

Course Syllabus update February 16, 2017
Dean's Leadership Academy Course
MHR3220 Leadership and Team Effectiveness
Tues./Thurs. 3:55 – 5:15 pm; Gerlach 375 (Gerlach 355 also will be used)
Spring 2017

Instructors:	Jeff Rodek 634 Fisher Hall 614-247-8812 rodek_2@fisher.osu.edu	Tony Rucci 712 Fisher Hall 614-425-0456 rucci_3@fisher.osu.edu
Office hours:	T/Th: 2:00 – 3:30 pm also by appointment	T/Th: 2:00 – 3:30 also by appointment

Course Description

This course will have a 'practical applications' bias. While technical and professional knowledge and skills are a necessary foundation for success in one's chosen *occupation*, it is increasingly apparent that understanding the behavior of people in organizations, as well as one's own leadership effectiveness are the pivotal factors to success over one's *career* lifetime.

Throughout your career, in any type of organization (business or otherwise), you will continuously be asked to perform and achieve results along with and through other people – either as a colleague and team member, or as a team or organizational leader. This course will examine what we know about effective organizational behavior and management practices, as well as what leadership practices lead to effective team and organizational performance.

Course Objectives

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

1. To understand and appreciate both the academic literature as well as the practical application of good organizational management and leadership practices.
2. To critically evaluate the unique nature of effective leaders, and identify key similarities/differences among proven leaders and guest speakers.
3. To participate in a team-based project assignment over the course of the class, and receive constructive feedback on their team and leadership skills through a 360 survey peer feedback process.
4. To develop a personal leadership legacy statement designed to help guide and achieve their career goals.

Course Schedule and Reading List

Week 1

Tuesday
Jan. 10
Rucci

Introductions, Syllabus Review
Teams and Team Assignments designated (All Students in GE 375)
**Reminder: Schedule team service projects ASAP!

Thursday
Jan. 12
Rodek & Rucci

Summit Vision team experience: RPAC from 4:00 – 6:30*
*Plan to stay in RPAC until 6:30pm unless you have an academic conflict
(All students in RPAC Upper Courts 1 & 2)

Week 2

Tuesday
Jan. 17
Rodek & Rucci

Guest Speaker #1: Anil Makhija, Dean, Fisher College of Business
(All Students in GE 375)

Thursday
Jan. 19
Rodek & Rucci

The Critical Role of Intangibles in the Value Creation Chain: Teams, Leaders and a Clear Vision (All Students in GE 375)
Debrief Speaker 1
Debrief on team building experience
Article: “The employee-customer-profit chain at Sears”. Rucci, Kirn and Quinn, HBR, 1998 (not in course packet, will be posted to Carmen)

Week 3

Tuesday
Jan. 24
Rodek & Rucci

Guest Speaker #2: Charles Gehring, President & CEO LifeCare Alliance
(All Students in GE 375)

Thursday
Jan. 26
Rodek & Rucci

Team Effectiveness
Debrief Speaker 2 (Teams 1-6 in GE 375 | Teams 7-12 in GE 355)
Video: “Shackleton’s Antarctic Adventure” video will be shown and discussed in class

Week 4

Tuesday
Jan. 31

Class cancelled for Fisher Spring Internship and Job Fair!

Thursday
Feb. 2
Rodek & Rucci

Team Effectiveness: 8 Dimensions of High Performance Teams
(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)
Article: “Competent Jerks, Lovable Fools and the Formation of Social Networks”, Casciaro & Lobo, HBR, 2005 (#R0506E)

Week 5

Tuesday
Feb. 7
Rodek & Rucci

Team Effectiveness: 6 Dimensions of Effective Team Members
(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)
Case: “The Army Crew Team”, HBS case, 2004 (#403 131)

Thursday
Feb. 9
Rodek & Rucci

Vision & Change Management
(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)
Article: “Building Your Company’s Vision,” Collins & Porras, HBR 1996 (#96501)
Article: “Leading Change: Why Transformations Fail”, Kotter, HBR 2007 (#R0701J)
Introduce 360 Survey Process

