THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS

MHR 2210: Personal Leadership and Team Effectiveness
Syllabus for Autumn Semester 2017

Course Meeting Information:
M/W/F from 11:30 a.m. – 12:25 p.m.
215 Schoenbaum Hall

Office Hours:
W/F from 1:00 – 2:30
223D Gerlach Hall

Course Faculty:
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COURSE OVERVIEW
Builds leadership self-awareness through assessments, feedback, and work in teams through real-world consultative project. Also cultivates essential project management skills, guided by industry professionals.

COURSE GOALS AND OBJECTIVES
This course focuses heavily on developing personal leadership competencies in the context of working in teams and through project work with a nonprofit organization. We will first focus on self-awareness and strengths, then move toward a team-mindset, and culminate the course with a community-focused framework of understanding.

Course Goals: Through this course, students will:
1) Develop an understanding of a leadership competency model and how it is used for personal development
2) Develop an understanding of principled and inclusive leadership
3) Build awareness of community issues and increase their ability to positively influence their communities
4) Practice their personal leadership, team effectiveness, and project management skills while participating in a nonprofit organization consulting project

Course Objectives: By the end of this course, students will learn how to:
1) Identify personal strengths and areas for growth using a leadership competency model
2) Formulate a personal development plan to improve leadership competencies
3) Exhibit positive influence and leadership skills in the community
4) Apply project management skills to solve a problem by participating in a consultative project with a nonprofit organization
5) Evaluate self and team members' performance through exchange of in-person feedback

COURSE MATERIALS
Lang, Julie. *Guide to Consulting Project Management*, Tuck School of Business at Dartmouth. (Purchase through ohiostate.bncollege.com, search "Project Management Guide" by Tuck, and purchase for $33.35)

Sink or SWIM (MIT Sloan Case), available for free download at:
https://mitsloan.mit.edu/LearningEdge/CaseDocs/13-147.Sink%20or%20SWIM.FInal.pdf

COURSE LOGISTICS

The class meets on Mondays, Wednesdays, and Fridays from 11:30 a.m. – 12:25 p.m. and involves a variation of lectures, workshops, activities, group work, client interactions and assignments. The course is designed for students to interact in a lab-like setting, where they will learn about leadership competencies, spend time personally reflecting, practicing team building skills, managing a project, and engaging in various experiential activities to support the course goals. The nature of this course is to allow students the opportunity to practice the skills they learn in the classroom, and be able to apply them to their future coursework in the Leadership Certificate, degree programs at The Ohio State University, and professional careers. Class sessions will continuously move through a cycle of **learning, practicing, and reflecting.**

reflect   learn

practice
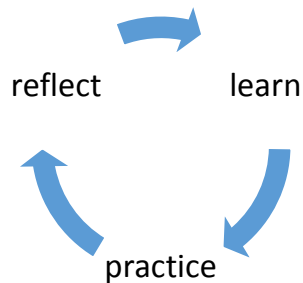
COURSE ATTENDANCE

Due to the varied nature of our interactions **it is critical that you are present** for each scheduled activity and in-class meeting. Many of our activities will not be repeatable so please mark your calendars now. Additionally, work sessions will be scheduled for project teams during class times. We encourage you to take advantage of these valuable sessions as scheduling group meetings outside of class will infringe on your personal time.

It is your responsibility to keep track of any 'off-cycle' meeting times, as attendance is required at all sessions specified in the course schedule. See pages 5-8 for the course schedule.

If you are unable to attend a required activity, it is your responsibility to inform the faculty as soon as you know of the conflict. University recognized excused absences (illness or injury to self/family, death in the family) will be accommodated at the faculty discretion on a case-by-case basis. All other scheduling conflicts are your responsibility to communicate in a timely manner. Failure to communicate will result in loss of participation points.

STANDARDS OF INTEGRITY AND CONDUCT

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

Plagiarism is representing someone else's words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else's work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or website without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the semester. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

ACCOMMODATIONS/DISABILITY STATEMENT

Diversity includes, but is not limited to race, ethnicity, national origin, tribal affiliation, sex, gender, gender-expression/identity, sexual orientation, socioeconomic status, age, physical abilities or religious affiliation. Students are encouraged to think critically about diversity and about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respective manner.

