

Course Code & No. - Section: INTB 370
Course Title (Credits): Leadership in a Global Environment
Term & Year: Fall 2014
Course Ref. No. (CRN): 80127

Instructor: Rick Normington
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Office: Business Department – TCES room 222
Office Hours: See schedule on office door

Class Meeting Time: MW 2:30-3:45P
Location: TCES 206

Prerequisites (from Catalog): MGMT 260 Principles of Management

Instructor's Profile: Before beginning a second career in higher education, Professor Normington spent 30 years in the telecommunication industry as an engineer, network operations manager, sales manager, account manager, antitrust case manager, product developer, product management director, division sales manager and senior executive in a wide variety of disciplines, including sales and marketing, corporate strategy, international business development, and public policy. He also launched two business consulting practices. Rick began teaching as an adjunct professor in 2001 and joined SNC in Fall 2005. He became SNC's Harold Walter Siebens Entrepreneurship Chair in 2007, Dean of Continuing and Online Education in 2008, Business Department Chair in 2009 and was named Dean of Business in 2012. He has a BA in Political Science from UC Davis, did graduate work in business at Long Island University, received his MS in Advanced Business Management from Pace University in New York City, and an honorary Doctor of Humane Letters. He is also a Certified Management Consultant and has served on various boards of directors, including the Nevada Center for Entrepreneurship and Technology and the California State Summer School for Mathematics and Science.

SNC Mission Statement

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.] This course builds on and relates to all four core themes, but most directly addresses professional preparedness through practice in applying your business knowledge to cases and a business simulation.

Course Description

This course focuses on the theoretical foundations and practical application of leadership skills in the multi-cultural and global business environments of today. Strategies are developed to address specific challenges and leadership problems faced in various career stages. Career-building leadership techniques are also discussed.

Required Texts and Materials

Good to Great, Collins

Four Obsessions of an Exceptional Executive, Lencioni

Guide to Critical Thinking and Problem Solving, Normington (free; posted on Moodle)

Student Outcomes:

1. Students will understand and appreciate the reasons for and the importance of leadership; what leadership is and, conversely, what it is not; and how leadership is attained and retained.
2. Students will identify the attributes, characteristics, behaviors and qualities of leaders; how to acquire and build upon those traits; and understand the importance of situational factors in the identification, creation and duration of leaders.
3. Students will demonstrate an understanding of the dynamic nature of leadership; and the critical role of leadership in bringing about change.
4. Students will understand the setting of leadership; the importance of followers; and the meaning of "context" or "situation" in defining the opportunity for leadership.
5. Students will be able to apply leadership principles in a practical setting, evaluate "leaders," and articulate the reasons those in leadership positions succeed and often fail.
6. Students will have an honest perception of their own leadership strengths and weaknesses and a developmental plan for personal use.

Methods of Assessing Student Outcomes and Grading

Student outcomes will be assessed using the following:	<u>Points Possible</u>
Attendance	50
CPAs / Personal Initiative	150 (can earn up to 50 extra pts)
Research project (Team Assignment)*	
Written Analysis Paper	150
Presentation & Class Facilitation	100
Team Peer Assessment	50
Midterm exam – Take Home	100
Essay – Compare/Contrast Vroom-Jago and Hershey-Blanchard Leadership Models*	100
Final examination – Take Home: Leadership Self-assessment and Development Plan*	<u>300</u>
	1000

* See page 4 for additional information

Note: all written assignments must be submitted to the instructor via SNC email. Major written assignments (i.e., other than CPAs) must use the APA template for formal written assignments provided on the course Moodle site. Work will be graded using the SNC Common Writing Rubric (see Moodle).

Grade distribution:

93.5% - 100% A	77% - 79%	C+
90% - 93.4% A-	74% - 76%	C
87% - 89% B+	70% - 73%	C-
84% - 86% B	60% - 69%	D
80% - 83% B-	<60%	F

Class Participation

Class participation is critical to success. Students learn by being actively involved and engaged, and are therefore expected to come to class prepared to discuss the assigned topic (CPAs completed and emailed to instructor by start of class).

Sanctions for Cheating and/or Plagiarism:**The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences of Violating the Student Honor Code

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

In-Class Distractions:

Students are required to be sincere and attentive and must not behave in a manner that would result in distractions in class. Students must either turn off their cell phones and pagers or put them on silence or vibration mode to avoid ringing or beeping in class. During the lectures or presentations, students must show respect to the lecturer and/or presenters by not talking amongst themselves or texting others. **Use of computers in class is ONLY allowed for**

classroom-related note taking or related web look-up. Students who do not adhere to these requirements may, at the discretion of the professor, be asked to leave the classroom, forfeit future use of their computer in class, and/or receive a grade penalty, and/or receive an F as final grade, and/or be dropped from the course.

Special Accommodations (ADA) Statement

Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Coordinator of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the 3rd floor of Prim Library, within the first week of the semester.

