

**GMBA 8610: Leadership Practices**  
Course Reference Number (CRN) 86307

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**Credit Hours** 3.0 credits (theme credit)

**Course Description**

The GMBA leadership theme explores the practices associated with exercising leadership, defined as “mobilizing people to meet their most significant challenges.” The intentions of the course are:

1. To give students a fundamental and practical understanding of leadership;
2. To increase significantly their capacity to sustain the demands of leadership;
3. To strengthen their ability to exercise both leadership and managerial authority, especially their interpretive and diagnostic skills and;
4. To provide students with the tools and techniques for their development as global managers and leaders.
5. To teach students their legal and ethical responsibilities as managers and leaders, especially in light of evolving global standards (e.g. United Nations Global Compact).
6. To teach students the four systems conditions for environmental sustainability and a working understanding of leadership for corporate sustainability and the responsible management of corporate stakeholders.

The course is designed for people from many backgrounds and cultures in order to aid them in leading teams, business units, and corporations, with an emphasis on global enterprise managed in ethical & environmentally sustainable ways. By studying the practice of leadership, students gain experiential knowledge of effective and ineffective practices and an understanding of the impact that individuals and groups exercising leadership can make on the performance of an organization. The theme includes activities and exercises designed to enable participants to gain greater insight into their own leadership strengths & weaknesses..

**Leadership Theme Objectives**

The Global Partners MBA leadership theme is intended to provide program participants with the capability and insight to:

1. Distinguish between effective and ineffective leadership practices across a variety of organizational settings, assessed by peer and instructor feedback, performance in simulations, and written reflection papers.
2. Determine the most effective practices when leading strategically in the upper-middle and executive levels of an organization. Assessed by performance on simulated experience and written reflection.
3. Contrast the competencies of successful and unsuccessful leadership. Assessed by competency self-assessment and written reflection.
4. Understand the individual and organizational structures of leadership development for global business. Assessed by self-applications and by written assignment.
5. Design a competency-based, leadership development plan. Assessed by written assignment.
6. Understand and articulate their leadership values. Assessed by on-line assessment and written assignment.

7. Understand the role culture and authority play in determining organizational performance and ethics. Assessed by written reflection.

### Structure and Design of the Leadership Theme

The GP MBA leadership theme consists of class sessions, small group consultation sessions, and written reflections, explained below. Topics, times, and dates of class sessions are described in the following section.

**Office Hours:** available by appointment.

### Assigned Books

Esty, Dan & Andrew Winston, *Green to Gold: How Smart Companies Use Environmental Strategy to Innovate, Create Value, and Build Competitive Advantage* (New Haven: Yale University Press, 2007). ISBN: 978-0300119978

Williams, Dean. *Real Leadership: Helping People and Organizations Face Their Toughest Challenges* (San Francisco: Berrett-Koehler, 2005). ISBN: 978-1576753439

### Books for Reference Use in Class

Eichinger, Robert & Michael Lombardo, *For Your Improvement Coaching Handbook: A Guide for Development and Coaching*, 4<sup>th</sup>. Ed. (Minneapolis, MN: Lominger, 2004). ISBN 0-9745892-3-3

### Readings

- "Becton Dickinson: Ethics and Business Practices (A)" (Harvard Business School Publishing, reprint #9-399-055).
- Eichinger, R. & M. Lombardo, "What Success Looks Like" and "The Silver Bullet," in *The Leadership Machine: Architecture to Develop Leaders for Any Future*, (Minneapolis, MN: Lominger, 2001), 17-42, 87-102.
- Elkington, John, Jed Emerson and Seb Beloe, "The Value Palette: A Tool for Full Spectrum Strategy" (*California Management Review* Winter 2006, vol. 48 No. 2)
- Fisher, B. Aubrey, *Small Group Decision Making*, 2<sup>nd</sup> Ed. (New York: McGraw Hill, 1980).
- Gustafson, James & Lowell Cooper, *The Modern Contest: A Systematic Guide to the Pattern that Connects Individual Psychotherapy, Family Therapy, Group Work, Teaching, Organizational Life, and Large-Scale Social Problems*. (New York: W.W. Norton, 1990).
- Hardin, Garrett. "The Tragedy of the Commons" *Science*, vol. 1968 (excerpts)
- Hart, S. L. and M. B. Milstein (2003). "Creating Sustainable Value." *Academy of Management Executive* 17(2): 56-69.
- Heifetz, Ronald. *Leadership Without Easy Answers* (Cambridge, MA: Harvard University Press, 1998), chs. 1-4, pp. 1-40, 49-100. ISBN: 978-0674518582

