

MASTER SYLLABUS MGMT650: STRATEGIC LEADERSHIP CAPSTONE

1. Course Details

Semester:	
Course Code:	MGMT650
Course Name:	Strategic Leadership Capstone
Course Prerequisites:	ACCT610, FINC620 OR
Course Co-requisites:	ACCT610, FINC620
Credits Hours:	Three (3) credit hours
Classroom:	
Class Timing:	(37.5 contact hours + Industrial Seminar)
Final Exam Period:	

2. Instructor Details

Professor:
Office Location:
Office Hours:
Email:
Course website:
Phone (Office):

3. Catalog Course Description

An examination of the operational aspects of high level leadership, including its role in framing the organization's 20 year strategic plan, the making of consequential decisions in an uncertain, complex, and rapidly changing environment, and maintaining excellence in the corporate world.

4. Course Overview

The integrative capstone course exposes students to the long-range concerns of a large organization, and examines the planning process and its implementation, paying special attention to long-term sustainability and growth of the organization. Students will also consider how the strategic plan shapes the decision-making processes from the top to the lowest levels of the supervisory ranks. In addition to completing an extensive case study of a MNC, students will be required to study the behavior of leaders of other

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organizations while facing the global financial crisis, geo-political issues and the shift in the technology landscape.

The course includes mandatory administration of the ETS Major Field Test for the MBA (post-test), which is included in the grading rubric.

5. Course-Level Learning Goals¹

(A) Invariant Learning Goals (In support of the MBA Programmatic Learning Goal(s)):

Upon the successful completion of this course, the student will be able to:

1. Determine the appropriate decision-making process in the context of strategic leadership;
2. Contrast different decision-making styles taking into account the environment in which these decisions are taken;
3. Analyze complex decision-making situations, break them down into different dimensions, and offer recommendations for resolution;
4. Utilize databases and information systems to assist strategic planning;
5. Track and chart the strategic leadership process of an organization in order to ensure effective response to geopolitical, technological innovation, and the global financial crisis; and
6. Integrate ethical considerations into the problem solving approach of top leadership when responding to organizational crises.

¹ A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant “Assurance of Learning Validations” are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom’s Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

Assurance of Learning Validations (Linked to the MBA Programmatic Learning Goal(s))²:

A1. Team Case Study: Students will form teams in the first session of the course. Each team will identify a multi-national organization and submit the name to the instructor for approval. For their selected organization, each team will analyze the internal and external environment, as well as the performance and strategy used by the organization's leaders in marketing, finance and operations. Each team will submit a written report as well as make a presentation.

For the purpose of assurance of learning, four scores are given, based on the ability to:

Score 1: Work collaboratively as a team through individual contributions and by fostering a constructive team environment (MBA-1G);

Score 2: Recognize social and ethical issues, evaluate economic impact, and address competing perspectives in the context of decisions made by the organization, including ethical considerations of these decisions* (MBA-2G, MBA-Ethics);

- This score description has been modified to support student attainment of MBA-2G;

Score 3: Conduct company-specific and business environment analysis using appropriate resources and data in the context of the organization, leading to an evaluation of the decisions made by the leaders and propose/defend new strategies (MBA-2M); and

Score 4: Perform an extensive analysis of the company's past financial performance and project the future financial picture (revenues and costs) in the context of the recommended strategies (MBA-FINC, MBA-MRKT, MBA-POM, MBA-MGMT).

A2. Global Financial Crisis Research Paper: Each student will analyze the performance of the leadership of an organization (assigned by the instructor). The focus of this paper (4-6 pages) will be on the actions taken by the corporate leadership in the face of the global financial crisis since 2007.

For the purpose of assurance of learning, one score will be given, based on the articulation of the situation, interaction style, goal setting process, and leadership behavior (MBA-3G):

A3. Geo-Political Environment Research Paper: Each student will analyze the performance of the leadership of an organization (assigned by the instructor). The focus of this paper (4-6 pages) will be on the actions taken by the corporate leadership as a reaction to geo-political events.

² A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. Scores are scaled using program or concentration rubrics. It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

For the purpose of assurance of learning, one score will be given, based on the student's ability to identify and analyze country/region specific business issues addressed by the corporate leadership (MBA-3M).

