Course Overview

The aim of this class is to enhance your ability to lead organizational change. You’ll learn how to get buy-in for your innovative ideas, change people’s opinions and behavior, develop and leverage your professional network (and learn to get the most out of your Kellogg network), build coalitions, and manage dissent and conflict. This course reflects a dual focus on practical and conceptual training. The case studies and class exercises provide opportunities to apply the course concepts and hone your problem-solving skills. The course packet contains articles that reinforce the ideas examined in class.

Course Requirements and Assignments

Assignments:
Your final grade is composed of:
1. Course Contribution 10%
2. Leadership Development Exercises 20%
3. Senior Executive Case Analysis 30%
4. Final Exam 40%

Course Contribution (10%)
All class sessions involve active discussion. You should be prepared to share your ideas and to listen to and interpret the issues presented by others. A significant portion of your course contribution grade is based on your in-class professionalism. This means showing up on time, both at the beginning of class and at the break, not using your phones in class, and being an active participant in group discussion and exercises.

If you must miss a class, it is essential that you notify me at least 24 hours in advance so that I can make adjustments for any in-class exercises.

Leadership Development Exercises (20%)
The Leadership Development Exercises are an opportunity to apply the lessons you are learning in class to real business situations. Each exercise focuses on one or two particular tools that a leader can use to achieve success. These exercises will challenge you to use the concepts presented in the course to analyze a business case. An added benefit of these assignments is that they will help you to prepare for the final exam.

These are relatively brief written assignments and will be due on the following days:

Exercise I: Decision-Making July 1 (Group Assignment)
Exercise II: Persuasion July 5 (Group Assignment)
Exercise III: Motivation July 10 (Group Assignment)
Senior Leadership Case Analysis (30%)

Your own career success will depend at least in part on how effectively you manage your professional relationships. These relationships will give you access to information, skills, and expertise and will determine your power and your opportunities. This project provides an opportunity to spend some time reaching a deeper understanding of how the social relationships of successful leaders are developed, managed, and executed to get things done.

Every member of your Study Group will be required to interview at least one senior executive regarding his or her experiences. These executives can be from firms you previously worked for, from firms you would like to work for, or simply from industries that interest you.

Anticipate having to interview each leader at least once to gain an understanding of his or her situation, the nature of his or her network, how this network is managed, and how he or she uses this network to tackle the 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 these networks, and what their general strategies are for accomplishing goals. The names of the executives will be kept strictly confidential; you may use an alias when discussing your interviewees in your analysis.

Detailed information on this assignment is included on page 15 of the syllabus. The 10-page analysis is due by 6:00 p.m. on August 11. As a part of the group assignment, you will be asked to evaluate the performance of all of the members of your group, including yourself.

Final Exam (40%)

The final exam will be a closed-book exam that will consist of a series of multiple choice and short answer questions. The exam will take place on July 12.

Attendance:

You are expected to attend every class on time and to stay for the entire class session. If you have an unavoidable conflict, you must let me know at least 24 hours in advance. If you miss more than one class you will likely have to retake the course.

Previous Knowledge of Cases

If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students as this can ruin the learning experience for them. Telling other students (in any section) about your experience with cases and exercises is an honor code violation. If you are concerned that your prior experience with a case might be an issue, please let me know before class.

Recordings, Postings, Blogging, Tweets, Social Media, etc.

No audio or visual recordings can be made of the class without permission of the instructor (and in many cases) the students in the class. In addition, exercises and their solutions are confidential per the Kellogg Honor Code or copyrighted and cannot be circulated, (micro)
blogged about, or posted in any form. If you are unsure as to the application of these rules, please see the instructor.

This course adheres to the guidelines established in the Kellogg Honor Code and the Kellogg Code of Classroom Etiquette.