- Heifetz, Ronald & Donald Laurie, "The Work of the Leadership," *Harvard Business Review*. December, 2001. Reprint no. R0111K
- Heifetz, Ronald & Martin Linsky, "Survival Guide for Leaders," *Harvard Business Review*. June 2002. Reprint no. R0206C
- McCall, Morgan & George Hollenbeck. "Building a Global Career: The Individual's Part," ch. 9 in *Developing Global Executives: The Lessons of International Experience* (Boston: Harvard Business School Press, 2002), pp. 197-217. ISBN: 1-57851-336-7
- Hollenbeck, G. P., McCall, M. W. (2001). What makes a successful global executive. *Business Strategy Review*, 12(4), 49-56.
- Nattress, Brian & Mary Altomar. *The Natural Step for Business*. (Gabriola Island: New Society Publishers, 1994).
- Porter, Michael & Mark Kramer, "Strategy and Society," *Harvard Business Review*. Reprint no.
- Rice, A. K. "Learning for Leadership," selections from Arthur Coleman and W. Harold Bexton, eds., *Group Relations Reader* (Jupiter, FL: A.K. Rice Institute, 1975).
- Robert, Karl-Henrik, "Introducing the Natural Step Framework." (on-line video)
- Rooke, D. and W. Torbert, "Seven Transformations of Leadership," (*HBR* April 2005), reprint #R0504D.
- Shapiro, Edward R. & A. Wesley Carr, *Lost in Familiar Places* (New Haven: Yale University Press, 1991). ISBN: 0-300-05787
- Smith & Berg, *Paradoxes of Group Life* (San Francisco: Jossey-Bass, 1987).
- *Starbucks Corporation: Building a Sustainable Supply Chain* (Stanford Graduate School of Business, case # GS-54).
- Travis, Thomas. "Protect Your Brand At All Costs" and "Maintain High Ethical Standards," from *Doing Business Anywhere* (Hoboken: John Wiley & Sons, 2007).

