

**Max M. Fisher College of Business
The Ohio State University**

**BUSMHR 7220
Personal Leadership Effectiveness
Spring 2017
Schoennbaum Hall 319**

Instructor: Charles J. Buchanan
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Class Hours: Mondays, 6:15-9:30pm
Office Hours/Fisher Hall 754: By Appointment

The ability to successfully execute any project or assignment; attaining mastery in identifying, resolving problems, gaining mastery in causing results in any condition/circumstance.

Course Purpose

The purpose of this course, Personal Leadership Effectiveness (PLE) is to improve students' leadership ability. This is achieved through improving students' self-awareness, influence, and application of leadership.

Course Description and Concept

The course is delivered through class discussion, reading and lecture. Students are asked to read assignments ahead of class and be prepared to discuss the readings in class. Discussion questions are circulated ahead of class to help students prepare for discussions. Students complete a weekly journal entry to reflect upon the lessons learned and improve self-awareness.

The course starts out focusing on emotional intelligence (EQ) to help students build self-awareness and improve relationships with constituents. Students are asked to read *Emotional Intelligence 2.0* and complete the survey associated with the book. The second half of the class focuses on the application of leadership. Students are asked to read *The Leadership Challenge* and select case studies for group discussion.

Course Objectives

This course is focused on developing students' leadership effectiveness. More specifically, students will:

- 1) Develop a more comprehensive understanding of EQ
- 2) Improve students' self-awareness
- 3) Develop individual leadership philosophies
- 4) Read *The Leadership Challenge* and gain understanding of exemplary leadership
- 5) Develop habits of personal reflection and self-discovery
- 6) Have fun and engage in lively class discussions

Course Interaction

It is worth emphasizing that PLE is highly interactive. Students will work closely together as a class. Leadership is a hands-on-activity and so is this class, please be prepared to participate and make the most of this opportunity. Students are expected to contribute to class discussion and interact with guest speakers. The leadership panel is a great opportunity for students to learn from others' success and failures. Students will gain the most out of this class by preparing for class, participating in class, and reflecting on class.

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Classroom Environment and Policies

The classroom environment is focused on collaboration and shared learning. Students are encouraged to actively participate in class discussions. A significant amount of time will be spent on group discussions. These discussions are only beneficial if you participate in them. The classroom is a safe environment and students should refrain from judging other students. The individual differences that we all have create diversity of thought. The classroom needs to remain a safe place that allows students to find their voice and explore their thoughts.

Tardiness and Absence from Class: Be professional, arrive on time, and be prepared to participate in class. Class is scheduled from 6:15 to 9:30. Please try to focus while in class. Minimize distractions and treat this time as an investment into your leadership. This is to you and your constituents benefit. Please notify the instructor if you are going to miss class. All assignments are docked points for late submissions.

Mobile Devices: As a courtesy to instructors, fellow students, and guest speakers, mobile devices are not to be used in class.

Course Materials

- *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, Fifth Edition. Puzos, James and Posner, Barry. 2012. ISBN 978-0-470-65172-8
E-Book editions are fine. Please use the Fifth Edition. ISBN are different for E-Books which are also acceptable.

- **OPTIONAL** *The Leadership Challenge Workbook*, Third Edition. Puzos, James and Posner, Barry. 2012. ISBN 978-1-118-18270-3

- *Emotional Intelligence 2.0*. Bradberry, Travis and Greaves, Jean. 2009. ISBN 978-0-9743206-2-5

- HBR Course Pack - <http://cb.hbsp.harvard.edu/cbmp/access/57433441>

Course Requirements and Grading

Course Requirements

Journal Entries =	150 Points
Leadership Philosophy =	100 Points
EQ Development Plan =	100 Points
Motivation Project =	200 Points
Reflection Paper =	200 Points
Class Participation =	<u>250 Points</u>
	1,000 Points

Course Assignments

Journal Entries - Entries are submitted on **Wednesdays**, no later than midnight. The journal entry is a reflection on the preparation and participation in the previous class (the Monday prior to submission). One point is deducted for each day that the entry is late. There are 14 journal entries. Each entry is worth 10 points each. Students are awarded an additional 10 points (to achieve the overall total of

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150 points) for submitting all 14 journal entries. Entries are submitted in the appropriate folder in Canvas. Each journal entry answers the following four questions:

- 1) Specific question for the week.
- 2) What have I learned or discovered about leadership this week?
- 3) How can I apply what I have learned?
- 4) What is my goal for the next week?

