

**Course Code & No. - Section:** INTB 370 Section 1  
**Course Title (Credits):** Leadership in a Global Environment  
**Term & Year:** Spring 2014  
**Course Ref. No. (CRN):** 10057

**Instructor:** Mary Lewellen, Associate Professor  
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**Office:** Business Department – TCES  
**Office Hours:** Wednesday 8:00 am – 2:00 pm

**Class Meeting Time:** T-TH, 1:00-2:15; Final Exam May 13, 2014 3:00 – 6:00 pm  
**Location:** Patterson Hall 207

**Prerequisites** (from Catalog): MGMT 260 Principles of Management

### 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

*The 21 Irrefutable Laws of Leadership Workbook*, Maxwell

### 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	60
Homework / Personal Initiative	90
Research Project (Team Assignment)*	
Written Analysis Paper	150
Class Facilitation	100
Team Peer Assessment	50 <sup>1</sup>
Midterm Exams (2)	200
Case Study/Presentation*	
Written Analysis of Case	200
Class Presentation/Facilitation	100
Team Peer Assessment	50 <sup>2</sup>
Teachback*	100
Final Examination – Take Home: Leadership	
Self-Assessment and Development Plan*	<u>100</u>

**1200**

\* See page 3 for additional information

Note: all written assignments must be submitted to the instructor via hard and soft copy (to instructor’s e-mail address). Written assignments may be submitted to Turnitin.com to ensure that all written work is of original quality. Major written assignments (i.e., other than CPAs) must use the APA template for formal written assignments. Work will be graded using the SNC Common Writing Rubric.

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<sup>1</sup> Each team will be required to complete a Team Contract and Peer Assessment. Failure to submit the Team Contract and Peer Assessment will result in a loss of up to 50 points for this assignment. Students are expected to objectively and substantively evaluate each team member’s contribution to the assignment and rank order the contributions of each. Failure to provide a substantive assessment of each team member’s contributions will result in a loss of 10 points.

<sup>2</sup> See Footnote one above.

**Grade distribution**

93.5% and above	A	70% - 73%	C-
90% - 93.4%	A-	67% - 69%	D+
87% - 89%	B+	64% - 66%	D
84% - 86%	B	60% - 63%	D-
80% - 83%	B-	<60%	F
77% - 79%	C+		
74% - 76%	C		

**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 (Homework completed and submitted to instructor by start of class).

**Major project assignment prompts**

**Team Research Project:** Teams will research a senior business, political, military, historical, or other organizational leader and assess key attributes of his/her style and effectiveness using examples. A list of suggested leaders you may wish to consider are attached to this syllabus. You must include information from at least five different sources, excluding Wikipedia. Each team will prepare a comprehensive paper discussing their findings and conclusions and facilitate a ½ hour interactive 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. ***Each team should provide a one page summary of their findings (executive summary) to the class at least one week prior to their presentation date thus allowing for a more robust discussion of the case in class. Failure to provide the executive summary to the class on a timely basis will result in a penalty of ½ grade point (e.g. A to an A-) on your oral presentation grade.***

**Team Case Study:** Teams will analyze the leadership style(s) of the leader(s) in the assigned case. Each team will prepare a comprehensive paper discussing their findings and conclusions and facilitate a ½ hour interactive discussion among the class members. Papers must 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. ***Each team should provide a one page summary of their findings (executive summary) to the class at least one week prior to their presentation date thus allowing for a more robust discussion in class. Failure to provide the executive summary to the class on a timely basis will result in a penalty of ½ grade point (e.g. A to an A-) on your oral presentation grade.***

**Homework:** Each student is expected to complete the workbook assignments in “*The 21 Irrefutable Laws of Leadership*”. Students are expected to read the assigned lesson(s) prior to each class and then complete the “Observe” and “Discuss” questions at the end of each lesson. Your answers are due at the beginning of each class period. We will spend 10-15 minutes each class period discussing the assignment and the lessons learned.

For each assigned reading, students are expected to be prepared to discuss the lesson(s) learned from both the “textbooks” (*Good to Great* and *Four Obsessions of the Exceptional Leader*) as well as the additional reading(s) assigned. Class members will be called upon at random to lead the discussion of the assigned reading(s), thus you should be prepared at all times. Failure to be ready to lead the discussion may result in a -0- for participation.