**Outline of Class Sessions: First Atlanta Residency: Exercising Leadership**

Class # Date & Time	Topic	Reading or Assignment to Be Completed on Date/Time
#1 Oct 8 1:00–4:00	Developing Competencies for Global Leadership  3 hours	<ul style="list-style-type: none"> <li>▪ Hollenbeck, G. &amp; Morgan McCall, “What makes a successful global executive?” pp. 49-56. (packet)</li> <li>▪ McCall, Morgan &amp; George Hollenbeck. “Building a Global Career: The Individual’s Part,” ch. 9 in <i>Developing Global Executives: The Lessons of International Experience</i>, pp. 197-217. (packet)</li> <li>▪ Eichinger &amp; Lombardo, “What Success Looks Like” and “The Silver Bullet” (pp. 17-42, 87-102). (packet)</li> </ul>
Due Oct 17	Homework	<ul style="list-style-type: none"> <li>▪ Two Development Plans (due at start of class on October 17)</li> </ul>
#2 Oct 17 1:00-3:00	Leadership, Management & Authority  2.0 hours	<ul style="list-style-type: none"> <li>▪ Heifetz, <i>Leadership Without Easy Answers</i>, chs. 1-3, pp. 1-9, 13-40, 49-66.</li> <li>▪ Smith &amp; Berg, <i>Paradoxes of Group Life</i>, ch. 7, pp. 131-151.</li> <li>▪ Williams, <i>Real Leadership</i>, Introduction and ch. 1, pp. ix-xvi, 3-30.</li> </ul>
Due Oct 24	Homework	<ul style="list-style-type: none"> <li>▪ Homework: write Reflection Paper #1, using readings from classes #2 &amp; #3.</li> </ul>
#3  Oct 24 1:00-3:00	Case-in-Point Debrief  2.0 hours	<ul style="list-style-type: none"> <li>▪ Fisher, <i>Small Group Decision Making</i>, pp. 166-180.</li> <li>▪ Heifetz, <i>Leadership Without Easy Answers</i>, ch. 4, pp. 69-88.</li> <li>▪ Rice, “Learning for Leadership,” selections from Coleman and Bexton, <i>Group Relations Reader</i>, pp. 71-74, 86-121.</li> <li>▪ Smith &amp; Berg, <i>Paradoxes of Group Life</i>, chs. 5-6, pp. 89-108, 109-130.</li> </ul>
Due Nov 7	Homework	<ul style="list-style-type: none"> <li>▪ Homework: Write up Leadership Case Study.</li> </ul>
#4 Nov 7 1:00-5:00	Diagnosis: Case Study Session 4 hours	<ul style="list-style-type: none"> <li>▪ Williams, <i>Real Leadership</i>, ch. 2.</li> <li>▪ Heifetz &amp; Laurie, “The Work of the Leadership.”</li> </ul>
Compete By Nov 21	Homework	<ul style="list-style-type: none"> <li>▪ Small Group Session: Two Case-Studies</li> </ul> <p>Homework Reflection Paper #2 (due at start of class on Nov. 21)</p>
#5  Nov 21 9:00-12:00	Diagnosis & Leadership Vulnerability  3.0 hours	<ul style="list-style-type: none"> <li>▪ Shapiro &amp; Carr, <i>Lost in Familiar Places</i>, “Introduction,” p. 1-8. (packet)</li> <li>▪ Heifetz and Linsky, “A Survival Guide for Leaders”</li> <li>▪ Gustafson &amp; Cooper, <i>The Modern Contest</i>, ch. 1, “The Modern Territory.”</li> <li>▪ Hogan Challenges Report (to be distributed in class)</li> </ul>
Complete by	Homework	<ul style="list-style-type: none"> <li>▪ Small Group Session: Two Case Studies (complete by Dec 12)</li> <li>▪ Leadership Case-Study Paper: due Jan. 8</li> </ul>

