The New Science of Leadership

The New Science of Leadership takes a radically different perspective from traditional leadership courses and instruction. In the new science, leadership influence is not acquired through the personal acquisition of more and more skills further and further from you core competency, but by accessing the skills and resources you need through others. This approach enables leaders to quickly adapt their skill sets to new situations, tap resources as needed, avoid irreversible investments in transitory skills, and to do this continually over a career. The objective is to provide you with the leadership know-how to be a more expert and innovative decision maker and to gain the commitment and devotion of your followers and collaborators for your bright ideas.

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&
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Teaching Assistants:
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Course Format
Please come to class prepared to summarize key points from the day’s readings and to contribute to the case analysis. As you complete the written assignments, ask yourself how the assignments and reading material affect how you will lead in the future.

Final grade composition
In-Class Contributions (10%)
Leadership Development Exercises (15%)
Final Exam (35%)
Senior Leadership Network Analysis (40%)

In-Class Contributions
You should be prepared to share your ideas in class. Most participation will be voluntary. Quality comments normally offer a relevant perspective on the issue; move the discussion forward by building on previous comments with new insights; ask good questions; and contribute to team work.

Leadership Development Exercises (LDEs)
A key part of the learning process in this course is to take the lessons and apply them to real business situations. To facilitate this process and allow you to test your skill in applying the material, please complete the 3 Leadership Development Exercises (LDEs), which challenge you to use the course concepts to analyze the events in a business case called Flat Panel. Feedback is personalized and prompt. Team assignments are done with your team and Individual assignments are done independently. An added benefit of the LDEs is that they prepare you for the final exam.

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<tr>
<th>Assignment:</th>
<th>Due date:</th>
<th>Individual or Team Assignment:</th>
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<tr>
<td>LDE 1: Decisions</td>
<td>9/11 Before class</td>
<td>Individual Assignment</td>
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<td>LDE 2: Persuasion</td>
<td>9/13 Before class</td>
<td>Individual Assignment</td>
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<td>LDE 3: Incentives</td>
<td>9/17 Before class</td>
<td>Group Assignment</td>
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Final Exam
The final exam consists of multiple choice and/or short answer questions based on a business case to be distributed. Exam grading is similar to the LDEs and is based on the Flat Panel Case used in the LDE assignments. Bring the Flat Panel Case and up to 1 page (both sides) of notes (“crib sheet”) with you to the exam with you. The Exam is on 9/20/19. The Exam’s 3-hour time slot is TBA.

Senior Leadership Network Analysis (SNA)
Networks are a centerpiece of the new science of leadership. This project enables you to analyze how someone you admire uses their network for leadership. Anticipate having to interview a leader to build a case study of his or her situation and network and then work with your team (to be assigned) to produce a written report that summarizes the findings from each person’s interview. Details are included at the end of the syllabus. Illustrative examples of past analyses are on my webpage and should be viewed as possible guidelines or as fruit for thought rather than templates for your analysis because this analysis does not lend itself to a boiler plate format. This assignment is due October 21st by midnight.
Assignment Submission is by Canvas
Upload your assignments to Canvas. Your Canvas documents will be kept indefinitely on the server. Name your file as follows: lastname.firstname.assignment.EMP#.docx. (e.g., Peron.Eva.LDE#1.EMP100.docx). For team based assignments, submit one file to Canvas under the file name of the teammate with the last name closest to the front of the alphabet. Avoid submitting files to my personal email account.

Attendance
If you will miss a class, inform me, the TA, and your teammates in advance. This will help me get you that day’s materials and make adjustments to in-class exercises. You have one excused absence. Every additional class missed drops you a letter grade. The policy can be adjusted for exceptional circumstances like job interviews or health conditions. First class attendance is mandatory.

Previous Knowledge of Cases
Telling other students about your experience with a business case or class exercises is a Kellogg Honor Code and Classroom Etiquette violation (see Kellogg Website for policy details). Please inform the TA and me in advance if you know about a case. We will adjust your role accordingly.

Posting Materials and Recordings
The online posting or face-to-face communication of course related information is a Kellogg Honor Code violation and in many cases a copyright violation. Audio or visual recording of classes cannot be done without prior permission from everyone in the class.

