MORS 430: Leadership in Organizations

S Y L L A B U S

Professor Nicholas A. Pearce, Ph.D.
@NAPPHD

September 2020 InterSession
Sections 30 + 39
DEPARTMENT OF MANAGEMENT & ORGANIZATIONS (MORS)

MORS 430: LEADERSHIP IN ORGANIZATIONS
September 2020 Intersession • Sections 30 + 39
Section 30: 8:30am – 11:30am CDT
Section 39: 1:30pm – 4:30pm CDT

INSTRUCTOR:
Professor Nicholas A. Pearce, Ph.D. (@napphd)
n-pearce@kellogg.northwestern.edu
Office hours: Virtual individual/group meetings by appointment

COURSE OVERVIEW
The goal of the Leadership in Organizations course is to enhance your ability to effectively build and lead high-performing organizations. This course will integrate fundamental insights from the behavioral and social sciences to provide you with a coherent set of strategies and techniques to effectively lead without formal authority, enable effective collaboration, build and leverage the power of human relationships, diagnose and navigate complex team/organizational dynamics, and ultimately influence meaningful, sustainable change within the organization and beyond. In addition to deepening your leadership competence, this course will also build your confidence to take the wise & courageous action required to be successful in the modern global business environment. Course insights are targeted to address the unique challenges and opportunities facing early-career leaders.

COURSE FORMAT
For this quarter, our learning community will convene on Zoom only. Each session will focus on a particular set of leadership skills. Our goal will be to equip you with a toolkit of principles, insights, strategies, and frameworks to position you for effective leadership. We will accomplish this by discussing key theoretical concepts, proven managerial best-practices, and real-world examples of leadership and organizational challenges. Each session will also feature a group exercise, business case, or guest speaker to aid in the practical application of the strategies discussed.

This course reflects a dual focus on both conceptual learning and practical application. The assigned readings introduce key concepts and useful frameworks for thinking about common organizational situations. The case studies and exercises will provide opportunities to apply theories, concepts, and research findings to particular situations and to hone your problem-definition and problem-solving skills. Our guest speakers will deepen your understanding of how leadership happens and how the concepts from this course apply in the real world. The written assignments will provide you with the opportunity to reflect upon and synthesize your insights and practice your analytical skills in the context of real business situations.
You should come to each session prepared to share insights from the assigned readings and to actively contribute to the case analysis/experiential exercise. As you complete readings, ask yourself:

- What are the key concepts/principles?
- So what? How and why does this matter for an organization? For a leader? For my career?
- Now what? How can I apply these insights on my leadership journey?

**OFFICE HOURS**

One of my favorite privileges as one of your professors is to be available outside of the classroom to support your learning and development outside of the classroom. Given the intensive nature of our course, I will be happy to meet with you (as individuals or small groups) by appointment. In addition, I am readily available to chat with you for a few moments after each class session. Beyond the duration of our course, I am more than happy to stay connected with you via e-mail and social media.

**COURSE MATERIALS**

All assigned readings can be found either in the study.net course reader, in the course reserves, or on our Canvas course page. We have split the readings in this way to save on course reader costs for you. **Readings that are in the study.net course reader are denoted (SN), readings available via the course reserves are denoted (CR), and readings available on our Canvas site are denoted (C).**

Personally-inscribed copies of Professor Pearce's book, *The Purpose Path*, are available upon request.

Please note that no audio/visual recordings (including photos/copies) can be made of class sessions or course materials (including slides) without the permission of the professor. All exercises and their solutions are confidential. Copyrighted materials cannot be circulated, (micro) blogged about, posted, or shared in any form. If you are unsure as to the application of this guidance, please ask me.

