



# FISHER

## COLLEGE OF BUSINESS

### BUSMHR 7306-010

### Understanding Teams & Leadership for Human Resource Managers

Fall, 2017

<b>Instructor:</b>	Jia (Jasmine) Hu, PhD Associate Professor of Management	<b>Class Meets:</b>	6:15pm-9:30pm, Wednesday
<b>Office:</b>	754 Fisher Hall	<b>Classroom:</b>	Gerlach Hall 355
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#### Course Objectives and Values

**Overall course objective:** The course is designed to provide you with an understanding of how and why effective leaders do what they do. While being technically proficient in areas such as accounting and finance is necessary prerequisite for success for many jobs, it is equally important to understand the human side of business and management. In this course, our primary goal is to integrate theory, evidence, hands-on experience, and personal reflection to become a more enlightened and effective manager, leader, and person.

**Specific learning objectives:** By the end of this course, we hope to achieve the following goals together:

1. Diagnose your own tendencies to better appreciate what factors help—and hinder—your abilities as a manager.
2. Understand emotions of yourself and others at work and use the information to navigate your interpersonal relationships.
3. Improve your ability to communicate, lead, persuade, negotiate, and make decisions to achieve the outcomes you desire in work and in life.
4. Understand and develop effective leadership behaviors.
5. Understand the complexity of teamwork and situations.
6. Effectively analyze management problems in different contexts and cultures, and synthesize course concepts to reach effective solutions.
7. Generate and implement a development plan for improving your managerial skills.
8. Integrate and connect the concepts and skills we learn through self-reflection.

**Values:** Honesty, mutual respect, open-mindedness, engagement, dialogue, inquiry, preparation.



## **Mutual Expectations**

To create a vibrant and constructive learning environment, we should all strive to create and maintain a certain set of norms. These expectations are mutual, so everyone is accountable—including me. The following points summarize our mutual expectations for this course:

### **Expectations—for Me and for You:**

1. Respect: Toward each of us.
2. Standards: High standards of excellence & professionalism in all work products.
3. Preparation: Solid preparation for all class meetings and exercises.
4. Tone: Avoidance of put-downs and other signs of disrespect toward others.
5. Engagement: Active engagement and participation, including arriving on time.
6. Openness: Openness and tolerance toward diverse perspectives.
7. Vulnerability: Willingness to “put oneself out there” to learn and improve.

## **Reading Materials**

### ***Required Reading:***

There is no textbook for this course. A set of readings will be made available through UniPrint. A course packet will be available to purchase at UnitPrint. This set of readings are required for the course and closely related to our class discussions and your reflective journal assignment and exam. When there are additional readings suggested for a given topic, the copies will be provided to you in class.

### ***Optional Reading:***

If you are interested in further resources to learn more about topics related to leadership, I recommend that you consider the following:

#### Books:

- 1) Leadership: Enhancing the lessons of experience (7<sup>th</sup> edition). By Richard Hughes, Robert Ginnett, and Gordon Curphy
- 2) Leadership in Organizations (8<sup>th</sup> Edition). By Gary A. Yukl.
- 3) Influence without Authority (2<sup>nd</sup> Edition). By Allan R. Cohen and David L. Bradford.
- 4) Leadership BS: Fixing Workplaces and Careers One Truth at a Time. By Jeffrey Pfeffer.
- 5) Give and Take. By Adam Grant.
- 6) Thinking, Fast and Slow. By Daniel Kahneman.
- 7) Lean In: Women, Work, and the Will to Lead. By Sheryl Sandberg.
- 8) The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. By Stephen Covey.

