



**MGTL 600 – Business Strategy and Decision-Making**  
Graduate Term 7, September 12 – October 22, 2022

**COURSE INFORMATION**

- Course section number: MGTL 600
- September 12 – October 22, 2022
- Online Instructional Method, 3 credit hours
- Live video classroom 7:00-9:00pm EASTERN TIME on Tuesday 9/20, 10/4, and 10/18

**INSTRUCTOR INFORMATION**

- Dr. Robert Bisking (Dr. B)
- Email: [rbisking@coker.edu](mailto:rbisking@coker.edu) (*the best way to contact me*)
- Cell Phone: (210) 872-1735 (call or text)
- Office Hours: I am happy to meet with you via video chat or phone call. Simply email me to schedule a meeting time that works for both of us.

**COURSE DESCRIPTION**

An analysis of how firms create and capture value, how industry structure affects firms' abilities to create and capture value, how firms can develop a competitive advantage, and the ability to systematically outperform their competitors. The course emphasizes both recognizing the tradeoffs that are inherent in strategy decisions and understanding how those trade-offs play out in different economic contexts. Develop and refine your strategic decision-making skills as an individual and in working with a management team. Learn key decision-making concepts and processes necessary for developing and implementing long-term strategies that create a competitive advantage for your organization. Understand factors that impact individual and group decision-making processes as well as tools and techniques to improve strategic decision making. Learn how to avoid common decision-making errors and blunders that lead to failure in the competitive marketplace.

**VISION OF THE UNIVERSITY**

Inspiring lifelong passion for learning.

**MISSION OF THE UNIVERSITY**

Coker University is a student-centered, comprehensive university. It is dedicated to providing every student enrolled in the Day Program and in the Adult Degree Program an academic curriculum based upon a uniformly excellent liberal arts core that enhances the structured development of key personal skills. The University's goal is to graduate students with the ability to think analytically and creatively, and to write and speak effectively. Experiences both in and out of the classroom are focused on active student involvement and the practical

application of academic knowledge that lead to lifelong learning. Coker measures its success by the personal and professional accomplishments enjoyed by all members of the academic community.

## **MISSION OF THE DEPARTMENT**

The mission of the School of Business is to provide an academically challenging learning experience that develops communication and critical thinking skills in all areas of business administration.

## COURSE OBJECTIVES / LEARNING OUTCOMES

- Describe the concepts of strategic management and strategic competitiveness;
- Solve strategic leadership challenges by using case studies;
- Analyze the internal and external environments of organizations;
- Evaluate a firm's business-level and corporate-level strategies;
- Critique strategic leadership decisions.

## COURSE FORMAT

We will have a blend of discussion board posts, written assignments, team presentations, and live classroom discussions. My intention is to provide a highly collaborative, interactive learning environment in which you learn just as much from your classmates as the reading materials and instructor.

## REQUIRED READING MATERIALS

### 1. Course Textbook:

Hitt, M.; Ireland, R.; Hoskisson, Robert E. *Strategic Management: Competitiveness News and Globalization, Concepts and Cases*, 13th edition.  
Mason, OH: South-Western.

*For this course, we will be using the above book as an e-book via RedShelf. There is a \$48 class fee is attached to your tuition. You do have the ability to opt out once you click on the class material link and choose that you wish to purchase the book and course materials on their own. You can opt out and back in as many times as you wish. The deadline to opt out is September 15. When you opt out, the \$48 class fee is removed from your student account. If you opt back in, it is added back to your account. Here is a link for instructional Tutorial Videos for the e-Book and How to Op Out <https://solve.redshelf.com/hc/en-us/articles/360007589114-Blackboard-student-journey->*

*Some students prefer a hardcopy of the book. You can choose to purchase the book on your own. From the bookstore, the cost would be \$156.*

**NOTE: I would like to encourage all of you to use the Price Comparison Tool provided by the Coker Bookstore. It will allow you to compare the Coker Bookstore prices with those of other online vendors and choose the format and vendor that works best for you.**

If any of you have trouble accessing the textbook materials, submit a request for assistance at this link <https://solve.redshelf.com/hc/en-us/requests/new> and someone from RedShelf will quickly assist you in gaining access.

## GRADING SCALE

The final grade is based on the percentage of total points available. Final grades will not be rounded.