**EVALUATION**

Your overall performance in this course will be based upon the following four components:

**CLASS CITIZENSHIP (10%)** – While an online course is a unique format, a portion of your grade is based on your class citizenship, which includes active participation and careful attention to mutual respect, fairness, and professionalism in the virtual classroom environment. This includes preparing for each class session, being an active participant in small-group and full-class discussions, completing class assignments, demonstrating respect for all course participants, and communicating with the teaching team in a timely manner regarding any issues that may inhibit your ability to fully participate. We understand that some of our classmates will be participating from the often-predictable environs of home. **Thus, it is imperative that you please take special care to mute your device(s) when not talking and digitally raise your hand to indicate your desire to speak.**

Every session involves active discussion, so you should be prepared to share your ideas and carefully listen to others’ perspectives. In a class this size, it is not always possible to call on every person who would like to speak. If you have a question you would like to discuss further, you can always reach out to the teaching team. When you are called upon, quality comments often do one or more of the following:

- Offer a relevant perspective with consistent, logical reasoning and analysis.
- Apply the theory and concepts offered in the readings and lectures correctly.
- Move the discussion forward by building on previous contributions with original insights and powerful, provocative questions – do not merely restate points already made by others.
Your attendance for each class session is very important. If you have an unavoidable conflict that will cause you to miss class, let our TA know as soon as possible, ideally at least 24 hours in advance. This will help us make the appropriate arrangements for any in-class exercises and also minimize the adverse impact of your absence on your classmates. We will do our best to flexibly accommodate and not penalize students with truly exigent circumstances. However, in order to maintain the integrity of the course, we must hold students accountable for unexcused absences, which will adversely impact your course grade.

LEADERSHIP DEVELOPMENT EXERCISES (LDEs) (20%) – Translating insight into action is not always easy. An important objective of this course is to bridge the gap between theory and practice, because effective leadership requires both great insight and wise application. In addition to exposing you to cutting-edge theoretical insights, this course will provide you with the opportunity to apply these lessons to real business situations via three Leadership Development Exercises (LDEs). Each LDE will challenge you to apply the concepts presented in the course to analyze a business case. Each assignment will take the form of an individually-authored or team-authored paper of 1-2 pages in length (12-pt. font size, double-spacing, and 1” margins). An additional benefit of the LDEs is that they will help you to critically reflect upon and deepen your understanding of key course concepts as you prepare for the final exam.

The three Leadership Development Exercises will be due at the beginning of the following classes:
- LDE 1 (individual): Session 3
- LDE 2 (individual): Session 5
- LDE 3 (team): Session 8

LEADERSHIP GROWTH PLAN (10%) – This course is predicated on the belief that you can grow in your leadership abilities. Throughout the course, I would like you to record growth goals for each subject area we discuss as well as a to-do list of actions that you can and will take to make yourself a better leader. I would like you to prepare and submit that “to-do” list – your “Leadership Growth Plan,” prioritized and dated. This means that you should have identified not only what you will do, but also when you will do it. This exercise is mostly for you, but it will also help me see how you are planning to convert the course content into a real action plan for your own growth as a leader.

Each element in your plan can be relatively brief – as simple as a bullet point with minimal explanation so that you can actually remember what you mean by it and so I can have an idea of what you will actually do. If you would like to make it more specific and elaborate, you certainly can – I just need enough specificity to have a good idea of your plans. Your Leadership Growth Plan is due via Canvas no later than 5:00pm CDT (Evanston time) on Monday, October 5.

SENIOR EXECUTIVE CAPSTONE PROJECT (20%) – Your own professional success will depend in large measure upon how effectively you cultivate, learn from, and leverage all of your relationships. These relationships will give you access to vital information and expertise, and will help to determine your power and your opportunities. This project will provide an opportunity for you to deeply investigate how successful executive leaders cultivate, manage, and leverage their relationships to get things done.

For this final assignment, each member of your Study Group will be required to interview at least one senior executive regarding his/her experiences in cultivating, learning from, and leveraging his/her network – both to facilitate his/her own career development and to tackle the types of organizational challenges discussed in our course. Your interviewees can be from organizations for which you have previously worked, organizations for which you would like to work, or from organizations that are of particular interest or significance to you. Anticipate having to interview each leader at least once to gain an understanding of his/her situation, his/her network, and how he/she leverages that network.
Following these interviews, using concepts learned in the course, your group will write a comparative analysis of your leaders’ networks and how effectively they have utilized those networks to accomplish important career and organizational goals. The names of your interviewees will be kept strictly confidential; only if necessary, you may use an alias when discussing your interviewees in your analysis.

This is an important exercise to further solidify the lessons learned from the course and lay an important foundation for you beyond the course. The 10-page analysis is due via Canvas no later than 5:00pm CDT (Evanston time) on Monday, October 19. As a part of this course capstone project, you will also be asked to evaluate the performance of each of your group’s members (including yourself). Further details on this assignment and the aforementioned evaluation form are found later in this syllabus.

