



**THE OHIO STATE UNIVERSITY**

FISHER COLLEGE OF BUSINESS

**BUS-MHR 2292**  
**Summer Session, 2017**

**Instructor:** Ty Shepfer, Senior Lecturer & Director, Honors Cohort  
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**Office hours:** Flexible by appointment

## **GENERAL COURSE INFORMATION**

BUS-MHR 2292 utilizes Canvas to post important information such as the syllabus, grades, announcements, articles, etc.: <http://www.carmen.osu.edu>

## **COURSE DESCRIPTION:**

BUS-MHR 2292 is the introductory business course required of all undergraduate students in The Fisher College of Business. The course format is a weekly lecture, and a weekly recitation section. This course introduces students to the role of business in the lives of individuals, consumers, employees, and citizens. It introduces the concept of ethical leadership and emphasizes both oral and written communication skills for the business environment. Students will be required to do written assignments as well as present both as individuals and in teams.

## **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 various types of businesses, their purposes, and how they serve their stakeholders.
2. To understand how individuals are measured and rewarded in a business and how to exceed expectations to best learn and grow in an organization.
3. To develop skills and strategies needed to attain career goals and develop correspondence appropriate to the job search.
4. To understand the emerging businesses focused on social entrepreneurship.
5. To recognize and understand the intangible value of ethics and integrity to leadership.
6. To identify your ethical perspective and the perspectives of those you lead, and the importance of alternative ethical perspectives and values to decision-making.
7. To demonstrate oral communication skills in a group presentation that analyzes and identifies takeaways from ethical leadership and decision failures.
8. To understand and practice the principles of written business communication and to plan, edit, and revise written work consistent with professional standards.
9. To write various business correspondences for targeted audiences including internal and external to the business organization.
10. To select and use appropriate writing formats and graphic aids to effectively and efficiently communicate leadership and decision-making.

## REQUIRED MATERIALS:

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There are two items that must be purchased for this class:

1. A course packet for the required reading materials. A hard copy of the text is available at Barnes and Noble. Alternatively, you can purchase the text as an Ebook by using the below link. **The Ebook cost \$65.**

<http://shop.mheducation.com/mhshop/productDetails?isbn=1259965422>

*\*Note: if you don't have the funds to purchase the book, there are two copies available on reserve at the main library. These texts can be checked out for 24 hours at a time.*

2. The Ethical Lens Inventory (ELI) is a **mandatory assessment** that you must purchase through [www.ethicsgame.com](http://www.ethicsgame.com). Each recitation will have a unique class code, which will be provided by your recitation leader – **do not start the ELI before instructed to do so because the links must be enabled. (Cost is \$15)**

## CLASSROOM ENVIRONMENT:

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This course will be a mix of lectures, classroom discussions, student presentations and team/individual exercises. Classroom dialogue is a critical component to the learning experience and your participation will be a significant portion of your grade. Students are expected to have read the course material prior to coming to class and be prepared to discuss the readings. It is expected that your interactions will be well informed, constructive and respectful.

Laptops, cell phones or any other electronic devices will not be permitted during class time unless otherwise stated. Please silence your phones during class. Classes will begin on time and it is expected for all students to be in their seats when class begins.

## GRADE APPEAL POLICY:

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Grades on exams, presentations and assignments are intended to reflect the overall quality of performance of the student(s). If you think your grade on an exam or assignment does not reflect the quality of your performance you must:

- **Step 1:** Submit a clear written explanation of your reasoning *within one week after the return of your assignment or test*. The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeals must be conducted in writing. I will carefully consider all such appeals and I reserve the right to re-grade all portions of an assignment or test. *There will be no grading appeals after the one-week deadline has passed.*
- **Step 2:** I will review and respond to the appeal in writing

## STUDENTS WITH DISABILITIES:

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Any student who feels s/he may need an accommodation based on the impact of a disability should contact Professor Shepfer 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.

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## STANDARDS OF INTEGRITY & CONDUCT:

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Each student in this course is expected to be familiar with and abide by the principles and standards set forth in The Ohio State University's code of student conduct and code of academic conduct. You can view these documents or download pdf versions at:

[http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp) and <http://oaa.osu.edu/coam/faq.html#academicmisconductstatement>

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

*As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.*

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

If a professor or Graduate Teaching Assistant suspects that a student has committed academic misconduct in this course, he or she is obligated by University Rules to report suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

## COURSE REQUIREMENTS:

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Assignment/Activity	Number of Points
1. Class contribution as evaluated by your peers	30
2. Class contribution/attendance as evaluated by your instructor	50
3. Quizzes (20 points each)	60
4. QUIC modules completion	10
5. Resume completion	10
6. LinkedIn profile completion	15
7. Individual oral presentation	60
8. Midterm examination	100
9. Ethical lens inventory completion	30
10. Group presentation & handout	100
11. Individual written assignment	60
12. In class group exercise/presentation	35
13. Final Exam	100
<b>TOTAL</b>	<b>660</b>

### **1. Class contribution as evaluated by your peers (30 points)**

This class contains a great deal of group work and team projects, both inside and outside of class. Constructive performance feedback will be emphasized throughout the course. At the end of the semester, each team member will have the opportunity to evaluate one another's performance (see the peer-to-peer evaluation form at the end of the syllabus for more details).

