

Course Syllabus (as of 12-29-17)
BUSMHR/7222: Advanced Topics in Leadership:
Building Your Leadership Legacy
Spring 1 2018
M/W: 1:00 – 2:30 pm; GER 375

Fisher College of Business
Ohio State University

Instructor: Tony Rucci
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Office hours: M/W: 3 – 5 pm
also by appointment

Course Description

This course will have a ‘practical applications’ bias. Effective leaders are able to galvanize people around a compelling, inspirational vision and strategy, and to then deal with people in ways that bring out their best ideas and efforts. This course will include a cadre of outside speakers who are successful business and organizational leaders in an effort to help students identify the similarities and differences among proven, effective leaders. Secondly, the course will include class discussions and readings that include classic articles on leadership, and cases on leadership effectiveness. And finally, each student will participate in a 360 leadership survey and be asked to develop their own personal leadership legacy statement and development plan. *In short, effective performance in this course will rely less on intellectual ability and more on personal introspection.*

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 academic literature as well as the practical application of good senior leadership practices.
2. To critically evaluate the unique nature of effective leaders, and identify key similarities among the proven leaders who will be guest speakers.
3. To critically evaluate their own current leadership effectiveness, and identify areas for improvement based on a 360 leadership survey feedback process.
4. To develop a personal leadership legacy statement designed to achieve their career goals as well as develop personal development plans for improving their leadership skills.

Guest Speakers

The guest speakers will be identified and announced shortly before the beginning of the term. For reference purposes, guest speakers in the past have included: The Governor of the State of Ohio, CFO of Nationwide, Vice Chairman of Deloitte & Touche, President/COO of Cardinal Health, CEO Bob Evans, Managing Partner of Bricker & Eckler a major law firm, CEO M/I Homes, Superintendent Columbus City Schools, President Ohio State University and President of Alliance Data Retail Services.

Course Schedule and Reading List

Session 1

M: 1/8

Course Introduction: Intro Leadership Legacy

1. Article: "Discovering your authentic leadership". George, et al, HBR, 2007 (#R0702H)

- Identify raters for 360 web survey on leadership; unless you have participated in another 360 in the past six months
 - Window for 360 web survey opens
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Session 2

W: 1/10

"What things have shaped you?": Your Life Story

2. Article: "Life stories of recent MBA's: Coping with Crucibles", Nohria et al, HBS, 2009 (#9-410-028)

Book chapters: Discover your True North: Ch. 1 & ch. 3

- Pre-work: come prepared to share your life story events and people
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M: 1/15

OSU Closed MLK day

Session 3

W: 1/17

Guest speaker #1: Bob Schottenstein, CEO M/I Homes and former Chair OSU Board of Trustees

Session 4

M: 1/22

"What's your personal code of conduct?": Principles and Values

Debrief guest speaker #1

3. Article: "Life stories of recent MBA's: Values and ethical challenges", Nohria et al, HBS 2009 (#9-410-029)

4. Article: "Life stories of recent MBA's: Losing their way", Nohria et al, HBS 2009 (#9-410-027)

Book chapters: Discover your True North: Ch. 2 & ch. 5

- Pre-work: come prepared to share your values and principles
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Session 5

W: 1/24

Guest Speaker #2: Jim Negron, Executive VP, Corna Kokosing

-Assignment #1 due at start of class

-Window for 360 web survey closes

Session 6

M: 1/29

"What Drives You?": Motivations and Sweet Spot

Debrief guest speaker #2

5. Article: "Life stories of recent MBA's: Motivations", Nohria et al, HBS 2009 (#9-410-031)

Book chapter: True North: ch. 6 & ch. 9

- Pre-work: Come prepared to share your intrinsic and extrinsic motivations
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Session 7
W: 1/31

Guest Speaker #3: Dr. Tom Maridada, CEO BRIGHT New Leaders for Ohio Schools

Session 8
M: 2/5

“Do you know who you are?”: Self-Awareness & development

Debrief guest speaker #3

6.Article: “Life stories of recent MBA’s: Developing self awareness”, Nohria et al, HBS 2009 (not in course packet, will be handed out in class)

7.Article: “What makes a leader”, Goleman, HBR, 2004. (#R0401H)

Book chapter: Discover your True North: ch. 4

-Pre-work: Come prepared to share key strengths and development needs
-360 Survey individual feedback reports distributed in class

Session 9
W: 2/7

Guest Speaker #4: Jeff Rodek, fmr. CEO Hyperion + EVP Americas, FedEx

Session 10
M: 2/12

Guest speaker #5: Tony Rucci, fmr. Chairman Sears Mexico + CAO Cardinal Health

Session 11
W: 2/14

“How do you stay grounded?”: Leading an integrated life

Debrief guest speaker #4 & #5

8.Article: “Life stories of recent MBA’s: Leading an integrated life”, Nohria et al, HBS 2009 (#9-410-033)

9.Article: “How will you measure your life?”, Cristensen, HBR 2010 (#R1007B)

