

Business Foundations: The Globally Responsible Enterprise

ARTSSCI 1138.**, First-Year Seminar

1 Semester-hour Credit, Fall 2019

(Wednesday or Friday)/(mornings) Room TBD

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Office Hours: Fri or Wed 11-1pm

Course Description

The objective of this first-year seminar is to develop a systems perspective to both professional careers and personal well-being. We will approach this through discussions of decision-making in complex local and global contexts, the understanding of personal strengths and opportunities for growth, and an appreciation of the value that diversity provides in providing responsible solutions. We will explore these topics through the lenses of business practice, insights derived from business research, personal management and hands on experiential activities. Our discussions will consider the challenges and obligations faced by individuals, businesses and the communities they touch. Self-assessments and introspective discussions will be used to connect students to key concepts. By the end of the seminar, students should be able to identify how issues critical to their own well-being, and that of their extended global community, can also serve as guiding principles for industry's next generation of leaders.

Texts

All course materials and access to applications will be provided to students in advance.

Grading

This course will use a Satisfactory/Unsatisfactory (S/U) grade.

Evaluation Criteria: Graded Components

Graded components	% of Total	Type
Quizzes	25%	N ♀
Individual Assignments	25%	N ♀
Group Activities	25%	C 🗣️
Participation	25%	O 🗣️

Requirements for each form of graded component.
Failing to follow these will represent academic misconduct. See below.

Independent Work [N ♀]: Strictly non-collaborative, original individual work. You may discuss this assignment with your instructor only. Discussions with other individuals, either in person or electronically, are strictly prohibited.

Collaboration Required [C 🗣️]: An explicit expectation for collaboration among students either in class or outside of class (i.e. group work).

Collaboration Optional [O 🗣️]: Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

A final composite score above 80% is considered a Satisfactory grade.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Purpose of the First Year Seminar

The purpose of this seminar is to provide first year students with faculty-lead introductions to contemporary topics spanning the multiple management disciplines. Lessons are simultaneously designed to demonstrate the broad applicability of findings at the frontier of research into systems thinking, as it informs responsible decision-making; affording attention to the impact of business decisions on the environment, communities, and individual well-being. Frameworks for capturing the system dynamics of contexts in which decision-making is done will be presented and used. We will also introduce some of my own tools for visualizing system dynamics, as will a management framework that I have adapted for thinking through cause and effect, lags and feedback loops, processes and risk.

These discussions are also intended to provide students with an understanding of themselves, where their strengths lay, where their implicit biases may exist, how to grow and develop as individuals, and best practices in areas such as personal finance and time-management with an eye on reducing exposure to stress, appropriately thinking about risk and increasing adaptation to change. These efforts will be assisted through self-assessment activities, but will also be folded into discussion about how managers and organizations deal with these matters (or could benefit from doing so better).

In short, as students progress through the seminar, they gain an understanding of the value of various scholarly perspectives, while benefiting from frameworks and skills that can serve them both in life and in their academic careers. The aim is, for all students enrolled in this seminar, to approach subsequent coursework, personal management and career objectives systematically as thoughtful decision-makers and responsible global citizens.

Readings

Critical to our in-class discussions and activities will be pre-class readings. As a scholar in the Management Sciences, with over 50 peer reviewed articles, and numerous research awards and textbooks on human behavior, management visualization and enterprise technology, I've learned to appreciate the importance of systems thinking, and the threat that narrow perspectives create. As such, systems thinking will serve as a thread across our discussions and our selected readings.

Throughout the term, we will consider findings from my own work, and I will be able to expand directly on the work and implications. However, we will also consider critical contributions by other researchers across multiple domains, as we transition to other topics during the term. Many of these research colleagues also hold faculty positions in other departments at The Ohio State University. I have worked with them in the past and I am confident they will be willing to provide additional insights.

I will provide access to all reading in advance. The following reading list will be supplemented with the discussion of current events, with postings in the 5000-member International Business Ethics forum that I manage on LinkedIn.

