Standard Course Outline

I. General Information
   - Course number: SCM 657
   - Title: Seminar in Supply Chain Leadership
   - Units: 3
   - Prerequisites: Graduate standing
   - Course Coordinator / SCO Prepared by Dr. Vicki Scherwin
   - Date prepared / revised: Jan. 30, 2013

II. Catalog Description

   This course emphasizes the interpersonal skills necessary for individuals in supply chain leadership positions. Group processes, situational factors, change management, and leading diverse individuals are discussed. Leadership self-assessment is included to aid understanding of one’s own leadership abilities. Letter grade only (A-F).

III. Curriculum Justification(s)

   This is an advanced course in leadership geared specifically for operations and supply chain managers. These managers need to be able to sell their ideas, implement change, work in teams, and coordinate and manage a diverse set of individuals. Students will learn about leadership both from an academic perspective and through a critical approach to their own leadership strengths and weaknesses. In order to succeed in the complex global environment and address the current challenges facing decision makers in this environment, individuals will need to demonstrate strong leadership skills. The course brings into focus the importance of interpersonal skills, team dynamics and cultural awareness as critical in the managerial process. Embedded in the specific subject matter of the course is an appreciation of the following CBA graduate learning goals:
   - Interpersonal, Leadership & Team Skills (General)
   - Critical Thinking (General)
   - Ethics (General)
   - Domestic & Global Environment: (Management Specific)

IV. Course Objective(s)

   Interpersonal, Leadership & Team Skills: Students will be able to demonstrate interpersonal and leadership skills for working in a dynamic and diverse world, both independently and in a team environment.
   - Demonstrate understanding of team dynamics and personal strengths and weaknesses relevant to individuals in leadership positions.
Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation, simulation.

**Critical thinking:** Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.
- Research and examine systematically the challenges facing leaders of groups and organizations and critically evaluate potential approaches to address these problems.
- Make logical and defensible recommendations that are consistent with the relevant facts, and effectively communicate these recommendations both orally (e.g., presentations, class discussion) and in writing.
Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation, simulation.

**Ethics:** Students will be able to demonstrate awareness and knowledge of social responsibility, ethical leadership, and citizenship issues in the local, regional and world communities.
- Demonstrate understanding of the management of ethical and social responsibility for individuals in leadership positions.
Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation.

**(Management Specific) Domestic & Global Environment:** Students will be able to demonstrate knowledge of today’s dynamic business environment (e.g., legal, regulatory, political, cultural, and economic), especially the links between our region and global business.

Students will be able to:
- Demonstrate understanding of the special challenges leaders face in the global economy, including how national cultures affect management, specifically supply chain design and implementation, and international negotiation and communication.
Suggested methods of assessment: objective test questions, essay test questions, research paper, case analysis and presentation, simulation.

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### V. Outline of Subject Matter

<table>
<thead>
<tr>
<th>Topics to be covered:</th>
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<tr>
<td>What is “leadership”?</td>
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<td>The psychological issues which underlie leadership and followership.</td>
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<td>Assessing individual strengths and weaknesses.</td>
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<td>Leadership theory</td>
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<td>Group coordination</td>
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<td>Team dynamics</td>
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<td>Cross cultural leadership and diversity</td>
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<td>Gender and leadership</td>
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<td>Negotiation</td>
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<td>Organizational change</td>
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<td>Other relevant self-assessments</td>
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SCO GSCM XXXX Leadership Spring 2013
VI. Methods of Instruction

a) Instructors should use appropriate instruction methods that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Examples of instruction methods for the course include:
   - Class lecture/examples/discussion
   - Individual and team case analysis
   - Written assignments including research papers
   - Self assessment
   - Individual and team projects
   - Guest speakers
   - Debates
   - Simulations

b) The textbooks for this course should be chosen in accordance with the University Policy on textbooks. Instructors should use appropriate readings, cases and/or text books that are consistent with the graduate level of instruction and the course description stated in Section II, and serve the course objectives listed in Section IV of this SCO. Given the nature of the material covered, a custom course pack may be appropriate. In addition popular leadership texts may be included. The following is illustrative:
   - Appropriate graduate level cases from Harvard or Ivey
   - The Leadership Challenge, 4th edition (by J.M. Kouzes and B.Z. Posner)
   - On Becoming a Leader, (by Warren Bennis)
   - Primal Leadership, (by Goleman, Boyatzis, McKee)
   - Leaders, Fools, and Impostors (by M.F.R. Kets De Vries).
   - Readings packet

c) Instructors in planning the exams, and other grading procedures, should adhere to the relevant University Policy on “Grades, Grading Procedures, and Final Assessments, Final Course.” Examinations must be essay-type and/or problem solving questions and avoid the predominant use of multiple-choice questions.

VII. Instructional Policies Requirements

Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.

Instructors may specify their own policies with regard to plagiarism, withdrawal, absences, etc., as long as these policies are consistent with the University policies published in the CSULB Catalog. It is expected that every course will follow University policies on Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), Attendance (PS 01-01), Course Syllabi (PS 11-07), Final Course Grades, Grading Procedures, and Final Assessments (PS 05-07), and Withdrawals (PS 02-02 rev). If some or all sections of the course are to be taught, in part or entirely, by distance learning in the future, the course must follow the provisions of PS 03-11, Academic Technology and the Mode of Instruction.
All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.

**Students with Disabilities.** Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.