**Pre-Rio, Interim Atlanta Residency (January 5-8)**

Class # Date & Time	Topic	Reading or Assignment to Be Completed on Date/Time
<p>6 Jan 8 9:00-1:00</p>	<p>Developing Competencies &amp; Articulating Values for Global Leadership</p> <p>3 hours</p>	<p><b>Remember that your 6-8 page Leadership Case Study is due at the beginning of class, posted on Sharepoint. Also, bring a hard copy to class for use in our discussion and debrief.</b></p> <p><u>Re-read or review from class #1</u></p> <ul style="list-style-type: none"> <li>▪ Hollenbeck, G. &amp; Morgan McCall, "What makes a successful global executive?" pp. 49-56. (packet)</li> <li>▪ McCall, Morgan &amp; George Hollenbeck. "Building a Global Career: The Individual's Part," ch. 9 in <i>Developing Global Executives: The Lessons of International Experience</i>, pp. 197-217. (packet)</li> <li>▪ Eichinger &amp; Lombardo, "The Silver Bullet" (pp. 87-102). (packet)</li> </ul> <p><u>Read and Prepare the New Material</u></p> <ul style="list-style-type: none"> <li>▪ Read, "Seven Transformations of Leadership" D. Rooke and W. Torbert, <i>Harvard Business Review</i> (April 2005) (handout)</li> <li>▪ Complete the on-line Values Management Inventory and read the "Life Dynamics Profile" report. You will be e-mailed a web-link to complete the survey. Your username will be your e-mail address and your password will be your email address before the @ symbol. (e.g. Steve Olson's username = <a href="mailto:solson@gsu.edu">solson@gsu.edu</a>; password = solson). You can change your password when you log in, but please write it down somewhere or send yourself an e-mail reminding you of the new password. If you forget your password, e-mail Steve or Jonathan (<a href="mailto:jtescher1@student.gsu.edu">jtescher1@student.gsu.edu</a>).</li> </ul>
<p>Homework due on Class #7</p>	<p>Homework during Rio residency</p>	<ul style="list-style-type: none"> <li>▪ Reflection Journaling: one (1) entry per week using course concepts (mainly Williams' <i>Real Leadership</i>) to reflect on your experience and where you recognize your values (priorities) are being realized/expressed or frustrated and what your responsibility is for that frustration or expression.</li> <li>▪ Continue to read Williams, <i>Real Leadership</i>, chs. 3-8, pp. 59 – 213, where he explains the 6 types of leadership challenges. Use Williams' 6 types of challenges and the concepts he develops to reflect on your experience with different companies and organizations in Brazil. What are their adaptive challenges? What are they doing to address them or to avoid them and the "real work" they require? The diagnostic skills you developed in your peer consultations will help you in these reflections.</li> </ul>

**Second Atlanta Residency: Leadership Accountability for Ethics & Responsibility**

Class # Date & Time	Topic	Reading or Assignment to Be Completed on Date/Time
#7	Leadership Accountability  4 hours	<ul style="list-style-type: none"> <li>▪ “Becton Dickinson: Ethics and Business Practices (A)” (case)</li> <li>▪ Travis, “Protect Your Brand at All Costs” and “Maintain High Ethical Standards.”</li> <li>▪ Read area of “expertise” on leadership responsibilities (UN Global Compact readings to be distributed before class)</li> <li>▪ Homework #4: Prepare responses to cases (to be distributed)</li> </ul>
Due by class #8	Homework	<ul style="list-style-type: none"> <li>▪ Personal Application Reflection #2 on one of the Becton-Dickinson Cases or one of the Additional Cases</li> </ul>
#8	Corporate Responsibility  3 hours	<ul style="list-style-type: none"> <li>▪ “Starbucks Corporation: Building a Sustainable Supply Chain” (case)</li> <li>▪ Porter and Kramer, “Strategy &amp; Society.”</li> <li>▪ Elkinton, et al., “The Value Palette: A Tool for Full Spectrum Strategy.”</li> </ul>
	Homework during Paris & China Residency	<ul style="list-style-type: none"> <li>▪ Reflection Journaling: one entry per week using course concepts to reflect on your experience.</li> </ul>

