Course Syllabus (v. 10-10-16)
BUSBMR/MBA 6202: Organizational Behavior & Leadership
Mondays & Wednesdays, 8:30 & 10:15 am; 365 Gerlach Hall
Fall 2 Semester 2016
Fisher College of Business
Ohio State University

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Office hours: M: noon – 2 pm; W: noon – 2 pm
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 team and 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 team and leadership practices that lead to effective team and organizational performance.

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 both the academic literature as well as the practical application of good management and personal 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 superior organizational performance.

3. To critically evaluate their own team effectiveness and emotional intelligence

4. To learn from the personal experiences of their classmates.

5. To actively encourage all students to participate in discussions.

6. Enjoy the learning experience.
### Course Schedule and Reading List

#### Week 1

<table>
<thead>
<tr>
<th>Session 1</th>
<th>M 10/17</th>
<th>Course Intro + 360 Feedback reports distributed</th>
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<tr>
<td></td>
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<td>1. Case: &quot;A day in the life of Alex Sander: Life in the fast lane at Landon Care Products&quot; HBS Case, 2008 (#2177)</td>
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<td></td>
<td></td>
<td>-- Community service assignment reviewed/team paper + individual</td>
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<td>-- Team survey data collection explained in class: website opens</td>
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<tr>
<th>Session 2</th>
<th>W 10/19</th>
<th>Value Creation defined: The Intangible Value Chain</th>
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<td></td>
<td></td>
<td>2. Article: “Putting the Service Profit Chain to Work” Heskett et al, HBR, 2008 (#R0806L)</td>
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#### Week 2

<table>
<thead>
<tr>
<th>Session 3</th>
<th>M 10/24</th>
<th>Purpose I: Core purpose of the firm/Governance</th>
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<tr>
<td></td>
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<td>Case/Reading: “The problem of corporate purpose”, Stout, Brookings Institute, #48 (June 2012) (will be posted to Carmen course site)</td>
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<td></td>
<td></td>
<td>Case/Reading: “Saving Capitalism”, R. Foroohar, TIME Magazine, May 23, 2016 (will be posted to Carmen course site)</td>
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<td>3. Article: “How B-schools lost their way”, Bennis et al, HBR 2005 (#R0505F)</td>
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<tr>
<th>Session 4</th>
<th>W 10/26</th>
<th>Purpose II: Vision and Core Purpose</th>
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-- Website closes for team survey completion  
-- Mid-term assignment #1 prospectus will be reviewed in class

#### Week 3

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<tr>
<th>Session 5</th>
<th>M 10/31</th>
<th>Purpose III: Core Values</th>
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<td>5. Article: “Make your values mean something” Lencioni, HBR: 2002 (#R0207J)</td>
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<td>6. Article: “Leading change when business is good: an interview with Sam Palmisano” HBR: 2006 (#R0412C)</td>
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<tr>
<th>Session 6</th>
<th>W 11/2</th>
<th>Team Effectiveness I: Eight Dimensions of High Performance Teams</th>
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<td>Video: Shackleton’s Antarctic Adventure will be viewed and critiqued in Class</td>
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F 11/4 --Mid-term assignment #1 due by 5 pm: Team paper on Team P&V

#### Week 4

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<th>Session 7</th>
<th>M 11/7</th>
<th>Team Effectiveness II: Individual team member effectiveness</th>
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<tr>
<th>Session 8</th>
<th>W 11/9</th>
<th>Team Effectiveness III: Putting it all together</th>
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--Team feedback reports will be distributed in class
Week 5

Session 9  
M 11/14  
**Leadership I: The 3P’s and VOICE Model**
Reading: “What the best business leaders do best”. Rucci, Chapter 2 in “The 21st Century Executive”, Silzer, 2001 (will be posted to Carmen site)
Reading: “The complex case of management education”, Rucci Guest commentary, HBR, Sept.-Oct. 1992 (will be posted to Carmen site)

Session 10  
W 11/16  
**Leadership II: Principled leadership**
--Professor Freel will guest lecture

--Mid-term assignment #2 on Team data due at start of class

Week 6

Session 11  
M 11/21  
**Leadership III: Conclude principled leadership**
11. Article: “The buck stops (and starts) at business schools Podolny, HBR: 2009 (#R0906C)

W 11/23  
OSU CLOSED: Thanksgiving break. ENJOY!