### **2. Class contribution/attendance as evaluated by your instructor (50 points)**

It is expected that you attend the lecture and the recitation every week. Classroom discussions will serve as a critical component to the learning experience and to your professional development. Speaking in front of a classroom of peers or a board room of business executives can be difficult and uncomfortable, however, with practice, nervous tendencies will lessen. Each class session will include opportunities to discuss the reading material or current events. There will also be impromptu speaking opportunities. It is expected that your interactions will be well informed, constructive and respectful. Some key items that will be considered by your Instructor include:

- Frequency: You regularly attend and contribute to class discussion
- Quality: You contribute quality comments and advance the discussion forward
- Respect: You take seriously what your peers say and when you disagree, you do so respectfully
- Listening: You listen attentively to other students and to the instructor

### **3. Quizzes (3 quizzes, 20 points each)**

There will be three quizzes during the eight week session. Each quiz will be based on the content and associated articles leading up to class that day. No quiz will be dropped.

### **4. QUIC modules completion (10 points)**

You will be required to complete the QUIC modules as assigned by the Office of Career Management. Additional details will be provided on the course website.

### **5. Resume completion (10 points)**

You will be required to turn in a hard copy of your resume. Additional details will be provided on the course website.

### **6. LinkedIn profile completion (15 points)**

You will be required to complete a LinkedIn profile. Additional details will be provided on the course website.

### **7. Individual oral presentation (60 points)**

Students will have the opportunity to choose a company that you might want to work for some day. You will be responsible for developing a 3 minute presentation that contains a SWOT analysis of the organization. Additional details will be provided on the course website.

### **8. Midterm exam (100 points)**

All material covered in the class and the readings are "fair game" for the midterm. The midterm will contain multiple choice questions.

### **9. Ethical lens inventory (ELI) completion (30 points)**

You will need to access and complete the Ethics Lens Inventory and bring the 2 page summary to recitation. Please do not complete the ELI before instructed to do so as there is a link that must be enabled. The cost of taking this assessment is \$15.00.

*ALL* students in *ALL* sections are required to have the ELI completed by **Thursday, February 23 at 5:00 pm.**

**10. Group presentation & handout (100 points)**

Your group will select, research and orally present an example of ethical leadership and decision making or the failure of such. Each team member will be required to present as part of this presentation. A more detailed scoring rubric with expectations of content will be provided on the course website.

**11. Individual Written Assignment (60 points)**

Students will be required to write a one page paper (not including attachments) that analyzes an organization’s Corporate Social Responsibility report. Additional details will be provided on the course website.

**12. In-class group presentation/exercise (35 points)**

Details of this exercise will not be provided until the day of the class when this takes place.

**13. Final Exam (100 points)**

All material covered in the class and the readings are “fair game” for the final as it will be comprehensive.

**LATE ASSIGNMENTS:**

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A hard copy of assignments are due at the beginning of class unless otherwise indicated. Any assignment that is turned in late will be reduced in half. Any assignment that is not turned in 24 hours after the due date will not be accepted and will count as zero.

**GRADING SCALE**

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Final grades are calculated based on point values. There are a total of 660 points. The BSBA program recommends a mean GPA of 2.9 – 3.2 for this, and all other business core classes. The actual grade assigned will be based on what you earn and there will be no rounding up of grades. All sections of 2292 follow the same grading policy and we work hard to maintain consistency across all sections.