**Third Atlanta Residency: Leadership & Corporate Responsibility—Environment, Society & Governance**

Class # Date & Time	Topic	Reading or Assignment to Be Completed on Date/Time
#6 Jan 8 9:00-1:00	FishBanks  4.0 hours	<ul style="list-style-type: none"> <li>▪ FishBanks Role Description (packet)</li> <li>▪ Hardin, "The Tragedy of the Commons." (packet)</li> <li>▪ Williams, <i>Real Leadership</i>, ch. 3, "The Activist Challenge."</li> <li>▪ Leadership Paper from Residency #1 due at start of class</li> </ul>
Homework due on Class #7	Homework during Rio residency	<ul style="list-style-type: none"> <li>▪ Reflection Journaling: one (1) entry per week using course concepts to reflect on your experience.</li> <li>▪ Read Esty and Winston, <i>Green to Gold</i>, "Introduction" and chs 1-3, pp. 1-104.</li> <li>▪ Read Williams, <i>Real Leadership</i>, chs. 4-8, pp. 89 - 213.</li> </ul>
#9	Environmental Sustainability 4.0	<ul style="list-style-type: none"> <li>▪ Natrass &amp; Altomare, <i>The Natural Step for Business</i>, chs. 2-3, pp. 9-42</li> <li>▪ Video of Karl-Henrik Robert, <i>Introducing The Natural Step Framework</i>: <a href="http://www.naturalstep.org/com/Video/">http://www.naturalstep.org/com/Video/</a></li> <li>▪ Interface, Inc. Sustainability Report, <a href="http://www.interfacesustainability.com/">http://www.interfacesustainability.com/</a> Read especially, "The Interface Model" (all pages) and "The Seven Fronts" and "The Circle of Influence"</li> <li>▪ Esty &amp; Winston, <i>Green to Gold</i>, chs. 4-9</li> </ul>
Due by class #10	Homework	<ul style="list-style-type: none"> <li>▪ Homework reflection #5 (SWOT and 5 Forces analysis)</li> </ul>
#10	Introduction to Transformation Simulation  3 hours	<ul style="list-style-type: none"> <li>▪ Hart and Milstein, "Creating Sustainable Value."</li> <li>▪ Company Manual (pdf)</li> <li>▪ Role Description (pdf)</li> </ul>
Due by class #11	Homework	<ul style="list-style-type: none"> <li>▪ Teams prepare for Simulation Cycle 1</li> </ul>
#11	Transformation Cycle 1  3.0 hours	<ul style="list-style-type: none"> <li>▪ Play simulation</li> </ul>
Due by class #12	Homework	<ul style="list-style-type: none"> <li>▪ Esty &amp; Winston, ch. 10-11.</li> <li>▪ Personal Application Reflection Paper #3</li> </ul>
#12	Transformation Cycle 1 Debrief 2.0	<ul style="list-style-type: none"> <li>▪ Debrief simulation</li> </ul>
Due by class #13	Homework	<ul style="list-style-type: none"> <li>▪ Teams prepare for Cycle 2</li> </ul>
#13	Transformation Cycle 2	<ul style="list-style-type: none"> <li>▪ Play simulation Cycle 2</li> </ul>

#14	3.0 hours Transformation Cycle 2 Debrief & Cycle 3 Prep 4 hours	<ul style="list-style-type: none"> <li>▪ Debrief simulation</li> <li>▪ Introduction to Scenario Planning</li> <li>▪ Applying Scenario Planning</li> </ul>
#15	Transformation Cycle 3 3.0 hours Homework	<ul style="list-style-type: none"> <li>▪ Play simulation cycle 3</li> <li>▪ Esty &amp; Winston ch. 12</li> </ul>
#16	Cycle 3 Debrief & Course Wrap Up 2.0 hours	<ul style="list-style-type: none"> <li>▪ Debrief simulation</li> </ul>
Due by TBD	Homework	<ul style="list-style-type: none"> <li>▪ Personal Application Reflection Paper #4</li> </ul>

### **Class Sessions**

The class sessions will combine discussions of current leadership principles and practices with live case studies, business scenarios, and simulations. Each session is designed to explore the practices of leadership, focusing on the processes and activities for which middle, upper-middle, and executive level managers are generally responsible.

### **Course Requirements**

The course requirements are as follows:

1. **Personal Application Reflection Papers.** Students are required to write four (4) papers using the stipulated format (see attachment). Each paper is worth 100 (100) points. Grades will be assigned according to the zero-based point system detailed in the PAR guidelines (see attachment).
2. **Homework Assignments.** Students will be required to submit copies of their homework assignments on the assigned date. Assignments due on the day of class must be submitted at the start of class. They will be graded according to the established criteria (discussed separately for each assignment).
3. **Leadership Case-Study Paper.** Students will be required to write a 10 (minimum) to 15 (maximum) page paper analyzing in depth their personal leadership case.
4. **Reflection Journals.** Students are required to write one (1) journal entry per week during their away-from-Atlanta residencies. The reflections must be of at least two pages in length and must use course concepts to illuminate and reflect on one's experience and vice-versa. The journal entries are intended to assist students in developing learning agility, that is, the ability to learn from their experience.
5. **Participation.** This course relies heavily on team participation and peer learning. To that end, class **attendance and participation are required.** Students will be graded on the quantity and quality of their participation according to the established criteria, using a 5 point scale of the degree to which they fulfilled the criteria (see attachment).
6. **Participation Merit Points.** Three (additional) bonus points will be available for each class session and will be assigned according to the peer recognition process of students whose contributions best exemplify and contribute to reflective judgment (see attachment).