Week 7

M 11/28  
**No Class scheduled (You’re very welcome!) OR Dec. 7 class cancelled?**

Session 13  
W 11/30  
**Leadership IV: Emotional Intelligence (EQ)**
Case/Reading: “How HP lost its way”, Fortune, May 12, 2012 (will be posted to Carmen course site)

-- Final paper assignment prospectus will be reviewed in class

Week 8

Session 14  
M 12/5  
**Leadership V: Leading change**

Session 15  
W 12/7  
**Leadership VI: What do we know for sure about leadership?**

--Final assignment due on EQ by 5 pm
Books and Readings Required for the Course

**Book:** There is no book assigned/required for this course

**Course Packet:** Available electronically through the Harvard Press course packet site. Contains all articles and cases listed in the course syllabus reading list above, except those which will be handed out in class/posted onto the Carmen course site. Many/most of the HBR *articles* listed above are also available through the OSU library. HBR *cases are NOT available through the library*, since HBS Press requires that these be individually purchased. Therefore, you will find two different HBR coursepack purchase links on the Carmen course home page: one link (http://cb.hbsp.harvard.edu/cbmp/access/55832120) will give you access to the 10 HBR articles (if you choose to purchase those rather than use the OSU library source); the second link (http://cb.hbsp.harvard.edu/cbmp/access/55832693) will contain the 5 cases so that you can purchase those separately.

**Case/Discussion Questions:** Many of our class sessions will include “case” discussions. Some will be actual HBR cases, others will be Fortune articles which we will treat as a “case study”. *The case questions for preparation and discussion for each week are listed at the back of this syllabus.*

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**Course Requirements and Grading**

The course will include a mix of class discussions, articles, cases, a midterm paper and a final paper.

Grades will be based on the following criteria:

A. Mid-term assignment #1: team paper on your P&V charter (due 11/4) ~20% (40 pts.)
B. Mid-term assignment #2: Team survey feedback results (due 11/16) ~30% (70 pts.)
C. Final assignment: paper on EQ + 360 feedback (due 12/7) ~30% (70 pts.)
D. Community Service project: Team report (due when completed) ~10% (20 pts.)
E. Class Contribution: can impact one letter grade (see below)

100% (200 pts.)

A. **Mid-term assignment #1: Team paper on your team’s P&V Charter (4-6 pages)**

This assignment will have two sections based on the readings and class discussions through week 3: The first section will ask you to review the Team Charter and Values statement you developed in the MBA orientation week (Remember that? I’m highly confident you still have them!). This will include a discussion of your team charter against the standards discussed in class and in the Collins vision article. What changes might you make if drafting it today? How well has your team been living up to the charter and values statement? The second section of the paper will be an “opinion piece” crafted off of the course reading “Where B-Schools went wrong”. You will be asked to reflect on that article, then offer your team’s assessment of the authors’ assertions regarding the shortcomings of B-school education, and offer your suggestions on how b-schools might address the issues raised. Any opinions expressed in this paper must represent a consensus
decision (i.e. no ‘majority voting’ is allowed to resolve disagreements). A more detailed prospectus for this assignment will be distributed and discussed in class. That prospectus will be the formal ‘requirements’ for the assignment, not this syllabus description. This paper will be due on Friday 11/4.

B. Mid-term assignment #2: Individual paper on Team survey feedback reports (4-5 pages). This assignment will have two sections. The first section will be your reflections on your personal team member effectiveness feedback report: What are your major takeaways, did anything surprise you (why or why not), what actions will you take going forward to improve? The second section will be a discussion of your cohort team’s feedback results on the eight dimensions discussed in class. A more detailed prospectus for this assignment will be distributed and discussed in class prior to the paper’s due date. That prospectus will be the formal ‘requirements’ for the assignment, not this syllabus description. This paper will be due on Wednesday 11/16.

C. Final paper assignment: Self-assessment on the Goleman EQ model and 360 feedback results (4-5 pages)
You will be asked to do a “self-assessment” integrating both the Goleman EQ leadership article as well as your leadership 360 survey results. A more detailed prospectus for this assignment will be distributed and discussed in class prior to the paper’s due date. That prospectus will be the formal ‘requirements’ for the assignment, not this syllabus description. This paper will be due at the start of class on Wednesday 12/7.