A	90 – 100%	Excellent	900 – 1000 pts
B	80 – 89.99%	Above Average	800 – 899.9 pts
C	70 – 79.99%	Average	700 – 799.9 pts
D	60 – 69.99%	Below Average	600 – 699.9 pts
F	0 – 59.99%	Failure	0 – 599.9 pts

## GRADING EVALUATION / POINTS AVAILABLE

Student Introduction Post	No points	0%
Case assignment initial posts (6 x 50 points each)	300 points	30%
Case response posts (6 x 20 points each)	120 points	12%
Reading Reflection Paper 1 & 2	200 points	20%
Program Evaluation Survey	50 points	5%
Final Written Assignment Paper 3	150 points	15%
Live Video Class Team Case Presentations	150 points	15%
Live Video Class Attendance and Participation	30 points	3%
<b>Semester Total</b>	<b>1000 points</b>	<b>100%</b>

## **LATE ASSIGNMENT SUBMISSION GUIDELINES**

I do accept assignments that are submitted late with the following guidelines.

### **Discussion Posts:**

- Initial response posts to DQs are accepted up until the last day of the week they are assigned. There is a 10% penalty for each day late.
- Any initial response posts or responses made to classmates (or me) made after the week has ended are not accepted and receive a grade of zero.

### **Written Assignments:**

- The two Reflection Paper written assignments are accepted up to one week late. There is a 10% deduction for each day they are late. These written assignments submitted more than one week after the deadline receive a grade of zero.
- The Final Paper is due on the last day of class. Any Final Papers submitted after the last day of class will receive a grade of zero.

### **Program Evaluation Survey:**

This assignment is due by the last day of class. Survey responses made after the last day of class will receive a grade of zero.

Based on extenuating circumstances, I reserve the right to adjust these guidelines. Students with extenuating circumstances may be required to provide documentation verifying the reasons for requesting leniency/extensions.

If you have any questions, please contact me.

## **STUDENT INTRODUCTION POST (0 points)**

- Since you have done this in other courses, no points are associated with this assignment. However, just in case we have 1) new students added to the cohort, 2) someone was moved from one section to another, 3) some of you have changed jobs or had other exciting news happen since the last class(es), or 4) some of you may have forgotten details about your classmates, we are going to complete an introduction again.
- Your first assignment for the course is to talk about yourself! To get to know everyone a little better, add a post to the Student Introductions discussion board that tells us (a) who you are (preferred name, things you enjoy), (b) where you live, (c) your professional and educational background, and (d) your favorite food.
- Optional: Attach a photo
- This post is due by 11:59pm ET on the third day of class, Wednesday 9/14.

## **CASE INITIAL RESPONSE POSTS (300 points)**

- **All six cases are located in back of the Hitt, et al textbook.**
- During weeks 1, 3, and 5, you will read/analyze the assigned case studies and respond to case questions on the discussion board. The overall goals of the case assignment posts are to:
  - Expose you to difficult leadership situations and decisions
  - Give you experience analyzing issues and articulating your views
  - Create a collaborative learning environment in which you reflect on and exchange ideas with your classmates

- Check out the Case Analysis Tutorial on Blackboard to learn how to identify the core problems in a case, analyze the critical issues, implement action planning, and recommend potential solutions.

Order	Initial Case Assignment Post	Due Date
Case 1	Publix Supermarkets, Inc.	Thurs - 9/15
Case 2	An Examination of the Long-Term Healthcare Industry in the USA	Thurs - 9/15
Case 3	Pacific Drilling: The Preferred Offshore Driller	Thurs - 9/29
Case 4	Pfizer	Thurs - 9/29
Case 5	Alphabet Inc.: Reorganizing Google	Thurs - 10/13
Case 6	The Trivago Way – Growing Without Growing Up	Thurs - 10/13

- For each case:
  1. There is a list of questions provided for each case. It is recommended that you review this list of questions prior to reading the case. This will provide some insights and background as you read the case.
  2. Read the case in a careful and thoughtful manner. Take notes on the key concerns, decisions, problems, and/or challenges that are presented along the way.
  3. Take note of the key qualitative and quantitative data provided in the body of the case and corresponding exhibits/appendices.
  4. Think about possible action plans and consider a few potential recommendations.
  5. **Select one of the questions from the list provided and compose a substantive response to the selected question.**
  6. Access the case-specific discussion board and click on 'Create Thread'.
  7. Type "Question #X" in the subject field (the question that you have chosen to answer) and submit professionally written answers to both question in the message field.
  8. Your answer to each question should be 150-200 words, for a total assignment post of 400 words max. The maximum word count is a guideline; it is okay to go slightly over if needed. A thorough and complete answer is more important than exactly hitting the word count.
  9. The discussion board is not an informal chat room. Your answers should be clear, concise, persuasive, and use graduate-level language and grammar. I recommend that you carefully compose your answers in a word processing program, check them for spelling and grammatical errors, and then copy/paste them to the discussion board.
  10. Your answers should incorporate meaningful connections to supporting information in the cases and in the material covered in the corresponding textbook readings. ***The textbook is the primary source of information for this class, therefore, at a minimum, each initial response should be supported by material from the case and/or our readings in the textbook. In order to receive maximum credit, a minimum of two references are required to support initial response posts, the textbook plus one additional scholarly source.*** Be sure to include/reference the page number or exhibit number in your post if you directly refer to a quotation or figure from the case.
  11. Your initial posts to one question of your choosing for each assigned case are worth 50 points and will be graded based on the rubric provided below.
  12. We will tackle two case studies at the same time. Therefore, each student is required to post two initial response posts, one for each assigned case. These initial response posts are due by 11:59pm ET on Thursday of the assigned week. Initial

