Mgt 160: Management and Leadership Strategy for Business
MGT 160 12 FC C2
Online 8-week class
October 21, 2012 to
December 15, 2012

Instructor Information:
Instructor: Walt Stevenson
Professor of Management and Communications

Important Dates:
Fall C Term start date: Sunday, October 21, 2012

Contact Information
Email: wstevenson@ggu.edu
Telephone: Office: 415-442-6527
Office Hours: Wed 3:00-4:00; please make a call for an appointment

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
Instructor Bio
I am a Professor of Management and Communications, a full-time faculty member at Golden Gate University. I currently serve as Professor of Management and Communications and as Director of the BBA and BAM degrees for the Undergraduate Programs of the Ageno School of Business here at Golden Gate University.

I earned an AB in English Literature from the University of California at Berkeley and an MBA and DBA in General Management from Golden Gate University. I am a Colleague Associate and distinguished Leader of the Creative Education Foundation, located in Buffalo, New York, teaching in Creative Problem Solving Institutes in the United States, Canada, and Brazil. I am also a certified as a Lego Serious Play facilitator by the Lego Company whose headquarters is in Billund, Denmark. I have taught Mgt 300 Managerial Analysis and Team Dynamics for Golden Gate University in its Southeast Asia programs located in Singapore, and in Kuala Lumpur, Malaysia. This University trip took me to Djakarta, Indonesia, to Bangkok, Thailand, and to Hong Kong where I visited and met with current students and alumni of the University. A recent teaching assignment in Sao Paulo, Brazil, allowed me to work with managerial decision making in a Latin American culture and to present a forum on the post-industrial manager. I have also taught courses on managing cultural diversity for GGU’s programs in American Samoa. Other international teaching and conference engagements have included Guangzhou, China; Beijing, China, Shanghai, China and Prague, Czech Republic.

My community service includes serving on the Board of Directors for Big Brothers/Big Sisters of San Francisco and serving on the Board of Directors for Tale Spinners, a theater group writing and performing oral history plays. I also volunteer at the San Francisco Senior Center, where my wife is Director; and at Little Brothers, Friends of the Elderly in San Francisco.

My teaching at Golden Gate University includes Managerial Analysis and Communications, Building and Managing Work Teams, Business and American Society, the Creative Process, Introduction to Critical Reasoning, Drama Seminar: ACT Season, Manager as Communicator, Management Theory and Practice, Principles of Management, Business Writing and Editing, and Applied Presentation Skills. I have also been an active
teacher in the University’s Cyber Campus for a more than a decade. I am co-author, with H. L. Knight, of *Communication for Justice Administration:*

**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: 5360889 and the password is: leadership.
Course Requirements, Student Responsibilities, Evaluations

**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 by posting to the forums two or three times a week.
**Participation:**

Each student is expected to participate in online class discussion forums 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 from academic journals may be used as well as articles from 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>
</thead>
<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>

**Discussion Forum Post**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description of Quality</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s Prompt Question</td>
<td>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.</td>
<td>On Time: 5 points Late: -2 points No Evidence: 0 points</td>
</tr>
<tr>
<td>Student Replies</td>
<td>Student responses to other students posts are detailed, interactive, professionally written</td>
<td>On Time: 5 points each Late: -2 each No Evidence: 0 points</td>
</tr>
</tbody>
</table>

**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</th>
<th>Learning outcome</th>
</tr>
</thead>
</table>
| 1 Oct 21-27 | Introduction  
Chapter 1 What is Strategic Leadership  
Review: Marketing principles | • Marketing review topics paper  
• DF responses | Relate principles of marketing to the development of a strategic leadership agenda |
| 2 Oct 28-Nov 3 | Chapter 2 Strategic Thinking  
Review: Critical Thinking & Communication Practices | • Critical thinking review topics paper  
• Communication review topics paper  
• Article 1 review  
• DF response | Relate principles of accounting to the development of a strategic leadership agenda |
| 3 Nov 4-Nov 10 | Chapter 3 Strategic Acting  
Review: Organizational Behavior & Information Literacy | • Organizational behavior review topics paper  
• Information Literacy | Relate principles of organizational behavior to the development of a strategic leadership agenda |
| 4 Nov 11-Nov 17 | Chapter 4 Strategic Influence Review: Economics Midterm exam (covers material including Week 4) | • Economics review topics paper  
• DF response | Relate principles of economics to the development of a strategic leadership agenda |
| 5 Nov 18-Nov 24 | Chapter 5 Strategic Leadership Teams Review: Ethics | • Ethics review topics paper  
• Article 3 review  
• DF response | Relate principles of ethics to the development of a strategic leadership 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.
PERSONAL DATA SHEET

____________________________________________________________________________

Name

____________________________________________________________________________

Address

____________________________________________________________________________

City          Zipcode

____________________________________________________________________________

Phones    Day    Eve

____________________________________________________________________________

Fax       E-mail

____________________________________________________________________________

Employer name (attach bus card if available)

I have access to the Internet

yes [ ]

no  [ ]
I know how to prepare a Power Point Presentation:

Yes [ ]
No [ ]

My *learning objectives* for this class:

What *professional practice strategies* do I expect to develop out of my participation in this class:

What *added value* for me as a practicing manager do I predict will result from this class:

Other comment: