MORS 430: Leadership in Organizations

Section 68

Pre-Term 2017

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Course Overview

The goal of this course is to create, develop, and enhance your leadership skills. The course is designed to prepare you to lead high-performing, successful firms in the future and to effectively steer your own careers. These will be the twin themes of the course: (1) how to establish, manage, and lead prosperous firms and (2) how to develop a thriving career for oneself.

A key leadership task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problem at hand. You must manage people, information, and processes to accomplish organizational goals. You must make things happen, often under conditions or time frames that are not of your own choosing. The successful execution of these goals requires leaders to be able to diagnose problems, make effective decisions, influence and motivate others, manage the diversity of their personal contacts, tap into and motivate the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change.

This course prepares you to achieve these objectives. You will learn fundamental tools from the behavioral and social sciences that will improve your ability to analyze organizational dynamics and take robust action.

Course Format:

Each day we will focus on a particular set of leadership skills. Our goal will be to distinguish between effective and ineffective strategies, based on thoroughly vetted, scientific principles. We will accomplish this by discussing key theoretical concepts and real-world examples. In each class session, we will use a group exercise or case to motivate our discussion.

Class discussions introduce key concepts and useful ways of thinking about common situations in complex organizations. In-class exercises and assigned readings provide opportunities to hone your skills in identifying and solving organizational problems. Optional readings are truly optional and are provided for those who are interested in learning more about a given topic.

As you complete readings, ask yourself:

- What are the key concepts/principles?
- How and why does this matter for an organization?
- What are the implications for the kinds of challenges I face as a leader?
- How can I apply this to my firm and my career?
Course Requirements and Assignments

Assignments:

Your final grade is composed of:

1. Course Contribution 10%
2. Leadership Development Exercises (LDEs) 15%
3. Senior Executive Case Analysis (SECA) 35%
4. Final Exam 40%

Course Contribution (10%)

A significant portion of your course contribution grade is based on your attendance and in-class professionalism. This means showing up on time, both at the beginning of class and at the break, staying for the entire class, not using your phones or other electronic devices in class, and being an active participant in group discussion and exercises.

If you must miss a class, it is essential that you notify the TA as soon as possible so that we can make arrangements for the in-class exercises (which are conducted in pre-assigned teams) and you can be certain to get the materials that will be distributed during the class.

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. Quality discussion comments possess one or more of the following attributes:

- Offer a relevant perspective on the issue, backed up by evidence or experience.
- Provide careful analysis.
- Apply concepts offered in the readings and lectures.
- Move the discussion forward by building on previous contributions with new insights; do not repeat points already made by others.
- Demonstrate respect for all other course participants.

In a class of 70 people, it is not always possible to call on every person who has a question or comment during class. If you have a question you would like to discuss further, please follow up with me or the TA before or after class or via email.

Leadership Development Exercises (15%)

A key part of the learning process in this course is to take the lessons you are learning and apply them to real business situations. In order to facilitate this, you will be asked to complete three Leadership Development Exercises (LDEs), each of which focuses on one or two specific levers that a leader can use to achieve success. Two of these exercises will be completed individually, and one will be completed as a Study Group. 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 prepare for the final exam, which is also case-based. These are relatively brief written assignments (1 page for individual assignments and 2 pages for the group assignment; all assignments should be double-spaced with 12-point font and 1-inch margins all around). They are due before the scheduled start time of class on the due dates listed on the next page. All assignments should be submitted via the course website on Canvas.
Leadership Development Exercise (LDE) Due Dates

<table>
<thead>
<tr>
<th>Topic</th>
<th>Due Date</th>
<th>Assignment Type</th>
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</thead>
<tbody>
<tr>
<td>Exercise #1:</td>
<td>Decision-Making</td>
<td>Tuesday, September 5th</td>
</tr>
<tr>
<td>Exercise #2:</td>
<td>Influence</td>
<td>Friday, September 8th</td>
</tr>
<tr>
<td>Exercise #3:</td>
<td>Culture</td>
<td>Wednesday, September 13th</td>
</tr>
</tbody>
</table>

**Senior Executive Case Analysis (35%)**

Your own career success will depend at least in part on how effectively you manage your professional relationships and social networks. These relationships will give you access to information, skills, and expertise and will help to determine your power, control, and opportunities. This group-based written 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.