**Teachback:** This is your opportunity to demonstrate your understanding and application of the concepts, articles, and materials covered in class. Your team is expected to facilitate a creative, interactive 10 minute discussion of materials (will be assigned to a team by your professor). Your teachback should be creative to ensure that the concepts covered are fully understood by your classmates. Note: Your teachback serves as the review prior to the mid-term exam(s) and thus your team is expected to cover the key concepts, ideas, materials and/or articles assigned. Teams will be graded on the substance of their presentations as well as their creativity and facilitated discussions. Failure to follow the guidelines for this assignment will result in an immediate grade reduction of 25%.

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

### Prim Library Resources

Using the library’s resources effectively (not just Internet resources) contributes to developing each of SNC’s core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library’s resources (either on-site or remotely) as you complete your assignments.

### Various Leadership 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/reactive

#### Leadership

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

- Types of leadership – the “teacher,” the “hero,” the “ruler;” charismatic, transformational, servant 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? How can you become a leader through leadership development, education and experience?
- Recognizing and assessing leadership -- measuring the effects of good and bad leadership skills. Note: good leadership is the most important factor for morale and effective 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

**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.

1<sup>st</sup> 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.

2<sup>nd</sup> 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.

3<sup>rd</sup> 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](mailto: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.

**RESPONSIBILITIES OF FACULTY AND STUDENTS**

The table below clarifies the respective responsibilities of students and the instructor in this class. Student failures will diminish their educational experience, performance, and/or course grade. Noncompliance by an instructor may affect his/her personal performance rating.

STUDENT RESPONSIBILITIES	FACULTY RESPONSIBILITIES
1. Students are responsible for their own educational achievement.	1. Faculty members are responsible for facilitating a classroom learning environment in each class session in which all students have an opportunity to desired outcomes.
2. Students are responsible for coming to all class sessions fully prepared to participate in discussions and/or activities scheduled for the period. This includes completing all assigned readings, completing class preparation assignments, assigned homework, and/or other preparatory tasks assigned by the instructor.	2. Instructors are responsible for ensuring that class preparation assignments, homework, etc. is relevant to the planned topic for the class and overall course objectives. The professor will be able to communicate relevance to students if questioned.
3. Students are responsible for asking relevant questions about course concepts about which they are uncertain. If such questions cannot be dealt with during the regular class period, students are responsible for arranging to meet with the instructor during office hours.	3. Instructors are responsible for responding appropriately and professionally to student inquiries about course concepts, and – if required – agreeing to consult privately with students during office hours in order to clarify course concepts when not possible to do so during class without detracting from educational experience of other students.
4. Students are responsible for bringing to the instructor's attention as soon as possible the presence of any special learning needs of which the instructor should be cognizant in order to properly perform his/ her professional responsibilities. If a student requires special ADA accommodations, he/she is responsible for contacting Academic Services to discuss their needs.	4. Instructors are responsible for: (a) complying with all applicable laws, regulations and SNC policies with regard to students with academic learning challenges, and (b) taking reasonable steps to assist or counsel students in general regarding means of maximizing their educational achievement in the class.
5. Students are responsible for ensuring they understand the performance standards established for the course, and for accepting that such standards will be applied equally to all students in the interest of professional fairness and equity.	5. Instructors are responsible for measuring student outcome achievement against performance standards appropriate to the level of the course (e.g., lower vs. upper division). Moreover, instructors are responsible for communicating these standards and expectations to assess students.
6. Students are responsible for compliance with SNC policies regarding academic integrity, and for accepting the consequences of violations thereof. For additional clarification, please see pp. ____ of the 2013-14 catalog: <i>Cheating and/or Plagiarism</i> .	6. Faculty members are responsible for discussing the SNC policy regarding academic honesty, cheating, and/or plagiarism, both in syllabi and direct classroom discussion. Faculty will also make clear to students the reason for the policy, and discuss standardized protocols for attribution, through citations and references, of the original work of others.

**SIERRA NEVADA COLLEGE  
DEPARTMENT OF BUSINESS  
INTB 370 – LEADERSHIP IN A GLOBAL ENVIRONMENT  
Spring 2014**

**Note: The instructor reserves the right to make changes in the assigned topics, readings and/or assignments. To extent that changes are required, a revised syllabus will be provided to students.**

**DATE****TOPIC AND ASSIGNMENT**

January 21 Course overview and associated discussion; tools for teams

January 23 Teamwork: Why Teams? What Makes an Effective Team?  
Tower Building Exercise

January 28 – 30 Readings:

Handouts

“GM CEO Dan Akerson’s top 9 Leadership Lessons”

“Mandela – 8 Lessons of Leadership”

“Powell – Thirteen Rules”

Case -- “Doer’s Profile” Nelson Mandela (1918 - )

“The Twin Pillars of Effective Leadership”

You will be placed in teams and asked to present the above readings to the class. You should ensure that you have read all of the assigned materials prior to class. If you are not ready to present the required materials, you will receive a failing grade for the day.