Confidential Evaluation of your Teammates
Some assignments are team based. You can confidentially evaluate your teammates’ contributions using the team evaluation form in the syllabus. These evaluations will be factored into the class contribution grade if it is reported that a team member did not carry their load on team assignments.

Visit My Personal Web Page: My webpage has numerous on-line instruments for evaluating your leadership skills, optional readings, films, and audio programs. kellogg.northwestern.edu/faculty/uzzi
Userid = uZZi_rMaterials ; Pw = Nop@s!nMplz

Office Hours
The class TAs and I will be available each day after class and by appointment or stop by my office is GHUB 5337.
Introduction to Leadership

Class #1: 9/6

In preparation for the first class, please go to the below website and fill out a 10 min survey. Answers are confidential and anonymous.

If your family name begins with any letter A-I, go to this website (do not go to both URLs):
http://kellogg.qualtrics.com/SE/?SID=SV_1RLhFpuOsmBf6oB

If your family name begins with any letter M-Z, go to this website (do not go to both URLs):
http://kellogg.qualtrics.com/SE/?SID=SV_b1vL8Bwn8rUghbn

After completing the survey, complete this exercise:
Read – Speed Ventures Parts A & B¹ (3 pgs.) NOTE: please inform me if you are familiar with the case.
Before class, prepare a written memo (< = 1 page) that contains the following:
(1) An explicit recommendation to race or not to race.
(2) An independent rationale for your decision.
   • Print a copy of your memo to be submitted in hardcopy during class.
   • This is entirely an individual effort. Do not discuss your analysis with anyone.

Finally, read these articles in preparation of class:
• Why People Fail to Recognize their Own Incompetence (3 pgs)
• Intro to Managerial Decision-making (6 pgs)

¹ All Readings and assignment materials referred to in the Syllabus are found on the class’ Canvas page. Note: Always inform me before class if you are familiar with a case covered in class.
Leading Risky Decisions
Class #2: 9/9

Read these articles:

- Before You Make the Big Decision (6 pgs)
- Too Much from Too Little (Skim) (11 pgs)
- Frames and Brains (Skim) (3 pgs)

For more materials on this topic and others, please see optional online readings at: www.kellogg.northwestern.edu/faculty/uzzi. For optional readings, userid is uzzi_rmaterials
Password is Nop@s!nMplz
Read these articles:
- The Science of Persuasion (7 pgs)
- Skim: To Signal is Human (7 pgs)

Case Preparation:
- 12 Angry Men Case will be Distributed in Class and Analyzed in Real time:

  Questions will be distributed and discussed during class. As preparation, come to class with a general strategic plan for turning around a dysfunctional team using influencing techniques discussed in the articles.

  Set up: Imagine you are representing the minority perspective on an issue and must persuade the majority of the validity of your point of view and of the flaws in their point of view. You are the lone voice of reason against the majority’s domineering leaders but sense there are swing votes that can be won over to your side. Think about how you would conduct voting, present arguments and evidence, react to attacks of your arguments, and select allies. Assume the majority suffers from heuristic biases of availability in remembering the facts, presumed associations in connecting sketchy facts to general patterns, and anchored on their initial point of view.

Anticipate these case discussion questions:
1. Identify the dysfunctional properties of this group as they pertain to information search, the logic of evidence, and power dynamics.
2. How does the main player in the group introduce counter normative and counterfactual arguments into the group discussion in order to sway opinion? What doesn’t he do?
3. What strategies would you use to overcome the dysfunctional properties of the group? What strategies should be purposefully avoided?
Leading Teams
Class #4: 9/11

Read these articles:
- The Increasing Dominance of Teams in the Production of Knowledge (4 pgs)
- How to Kill a Team’s Creativity? (2 pgs)
- The New Science of Building Great Teams (skim 8 pgs)
- Complete your team contract with your teammates.

In-class Cases:
- IDEO Inc.
- Lego Man
Negotiations
Class #5: 9/12

Read these articles:
• Thinking Rationally about Negotiation (8 pgs)
• Putting More on the Table: How Making Multiple Offers Can Increase the Final Value of the Deal (7 pgs)

Prepare this case:
• In class, you will negotiate a deal against a partner using a case distributed in class.

