidelines.

Each week there should be a total of 1 instructor prompt reply and a minimum of 2 student replies. These standards of frequency shall apply to each and every Discussion Forums posted on any given week. It is expected that appropriate on-line decorum, respect, and professional protocol will be honored in all Discussion Forum exchanged.

**Course Evaluations and Assessments**

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>80</td>
</tr>
<tr>
<td>(10 x 8 Class Sessions)</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>80</td>
</tr>
<tr>
<td>(10 x 8 Class Sessions)</td>
<td></td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>120</td>
</tr>
<tr>
<td>(15 points x 8 Class Sessions)</td>
<td></td>
</tr>
<tr>
<td>Review Content Papers and Case Study</td>
<td>180</td>
</tr>
<tr>
<td>(9 papers @ 20 points each)</td>
<td></td>
</tr>
<tr>
<td>Article Reviews</td>
<td>100</td>
</tr>
<tr>
<td>(4 articles @ 25 points each)</td>
<td></td>
</tr>
<tr>
<td>Mid-Term</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>960</strong></td>
</tr>
</tbody>
</table>

Assignments descriptions

**Attendance**

Students are required to be present for each class. Absences are only allowed in the case of family emergencies or other challenging life issues. Any absence must be an excused absence which means that that student must contact the instructor and explain why the absence is necessary.
**Participation:**

Each student is expected to participate in class discussions and group exercises. Students are encouraged to proactive in their involvement as well as be prepared to be called upon by the instructor.

**Discussion Forums:**

Students are expected to be involved in weekly DFs. This includes responses to the Instructor’s prompt questions as well as replies to fellow student’s responses. See the above guidelines for more information.

***Review Content Papers:***

Students will be asked to identify from 6 to 10 major principles covered in each management degree functional courses. These papers will be part of the source for course discussions. Students will connect the content of these papers with the practice of strategic leadership. These papers should not exceed 2.5 pages (not including cover and references page).

Review Content Papers must include at least two sources upon which to base their writing. It is preferred that students use the textbooks that were used for the course. Students may also use other textbooks that speak to the topic being addressed. In addition, scholarly articles form academic journals may be used as well as articles form trade journals. Papers that use non-reputable sources, such as Wikipedia, will be penalized. Students are expected to research/review the topics and to present cogent material that addresses the paper topic.

**Grading rubrics for all written work is at the back of the syllabus.**

**Midterm exam**

The Midterm will based on up the HBR article, “Leadership in Crisis: Ernest Shackleton and the Epic Voyage of the Endurance.” This is an open book exam. Students are also encouraged to use additional resources/sources in their responses to the questions regarding the Shackleton article (questions will be available when the mid-term is distributed).

**Final Exam**

The Final Exam will be a proctored online essay exam and will be comprehensive regarding the course text.

**Article reviews**

In these papers, you will review the major points of the given article. You will be asked to appraise the relevance of the article to the development of strategic leadership. These papers should not exceed 2.5 pages (not including cover and references page).
**Case analysis**

In this paper you will analyze the case, including a problem statement and a solution. The better you integrate the material from the short content review papers, the readings in the text chapters, and the material from the articles, the better you will do on this assignment.

**Grading**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Points Percentages</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62.9%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 59.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Forum Post Type</th>
<th>Description of Quality</th>
<th>Points</th>
</tr>
</thead>
</table>
| Instructor’s Prompt Question | Student responds to the prompt questions with detail, anecdotes, and meets the word count outlined above. Can use material from the text or other sources to support responses. | On Time: 5 points   
Late: -2 points  
No Evidence: 0 points |
| Student Replies                                                        | Student responses to other students posts are detailed, interactive, professionally written                                                                                                                 | On Time: 5 points each  
Late: -2 each  
No Evidence: 0 points |

**Disability Accommodations**

Golden Gate University seeks to ensure that all programs and services are fully accessible to students with disabilities who identify and express their needs.

