

MGT 164GS

BUSINESS AND ORGANIZATIONAL LEADERSHIP

Summer Session II, 2025

UCSD Global Seminar: Dublin, Ireland and London, UK *Ireland's Silicon Valley*

STUDENT CLASS: Undergraduate, Upper Division Standing
LOCATIONS:

- Trinity College Dublin: classroom TBA
- AIFS, London Headquarters: Taylor House classroom TBA

TIME: MGT 164GS: Monday, Tuesday, Thursday 8:30am to 10:30am plus Wednesday Excursions. Please anticipate exceptions.

PROFESSOR: **Mary A. McKay**

OFFICE HOURS: by appointment before, between and after classes

CLASS EMAIL ACCOUNT: TBA

Global Seminar TA: **TBA**

BACKUP EMAIL IF THERE IS ANY DIFFICULTY SUBMITTING WRITTEN ASSIGNMENTS VIA CANVAS (on time)
mckaybacksubmissions@gmail.com This is a backup system for use when Canvas is not functioning properly, and a student is worried about a paper getting lost or marked late. Use this email **BEFORE THE DEADLINE** when you need to confirm on-time submission. We will check this account **ONLY** when requested, as it is truly a backup system. Late submissions using the backup system are still considered late and will not be graded.

COURSE DESCRIPTION

To be successful in today's complex and changing business environment, students need a broad understanding of organizations and the challenges and opportunities facing today's leaders and managers. **Dublin – Ireland's Silicon Valley** was inspired by the chance to examine one of Europe's early identified tech hubs, and discover how Dublin continues to respond to the many challenges and opportunities of doing business in the 21st century.

Dublin is a regional financial and economic center known for its ability to attract and retain talent for tech giants such as Google, Facebook, Twitter, Amazon, and many others. Dublin is also home to an energetic startup sector ranked 9th in EU startups by Startup Blink – a global startup research center (Ireland ranked 9th on the country list <https://about.crunchbase.com/blog/top-startup-ecosystems-in-2020-ranking-1000-cities-and-100-countries/>).

MGT 164GS: Business and Organizational Leadership examines key themes of leadership such as strategy, power and politics, culture, and change. Other content areas focus on leadership development: communication and global mindset, networks, authenticity, and influence. The course captures what weighs in the balance for all leaders who face the challenges of today's business environment, while at the same time are inspired by extraordinary opportunity. The Global Seminar version of MGT 164GS covers important concepts and connections to relevant and practical challenges facing Dublin's and London's companies and leaders. After 3 weeks in Dublin, the course concludes with two-weeks in London – the behemoth and highly diverse global business capital. Dublin

has forever been in the shadow of London, but as it continues to rise as an important center for business, what can students learn from both great cities?

Business and Organizational Leadership combines both theoretical and practical approaches to understanding organizations and is designed to prepare students for effectiveness in future career positions. Students will work independently, in pairs and in small groups with a focus on critical reading, thinking, writing, and discussion. Course readings inspire in-depth thinking and future behavior.

OBJECTIVES

- To explore the leadership literature in order to identify and understand concepts from the study of organizational theory and organizational behavior that are foundational to the study of today's organizations
- To understand the relationship between organizational strategy and people; and the communication skills and tools, including networks, used by leaders to impact individual and collective effectiveness
- To identify and interpret sources and uses of power as a means to influence others
- To understand organizational culture as a tool of modern leaders
- To examine change leadership as an essential function of all leaders
- To explore course readings through a Leadership Blog/written assignment
- To grow in personal awareness, critical thinking and writing skills, and cooperative work behaviors
- To develop skills for leadership, teamwork, and learning
- To develop skills for leadership, teamwork, and learning through face-to-face interpersonal relationships with other classmates through daily small group discussion partnerships

GLOBAL SEMINAR GUEST SPEAKERS AND EXCURSIONS (subject to change)

| EXCURSION TYPE | DUBLIN | LONDON |
|--------------------------------------|---|--|
| Introduction to the city and locale | Yes | Yes |
| History and Culture Touring | Yes | Yes |
| Guest Speakers | <ul style="list-style-type: none"> ▪ TBA ▪ TBA ▪ TBA | <ul style="list-style-type: none"> ▪ TBA ▪ TBA ▪ TBA ▪ TBA |
| Business Community and Company Tours | <ul style="list-style-type: none"> ▪ <i>Silicon Docks</i> Walking Tour | <ul style="list-style-type: none"> ▪ TBA ▪ <i>City Finance</i> Walking Tour |
| Additional | <ul style="list-style-type: none"> ▪ Day Tour | |