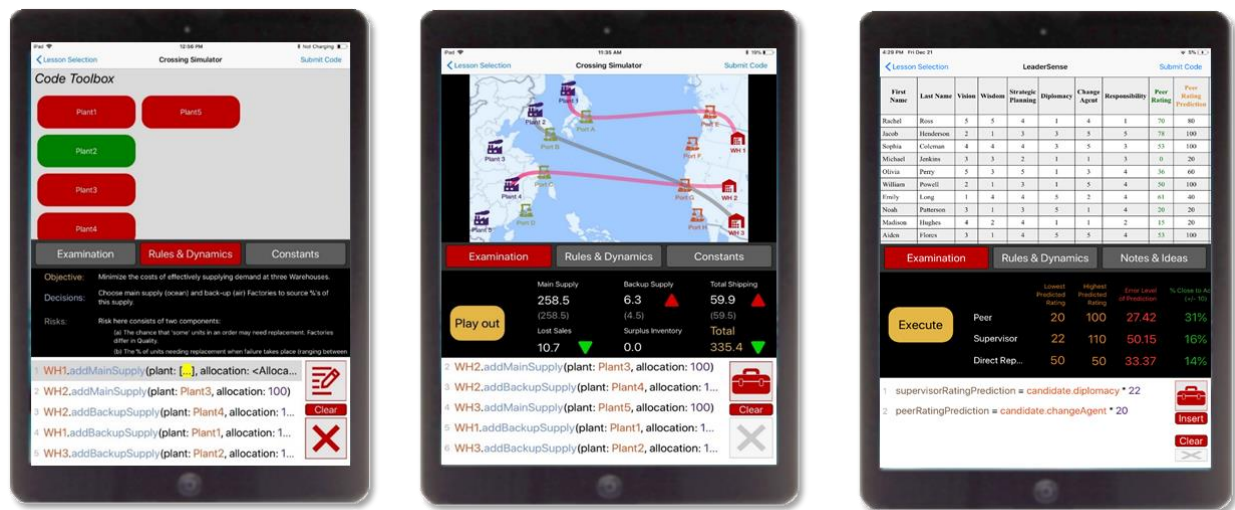
Weekly readings

Copies or instruction for access will provided in advance by the instructor.

Session	Article/Chapter
Week 1	Bendoly, E. 2016. Incomplete Pictures / Coping with Haystacks. In E. Bendoly and S. Clark, <i>Visual Analytics for Management: Translational Science and Applications in Practice</i> , Taylor & Francis / Routledge, London. 85-99.
Week 2	Sterman, J., Oliva, R., Linderman, K., Bendoly, E. 2015. System Dynamics perspectives and modeling opportunities for research in Operations Management, <i>Journal of Operations Management</i> 39/40, 1-5.
Week 3	Freel, D.E. (2013) Building Ethical Capital – Is Perception, Reality? <i>Public Administration Review Journal Review</i> . 73(2), 263-264.
Week 4	Foraker, R., Mann, D., Payne, P.R.O. 2018. Are Synthetic Data Derivatives the Future of Translational Medicine? <i>JACC Basic to Translational Science</i> . 3(5), 716-718.
Week 5	Braumoeller, B.F. 2008. Systemic politics and the origins of Great Power conflict. <i>American Political Science Review</i> . 102(1), 77-93.
Week 6	Chen, Y., Jayaprakash, C., Irwin, E. 2012. Threshold management in a coupled economic-ecological system. <i>Journal of Environmental Economics and Management</i> . 64(3), 442-455.
Week 7	Sommer, S., Bendoly, E. Kavadias, S. Ambiguous problem complexity, group synergy and performance: an experiment. Forthcoming in <i>Management Science</i> .
Week 8	Braun, E., 2016. Framing wicked problems using co-design and a hybrid design toolset. In E. Bendoly and S. Clark, <i>Visual Analytics for Management: Translational Science and Applications in Practice</i> , Taylor & Francis / Routledge, London. 85-99.
Week 9	Hood, A., Bachrach, D., Zivnuska, S., Bendoly, E. 2016. The mediating effects of psychological safety in the relationship between team affectivity and transactive memory systems. <i>Journal of Organizational Behavior</i> , 37(3), 416-435.
Week 10	T. Schoenherr, E. Bendoly, D. Bachrach, A. Hood. 2017. Task interdependence impacts on reciprocity in IT implementation teams: Bringing out the worst in us, or driving responsibility? <i>Production and Operations Management</i> , 26(4), 667-685.
Week 11	R. Hardcopf, P. Goncalves, K. Linderman, E. Bendoly. 2017. Short-term bias and strategic misalignment in operational solutions: perceptions, tendencies and traps. <i>European Journal of Operational Research</i> , 258(3), 1004-1021.
Week 12	Staley, D.J. 2014. <i>Reconfigure. Brain, Mind and Internet: A Deep History and Future</i> . Palgrave Pivot, New York. 15-28.
Week 13	Bendoly, E. 2014. Systems dynamics understanding in project execution: information sharing quality and psychological safety, <i>Production and Operations Management</i> 23(8), 1352–1369.