Leadership: What is Leadership? What are the characteristics of a “good leader? What is effective leadership?

**Written Assignment:** Identify what you believe are the traits, characteristics or qualities of a “good leader”. In a group? As an individual? Explain your selection.

What do you believe are your strengths as a leader? What are the sources or evidence to support your identification of your strengths?

Complete 21 Laws Leadership Evaluation, pages xiv – xxi

Maxwell

February 4 Different Leadership Approaches

Readings:

“The Situational Leader”

“Leading No Matter Where You Sit”

Case -- “The Paradox of Managerial Tyranny”

February 6 Teams and Teamwork – Are you a Leader? Dealing with Conflict – How do You Deal with Conflict?

Reading: “Discovering Your Authentic Leadership”



## Toolkit for Teams

- February 11    Good to Great: Chapter 1 “Good is the Enemy of Great”  
Good to Great: Chapter 2 “Level Five Leadership”  
**TEAM ASSIGNMENTS – SIGN UP DUE**
- February 13    Good to Great: Chapter 3 “First Who...Then What”  
**TEAM CONTRACT DUE**
- February 18    Good to Great: Chapter 4 “Confront the Brutal Facts”  
Maxwell: 1. “The Law of the Lid”
- February 20    Good to Great: Chapter 5 “The Hedgehog Concept”  
**Library Day—no class**
- February 25    Good to Great: Chapter 6 “A Culture of Discipline”  
Maxwell: 2. “The Law of Influence”
- February 27    Good to Great: Chapter 7 “Technology Accelerators”  
Maxwell: 3. “The Law of Process”
- March 4        Good to Great: Chapter 8 “The Flywheel and the Doom Loop”  
Maxwell: 4. “The Law of Navigation”
- March 6        Good to Great: Chapter 9 “From Good to Great to Built to Last”  
Readings:  
“Managing Yourself: Strategic Leadership: The Essential Skills”  
“Global Leadership Success Through Emotional and Cultural Intelligences”  
“What Makes a Leader?”  
“Seven Rules for New Leaders”  
“Leadership that Gets Results”
- TEAM RESEARCH PROJECT DUE**  
**PEER ASSESSMENT 1 DUE**
- March 11        **Mid-Term Exam 1**
- March 13        Team Research Project Presentations – Teams 1 and 2  
Maxwell: 5/6. “The Law of Addition” and “The Law of Solid Ground”
- March 17 – 21 Spring Break
- March 25        Team Research Project Presentations – Teams 3 and 4  
Maxwell: 7/8. “The Law of Respect” and “The Law of Intuition”  
Maxwell: 9/10. “The Law of Magnetism” and “The Law of Connection”
- March 27        Team Research Project Presentations – Teams 5 and 6  
Maxwell: 11/12. “The Law of the Inner Circle” and “The Law of Empowerment”

April 1 Case Analysis – “Assigned Leader Group Exercise: Assessing Your Leadership Skills”

April 3 The Four Obsessions: Pages 3 – 33  
Conflict and Negotiation – Presentation and Role-Playing  
Case: Gen Y in the Workforce

April 8 The Four Obsessions: Pages 34 – 55  
Case: The CEO Can’t Afford to Panic

April 10 The Four Obsessions: Pages 56 – 87  
Maxwell: 13/14. “The Law of the Picture” and “The Law of Buy-in”

**CASE STUDY PAPER DUE  
PEER ASSESSMENT 2 DUE**

April 15-17 The Four Obsessions: Pages 86 – 106  
Maxwell: 15-17. “The Law of Victory”, “The Law of the Big Mo”, and “The Law of Priorities”

April 22-24 The Four Obsessions: Pages 107 – 180  
Maxwell: 18 – 21. “The Law of Sacrifice”, “The Law of Timing”, “The Law of Explosive Growth”, and “The Law of Legacy”