**FINAL EXAM (40%)** – Your final exam will feature both multiple-choice and short answer questions. The essay questions on the final exam will pertain to a business case that you will receive in advance of the exam. You will be permitted to use the case and one (1) single-sided 8½” x 11” page of notes (hard copy) during the exam. You may study with others but you may not discuss the case. It is an Honor Code violation to discuss the case with anyone other than Professor Pearce or his teaching assistant. The exam is 100% individual effort. In the interest of granting students maximum flexibility, you will be allowed to take the exam online via Canvas on Friday, September 18 (Evanston time) during a continuous three-hour block of your choice. Ensure that you have a stable internet connection because once you begin the exam, you must complete it. Academic dishonesty of any kind in conjunction with the final exam will result in a failing grade for the course.

**CONSIDERATIONS FOR OUR CLASS COMMUNITY**

The Kellogg Honor Code and Kellogg Code of Etiquette both fully apply to this course and represent our shared set of community expectations and values to promote the optimal learning environment for everyone in our School (see [http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm](http://www.kellogg.northwestern.edu/stu_aff/policies/honorcode.htm) and [http://www.kellogg.northwestern.edu/stu_aff/policies/etiquette.htm](http://www.kellogg.northwestern.edu/stu_aff/policies/etiquette.htm)). Academic dishonesty on any submitted work will be reported to the Dean’s Office and will result in a failing grade.

Moreover, your fellow classmates and I expect you to:

- Engage actively and thoughtfully in all class discussions and exercises.
- Not sabotage your colleagues’ learning experience by discussing your prior knowledge of any cases/exercises with other students, showing confidential role information to others before/during exercises, and/or not fully engaging in exercises.
- **Not communicate with others (outside of your section) regarding your experience with course cases/exercises** – **this would constitute a Kellogg Honor Code violation**.
- Not borrow/share notes, handouts, cases, or exams from/with people outside of this class.
- Not create or circulate audio or visual recordings of the class without the professor’s consent.
- Not use course handouts, exercises, cases, discussion questions, presentation slides, or any other materials used in this class for purposes other than this class without the express written consent of the professor.

**ACCESSIBILITY & SUPPORT RESOURCES** – In these unprecedented times, all students can find useful resources for safety and security, academic support, and mental and physical health and well-being on the NU help website and app. Any student requiring accommodations related to a disability or other condition is required to register with AccessibleNU ([accessiblenu@northwestern.edu](mailto:accessiblenu@northwestern.edu) or 847-467-5530) and provide professors with an accommodation notification from AccessibleNU; all information will remain confidential.

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Leading with Integrity
Thursday, September 3
Session 1

Objectives:
• Introduce course objectives and requirements
• Develop a theory of effective, high-integrity leadership in organizations

Required Reading:
• How One Person Can Change the Conscience of an Organization (Eyrich, et al., 2019) (SN)

Bonus Reading:
• A Pastor (and Management Professor) on Taking Care of Your Team during the COVID-19 Crisis (Pearce, 2020) (C)
• Why Managers Still Matter (Foss & Klein, 2014) (CR)
• The Roots of Boeing’s 737 Max Crisis (Kitroeff, et al., 2019) (C)
DUE TODAY: Brief memo (<1 pg.) stating your *Speed Ventures* race decision & your rationale

**Objectives:**
- Demonstrate how psychological biases corrupt managerial decisions
- Learn strategies for neutralizing the impact of psychological biases in decision making

**Required Reading:**
- *Leaders as Decision Architects* (Beshears & Gino, 2015) (SN)
- *Speed Ventures A&B case* (C)

**Bonus Reading:**
- *Becoming a First-Class Noticer* (Bazerman, 2014) (CR)
Objective:
- Learn the art & science of persuasion
- Learn how to identify and strategically leverage multiple zones of influence

Required Reading:

Bonus Reading:
- *Harnessing the Science of Persuasion* (Cialdini, 2001) (CR)

Case:
- 12 Angry Men *(in-class video case)*
Negotiating to Win
Wednesday, September 9
Class 4

Objectives:
- Learn the core principles of expert negotiation strategy & tactics
- Diagnose your negotiation skills and dominant negotiating style