The SNC Email System

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

Remote Access to Library Resources

Students wishing to access SNC's library database from off campus will need to use their first initial and last name as the username and their 9 digit student ID number as the password.

Approximate Timetable and Schedule of Activities: The order of topics, tests, assignments, etc. is noted below. Every effort will be made to stay on schedule with the syllabus. However, the instructor reserves the right to make changes in the syllabus as the semester progresses and the particular needs of the class emerge. These changes will be announced in the class. It is the responsibility of the individual student to stay informed about any changes in topic order, case study dates, test dates, etc.

Major project assignment prompts:

Team Research Project: Teams will research a senior business or other organizational leader and assess key attributes of his/her style and effectiveness using examples. Must include information from at least three different sources. Each team will prepare a comprehensive paper discussing their findings and conclusion and facilitate a ½ hour discussion among the class members. Papers will include a brief summary of the leader's background and accomplishments, but more importantly discuss in detail the individual's approach to and style of leadership in the context of concepts studied in the course. Each team will submit a comprehensive analytical paper plus present their research to the class.

Individual paper: In essay form, students will summarize the Vroom-Jago-Yetton and Hershey-Blanchard leadership models, discuss their application, and compare and contrast the two models.

Final exam: The final exam will be take-home and open book/open resource. It will consist of five essay questions focused on what students have learned in relation to course outcomes.

Course Schedule

	Date	Preparation / Assignments Due	Topic
1	8/18	Secure textbook(s)	Course overview and associated discussion; tools for teams
2	8/20	CPA for <i>Good to Great</i> , Ch 1	Key lessons
3	8/25	CPA for <i>Good to Great</i> , Ch 2	Key lessons
4	8/27	CPA for <i>Good to Great</i> , Ch 3	Key lessons
	9/1	Labor Day – No class	
5	9/3	CPA for <i>Good to Great</i> , Ch 4	Key lessons
6	9/8	CPA for <i>Good to Great</i> , Ch 5	Key lessons
7	9/10	CPA for <i>Good to Great</i> , Ch 6	Key lessons
8	9/15	Team project workday	Produce Team Contract/Charter
9	9/17	CPA for <i>Good to Great</i> , Ch 7	Key lessons
10	9/22	CPA for <i>Good to Great</i> , Ch 8	Key lessons
11	9/24	CPA for <i>Good to Great</i> , Ch 9	Key lessons
12	9/29	None	Team project work day
13	10/1	CPA for <i>Four Obsessions</i> , pp. 3-33	Key lessons
14	10/6	CPA for <i>Four Obsessions</i> , Ch 34-55	Key lessons
15	10/8	CPA for <i>Four Obsessions</i> , Ch 56-87; midterm due Friday, 10/10	Key lessons
16	10/13	CPA for <i>Four Obsessions</i> , Ch 88-106	Key lessons
17	10/15	CPA for <i>Four Obsessions</i> , Ch 107-180	Key lessons
18	10/20	Review notes/CPAs for <i>GTG</i> and <i>Four Obsessions</i>	Discussion of similarities / differences
19	10/22	CPA – key elements of Vroom-Jago	Discuss Vroom-Jago leadership model
20	10/27	CPA – key elements of H-B model	Discuss Hershey-Blanchard model
21	10/29	Team research papers due; read Moodle article: Kotter Chg Mgmt	John Kotter's Change Management model
22	11/3	Essay on V-J and H-B due	Class discussion of insights
23	11/5	None	Team presentations
24	11/10	None	Team presentations
25	11/12	None	Team presentations
26	11/17	None	Team presentations
27	11/19	To be determined	
28	11/24	Review all course notes and CPAs	Course synthesis
29	11/26	No class	Final Exam Preparation
30	12/1	Final Exam paper due	
14	Fall INTB370-TBD	INTB370-Normington	August 12, 2014 page 5

Various Concepts for Discussion/Contemplation:

A good working definition of a good leader: A basically “good” man or woman who is able to recognize or foresee problems and/or opportunities, develop an associated vision of the future, develop a plan to get there, and implement it through the efforts of other people while balancing the interests of multiple key stakeholders.

Leadership vs. Management:

Management

Administer
Maintain
Control
Short-term view
Ask how and when
Do things right
Accept the status quo/react

Leadership

Innovate
Develop
Inspire
Long-term view
Ask what and why
Do the right things
Challenge/proact

Types of leadership – the “teacher,” the “hero,” the “ruler;” charismatic, transformational, and caretaker leaders; the satisfaction and frustration of leadership

Do you want to be a leader? If so, what type of leader do you want to be? Why?

Where do leaders learn to lead? Leadership development through education and experience

Recognizing and assessing leadership; measuring the effects of good and bad leadership skills; good leadership is the most important factor for morale job performance

The difference between power and influence; and the leader’s use of both

Leadership values, qualities, traits and behavior (vision, ability, enthusiasm, stability, compassion, self-confidence, humility, persistence, energy, integrity)

Recognizing ineffective leaders – incompetence, rigidity, intemperate, lack of compassion (including cruelty), corruption