Leadership Philosophy – Students are required to write a 1-2 page paper explaining how they lead (or will lead in the future). The paper is written to their constituents as a means to communicate how that person can expect to be led. More information will be provided during the course.

EQ Self-Development Plan – Students are required to write a 1-2 page paper explaining how they will improve on a component of EQ. Students use the results of their EQ self-assessment and select one area for development. The student writes the paper highlighting a self-development plan that will improve the student’s leadership through improving their EQ.

Motivation Project – Students work in groups and present an employee incentive plan to the class. The plans address the whole employee (intrinsic and extrinsic motivations). Students develop a written plan and present that plan to the class. The written plan is submitted on Canvas. The written plan is worth 150 points and the presentation is worth 50 points. More information will be provided during the course.

Reflection Paper – Students are required to write a self-reflection paper at the end of the semester. This paper is in lieu of a final exam. Students utilize the lessons learned throughout the course to write a reflection paper on what they have learned and how they can apply it. More information will be provided during the course.

Class Participation – Students are awarded up to 250 points for class participation. Points are assessed based on the student’s attendance, timeliness, participation and contribution. Peer and self-evaluations will also contribute to a student’s class participation grade. Class participation is focused on contribution to the class. This includes but is not limited to class discussions and attendance.

Academic Misconduct: The Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct. The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For more information, please reference: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>

OSU Disability Policy: Every effort will be made to provide each student with a meaningful learning opportunity. If there are obstacles which prevent you from learning effectively, please schedule an appointment with the instructor so we can address this issue(s). Any student who feels that s/he needs an accommodation based on the impact of a disability should contact the instructor and/or The Office for

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Disability Services. This office is located in 150 Pomerene Hall, 1760 Neil Avenue. Telephone 292-3307, TDD 292-0901, <http://www.ods.ohio-state.edu/>.

Additionally, the University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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Course Schedule:

Date	Class Topic	Assignments Due
1/9/2017	Course Overview/ Syllabus Review	JE 1 (Due Wed. following class)
1/16/2017		
1/23/2017	EQ 2.0 Read EQ 2.0 CH 1-6	JE 2 (Due Wed. following class)
1/30/2017	EQ 2.0 Read EQ 2.0 CH 7-8	JE 3 (Due Wed. following class)
2/6/2017	EQ 2.0 Re-Read CH 4	EQ Self Development Plan (Due 2/6/17) JE 4 (Due Wed. following class)
2/13/2017	Motivation CHAPTER - Motivation: The Not-So-Secret Ingredient of High Performance	JE 5 (Due Wed. following class)
2/20/2017	Problem Solving	JE 6 (Due Wed. following class)
2/27/2017	Leader Panel	JE 7 (Due Wed. following class)
3/6/2017	Read Article - Why Teams Don't Work Article - The Secrets of Great Teamwork	JE 8 (Due Wed. following class)
3/13/2017		
3/20/2017	Read LC - Chapter 1 LC - Practice 1 - Model the Way Case - Jonah Creighton	JE 9 (Due Wed. following class)
3/27/2017	Read LC - Practice 2 - Inspire a Shared Vision Case - Axel Springer	JE 10 (Due Wed. following class)
4/3/2017	Read LC - Practice 3 - Challenge the Process Case - The Moral Compass	JE 11 (Due Wed. following class)
4/10/2017	Read LC - Practice 4 - Enable Others to Act Case - David Fletcher	JE 12 (Due Wed. following class)
4/17/2017	Read LC - Practice 5 - Encourage the Heart Case- Hyundai Group	Leadership Philosophy (Due 4/17/17) JE 13 (Due Wed. following class)
4/24/2017	Course Reflection and Review	JE 14 (Due Wed. following class) Reflection Paper (Due 4/30/17)