Model of the Negotiation Bargaining Zone

Buyer's Target Price  Seller's Reservation Point

Buyer's Reservation Point  Seller's Target Price
Incentives and Motivation
Class #6: 9/13

Read these articles:
- On The Folly of Rewarding A, While Hoping for B and More on the Folly (7 pgs)
- Motivation Theory (6 pgs)

Five Easy Pieces of Motivation
Build a Leadership Network
Class #7: 9/16

Read these articles:
- **Complete** the 6 degrees of separation worksheet (20 mins)
- A Bird's Eye View: Using Social Network Analysis to Improve Knowledge Creation and Sharing (11pgs)
Leadership Networks Continued
Class #8: 9/17

Read this case:
- Turning Your Rivals into Collaborators (4 pgs)

Case questions:
1. Whom did Clendenin form relationships with and why?
2. How did he form bonds of trust and high credibility?
3. How did Clendenin use networks to promote positive change at his company when the formal hierarchy failed?

Uzzi Ringarama
Building and Using Networks in Real-Time in Class

The reciprocity ring is a unique exercise that illustrates how the networks in your class can powerfully make your dreams, wishes, or desires come true. For this session, come to class with a wish or request for something you need or desire. I’ll explain the rest in class. Here are some wishes from past classes. Will your wish be next time’s example?
Read these articles:
- Thresholds, cascades, and predictability (18 pgs)
- Skim the User manual and background material for the EIS Simulation (6 pgs but lots of figures)

Special Case Preparation
You will use a computer simulation in class to test and practice your skills at leading a change initiative. You will be assigned to teams. The winning team wins a prize.
   a) The computer simulation will be emailed to you before class. Pls. install it before class.
   b) The simulation can run up to two hours past the end of class, please arrange your schedule accordingly.
   c) Skim the EIS User manual

![Diagram of S-Shaped Diffusion Curve](image)

Adoption of a product after the Tipping Point is due to a critical Mass of prior adopters, Not marketing.
Read these articles:

- Please fill out this online survey:
- [http://kellogg.qualtrics.com/jfe/form/SV_5zGfJ4yzBN9JL01](http://kellogg.qualtrics.com/jfe/form/SV_5zGfJ4yzBN9JL01)

- No readings assigned

Yay 😊
Final In-Class Exam  
Last Session  
9/20w  
3 hours in length, Start Time to be announced

1. Your assignment:  
   - Read a case distributed prior to the last class and be prepared to answer questions about it during the last day when you sit for the in-class final exam.

2. Preparation:  
   - The final case write-up is an individual effort.  
   - It is an honor code violation to discuss the case or to acquire case related materials other than those distributed in class regardless of the non-humanness of the contact.  
   - I can be consulted if you have questions.  
   - You do not need to use materials beyond those provided in the course.  
   - Materials used from outside the class must be appropriately cited.

3. Reference Material:  
   - You may bring one page of Crib notes to the exam. You may write on both sides of the paper.  
   - NO magnification devices are permitted.  
   - Crib sheet creation is an individual effort.

4. Typical questions:  
   - Questions are modeled on the LDEs.

Good Luck!
Your own career success depends in part on the effectiveness of your professional network. This project provides an opportunity to spend some time developing a sophisticated understanding of how successful leaders and senior executives initiate, develop, and manage their ties to accomplish their objectives. Your task is to analyze the social network of a leader using the concepts discussed in the course. Anticipate having to interview a leader to gain an understanding of his or her situation, the nature of his or her network, and the way in which it is managed. The choice of the leader is up to you. Try to choose someone who you believe will be candid, open, and insightful.

**Key Elements of the Analysis in a Nutshell**
- Each Teammate interviews 1 leader of his or her choice on the role of networks in career success.
- Teammates integrate their individual case study observations into one coherent analysis, using the theoretical material we covered in class as a reference point for best practices.
- Produce a 10 double‐spaced page report with 12-point font and 1” margins all around for 5 person teams. 6 person teams get 11 pages, 7 person teams get 12 pages, etc.

The paper should have a three-part organization:

1. **An introduction**
   What is your paper’s thesis? Who are the leaders you interviewed? This introduction should include a 1-paragraph description of each leader, her responsibilities, and a network map of her network (description can be placed in the Appendix which is not included in the 10-page limit).