response posts will be accepted for grading until Sunday of the week they are assigned. However, initial response posts made after the Thursday deadline will incur a 10% late submission penalty for each day late.

<b>Grading Criteria</b>	<b>Exceeds Expectations 100%-90%</b>	<b>Meets Expectations 89%-80%</b>	<b>Does Not Meet Expectations 79%-0%</b>
<b>Quality of Initial Response Post</b>  <b>30 points</b>	All components of the discussion questions are fully addressed in the initial post, it is exceedingly clear that the concepts are understood. The initial post also exhibits above average analysis of the discussion questions. Initial post clearly demonstrates original thought.	All or most components of the discussion questions are addressed in initial post, it is clear that the concepts are understood. Initial post demonstrates some original thought.	Some or all of the components of the discussion questions are not addressed in the initial post and/or the initial post did not exhibit a clear understanding of the questions posed. Initial post demonstrates little, if any, original thought.
<b>References</b>  <b>10 points</b>	The initial response post is supported by information from the textbook. A minimum of two references, the textbook plus one other reference are needed to receive maximum credit.	The initial response post is supported by at least one reference.	The initial response post is not supported by at least one reference.
<b>Graduate-Level Writing</b>  <b>10 points</b>	Posts exhibit graduate-level writing, including advanced wording and sentence structure, very few or minor proofreading errors (if any), and adherence to best grammatical practices. Citations and references are accurate, correctly formatted in APA style and appropriate.	Posts exhibit graduate-level writing but have issues with wording, sentence structure, and grammar. There are noticeable proofreading errors. Citations and references are mostly accurate, appropriate and correctly formatted in APA style with only minor errors.	Posts do not exhibit graduate-level writing and include significant issues with wording, sentence structure, and grammar. There are also a significant number of proofreading errors. Citations and references are missing or have significant APA formatting errors.

## CASE CLASSMATE RESPONSE POSTS (120 points)

- After completing your initial case assignment post, you will be granted access to see classmates' answers.
- This interactive part of the course allows you to broaden your leadership and management perspectives by seeing what your fellow students think about the issue! Read your classmates' insights and recommendations to compare/contrast your analysis of the situation.

Order	Respond to Other Students' Posts	Due Date
Case 1	Publix Supermarkets, Inc.	Sun - 9/18
Case 2	An Examination of the Long-Term Healthcare Industry in the USA	Sun - 9/18
Case 3	Pacific Drilling: The Preferred Offshore Driller	Sun - 10/2
Case 4	Pfizer	Sun - 10/2
Case 4	Alphabet Inc.: Reorganizing Google	Sun - 10/16
Case 5	The Trivago Way – Growing Without Growing Up	Sun - 10/16

- For each case:
  1. After reviewing others' answers, choose at least one student to respond to in a substantive way. **Post at least one substantive response to a classmate for each case.** For example, add a meaningful comment/question (at least three sentences) to another student's post for Case 1. Do the same for Case 2, etc.
  2. Answer in a professional and sophisticated manner, but also be open and honest.
  3. Conversational responses such as "Great idea!", "I am going to try this at work.", "Thanks for sharing." do not count as substantive and will receive low scores on the corresponding grading rubric.
  4. Examples of substantive responses include:
    - Asking thought-provoking questions that spur additional dialogue
    - Raising alternative viewpoints or explanations that stimulate thinking
    - Making explicit connections between the course readings and classmates' experiences
    - Suggesting resources or ideas that may help others enhance their learning
    - Seeking deeper insights or clarifications from your classmates
    - Encouraging others to ask and address questions
    - Sharing a personal or professional story that enhances the discussion
    - Sharing creative or innovative approaches to common problems
  5. We will tackle two case studies at the same time. For example, a total of two response posts (One for Case 1 and one for Case 2) are due by 11:59pm ET no later than Sunday of the assigned Week.
  6. These response posts WILL NOT be accepted late. Response posts made after Sunday midnight of the week they are due will receive a grade of zero.
  7. The primary goal of the discussion board is regular interaction among classmates. You will learn a lot from others' posts and the resulting dialogue. Make an effort to engage with your classmates throughout the entire course instead of adding initial assignment posts and follow-up responses at the exact same time or right before deadlines with otherwise limited interaction.
  8. Your two response posts to classmates are worth 20 points each and will be graded based on the rubric provided below.