iPad Activities

Students will be installing the iLeaf suite of activities from the OSU Self-Service interface on their issued iPads. This suite contains a number of hands on activities, in a variety of systems contexts that we will be discussing. Below, clips are provided of a sustainable supply chain activity and of a evidence-based leadership activity, both components of the iLeaf suite. We will also be accessing self-assessment surveys, feedback summaries and tutorials using these devices. Students are expected to bring iPads each session.



Graded components in detail

Quizzes (N †): A total of 5 quizzes will take place during the course of the semester. These will vary in format, and in some instances may involve the use of some technology component accessible on student iPads. Study notes for each quiz will be provided in advance by the instructor. Quizzes are strictly individual efforts. Students found to be working with others in any way during the quiz, sharing or receiving quiz question or answer information with others, or using resources (even with Lock Downs active) outside of that which is allowed will be reported to COAM. Each of the quizzes will focus on one of the topics covered in the prior weeks of the course, and will require students to demonstrate the connection between the content discussed, career goals and the value of developing a multi-disciplinary perspective.

Individual Assignments (N †): Similar to quizzes, individual assignments may not involve student collaboration but will often involve the use of available student course technology. Over the course of the term, there will be four individual assignments, designed along with group activities and in-class discussions to dive into specific topics and bridge weekly discussions. These activities may vary from the development and interpretation of guided self-assessments to the solution of problems characteristic of career-related challenges.

Group Activities (C 🍷): Group activities are formal small group tasks that have a specific objective in mind. These are in contrast to the occasional use of less formal small group discussions in class. These activities will each involve the use of student course technology to collaboratively develop solutions to problems, which will subsequently be incorporated into class discussions. In group activities, individuals are expected to each play a role, and each have the opportunity to evaluate the contributions made by others. These peer evaluations will be shared with the instructor. There will be two group activities in the semester. Group membership may be entirely different between the two activities.

Participation (O 🍷): For all small group discussions and activities, as well as individual in-class work, students are expected to fully participate in the work at hand. Work on other coursework during these times, browsing the internet for personal purposes, gaming, etc. is not be permitted. In the case of individual in-class work and participation in the lecture, instructors will base participation grades off of contributions to discussion. In the case of participation in group work, individual students will have the opportunity to provide peer evaluations and submit these to the instructor for consideration.

Course Policies

Attendance Policy:

Students are expected to attend all sessions, bringing with them their University issued iPads. Excused absences must be cleared with the instructor a week in advance. Any student who fails to attend without giving prior notification to the instructor will be dis-enrolled after the third instructional day of the term, the first Friday of the term, or the second scheduled class meeting of the course, whichever occurs first.

Technology Policy:

Students must come to class sessions with OSU issued iPads. However, students are expected to be attentive to instructor and group discussions, and reserve the use of these devices to designed application activities and note-taking.

Testing and Late Submission Policy:

Missed quizzes can only be made-up in extreme cases (e.g., death of family member, personal hospitalization, etc.) with proper documentation (e.g., a physician's note, ER paperwork, obituary, etc.). Each decision of potentially allowing a make-up quiz is made by the instructor on a case-by-case basis. Additionally, you **MUST** contact the instructor as soon as you know of a potential problem or conflict with an exam date. Alternative methods (e.g., oral exam, essay) of testing may be used for make-up quizzes. If you are experiencing an extreme situation or emergency, please attempt to notify the instructor email ASAP.

