



School of Business and Communications

Masters of Business Administration

MBA-743

Leadership for Strategic Decision Making

Five Saturdays during the term 10/5, 10/19, 11/2, 11/16, 12/7 in Kieffer Hall - Room 9

Accelerated Fall Term 2024 (30 Sep - 9 Dec)

4 Credits Section 01-3 SSID: 80118

Instructor Information



Instructor: Brian Fila

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Virtual Office Hours: By Appointment

Class Meeting Dates: Five Saturdays - 10/5, 10/19, 11/2, 11/16, 12/7

Class Meeting Hours: 8:30 a.m. - 12:00 p.m.

Class Location: Kieffer Hall - Room 9 (Near the School of Business and Communication Office)

School of Business and Communications: Kieffer Hall, Room 12, (808)

739-8369. If you have questions regarding the MBA Program, contact your Instructor or the School of Business and Communications.

Instructor's Background: I am a small business owner focused on developing leaders worldwide and a retired United States Senior Executive Service member with 32 years of experience as a leader in the U.S. Department of Defense and the U.S. Intelligence Community. Over this time, I also completed a 30-year career in the U.S. Navy, leading in operational and intelligence-related positions, retiring at the rank of Captain (O-6). I've been practicing leadership for forty-six years, 27 of which as a teacher, coach, and practitioner. I look forward to learning with each of you as we continue to develop our competence and capacity as leaders who effectively make strategic decisions.

Communication: Please take advantage of meeting with me on the margins of class or Zoom if you have any questions or comments. In-person discussions on Zoom are more efficient and effective than email. Communicating your ideas effectively in writing is essential to your success in this seminar and your career. If you are uncertain about class expectations, please discuss them with me by phone, email, Zoom, or by appointment. You can email me at brian.fila@chaminade.edu to reserve a time to meet. I realize that many of you have full-time employment in addition to your studies. Therefore, I am available by phone between 8:00 a.m. and 8:00 p.m., seven days a week. Feel free to text. Abusing this policy will result in its termination.

My goal is to reply to all seminar participant emails and inquiries within 24 hours. Urgent requests should be made by text or phone. You should be checking your Chaminade email account regularly. Please text me if I don't respond to an email within 24 hours.

School and Department Information

School of Business and Communications

[Masters of Business Administration](#)

Office Location: Kieffer Hall, Room 12, (808) 739-8369.

If you have questions regarding the MBA Program, contact your Instructor or Dr. Eduard Merc, PhD, MBA Program Director, in the School of Business and Communications. Phone: (808) 739-8594.

Course Description and Materials

Catalog Course Description: Decision-making is a key aspect of leadership. This course helps the aspiring leader first to understand his or her own attributes and how they “fit” into an organizational team. That knowledge will be used to discern and discuss decision-making in situations of pressure and change. Students will learn the importance of vision casting, integrity, analysis, wisdom, and discernment. Students will take assessments and engage in discussion, case studies, team exercises, and reflective exercises to gain an understanding of the role of leadership in strategic decision-making. Students will learn the importance of adapting leadership and management styles to meet demands in dynamic organizations.

Course Overview: Welcome to MBA 743. We will spend the next ten weeks together learning about ourselves, the latest theories on leading as a strategic decision-maker, and mastering practical leadership and management tools that can be applied when introduced in the reading and lectures. Regardless of your interests, background, or experience, your presence in this MBA program identifies you as a leader. Our goal is for you to build on your personal experience, encouraging you to develop your knowledge, skills, and understanding of leading others to places they would likely not go if left to their own devices. This begins with you creating and demonstrating an understanding of human behavior, leadership, and organizational decision-making theories that culminate in accomplishing your organization's mission. Leading isn't necessary unless there is something to be done, a goal to be accomplished, or a task to be completed.

We will also encourage you to expand and demonstrate your understanding of who you are personally as a leader. You will be encouraged to investigate who you were made to be, shaped by life's experiences and the wisdom of others. You will be encouraged to unpack and examine your own personal theories and assumptions about people, God's purposeful design, and what it will take for you to lead people well. This facet of the course requires that you use the reading, self-assessments, and substantive reflection on your perspective of how you came to think and act the way you do.

Equipped with this knowledge and understanding, you will be encouraged to expand and demonstrate your ability to be a scholar-practitioner making strategic decisions. Using your knowledge of theory and theology, you will refine your skills at determining appropriate strategic actions consistent with sound moral character that culminate in accomplishing your organization's mission. Your success as a

strategic decision-maker will be determined by your understanding of both the physical and the metaphysical.

