

Course Syllabus (as of 1-3-18)
UGBA 3220 Spr. 2018
Leadership Legacy (in DLA)
Tues./Thurs. 3:55 – 5:15 pm; Gerlach 355

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. 9 Rucci	Introductions, Syllabus Review Teams and Team Assignments designated **Reminder: Schedule team service projects date ASAP; before Feb. 23
Thursday Jan. 11 Rucci	Guest Speaker #1: Tony Rucci, fmr. Chairman Sears Mexico, CAO Cardinal Health and EVP Strategy Baxter Healthcare

Week 2

Tuesday Jan. 16 Rucci	Summit Vision team experience: from 4:00 – 6:00* *Plan to stay until 6:00 pm unless you have an academic conflict: we'll be serving pizza (Location: Drake Performance Center)
Thursday Jan. 18 Rucci & Rodek	The Critical Role of Intangibles in the Value Creation Chain Debrief Speaker #1 Debrief on team building experience Article: "Putting the service profit chain to work", Heskett, et al, HBR, 2008 (#R0807L)

Week 3

Tuesday Jan. 23 Rucci	Guest Speaker #2: Chuck Gehring, CEO LifeCare Alliance
Thursday Jan. 25 Rucci	Team Effectiveness Debrief Speaker #2 Video: "Shackleton's Antarctic Adventure" video will be shown and discussed in class

Week 4

Tuesday Jan. 30	Team Effectiveness: Eight Dimensions of High Performance Teams
Thursday Feb. 1 Rucci	Guest Speaker #3: TBD

Week 5

Tuesday Feb. 6 Rucci	Class cancelled for Fisher Spring Internship and Job Fair (You're welcome !)
Thursday Feb. 8 Rucci	Team Effectiveness: Six Dimensions of Effective Team Members Debrief Speaker #3 Article: "Competent Jerks, Lovable Fools and the Formation of Social Networks", Casciaro & Lobo, HBR, 2005 (#R0506E)

Week 6

Tuesday Feb. 13 Rucci	Team Effectiveness: The Army Crew Team Case: “The Army Crew Team”, HBS case, 2004 (#403 131) **Introduce 360 Survey Process
Thursday Feb. 15 Rucci	Guest Speaker #4: Anil Makhija, Dean, Fisher College of Business **Leadership Survey Web-Link Opens Assignment #1 due: Individual Paper on selected personal team evaluation

Week 7

Tuesday Feb. 20 Rucci	Leadership Effectiveness: The 3P’s of Leadership Debrief Speaker #4 Article: “What the best business leaders do best” Rucci chapter, 2002 (Not in Harvard course packet; will be posted to Carmen course site) Reading: “Max Fisher Case” (Not in Harvard course packet; will be posted to Carmen course site)
Thursday Feb. 22 Rucci	Authentic Leadership: Life Story and Crucibles Article: “Discovering Your Authentic Leadership” George, HBR, 2007 (#R0702H) Reading: True North (Chapters 1 & 3)

Week 8

Tuesday Feb. 27 Rodek & Rucci	Guest speaker #5: Greg Grabovac, CEO/Co-Founder G2 Capital Management
Thursday Mar. 1 Rodek & Rucci	Class Shares Life Story Events and reflections on service team exercise (class will be split into two rooms for discussion)

Week 9

Tuesday Mar. 6 Rucci	Leadership: Emotional Intelligence Debrief speaker #5 Article: “What Makes a Leader” Goleman, HBR, 2004 (#R0401H)
Thursday Mar. 8 Rodek & Rucci	Leadership: Personal Values Reading: True North (Chapters 2 & 5) Article: “The discipline of building character”, Badarocco, HBR, 1998 (#98201) **Assignment #2 due: Life story and values paper

March 13-17 SPRING BREAK !