#### Practitioner Journals:

The following journals are written for practicing managers rather than academics, and often contain articles related to our topics:



- 1) *Harvard Business Review*
- 2) *Organization Dynamics*
- 3) *McKinsey Quarterly*
- 4) *MIT Sloan Management Review*
- 5) *LSE Business Review*

#### Scholarly Journals:

If you are interested in seeing what primary academic research on leadership and organizational behavior is like, take a look at some recent issues of the following journals:

- 1) *Journal of Applied Psychology*
- 2) *Academy of Management Journal*
- 3) *Personnel Psychology*
- 4) *Leadership Quarterly*
- 5) *Journal of Organizational Behavior*

The Ohio State libraries have electronic full-text access to all of these practitioner and scholarly journals. Go to the following URL and type in the name of the journal you are interested in:

<https://library.osu.edu/>

#### **Technology Policy**

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During class time, please do not use your laptops, tablets, cell phones, or other technological devices. Research indicates that while the use of technological devices has some benefits, it significantly detracts attention. So, while I respect your right of self-determination, I would appreciate if you refrain from the use of electronics during class time.

#### **Office Hours**

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While I will be in my office during the designated office hours, sometimes I am called away, and perhaps the times do not work for you. So please email me if you would like to meet with me at some other time.



## Policies on Grades, Disabilities, and Academic Integrity

Your grade for this class will be based on your performance on class presence and participation, self-portrait and professional leadership plan paper, reflection journal, practice in the news presentation, and a final exam. The grading scale is listed as following:

A	93.0 - 100.0%
A-	90.0 – 92.9%
B+	87.0 – 89.9%
B	83.0 – 86.9%
B-	80.0 – 82.9%
C+	77.0 – 79.9%
C	70.0 – 72.9%
C-	70.0 – 73.32%
D	67.0 – 69.9%
E	59.0 % and below

If you have a disability which, without accommodation, prevents you from completing the course requirements, please notify me immediately. If you have a qualified disability, please also contact the Office for Disability Services at Ohio State (<http://www.ods.ohio-state.edu/>). We will do everything reasonably possible to help you complete the course successfully. For Ohio State University’s disability policy, and for documentation guidelines, please see: <http://www.ods.ohio-state.edu/how-to-register/documentation-guidelines/>.

As in every class, we are bound by Ohio State’s Academic Code of Honor. All submitted work must be your own, and you may not give or receive unauthorized aid on any assignment. As a student at Ohio State, you must be familiar with the Honor Code on the University’s website and have pledged to observe its provisions in all written and oral work, including oral presentations, exams, reports, essays, and papers. Academic integrity is required of you. We will not tolerate dishonesty in any form.

<https://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf>.

## Course Requirements

Rather than base your grade on “all or nothing” exams or projects, and given the deliberate practice nature of the course, it is better to base your grade on several assessments which represent a blend of skills, motivations, and concept mastery. The requirements are listed and described below.

Requirement	Points	Percent of Grade
<b>Class Participation</b>	150 points	15%
<b>Class Presence</b>	50 points	5%
<b>Final Exam</b>	300 points	30%
<b>Practice in the News Presentation</b>	100 points	10%
<b>Reflection Journal</b>	150 points	15%
<b>Self-Portrait and Professional Leadership Plan</b>	250 points	25%
<b>Extra Credits</b>	15 points	1.5%



### **Class Participation:**

Your class participation grade will be a mix between my evaluation, and that of your peers. Because this class does not follow a traditional lecture format, it is really important that everyone in the class feels free to speak up. I will never ridicule any comment you make, and I will do my best to make the class environment as open and collegial as possible. Please, speak up—I (and your classmates) want to hear what you have to say!

Participation in this course is graded as follows:

<b>Points</b>	<b>Criteria</b>
140-150 points (Outstanding participation)	Participate enthusiastically and contribute actively in all class discussion, exercises, and activities. Share insights of relevant information from reading, learning, and personal experience. Demonstrate outstanding capability to apply and analyze course material. Make insightful comments to move discussion forward rather than repeat what others have said. Comply with course policies all the time. Chosen by your fellow classmates as one of the “outstanding participants in class”.
130-139 points (Excellent participation)	Make a significant contribution to almost all class discussion, exercises, and activities. Demonstrate capability to analyze and apply course material. Almost never miss class. Comply with course policies all the time.
120-129 points (Good participation)	Participate regularly and voluntarily in class discussions. Contribute relevant and important points to topics of discussion. Always attend class and only miss class with prior notification to the instructor. Comply with course policies all the time.
110-119 points (Fair participation)	Attend class regularly, but miss more classes than others in the course. Demonstrate sporadic participation in class activities. Always comply with course policies.
0-109 points (Poor participation)	Demonstrate consistently poor attendance and poor preparation.



