

BUSMHR 7263 – Leadership
Course Syllabus
AU2016 (Section 4191)
Fisher College of Business
The Ohio State University

Professor Information

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Course information

Days: Tuesday, Thursday
1:00 pm - 2:30 pm
Gerlach Hall 365

Office Hours

Tuesday 3:00 – 4:30 pm
Wednesday 3:30 - 5:00 pm
Or by appointment

Course Description

Ultimately, the goal of managers and leaders is to get things done in organizations. Most of that work is accomplished by effectively managing individuals, relationships, and yourself. Using cases, exercises, and readings, this course will focus on the skills and tools leaders need to be successful in today's rapidly changing, dynamic organizations. The topics we will address include: leading and working in teams, motivating effective performance, conflict management, power, and innovation. A key theme running throughout the entire course will be the ability to constructively engage and lead teams and to engage in critical thinking and problem solving in real world contexts. In analyzing problems and issues students will be asked to express their ideas verbally in the classroom, in written papers, and in class presentations. Typically, we will explore one theme per week using cases and/or exercises. These case analyses and exercises will be conducted either as a class or in groups. We will also incorporate other learning methods such as videos, class discussions, and presentations to emphasize the topics covered in the class.

Course Objectives

The objectives of this course are to create a classroom experience and to 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 people's behavior in organizations, and to understand how to channel and manage organizational behavior in order to achieve goals and to achieve superior performance.
3. To critically evaluate their own team and leadership effectiveness skills.
4. To learn from the personal experiences of their classmates and enjoy the learning experience.

Achieving these objectives as well as student understanding and performance will be a function of both class attendance and keeping up with the readings. Therefore, regular attendance throughout the quarter is important. It is also important that you stay intellectually engaged in the class. Come ready for class and expect to participate in each class session

Required Readings

There is no textbook for this class. Readings will be in the digital course packet (purchased through the link posted on Carmen), which you are expected to purchase. In addition to the course packet, some readings will need to be downloaded via the Carmen site for this course.

Course information, powerpoint presentations, etc. will be available on the Carmen site for this course. Carmen's address is: <http://carmen.osu.edu>. Let me know if you have any problems accessing the page for this course. In general, I will post my slides for a class prior to the class.

Evaluation

Your final grade for the course will be computed as follows:

- 25% Class Participation
- 30% Group Case Analysis
- 10% Group Presentation
- 35% Individual Case Analysis

Class Participation (25%). Participation is essential to the success of this class. Participation does not mean simply being in class and participating in the exercises. This is assumed in class attendance. Rather, participation consists of demonstrating that you are prepared for class by making comments / asking questions in class. Making comments / asking thoughtful questions in class will be measured by the extent that you vocalize your thoughts in class. My expectation is that everyone will regularly vocalize their thoughts during our class sessions. However, I will also emphasize the quality of your comments / suggestions.

Quality comments can be characterized by one, or more, of the following attributes:

- Applies theories or concepts from the readings or lectures
- Moves the discussion forward by building on previous contributions with new insights
- Constructively challenges a previous comment or analysis
- Asks insightful questions

The assessment of making comments / asking questions in class is a cumulative process where you earn points throughout the course. If you do not make any comments in any of the classes throughout the course you will receive a 0 on this portion of the grade.

In addition to your comments, your participation in this class is to be professional. More specifically, you will be expected to treat this class like you would any other business situation. For example:

- You will be expected to be respectful of your fellow students with regards to your class comments and behaviors. Challenging of ideas is encouraged, but it must be done in a respectful manner.
- You will be expected to turn off cell phones during class.
- You will be expected to attend class
- You will be expected to come prepared for class
- You will be expected to be on time for class

- You will be expected to notify the instructor if you will miss or be late to class
- You will be expected to avoiding surfing the internet or engaging in e-mail correspondence during class
- You will be expected to avoid side conversations during class

If you engage in behavior that is deemed unprofessional, points will be deducted from your participation grade.

Group Case Analysis (30%) & Presentation (10%). Your study group is responsible for a group case analysis (4 pages max, double-spaced, 1" margin, 12 pt font). The first group case analysis is due on Tuesday, September 22nd at the beginning of class. One half of the groups will analyze the **Henry Tam and the MGI Team Case** and the other half will analyze the **Leslie Brinkman at Versutia Capital Case**.

In addition to your written analysis your group will make a formal presentation (10 - 12 minutes) on the day your assigned case is to be discussed in class (see the class schedule). The presentation will be graded on the content, the level of interest, and creativity. 20% of each group's presentation grade will be determined by their classmates and 80% will be determined by the professor.

You will be expected to work effectively with your group members and make a significant contribution toward the group's work (the group case analysis and presentation). If you do not make a contribution to your group then your grade on both the paper and presentation may be lowered.

Individual Case Analysis (35%). Each student is required to submit a written case report (4 pages Max, double-spaced, 1" margin, 12 pt font), addressing the case questions for the **Campbell and Bailyn's Boston Office Case**. This report is due on Tuesday, December 9 at the beginning of class. Late submissions will not be accepted.

Academic Integrity

Each student is expected to exercise integrity in all academic undertakings. Academic misconduct and dishonesty will not be tolerated. Suspicion of academic misconduct will be acted upon in accordance with the Ohio State University and Fisher College of Business policy.