Information regarding The Americans with Disabilities Acts and GGU’s policies and services can be found at: [http://www.ggu.edu/student_services/disability_services](http://www.ggu.edu/student_services/disability_services).
## Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Read/prepare</th>
<th>Turn in</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1 What is Strategic Leadership Review: Marketing principles</td>
<td>Marketing review topics paper • DF responses</td>
<td>Relate principles of marketing to the development of a strategic leadership agenda</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2 Strategic Thinking Review: Critical Thinking &amp; Communication Practices</td>
<td>Critical thinking review topics paper • Communication review topics paper • Article 1 review • DF response</td>
<td>Relate principles of accounting to the development of a strategic leadership agenda</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3 Strategic Acting Review: Organizational Behavior &amp; Information Literacy</td>
<td>Organizational behavior review topics paper • Information Literacy review topics paper • Article 2 review • DF response</td>
<td>Relate principles of organizational behavior to the development of a strategic leadership agenda</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4 Strategic Influence Review: Economics Midterm exam (covers material including Week 4)</td>
<td>Economics review topics paper • DF response</td>
<td>Relate principles of economics to the development of a strategic leadership agenda</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5 Strategic Leadership Teams Review: Ethics</td>
<td>Ethics review topics paper • Article 3 review • DF response</td>
<td>Relate principles of ethics to the development of a strategic leadership agenda</td>
</tr>
</tbody>
</table>
| 6 | Chapter 6 Making Strategy a Learning Process in Your Organization | - Accounting review topics paper  
- Article 4 review  
- DF response | Relate principles of management to the development of a strategic leadership agenda |
| 7 | Chapter 7 Becoming a Strategic Leader | - Management principles review topics paper  
- Case 1 analysis  
- DF response | Analyzed the components of a strategic leadership agenda. Decide on actions to take using this agenda |
| 8 | Final Exam (proctored online) | - Final Exam | Analyzed the components of a strategic leadership agenda. Decide on actions to take using this agenda |

### Grading Rubrics for Written Assignments

A paper in the A quality range (90% and above) clearly meets and exceeds what is required and/or expected in the assignment description. It shows strong organization, excellence in the areas of integration regarding all aspects of the course, innovative and critical thinking, scholarship and research, use of multiple perspectives/viewpoints, appropriate anecdotes, and self-reflection. It demonstrates appropriate and accurate application of the information from the course text (and other sources) to case and exam questions. It is error-free regarding grammar, punctuation, and formatting. It shows evidence of appropriate self-disclosure as well as personal and professional growth. This paper meets all syllabus guidelines for the respective assignment(s). The paper meets all APA requirements including cover and references page, in-text citations, and other standard APA formatting guidelines.

A paper in the B quality range (80% to 89.9%) meets what is required and/or expected in the assignment description. It should show good to moderate organization and good to moderate integration regarding most aspects of the course, good to moderate innovative and critical thinking, good to moderate use of multiple frameworks, and good to moderate levels of self-reflection. It should contain evidence of scholarship and research. It should demonstrate good to moderate appropriate and accurate applications of the information from the course text (and other sources) to case and exam questions. It should contain a very small number of errors regarding grammar, punctuation, and formatting. It should show evidence of appropriate self-disclosure as well as some personal and professional growth. This paper meets most of
the syllabus guidelines for the respective assignment(s). The paper meets most of the APA requirements including cover and references page, in-text citations, and other standard formatting guidelines.

A paper in the C quality range (70% to 79.9%) fails to meet what is required and/or expected in the assignment description. It shows moderate to poor organization and moderate to poor integration regarding most aspects of the course including information from the course text, moderate to poor levels of innovative and critical thinking, moderate to poor use of multiple frameworks, and moderate to poor levels of self-reflection. It demonstrates inappropriate, inaccurate, or an absence of application of the information from the course text to cases, papers, and exam questions. It will contain a number of errors regarding grammar, punctuation, and formatting. It will fail to show evidence of appropriate self-disclosure as well as personal and professional growth. This paper meets a limited number of the syllabus guidelines for the respective assignment(s). The paper fails to meet most of the APA requirements including cover and references page, in-text citations, and other standard formatting guidelines.

A paper in the D quality range (60% to 69.9%) fails to meet any of what is required and/or expected in the assignment description. It shows consistently poor organization and consistently poor integration regarding all aspects of the course, no innovative and critical thinking, no use of multiple frameworks, and no self-reflection. It demonstrates no evidence of application of the information from the course text to case and exam questions. It contains many errors regarding grammar, punctuation, and formatting. It fails to show evidence of appropriate self-disclosure as well as personal and professional growth. This paper meets none of the syllabus guidelines for the respective assignment(s). The paper fails to meet all of the APA requirements including cover and references page, in-text citations, and other standard formatting guidelines.