Grading Scale			
Points	Grade	Points	Grade
614 - 660	A	508 - 527	C+
594 - 613	A-	482 - 507	C
574 - 593	B+	462 - 481	C-
548 - 573	B	442 - 461	D+
528 - 547	B-	396 - 441	D
		Below 396	E

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# SCHEDULE

- Readings are expected to be completed prior to class
- The schedule is subject to change

## Week #1

Thursday, May 11 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Course overview and introduction</li> <li>• Team selection and Tuckman’s Teaming Model</li> <li>• Conducting business research</li> <li>• SWOT analysis</li> <li>• Introduction to individual presentation</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• None required</li> </ul>	Intake questionnaire
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## Week #2

Monday, May 15 (Lecture)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Types of businesses</li> <li>• Vision and mission statements</li> <li>• Titles/Functions</li> <li>• Value chain and capitalism</li> </ul> <p><b>Readings/Videos:</b></p> <ul style="list-style-type: none"> <li>○ “Organizing the Enterprise: Which Form is Best for You?” Oct 30, 2004. Pages 3-20 in the course packet.</li> <li>○ “Can You Say What Your Strategy Is?” Collins, etc. HBR, April, 2008. Pages 21-30 in the course packet.</li> <li>○ “Market Segmentation, Target Market Selection, and Positioning” Pages 31-35 in the course packet.</li> <li>○ “Why Capitalism has an Image Problem”, <i>WSJ</i>, July 30, 2012. See link to article in the course packet.</li> <li>○ How to Grab Your Audience’s Attention by Nick Morgan. Pages 66 - 67 in the course packet.</li> <li>○ Lessons in Public Speaking from Recent Presidents. Pages 70 - 72 in the course packet.</li> </ul>	
Thursday, May 18 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Introduction of teams and team activity</li> <li>• Q&amp;A on individual presentations</li> <li>• Performing well &amp; performance feedback</li> </ul>	

	<ul style="list-style-type: none"> <li>Capitalism debate</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>“5 Steps to a Performance Evaluation System”. See link to article in the course packet.</li> <li>“What Your Leader Expects from You”, <i>Bossidy, HBR, April 2007</i>, Pages 57-62 in the course packet.</li> </ul>	
<b>Week #3</b>		
Monday, May 22 (Lecture)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Business plans</li> <li>Growing a business</li> <li>The pay gap</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>“How to Write a Great Business Plan”, <i>HBR, William Sahlman, July 1997</i>. Pages 38-48 in the course packet.</li> <li>“Class War?” <i>Fortune, June 11, 2012, Nina Easton</i>. Article located will be loaded to Canvas</li> <li>“The pay gap is vexing, but don’t blame the rich: a defense of the 1%”, <i>Fortune, April 30, 2012, Nina Easton</i> Article will be loaded to Canvas.</li> </ul>	
Thursday, May 25 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Individual presentations</li> <li>Leadership integrity</li> <li>The 9/11 case</li> <li>Introduction to group presentation</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>“Value Shift,” Paine, Lynn Sharp. 2004 in <i>Business Ethics: Decision Making for Personal Integrity and Social Responsibility</i>, by Hartman, Laura P.; DesJardins, Joe. McGraw-Hill, 2010. Pages 94-99 in the course packet.</li> <li>“What the Best Business Leaders do Best.” Rucci, Anthony J. <u>In the 21<sup>st</sup> Century Executive: Innovative Practices for Building Leadership at the Top</u>, by Silzer, Rob; Pfeiffer Wiley. John Wiley and Sons, Inc. 2000. Pages 94 - 115 in the course packet.</li> </ul>	<p>Quiz #1</p> <p>Individual Presentations (Teams 1 – 5)</p>
<b>Week #4</b>		
Monday, May 29 (Lecture)	<ul style="list-style-type: none"> <li><b>OFF – Memorial Day</b></li> </ul>	
Thursday, June 1 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>Office of Career Management presentation</li> <li>Individual presentations</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>None required</li> </ul>	<p>Resumes due</p> <p>Individual Presentations (Teams 6 - 8)</p>
<b>Week #5</b>		
Monday, June 5 (Lecture)		Midterm