Class Date \_\_\_\_\_ Name \_\_\_\_\_

**Class Participation Criteria:** Using the scale below, please rate your participation:

**5 Points = Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

**4 Points = Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

**3 Points = Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

**2 Points = Low-to-Poor Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

**1 Point = Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

**Participation Points Why did you assign yourself the number you did? Briefly explain**

**Criteria for Participation Merit Points:** Write down the full name **of up to two (2) people**, other than yourself, who you think exhibited the characteristics of reflective judgment listed above in their class participation (large and small groups). **If no one exhibited these characteristics, then leave the entries blank.**

1. Speaks from his/her own experience and perspective, making his/her own reasoning and assumptions explicit.
2. Publicly tests her/his reasoning and assumptions, encourages others to do the same.
3. Acknowledges and explores multiple perspectives and experiences.
4. Focuses on multiple aspects of issues, experiences and situations.
5. Perceives conflicting goals both among and within individuals involved in an issue or situation.
6. Recognizes the "situational dependent" nature of decisions and actions and understands many of the factors which affect the decisions and/or choices.
7. Suspends assumptions in exploring and searching for creative solutions.
8. Forms judgments on the basis of reason and evidence; modifies judgments and actions based on new evidence.
9. Synthesizes and extends concepts, makes novel applications of them.

Name \_\_\_\_\_

Name \_\_\_\_\_

**Grading Points:** Requirement / Points / Percentage

<b>Requirement</b>	<b>Points</b>	<b>Percentage</b>
<b>Personal Application Reflection Paper</b> 4 papers X 100 points	400	59%
<b>Leadership Case Study Paper</b>	100	15%
<b>Homework Assignments</b> 5 weeks x 20 points for completion	100	15%
<b>Participation</b> 0-5 points x 16 classes	80	11%
<b>Participation Merit Points</b> 0-3 points x 16 classes	(up to 48)	(up to 7%)
<b>total</b>	680	100%

**Grading:** Letter Grade Assignments/ Percentage Points/ GPA points

<b>GRADE</b>	<b>PERCENTAGE</b>	<b>GPA POINTS</b>	<b>Organizational Equivalent</b>
<b>A</b>	93% - 100%	4.0	Promote
<b>A-</b>	90% - 92%	3.7	
<b>B+</b>	87% - 89%	3.3	Raise
<b>B</b>	83% - 86%	3.0	
<b>B-</b>	80% - 82%	2.7	
<b>C+</b>	77% - 79%	2.3	No Raise
<b>C</b>	73% - 76%	2.0	
<b>C-</b>	70% - 72%	1.7	
<b>D</b>	60% - 69%	1.0	Warn
<b>F</b>	0% - 59%	0.0	Fire

## ATTENDANCE / ACADEMIC HONESTY / OTHER NOTES OF IMPORTANCE

### Attendance Policy:

Each student is expected to attend *ALL* scheduled class meetings for the *entire duration* of the class meeting. An attendance sign-up sheet will be circulated each class period. Students who do not sign the sign-up sheet will be considered absent. Students arriving late may be permitted to sign the sheet only at the discretion of the instructor.

Any student who is absent from more than the equivalent of two (2) classes will be dropped from the course (one class meeting consists of two classes, as outlined on p. 7/8). The last day to withdraw and receive a "W" is October \_\_\_\_, 2008. In the case of withdrawal before \_\_\_\_\_ a "W" is not given automatically. To get a "W" a student must have done satisfactory work (at the "C"-level or higher). Unsatisfactory work will result in a "WF". If a student is withdrawn for excessive absences after the midpoint of the grading period, a final grade of WF will be assigned automatically.