**Course Materials:**
The course packet contains all of the assigned readings; no textbook is required.
Leadership in Organizations
Class 1: June 27

Objectives:
- Introduction to the course
- Develop a theory of leadership
Decision Making
Class 2: June 28

Objectives:
- Develop a framework for making good decisions

Read:
- Biases
Objectives:

- Discover the cues people use to determine who is and isn’t fit for leadership
- Develop your personal brand

DUE before class: LDE on Decision-Making & Personal Brand Worksheet
Objectives:
- Learn to harness the hidden forces of persuasion

Reading:
- Harnessing the Science of Persuasion
Leading High-Impact Teams
Class 5: July 3

Objectives:
- Strategies for building and leading high impact teams
Objective:
- Test and assess your skills at negotiating
- Equip you with the core principles of expert negotiating tactics

Model of the Negotiation Bargaining Zone

DUE before class: LDE on Persuasion
Objectives:
- Learn strategies for motivating people
- Learn to conduct a motivational audit
Strategic Social Networks
Class 8: July 9

Objectives:
- Strategies for building networks rich in social capital
- Assessment of your social capital
- Strategies for tapping the hidden resources in contacts

Read:
- Heidi Roizen

Leigh and Dakar are two lawyers who have about equal talents and differ only in their network of ties. Who advances more quickly at the Firm and Why?

Who’s network promotes:
- Resource Pooling
- Autonomy
- Diverse information
- Loyalty

DUE before class: Six Degrees Worksheet
Objectives:
- Gauge your performance in a simulated change program
- Acquire the skills for championing and leading change

DUE before class: LDE on Motivation
Leading Organizations
Class 10: July 11

Objectives:
- Leading change in a changing environment

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 tactics for motivating and achieving change?
Senior Executive Case Analysis

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. You will 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.

Each and every member of your Study Group will be required to interview at least one senior executive regarding their experiences. **The choice of the leader is up to you.** Try to choose someone who you believe will be candid, open, and insightful. Choose someone who might serves as a good contact in the future. These executives can be from your previous firms, from firms you would like to work for, or simply from industries that interest you.

Following these interviews, your group will write an analysis of the executives’ networks. In this analysis, you will compare and contrast the leaders’ approaches to meeting the challenges they face, apply concepts you have learned about social networks and power while also **integrating the full range of other key concepts and frameworks from the class.** Projects will be graded for their grasp of the class material, their insight into the manager’s social situation, and clarity of their presentation.

**Key Elements of the Assignment:**

- Each Teammate must interview one leader on the role of networks in career success.
- Teammates then integrate their individual leader 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 five person teams. Six person teams get 11 pages.

**Key Elements of the Analysis**

The paper should have a three-part structure:

1. **An introduction to your analysis and the executives.** What is your paper's thesis? Who are the leaders you interviewed? This introduction should include a brief (1-2 paragraphs) description of each executive’s situation, and if applicable, the problem being faced.

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

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. That is, the experiences of your leaders should be compared and contrasted to draw general lessons about which strategies are most useful under which conditions. See potential questions below.
3. There should be a conclusion section titled: “Recommendations for Kellogg Students.”
This section should be one to two pages and include concrete recommendations for building value and capital for Kellogg students. These suggestions should focus on what students could do in their teams tomorrow, the next summer in their internships, and immediately after graduation. For example, describe how what you learned can help students do better in selecting company presentations; meeting company presenters; making contacts during their first summer jobs; switching fields or industries; preparing for the transition from employee to partner; and other critical activities related to career advancement or building company equity.

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

Here are some 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 she or he leveraged contacts to respond to a situation and why it worked or did not work. Probe for how networks could be better structured, maintained or used, in light of the pattern of dependencies the person faces.

2. What are the kinds of contacts and exchanges that the executive uses for different purposes and in different contexts—for example, to make decisions, to get a specific task accomplished quickly, to gain influence, to get information, to seize an opportunity to advocate or implement change?

3. How has 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 (size, number of structural holes, clique, entrepreneurial, monopolist) match his or her objectives? How could it be improved? What is the strongest entrepreneurial opportunity (i.e., where can the most value be added)?

5. How is the executive positioned in terms of diversity of relationships? Where is the executive’s sponsorship or mentoring structure? How has this changed over his/her career? What was the person’s experience with “developmental” relationships—either as a protégé, mentor, sponsor, or combinations of these?

6. How does the corporate culture impact network processes?

7. How do the leader’s relationships map onto the formal organizational structure?