	Consistently fail to participate in class activities. Fail to contribute in class, even when called upon. Behave in manner that is disruptive to the class. Sometimes violate course policies.
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### **Class Presence:**

I realize you may miss a class for a very good reason. I hope you understand that putting me in the position of evaluating the sensibleness of your reason is difficult. Therefore, I won't directly ask you to sign up an attendance sheet in class, but we will have different exercises to do in class and I will collect your output or write-up of the exercise by the end of each class, which help me keep records of your class presence. I'd love it if you attend every class, but for many, that is not possible. If you miss one class, do not worry—that will not sink your grade. On the other hand, if you miss two or more classes, it may well affect your grade. That being said, when you know that you will miss class, I would appreciate advance notice. Starting from the second class you missed, your attendance grade will be reduced 10 points for each class you missed. I apologize if my attendance policy seems strict or difficult, but attendance is obviously critical to learning, and many professors including myself have found that this policy is fair to both the instructor and to the class as a whole.

### **Final Exam:**

#### Objective:

One accumulative final exam will be arranged. Although somewhat outdated, written exam is still regarded as one of the most effective and widely used ways for learning evaluation. The purpose of these exams is not to ask you memorize the definitions of concepts learned in class, but test your understanding of these knowledge points and help you to learn to apply these concepts to explain different management and leadership situations.

#### Basic Requirements:

- It is a written exam and should be completed alone.
- Exams are to be taken during assigned times (please see the specific location and time below).
- None of the course-related materials are allowed to take to the exams.
- The exam is consisted of multiple-choice questions, case questions, and essay questions. Content of the exams come from lectures, class discussion, and assigned readings and exercises.
- Make-up exams will only be given to those who had emergencies and had reported to me a written reason in advance. If you have an unexcused absence from an exam, you will only be able to retake the test for 60% credit.



## **Practice in the News Presentation:**

### Objectives:

This exercise is geared to provide you with

- an opportunity to apply course concepts to current scenarios in businesses,
- a chance to analyze the business scenarios, and
- to develop a recommendation and action plan for how to move forward to address the issue or similar issues.

### Basic Requirement:

- Teams need to be prepared to present a current issues/event in the news (can be any news happened in the past year) that is relevant to the topic discussed in the prior class (e.g., for the topic of Leading with Emotional Intelligence, you may consider the United Airline's passenger scandal back April, 2017. Forbes considered the CEO's reactions as "a lack of empathy" ) (<https://www.forbes.com/sites/markmurphy/2017/04/21/ceo-fiascos-typically-start-with-a-lack-of-empathy/#77eaf78a590b>).
- Teams should be prepared to distribute relevant reading materials from 'In The News' (e.g., publications, online article, etc.) to the class before their presentation. You can also use Carmen to upload and share the materials with the class.
- Teams need to email me their reading materials and presentation slides to me by the Sunday (by 5pm) before their presentation class.
- Make a 5 minute presentation regarding their topic to introduce the background of the issue they identify from the recent news.
- Lead a 10 minute discussion about the implications of the topic for managing and leading people we discussed last class— in this portion you are teaching us how to deal with the issue you have discussed.
- Members of the team are expected to demonstrate that they have expertise about the topic, beyond what it included in the "in the news" resources distributed to the class in the prior week.
- There will be four sessions of practice in the news presentation and please refer to the due days in the class schedule for your teams' presentation dates. Each session will have two teams' presentations. All members in the team are required to present their news and lead the discussion.

## **Reflection Journal:**

### Objectives:

This exercise is designed to increase your critical thinking skill by reflecting on the wealth of information you will have—from the information I present, the readings, our class discussions, the many exercises we'll undertake, and the assignments you'll have completed. I have found that a great tool to make the most use of this material, and to think integratively about it, is to write a reflection paper.



