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

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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.
<table>
<thead>
<tr>
<th>Course Schedule and Reading List</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>Jan. 10 Introductions, Syllabus Review</td>
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<tr>
<td>Rucci Teams and Team Assignments designated (All Students in GE 375)</td>
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<tr>
<td><strong>Reminder: Schedule team service projects ASAP!</strong></td>
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<td><strong>Thursday</strong></td>
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<tr>
<td>Jan. 12 Summit Vision team experience: RPAC from 4:00 – 6:30*</td>
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<tr>
<td>Rodek &amp; Rucci *Plan to stay in RPAC until 6:30pm unless you have an academic conflict</td>
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<td>(All students in RPAC Upper Courts 1 &amp; 2)</td>
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<td><strong>Week 2</strong></td>
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<tr>
<td><strong>Tuesday</strong></td>
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<tr>
<td>Jan. 17 Guest Speaker #1: Anil Makhija, Dean, Fisher College of Business (All Students in GE 375)</td>
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<tr>
<td>Rodek &amp; Rucci</td>
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<td><strong>Thursday</strong></td>
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<td>Jan. 19 The Critical Role of Intangibles in the Value Creation Chain: Teams, Leaders and a Clear Vision (All Students in GE 375)</td>
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<td>Rodek &amp; Rucci Debrief Speaker 1</td>
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<td>Debrief on team building experience</td>
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<td>Rodek &amp; Rucci Article: “The employee-customer-profit chain at Sears”. Rucci, Kirn and Quinn, HBR, 1998 (not in course packet, will be posted to Carmen)</td>
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<td><strong>Week 3</strong></td>
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<td><strong>Tuesday</strong></td>
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<tr>
<td>Jan. 24 Guest Speaker #2: Charles Gehring, President &amp; CEO LifeCare Alliance (All Students in GE 375)</td>
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<td>Rodek &amp; Rucci</td>
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<tr>
<td><strong>Thursday</strong></td>
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<td>Jan. 26 Team Effectiveness (Teams 1-6 in GE 375</td>
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<td>Rodek &amp; Rucci Debrief Speaker 2</td>
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<tr>
<td>Video: “Shackleton’s Antarctic Adventure” video will be shown and discussed in class</td>
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<td><strong>Week 4</strong></td>
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<td><strong>Tuesday</strong></td>
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<td>Jan. 31 Class cancelled for Fisher Spring Internship and Job Fair!</td>
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<td><strong>Thursday</strong></td>
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<td>Feb. 2 Team Effectiveness: 8 Dimensions of High Performance Teams (Teams 1-6 in GE 375</td>
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<td><strong>Week 5</strong></td>
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<td><strong>Tuesday</strong></td>
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<td>Feb. 7 Team Effectiveness: 6 Dimensions of Effective Team Members (Teams 1-6 in GE 375</td>
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<td><strong>Thursday</strong></td>
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<td>Feb. 9 Vision &amp; Change Management (Teams 1-6 in GE 375</td>
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<td>Introduce 360 Survey Process</td>
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### Week 6

**Tuesday, Feb. 14**  
**Guest Speaker #3: Douglas Stewart, Executive Director, Max & Marjorie Fisher Foundation**  
Rodek & Rucci  
Reading: “Max Fisher Case”  

**Leadership Survey Web-Link Opens**  
**Assignment #1: Individual Paper (A) due (Personal Team Evaluation)**

**Tuesday, Feb. 16**  
**Leadership Effectiveness: What the best leaders do best**  
Rodek & Rucci  
Article: “What the best business leaders do best” Rucci chapter, 2002 (not in course packet; posted in Carmen)

### Week 7

**Tuesday, Feb. 21**  
**Authentic Leadership: Life Story and Crucibles**  
Rodek & Rucci  
Article: “Discovering Your Authentic Leadership” George, HBR, 2007 (#R0702H)  
Reading: True North (Chapters 1 & 3)

**Thursday, Feb. 23**  
**Reflections on service team exercise**  
Rodek & Rucci  
**Class Shares Life Story Events**

**Assignment #2 due: Community Service Project team papers**

### Week 8

**Tuesday, Feb. 28**  
**Leadership: Emotional Intelligence**  
Rucci  

**Web link survey window closes**

**Thursday, Mar. 2**  
**Guest Speaker #4: TBD**

**Assignment #3: Individual Paper (B) due before start of class (EQ)**
March 13-17  SPRING BREAK !

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### Week 10

**Tuesday**
Mar. 21  
Guest Speaker #6:  
Rodek & Rucci  
(All Students in GE 375)

**Thursday**  
Mar. 23  
Leadership: Sweet Spot & “I to We”  
Rodek & Rucci  
(Teams 1-6 in GE 375 | Teams 7-12 in GE 355)  
Reading: True North (Chapters 6 & 9)

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### Week 11

**Tuesday**
Mar. 28  
Assignment #4 Due: Team Presentations on Leaders  
Rodek & Rucci  
12 Teams (5-6 members each), 9-10 minute presentation  
Bring hard copy of slides to class  
Introduce teammate assessment tool

**Thursday**
Mar. 30  
Guest Speaker #7: Steven Davis, Former CEO and Chairman of Bob Evans Farms, Inc  
Rodek & Rucci  
(All students in GE 375)

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### Week 12

**Tuesday**
April 4  
Leadership: Self-awareness and Leadership Styles  
Rodek & Rucci  
Debrief Speaker 7  
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)

**Thursday**
April 6  
Leadership: Support Team and an Integrated Life  
Rodek & Rucci  
Reading: True North (Chapters 7 & 8)

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### Week 13

**Tuesday**
April 11  
Guest Speaker #8: Greg Grabovac, Co-Founder/CEO at G2 Capital Management  
Rodek & Rucci  
(All Students in GE 375)

**Thursday**
April 13  
Wrap Up and Review  
Rodek & Rucci  
Article: “Success built to last: creating a life that matters” Porras et al, Rotman Magazine, 2007 (#ROT048)

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### Week 14

**Tuesday**
Apr. 18  
Your Leadership Legacy: Final individual class presentations  
Two sessions; 80 minutes each; 12 students each (5-6 minutes)
Thursday
Apr. 20
Your Leadership Legacy: Final individual class presentations

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

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


**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:

**Assignment #1:** Individual paper (A): Personal Team Evaluation 10% (20 pts.)

**Assignment #2:** Team paper: Community Service Project 10% (20 pts.)

**Assignment #3:** Individual paper (B): Emotional Intelligence 10% (20 pts.)

**Assignment #4:** Team Project presentation: Chosen Leader 20% (40 pts.)

**Assignment #5:** Individual paper (C): Final Legacy 35% (70 pts.)

**Assignment #5:** Individual oral legacy presentation 15% (30 pts.)

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
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.