Required Reading:
- Investigative Negotiation (Malhotra & Bazerman, 2007) (SN)
- Negotiation case (distributed via e-mail)

Bonus Reading:
- When to Come Out Swinging (based on Galinsky, Ku, and Mussweiler, 2011) (C)

Case:
- Negotiation exercise (to be completed in class) – DISTRIBUTED VIA E-MAIL FOLLOWING CLASS 3
DUE TODAY: Leadership Development Exercise #2 (individual)

Objectives:
• Learn strategies for building and leading diverse, inclusive, high-impact teams
• Gauge your collaboration skills through an in-class team exercise

Required Reading:
• The Secrets of Great Teamwork (Haas & Mortensen, 2016) (SN)

Bonus Reading:
• How Diversity Makes Us Smarter (Phillips, 2014) (C)
• The Discipline of Teams (Katzenbach & Smith, 2005) (CR)
• Teamwork on the Fly (Edmondson, 2012) (CR)

Case:
• Team collaboration exercise (to be completed in class)
**Objectives:**
- Learn strategies for catalyzing productive behavior by motivating others
- Learn strategies for how to assess, influence, and leverage an organization's culture

**Required Reading:**
- *What Is Organizational Culture? And Why Should We Care?* (Watkins, 2013) (SN)
- *Box, Inc.: Preserving Start-Up Culture in a Rapidly Growing Company* (Cohen, 2015) (SN)

**Bonus Reading:**
- *Why You Hate Work* (Schwartz & Porath, 2014) (C)
- *Large Stakes and Big Mistakes* (Ariely, et al., 2009) (C)
- *Would You Like Your Bonus in Cash or Cake?* (Roese, 2013) (C)

**Case:**
- *Box, Inc.: Preserving Start-Up Culture in a Rapidly Growing Company* (Cohen, 2015) (SN)

Anticipate these case discussion questions:
1. How would you describe the culture at Box, Inc.?
2. What are the advantages and disadvantages of the company’s culture? What would you want to know more about if you were deciding to take a job at Box, Inc.?
3. Will Box, Inc. be able to maintain its rapid growth and scale with its current culture?
DUE TODAY: Bring completed *Six Degrees of Separation Worksheet* to class.

**Objectives:**
- Learn strategies for building networks rich in social capital
- Assess your social capital and opportunities to more intentionally develop your network
- Learn strategies for leveraging your network for personal and organizational benefit

**Required Reading:**

**Bonus Reading/Listening:**
- *A Smarter Way to Network* (Cross & Thomas, 2011) (CR)
- *Givers vs. Takers: The Surprising Truth about Who Gets Ahead* (Grant, 2013) (podcast)

**Case:**
- Six Degrees of Separation (*to be completed in advance*) (C)
Objectives:
- Experience the complex dynamics of leading and experiencing change
- Gauge your performance in leading an organizational change simulation
- Acquire strategies and skills for championing and leading change

Required Reading:
- The EIS Simulation 3.0 User Manual (AlphaLabs, 2020) (C)

Bonus Reading:
- *The Tipping Point* (Gladwell, 2000) (*book*)

Case:
- EIS 3.0 (AlphaLabs, 2020) – *DOWNLOAD AVAILABLE ON CANVAS FOR WINDOWS-BASED SYSTEMS ONLY*
  - You will participate in a team organizational change simulation during class time to practice your skills in leading a change initiative – the winning team wins a prize
  - Read the User Manual to familiarize yourself with the simulation before class – be familiar with the names & positions of the 22 executives at Teleswitches Corp. and the various influence tactics at your disposal (e.g. workshop, speaker, e-mail, etc.)
Leading Contagious Change – Part 2
Wednesday, September 16
Class 9

Objectives:
- Understand various pathways to change in organizations and markets
- Acquire strategies and skills for leading different types of organizational change

Required Reading:
- 4 Tips for Managing Organizational Change (Satell, 2019) (SN)

Bonus Reading:
- The Critical Few: Components of a Truly Effective Culture (Katzenbach, von Post & Thomas, 2014) (C)