Late submission of individual or group work will result in reduced point values. Submissions that are one hour late will result in a 5% reduction of total points. Those that are later than one hour, but within 24hrs of submission will see a 20% point reduction. Submissions that are between 24-48hrs late will see a 40% point reduction. No submissions will be accepted after this point in time. The same rule applies to group work submissions. The intention of this policy is

to ensure continuity in discussions in feedback, for the benefit of the class as a whole.

Students with Disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Biographical Statement

Dr. Elliot Bendoly is Fisher College of Business Distinguished Professor in the Management Sciences, at the Ohio State University. He holds the title Operations Management Distinguished Scholar at the Academy of Management, and was the Caldwell Research Fellow at Emory University. He has 55 peer reviewed articles (h-Index of 29, Scopus). He is the author of six texts including “The Handbook of Behavioral Operations Management”, “Visual Analytics for Management” (www.ma-vis.com) and “Excel Basics to Black Belt, 2nd Edition” (www.excel-blackbelt.com). His LinkedIn discussion forums, “Excel Basics to Blackbelt”, “Operations Management in Practice”, and “International Business Ethics”, boast 28,000+, 22,000+ and 5000+ members respectively.

Wk	Session Title	Description	Activity	Type*	Assess. Format
1	Understanding Cognitive Bias	The discussions and activities in this session are designed to help students develop an understanding of cognitive bias, consider how bias can influence our decisions and behaviors, and identify ways to manage bias to enhance decision-making and team experiences. Students will gain foundational knowledge and skills related to diversity and inclusion to help them develop as global leaders.	Individual Work: Implicit Association Test and Reflection	N ↑	iPads / IA_Assess
2	Think Global, Be Competitive	What skills do global leaders need to acquire to be successful? Let's start with a global mindset, which enables leaders to manage a business across borders where there are different cultural, legal, and economic systems to consider. It also involves managing multiple viewpoints from various countries where being flexible, responsive to true differences in problem-solving among countries, and shifting your style to adapt to cultural norms are critically important.	Individual commentary and small group discussions	O 🗨️	iPads / Swift Play grounds
3	Business Ethics	Leadership ethics and integrity in our enterprises still face pitfalls that society needs to contend with. But do we begin to analyze business ethics? Is it simply adherence to compliance or rules? Is business ethics connected to our decision-making? Why is it critical to both our leadership and the fate of our enterprise? Could ethical leadership actually empower who we are or want to be? We'll discuss these and more.	Quiz #1 (Interpreting Expectations and Codes of Conduct)	N ↑	iPads / CANVAS
4	Convincing with Evidence	Whether you're selling yourself to a prospective employer, selling a project to obtain funding, or selling a product or service your "pitch" must not only convince with evidence, but also build value that is specific to the client. We will explore a proven questioning sequence to uncover client needs and value, which in turn, creates a win-win situation. To compliment this technique, a plethora of career opportunities in professional selling will be examined.	Individual commentary and small group discussions	O 🗨️	iPads / TopHat
5	Living in Complex Systems	The world around us sometimes seems overwhelming. On any typical day, we're face a litany of rules, procedures, groups and opportunities. It's a lot of information to process. How can we put together enough of these pieces of information to make sense of things, and make choices we can feel confident about? In this session we will explore the concept of systems and systems-thinking, as an approach to dealing with the complexity of life and work.	Individual Work: Connections in Global Systems	N ↑	iPads / iLEAF Supply Risk QB App
6	Sustainable Marketing	In this interactive session, we will explore what green marketing is and why companies are choosing to integrate sustainability messaging into their marketing campaigns. We will also identify examples of success and failures in these efforts. Students will gain understanding through examining real examples that will allow us to distinguish between green marketing versus 'greenwashing'.	Group Work: Sustainability and Citizenship in Messaging	N ↑	iPads / Swift Play grounds
7	Dealing with Risk	Risk isn't just insurance, actuarial, cost center, process or program — World-class risk management is achieved when people and organizations treat risk as a "value". This interactive session offers a brief history of risk management, examines the key values through business cases involving Theranos, Wells Fargo and others, and leaves participants with the clear take away that effective risk management is the responsibility of everyone.	Quiz #3 (Calculating and Comparing Performance and Risk)	N ↑	iPads / Qualtrics
8	Money Matters: Debt & Investment	The seminar will cover business basic topics such as the costs associated with borrowing money, the power of compounding interest, and asset allocation. Since various personal finance decisions are made on a regular basis over the course of one's life, they have the ability to positively or negatively impact an individual's health and wellness. The focus of the seminar will be on the responsible use of debt and how to grow money through investing for future needs.	Individual commentary and small group discussions	O 🗨️	iPads / Swift Play grounds