- A4. Leadership in a Dynamic Technological Environment Paper: Each student will analyze the performance of the leadership of an organization (assigned by the instructor). The focus of this paper (4-6 pages) will be on the actions taken by the corporate leadership as a reaction to technological innovation in the marketplace.

For the purpose of assurance of learning, one score will be given, based on the student's analysis of behavior of corporate leadership in the area of changing design processes and technology as a result of innovation in the marketplace (MBA-1M).

(B) Contextualized (Globalized) Learning Goal(s):

Upon successful completion of this course, the student will be able to:

1. Track and chart the strategic leadership process of an organization in order to ensure effective response to geopolitical events.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)):

B1. See Assurance of Learning Validation A3, score 1.

(C) Instructor Specific Learning Goal(s) (Optional):

None

Assurance of Learning Validation (In support of the Instructor Specific Learning Goal(s)):

None

6. Teaching and Learning Methodology

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign³. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty⁴. Teaching and learning strategies are also externally referenced systematically

³ Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

⁴ E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

(e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MGMT650), four (4) prioritized teaching and learning strategies focus on:

1. innovative and creative thinking;
2. critical analysis of their work;
3. independent learning; and
4. integrating principles of ethics/social responsibility.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The instructor was responsive to student questions.
8. The instructor was available for course related consultation and advice.
9. The instructor graded and returned student work and exams promptly.
10. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
18. The instructor was responsive to student needs and concerns.
21. The instructor assigned challenging course work.

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- 22. The instructor provided helpful, constructive feedback on assignments and course work.
- 23. The instructor acknowledged cultural differences and diversity among students.
- 24. The instructor helped me understand the subject matter.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach⁵. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others⁶.

This course is conducted mainly through teamwork and will reflect the willingness of the individuals to put in the necessary time and effort to produce worthwhile results in learning and in the *students' own portfolios*. Classes are not meant to be communication channels of information from the professor to the student. In this capstone class, the students are expected to read and study the information before coming to class so that valuable contact hours can be used for group work, presentations, and discussions of the analyses done. The professor will not be delivering lectures as might be true of a recitation session. Students are to attend every class and participate in what is going on and making meaningful contributions. Students will be penalized for absence. If you cannot attend a class, discuss the reason with your instructor and how you might make up for the missed time through an extra assignment, etc. The instructor reserves the right to call on any student to respond intelligently on the readings that were assigned or the analyses that were to have been done for a particular session. Failure to respond in an appropriate manner in repeated instances, or repeated absences may result in your being forced to withdraw from the class with a grade of W-F (Withdrawn under failing conditions).

For certain modules, students will be asked to turn in individual papers. However, this is not meant to shut off group work in analysis, research, data mining, mentoring, or obtaining assistance where materials are unclear. When individual papers must be submitted, this means that after all the group work has been completed, each student then goes off and independently writes his or her own paper and submits it under his or her name. After the paper is written, each student is then honor bound not to show it to

⁵ See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf on February 22, 2010.

⁶ Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

anyone, not to reword it for someone else, not to give anyone else the answers. Collaboration, sharing, and tutoring ends when the individual papers are formulated on the computer for submission. This also means that if any analysis involves the use of a piece of software, the individual who needs help may seek it from any other student willing to give it, but only on how to use the software. The help should not go into giving the learner the “answers” or the performance of what the learners should be doing themselves. Any student who builds a spreadsheet or analysis that is then given out to other students, even if it is cosmetically changed, is committing a dishonorable act equivalent to plagiarism.

7. Required Resource(s)

Ketchen, D. and Short, J. (2011). *Mastering Strategic Management*. Flatworld Knowledge. ISBN: 978-1-4533-3238-2. Students may order the text through www.flatworldknowledge.com. The “Digital All Access Pass” is recommended.)

(Students should refer to the required resources used in their marketing, finance, and operations courses.)

8. Reference Resource(s)

Varbanova, L. (2012). *Strategic Management in the Arts*. Taylor & Francis. ISBN (ebook): 978-0-203-11717-0. ISBN (paperback): 978-0-415-53003-3.

Beerel, A. (2009). *Leadership and Change Management*. Sage Publications. ISBN 978-1-84787-341-5.

