

MHR 4221 Competencies in Managing People
Spring 2017
MWF 10:20 – 11:15
Schoenbaum 305

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Course Overview

This course is fundamentally about building effective working relationships with other people at work. Though not everyone in an organization has a manager position, virtually everyone has to manage in order to accomplish their work. In this course, we will focus on those things that help you be more effective in working with others whether or not you are their manager. Management is a capability that is not dependent on position and it is essential if you are interested in being successful.

Texts & Readings

Required Books:

The Four Conversations: Daily Communication that Gets Results, Jeffrey Ford & Laurie Ford, San Francisco: Berrett-Koehler, 2009. [This can be purchased on line at Amazon.com for \$21.95 new or less for a used copy].

Readings On Carmen:

There are also readings posted on Carmen according to week of class. These readings are obtained through the library (watch “Accessing Library Material” video posted on Carmen).

Course Requirements and Grading

What you get out of this course depends on your willingness to engage the material, do the assignments, and participate in class discussions. Not everything assigned is graded, but doing the assignment increases your understanding of and competency with the material. Class time will be used to discuss assignments, the readings, and introduce new material. Although the course is structured in weekly topics, the course is cumulative and later classes depend on what was learned in previous ones. This means that if you do not understand the concepts and ideas of one class, it could impact your understanding of the material in subsequent classes. It is up to you to let me know when you do not fully understand something. Finally, you are responsible for what is contained in this syllabus, for keeping up to date with any changes and class communications, and for any work that you may miss.

Grading

The following principles govern grading in this course:

- The requirements of the course are identical for everyone. This means it is not possible to “make up” for performance you are unhappy with through “extra credit” or “redoing” work.
- Complete assignments are due at the times for which they are assigned whether or not you attend class. If, in the event you must miss class, it is your responsibility to make arrangements to have your work delivered on time.
- It is possible to earn any of the official OSU grades available for this class (A thru E).

Grades are based on the percentage of total points obtained as set forth in the standard OSU Grading Scheme. There are a total of 200 points available in this course. They are distributed as follows:

Exam 1 = 40 pts
Exam 2 = 40 pts
Exam 3 = 40 pts
Quizzes = 40 pts (8 @ 5 pts each)
Bring to Class = 40 pits (4 @ 10 pts each)

Exams: All exams are “in class” exams and will be objective answer and/or short answer essay in format. They are no team or group projects.

Quizzes: All quizzes are “objective” in nature (i.e., true-false, fill in the blank, multiple choice) and will cover any material up to and including the reading for the current class. This means that quizzes are cumulative and cover material from class discussions as well as readings.

Bring to Class: These written 1-page assignments are based on work you do outside of class and reflect your engagement in and working with key concepts and ideas. They are graded on thoroughness and quality.

Office Appointments

I am available to discuss any issues of concern to you on an individual basis in my office. To make an appointment, call my home or email me even if you want to meet during regular office hours. Although I am in my office and available for “drop-in’s”, you run the risk that I may be meeting with someone when you drop by. So, if you really want to meet with me, I recommend scheduling an appointment. So that I can be better prepared for your visit, please give me a general idea of the topic you’d like to discuss. I typically schedule 15 minute appointments; if you believe you will require more time, simply ask for a longer appointment.

Academic Integrity (Academic Misconduct)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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. Ignorance of the Code is not an excuse for violation. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." Additional guidance for maintaining academic integrity can be found at [Ten Suggestions for Preserving Academic Integrity](#).

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, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

While most students have high standards and behave honorably, like every academic institution, we encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained. Unless otherwise specified, all work is to be done independently of others in this class.

Accommodation for Students with Disabilities

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Disability Services is located at in 150 Pomerene Hall, 1760 Neil Avenue. Telephone (614) 292-3307; TDD (614) 292-0901.

TENTATIVE COURSE OUTLINE (subject to change)

Week 1, January 9, 11, 15

Delivery and the Gig Economy

- Mon Introduction to MHR 4221 and “The Gig Economy”
- Reading: The Syllabus (posted on Carmen)
- Wed The Gig Economy
- Reading: a) Three Cheers for the Gig Economy
(<http://www.forbes.com/sites/aparnamathur/2016/11/04/three-cheers-for-the-gig-economy/#20cada833e6b>)
- b) Working in a Gig Economy
(<https://www.bls.gov/careeroutlook/2016/article/what-is-the-gig-economy.htm>)
- c) Who Wins in the Gig Economy, and Who Loses
(<https://hbr.org/2016/10/who-wins-in-the-gig-economy-and-who-loses>)
- Fri The Delivery Business
- Reading: Ford & Ford, “The Delivery Business” (posted on Carmen)
- Watch In Class: Videos on making deliveries
- Preparation Question: What has been your experience with good and bad deliveries? What has been the impact and cost to you when a promised delivery does not occur? How do you feel about the person or organization when they fail to deliver as promised or when they deliver in an unprofessional manner? Be prepared to share your answers in class.