Each and every member of your project group is required to interview at least one executive regarding his or her experiences. These leaders 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 leaders’ networks. In this analysis, you will compare and contrast the leaders’ strategies for building and managing social relationships, the structures of their social networks, and how they leverage their interpersonal relationships to achieve key organizational and career goals. The names of the leaders will be kept strictly confidential; you may use an alias when discussing your executives in your analysis.

Detailed information about this assignment is included on pp. 16-19 of the syllabus. The 10-page analysis is due via Canvas by 8:00 p.m. CST on Friday, October 6th, 2017. As part of the assignment, you will be asked to evaluate the performance of all members of your group, including yourself. These evaluations are confidential and will not be shared with the rest of your team. The online evaluation form is located on Canvas under Assignments.

**Final Exam (40%)**

The final exam will be a closed-book exam that will consist of a series of multiple choice questions and short essays. The latter will be based on a written case (that you will receive in advance) and will be similar in format to the LDEs. The exam will take place on Friday, September 15th from 10:00 a.m. to 1:00 p.m.
Consideration of Classmates
A class of 70 students requires careful attention to fairness and mutual respect for one another. You are expected to attend every class on time and to stay for the entire class session. If you have an unavoidable conflict, please do not disturb your classmates by arriving late, leaving early, or asking to have information you missed repeated during the class. Always let the TA know as soon as possible (preferably at least 24 hours in advance) if you will miss a class session so that we can make arrangements for any in-class exercises to be certain that your classmates do not suffer from your absence. This advance notice will also allow us to make arrangements to ensure that you get all of the materials distributed in that class.

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.
Going online to find information on cases or exercises is an honor code violation unless you have been told explicitly that online research is part of an assignment. No audio or visual recordings can be made of the class without prior 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:
Assigned readings and cases are accessible via Study.net; readings labeled “Placeholder” will be distributed in class. No other textbook is required. Pp. 6-15 of this document detail assignments due each day of class. Readings under the “case” heading will be discussed in-depth during class and should receive special attention. Optional readings not required; they are enrichment provided for students who are interested in learning more about a given topic. Links to optional readings are located via the “Overview” page of the course website. Deliverables are listed in the box at the bottom of each page.
Managing People for Competitive Advantage
August 31st
Class 1

Objectives:
- Introduce course objectives and requirements
- Learn strategies for gaining competitive advantage through people
- Understand and avoid ethical traps in leadership

Required Case Reading:
- “Why Should My Conscience Bother Me?” (written case)

Optional Readings:

DUE: Online Getting to Know You Survey on Canvas (located under Assignments)
NOTE: Pick up Speed Ventures case before leaving class
Effective Decision Making
September 1st
Class 2

Objectives:
• Learn how to identify and stop the most common biases that corrupt managerial decisions

Required Case Reading:
• “Speed Ventures” (written case, distributed during Class #1)

Optional Readings:
• Vedder. “How Much Can We Learn From Success?” Academy of Management Executive.

DUE: 1. Complete online Decision-Making Quiz (on Canvas) before completing the case/readings. 2. Bring to class a written, 2-3 sentence description in hard copy of whether will race and why based on the case
Influencing Others  
September 5th  
Class 3

Objectives:  
- Learn the art of persuasion

Case:  
- 12 Angry Men (in-class exercise; no advance reading or preparation required)

Optional Reading:  

DUE: Leadership Development Individual Exercise #1 (Decision-Making) via Canvas
Leading High-Performing Teams
September 6th
Class 4

Objectives:
• Understand essential building blocks for high performing teams

Case:
• Lego (in-class exercise; no advance reading or preparation required)

Optional Readings:

NOTE: Pick up negotiation role before leaving class
**Objectives:**
- Equip you with the core principles of expert negotiating tactics
- Learn how to lead an effective integrative negotiation

**Required Case Reading:**
- Abhas-Bussan (written case, distributed during Class #4; read your assigned role; do not fill out worksheet in back)