Our class week begins at 12:01 a.m. Monday morning of the respective week, e.g., Week 1. The class week ends at 11:59 p.m. on the following Sunday night, six days later. All of the assignments, case studies, discussion board posts, and discussion board responses are due as specified in the Course Outline in this syllabus. Extra credit assignments are due at 11:59 p.m. on Sunday of the week they are assigned. In the case of discussion board responses, these are due the week following the discussion post was assigned, i.e., you have a whole week after the discussion post is due to provide your comments.

Prerequisites: Students should have at least three years of management and supervisory experience before taking the course. They should be able to create group or team goals and demonstrate the ability to achieve those goals at the departmental level. They should have experience writing reports and delivering oral and visual presentations.

Time Allocation: The unit of semester credit is defined as university-level credit awarded for coursework completion. One credit hour reflects the amount of work represented in the intended learning outcomes and is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This class meets the national standard for a four-credit master's level seminar, requiring you to complete weekly assignments according to a defined schedule. This course is divided into specific, topic-related modules as outlined in the activities schedule below. We will spend a total of 17.5 hours across five sessions in class. This course has ten modules, and each should take approximately 16.25 hours to complete. This course time will be spent reading assigned texts, watching video presentations, reading articles from the Harvard Business Review, and providing self-reflection essays in each of the ten modules. Included in this time are two case study analysis assignments and discussions that should each take approximately 3-5 hours to complete. The total time required to complete all the course-related activities for this class is 180 hours (4 credits: 45 hours per credit = 180 hours). Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit.

This class is not about facts, definitions, or theories to memorize, regurgitate, and later forget. There are no exams in this course. Instead, please demonstrate your ideas and thinking through your oral presentations and writing. We will all learn from each other. As all of us learn at a different pace, you need to communicate to me if the class content exceeds the expectations explained above. Please feel free to contact me if you devote more than 20 hours a week to this seminar. Your active participation in case studies and discussions will become the heart of this course. This is the best way for you to become the leader you were designed to be while at the same time giving you continuing opportunities to practice both thinking and communicating as a lifelong learner and strategic decision-maker.

Required Materials: Please note – do not purchase books; they will be provided to you.

Textbooks:

1. Peter G. Northhouse, *Leadership: Theory and Practice* (Ninth Edition – 2022), Sage Publishers, 9781071834473.
2. David, Fred R., David, Forest R., David, Meredith E., *Strategic Management: Concepts and Cases, A Competitive Advantage Approach*, Seventeenth edition. Boston: Pearson, [2020]. ISBN for e-version: 9780135203736
3. Cook, T. (2021) *Lead, Develop, Care: Shaping the Different Kind of Leader*. Second Edition Charlottesville, VA: LDC Publishing.

Additional material may be included for each class on Canvas. You are to check the course website for each week and complete supplemental readings.

Canvas: Our course website in Canvas can be accessed by following this link:

<https://chaminade.instructure.com/courses/36770>

- Technical Assistance for Canvas Users: Search for help on specific topics or get tips in Canvas Students at <https://community.canvaslms.com/groups/students/pages/home>
- Live chat with Canvas Support for students can be found at: <https://cases.canvaslms.com/liveagentchat?chattype=student>
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video at the following link to get started: <https://community.canvaslms.com/docs/DOC-18585-getting-started-with-canvas-as-a-student>
- Click on “Students” role to access tutorials online tutorials at the following link: https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735- 4855

Learning Outcomes

Program Learning Outcomes:

1. An MBA student from the Executive MBA program will be skilled in core business areas as illustrated by their ability to:
 - a. Select, analyze, and evaluate financial data to inform key strategic management decisions.
 - b. Analyze and evaluate organizational human resource environments and elements in order to make leadership decisions that facilitate accomplishment of organizational objectives.
 - c. Collect, analyze, and evaluate economic data leading to optimal strategic management decisions.
 - d. Collect, analyze, and evaluate marketing information to create effective plans for value creation.
 - e. Create strategic plans by analyzing, selecting, integrating, synthesizing, and organizing information from diverse functional information sets.
2. Students will create and deliver professional reports through multiple communication modalities (written, oral, and digital).

3. Students will evaluate organizational decision-making in light of social and environmental impact, social justice, and the flourishing of society.