<b>Grading Criteria</b>	<b>Exceeds Expectations 100%-90%</b>	<b>Meets Expectations 89%-80%</b>	<b>Does Not Meet Expectations 79%-0%</b>
<b>Quality of Response Posts</b>  <b>15 points</b>	The responses meet or exceed posting requirements. The responses are substantive and clearly build upon, refute, or respond to multiple points from the original posts.	The responses meet the posting requirements. The responses are substantive and build upon, refute, or respond to at least one point from the original posts.	Fewer than two responses are posted, or the responses are brief and do not build upon, refute, or respond to any points from the original posts.
<b>Graduate-Level Writing</b>  <b>5 points</b>	Posts exhibit graduate-level writing, including advanced wording and sentence structure, very few or minor proofreading errors (if any), and adherence to best grammatical practices. Citations and references are accurate, correctly formatted in APA style and appropriate.	Posts exhibit graduate-level writing but have issues with wording, sentence structure, and grammar. There are noticeable proofreading errors. Citations and references are mostly accurate, appropriate and correctly formatted in APA style with only minor errors.	Posts do not exhibit graduate-level writing and include significant issues with wording, sentence structure, and grammar. There are also a significant number of proofreading errors. Citations and references are missing or have significant APA formatting errors.

### **TEAM MEETINGS WITH INSTRUCTOR (No points)**

In order to help each team prepare for the Live Video Presentations, the instructor will initiate a Blackboard Collaborate Ultra meeting with each team before the Tuesday Presentations. Below is the schedule for the Team Meetings. Be sure to log-in to the class and access the Blackboard Collaborate Ultra scheduled Team Meeting at least five minutes before the date/time listed below. These meetings should only take about 15-20 minutes. The goal is to answer any questions each team may have about the case and/or the presentation.

<b>TEAM</b>	<b>DATE &amp; TIME</b>
1	Saturday, September 17 – 2:00 p.m. (ET)
2	Saturday, October 1 – 2:00 p.m. (ET)
3	Saturday, October 15 – 2:00 p.m. (ET)

### **LIVE VIDEO CLASS TEAM CASE PRESENTATIONS (150 points)**

- The live video classes in weeks 2, 4, and 6 will allow assigned case teams to present their findings and generate discussion with their classmates. The overall goals of the team case analysis and presentation are to:
  - Provide practical experience collaborating, making decisions, and presenting your results as a team
  - Dig deeper into critical case issues and make connections to global issues in management
  - Maximize shared learning opportunities by comparing/contrasting your recommendations with those of your classmates
- Team members and case studies were randomly assigned as follows:

Team	Team Members	Presentation
Case 2	Marvin Bell, Kimberly Johnson, Kaneshia Sellers	Tues - 9/20
Case 4	Charles Bushovisky, Stephanie Washington-Julious	Tues - 10/4
Case 6	Berri Outlaw, Sheila Rogers	Tues - 10/18

- **WHAT YOU NEED TO DO**
  1. Each team member will select one question from your assigned case (no duplicates) to perform an in-depth analysis of the issue at hand. You are encouraged to share ideas/discuss each member's case question with your teammates, but each member will individually present his or her results.
  2. Each team member will prepare a 10-15 minute professional presentation (PPT or similar) to share your individual analysis of the case question. This individual portion is worth 75 points of the grade.
  3. A team-based assessment makes up the remaining 75 points of the grade. Teammates will collaboratively prepare a 20-minute professional presentation (PPT or similar) that engages classmates in a rich discussion of the case (perhaps two or three main issues) and provides overarching conclusions for real-world leadership applications.
  4. Combine the individual-based and team-based slides into one master file, access the team presentation discussion board, and attach the file **by 4:00 pm ET on Tuesday the day of the class.**
  5. Presentation format: 10-15 uninterrupted minutes for Individual A, same for Individual B, same for Individual C, immediately followed by a 20-minute discussion with classmates (facilitated by the assigned team).
  6. We will tackle two case studies during each live video class. Non-presenting students should be active participants during the collective team portions given the attendance/discussion points allocated for each class.
  7. The team case analysis and presentation are worth a total of 150 points and will be graded based on the rubric provided below. You can also view the complete rubric in the gradebook.