Thursday, June 8 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Our ethical lens (perspective)</li> <li>• HyrdoQuebec Case (in class exercise)</li> <li>• Career exploration workshop</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>○ “Starting Assumptions for Giving Voice to Values.” Gentile, Mary C. in Giving Voice to Values Curriculum, Babson College. Pages 129 - 133 in the course packet.</li> <li>○ Ethical decision making and challenges to doing the right thing</li> <li>○ “Ethics: A Basic Framework.” Paine, Lynn Sharp. 10/12/2006, revised 5/15/2007. Harvard Business School Publishing. Pages 116 - 121 in the course packet.</li> <li>○ “An Action Framework for Giving Voice to Values.” Gentile, Mary C. In Giving a Voice to Values, 2010. Babson College, Giving Voice to Values, 2012. Pages 161 - 162 in the course packet.</li> </ul>	<p>Ethical Lens Inventory due</p> <p>QUIC modules due</p> <p>LinkedIn due</p>
<b>Week #6</b>		
Monday, June 12 (Lecture)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Malden Mills case</li> <li>• Bend the rules case</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>○ An Ethical Hero or a Failed Businessman?” In Business Ethics: Decision Making for Personal Integrity and Social Responsibility, by Hartman, Laura P.; DesJardins, Joe. McGraw-Hill 2010. Pages 134 -140 in the course packet.</li> <li>○ “Bend the Rules: Problem Solving Strategies for Quiet Leaders.” Badaracco, Joseph L., Jr. 2/11/2002, Harvard Business School Press. Pages 143 - 158 in the course packet.</li> </ul>	<p>Quiz #2</p>
Thursday, June 15 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Corporate social responsibility</li> <li>• Shared value principles</li> <li>• Nonprofits, charitable giving</li> <li>• Introduction to written assignment</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>○ “Creating Shared Value,” Porter. 2011. Pages 171-187 in the course packet.</li> <li>○ “The Hidden Cost of Cause Marketing,” Elkenberry 2009. Stanford Social Innovation Review. See link to article in the course packet.</li> <li>○ “Is There a Culture of Secrecy Behind Corporate Responsibility,” Business Ethics: Magazine of Corporate Responsibility, 2010. See link to article in the course packet.</li> <li>○ “Should Nonprofits Seek Profits”, Foster W., Bradach J.. Harvard Business Review, February 2005. Pages 197-206 in the course packet.</li> </ul>	<p>Group Presentations (Teams 1-4)</p>
<b>Week #7</b>		
Monday, June 19 (Lecture)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Social enterprise as a new hybrid business model</li> </ul>	<p>Quiz #3</p>



	<ul style="list-style-type: none"> <li>• Changing perceptions</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>○ “A New Approach to Funding Social Enterprises,” Harvard Business Review, January-February 2012. Pages 189-195 in the course packet.</li> <li>○ “In Search of the Hybrid Ideal,” Stanford Social Innovation Review, Summer 2012. See link to article in the course packet.</li> </ul>	
Thursday, June 22 (Recitation)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Debrief group presentations</li> <li>• In class group exercise / presentation</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• None required</li> </ul>	<p>Group Presentations (Teams 5 - 8)</p> <p>In class group exercise / presentation</p>
<b>Week #8</b>		
Monday, June 26 (Lecture)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Debrief written assignment</li> <li>• Playing to your strengths</li> <li>• Review for final exam</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• “How to Play to Your Strengths,” Harvard Business Review by Laura Morgan Roberts. January, 2005. Pages 215-220 of the course packet.</li> </ul>	<p>Individual Written Assignment due</p> <p>Peer to peer evaluations due</p>
Thursday, June 29 (Recitation)		Final Exam

## PEER-TO-PEER STUDENT EVALUATION FORM

Name: \_\_\_\_\_

Group #: \_\_\_\_\_

Day/Time of Recitation: \_\_\_\_\_

**Description:** This document is confidential and will only be shared with your Instructor. It will count towards 30 points of your final grade. This will be due on Monday, June 27. Late submissions (within the 24 hour time frame), will result in a 15 point deduction off your personal score.

**Instructions:** Write down the name of each person in your group **including yourself (failure to do so will result in a 5 point deduction)**. Then, rate each person by entering a total score. The three dimensions are listed to assist you with your overall evaluation but the only score that will be considered is the one out of 30 points. The overall average for each person will determine your peer to peer score.

Name	Dimension			<u>Recommended score out of 30 :</u>
	<u>I.</u>	<u>II.</u>	<u>III.</u>	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- I. **Task Orientation.** The extent to which the person coordinates individual efforts with group members' efforts in order to attain the goals of the group.  
 6 and below = Unsatisfactory. Usually exhibits uncooperative behavior.  
 8 = Competent. Organizes assignments to enable group to achieve average grade.  
 10 = Excellent. Comes to meetings with prepared notes and schedules; coordinates group discussions.
- II. **Attendance.** The extent to which the person shows up for scheduled meetings unless otherwise excused.  
 6 and below = Unsatisfactory. Frequently misses meetings; rarely arrives on time or stays for entire meeting.  
 8 = Competent. Attends the majority of meetings; meetings missed are excused absences; occasionally arrives late or leave early.  
 10 = Excellent. Shows up for all scheduled meetings on time and stays for the duration of the meeting.
- III. **Preparation.** The extent to which the person completes assigned work in an efficient and punctual manner, and offers assistance on associated assignments.  
 6 and below = Unsatisfactory. Less than 50% of the time the person completes assignments, turns in assignments, or offers help in paper preparation.  
 8 = Competent. Completes assignments in a reasonable period of time, and offers assistance in paper preparation.  
 10 = Excellent. Does more than 100% of the assigned portion, works ahead, and completes assignments in an efficient and punctual manner.