**Optional Reading:**
Inspiring and Motivating People
September 8th
Class 6

Objectives:
- Provide strategies for inducing productive behavior through incentives
- Learn how to diagnose the source of motivational problems in yourself and others

Required Reading:
  *Academy of Management Executive.*

Optional Reading:

DUE: *Leadership Development Individual Exercise #2 (Influence)*
via Canvas
Leveraging Organizational Culture
September 11th
Class 7

Objectives:
- Learn how strong organizational cultures can be inconspicuous but savvy management tools for creating competitive advantage
- Strategies for building a strong and effective culture

Required Case Readings:
- Southwest Airlines
- Bridgewater Associates [“Pursuing Self-Interest in Harmony with the Laws of the Universe and Contributing to Evolution Is Universally Rewarded”]

Optional Reading:

Discussion Questions:
1. Consider the organizational culture in your last job – how would you describe it? Is it a strong or weak culture?
2. How does the culture of Southwest/Bridgewater help each organization achieve its strategic business goals?
3. Think about the culture of Kellogg. How is this created/maintained? What are the roles of selection and socialization in this process?

DUE: Bring to class an artifact (an object that reflects the culture and values) of an organization to which you’ve belonged
Building Social Networks and Leveraging Diversity
September 12th
Class 8

Objectives:
- Learn the properties of a network rich in social capital and strategies for optimizing networks
- Understand common barriers that prevent diversity in teams, networks, and organizations

Required Readings:

Optional Readings:
- Flaherty. “Bias Against Female Instructors.” *Inside Higher Ed.*

DUE: Complete *Gender & Careers IAT* (located on Canvas under “Assignments”) before class
Strategy and Product Implementation: EIS Simulation
September 13th
Class 9

Objectives:
- Gauge your performance in a simulated change program
- Acquire the skills for championing and leading large-scale organizational change

Required Reading:
- *The EIS Simulation Manual*

Case:
- EIS Simulation (set up software prior to class; complete exercise in class)

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DUE: LDE #3: CULTURE
DUE: Come to class with the EIS software (on Canvas) installed on 2 PCs per team (contact TA at least 24 hours in advance if your group needs to borrow a PC)
Objectives:
- Learn how to lead organizational change efficiently by harnessing critical MORS concepts

Optional Readings:

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 (SECA)

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 help you build a solid base of power, control, and opportunities. Research shows that managers who aspire to positions of executive leadership succeed by effectively synthesizing the capabilities of the individuals on their teams and in their firms. In this way, leaders transcend their own individual limitations by leveraging the knowledge and resources of others. In addition, personal networks enable effective leaders to share their resources with others to enhance the performance of the firm.

This project provides an opportunity to spend some time developing a sophisticated understanding of how leaders and senior executives initiate, develop, and manage their interpersonal relationships to accomplish their key professional 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 his or her 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 serve 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 building, maintaining, and using their social networks. You should analyze what your executives are doing well but also highlight any opportunities they may be missing. Projects will be graded for their grasp of the class material, displayed insight into the managers’ networks and networking strategies, and clarity of presentation.

Key Elements of the Assignment

- Each teammate must interview one leader about 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 page, double-spaced report with 12-point font and 1" margins all around for 5 person teams. 6 person teams get 11 pages.
- The analysis of the managers, their networks, and the lessons you have learned from examining them is due via Canvas by 8:00 p.m. CST on October 6, 2017. Each student must also complete a confidential team evaluation form on Canvas by the same deadline.

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Key Elements of the Analysis

The paper should have a four-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 description of each leader’s *situation*, and if applicable, the *problem* being faced.

2. **Body of analysis.** You should focus your analysis on course concepts and 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. Assess each leader’s strategy for networking. What are its strengths? How could the strategy be improved? Are there any opportunities the individual has overlooked? What role have their relationships played in their success both within their current firms and across their careers? How do executives effectively build trust and commitment from their network contacts? How do these executives use the resources lodged in their network ties to get things accomplished?

3. **Network map.** Include a network map for each executive you are discussing (these may be placed in an Appendix but should also be discussed in the main body of the paper). Be critical in your analysis.

4. **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 into the vital activities of Kellogg students. These suggestions should be gleaned from your interviews with executives and course concepts. Focus on what students could potentially do the next day in their teams, the next summer in their jobs, or during the first years after graduation to build, maintain, and use social relationships to build trust, influence others, lead teams, and enact change.