Grading Scale: Excellent 135-150 Good 120-134.9 Average 105-119.9 Fair 90-104.9 Poor 0-89.9	
<b>INDIVIDUAL ASSESSMENT – 75 POINTS</b>	
0-30 pts	Original insights from your point of view (e.g., identify problems, analyze issues, recommend solutions)
0-30 pts	Assertions backed by supporting evidence from the case

0-15 pts	Engaging, enthusiastic, and professional delivery style
<b>TEAM ASSESSMENT – 75 POINTS</b>	
0-30 pts	Team effectively engaged classmates in a rich discussion of the issues
0-30 pts	Team provided overarching conclusions for real-world leadership applications
0-15 pts	Team demonstrated strong collaboration and preparation
	<b>TOTAL OUT OF 150 POINTS</b>

### **LIVE VIDEO CLASS ATTENDANCE & DISCUSSION (30 points)**

- To facilitate Coker's round table learning experience, this course will have three synchronous (live) video classes. We will meet virtually **7:00-9:00 p.m. EASTERN TIME** on the following Tuesday evenings:
  - September 20
  - October 4
  - October 18
- Attendance is required for the three video classes. Each class session is worth 10 points as follows:
  - 0 points Absent
  - 1-2 points Partial attendance
  - 3-5 points Attended the entire class session, had little meaningful contribution to the discussions
  - 6-10 points Attended the entire class session, was engaged and added meaningful contributions to the discussions
- Please reserve these times on your schedules and make the necessary arrangements for this virtual participation (e.g., computer with video cam, reliable Internet connection).
- We will sign into Blackboard Collaborate Ultra during these class sessions for team presentations and live discussion of the case studies.
- In addition to attending class, you should be fully prepared for class discussion by completing all readings and assignments by the dates listed in the course schedule.
- Engagement and active participation are expected of leaders in the business field as well as this class, regardless of your experience, personality, or style. A high level of participation means that you are well-prepared, add value to class discussions, listen carefully to others' contributions, and ask appropriate questions.
- While class attendance is an important and required component of this course, I understand that working professionals must balance school, work, and community obligations. If you have a previously scheduled commitment of critical importance that creates an attendance conflict, contact me early in the semester to discuss the circumstances. I will consider offering an extra assignment to make up a portion of the 10 points missed. This arrangement is an uncommon back-up plan, and I reserve the right to require documentation that substantiates a legitimate reason for missing class.

## READING REFLECTION ASSIGNMENTS (200 points)

- During weeks 2 and 4, you will read/reflect on the assigned chapters from the Hitt, et al textbook for those respective weeks and submit written assignments. The overall goals of the reading reflection assignments are to:
  - Demonstrate an understanding strategic management and leadership issues
  - Reflect on how these new ideas come into play in your professional and personal lives
  - Add depth to your understanding of management and leadership concepts, theories, strategies and issues
- You will submit the reflection assignments on a discussion board, which will enhance our collective learning community by sharing ideas and experiences with each other. Reflection Paper 1 & 2 are worth 100 points each.

Reading Reflections	Strategic Management: Competitiveness & Globalization	Due Date
Paper 1 (100 points)	Chapters 1-6	Sun – 9/25
Paper 2 (100 points)	Chapters 7-13	Sun - 10/9

- For each reading reflection assignment:
  - Read and/or review the assigned chapters in the text. Also, be sure to review the rubric that will be used for the reflection papers.
  - Write a reading reflection paper (3-5 pages for the body of the paper, double-spaced) that addresses the following two areas:
    - First select three key concepts from the assigned chapters that you plan to retain and apply now or at some point in your career
    - Second explain how you can apply each of these three concepts to your current workplace challenges/responsibilities or other career goals.
  - Keep the structure simple by using the following five sections in your paper.**
    - Introduction
    - “Concept One”
    - “Concept Two”
    - “Concept Three”
    - Conclusion(s)
  - Your paper should also include a Cover Page with your paper that includes: 1) Title, 2) Course Number, 3) Your Name, 4) Date and a Reference Page. **(NOTE: Page count does not include these two pages.)**
  - The primary goal of writing a reading reflection paper is to respond to new information by reflecting on new ideas and learning takeaways and then making connections to how they can be applied in your current (or future) environment/career.
  - Your writing should be professional, in the first-person, organized, and easy to follow.
  - Consider confidentiality of others by changing names/identifying factors, if necessary.
  - Each reflection paper should be supported by material from at least two sources. One source must be the textbook. Be sure to provide proper citations in the body of the paper for information you use from a source. All citations must be accompanied with a complete reference of the source at the end of the paper. For more specific details on the mechanics of citations and references, go to the Purdue Writing Lab at <https://owl.english.purdue.edu/owl/resource/560/01/>