### Basic Requirement:

Each student need to keep an informal journal which provides a *topic by topic* reflection on the following things:

- 1) Your observations from that topic
- 2) Your learning of the exercises conducted in that class
- 3) The connection between the class discussion and your own life experiences.

Each reflection paper (by topic) should be half-to-one page long (single-spaced). I will collect the journal on the last class (December 6).

### **Self-Portrait and Professional Leadership Plan:**

#### Objectives:

The exercise is designed to help you reveal your unique characteristics, competencies, and potentials, which you can bring to your future work and others. We always think that we know ourselves the best, however, a lot of times those who are close to or have interacted with us are likely to know ourselves better (Oh, Wang, & Mount, 2011; Roberts, Dutton, Spreitzer, Heaphy, & Quinn, 2005). Thus, in this exercise, you will seek input from other people who know you in order to more deeply understand your personal, interpersonal, and managerial strengths and potentials. Furthermore, this exercise asks you to think seriously about how your personal strengths and potentials might benefit your future leadership career and what steps you can take to reduce the impact of your weakness on your future work. This gives you an opportunity to think about what you want to accomplish in your career in the next 5 to 10 years.

#### Basic requirements:

- At Step 1, identify 10-15 people who know you well. These may be your coworkers (current or former), friends (old or recent), professors, or anyone else outside your family who has had extended contact with you. A minimum of 10 people is needed to complete this assignment. We all have personal strengths and weakness and it is part of being human. Thus, it is important for you to select those who may provide you with honest opinion about your strengths and weakness.
- At Step 2, create an Interview Form and email or give it to the people you chose above. The interview questions are flexible, you may start with a general question such as “based on your interaction with me, what is my biggest two strengths/weaknesses? Can you give an example about how I demonstrated my strengths/weakness?”. Alternatively, you can use the assessment scales I provide in class (also available on Carmen) to evaluate your personality traits or behavioral patterns. You can also be creative in terms of the questions you list in the form, but please be sure to send to your respondents the same set of questions for better comparison. Although this may be a little awkward, you may find it a meaningful experience to learn more about yourself. The interview format is also flexible. You can email the people you selected the





questions and collect feedback from them. Or you can set up an interview at a time that is mutually convenient.

- At Step 2, analyze the data and report the descriptive statistics (i.e., means, minimum and maximum scores) of each personality trait completed by each of the raters. Then compose the reflected best-self portrait by writing a description of your best self that reflects the perspectives of yourself you gained from the feedback.
- At Step 3, interpret the results and compare the feedback across different respondents. You can find the common points or differences among the respondents, and look for examples that support their commonality and reasons to explain why their feedback is different. Please know that you may agree or disagree with what your respondents said. Please identify **two** strengths you think may make you stand out in your career and explain how you are going to take advantage of them in your role as a manager, subordinates, and coworker. Please identify **two** weaknesses you think you should improve and think about how they might influence the way you interact and work with others, your work alone, and your career choice. Please identify sources that can help you overcome your weakness, situations you might exhibit the weakness, and a plan for what you will do to overcome the weakness in those situations.
- The paper is limited to 4 single-spaced pages (1-inch margins).
- When turning in your paper, please also turn in the 10 interview forms (with answers) you collected from your 10 raters.
- The paper is due on November 29, in class.

### **Extra Credit Opportunities**

There will be two extra credit opportunities. Participation is voluntary. The first one is to participate in a research lab study I conduct at the Fisher Behavioral Lab. The study is purely designed for research purposes. While I appreciate your support for management research, your input will not affect your grade and you can withdraw or discontinue the study at any time without penalty. Participation in this exercise will provide you with 8 extra credit points. The second one is to ask you to rate a few short personal statement (a paragraph or two) of medical doctors. There is no right or wrong answers to your ratings. Again, participation or withdrawal of the study will not affect your grade. You will earn 7 extra credit points if you participate in this study. If you are not interested in any of these two studies, you will be provided with another two opportunities to gain the 15 extra credit points (1.5% of the grade) by writing two essays related to management and leadership. The requirement of the two essays will be discussed later in class.



