

**MHR 7221 Leadership, Values and Decision Making**  
**Monday-Wednesday 10:15-11:45 pm, Spring Semester, 2<sup>nd</sup> half, 2018**

**Faculty:** Prof. Roy J. Lewicki  
Fisher College of Business  
355 Fisher Hall  
Phone: 614-292-0258  
Email: Lewicki.1@osu.edu  
Mail Drop: Ground Floor Fisher Hall or 700 or 704 Fisher Hall  
Office Hours: Mon-Wed after class or by appointment  
**Periodically check Canvas website for updates and announcements**

The purpose of this course is to explore issues of leadership as they relate to values-based decision making, personal integrity and organizational integrity.

The course will employ cases (written and video), readings and presentations on the following topics:

- \* why personal and organizational integrity is important;
- \* how organizations design systems to maintain individual and organizational integrity, and manage challenges to integrity;
- \* how leaders deal with challenges to their integrity;
- \* ways that individuals can strengthen their personal integrity as they make important personal and organizational decisions.

**Course Resources:**

George, Bill. **Discover your True North**. 2015. Jossey Bass/John Wiley. ISBN 978-1-119-08294-1

Case packet from Uniprint

**Preparation:**

Individuals are expected to have read the assigned case for the day or completed other assigned materials, and to be prepared for class. The professor will evaluate individual class participation as a contribution to the class grade.

**Groups:**

You will need to set up a study group of 4-5 people. This group will be helpful to you in preparing the cases for class presentations (as you wish) and discussion of your own leadership development. This group will also be responsible for completing the Group Project assignment.

The group should have the following characteristics:

- > the group consists of peers, but not necessarily friends
- > all members are willing to be open, vulnerable and prepared to engage in honest

- conversations;
- > be willing to work to establish trust and confidentiality at the outset;
- > commit to attend scheduled meetings and actively participate

### **Due Dates and Weighting of Grade Components:**

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|----------------------|---|------|
| Class 4 (3/19)       | Personal Integrity Case   | 20%  |
| Last 2 class periods | Group Integrity Analysis of a<br>“Leader in Action<br>In-class Group Presentation<br>and written report | 60%  |
| Various days         | Class Participation and two-page<br>Case summary  | 20%  |
|                      | Total   | 100% |

### **Assignments:**

#### **1. Personal integrity case:**

Write up a personal integrity challenge. In the write-up:(about yourself or a positive or negative role model for whom you have *close, personal* data and/or insight), address the questions below. The purpose of the paper is to help you think through and react to situations that challenge your personal values/ethics. (max: 4-5 pages, double spaced):

- > Describe what happened
- > What were the relevant surrounding circumstances (nature of the problem, time pressures, other individuals or groups involved, organization or social structure, cultural variables, etc.)?
- > What major values/ethical questions were called into conflict?
- > How was the challenge resolved (successfully or unsuccessfully)?
- > What were the consequences or implications? For you? For others?
- > What did you learn (or not learn) from the challenge?

Chapters from Steven Carter, *Integrity*, will be provided on Canvas to help you on this paper.

#### **2. Group Paper/Presentation:**

As a group, prepare a case of a leader whose integrity was challenged, and who either ‘passed’ or ‘failed’ that test. You will need to select that individual and research them and their decision process as thoroughly as you can. Address the following questions in your report and analysis:

- > Describe what happened/history of events
- > How did the lead character (leader) approach the problem/situation?

- >What were the relevant surrounding circumstances (nature of the problem, time pressures, other individuals, groups or stakeholders involved, organization, structure, cultural variables, etc.)?
- > What major values were called into conflict? Challenged?
- > How was the challenge resolved?
- > What were the consequences or implications? For the actor? For others?
- > Do you see alternative courses of action that the character could have pursued? If yes, what would be the costs/benefits and consequences of those alternative courses of action (i.e. the value of the ‘road not taken’)?
- > How do the course readings and cases apply to this situation?
- > What did you learn (or not learn) from the challenge?

You may select a ‘personal case’ (e.g. a person known to a member of the group) or a case from news media. If you select the personal case, you should interview the person/people involved as part of your analysis. If you select a case from news media, you must assemble the description from authoritative original contemporary sources (newspaper articles, journal articles, books, web reports, etc.) Your arguments and analysis must be documented; quality of sources used, detail of description and quality of analysis will be important elements in the evaluation of the presentation and paper.

The Group Paper will be turned in on the day your group report is due. You will also be required to make a 15-minute class presentation on your selected leader/organization in class. Grades will be based on BOTH the presentation (40%) and the paper (60%). Grades will be based on the thoroughness of investigation, quality of analysis, quality of writing and presentation, and use of class resources (text, readings, cases) to document your analysis. A good paper will integrate concepts from the readings/cases in the class.

### **3. Class Participation**

You will be expected to come to class and prepared for the day. Preparation includes participating in case discussions and/or completing other assignments. To assure that students are prepared for case discussions, I will ask a group of students to be ‘assigned’ to each case and each prepare a one-page case write-up on the case for the day. A write-up consists of a two-page summary of the ‘discussion questions’ for that case on that day. The process for assignments will be discussed on the first day of class.