2. **Body of Analysis**
   You should organize and focus your analysis in terms of course concepts and should use those concepts to explain the similarities and differences you observed. Assess each leader’s strategy for networking. What are its strengths? How could the strategy be improved? Have opportunities been overlooked? How has trust and commitment been developed with their network contacts? What tactics are used to successfully gain the buy-in of powerful actors or circumvent them? How do these leaders use the resources lodged in their network ties to get things accomplished?

   Because you cannot answer all of these questions in your report, please focus on those questions you have the best information on, and avoid parenthetical sections/ideas and weak arguments. Try to go beyond description to a cause and effect explanation. Seamless, well-organized reports that stress key factors rather all possible findings are evaluated most highly.

3. **There should be a conclusion section titled: “Recommendations for Kellogg Students.”**
   This section should be one page and include concrete recommendations for building social capital for your fellow Kellogg students. These suggestions should focus on what Kellogg students could potentially do now or in the future to manage their networks and success. When you submit your final analysis by email, please submit two documents: (1) the entire paper, including the one-page recommendation and (2) the one-page recommendation page on its own. I will put all the one-page recommendation pages together and email them back to the class to enable everyone to learn from everyone else’s insights. Clearly put the names of all team members on both submissions.
In all other respects, the project is yours to define. Be creative, logical, scientific, and decide how best to package your analysis. Tips for How to Approach Your Interview and organize your research and research team can be found on my website under the teaching tab.

Group Evaluation

Please use this form to summarize your evaluation of your own and your teammates’ contribution on your team-based assignments.

Evaluation System
Use the 100-point allocation method common in investment banking, consulting, and product management. Allocate your 100 points across all team members including yourself so that the allocation of points is commensurate with the contribution of the team member. For example, in a 5-person team, if all teammates contribute equally, you should allocate 20 points (100/5) to each teammate including yourself; if there were 4 teammates each would get 25 points and so on. If the contributions are unequal in your evaluation, then assign points proportionate to the level of the contribution.

Evaluation Criteria
Contribution is based on three criteria: Quality of deliverables, dependability, and initiative.

Due Dates
If you do NOT return this form, I will assume that you have assigned your points equally across all teammates including yourself. The form is due the same day as the team research paper on leadership. Please submit your peer evaluation via Canvas as either an excel or a word file.

Confidentiality
All information reported on this form is confidential. Please return it to me in a sealed envelope.

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Brian Uzzi is a globally recognized scientist, teacher, consultant and speaker on leadership, social networks, data science, artificial intelligence and machine learning. He is the Richard L. Thomas Professor of Leadership and Organizational Change at the Kellogg School of Management, Northwestern University. He also co-directs NICO, the Northwestern Institute on Complex Systems, is the faculty director of the Kellogg Architectures of Collaboration Initiative (KACI), and holds professorships in Sociology at the Weinberg College of Arts of Sciences and in Industrial Engineering and Management Sciences at the McCormick School of Engineering.

Brian has been awarded over 25 teaching and scientific research awards, and lectured in over 30 counties. He has been on the faculty of Harvard, INSEAD, University of Chicago, and Berkeley where he was the Warren E. and Carol Spieker Professor of Leadership. Media reports of his work appear worldwide in the WSJ, Tedx, Newsweek, Wired, Entrepreneur, TV, and in the New Yorker Magazine. His research has received millions in federal and private funding from the NIH, NSF, Army Research Labs, DARPA, Air Force Research Labs, and private foundations.

Brian has advised major organizations and associations in over 25 countries, including the Young Presidents' Organization (YPO), Baker and McKenzie, Deloitte, Pepsico, Kraft, Abbott Labs, UNITE, Total Quality Schools, Hearst Media, ABN AMRO, CreditSuisse, P&G, McKinsey, the World Bank, FBI, Intel, Genentech, PWC, Microsoft, AON, Thomson Reuters, and other corporations, firms, associations, governments, and Non-Profits worldwide.

Outside Kellogg, he has been a summer fellow at the Santa Fe Institute, a board director, and a consulting editor for the leading journals in his fields of expertise.

Before Kellogg, Brian worked as a management consultant, carpenter, and a musician. He earned his MS in social psychology from Carnegie-Mellon University and a Ph.D. in sociology from The State University of New York at Stony Brook.