Book chapter: True North: ch. 7, ch. 8 & ch. 10

-Pre-work: Come prepared to share integrated life examples/goals

Session 12
M: 2/19

Final Legacy presentations

-Individual presentations of personal legacy statements – 5-6 mins. each

Session 13
W: 2/21

Final Legacy presentations

-Individual presentations of personal legacy statements – 5-6 mins. each

****Session 14**
F: 2/23

IF NEEDED: Final Legacy presentations

-Individual presentations of personal legacy statements – 5-6 mins. each

****This is an additional class session to reach the required total of 14 class sessions for the semester; logistics and room TBD**

Final papers due: Friday, Feb. 23

Books and Readings Required for the Course

Discover Your True North. George, B., Wiley & Sons, 2015. ISBN#: 978-1-119-08294

Course Packet: Available electronically through the Harvard Press course packet site. Contains all articles listed in the course syllabus reading list above. **All HBR articles listed above may also available through the OSU library.** You will find the HBR purchase links on the Canvas course home page as well as here. The link:

<http://cb.hbsp.harvard.edu/cbmp/access/72522185>

will give you access to the HBR articles if you choose to purchase those rather than use the OSU library source.

Course Requirements and Grading:

The course will include a mix of class discussions, textbooks, articles, class presentation assignments, and a final written assignment.

Grades will be based on the following criteria:

A. Assignment #1: Life story paper: due 1/24	25%	(50 pts.)
B. Assignment #2: Final paper: due 2/23	40%	(80 pts.)
C. Assignment #3: Legacy class presentation	10%	(20 pts.)
D. Assignment #4: Critique of a speaker	10%	(20 pts.)
E. Grading criterion #5: Class contribution	15%	(30 pts.)
Total points	100%	(200 pts.)

A. Assignment #1 (Life Story and Values & Principles: 50 pts.)

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.

B. Assignment #2 (Final paper: 80 pts.)

These papers should be 5-6 pages in length, and will include three sections: Section 1.) a detailed review and critique of the results from your 360 feedback report results; what were your key takeaways, positive and otherwise; identification of at least two strengths as well as two development opportunities from your survey results that you will focus on going forward, and action plans for improvement; Section 2.) a clear statement of your personal leadership legacy; the key themes in your statement and why; what about your personal and /or professional background has led you to this particular legacy statement: i.e. a brief reprise of your life story and values from the mid-term, then a more in depth discussion of motivations, self-awareness and life balance. 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.

C. Assignment #3 (Final class presentation: 20 pts.)

At our final three class sessions each student will be asked to make a 5-6 minute presentation on their personal leadership legacy to the class. This assignment will be graded principally on the quality of the presentation to the class (your content will be graded as part of your final paper assignment listed above). It will be important to restrict your remarks to 5-6 minutes, in order to ensure we get everyone's presentation completed within the regular class hours. ***Please rehearse and time your presentation before delivering it in class.*** A more detailed prospectus for this presentation will be distributed and discussed in class, and that prospectus will be the "official" requirements for the presentation.

D. Assignment #4 (Critique of guest speaker: 20 pts.)

You will be asked to submit a two page critique of any one of the guest speakers of your choice. That critique must be received by me within two weeks of the guest speaker's presentation. In that respect, you get to choose when this assignment will be due. Your critique should describe what you felt were the speaker's key messages, those areas that resonated with you as well as any issues you saw, and a general description of their leadership style. A more detailed prospectus for this paper will be distributed and discussed in class, and that prospectus will be the "official" requirements for the presentation. *Also note that after every guest speaker we will spend 15-20 minutes in a debrief discussion of that guest speaker where you will be encouraged to share your thoughts on the speaker, key takeaways you heard, etc.*

E. Grading criterion #5: Class contribution (30 pts.) I 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.

Class contribution (as judged by the instructor) will be "scored" as follows:

- exceeds: consistent, high quality engagement: **25-30 points possible**
- meets: what's expected from a grad student: **16-24 points possible**
- below: consistency and quality less than expected: **0-15 points possible**

-Attendance. Since class contribution is part of the grading consideration, then attendance matters. I 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 one unexcused absence 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, I assure you I am extremely understanding about such issues, and realize that people (even graduate students!) have personal lives. I know there will be the occasional personal emergencies or business travel that come up. I will absolutely consider such issues as legitimate, excused reason to miss a class...**as long as you let me 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 me 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.

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.

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 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:

5.9.1

Graduate students are required to observe professional ethical standards in their graduate studies and research. Graduate students should talk with their advisors and their Graduate Studies Committee chair if they have questions about the specific expectations of the local graduate program. The Graduate Student Code of Research and Scholarly Conduct ([Appendix C](#)) describes the Graduate School's general expectations for ethics and conduct in graduate research and scholarship. University processes exist to address allegations of research misconduct by graduate students. Graduate students have the responsibility to be aware of and to follow these standards.

5.9.2

Research and Scholarly Misconduct. As a recipient of federal funding, the university is obligated to have an administrative process for reviewing, investigating, and reporting allegations of research misconduct. The [University Policy and Procedures Concerning Research Misconduct](#) is available from the Office of Research.

When a Committee of Inquiry, as defined in the [University Policy and Procedures Concerning Research Misconduct](#), forwards allegations of research misconduct by a graduate student to the Graduate School, the Graduate School follows the “Graduate School Policy on the Investigation of Allegations of Research Misconduct by a Graduate Student” ([Appendix C](#)).

5.9.3

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.