Course Learning Outcomes (CLOs):

1. An MBA student completing this course as part of the Executive MBA program will be skilled in strategic leadership as illustrated by their ability to:
 - f. Collect, integrate, synthesize, and express the use of leadership and human behavior theory to make strategic decisions that maximize organizational productivity in accomplishing the mission and achieving sustained competitive advantage.
 - g. Express in personal trait analyses, reflective essays, and case studies how individual strengths and opportunities for growth can be formulated, compiled, and adapted to make and implement strategic decisions that lead to sustained competitive advantage in business.
 - h. Develop and construct a working strategic decision-making model consistent with contemporary leadership, management, and organizational theory and apply such a model effectively in case study analyses across several workplace scenarios.
 - i. Formulate, structure, and compose evidenced-based essays, case study responses, environmental factor analyses, and video presentations that integrate course concepts, theories, and frameworks, communicating them verbally and in writing through informed conclusions.
 - j. Formulate, structure, and compose evidenced-based strategic-level analyses that facilitate strategic decision-making at the c-suite level of an organization.

Marianist Values:

An education in the Marianist Tradition is marked by five principles, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice, and peace.
5. Educate for adaptation and change.

Our Marianist tradition continually encourages us to develop our moral character and personal competencies. On the wall of each of our classrooms hangs a symbol of both death and life. Together, we will learn the principles of strategic decision-making, but in ways sensitive to and congruent with the example set by the finest leader ever to have walked this Earth, Jesus of Nazareth. Leading with a servant mindset, Jesus most often told us that the example of the shepherd is best to shape our thinking as we lead, develop, and care for others. Wherever you are in your spiritual journey, this class will stress service to others with a commitment to building a just and peaceful society. Pope Francis offers us these words of encouragement, “Be leaders wherever it behooves you to be. Leaders of thought, leaders of action, leaders of joy, leaders of hope, leaders of the construction of a better world.” This class will aid you in accomplishing this strategically.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice, and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes:

	CLO 1a	CLO 1b	CLO 1c	CLO 1d	CLO 1e
Marianist Values	2, 4, 5	2, 4, 5	2, 3, 4, 5	1, 2, 4, 5	2, 4, 5
PLOs	1b, 1c, 1e, 2, 3	1b, 1c, 1e, 2, 3	1b, 1c, 1e, 2, 3	1b, 1c, 1e, 2, 3	1b, 1c, 1e, 2, 3
Native Hawaiian Values	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

Course Activities

Course Requirements and Policies:

Method of Evaluation: The class is based on 1000 points distributed as follows:

Written Case Studies (two) 100 pts each	200 pts
Case Study Presentations (two) 75 pts each	150 pts
Discussion Posts (two) 50 pts each	100 pts
Discussion Post Responses (two) 50 pts each	100 pts
Think Tank Assignments (two) 100 pts each	200 pts
Class Participation (five) 25 pts each	125 pts
Final Project Video	100 pts
Course Critique	<u>25 pts</u>
	1,000 pts

Total Points: A (≥ 931), A- (930-900), B+ (899-880), B (879-830), B- (829-800), F (≤ 799).

Grades are calculated from the student’s team and individual assignments, class participation, submissions, reports, and presentations. Students are required to maintain a program GPA of at least 3.0. Students whose GPA falls below 3.0 are placed on academic probation. They have two terms to bring up their GPA, or they may face dismissal from the program.

Written Case Studies: As a part of a group, each group will post two written case study reports of about 2,000 words in length outlining their findings and recommendations.

Case Study Presentations: As a part of a group, each group will post two case study presentations using slides outlining their findings and recommendations. Each group will then present these findings to the class in a 10-minute presentation, with all group members presenting a portion of the presentation.

Discussion Posts: As a part of a group, each group will post two analysis documents of less than 2,000 words to initiate a discussion on the scenario identified.

Discussion Post Responses: Each student will post two short (50 words or less) responses to the Discussion Post scenarios. In your post, please describe why you selected the post and what was learned from the approach taken by the group. Explain how this learning relates to the course materials.

Think Tank Assignments: Each student will complete two Focus, Ask, Clarify, Engage (FACE) Tool forms in preparation for classroom Think Tank group discussions using the complex problem resolution methodology. Each student will present their FACE documents to the class and be prepared to answer in-depth questions explaining the situations and potential pathways for their resolution.

Class Participation: You are expected to do the reading and discuss it with the professor and the other students in our class. The emphasis on participation is on the consistent quality of your participation, not quantity. My goal is for you to understand this subject’s essential elements so that they will be most useful in your future professional career.

Your participation grade will be evaluated on the following scale:

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Meet Expectations
A through A- 100 - 93 points	B+ through B- 89 - 80 points	C+ through C- 79 - 70 points	D+ through F 69 - 0 points
Arrived on time and prepared, and actively participated in class discussions and activities. Contributed positively to the class community.	Arrived prepared, participated in class discussions and activities, and/or contributed positively to the class community.	Arrived prepared, participated in class discussions and activities when prompted, did not detract from class community.	Did not participate in class discussions or activities, and/or detracted from the class community.

