

## COURSE SYLLABUS: INTB 370

Fall 2017 Baker

**Course Code & No. - Section:** INTB 370 - LT1  
**Course Title:** Leadership in a Global Environment  
**Term & Year:** Fall 2017  
**Course Ref. No. (CRN):** 80607

**Instructor:** Steve Baker, Adjunct Professor  
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**Office Hours:** by appointment only

**Class Meeting Time:** Tuesday, 6:00 - 8:45 p.m.  
Final Exam, Tuesday, December 12, 6:00 p.m.

**Location:** LTCC D123

**Prerequisites (from Catalog):** MGMT 260 Principles of Management, or consent of instructor

### The Sierra Nevada College 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.

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 through class discussions.

### 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*, Jim Collins  
*The 21 Irrefutable Laws of Leadership Workbook*, John Maxwell  
*Global Leadership*, Marshall Goldsmith  
*Lean In*, Sheryl Sandberg  
Case Studies as outlined in the Syllabus

### **Course Objectives and 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 reason 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 Grades**

Student outcomes will be assessed using the following:

	<u>Points Possible</u>
Attendance	50
Homework/Personal Initiative/Class Participation	300
Leader Research Project	
Written Analysis Paper	200
Class Presentation/Facilitation	100
Case Study/Presentation	
Written Analysis of Case/Candidate	200
Class Presentation/Facilitation	100
Final Examination	<u>50</u>
	<b><u>1000</u></b>

### **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). Failure to submit assignments on time will result in a “0” for the day’s homework or one half letter grade for each 24 hour period delay in submitting written research papers and case studies. Each student must participate through discussions, answering questions, and stimulating class interaction as we discuss topics. It is therefore imperative the reading is completed prior to each class. The instructor will call on each student, during each class, to either answer a question or share their knowledge and perspective on the reading assignments and topics for that particular class session.

## Grade Distribution

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

## Major Project Assignment Prompts

**Research Project:** Each student 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 student will prepare a comprehensive paper (8-10 pages) discussing their findings and conclusions and facilitate a 1/2 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. Remember, each student will submit a comprehensive analytical paper plus present their research to the class. **Each student should provide a one page summary of their findings (executive summary) to the class at least one class prior to their presentation date this 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 1/2 grade point (e.g. A to an A-) on your oral presentation grade.**

**Case Study:** Each student will analyze the leadership style(s) of the leader(s) in the assigned case. You should request a case from the instructor for this assignment. Each student will prepare a comprehensive paper (8-10 pages) discussing their findings and conclusions and facilitate a 1/2 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. Remember, each student will submit a comprehensive analytical paper plus present their research to the class. **Each student should provide a one page summary of their findings (executive summary) to the class at least one class prior to their presentation date this 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 1/2 grade point (e.g. A to an A-) on your oral presentation grade.**

## Written Work and Presentation Requirements

All written requirements - assignments, projects, papers, etc. - MUST be typed in double space.

Any assignment that is NOT typed will NOT be graded. All written work submitted for grading must be **original** copy. All written work will become the property of the professor. Students wishing to retain a copy of the assignment should make a copy prior to submitting the work for grading. All work, assignments, and other requirements submitted for grading must be of

professional quality. Students will be expected to use spell-check on all work submitted. All work submitted for grading will be returned to the student for a brief period in the class for the student's review and information and comments. The written work and examinations will be returned only to the student named on the work.

Papers are due at the start of class on the date listed on the syllabus. **Each twenty four hours that a paper is late will result in a penalty of one half letter grade.** *Late papers must be submitted by email. Students must receive confirmation of receipt from the instructor to be considered "turned in". For your protection, submit your paper from an e-mail account that will keep a record of your outgoing e-mail. With this, you can demonstrate a true attempt to submit the paper that somehow disappears into the electronic ether. Do not submit papers to the instructor's faculty snail mailbox, the department's administrative assistant, or under the instructor's office door. After submitting papers electronically, students should bring a print-out of the late assignment to the next class meeting.* Late assignments will not be graded on the same schedule as assignments submitted on time. Under no circumstances should students miss class to complete an assignment.

**Reminder: All assignments are due at the beginning of the class period on the date indicated in the syllabus.**

Substitution or extra credit will NOT be allowed for assignments not submitted on the scheduled or due date. Assignments may be turned in early. Students are urged to jointly and collaboratively work together on case study analysis, projects and assignments. Details of assignments and projects will be thoroughly explained in the syllabus or in subsequent attachments.

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 lessons learned.

For each assigned reading, students are expected to be prepared to discuss the lesson(s) learned from the "textbooks" as well as any additional reading 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.

Final Exam: The final exam will be 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.

### **ADA 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 Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), office in Prim Library: PL-304.

### **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.

### **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 not taking or related web look-up.**

### **Approximate Timetable and Schedule of Class Activities**

The order of topics, tests, assignments, etc. is presented in this syllabus. Every effort will be made to stay on schedule with the syllabus. However, the professor 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 class. It is the responsibility of the individual student to stay informed about any changes in topic order, test dates, etc. Please note that we are covering, on average, one chapter per class period. This, it is critical that you stay current on all assignments.

Disclaimer: If any part of this syllabus violates Sierra Nevada College policy or any other governing policy, that policy will take precedence.

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

August 22      Course overview and associated discussion  
Teamwork: Why teams? What makes an effective team?  
Tower Building Exercise  
Readings (in-class) and Discussion

August 29      Readings:  
"GM CEO Dan Akerson's Top 9 Leadership Lessons"  
"Mandela - 8 Lessons of Leadership"  
"Powell -Thirteen Rules"  
"The Twin Pillars of Effective Leadership"  
"Meg Whitman's Leadership Lessons"

You will be assigned a reading and asked to present in class. You should ensure that you have read the assigned reading material prior to class. If you are not ready to present the required material, 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?