Week 2, January 16, 18, 20

Reputations: How Others Know You

- Mon **NO CLASS** – Martin Luther King Day
- Wed **QUIZ 1**
- Reputations: The New Currency?
- Reading: a) Ford & Ford, “Reputation – Everyone Has One” (posted on Carmen)
- b) Caudron, “Forget Image, It’s Your Reputation that Matters”, *Industry Week*, Feb 3, 1997, 246(3) (Posted on Carmen)

c) “Big Brother Management”, The Economist (read this article here: <http://www.theworldin.com/article/10630/big-brother-management>)

Watch in Class: The Currency of the New Economy

Fri What Reputations are Worth Having?

Reading: a) Kouzes, J. M., & Posner, B. Z. 1990. The Credibility Factor: What Followers Expect From Their Leaders. *Management Review*, 79(1): 29-33. (Library)

b) Ford & Ford, “Reputation Worth Having” (posted on Carmen)

Bring to Class: a) Describe a reputation you think is worth having, b) why, and c) what you would need to do or accomplish to have that reputation. Be prepared to share in class. [Limit 1 page double spaced]

Week 3, January 23, 25, 27

Deliverables & Agreements: Establishing What Gets Delivered

Mon

QUIZ 2

Deliverables: Doing, Done, Delivered

Reading: a) Ford & Ford, “Chapter 4: Deliverables and Agreements” (posted on Carmen)

b) Ford & Ford, “Chapter 5: The Working Link” (posted on Carmen)

In Class Case: The Electricity Department. Read this case (posted on Carmen) and come to class prepared to answer the question “Why is installation having problems with installations?”

Wed

NO CLASS – Deliverable Research

Deliverable Tracking: List 10 people with whom you have regular interactions (e.g., group members, co-workers, team mates, coaches, etc.). For each person, record each deliverable you send and each deliverable you receive from them for Tues, Wed, and Thurs.

Fri

Delivery Gaps: Agreements vs Expectations

Reading: Ford & Ford, “Chapter 4: Deliverables and Agreements” (posted on Carmen)

Bring to Class: Your Deliverable Tracking report which lists each of the deliverables you delivered and received from the 10 people on Tues, Wed, and Thurs. [Limit 1 page double spaced]

Week 4, January 30 - February 1, 3
Non-Performance: Saying Yes but Doing No

- Mon **QUIZ 3**
Saying Yes, but Doing No
- Reading: Ford & Ford, "Saying Yes, But Doing No" (posted on Carmen)
- Wed Your MO: Habits, Practices, and Routines
- Reading: a) Ford & Ford, "Your MO" (posted on Carmen)
- b) Deutschman, "Change or Die", *Fast Company*, May, 2005. (Posted on Carmen)
- Fri Ownership: Key to Reliable Delivery
- Reading: a) Pascarella, P., DiBianca, V., & Gioja, L. 1988. The power of being responsible. *Iron Age*: 41+. (Library)
- b) Ford & Ford, "Going Beyond the Reasons" (posted on Carmen)

Week 5, February 6, 8, 10
Shooting Ourselves in the Foot: How We Constrain Our Performance

- Monday Flex Day – to be used if needed
- Wednesday **QUIZ 4**
Perceptual Constraints on Our Performance
- Reading: Lovallo, D., & Kahneman, D. 2003. Delusions of Success: How Optimism Undermines Executives' Decisions. *Harvard Business Review*, 81(7): 56-63. (Library)
- Watch In Class: Videos on Perceptual Constraints
- Friday Functional Constraints on Our Performance
- Argyris, C. (1991). "Teaching smart people how to learn." *Harvard Business Review* 69(3): 99-109. (Library)

Week 6, February 13, 15, 17
Your Performance Depends on Them

- Mon **EXAM 1** – In class - covers material from Weeks 1-5

- Wed Performance Circles: Who Are the People in Your Neighborhood?
- Reading: Casciaro, T. and M. S. Lobo (2005). "Competent Jerks, Lovable Fools, and the Formation of Social Networks " *Harvard Business Review* 83(6): 92-99. (Library)
- In Class Exercise: Connection Demonstration
- Fri Exam 1 Returned

Week 7, February 20, 22, 24
Productive Communication I

- Mon Some Conversations Slow Things Down
- Reading: Chapter 1 in The Four Conversations
- Wed Initiative and Understanding Conversations
- Reading: a) Chapter 2 in The Four Conversations
- b) Chapter 3 in The Four Conversations
- In Class Exercise: Creating Initiative Statements
- Fri Performance Conversations
- Reading: Chapter 4 in The Four Conversations
- In Class Exercise: Making Complete Requests

Week 8, Feb 27 - Mar 1, 3
Productive Communication II

- Mon **QUIZ 5**
 Closure Conversations
- Reading: a) Chapter 5 in The Four Conversations
- b) Kellerman, B. 2006. When should a leader apologize - and when not? *Harvard Business Review*, 84(4): 73-81. (Library)
- c) Amabile & Kramer, "The Power of Small Wins", *Harvard Business Review*, May, 2011 (Library)
- Wed Closure Conversation Application
- Bring to Class: Write out a closure conversation that includes an Acknowledgement, Appreciation, and Apology to someone with whom

you would like to improve or restore a relationship. Be prepared to share what you have written in class. [Limit 1 page double spaced]

Fri Using The Four Conversations

Reading: Chapter 6 in The Four Conversations

In Class Case: Mr. Porte's Change. Read this case (posted on Carmen) and come to class prepared to explain why Mr. Porte was apparently unsuccessful implementing a change in purchasing.