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Week 6	
Tuesday Feb. 14 Rodek & Rucci	Guest Speaker #3: Douglas Stewart, Executive Director, Max & Marjorie Fisher Foundation (All Students in GE 375) Reading: "Max Fisher Case"
	Leadership Survey Web-Link Opens Assignment #1: Individual Paper (A) due (Personal Team Evaluation)
Tuesday Feb. 16 Rodek & Rucci	Leadership Effectiveness: What the best leaders do best Debrief Speaker 3 and Max Fisher Case (All Students in GE 375) Article: "What the best business leaders do best" Rucci chapter, 2002 (not in course packet; posted in Carmen)
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Week 7	
Tuesday Feb. 21 Rodek & Rucci	Authentic Leadership: Life Story and Crucibles (Teams 1-6 in GE 375 Teams 7-12 in GE 355) Article: "Discovering Your Authentic Leadership" George, HBR, 2007 (#R0702H) Reading: True North (Chapters 1 & 3)
Thursday Feb. 23 Rodek & Rucci	Reflections on service team exercise (Teams 1-6 in GE 375 Teams 7-12 in GE 355) Class Shares Life Story Events Assignment #2 due: Community Service Project team papers
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Week 8	
Tuesday Feb. 28 Rucci	Leadership: Emotional Intelligence (All Students in GE 305) Article: "What Makes a Leader" Goleman, HBR, 2004 (#R0401H) Web link survey window closes
Thursday Mar. 2 Rodek & Rucci	Guest Speaker #4: TBD (All Students in GE 375)
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Week 9	
Tuesday Mar. 7 Rodek & Rucci	Leadership: Personal Values, Losing Your Way Debrief Speaker 4 (Teams 1-6 in GE 375 Teams 7-12 in GE 355) Article: WSJ Book Excerpt, "Why They Do It: Inside the Mind of the White-Collar Criminal," Eugene Soltes, Oct. 6, 2016 Article: "The Parable of the Sadhu" Reading: True North (Chapters 2 & 5)
Thursday Mar. 9 Rodek & Rucci	Guest Speaker #5: TBD (All Students in GE 375)
	Assignment #3: Individual Paper (B) due before start of class (EQ)

March 13-17 SPRING BREAK !

Week 10

Tuesday
Mar. 21
Rodek & Rucci

Guest Speaker #6:

(All Students in GE 375)

Thursday
Mar. 23
Rodek & Rucci

Leadership: Sweet Spot & “I to We”
Debrief Speakers 5&6

(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)

Reading: True North (Chapters 6 & 9)

Week 11

Tuesday
Mar. 28
Rodek & Rucci

Assignment #4 Due: Team Presentations on Leaders
(Teams 1-8 in GE 375 | Teams 9-16 in GE 355)

12 Teams (5-6 members each), 9-10 minute presentation

Bring hard copy of slides to class
Introduce teammate assessment tool

Thursday
Mar. 30
Rodek & Rucci

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Guest Speaker #7: Steven Davis, Former CEO and Chairman of Bob Evans Farms,

(All students in GE 375)

Week 12

Tuesday
April 4
Rodek & Rucci

Leadership: Self-awareness and Leadership Styles
Debrief Speaker 7 (Teams 1-6 in GE 375 | Teams 7-12 in GE 355)

Case: “A day in the life of Alex Sander”, HBS Case, 2008 (#2177)
Article: “Leadership that gets results” Goleman, HBR, 2004 (#R00204)
Reading: True North (Chapter 4)

Leadership survey results/reports distributed and explained

Thursday
April 6
Rodek & Rucci

Leadership: Support Team and an Integrated Life
(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)

Reading: True North (Chapters 7 & 8)

Week 13

Tuesday
April 11
Rodek & Rucci

Guest Speaker #8: Greg Grabovac, Co-Founder/CEO at G2 Capital Management
(All Students in GE 375)

Thursday
April 13
Rodek & Rucci

Wrap Up and Review
(All Students in GE 375)

Article: “Success built to last: creating a life that matters” Porras et al, Rotman Magazine, 2007 (#ROT048)

Week 14

Tuesday
Apr. 18

Your Leadership Legacy: Final individual class presentations
Two sessions; 80 minutes each; 12 students each (5-6 minutes)

Rodek & Rucci

(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)

Thursday

Apr. 20

Rodek & Rucci

Your Leadership Legacy: Final individual class presentations

Two sessions; 80 minutes each; 12 students each (5-6 minutes)

(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)

Other dates TBD (we'll need two more sessions each; use finals week slot(s) or TBD)

Students must attend their presentation session plus one.

Final papers due by start of class on 4/20

Books and Readings Required for the Course

Bill George, **Discover your True North**, 2015, Jossey-Bass (ISBN-13: 978-1119082941)

Course Packet: Electronic Course Pack of readings (and hard copy packet if desired) will be available via web link posted to the Carmen course site.

Course Requirements and Grading

The course will include a mix of class discussions, textbooks, articles, cases, videos, class presentation assignments, a midterm exam and a final written assignment (all written assignments should be in times new roman #12 and double spaced).