An absence from class for any reason (job conflict, illness, appearance in court, transportation problems, etc.), even if permitted and/or excused by the instructor, will count **as one of the class absences** against the three classes equivalent cumulative limit specified in the previous paragraph.

### Academic Honesty:

Behavior consistent with College and University policies on academic honesty and treatment of members of the University community is expected of all. Cheating, plagiarizing, submitting the same material for credit in more than one class, and other deceptive conduct with respect to a student's work output will be dealt with according to the University Policy on Academic Honesty, as set out in the Graduate Bulletin of the Robinson College of Business and on the GSU and RCB websites. Transgressions will be handled in accordance with College and University procedures. Plagiarism and misrepresentation of work are serious offences, which can lead to expulsion and a grade of "F" for the course. Plagiarism includes, but is not limited to, taking material from any source written by another and presenting it as your own by failing to indicate full and accurate attribution to the correct author/creator. This includes marginally altering material taken from another source and calling it your own creation. Plagiarism includes material taken from internet sources. Proper citation requires quote marks or other distinctive set off for the material, followed directly by a reference to the source.

### Referencing Sources

How should you reference sources? Virtually any style for a bibliography is acceptable, but the in-text citation should be simple. If you are referencing one of the key points made in one of your readings and also you are referencing lecture material, you would reference them as follows:

"Like Southwest Airlines, eBay has developed a strong core competency in its culture. Core competencies lead to core products which can then be spun into numerous competitive product lines by the SBUs (Prahalad and Hamel, 1990). In eBay's case, its culture has led to the development of new products such as escrowing, which emerged directly from employees being culturally encouraged to stay close to the customer base and capture its interests in new products. Cultural core competencies are difficult for competitors to duplicate because of their social complexity (lecture). In eBay's case, there are few other successful online auctions, especially in 1999, the time of the case, and so we can also say that this capability is rare, another characteristic of core competencies (lecture)."

For this reading, the bibliographic entry (please note that this is not needed for exams) would be: Prahalad, C.K., and Hamel, G. "The Core Competencies of the Corporation," *Harvard Business Review* (68:3, May-June) 1990, 79-90.

The source details may be in the footnotes/endnotes/reference section, but only listing a reference without proper indication in the text is not proper attribution and can be considered plagiarism. Misrepresentation of work includes, but is not limited to, presenting material that was prepared for another class or outside work as an original work product that was produced for this class. All work turned in for this class is represented by the student(s) to be original material prepared in fulfillment of this course's requirements.

### **Penalties for Plagiarism**

Students in the Robinson College of Business should anticipate and expect that any and all cases of fraud, plagiarism, misrepresentation of work, or any action that violates the University Policy of Academic Honesty or other University policies, will result in disciplinary proceedings being against the student(s) involved. Group members should be mindful that by placing your name on a group project you are representing ALL of the material included.

### **University Policy on Disabilities:**

GSU provides accessibility and reasonable accommodations for persons with disabilities. Students with disabilities are responsible for contacting the Office of Disability Services to assess their needs. Students must identify themselves and their needs to the professor no later than the first day of class.

### **Other Notes of Importance:**

The instructor will use the students' GSU e-mail addresses (as shown in GoSOLAR) as the primary means of communication. ***Students should therefore check their GSU e-mail accounts at least on a daily basis or have email transferred to another account from the GSU account.***

Beepers, cell phones and similar devices should be turned off (not down) or put in vibration mode at the beginning of the class. E-communication devices should not be used during class.

A refreshing beverage can be brought to the class; however, the eating of food during class time is not allowed.

All students are to conduct themselves consistent with University policies concerning behavior in the classroom and toward others in the University community. Students should consult their student handbook, "On Campus", for details on these policies.