REQUIRED READING

****You will find all the information you need for accessing REQUIRED readings for MGT 164GS on *Canvas>Modules>Required Reading*. Most will be made available through the UCSD library’s Course Reserves. The module includes the list of required readings and helpful instructions for accessing UCSD Library Reserves from off-campus (text and video support).**

CANVAS

In addition to our What’s App text thread, I rely on the course website to communicate with students from time to time, so plan to check it daily. **Students are responsible to stay up to date with all information.**

SCHEDULE (subject to change at the discretion of the instructor) Because the schedule in MGT 164GS is atypical, we keep our time in the classroom somewhat flexible. I will split each of the 5 lecture weeks between Part A and Part B (which correspond to 2 weeks of the academic year).

| WEEKS 1-5 MONDAY/TUESDAY/ WEDNESDAY/ THURSDAY | TOPICS AND ACTIVITIES | READINGS AND OTHER IMPORTANT DUE DATES |
|--|---|--|
| Week 1 – Dublin Refer to Daily Schedule which acts as our master calendar and schedule | Introduction to Leadership and Organizations | Part A Readings 1-2 *See Required Readings in <i>Canvas>Modules>Required Reading</i> |
| | Multiple Intelligence and Communication | Part B Readings 3-4 HOMEWORK Complete the short assessment on Goleman’s Leadership Styles (find link in the Module). Bring results to class. |
| Week 2 – Dublin Refer to Daily Schedule | Power to Lead | Part A Readings 5-6 |
| | Influence | Part B Readings 7-8 |
| Week 3 – Dublin Refer to Daily Schedule | Networks | Part A Readings 9 . |
| | The Toughest Decisions at Work | Part B Readings 10-11 |

| | | |
|---|--|-----------------------|
| Week 4 – London Refer to Daily Schedule | Culture as a Tool of Leadership | Part A Readings 12 |
| | Motivating and Leading Change | Part B Readings 13-14 |
| Week 5 – London Refer to Daily Schedule | Authentic Leadership: Domestic and Global | Part A Readings 15-17 |
| | Preparing to Lead | Part B Readings 18-19 |

DUE DATES FOR LEADERSHIP AND DIVERSITY JOURNAL

(These will be writing assignments of 900-words max and will involve a student partner and the exchange of feedback)

| | DUE DATE | JOURNAL PROMPT |
|-------------------|-----------------|-----------------------|
| Journal #1 | TBA | See Journal Module |
| Journal #2 | TBA | See Journal Module |
| Journal #3 | TBA | See Journal Module |
| Journal #4 | TBA | See Journal Module |
| Journal #5 | TBA | See Journal Module |

STUDENT PARTICIPATION

ATTENDANCE: The UCSD Global Seminar program offers students the chance to learn in a small group environment. Full engagement, via attendance and participation, is rewarding and rewarded. In the case of illness or an emergency, please do your best to communicate in advance.

PREPARATION: This course is interactive and combines lecture, group discussion, partner dialogue, small group activities, and academic excursions to facilitate learning. It’s essential that assigned reading is completed *before* class on the day it is assigned because your contribution is an important part of the learning experience for everyone. Please be prepared to share your insight, curiosity, and critique. Be brave and speak up!

UNPLUGGED LEARNING ENVIRONMENT: We will use devices from time to time, but typically student laptops, iPads, phones etc. should be silenced and stowed during class time in order to create a more impactful learning

environment. If you need to monitor a personal or family emergency, please feel free to step out and communicate as needed.

DUE DATES: All due dates are firm and **late submissions are not graded** except under the most extenuating circumstances (serious medical issues, emergencies, etc.). Advance communication (before a due date) is very important unless an emergency situation precludes it.

GRADING

| Assignments | Percentage |
|---|------------|
| Leadership and Diversity Journals (I) 5 Submissions – See due dates above and in <i>Canvas>Leadership and Diversity Journals</i> | 50% |
| Student Engagement/Contribution to the In-class Learning Environment (I, G, C) Attendance and full engagement in the classroom | 30% |
| Student Engagement/Contribution to the Guest Speaker and Excursion Learning Environment (I, G, C) Attendance and full engagement in academic excursions | 20% |

KEY:

- I – Independent, individual work only. No collaboration or consultation allowed.
- G – Students may work together in groups and turn in one project or assignment for the entire group.
- C – Collaboration with classmates is allowed. However, each student must submit for an individual grade.