By submitting work, you are affirming that that the work is your own. In essence, any activity that is designed to give a false impression of your intellectual contribution to graded work, or to assist another in doing so, is not allowed. Flagrant violations of this rule include plagiarism (misrepresenting another's work as your own) and copying another student's answers. However, there are other more subtle violations. These include:

- **Individual assignments:** All assignments are to be completed individually unless specifically described by the instructor as a team assignment. Therefore, you may not discuss answers or specific approaches to solving an individually assigned case or problem with anyone, including your teammates, unless the instructor has specifically authorized such aid.

- **Help from Others:** You may not seek case or problem-specific help from any person who has previously studied the case or problem (including internet resources and students at other schools).
- **Aiding and Abetting:** Any student who aids or abets another student with activities that violate this code is also in violation of the code (for example, if you help another student with an individual assignment, you are also in violation).

If you are unsure whether an action is a violation of the Code of Academic Integrity, ASK.

General Comments

Any issues concerning grading (e.g. project grade) need to be called to my attention via e-mail within one week of receipt of the grading. Any student with special accommodation needs due to a disability should speak to me within the first two weeks of the course. Students with these needs are responsible for making me aware of their situation.

Course Outline and Assigned Reading***

Week 1 Introduction to Leadership Skills

Tues, Aug 23 Class Overview & What is Leadership

Reading:

- How to Analyze a Case (Carmen)

Thurs, Aug 25 Wolfgang Keller Case (HBP Course Pack)

Reading:

- Developing Versatile Leadership (HBP Course Pack)
- Complete MBTI Profile (Carmen)

1. What is your analysis of the situation facing Keller as he returns to Kiev?
2. What is your assessment of Brodsky's performance? What actions should Keller take upon returning to Kiev? Be specific.
3. What advice would you give Keller in order to improve the effectiveness of both himself and the organization?

Week 2 Effective Teamwork

Tues, Aug 30 Teams Exercise

Reading:

- The New Science of Building Great Teams (Carmen)
- A Note on Team Process (HBP Course Pack)

Thurs, Sept 1 David Fletcher Case (HBP Course Pack)

Reading: None

1. Fletcher's first attempt to build a research team did not work out as intended. Why? What, if anything, should he have done differently?
2. What should he do this time around?
3. What advice would you give a new person joining Fletcher's team (e.g. Mary Robinson)?

Week 3 Bringing People Together

Tues, Sept 6 MM Exercise (Carmen)

Reading:

- Too Hot To Handle? How to Manage Relationship Conflict (HBP Course Pack)

Thurs, Sept 8 Negotiation Exercise (Carmen)

Reading:

- Navigating the Cultural Minefield (Carmen)
- Complete CQ Evaluation (Carmen)

Week 4 Motivating Effective Performance

Tues, Sept 13 Massachusetts Financial Services Case HBP Course Pack)

1. How is the MFS system an "anti-star" system? What type of workers does the MFS system attract?
2. What are the potential problems and major challenges created by the MFS performance evaluation system? Analyze this system.
3. Do you think MFS will be successful in using their systems for their hedge fund managers? If not, why not? If so, upon what will their success depend?

Thurs, Sept 15

Reading:

- Employee Motivation A Powerful New Model (Carmen)
1. What are the ideas and assumptions that managers used when they set up the manufacturing processes?
 2. How do you explain some of the outcomes, especially the divergence of actual practice from the prescribed workflow embodied in the TQC charts?
 3. Look at the circumstances around applying the barcode labels to the RF shield in the phone. As manager, what do you do when you find a rule-in-house that is actually better than a rule-in-theory? Are there other potential consequences to implementing it?

Week 5 Presentation Week

Tues, Sept 20 Henry Tam and the MGI Team Case

Reading: None

1. What is your evaluation of the MGI team's process? What were the root causes of the team's process problems?
2. What could Henry have done earlier to avoid the team's process problems?
3. At the end of the case, what actions could Henry have taken to improve the team's effectiveness?

Group Case Analyses Due (All Groups)

Group Case Presentation (Henry Tam and the MGI Team Groups Only)

Thurs, Sept 22

Leslie Brinkman at Versutia Capital Case

Reading: None

1. How effective is Versutia Capital? How effective is Leslie Brinkman?
2. What do you think is the critical problem(s) (if any) facing Brinkman?
3. What should Brinkman do now? Be specific.

Group Case Presentation (Leslie Brinkman Groups Only)

Week 6 Enhancing Creativity and Innovation

Tues, Sept 27

Creativity Exercise

Reading:

- Innovation the Classic Traps (Carmen)
- Toward A Creativity Friendly Workplace (HBP Course Pack)

Thurs, Sept 29

Innovation at Timberland Case (HBP Course Pack)

Reading:

1. Was iF set up for success?
2. Why did Travel Gear flop and PreciseFit look promising?
3. Is iF now in a better position? How could Doug Clark and the iF staff be more effective?

Week 7 Effectively Acquiring and Using Power

Tues, Oct 4

The Roller Coaster Ride – The Resignation of a Star Case (HBP Course Pack)

Reading: None

1. What is your assessment of the power dynamics between Peter Thompson and Stephen Connor? Who has the upper hand in the negotiation?
2. What do you think each of them should have done differently? Why?
3. If you were Rina Shea, what would you have done – gone with Peter or accepted Stephen's offer? Why?

Thurs, Oct 6

Power Exercise / Closing Thoughts

Reading:

- Power Dynamics in Organizations (HBP Course Pack)
- Leadership For Change: Enduring Skills For ChangeMasters (HBP Course Pack)

Individual Case Analyses Due (no late submissions accepted)

**** I reserve the right to make changes to the readings and/or topics as needed