Week 9, March 6, 8, 10

Stop Managing People, Start Managing Agreements

Mon **QUIZ 6**

What's Required for Management?

Reading: a) Mintzberg, H. 1990. The manager's job: Folklore and Fact. Harvard Business Review, 68(2): 156-162. (Library)

b) <http://professorford.com/2011/01/03/manage-agreements-not-people/>

c) <http://motivating-people.blogspot.com/9999/12/manage-agreements-not-people.html>

Wed The Law of Accomplishment I: Recording and Tracking

Fri The Law of Accomplishment II: Scheduling

In Class Exercise: Ima Busi

No Class March 13, 15, 17 – NO CLASS - SPRING BREAK

Week 10, March 20, 22, 24

Elements of Productive Working Relationships

Mon **QUIZ 7**

Integrity and Affinity

Reading: Jensen, M.C., "Integrity: Without It Nothing Works" (Posted on Carmen)

Reading: Gottman, J. M. 2007. "Making Relationships Work." *Harvard Business Review*, 85(12): 45-50 (Library)

Wed Personal and Relational Accountability

Watch In Class: 'The Devil Wears Prada (excerpts)

Fri Trust: Building, Breaking, and Restoring

Reading: Galford and Drapeau (2003). "The Enemies of Trust." Harvard Business Review 81(2): 88-95. (Library)

Week 11, March 27, 29 31

Working with Others: The Romance of Leadership I

Mon **EXAM 2** In class - covers material in Weeks 6-10

Wed The Romance of Leadership

Reading: Kellerman, B. (2004). "Leadership Warts and All." Harvard Business Review **82**(1): 40-45. (Library)

Fri Exam 2 Returned

Week 12, April 3, 5, 7

Working with Others: The Romance of Leadership II

Mon **NO CLASS** – Independent Leadership Research

Leadership Research: Interview 3 people other than fellow students and find out a) what leadership means to them, and b) what they consider to be the qualities or characteristics of effective leaders. Summarize your findings. [Limit 1 page double spaced]

Wed Leadership needs Management

Reading: Sutton, R.I. (2010). True Leaders are Also Managers:
<http://blogs.hbr.org/2010/08/true-leaders-are-also-managers/>

Bring to Class: The summary of your leadership research [Limit 1 page double spaced]

Fri The Dark Side of Leadership
Reading: The Dark Side of Leadership ([click here to read](#))

Week 13, April 10, 12, 14

Working with Others: Followership and Leading from Below

Mon Followers Make Leaders

Reading: Kellerman, B. (2007). "What Every Leader Needs to Know about Followers." Harvard Business Review 86-91. (Library)

Watch In Class: Videos on Following

Wed Upward Management

Reading: Gabarro, J. J. and J. P. Kotter (2005). "Managing Your Boss." *Harvard Business Review*: 92-99. (Library)

Fri Meetings and Delegation

Readings: Ford & Ford, "How to Have Really Effective Meetings" (posted on Carmen)

Week 14, April 17, 19, 21
Working on Teams

Mon **QUIZ 8**

Team Formation, Structure, and Process

Reading: a) Hackman, R. (2009). "Why Teams Don't Work: Interview with J. Richard Hackman." *Harvard Business Review* 87(5): 98-105. (Library)

b) Bonner, B. and Bolinger, A. (2014). "Bring out the best in your team." *Harvard Business Review*, 92(9): 26. (Library)

Wed Team Decision Making

Reading: a) Sunstein, C. and Hastie, R. (2014). "Making dumb groups smarter". *Harvard Business Review*, 92(12): 90-98. (Library)

b) Garvin, D. A. and M. A. Roberto (2001). "What You Don't Know About Making Decisions." *Harvard Business Review*, 79(8): 108-116. (Library)

Fri Team Relationships and Conflict

Reading: a) Amason, A. C., K. R. Thompson, et al. (1995). "Conflict: An important dimension in successful management teams." *Organizational Dynamics* 24(2): 20-35. (Library)

b) Weiss, J. and Hughes, J. (2005). "Want collaboration? Accept – and actively manage – conflict." *Harvard Business Review*, 83(3): 93-101. (Library)

Week 15, Apr 24
Study Day

Mon Study for Finals

Review material since last exam for final exam.

Final Exam – Thursday, Apr 28 10:00 – 11:45