9. Use a word processing program and save the document as a Microsoft Word file (\*.docx) for final submission. Use the following format for naming your file "yourfirstnamelastname.docx"
10. Access the appropriate assignment discussion board, click on 'Create Thread', and attach the Word file.
11. Reflection Paper assignments will be accepted up to one week after the posted deadline. There will be a 10-point deduction for each day late.
12. For additional information on reflective writing, visit <https://student.unsw.edu.au/reflective-writing> and <https://student.unsw.edu.au/how-do-i-write-reflectively>

### Rubric for Reading Reflection Papers:

<b>Grading Criteria (100 Points)</b>	<b>Exceeds Expectations 100 – 90%</b>	<b>Meets Expectations 89 – 80%</b>	<b>Does Not Meet Expectations 79 – 0%</b>
<b>Student discussed 3 key concepts from the assigned Chapters (0-30)</b>	Student clearly identified at least three key concepts from the assigned Chapters that were meaningful to them.	Student identified two or three key concepts from the assigned Chapters that were meaningful to them.	Student identified less than two concepts from the assigned Chapters that were meaningful to them.
<b>Student explained how they may apply the concepts (0-40)</b>	Student clearly explained how each of the concepts can or will be applied to their current workplace or other career goals.	Student clearly explained how most of the concepts can or will be applied to their current workplace or other career goals. Some of the explanations were somewhat brief and/or general.	Student did not clearly explain how each of the concepts can or will be applied to their current workplace or other career goals. Some or all of the explanations were somewhat brief and/or general.
<b>Student used at least two sources/references to support their work. (One of the references must be material from the textbook.) (0-15)</b>	Clear evidence of research to support original content of the paper. A minimum of two scholarly references/sources were used to support student's work. One of the two references must be the textbook.	Clear evidence of research to support original content of the paper. At least one scholarly references/sources was used to support student's work.	Little evidence of research to support original content of the paper. No scholarly references/sources were used to support student's work.

<b>Graduate-Level Writing (0-15)</b>	Few, if any, grammatical, typographical, or spelling errors were present. Excellent sentence structure, flow and organization. APA Format applied correctly with no errors. In-text citations match references, citations formatted correctly, complete references provided.	Some grammatical, typographical, or spelling errors were present. Very good sentence structure, flow and organization. APA Format applied correctly with minor errors. A few errors with in-text citations and/or complete references.	Numerous grammatical, typographical, or spelling errors were present. Poor sentence structure, flow and/or organization. APA Format of citations and complete references not applied or had multiple errors.
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### FINAL WRITTEN ASSIGNMENT – PAPER #3 (150 points)

- During week 6, you will reflect on the course work, readings and research you have done throughout the program on the concepts of Leadership and Management and submit a final written assignment. The overall goals of this assignment are to:
  - Demonstrate an understanding leadership and management
  - Describe the similarities and differences between leaders and managers
  - Explain the characteristics of an effective leader and an effective manager
- You will submit this assignment on a discussion board, which will enhance our collective learning community by sharing your thoughts and reflection on these two core concepts of the MSML program with each other. This paper is worth 150 points.

<b>Final Written Reflection Assignment</b>		<b>Due Date</b>
Paper 3 (150 points)	Case studies from all 10 courses	Sat - 10/22

- For this assignment, you will provide substantive responses to each of the following questions:
  - Consider all of the case studies that were included throughout the 10 courses in the MSML program. Draw on your knowledge and learning outcomes from **three specific cases** to discuss characteristics and/or behaviors of **effective management** (2-3 double-spaced pages).
  - Consider all of the case studies that were included throughout the 10 courses in the MSML program. Draw on your knowledge and learning outcomes from **three specific cases** to discuss characteristics and/or behaviors of **effective leadership** (2-3 double-spaced pages).
  - Discuss the major distinctions/differences between managers and leaders (2-3 double-spaced pages).
  - Consider three primary takeaways you have learned throughout the MSML program. Discuss how you can apply each takeaway to your current workplace challenges/responsibilities or other career goals (2-3 double-spaced pages).
- Your writing should be professional, in the first-person, organized, and easy to follow.
- Consider confidentiality of others by changing names/identifying factors, if necessary.