Sept. 5          Different Leadership Approaches

Readings:  
"The Situational Leader"  
"Leading No Matter Where You Sit"  
Case - "The Paradox of Managerial Tyranny"

Complete 21 Laws of Leadership Evaluation, pages xiv-xxi

Teams and Teamwork - Are you a leader? Dealing with conflict - how do you deal with conflict?

Reading: "Discovering Your Authentic Leadership"



- Sept. 12      Collins: Chapter 1 “Good is the Enemy of Great”  
                  Collins: Chapter 2 “Level 5 Leadership”  
                  Collins: Chapter 3 “First Who...Then What”  
  
                  Maxwell: Chapter 1 “The Law of the Lid”  
  
                  Goldsmith: Chapter 1 “Emerging Trends for Global Leaders”  
                  Goldsmith: Chapter 2 “Thinking Globally”
- Sept. 19      Collins: Chapter 4 “Confront the Brutal Facts”  
                  Collins: Chapter 5 “The Hedgehog Concept”  
  
                  Maxwell: Chapter 2 “The Law of Influence”  
  
                  Goldsmith: Chapter 3 “Appreciating Diversity”  
                  Goldsmith: Chapter 4 “Developing Technological Savvy”
- Sept. 26      Collins: Chapter 6 “A Culture of Discipline”  
                  Collins: Chapter 7 “Technology Accelerators”  
  
                  Maxwell: Chapter 3 “The Law of Process”  
  
                  Goldsmith: Chapter 5 “Building Partnerships”  
                  Goldsmith: Chapter 6 “Sharing Leadership”
- October 3     Collins: Chapter 8 “The Flywheel and the Doom Loop”  
                  Collins: Chapter 9 “From Good to Great to Built to Last”  
  
                  Maxwell: Chapter 4 “The Law of Navigation”  
  
                  Goldsmith: Chapter 7 “Creating a Shared Vision”  
                  Goldsmith: Chapter 8 “Developing People”
- October 10    Research Project Presentations (four students)  
  
                  Maxwell: Chapter 5 “The Law of Addition”  
                  Maxwell: Chapter 6 “The Law of Solid Ground”  
  
                  Goldsmith: Chapter 9 “Empowering People”  
                  Goldsmith: Chapter 10 “Achieving Personal Mastery”
- October 17    Research Project Presentations (four students)  
  
                  Maxwell: Chapter 7 “The Law of Respect” and Chapter 8 “The Law of Intuition”  
  
                  Goldsmith: Chapter 11 “Encouraging Constructive Dialogue”  
                  Goldsmith: Chapter 12 “Demonstrating Integrity”

- October 24     Maxwell: Chapter 9 “The Law of Magnetism”  
                     Maxwell: Chapter 10 “The Law of Connection”
- Goldsmith: Chapter 13 “Leading Change”  
                     Goldsmith: Chapter 14 “Anticipating Opportunities”
- Sandberg: Chapter 1 “The Leadership Ambition Gap”  
                     Sandberg: Chapter 2 “Sit at the Table”
- October 31     Maxwell: Chapter 11 “The Law of the Inner Circle”  
                     Maxwell: Chapter 12 “The Law of Empowerment”
- Goldsmith: Chapter 15 “Ensuring Customer Satisfaction”  
                     Goldsmith: Chapter 16 “Maintaining a Competitive Advantage”
- Sandberg: Chapter 3 “Success and Likeability”  
                     Sandberg: Chapter 4 “It’s a Jungle Gym, Not a Ladder”
- Nov. 7           Maxwell: Chapter 13 “The Law of the Picture”  
                     Maxwell: Chapter 14 “The Law of Buy-in”
- Sandberg: Chapter 5 “Are You My Mentor?”  
                     Sandberg: Chapter 6 “Seek and Speak Your Truth”  
                     Sandberg: Chapter 7 “Don’t Leave Before You Leave”
- Nov. 14        Maxwell: Chapter 15 “The Law of Victory”  
                     Maxwell: Chapter 16 “The Law of the Big Mo”  
                     Maxwell: Chapter 17 “The Law of Priorities”
- Sandberg: Chapter 8 “Make Your Partner a Real Partner”  
                     Sandberg: Chapter 9 “The Myth of Doing It All”
- Nov. 28        Case Presentations (four students)
- Maxwell: Chapter 18 “The Law of Sacrifice” and Chapter 19 “The Law of Timing”
- Sandberg: Chapter 10 “Let’s Start Talking About It”
- Dec. 5          Case Presentations (four students)
- Maxwell: Chapter 20 “The Law of Explosive Growth”  
                     Maxwell: Chapter 21 “The Law of Legacy”
- Sandberg: Chapter 11 “Working Together Toward Equality”
- Dec. 12        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	Peyton Manning
Jack Welch	Benazir Bhutto
Bernie Sanders	Pope Francis
Ghandi	Mary Barra
Angela Merkel	Jerry Bremer
John F. Kennedy	Marissa Mayer
Fidel Castro	Meg Whitman
Donald Trump	Jerry Brown
William Clinton	Ronald Reagan
Hillary Clinton	Mitt Romney
Theresa May	General Patton
General Petraeus	Mark Cuban
General Mattis	

Possible Case Studies:

Race to the South Pole  
Leadership in Crisis: Earnest 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)

