

Course Syllabus v.1 **Aug. 23**
MHR 7224: Organizational Turnarounds
Leading Transitions: Yours and Your Organization's
Fisher College of Business Autumn Session 1, 2016
Monday / Wednesday 1:00 pm – 2:30 pm Gerlach Hall 265

Instructor: Mr. Jeff Rodek
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Office hours: M/W: 12:00 pm – 1 pm 3:00 – 4:00 pm (Also by appointment)

Course Description

Effective leaders are able to galvanize people around a compelling, inspirational vision and strategy, and to then lead people in ways that bring out their best ideas and effort focused on the success of the organization. The challenge to improve organizational performance is heightened in turbulent times. Leaders in these times and in new situations need to be extremely effective in a short period of time; e.g. 90 days. Turbulence can result from internal factors (failed leadership, strategy, or execution, and often the result of a merger or acquisition) or external factors (new competition, technology, or dramatic economic downturns). This elective course will have a 'practical applications' bias including case studies of organizational turnarounds and lectures so as to expose students to a variety of successful leaders who have successfully transitioned into new roles and/or led organizations to improved performance, rapidly and sustainably.

Course Objectives

The objectives of this course are to create a classroom experience and provide readings and assignments that allow each student:

1. To understand and appreciate both the academic literature as well as the practical applications of good senior leadership practices, in periods of personal transition or organizational turnarounds and transformations.
 2. To critically evaluate the unique nature of effective leaders and identify key commonalities among proven leaders, especially those who have thrived in especially turbulent times.
 3. To critically evaluate the special needs of organizations faced with the challenge to dramatically improve performance including leadership, processes, internal and external communications, culture change, talent assessment & strategic alternatives.
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Guest Speakers: Executives will be invited to attend the class, describe their experience in leading organizations through successful transitions, and answer questions from the students. When practical the executive will be available to have lunch with a team of students or meet with them after class. It goes without saying that preparation to meet with these executives is expected. Examples of speakers who have attended in prior years: Godfrey Sullivan, CEO, Splunk (former CEO, Hyperion), Bob May (former CEO, Calpine, HealthSouth), Charles Gehring (CEO, LifeCare Alliance), Gene Smith (OSU Athletic Director), Kara Trott (Founder, CEO Quantum Health), Gary Greenfield (CEO and President, Avid). An attempt is made to have executives representing Public, Private and Non-Profit organizations.

Case Studies: At least four case studies will be discussed, such as Hyperion Solutions, Ford, Continental Airlines and HP. In addition it is likely that one or more organizational turnarounds currently in the news will be discussed. Group discussions and teams will present and discuss their recommendations regarding these case studies.

Course Schedule and Reading List

Session 1
Wednesday
Aug. 24

Course Introduction / Organizations in Crisis
Classroom introductions / Administration
Reasons for Organizational Failure

Reading:
“Tyrants, Statesmen, and Destroyers...”
“Why Companies Fail...”

In Class Video:
“The Art of the Turnaround”

Session 2
Monday
Aug. 29

Five Stages of a Turnaround and Preparing to Lead It

Readings:
First 90 Days, Introduction and Chapter 1 (*Prepare Yourself*)

In Class Video:
“The Five Stages of a Turnaround”

Session 3
Wed.
Aug. 31

Learning *FAST*
Starting *EFFECTIVELY*

Reading:
First 90 Days, chapters 2, 3 (Accelerate Your Learning and Match Strategy to Situation)
First 90 Days, chapters 4, 5 (Negotiate Success and Secure Early Wins)

Monday Sept. 5

LABOR DAY

Session 4
Wednesday
Sept. 7

Hyperion Turnaround Case: Setting the Stage (Oct. 1999)
Approaching the *Opportunity*: What would you do in this situation?

Reading:
Hyperion documents in Carmen
Hyperion Case A

Session 5
Monday
Sept. 12

Hyperion First Year (Oct 1999 – Sept 2000)

Reading:
Hyperion Case B
Hyperion material (3): Rodek Exec Staff pres, Earnings release & Pendse Commentary

Session 6
Wednesday
Sept. 14

Post Audit Rodek's 1st eleven months; Next steps?

Assignment: Team paper 1

Session 7
Monday
Sept. 19

Guest Speaker 1: *Tentative*: Burt Logan, Executive Director & CEO, Ohio History Connection

Session 8
Wednesday
Sept. 21

Guest Speaker 2: Guest Speaker, Greg Tunney, President & CEO, RG Barry Corporation

Session 9
Monday
Sept. 26

Hyperion (Oct. 2000 – Dec. 2006)

Reading:
Hyperion Case C
First 90 Days, chapters 6, 7 (Achieve Alignment and Build Your Team)
“The Uncompromising Leader”, HBP

Session 10
Wednesday
Sept. 28

Case (Ford): in-class discussion

Readings:

“Fixing Up Ford”

“The Happiest Man in Detroit”

“Ford’s Renaissance Man

Assignment: Individual Paper Due

Session 11
Monday
Oct. 3

Public Company Mergers & Acquisitions
Boardroom Dynamics
Why are Turnarounds so hard?