- **Your responses to questions 1 & 2 above should each be supported by a minimum of three sources. They do not have to be three different sources for each topic. You could use the same three cases for each topic. Your responses to questions 3 & 4 should each be supported by a minimum of two sources.** Be sure to provide proper citations in the body of the paper for information you use from a source. All citations must be accompanied with a complete reference of the source at the end of the paper. For more specific details on the mechanics of citations and references, go to the Purdue Writing Lab at <https://owl.english.purdue.edu/owl/resource/560/01/>
- Use a word processing program and save the document as a Microsoft Word file (\*.docx) for final submission. Use the following format for naming your file  
"yourfirstnamelastname.docx"
- Access the appropriate assignment discussion board, click on 'Create Thread', and attach the Word file.
- This assignment is due Saturday, October 22. Assignments submitted after this date will receive a grade of zero.

**Rubric for Final Written Assignment: (You can view the complete rubric in the gradebook)**

Point Values	Criteria
0-30	Characteristics and/or behaviors of <b>effective management</b> from three case studies from the MSML program
0-30	Characteristics and/or behaviors of <b>effective leadership</b> from three case studies from the MSML program
0-30	Distinctions/differences between managers and leaders (supported by a minimum of two references)
0-30	Discussed three primary/important takeaways from the MSML program and how they relate to the student's workplace and/or career (supported by a minimum of two references)
0-30	Graduate-level writing proficiency (grammar, spelling, organization, etc.)
<b>0-150</b>	<b>Assignment Total</b>

#### **PROGRAM EVALUATION SURVEY (50 points)**

- The School of Business at Coker University values ongoing feedback and suggestions from the numerous stakeholder groups that we are fortunate to interact with throughout the academic year. Hearing directly from our students allows us to focus on continuous improvement as we strive to offer maximum value through our priorities of teaching and learning.
- To support this effort, you will complete an online 'exit survey' that will capture quantitative and qualitative feedback regarding your overall experience with the Master of Science in Management and Leadership program. **Your instructor will post an announcement in Week 5 that will include a link to the survey. Simply click on the link and complete the survey.**
- The business school dean will use the combined feedback at an aggregate level to consider the overall effectiveness (strengths, improvement areas, helpful changes) of the MSML program and for ongoing program assessment guidelines from the Southern Association of Universities and Schools Commission on Universities.



Because we value your honest feedback, this assignment will have a simple completion grade tied to it. You will earn 50 points for the completing the entire survey by the assigned due date. If you choose not to complete the survey, you will receive zero points toward your final course grade. Thank you for your feedback!

**The instructor reserves the right to modify this schedule. Any changes will be announced and posted to Blackboard.**

Please note: All times/deadlines listed for this course are **EASTERN TIME**

Week	Assignments	Due Date
1	Student Introduction Post	Wed – 9/14
	Case 1 & 2 Initial Response Posts	Thurs – 9/15
	Case 1 & 2 Response posts to classmates	Sun – 9/18
	Blackboard Collaborate Ultra Team Meetings with Instructor for Team 1	Sat – 9/17
	Read Chapters 1-6	
2	Live Video Class Meeting (Case 1 & 2 Presentations) Begins 7:00 p.m. EST	Tues – 9/20
	Reading Reflection Paper 1 (Chapter 1-6)	Sun – 9/25
3	Case 3 & 4 Initial Response Posts	Thurs – 9/29
	Case 3 & 4 Response posts to classmates	Sun – 10/2
	Blackboard Collaborate Ultra Team Meetings with Instructor for Teams 2	Sat – 10/1
	Read Chapters 7-13	
4	Live Video Class Meeting (Case 3 & 4 Presentations) Begins 7:00 p.m. EST	Tues – 10/4
	Reading Reflection Paper 2 (Chapter 7-13)	Sun – 10/9
5	Case 5 Initial Response Posts	Thurs – 10/13
	Case 5 Response posts to classmates	Sun – 10/16
	Blackboard Collaborate Ultra Team Meeting with Instructor for Teams 5	Sat – 10/15
	No specific reading requirements	
6	Live Video Class Meeting (Case 5 Presentations) Begins 7:00 p.m. EST	Tues – 10/18
	Paper 3 – Leadership versus Management	Sat – 10/22
	Program Evaluation Survey	Sat – 10/22



## **ADDITIONAL RESOURCES AND UNIVERSITY POLICIES**

### **Academic Catalog**

Access <https://coker.edu/academic-programs> and select Academic Catalog.