Case:
- EIS 3.0 (AlphaLabs, 2020)
  - Anticipate the following case discussion questions:
    1. Which strategies were effective at securing adopters in EIS? Which were ineffective?
    2. Who do you target with a change initiative?
    3. How do you figure out what tactics work with what targets?
    4. When should you time your various tactics for motivating and achieving change?
Objectives:
- Synthesize key learnings from the course & plan action steps for continuing development
- Develop insights for how to define success and connect one's daily work to one's life's work

Required Reading/Listening:
- *Why People – and Companies – Need Purpose* (Pearce, 2019) (*HBR podcast*)

Bonus Reading:
- *Becoming the Boss* (Hill, 2007) (*CR*)
About Professor Nicholas Pearce

A scholar, speaker, entrepreneur, and pastor, Dr. Nicholas Pearce is an award-winning professor of management and organizations at the Northwestern University Kellogg School of Management, the founder and chief executive officer of The Vocati Group, a boutique global management consultancy, and assistant pastor of Chicago's historic, 12,000-member Apostolic Church of God. He is the author of *The Purpose Path: A Guide to Pursuing Your Authentic Life’s Work* (St. Martin’s Press).


Celebrated for his leadership and scholarship, Dr. Pearce has been a Leadership Greater Chicago Fellow since 2015 and has also been named Kellogg’s MSMS Professor of the Year, a Galbraith Scholar by Harvard University’s Kennedy School of Government, a Public Voices Fellow by The OpEd Project, and one of Chicago’s 40 Game Changers (under 40) by WVON/Ariel Investments. He has also been honored by the Congressional Black Caucus Foundation, Mustard Seed Foundation, National Black MBA Association, and Union League Club of Chicago, among other notable institutions.

Committed to community impact, Dr. Pearce serves as a trustee of the Chicago Children’s Museum, the Field Foundation, Fuller Theological Seminary, McCormick Theological Seminary, and the Seminary Co-op Bookstores. Previously, Pearce served as a board member of Access Community Health Network, the Chicago Community Trust African American Legacy Fund, and the Harvey Fellows Advisory Board.

Dr. Pearce holds M.S. and Ph.D. degrees from the Kellogg School of Management at Northwestern University, the M.A. in the Theology from Fuller Theological Seminary, and the S.B. in Chemical Engineering & Management from Massachusetts Institute of Technology, with a concentration in Religious Studies earned in conjunction with Harvard Divinity School. Before coming to Kellogg, Pearce worked in Deloitte Consulting’s human capital practice.

A Chicago native, Dr. Pearce resides in his hometown with his wife, Tammy, son, Nolan, and dog, Baxter.
Senior Executive Capstone Project

Your own professional success will depend in large measure upon how effectively you cultivate, learn from, and leverage all of your relationships. These relationships will give you access to vital information and expertise, and will help you build a solid base of power, influence, and opportunities. Research shows that managers who aspire to positions of executive leadership succeed by effectively synthesizing and leveraging the capabilities of others – on their teams, in their organizations, and beyond. This project will provide an opportunity for you to develop a sophisticated understanding of how successful senior executives initiate, develop, maintain, and leverage their relationships to get things done – both for their own career objectives and their organizations.

Your task is to analyze the social network of a senior executive using the concepts discussed in the course. Each member of your Study Group will be required to interview at least one senior executive regarding his/her experiences with the intent of gaining an understanding of his/her situation, the nature of his/her network, how this network is cultivated, and how he/she leverages this network to facilitate career development and to tackle the types of organizational challenges discussed in class. Following these interviews, your group will write an analysis of your executives’ networks. In this analysis, you will compare and contrast the executives’ approaches to meeting the challenges they face. You should compare the networks they have developed, how they manage and learn from these networks, and how they strategically leverage these networks in order to accomplish career and organizational goals. You should integrate the full range of key concepts and frameworks from the class – projects will be graded on the extent to which you demonstrate command of the class material and insight into the executives’ situations, and the clarity of your written report.

The choice of the senior executive is up to you – you should, however, try to choose someone who you believe will be candid, open, and insightful. You also might consider choosing someone who could serve as a good contact for you in the future. These individuals might be from your previous or current organization, from an organization for/with which you would like to work, or simply from an organization that is of personal or professional interest to you. The names of the executives will be kept strictly confidential; you may use an alias when discussing your interviewees in your analysis.