### **The Honor Code As It Applies to This Course:**

**The Academic Misconduct Policy of The Graduate School, The Ohio State University, applies to all academic work in this course. More specifically, it will be considered a violation of the Academic Misconduct to engage in the following activities:**

- 1. Misrepresenting the written work of others as your own written work.**
- 2. Collaborating with other students in the course on assignments in this outline which are indicated as ‘individual work’ (case write-ups, personal integrity papers).**

**3. Reading, viewing or discovering the work (papers, memos, presentations) completed by students who have been previously enrolled in a delivery of this course.**

| <u>Class</u> | <u>Topic</u>  | <u>Assignment</u>   |
|--------------|---|---|
| Feb 28       | Introduction<br>Dealing with Integrity<br>Questions | Overview of course, course outline<br>Case: Peter Green's First Day   |
| March 5      | An organization deals<br>with an integrity problem  | Case Preparation: MBA In Jeopardy<br><br>1. How did Irodor and Vasco get into the situation they are in? What went wrong?<br>2. As Irodor or Vasco, what would you want to communicate to the Community Standards Panel? Prepare your opening and outline your remarks.<br>3, As a member of the Community Standards Panel, what would you want to learn from Irodor and Vasco during their appearance before you?<br>4. As a Panel member, would you find that Irodor and Vasco violated the HBS Community Standards? If so, what sanctions would you recommend?<br><br>Read: Ethics: A Basic Framework (coursepack) |
| March 7      | Addressing organizational<br>Integrity issues       | Sears Auto Center A<br><br>1. How seriously should Brennan take the allegations against Sears?<br>2. Which of the alleged practices, if any, do you find problematic? Why?<br>3. What are the origins of Sears' problem? Who is responsible?<br>4. How well has Sears handled the matter to date?<br>5. What should Brennan do now?<br><br>Read: Gellerman: Why Good Managers Make Bad Ethical Decisions (coursepack)   |

March 12,14 SPRING BREAK

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| March 19 | Introduction to Leadership and Ethics | Complete questionnaires distributed in prior class.<br>Read George, Intro and Chapter 1 (p 1-40) |
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**Personal Integrity Paper Due** (chapters from Carter on Integrity—website)—  
may be used as resource

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| March 21 | Speaker on Corporate Ethics | Read: Payne: Managing for Organizational Integrity (coursepack) |
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| March 26 | Leadership, Values, Style | <p>Cases: Coach K: A Matter of the Heart<br/>Coach Knight: The Will to Win</p> <ol style="list-style-type: none"> <li>1. Compare and contrast Coach K and Coach Knight. How are they similar? Different?</li> <li>2. Describe Coach K's leadership style. What are his basic assumptions about leading, human nature and motivation?</li> <li>3. Describe Coach Knight's leadership style. What are his basic assumptions about leading, human nature and motivation?</li> <li>4. Who is more effective/ Why? Under what conditions would you hire Coach K? Coach Knight?</li> <li>5. Consider a time when someone else (manager/coach/teacher/parent) motivated you to perform at your best? Why were they effective?</li> <li>6. How does each Coach embody key principles of leadership? Be ready to explain.</li> </ol> |
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Read: George, Chapter 4,5,6

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| March 28 | How Context Shapes Leadership Conduct | <p>Case: Hauser Foods</p> <ol style="list-style-type: none"> <li>1. What does the service management team want?</li> <li>2. What does Cooper want?</li> <li>3. What does the Florida sales team want?</li> <li>4. If you were in Cooper's situation and had discovered Boyar's secret, what would your assessment of him be?</li> <li>5. What would you do and why?</li> </ol> |
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Read: George, Chapter 7

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| April 2  | How Environment Affects Character & Moral Disengagement | Read; Note on Human Behavior: Character and Situation<br>Read: George Chapter 8  |
| April 4  | Leadership Challenges                                   | The Collapse of Barings Bank<br>What caused the collapse of Barings Bank?<br><br>Read: Bazerman and Watkins: Predictable Surprises You Should Have Seen Coming (coursepack)<br>Read: George, Chapter 2   |
| April 9  | Complex Leadership Challenges                           | Case: Martha McCaskey (A)<br>1. As Martha McCaskey, what is your plan of action for finishing the Silicon 6 project? Map out your detailed plan of action.<br>2. What is troubling Martha McCaskey? Do you agree with her assessment of the situation?<br>3. Was this situation avoidable? How did she wind up in this situation?<br><br>Read:<br>1. Badaracco: The Discipline of Building Character (coursepack)<br>2. Brooks, D. The Moral Bucket List.<br><a href="http://www.nytimes.com/2015/04/12/opinion/sunday/david-brooks-the-moral-bucket-list.html?_r=1">http://www.nytimes.com/2015/04/12/opinion/sunday/david-brooks-the-moral-bucket-list.html?_r=1</a> |
| April 11 | Formulating Leadership Communication                    | Joshua Lawrence Chamberlin:<br>A Leadership Moment (in-class handout)<br>Read George, Chapter 9, 11  |
| April 16 | Character Drives Leadership                             | Case: Boldly Go: Character Drives Leadership at Providence Healthcare<br>1. Note the ways that Walsh demonstrates leadership competencies, commitment and character in her change efforts.<br>2. What is Walsh's communications strategy? Is it effective?<br>3. What is her strategy for building employee engagement during the change effort?   |

4. As CEO of Providence Healthcare, how would you sustain the values of Transformation by Design and continue to win support from internal and external stakeholders?

April 18, 23

Group Project Presentations