Final course letter grades will be the normal university grading system (“A- F”), and will be based on the following criteria:

<u>Assignment #1</u> : Individual paper (A): Personal Team Evaluation	10%	(20 pts.)
<u>Assignment #2</u> : Team paper: Community Service Project	10%	(20 pts.)
<u>Assignment #3</u> : Individual paper (B): Emotional Intelligence	10%	(20 pts.)
<u>Assignment #4</u> : Team Project presentation: Chosen Leader	20%	(40 pts.)
<u>Assignment #5</u> : Individual paper (C): Final Legacy	35%	(70 pts.)
<u>Assignment #5</u> : Individual oral legacy presentation	<u>15%</u>	<u>(30 pts.)</u>
Total points	100%	(200 pts.)

In addition: Class Participation (see below): graded on a “plus/OK/minus”; can impact up to one letter grade. This evaluation will include a confidential teammate assessment.

Assignment #1: Individual paper (A): Personal Team Evaluation. Identify and critique a team (including the evaluation of the student as a team member) that the student has been a part of using the eight dimensions of team effectiveness from the course lectures and readings. (Note this is not the team assigned for the class projects). This can be either a high performance team or a team that came up short of the intended goals and results. Included in the critique will be an evaluation of the student as a member of that team. The paper will be short answer / 2-3 pages in length. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will serve as the “official” requirements for the paper.*

Assignment #2: Team paper: Community Service Project. You will be participating in a team-based community service activity. Teams will be assigned at the first class session, and then participate in a community service project during the first month of the course. Each team will be asked to submit a brief 2-page paper on lessons learned and collective summary of personal

experiences and impressions of their service project and reflection on how service relates to being a leader. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will serve as the “official” requirements for the paper.*

Assignment #3: Individual paper (B): Emotional Intelligence. This paper will require the student to assess their EI. The paper will likely be 2-3 pages; short answer. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will serve as the “official” requirements for the paper.*

Assignment #4: Team Project presentation: Chosen Leader. Each team will be assigned a project to evaluate the leadership effectiveness of a leader of their choice. Teams will be given 8 - 10 minutes to present their leader evaluation during a class session. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will serve as the “official” requirements for the paper.*

Assignment #5: Individual paper (C): Final Legacy. Each student will submit their legacy final paper which will be 4-5 pages in length; short answer. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will serve as the “official” requirements for the paper.*

Assignment #6: Individual oral legacy presentation. At the end of the term, each student will be given 5-6 minutes to present the personal leadership legacy statement they have developed for themselves. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will serve as the “official” requirements for the paper.*

Class participation. We will be looking for you to provide your insights, thoughts, perspectives and questions in a professional, productive manner. ***Attendance and engagement matters!*** 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. Included in this evaluation will be the results from the team peer assessment. Class participation (as judged by the instructors) will be “scored” as follows:

- Exceptional:** consistent, quality engagement: **up to plus one letter grade**
 - Expected:** what’s expected from an honors level student: **grade based on points only**
 - Less engaged:** consistency and quality less than expected: **up to minus one letter grade**
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Course Policy Statements

Inclusiveness. This course on leadership and team effectiveness 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.

Disability. We are committed to making every effort to provide each student with a meaningful learning opportunity. If there are any obstacles that could prevent you from learning effectively, please set an appointment with us so that we might jointly figure out how to circumvent those obstacles. In addition, you should feel free to contact the Office for Disability Services at 614-292-3307, located in 150 Pomerene Hall. They can also work with you to coordinate accommodations for students needing assistance.

Assignments and Attendance.

Assignments are due on the dates indicated.

Since class participation is part of the grading consideration, then attendance matters. We will circulate a sign-in sheet at the start of each class for your signature. This will be the basis for determining unexcused absences. ***There will be two unexcused absences for the term. Any unexcused absence beyond the first without advance notice will adversely impact your class participation evaluation, unless due to a true emergency.*** Regarding excused absences, we assure you that we are extremely understanding about such issues, and realize that people (even students!) have personal lives. We know there will be the occasional personal emergency or major conflict. We will absolutely consider such issues as legitimate, excused reasons to miss a class...**as long as you let us know in advance, if possible.** This advance notification will be on the honor system...you do not need to provide any documentation. Rather simply notify us before class that you have a personal or professional conflict that will cause you to miss class. ***Please do not exploit this privilege!*** This applies to both class attendance and assignment due dates.

Academic Integrity. Central to any institution that aspires to excellence, academic integrity is a fundamental expectation we have for all of our students and faculty. Please be sure to review the University's Code of Student Conduct (Sect. 3335-23-04). We will hold ourselves and all class students accountable for the standards outlined in the code, which means we have a responsibility to confront and remediate any actions determined to be outside the letter and spirit of the code. In addition, students should hold instructors accountable to an equally high standard of personal and professional ethical conduct.

Enjoyment. We teach at the university level because we enjoy it! Yes, believe it or not. We encourage you to enjoy the course, as well. A sense of humor doesn't hurt either.