Wk	Session Title	Description	Activity	Type*	Assess. Format
9	Time Management	Most people, students included, experience “time famine,” constantly feeling like their time is not sufficient to do things they want to. Thus, whether, when, and how to spend one’s time are increasingly important concerns. The focus of the seminar will be to identify ways to (1) effectively manage time and (2) get the best out of the activities – academic or leisure - we choose to take part in.	Group Work: Making the Most of Time and Resources	C 🗣️	iPads / Canvas
10	Money Matters: Spending Smart	The seminar will cover business basic topics such as personal financial statements and budgeting. Since various personal finance decisions are made on a regular basis over the course of one’s life, they have the ability to positively or negatively impact an individual’s health and wellness. The focus of the seminar will be on conscious consumption and the psychology surrounding the pain of purchase.	Quiz #4 (Identifying Tradeoffs and Opportunities in Time & Financial Health)	N 📈	iPads / Swift Playgrounds
11	Leadership skills: Top 5 in the 21st century workplace	What type of leader are you? Can you describe your leadership style in a sentence? What skills do today’s leaders need to be successful? Join us to answer these questions and create a plan to develop those skills while you’re at Ohio State. This is presented by Professor Charles Buchanan and Sarah Mangia, Senior Directors of Fisher College of Business’ Leadership Initiative.	Individual Work: BUILD Assessment and Reflection	N 📈	iPads / BUILD survey
12	Shared Physical and Virtual Spaces	We live and work in shared spaces. Both physical and virtual. What are our obligations in these spaces? How do we think about the repercussions of our actions in these spaces? What norms of conduct should we uphold, and what differences might we anticipate in the way others occupy these spaces? In this session we will discuss the use of space from both personal and professional perspectives.	Quiz #5 (Evidence in Identifying Trends, Flaws and Hotspots)	N 📈	iPads / Swift Playgrounds
13	Critical Thinking	Processes are everywhere. From retail sales to manufacturing, product development to financial services, marketing to healthcare. A company’s success depends on their ability to continuously improve these processes, increasing customer satisfaction while reducing overall costs. This session introduces LEAN SIX SIGMA, an approach companies such as GE and BMW Financial Services regularly use to improve processes critical to their businesses.	Group Work: Predictive data explorations	C 🗣️	iPads / iLEAF Leader Sense App
14	Managing Global Responsibility & Engaged Transformation	How do the concepts, frameworks and tactics discussed this term connect? How can they help you make sense of the world around you and contribute in a meaningful and responsible way to the global system in which you are a citizen? We will draw once again on systems thinking, to consider how what we have discussed this term are in fact interdependent facets of larger systems. We will explore the risks of ignoring any one of these facets in decision making. Further we will discuss the planning of educational paths that allow students to delve deeper into these general educational themes, without losing site of the others.	Individual Work: Plan development and discussion	N 📈	iPads / Discover App / Portfolio / NAVIGATOR

Deliverable Types:

N 📈	<i>Independent Work: Strictly non-collaborative, original individual work. Discussions with instructor only.</i>
O 🗣️	<i>Optional-Collaboration: Original individual work/submissions; Students are permitted to discuss among themselves</i>
C 🗣️	<i>Collaboration-Required: An explicit expectation for collaboration among students</i>