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.

GRADING

A total of 200 points will be awarded through this course. Individually graded items will be assessed based on your sole contributions. Team graded items will be assessed against a rubric, measuring the contributions of the entire team to the final product, so long as all members have contributed equally throughout the semester*.

- 35% of your grade is based on your team consultative project;
- 20% of your grade is based on your other individual assignments: surveys, quiz, leadership development plan, and journal reflections;
- 15% of your grade is based on your final reflective essay;
- 15% of your grade is based on your midterm exam; and
- 10% of your grade is based on your attendance and participation.

Individually Graded Items (130 points)

30 points	Final Leadership Journey Reflective Essay – includes case assignment
30 points	Midterm Exam
20 points	Participation and Attendance
20 points	Personal Leadership Development

- Personal Leadership Assessment (10 points)
- Personal Development Plan (10 points)

15 points   Journal Reflections
- Personal Team Contributions (5 points)
- Exchanging Feedback and Personal Leadership Reflection (5 points)
- Site Visit Reflection (5 points)

10 points   Project Management Quiz

Team Graded Items – Team Project (70 points)

5 points   Team Charter
10 points   Final Project Plan
5 points   Project Recommendations Draft
40 points   Final Project, Slides, and Presentation
5 points   Project Showcase
5 points   Individual and Team Feedback

*Teams with members who have not contributed equally throughout the semester will receive differing grades based on their performance – as evaluated by the group and course faculty on a case-by-case basis.

COURSE SCHEDULE

WEEK	DATE	CONTENT	ASSIGNMENT DUE
1	Wednesday, August 23	Course Overview	Project Preferences Form (online)
	Friday, August 25	Introduction to Project Client and Team	
2	Monday, August 28	Project Framework 101	
	Wednesday, August 30	Project Framework 102	Personal Leadership Assessment (online survey)
	Friday, September 1	Project Management Debrief/Check-in with Clients	Ch.1 of CPM
3	Monday, September 4	NO CLASS – LABOR DAY	
	Wednesday, September 6	Introduction to Leadership	Team Charter (team assignment – Carmen)
	Friday, September 8	Leadership Assessment Debrief and Personal Development Plan	
4	Monday, September 11	Guest Speaker: Leading through Projects	Personal Development Plan (Carmen)
	Wednesday, September 13	Project Management Quiz Team Project Work (in-class) with Faculty Advisors: Update on initial meeting, and draft (a) problem statement, (b) project plan, (c) statement of work	Ch. 2, Ch. 4 of CPM
	Friday, September 15	Guest Speaker: Data and Research Tools	Ch. 5 of CPM
5	Monday, September 18	Guest Speaker: Team Simulations	
	Wednesday, September 20	Guest Facilitators: Team-building Activities	
	Friday, September 22	Tenants of Feedback and Team Reflection	Journal Reflection #1: Personal Team Contributions (Carmen)

COURSE SCHEDULE

WEEK	DATE	CONTENT	ASSIGNMENT DUE
6	Monday, September 25	Guest Speaker: Client Management and Communications	
	Wednesday, September 27	Team Project Work (in-class) with Faculty Advisors	
	Friday, September 29	Leadership Case Discussion	Final Project Plan (team assignment – Carmen) Leadership Case TBD
7	Monday, October 2	Guest Speaker: Inclusive Leadership, Implicit Bias, and Creating Inclusive Communities	
	Wednesday, October 4	Non-profit CEO Panel: Inclusive Leadership in the Community	TED Talk
	Friday, October 6	Community Impact	
8	Monday, October 9	Guest Speaker: Asking the Right Questions	
	Wednesday, October 11	Peer Feedback (in-class)	Journal Reflection #2: 3 Points of Feedback for each Team Member (Carmen)
	Friday, October 13	NO CLASS – FALL BREAK	
9	Monday, October 16	Midterm Exam	
	Wednesday, October 18	Team Project Work (in-class) with Faculty Advisors: prep for site visit, identify key questions to answer	Ch. 3, Ch. 6 of CPM
	Friday, October 20	Guest Speaker: Leading through Change and Conflict	TBD Reading/Video
10	Monday, October 23	Teams Schedule Project Site Visit (no formal classes hosted)	
	Wednesday, October 25		Journal Reflection #3: Site Visit Reactions (Carmen)
	Friday, October 27	Guest Facilitator: Visual Communications Activity	Ch. 7, Ch. 8 of CPM