Reading:

Hyperion Case D

“Leading Change: Why Transformation Efforts Fail”, HBP

First 90 Days, chapter 8 (Create Alliances)

Session 12
Wednesday
Oct. 5

Case Team Oral Presentations (Team selected turnaround)

Assignment: All Team Papers Due

Session 13
Monday
Oct. 10

Case Team Oral Presentations (Team selected turnaround)

Assignment: Individual Paper 2 Due Wednesday, Oct 12, NOON via drop box
(Or, Monday in class if desired)

Books and Readings Required for the Course

The First 90 Days, Michael Watkins, Harvard Business School Press, 2013 (updated & expanded version)

Course Packet: Digital delivery via HBR link (requires purchase); Additional readings will be available via links in Carmen (free).

For more information see Carmen website for MHR 7224.

I reserve the right to add readings (*an example might be an article published after our first class*) or slightly modify assignments during the course.

Course Requirements and Grading

The course will include a mix of class discussions, textbooks, articles, class presentation assignments, and a final written assignment. At the initial class session, students will be assigned to a team.

Papers should be submitted using Times New Roman (font 12), double-spaced. Please include page numbers and make sure to put your name (or team member names) on your paper.

Grades will be based on the following criteria:

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| Team project 1 (Rodek & Hyperion post audit) | 10 % |
| Team project 2 (presentation & paper on selected case) | 30 % |
| Individual paper 1 (A Mullaly & FORD) | 10 % |
| Individual paper 2 | 30 % |
| Classroom participation | <u>20 %</u> |
| Total: | 100% |

A. Team project 1 (Hyperion)

This will be a team-based written assignment requiring an analysis and recommended next steps related to Rodek's performance in his first year as Chairman & CEO of Hyperion.

More detail about this assignment will be provided in Carmen.

B. Team project 2 (Class presentation & paper on a company chosen by the team)

All teams will present their case analyses and recommendations to the class regarding a company chosen by the team. Suggested companies will be distributed in class dealing with organizations in crisis situations. On their assigned presentation date, the teams will be asked to prepare and deliver presentations on their findings and possibly entertain questions. All members of the team must have a speaking role during at least one of the presentations. A written summary is also required as part of this assignment.

More detail about this assignment will be provided in Carmen.

C. Individual paper 1

Each student will prepare a short paper based on an assigned corporate turnaround.

More detail about this assignment will be provided in Carmen.

D. Individual Paper 2

Each student will prepare a final paper on leadership lessons learned to apply to either a major personal career transition or leading an organizational turnaround.

More detail about this assignment will be provided in Carmen.

E. Participation

I will be looking for you to provide your insights, thoughts, perspectives and questions in a professional, productive manner. Participation in class is desired and expected for a wide variety of reasons, including the value of learning from one another and the wide variety of life perspectives and experiences of the class.

One final note on class participation: on speaker days, attendance in class is expected and especially important, and I will need advance notice if you cannot attend those days. I am sure you can understand the need for this requirement.

Guest Speakers:

Students should research the speaker and prepare one or two questions in advance for the speaker for class Q&A.

Note that on “speaker days” presentable’ attire will be the rule for the class.

Attendance is especially important; all absences or requirements to arrive late or leave early should be cleared in advance with Professor Rodek.

Please stay in the room during the complete class period. It is very disruptive to a guest speaker to have students entering or leaving.

Remember, we are representing The Ohio State University and the Fisher College on these occasions, and we should act accordingly.

Technology: The use of laptops, smartphones, & other electronic devices are allowed in class, except during team presentations and guest lectures. Please be considerate of others if using technology in the classroom – don’t be disruptive.

Course Policy Statements

Diversity. This course on leadership should practice what it preaches in its week-to-week conduct. We will, as a group and as individuals, hold ourselves accountable for demonstrating an openness to and appreciation for ideas of others. ***This means being conspicuously respectful of each other on all occasions and in all of our class transactions.*** That includes NOT surfing the web or reviewing email during class sessions.

Assignments and Attendance. Assignments are due on the dates indicated, and since class participation is part of the grading consideration, then attendance matters. Having said that, I am extremely understanding about such issues, and I realize that people have personal lives. I will absolutely consider such issues as legitimate reasons to reach alternative due dates for assignments...as long as you let me know (and your group if applicable) about issues, in advance if possible. *Please do not exploit this privilege!*

Disability Services. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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. 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."

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.