## **Class Schedule**

This schedule may be adjusted if we fall behind, if there is a weather encumbrance, or if there are other unforeseen circumstances. Exercises are tentative and will be included as time allows.

<b>Class Date</b>	<b>Topic</b>
1      October 18	<b>Understanding Yourself and Others Before Leading Others</b> <u>Exercises:</u> Defining Characteristics and Self-Assessment <u>Handout:</u> PowerPoint Notes
2      October 25	<b>Leading with Emotional Intelligence</b> <u>Exercises:</u> Two Truths and a Lie; Negotiation with Anger <u>Handout:</u> PowerPoint Notes
3      November 1	<b>Leading with Power and Influence</b> <u>Exercises:</u> Collecting No Exercise <u>Handout:</u> PowerPoint Notes <u>Due:</u> Practice in the News Group Presentation I
4      November 8	<b>Leading with Style</b> <u>Exercise:</u> Video Case <u>Handout:</u> PowerPoint Notes <u>Due:</u> Practice in the News Group Presentation II
5      November 15	<b>Leading Teams</b> <u>Exercise:</u> Team Strategic Decision Making Exercise <u>Handout:</u> PowerPoint Notes <u>Due:</u> Practice in the News Group Presentation III
6      November 29	<b>Guest Lecture: Dr. Tim Judge, Executive Director of Fisher Leadership Initiative</b> Dr. Judge will provide individualized feedback for your leadership Assessment <u>Due:</u> Self-Portrait and Professional Leadership Plan
7      December 6	<b>Leading in a Cross-Cultural Environment</b> <u>Exercise:</u> Leading across Cultures at Michelin <u>Handout:</u> PowerPoint Notes <u>Due:</u> Reflection Journal



8      December 8-11      **Final Exam, Time and Location to be Announced**



## Reading List

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### Class 1:

1. Christensen, C.M. & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. Harvard Business Review.
2. Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. Harvard Business Review.
3. Oh, I., Wang, G., & Mount, M. K. (2011). Validity of observer ratings of the five-factor model of personality traits: A meta-analysis. Journal of Applied Psychology, 96, 762-773.
4. Roberts, L. M., Dutton, J. E., Spreitzer, G. M., Heaphy, E. D., Quinn, R. E. (2005). Composing the reflected best-self portrait: Building pathways for becoming extraordinary in work organizations. Academy of Management Review, 30, 712-736.

### Class 2:

5. Goleman, D. (1998). What makes a leader? Harvard Business Review.
6. Fredrickson, B. L. (2003). The value of positive emotions. American Scientist, 91, 330-335.
7. Kuppens, P., Realo, A., & Diener, E. (2008). The role of positive and negative emotions in life satisfaction judgement across nations. Journal of Personality and Social Psychology, 95, 66-75.

### Class 3:

8. Keltner, D. (2016). Don't let power corrupt you. Harvard Business Review.
9. Grant, A. (2013). Givers take all: The hidden dimension of corporate culture. The McKinsey Quarterly.

### Class 4:

10. Anthony, S. & Schwartz, E. I. (2017). What the best transformational leaders do? Harvard Business Review.
11. Cameron, K., & Plews, E. (2012). Positive leadership in action: Applications of POS by Jim Mallozzi, CEO, Prudential Real Estate and Relocation. Organizational Dynamics.

### Class 5:

12. Edmondson, A. (2012). Teamwork on the fly. Harvard Business Review.
13. Woolley, A., Malone, T. W., & Chabris, C. F. (2015). Why some teams are smarter than others. The New York Times.
14. Cross, R., Rebele, R., & Grant, A. (2016). Collaborative overload. Harvard Business Review.

### Class 6 (guest lecture, no reading)

### Class 7:



15. McDermott, B. (2016). How I did it: SAP's CEO on Being the American Head of a German multinational. Harvard Business Review.
16. Molinsky, A. & Gundling, E. (2016). How to build trust on your cross-cultural team. Harvard Business Review.
17. Leading Across Cultures at Michelin (A). Case Study at Harvard Business Review.