COURSE SCHEDULE

WEEK	DATE	CONTENT	ASSIGNMENT DUE
11	Monday, October 30	Client Pitch Workshop (Deloitte)	Project Recommendations draft (team assignment – Carmen) Ch. 9 of CPM
	Wednesday, November 1	Team Project Work (in-class)	
	Friday, November 3	Guest Speaker: Insights	
12	Monday, November 6	Closing the Project	
	Wednesday, November 8	Team Project Work (in-class)	Submit Final Project and Slides (team assignment – Carmen)
	Friday, November 10	NO CLASS – VETERAN'S DAY	
13	Monday, November 13	Final Presentations to Clients (in-class)	Teams 1-2
	Wednesday, November 15		Teams 3-4
	Friday, November 17		Teams 5-6
14	Monday, November 20		Teams 7-8
	Wednesday, November 22	NO CLASS - THANKSGIVING	
	Friday, November 24	NO CLASS - THANKSGIVING	
15	Monday, November 27	Final Presentations to Clients (in-class)	Teams 9-10
	Wednesday, November 29		Teams 11-12
	Friday, December 1		Teams 13-14

COURSE SCHEDULE

WEEK	DATE	CONTENT	ASSIGNMENT DUE
16	Monday, December 4	Project Showcase (Mason Rotunda)	Poster for Showcase (team assignment – in person); Team and Self-Feedback Assessment (online survey)
	Wednesday, December 6	Course Reflections	
Final	Thursday, December 14	Personal Leadership Journey Reflective Essay	Final Paper (Carmen)

See the following pages for sample assignment and evaluative rubrics. These are also posted to Carmen.

SAMPLE ASSIGNMENT

<u>Create a Project Plan Draft (10 points)</u>

Using the project framework, design a project plan for your community project.

Purpose: This assignment will allow you to demonstrate your understanding of a project framework, outline critical project components and synthesize them into a comprehensive project plan. You should consider your clients desired outcome for the project, in addition to your team's size, strengths, etc.
- Length: 2-3 pages
- Format: No specified format required. You may use Word, Excel, PPT, etc.
- This is an individual assignment. Do not work with your team.

Skills: This assignment will help you begin to build skills in analyzing project requirements/criteria, synthesize them, and articulate them on paper. Being able to collect information, assess it, and organize it to communicate with others is a critical skill for professional and personal success. In addition, working with a team to consolidate shared or differing ideas will be a requirement of any professional. This assignment will allow you the time to practice these skills in a safe environment where you can make mistakes and get peer feedback before presenting to your client.

Tasks:
1. **Problem Statement:** Include your client's problem statement, which we revised last week. This is the main issue(s) a client is asking you to explore.
2. **Identify key project tasks.** Considering Break this down into manageable tasks. The tasks should be specific. For example, if your client wants you to find a way to recruit new volunteers, your associated tasks might be 1) identifying current volunteer recruitment strategy, 2) interviewing current volunteers for feedback, 3) benchmarking other organizations' volunteer recruitment strategy, etc.
3. **Identify key project phases.** Based on the tasks you identified, categorize like-items.
4. **Develop a draft project timeline.** Summarize the major phases, and estimate how long each phase will take your team to complete. Develop a week-by-week overview of how this project will be managed, considering your time constraints, team roles, etc.
5. **Constraints:** Include a list of known or possible constraints to completing your project's key tasks.

Remember, this plan will be shared with your client. Work as a team to address each task listed above in a compelling and concise manner. We will use a team project work day in class to offer peer and advisor feedback. After receiving feedback, it is expected that you revise your ideas into a final, client-facing Project Plan.