### **Student Resources**

Access <https://coker.edu/student-experience/campus-life/locations/student-center> to find additional information pertaining to the student handbook, library resources, tutoring, Writer's Studio, Quantitative Literacy Center, Learning Support Services, and much more.

### **Academic Expectations**

Intellectual honesty and integrity are the cornerstones of Coker University's educational mission. Student academic work is expected to represent unquestionably the student's own thoughts and words. Students must thoroughly and appropriately acknowledge sources for words or ideas that have been generated by others. It is each student's responsibility to be familiar with appropriate citation techniques and to acknowledge the intellectual and creative contributions of others in all academic work done at the University.

### **Definition of Academic Dishonesty**

Academic dishonesty includes cheating, plagiarism, or failing to appropriately cite sources. Any form of academic dishonesty is wholly incompatible with the Coker University Student Covenant, the Mission of the University, and generally understood standards of ethical academic behavior. Academic dishonesty is among the most serious of violations that might be committed at the University; for that reason, penalties for academic dishonesty may include:

- penalties assessed to the assignment, or
- penalties assessed to the course grade, or
- suspension or expulsion from the University.

In cases of academic dishonesty, the instructor may elect to take direct action or refer the matter to the Office of the Provost to arrange review by an academic hearing panel composed of members serving on the Student Development Committee of the Faculty Senate. Should an instructor choose to take direct action, he/she should inform both the student and the Office of the Provost. The Office of the Provost maintains a record of all reported academic dishonesty cases and multiple offenses may result in additional penalties. A student who believes a penalty has been unduly or unfairly assessed may appeal by way of the grade appeal process.

### **Disability Services**

Reasonable accommodations will be provided for qualified students with disabilities. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through Robin Richardson (Learning Support Services; 383-8021) during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. The student is responsible for contacting Robin Richardson.

### **Go Figure! Connect With Numbers Quality Enhancement Plan**

The Quantitative Literacy quality enhancement plan seeks to develop quantitatively literate students and create a campus culture of cross-disciplinary scholarship where mathematics and numerical reasoning are widely used tools for investigation and problem solving. Coker University students will improve their mathematical proficiency and will understand the application of quantitative reasoning within their major programs.

## Proper Communication Channels for Student Concerns

The Department of Business Administration is aware, and sensitive to the fact, that some students have concerns about their classes that extend beyond the traditional challenges they face. This guideline addresses student involvement in their education and provides the procedure for communicating those concerns through proper channels. The first channel of communication is through the professor of the class. Students are expected to arrange to speak with their professor to express their concerns, to more fully understand course requirements, and/or to seek clarification of a matter.

Should this avenue not provide the student with necessary guidance, the student should arrange to speak and/or meet with the Department Chair of Business Administration. The Chair normally will be well acquainted with the student's professor and the unique circumstances. If there are matters the student believes are still unresolved, the student may present his/her concerns to the Chief Academic Officer & Dean of the Faculty. Listed below are the names of the appropriate contacts:

- Dr. John Williams, Interim Dean for the School of Business  
[mnorris@coker.edu](mailto:mnorris@coker.edu)  
843-383-8148
- Dr. Susan Henderson, Chief Academic Officer & Dean of the Faculty  
[shenderson@coker.edu](mailto:shenderson@coker.edu)  
843-383-8264

## Coker University Student Covenant

Coker University is a community dedicated to scholarship and community engagement. Those who join our circle of learning commit to a lifelong journey of intellectual & personal growth and service to others. Inspired by the six pillars of Davidson Hall, I agree to uphold the following tenets of the Coker University Student Covenant. I will:

- Conduct myself with INTEGRITY and be responsible for my actions and their consequences.
- RESPECT the rights, property, culture, and beliefs of others.
- Engage myself as an honorable SCHOLAR inside and outside of the classroom.
- Hold myself and others accountable for the SUSTAINABILITY of our environment.
- Offer my knowledge and creativity to SERVE my community.
- CONTRIBUTE to the wider world through a continued pursuit of knowledge.

As Davidson Hall serves as the center landmark of our campus, so shall these six tenets serve as the foundation for my actions and decisions as a member of this community. By pledging to these tenets, I obligate myself to honor the principles that define Coker University.