Final Video Project: For the class's capstone, you will deliver a presentation answering a question given by the instructor. The response is in the form of a 6 to 8-minute informative video presentation. The video

must include four or more slides but must also show the student speaking to the camera, NOT using a voiceover showing only the visual support materials.

Course Policies

Attendance: Students are expected to attend all face-to-face classes. Students should notify the instructor when illness or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, texting, or calling the instructor (please leave a detailed message). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. For online portions of the class, students are expected to complete all assignments, including discussion boards and group exercises, in the timeframe prescribed. As we meet only five times as a class, unexcused absences may lead to a grade reduction for the course. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options.

Late Work: Please note that failure to complete an assignment will result in a 0 for the assignment, creating a severe penalty. It is better to turn in incomplete work than to lose all the points for a missing assignment. Final course grades will be determined based on final point totals. I strongly encourage you to submit work on time, as you will be penalized if you do not—a reduction of five points each week past the due date and time. Only in extraordinary circumstances will exceptions be considered, such as a documented medical condition, family emergency, military duty, or TDY. No work will be accepted after 11:59 p.m. on December 11, 2024. An incomplete grade will be awarded only under extreme circumstances (such as tragedy or severe illness).

Extra Credit: Extra credit assignments are included throughout the course to build your point total. Not all extra credit assignments appear in the syllabus.

Changes to the Syllabus: While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you informed of such changes, and information about such changes will be available from your instructor.

Online Harassment and Misconduct: Online postings or other electronic communication by students, including cyberbullying, cyber-stalking, cyber-harassment, etc., are prohibited. While Chaminade University may not control websites, social media, and other venues in which harassing communications can be made, when such communications are reported to the University, it will engage in various means to address and mitigate the effects. Members of the community, both students and employees, are encouraged to be good digital citizens and are to refrain from online misconduct, including but not limited to feeding anonymous gossip sites, sharing inappropriate content via social media, unwelcome sexting, revenge porn, breaches of privacy, or otherwise using the ease transmission and/or anonymity of the Internet or other technology to harm another member of the University community.

Technical Requirements: While the Chaminade University of Honolulu provides educational software (Canvas) for class use, it is your personal responsibility to ensure that you have access to a reliable

computer with an Internet connection. In addition to an Internet browser, you will need Adobe Reader and a media player software installed on your computer. If you have any technical questions or/and problems, contact helpdesk@chaminade.edu or call (808) 735-4855. Search for help using Canvas at https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#jive_content_id_Students

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Important Information

Academic Honesty: Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University. For the most up-to-date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website. Policies on Academic Integrity can be found at <https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/academic honesty>.

While the internet has made plagiarism more tempting for students, it has made it easier than ever to detect. If in doubt, always cite. If you have read more than a few sentences of an article or news item or viewed a portion of a video, add it as a reference, even if you do not cite the item in a footnote/endnote. All citations should follow APA formatting guidelines. Following this strategy demonstrates your research efforts and may aid you if there is a question of whether your paraphrasing crosses the threshold of plagiarism. “I failed to paraphrase a cited article appropriately” is always a better argument for leniency than explaining how a verbatim portion of an uncited/unreferenced article inexplicably found its way into your work.

TITLE IX – Nondiscrimination Statement: Chaminade University of Honolulu is committed to providing a learning, working, and living environment that promotes the dignity of all people, inclusivity, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy and Notice of Nondiscrimination: Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both, and contact information may be found at the Chaminade University Title IX Office (<https://chaminade.edu/compliance/contact-information/>) Contact Information and Confidential Resources website (<https://chaminade.edu/compliance/contact-information/>). On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES (<https://chaminade.edu/compliance/contact-information/>).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: (<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form (https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>.

CUH Alert Emergency Notification: To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work: With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement: Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services: Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/student-success/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Course Outline and Reading Assignments:

Please note that this is a preliminary schedule of reading assignments. The instructor reserves the right to alter the course outline and calendar as circumstances may dictate. Any changes will be announced online and by email. Students are responsible for obtaining this information.