GRADE SCALE FROM TRITON ED (P/NP requires a 69.5 to pass)

- | | |
|----------------------------------|----------------------------------|
| Between 97 and 100 = A+ | Between 74 and less than 77 = C |
| Between 94 and less than 97 = A | Between 70 and less than 74 = C- |
| Between 90 and less than 94 = A- | Between 67 and less than 70 = D+ |
| Between 87 and less than 90 = B+ | Between 64 and less than 67 = D |
| Between 84 and less than 87 = B | Between 60 and less than 64 = D- |
| Between 80 and less than 84 = B- | Less than 60 = F |
| Between 77 and less than 80 = C+ | |

****Notes:**

1. Raw scores and percentages are released through CANVAS Grades in a timely manner.
2. Grading and/or recording errors must be reported within 7 days of appearing on Grades.
3. Your final course grade is rounded up (e.g., 89.49 receives a B+ and 89.5 receives an A-)
4. If a curve is required, it will be applied to the cumulative percentage for the quarter. I have rarely used a curve, so please do not anticipate this happening.
5. The grade scale is firm and there is no opportunity for extra credit.

PASS/NO PASS STUDENTS

If you are eligible and have chosen pass/no pass, it is important to approach the course requirements with a thoughtful strategy. My goal is for you to learn the course content in a meaningful way. I hope your goal is the same, although I appreciate your desire to reduce the workload. You will need a 69.5% to pass. If you are attending, fully engaged, contributing, reading, and writing, I am confident you are learning and would be happy to discuss your personal strategy with you.

STUDENT HEALTH AND WELL-BEING

*****For more immediate needs, please follow instructions provided by AIFS, our host organization.**

Throughout your time at UC San Diego, you may experience a range of issues that can negatively impact your learning. These may include physical illness, housing or food insecurity, strained relationships, loss of motivation, depression, anxiety, high levels of stress, alcohol and drug problems, feeling down, interpersonal or sexual violence, or grief. These concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. If there are issues related to coursework that are a source of particular stress or challenge, please speak with me, so that I am able to support you. UC San Diego provides a number of resources to all enrolled students, including:

- Counseling and Psychological Services (858-534-3755 | caps.ucsd.edu)
- Student Health Services (858-534-3300 | studenthealth.ucsd.edu)
- CARE at the Sexual Assault Resource Center (858-534-5793 | care.ucsd.edu)
- The Hub Basic Needs Center (858-246-2632 | basicneeds.ucsd.edu)

ACADEMIC INTEGRITY

MGT 164GS is a class with 5 written submissions, and I'm sad to report that I submit Academic Integrity Violation Reports on a very regular basis. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. This means that I take my role very seriously and expect that each student takes responsibility to learn what it means to excel with integrity on all work. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. Websites such as Course Hero, Chegg, etc. are often cited in violations. In addition, students should know of the very serious consequences for contract cheating. Previous students of mine have faced every consequence up to and including 1-year suspensions from the University and permanent dismissal. Please read carefully the announcement about Turnitin and see me if you have ANY questions or concerns. We are here to help.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu"
(Source: Academic Integrity Office, 2018)

ARTIFICIAL INTELLIGENCE/LARGE LANGUAGE MODELS

MGT 164GS students are expected to make use of 'AI' technologies in a responsible and ethical manner and can be subject to disciplinary action if they attempt to use such technologies to shortcut individual assignments or exams. MGT 164GS provides numerous opportunities for personal reflection, critical thinking, and writing. Use of advanced search engine/large language-model 'AI' technologies such as ChatGPT, Bing, Bard, etc. is welcome to *supplement* learning and exploring concepts used in the MGT 164GS course (Note: students are responsible for accuracy.). The direct use of content generated by AI, however, is not acceptable for submission in any graded assignments or examinations by individuals in which students are required to think through their own responses, provide original writing and make use of their own personal contexts and/or creativity. Using a robot in such a case may constitute plagiarism or cheating. It is the responsibility of each student to ensure their use of AI tools does not constitute academic misconduct.

STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the professor. **Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (<https://osd.ucsd.edu/>).** **Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department in advance of any assignments. No accommodations can be implemented retroactively.** Please visit the OSD website for further information or contact the Office for Students with Disabilities at (858) 534-4382 or <http://disabilities.ucsd.edu/about/index.html>.

NONDISCRIMINATION POLICY STATEMENT

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy,¹ physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services.² The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. (http://ophd.ucsd.edu/policies-procedures/nps_student.html)

TITLE IX

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Rady students have the right to an educational environment that is free from harassment and discrimination. Information about reporting options may be obtained at OPHD at (858) 534-8298 or <http://ophd.ucsd.edu>.