Key Elements of the Assignment:
- Each teammate must interview one executive leader on the role of networks in accomplishing career development and organizational goals.
- Teammates then integrate their individual leader observations into one coherent analysis, using the material we covered in class as a framework/reference point for best practices.
- Produce a 10-page (double-spaced) report with 12-point font and 1” margins all around.

Your written analysis is due electronically via Canvas no later than 5:00pm CDT (Evanston time) on Monday, October 19.

Key Elements of the Analysis:
Your group’s paper should have a three-part structure:

1. An introduction to your analysis and the executives/leaders. What is your paper’s focus? Who are the senior executives/leaders you interviewed? This introduction should include a brief (1-2 paragraphs) description of each executive’s situation, and if applicable, the problem(s) being faced. Is he or she attempting to assemble a team? Is he/she looking to change jobs? Looking to gain support for a controversial new program?
2. Comparing and contrasting executives’ network-building/leveraging strategies and experiences
You should organize and focus the body of your analysis in terms of course concepts, and use those concepts to explain the similarities and differences you observed. Investigate the executive’s philosophy of relationship-building/networking. How do executives build trust and commitment within their networks? Assess each executive’s strategy and tactics for building and leveraging their network—identify strengths and opportunities for development. In other words, the strategies and experiences of your interviewees should be compared and contrasted to draw general lessons about which approaches are most useful under which conditions. See potential questions below.

In an Appendix, you should include a one-paragraph description of every senior executive that was interviewed, describing his/her responsibilities and creating a network map of his/her network. Thus, every senior executive that was interviewed will have his/her own network map.

3. There should be a conclusion section titled: “Recommendations for Kellogg students.” This section should be 1–2 pages and include concrete recommendations for building value and capital for Kellogg students. These suggestions should focus on what students could do tomorrow in their teams/organizations and beyond. For example, you might describe how what you learned can help students navigate professional networking inside and outside of their organizations, switching fields or industries, and other critical career advancement and organizational development goals/milestones.

NOTE: The best analyses go beyond description of the executives’ networks to an explanation of why something happened the way it did using course concepts. Well-organized papers that stress the most important factors rather than simply provide a data-dump of all the possible factors are evaluated more favorably. In all other respects, the project is yours to define. Be creative, yet professional.

Questions to consider in developing your analysis
1. How is the leader positioned for action and getting things done? How are barriers to action overcome? You could ask about a recent example of this (this could provide a focal situation for the analysis) – for example, ask how he/she leveraged contacts to respond to a situation and why it did/did not work. Probe for how networks could be better cultivated, structured, or leveraged.

2. What are the kinds of contacts and exchanges that the executive uses for different purposes and in different contexts – for example, to advance his/her career, make critical decisions, learn information, gain influence, evaluate opportunities, or get a specific task accomplished quickly?

3. How have trust and commitment been developed with their network contacts? What kind of information is shared with different contacts and why? What role does reputation play? Does he/she form many ties or few ties? How much redundancy is there in the person’s network?

4. How does the executive’s network match his/her objectives? How might it be enhanced?

5. Sponsors and mentors are critical for professional success. Where is the executive’s sponsorship or mentoring structure? How has this changed over his/her career? What was his/her experience with “developmental” relationships—either as a protégé, mentor, sponsor, or combinations of these?

6. How does the corporate culture in the leader’s organization impact network processes?

7. How do the leader’s relationships map onto the formal structure of his/her organization?
**Team Evaluation**

Please use this form to evaluate all of the members of your team, including yourself, based on the Senior Executive Capstone Project and any other group work done together throughout this course. Evaluate each person on (1) the quality of his/her contribution(s), (2) their dependability/reliability, and (3) the extent to which they demonstrated leadership/initiative using the comparative scale below. Please submit this group evaluation via Canvas no later than the due date of your final project. Do not forget to include yourself!

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<th>SCORE</th>
<th>Qualitative Description</th>
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<td>-1</td>
<td>Efforts were clearly not up to par with the other team members</td>
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<td>-0.5</td>
<td>Efforts were somewhat less substantial than most of the other team members</td>
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<td>0</td>
<td>Efforts were about equal to most of the other team members</td>
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<td>+0.5</td>
<td>Efforts were somewhat more substantial than most of the other team members</td>
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<tr>
<td>+1</td>
<td>Efforts were exceptionally above &amp; beyond the other team members</td>
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