	DATES	READING SCHEDULE & ASSIGNMENTS DUE
Week 1	30 Sep - 6 Oct	<p>Introduction to Class and Theory</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 1 (Stop before Plan of the Book), CH 8 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 1. C. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Assignment #1 (100 pts - Due 11:59 p.m. 4 Oct) 2. Keirsey Temperament Sorter (5 pts extra credit) 3. Big 5 Personality Test (5 pts extra credit)
	Classroom 5 Oct	<p>Class Session #1</p> <p>Agenda:</p> <ul style="list-style-type: none"> A. Class Introductions B. Questions on Syllabus and Process C. Week Content Review D. What Leaders Do E. Leadership for Strategic Decision Making F. Team Selection G. Environmental Analysis Exercise

Week 2	7-13 Oct	<p>What Leaders Do & What Strategic Leaders Do</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 9 (Stop before Case Studies and Self-Assessment), CH 10 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - Intro, CH 1, 2, 3, 4 C. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #1 (50 pts - Due 11:59 p.m. 13 Oct) 2. Strength, Stretch, Struggle Assessment (5 pts extra credit)
Week 3	14-20 Oct	<p>How Leaders Think & How Strategic Leaders Think</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 12 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 2. C. <i>Lead, Develop, Care</i> - CH 5, 6, 7, 8 D. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #1 Response (50 pts - Due 11:59 p.m. 20 Oct) 2. Lead Assessment (5 pts extra credit)
	Classroom 19 Oct	<p>Class Session #2</p> <p>Agenda:</p> <ul style="list-style-type: none"> A. Week 2 & 3 Content Review B. Service Profit Chain C. Strategic Thinking D. Case Study Process Review E. Case Study #1 Introduction

Week 4	21-27 Oct	<p>How Leaders Act & How Strategic Leaders Act</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 5 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 3, 6. C. <i>Lead, Develop, Care</i> - CH 9, 10, 11 D. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Develop Assessment (5 pts extra credit)
Week 5	28 Oct - 3 Nov	<p>How Leaders Influence & How Strategic Leaders Influence</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 2 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 4. C. <i>Lead, Develop, Care</i> - CH 12, 13, 14, 15 D. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Case Study #1 Written Report (100 pts - Due 11:59 p.m. 1 Nov) 2. Case Study #1 Presentation (75 pts - Due 11:59 p.m. 1 Nov) 3. Care Assessment (5 pts extra credit)
	Classroom 2 Nov	<p>Class Session #3</p> <p>Agenda:</p> <ul style="list-style-type: none"> A. Case Study #1 Presentations by Groups (75 pts) B. Case Study #1 Debrief C. Week 4 & 5 Content Review D. Strategy Gap Analysis E. FACE Exercise #1

Week 6	4-10 Nov	<p>Strategic Leadership Teams</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 16 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - CH 16 C. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #2 (50 pts - Due 11:59 p.m. 10 Nov)
Week 7	11-17 Nov	<p>Leadership Strategies for Superior Performance</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 11 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 5, 7. C. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Discussion Post #2 Response (50 pts - Due 11:59 p.m. 17 Nov) 2. Cultural Analysis Exercise (5 pts extra credit)
	Classroom 16 Nov	<p>Class Session #4</p> <p>Agenda:</p> <ul style="list-style-type: none"> A. Week 6 & 7 Content Review B. Strategy Gap Analysis C. Developmental Thinking and Coaching D. Case Study #2 Introduction E. Face Exercise #2

Week 8	18-24 Nov	<p>Life-long Leadership Development</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 3 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 9. C. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Assignment #2 (100 pts - Due 11:59 p.m. 24 Nov) 2. Development Matrix Exercise (5 pts extra credit)
Week 9	25 Nov - 1 Dec	<p>Strategic Leadership Values, Ethics, and Wisdom</p> <p>Reading:</p> <ul style="list-style-type: none"> A. <i>Leadership: Theory and Practice</i> - CH 15 (Stop before Case Studies and Self-Assessment) B. <i>Strategic Management: Concepts and Cases, A Competitive Advantage Approach</i> - CH 10. C. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Case Study #2 Written Report (100 pts - Due 11:59 p.m. 5 December) 2. Case Study #2 Presentation (75 pts - Due 11:59 p.m. 5 December) 3. Fireproofing Assessment (5 pts extra credit)
Week 10	2-8 Dec	<p>Strategic Leadership Capstone</p> <p>Reading:</p> <ul style="list-style-type: none"> A. Online Reading <p>Video:</p> <ul style="list-style-type: none"> 1) Online Videos <p>Assignments:</p> <ul style="list-style-type: none"> 1. Final Project Video (100 pts - Due 11:59 p.m. 8 Dec) 2. Course Critique (25 pts - Due 11:59 p.m. 8 Dec)

	7 Dec	<p>Class Session #5</p> <p>Agenda:</p> <ul style="list-style-type: none"> A. Case Study #2 Presentations by Groups (75 pts) B. Case Study #2 Debrief C. Week 8 & 9 Content Review D. FACE Exercise Bonus E. Class Debrief