D. Community Service Cohort Team assignment (2-3 pages + one personal reflection page). During the semester, each cohort team will be required to participate in some type of team community service project of their choice. This can be any type of service event, but must require the team to collaborate together to accomplish the project. We have relationships with LifeCare Alliance in central Ohio, and can arrange for your team to stock at the Food Bank, to deliver Meals on Wheels, and other activities, or else your team can decide on a completely different project. This project can be completed whenever your team determines it “fits” with the rest of the semester demands, but obviously needs to be completed by the end of the semester. Once your team has completed your project, there are two written assignments required: The first is a team paper of 2-3 pages that discusses your chosen project, issues that came up, and group reflection on the lessons learned. In addition to this group paper, each team member will submit a one page (200-250 word) personal statement of their personal takeaways from the experience. The team paper will be graded against 20 total points, while the personal statement will not be graded.

E. Class Contribution. 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:

-exceptional participation: consistent, high quality engagement: up to plus one letter grade
-expected participation: what’s expected from an MBA: grade based on pts. only
-less engaged: consistency and quality less than expected: up to minus one letter grade
Attendance. Since class participation 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 MBA 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 reasons 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**

**Diversity.** This course on team and leadership 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 laptop etiquette such as NOT surfing the web, reviewing emails, or balancing your investment portfolio during class sessions.

**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.**

**Academic Integrity: The Ohio State University’s Code of Student Conduct, Section 3335-23-04 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. 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. For more information, please reference: [http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement](http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement).**

**Enjoyment.** I teach at the MBA 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.
Case Questions for class discussions:

M 10/17: “A Day in the Life of Alex Sander” HBS Case

Q1. What is the situation?

Q2. How would you assess Alex Sander’s strengths and weaknesses?

Q3. What improvement actions do you predict Alex will be taking based on the 360 feedback data?

Q4. If you were Alex’s boss what would you do next? Promote or not?

M 10/24: “The problem of corporate purpose” Carmen posted reading

Q1. What’s the basic premise behind Stout’s “The problem of corporate purpose” article?

Q2. What is the “myth” that Stout says has been perpetuated by B-schools and corporate law cases?

Q3. What’s the genesis and evolution of the concept of “shareholder value”? -shareholder primacy -the ‘principal agent’ model

Q4. What is the ‘metric’ of success in a shareholder value model, and why might it be/have proven disadvantageous?

Q5. What do YOU believe is the purpose of modern firms?

M 10/24: “Saving capitalism” Carmen posted reading

Q1. Foroohar makes a distinction between capital markets and business. What is her distinction?

Q2. Explain the concept of “financialization” and give some of Foroohar’s examples of the effects of financialization.

Q3. What is your personal position/opinion regarding Forohhar’s argument?

Q4. If you buy Foroohar’s argument, what might the implications be for Businesss schools and MBA programs?

W 11/9: “The Army Crew Team” Case

Q1. What is the situation?

Q2. Why is the varsity losing to the JV team? What are the causes?

Q3. Should Coach P. have intervened earlier in the season? -If so, what actions could Coach P. have taken?

Q4. What action should Coach P. take now? -i.e. at the next practice on Tuesday?
**W 11/21: “Beech Nut Nutrition” HBS Case**

Q1. What’s the situation?

Q2. What did Anderson do? What would you have done?

Q3. How big an issue is this, really?
   - not too serious; take a look; get others involved asap; get personally involved;
   - very threatening? -why?

Q4. Grade their decisions/actions: A B C D F
   - why?

**W 11/30: “How HP lost its way” Fortune article**

Q1. Describe the general situation

Q2. Describe the role and actions of the board of directors

Q3. Describe the role and actions of the CEO (L. Apotheker)

Q4. What do you believe was the root cause of the dysfunctional era at HP?

**M 12/5: “Warner Cable” Case**

Q1. What is the situation?

Q2. How do you assess the performance results that McKinnon has been able to achieve?

Q3. How do you assess “how” McKinnon has achieved those results?

Q4. What might be the longer term impact of McKinnon’s leadership approach be?

**M 11/23: “Mount Everest 1996” HBS Case**

Q1. Why did this tragedy occur? What factors led to it, and what do you believe is the “root” cause? Is it “inevitable” that tragedies like this will occur in a place like Everest?

Q2. What is your assessment of the two teams, as well as the individual team members’ competence?

Q3. How would you evaluate Scott Fischer and Rob Hall individually as leaders? Did they make some poor decisions? If so, why might that have happened?

Q4. What are the lessons from this case for business leaders making decisions?