Boal, Kimberly B. and Hooijber, Robert, “Strategic Leadership Research: Moving On,” *The Leadership Quarterly*, Winter 2000, Volume 11, Issue 4, Pages 515-549

Clark, Ed and Soulsby, Anna, “Understanding Top Management and Organizational Change Through Demographic and Processual Analysis,” *Journal of Management Studies*, Vol. 44, Issue 6, pp. 932-954, September 2007

Day, George S. and Shoemaker, Paul J., “Are You a Vigilant Leader?,” *MIT Sloan Management Review*, Vol. 49, No. 3, Spring 20008.

Freedman, M. (2003). *The Art and Discipline of Strategic Leadership*. McGraw Hill. ISBN: 0-07-144121-2.

Goleman, “What Makes a Leader,” *Harvard Business Review* 1998

Hayek, “The Use of Knowledge in Society,” *Economica* 1945

Ireland, R. Duane and Hitt, Michael A., “Achieving and Maintaining Strategic Competitiveness in the 21st Century: The Role of Strategic Leadership,” *Academy of Management Executive*, 1999, Vol. 13, No. 1, p. 43 ff.

Mizruchi & Stearns, “Getting Deals Done: the Use of Social Networks in Bank Decision-making,” *American Sociological Review*, 2001

Psadallah, “How to Write a Strategic Plan: A Simple Outline,” BNet, February 26, 2008, www.associatedcontent.com

- Quist, Allen H., "A Credible Leader for Turbulent Times: Examining the Qualities Necessary for Leading into the Future," *Journal of Strategic Leadership*, Vol. 2 Issue 1, 2009, pp. 1-12
- Rowe, W. Glenn, "Creating Wealth in Organizations: The Role of Strategic Leadership," *The Academy of Management Executive*, Feb., 2001, pp. 81-94 Stable URL: <http://www.jstor.org/stable/4165712>
- Sonnenfeld, Jeffrey, "What Makes Great Boards Great," *Harvard Business Review*, September 2002, p. 106 ff.
- Sonnenfeld & Ward, "Firing Back: How Great Leaders Rebound After Career Disasters," *Harvard Business Review* 2007
- Vera, Dusya and Crossan, Mary, "Strategic Leadership and Organizational Learning, *Academy of Management Review*, 2004, Vol. 29, No. 2, p. 222 ff.
- Zaleznik, "Managers and Leaders: Are They Different?" *Harvard Business Review*, 1997.

9. Assessment Methodology and Grading Guidelines

Instrument	Points (i.e. weights)
Team Case Study (see A1)	30 points
Global Financial Crisis Research Paper (see A2)	10 points
Geo-Political Environment Research Paper (see A3)	10 points
Technological Environment Paper (see A4)	10 points
Classroom examination(s)	30 points
ETS Major Field Test for the MBA	10 points
TOTAL	100 points

10. Grading Guidelines: The final grade for the course will be calculated using the relevant grading scale:

N/A

11. Attendance Policy: Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

12. Deductions for Late Arrival, Early Departure, and Unexcused Absences:

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13. Policy for Make-Up Assignments or Quizzes:

14. Classroom Behavior: Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of their classroom or laboratory, including teaching and research.

15. Students with Physical or Educational Challenges:

- It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.
- The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.
- Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

16. Academic Integrity:

- Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.
- Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses,

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tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>.

17. 15 Week Topical Class Schedule and Course Detail

Week	Topic	Reading; Homework
Wk 1	Defining Strategic Leadership and Team Formation	Ch. 1
Wk 2	Leading Strategically	Ch. 2
Wk 3	Evaluating the External Environment	Ch. 3
Wk 4	Managing Firm Resources	Ch. 4
Wk 5	Selecting and Supporting Business-Level Strategies	Chs. 5 & 6
Wk 6	Discussion of Team Case Study Progress and Assignment of Research Papers (A2, A3 and A4)	
Wk 7	Competing in International Markets	Ch. 7
Wk 8	Midterm evaluation and examination	
Wk 9	Selecting Corporate-Level Strategies	Ch. 8; Research paper due (A2)
Wk 10	Executing Strategy Through Organizational Design	Ch. 9
Wk 11	Leading an Ethical Organization	Ch. 10; Research paper due (A3)
Wk 12	Impact of Functional Areas on Corporate Performance	Instructor Handouts
Wk 13	ETS Major Field Test for the MBA	Research paper due (A4)
Wk 14	Team Presentations	
Wk 15	Final Examination	

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18. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at www.nyit.edu/library. The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.