Week 10

Tuesday
Mar. 20
Rodek & Rucci

Guest Speaker #6: Jeff Rodek, fmr. CEO Hyperion & EVP Americas FedEx

**** Assignment #3 due : Individual Paper on EQ self assessment due before class**
****Web link survey window closes**

Thursday
Mar. 22
Rodek & Rucci

Leadership: Motivations & “Sweet Spot”
Debrief Speaker #6
Reading: True North (Chapters 6 & 9)

Week 11

Tuesday
March 27
Rodek & Rucci

Leadership: Self-awareness and Leadership Styles
Article: “Leadership that gets results” Goleman, HBR, 2004 (#R00204)
Reading: True North (Chapter 4)

Thursday
Mar. 29
Rucci & Rodek

Leadership: Self awareness
Case: “A day in the life of Alex Sander”, HBS Case, 2008 (#2177)

****360 survey reports distributed and interpreted**

Week 12

Tuesday
Apr. 3
Rodek & Rucci

****Assignment #4 Due: Team Presentations on Leaders**
8 Teams (5-6 members each), 15 minute presentation
4 teams in GE 375 and 4 teams in GE 355
****Bring hard copy of slides to class**

Thursday
Apr. 5
Rodek & Rucci

Guest Speaker #7: TBD

Week 13

Tuesday
Apr. 10
Rodek & Rucci

Leadership: Integrated Life and support team
Debrief speaker #7
Reading: True North (Chapters 7 & 8)

Thursday
April 12
Rodek & Rucci

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

Week 14

Tuesday
Apr. 17
Rodek & Rucci

Your Leadership Legacy: **Assignment #5 Final individual class presentations
Two sessions; 80 minutes each; 12 students (5-6 minutes each)
(Teams 1-5 | Teams 6-10)

Thursday
Apr. 19
Rodek & Rucci

Your Leadership Legacy: **Assignment #5 Final individual class presentations
Two sessions; 80 minutes each; 12 students (5-6 minutes each)
(Teams 1-5 | Teams 6-10)

****Students must attend both sessions**
****Assignment #6: Final papers due by start of class on 4-19**

Books and Readings Required for the Course

Book: 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, as well as posted here:

<http://cb.hbsp.harvard.edu/cbmp/access/72521177>

In addition, some of these articles may be available through the OSU Thompson Library online services capability.

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:

Assignment #1: Individual paper: Personal Team Evaluation (due 2-15) 10% (20 pts.)

Assignment #2: Individual paper: Life Stories and values paper (due 3-8) 10% (20 pts.)

Assignment #3: Individual paper: Emotional Intelligence (due 3-20) 15% (30 pts.)

Assignment #4: Team presentation: Chosen Leader (due Apr. 3) 20% (40 pts.)

Assignment #5: Individual oral legacy presentation(final class sessions) 10% (20 pts.)

Assignment #6: Individual paper: Final Legacy 35% (70 pts.)

Total points 100% (200 pts.)

In addition: **Class Contribution** (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: Personal Team Evaluation paper. This will be a 2-3 page paper. You will be asked to 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. *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: Life Story and Values & Principles. These papers should be 3-4 pages in length. The papers will ask you to: 1. identify one pivotal life *event* that has had a compelling impact in your life and why, and what you have learned or taken from that event; 2. one pivotal *person* who has had a compelling influence in your life and why, and what you have taken away from that pivotal person; 3. a discussion of your personal values and principles. *A more detailed prospectus for this assignment will be distributed and discussed in class, and that prospectus will be the “official” requirements for the paper.*

Assignment #3: Individual paper: Emotional Intelligence paper. This paper will require the student to assess their EQ based on the Goleman article assigned and discussed in class. The paper will be 3-4 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 #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 15 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 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.*

Assignment #6: Individual paper: Final Legacy paper. Each student will submit their legacy final paper which will be 4-5 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.*

Class contribution. 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

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

Inclusiveness. 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 laptop etiquette such as NOT surfing the web, reviewing emails, or balancing your investment portfolio 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 realize that people (even MBA students!) have personal lives. I know there will be the occasional personal emergencies (e.g. a dead uncle, a child taken to the ER, etc.) the day before an assignment is due. I will absolutely consider such issues as legitimate reasons to reach alternative due dates for assignments...as long as you let me know about issues, in advance if possible. *Please do not exploit this privilege!*

OSU Disability Policy: 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.

Professional Standards and Academic Integrity: The Ohio State University's Code of Student Conduct 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:

Academic Misconduct. The university's [Committee on Academic Misconduct](#) is responsible for reviewing charges of academic misconduct against students, including graduate students. The [Code of Student Conduct](#) defines the expectations of students in the area of academic honesty. A copy of the code is available on the website of the university's Office of Student Life.

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.