There will be a ten minute break during most classes. It will occur at about the mid-point, but may vary based on the flow of the material.

**Grading Correction Symbols:**

<b>Symbol</b>	<b>Meaning</b>
<b>OK or good</b>	This is the idea; you are on point.
<b>vague</b>	The writing is too general or ambiguous. It begins and ends with phrases like "higher productivity" and "achieved cost savings" without providing the case details to back up this assertion.
<b>irr</b>	Irrelevant. This issue is not germane to the question or the answer you are developing.
<b>???</b>	The passage marked is not easy to interpret. Your meaning is not clear.
<b>proof</b>	In order to be accepted and believed by the reader/manager, the marked passage needs further evidence or proof. In the context of this course, proof is considered to be details from topic discussions, readings, cases, and other authoritative sources that can be cited. Lifting simple narrative from the case and reinserting it in your exam answers, for example, is not considered to be proof. Interpretive use of facts, figures, quotations from the course materials is considered to be proof.
<b>logic</b>	There is a flaw in logic in the marked passage. There is a lack of clear flow between the thesis or main assertion in the paragraph and the details that are provided by the author to prove the point.
<b>sp</b>	Spelling error
<b>X</b>	Careless error; often a typographical error, but, in any case, it should not have occurred with careful proofreading.
<b>K</b>	Awkward phrasing. The sentence or phrase needs to be rephrased for greater clarity.
<b>ww</b>	Wrong word. Choose another word. This one is not meaningful in this context or means something different than you want to convey.
<b>lc</b>	Calls for lower case, not upper case (i.e., no capitalizing).
<b>uc</b>	Calls for upper case, not lower case (i.e., needs to be capitalized).
<b>-</b>	Delete this section, word, phrase, sentence or punctuation mark.
<b>^</b>	Insert the word or phrase that appears into this place in the text.
<b>run-on</b>	Run-on sentence. Sentences that run-on do not have proper punctuation at the end of the sentence they continue into the next subject and verb without properly pausing via a punctuation mark like a period or colon they are therefore grammatically incorrect.
<b>subj-verb grammar</b>	The subject and verb do not agree in number. There is a serious grammatical problem with the sentence and, as it stands, it cannot understanding be English sentence by English speaker of native.
<b>para</b>	There needs to be a new indented paragraph at this point.

About the instructor: Steven Olson, email: [solson@gsu.edu](mailto:solson@gsu.edu)



Steve holds a Ph.D. from Emory University, where his dissertation, "The Ethics of Leadership," won the International Leadership Association's "Best Dissertation" award. He also holds a Masters in Religion from Yale University and a BA in Philosophy and History from Calvin College.

Steve is Director of The Center for Ethics and Corporate Responsibility, which became a unit of the Robinson College of Business in 2007. He co-founded The Center, originally The Southern Institute for Business and Professional Ethics, in 1992 and served as its first Executive Director.

Before joining Robinson, he co-founded and managed Generative Consulting, a leadership development firm and worked closely with the Great Place to Work Institute and its *Fortune* "100 Best Companies to Work For" project. He was Instructor of Organization and Management at Emory University's Goizueta Business School (1992-99) and served as the first Director of Business and Professional Ethics at Emory's Center for Ethics in Public Policy and the Professions. He held teaching positions in the Medical School, Graduate School of Arts and Sciences, and Environmental Studies Department. He also served as the Recorder in Emory's groundbreaking Henry R. Luce Interdisciplinary Faculty Seminar, which explored ethical topics across the curriculum.

At Robinson, he teaches in the MBA, PMBA, GPMB and EMBA programs. His courses include: [Managing in the Global Economy](#), Managing Corporate Integrity, Corporate Environmental Sustainability, Corporate Responsibility, and Leadership Practices.

An avid outdoorsman and environmentalist, Steve enjoys surfing, sailing, hiking and whitewater canoeing. He lives in the Ormewood Park neighborhood of Atlanta with his wife, Germaine and son, Kai.



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