**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 concepts are evaluated more highly.

**In all other respects, the project is yours to define.** Be creative, yet professional. You decide how best to package your analysis.

**Tips for How to Approach this Assignment**

1. You should assure the executives that their names will be kept strictly confidential. You can use an alias or pseudonym when discussing each interviewee in your analysis.

2. Find out the executive’s "philosophy of networks." To do this, focus on how the person uses relationships to get something accomplished and then work back to how that person makes and manages networks and to his/her "philosophy of networks."
3. A good way to start your discussion with each leader is to introduce the task, then ask the person to describe briefly how his or her career took shape. Let the executive free associate about his or her career and the critical events within this career progression. Note how the critical events were spawned by or renovated the social network around the leader. A good way to get the interviewees to reveal their knowledge about their experiences is to let them tell you a story about how they found a key job, a valued colleague, or an important competitive opportunity. After you hear the leader’s account, map it onto your understanding of how social relationships are used and managed. Asking the executives to tell you stories is often a much more effective technique than asking them direct questions, particularly at the beginning of an interview. Clarifying questions about their stories, on the other hand, are an important tool for ensuring your understanding.

**Some Questions to Consider in Developing your Analysis**

What is the summary network map of the executive's key contacts inside and outside his or her current organization? Consider drawing a network diagram during the interview in which you identify contacts and the types of exchanges and relationships the executive uses to cultivate them. Analyze the network map. What is the strongest entrepreneurial opportunity (i.e., where can the most value be added)? Be careful not to jump to quick conclusions that blind you to alternative interpretations.

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 (e.g., ask how she or he leveraged contacts to respond to a situation and why it did 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 (e.g., 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)? Have them provide specific examples and discuss specific contacts (they can use aliases to do so, if they are more comfortable).

3. How does the executive build trust in relationships? What kind of information is shared with different contacts and why? What role does reputation play?

4. How does each executive’s network stack up on the key network properties of trust, diversity, and brokerage? How could his or her network be improved?

5. 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 the leader’s relationships?

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

Keep in mind that interviewing skills are extremely important to managers and consultants because interviews are major tools for collecting data about competitive processes and outcomes. Use this opportunity to test and develop your skill base. Furthermore, you will learn what makes a good interviewee; this knowledge will enhance your performance on the job market when you are being interviewed.

You should go into the interview with a set of questions, but remember that asking direct questions about executives’ views on power or networking may put them on the defensive or make them uncomfortable. Ask them to tell you stories at the beginning of the interview, and then use their stories to guide your questions. Use your questions as an outline but be prepared to give up your sequencing. It is your job to navigate back to them when the time is ripe. If you try to stick too closely to your outline, you are likely to lose the interviewee’s attention and stall the interview when the conversation shifts in another direction.

**Probing.** It is important to probe during the interview. If your interviewee makes a general statement such as, “I use trust to build my network,” ask, “How do you build trust?” or “Tell me about a specific time when you built trust.” This is the best way to get more detailed information about how networks are used by your interviewees. Simple probes such as “How?” “Why do you think?” and “Tell me more” are extremely effective for getting interviewees to open up and provide richer answers to your questions. An optional reading on interviewing skills is located on the course website on Canvas under Modules.

**Here are some sample questions for revealing the structure of the network:**

1. If you look back over the last six months, who are the four or five people with whom you discussed matters of importance to you? Just list their first names or initials. Are these people connected to one another? If so, how?
2. Consider the people with whom you spend your free time. Over the last six months, who are the three people you have been with most often for informal social activities such as going out to lunch, dinner, drinks, films, visiting one another’s homes, and so on?
3. Who are the four or five people who have contributed most to your professional growth and where are they in the network? Are they connected to each other?
4. Who do you see as your single, most important contact for your continued success, and where are they in your network?
5. At the other extreme, what people working at your company have made it the most difficult for you to carry out your job responsibilities? Again, just list the person’s first name or initials (and remind them that this data is strictly confidential).
6. As part of your notes in the interview, you should diagram the manager’s key contacts. Which are most and least connected.