Teachback: Mandela and Powell Leadership Lessons  
Good to Great Lessons  
Lencioni Lessons  
The 21 Irrefutable Laws of Leadership  
The Handbook for Leaders – 24 Lessons for Extraordinary Leadership by  
Zenger and Folkman, ISBN 978-0-07-143532-1  
The Twin Pillars of Effective Leadership

April 29 **Mid-Term Exam 2**

May 1 Case Study Presentations – Teams 1 and 2

May 6 Case Study Presentations – Teams 3 and 4

May 8 Case Study Presentations – Teams 5 and 6

**MAY 13, 2014 FINAL EXAM – CLASS WILL BE HELD AND STUDENTS ARE EXPECTED TO ATTEND. FAILURE TO COME TO CLASS ON THIS DATE WILL RESULT IN THE STUDENT RECEIVING A FAILING GRADE ON THEIR FINAL EXAM.**

**Suggested Sources for Leaders:**

Great Leaders, Great Tyrants? Contemporary Views of World Rulers Who Made History, edited by Arnold Blumberg, ISBN 0-313-28751-1

Leadership: Fifty Great Leaders and the Worlds They Made, by Mark Polelle, ISBN 978-0-313-34814-3

Some Other Leaders You May Wish to Consider:

Robert Mugabe  
Benazir Bhutto  
Pope Francis  
Mary Barra  
Jerry Bremer  
Marissa Mayer  
Meg Whitman  
Jerry Brown

Possible Case Studies:

The Story of K2 and the Brotherhood of the Rope

Race to the South Pole

Leadership in Crisis: Ernest Shackleton and Epic Voyage of Endurance

Jamie Dimon and Bank One A (Marshall)

Jamie Dimon and Bank One B (Marshall)

James Burke: A Career in American Business A and B (Tedlow and Smith)

GE's Two Decade Transformation: Jack Welch's Leadership

GE's Growth Strategy: The Immelt Initiative

Meg Whitman at E-Bay, Inc (A)

A Bomb in Your Pocket? Crisis Leadership at Nokia India (A) and (B)

David Neeleman: Flight Path of a Servant Leader (A) and (B)

Brooke Correll and Clos Du Val: Adventures in Napa Valley (A) and (B)

New Leaders of Financial Giants: The Cases of Vikram Pandit (CITI) and John Thain (Merrill Lynch)

**Extra Credit Assignment (maximum of 50 points)**  
**Leadership Scavenger Hunt**

1. Identify the four star Army general who was raised and retired to the Gardnerville, NV area and who, at the time of his retirement, was the longest serving commander of the US Central Command. At the time of achieving the rank of a four star general, he was the youngest four star general in the Army. (2 points)
2. Identify two leaders (former presidents) who helped lead their countries from apartheid or slavery. (4 points)
3. Identify the non-indicted co-conspirator of the largest conspiracy in US history. Over forty of his co-conspirators were sentenced to jail time. (2 points)
4. Identify the last five star general who became President of the United States (2 points)
5. Identify the US president who encouraged Americans to ask what they could do for their country and not what their country could do for them. (2 points) What key USG agency did he create? (2 points)
6. Identify the first female CEO of Yahoo. (2 points) What are the key changes she has made to Yahoo since taking the reins? (2 points)
7. Identify in the Incline Village or northern Nevada area to extent possible, a leader who could be considered a:
  - a. situational leader
  - b. servant leader
  - c. transformational leader
  - d. visionary leader
  - e. tyrannical leader
  - f. autocratic leader
  - g. laissez faire leader
  - h. paternalistic leader
  - i. democratic leader
  - j. characteristic leader

You will earn two points for each leader named. Explain your choices.

8. Identify the former CEO of E-Bay who also ran for governor of California. (2 points)
9. Identify the SNC professor who teaches Change Management for the Tulane MBA program. (2 points)
10. Which SNC Board of Trustee member was the CEO of Enron Europe? (2 points)
11. Which SNC Board of Trustee member was a Board member for Oracle and Peoplesoft? (2 points)

12. Identify the SNC faculty member who owns his own ski resort. (2 points)
13. Identify the SNC faculty member who was formerly a VP in the telecommunications industry, worked internationally, who received UNESCO's Prezi Award for developing an education website and who worked his way through school as a rock band drummer. (2 points)
14. Identify the SNC faculty member who received both a Presidential Distinguished Service Award and Presidential Meritorious Service Award and led the contra-aid task force on behalf of President Reagan. (2 points)