DEPARTMENT OF MANAGEMENT & ORGANIZATIONS (MORS)

MORS 430: LEADERSHIP IN ORGANIZATIONS

Fall 2019 • Section 61
Mondays 6:00pm – 9:00pm
Chicago Campus – Wieboldt Hall 247

INSTRUCTOR:
Professor Nicholas A. Pearce, Ph.D.
@NAPPHD
Evanston Campus – Global Hub 5181
+1 (847) 467-3468
n-pearce@kellogg.northwestern.edu
Office hours: Mondays 4:30-5:30pm, Wieboldt 2M Faculty Suite

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, catalyze collaboration, tap into and mobilize the human and social capital of diverse stakeholders, 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. This course leverages executive-level insights that are tailored for emerging leaders within the first quartile of their career development.

COURSE FORMAT

Each session, we 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, analyzing case studies of real-world leadership and organizational challenges, and engaging in experiential exercises to concretize your learning.

This course reflects a dual focus on both conceptual and practical training. The course packet articles introduce key concepts and useful frameworks for thinking about common situations in complex organizations. The case studies and class exercises will provide opportunities to apply theories, concepts, and research findings to particular situations and to hone your problem-definition and problem-solving skills. The written assignments will provide you with the opportunity to reflect upon and synthesize your insights, and practice your analytic skills in the context of real business situations.
You should come to class prepared to summarize key points from each session’s readings and to actively contribute to the case analysis/experiential exercise. As you complete the reading, ask yourself:

- What is the basic argument the author makes?
- What are the key concepts/principles?
- So what? How does this matter for an organization? For my career?
- What are the implications for the kinds of challenges I might face as a leader?

**OFFICE HOURS**

One of my favorite privileges as one of your professors is to be available to you to support your learning and development outside of the classroom. I will be available to meet with you on Mondays before class between 4:30-5:30pm in the Wieboldt 2M Faculty Suite, as well as by appointment. In addition, I am always more than happy to stay in touch with you beyond our class.

**COURSE MATERIALS**

All assigned readings can be found in the study.net course pack or our Canvas course page.

Please note that no audio or visual recordings (including photos or copies) can be made of the class 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:

**COURSE CONTRIBUTION (10%)** – Your attendance, preparedness, full participation, and full engagement are expected and appreciated by your classmates and me. Each session will involve active discussion based on the readings, cases, and/or exercises. You will be invited and/or called upon to thoughtfully share your ideas and to actively listen to and interpret the insights and issues presented by others. Your attendance to class sessions and the consistency & quality of your contributions are vital to everyone’s learning experience and will therefore factor into the evaluation of your performance in this class. Unexcused absences & late arrivals will have a significant impact on the evaluation of your course contribution.

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

- Offer a relevant perspective with consistent, logical reasoning and analysis.
- Apply the theory and concepts offered in the readings and lectures correctly.
- Advance the discussion forward by building on previous contributions with original insights and powerful, provocative questions – do not merely restate points already made by others.

A class of this size requires careful attention to fairness and mutual respect for one another. You are expected to attend each session on time and to stay for the duration. 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. Please let us know **at least 24 hours in advance** if you plan to miss a session so that we can adjust the in-class exercises and make sure you receive that day’s materials.
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 converting 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** at the beginning of our last session, Session 10.

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 electronically via Canvas by class time on the day of Session 10.** 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). You will find further details on this assignment, as well as the aforementioned evaluation form 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 one week in advance of the exam. You will be permitted to bring the case and one (1) single-sided 8½” x 11” page of notes (hard copy) to use during the exam. You may study with others and review all class material together except for 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 an individual effort and will be administered one week after our last class – Monday, December 9 from 6:00pm – 9:00pm. Academic dishonesty of any kind in conjunction with the final exam will result in a failing grade for the course. If you register for the course, you are expected to be able to sit in-person for the final exam.

**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:

- Arrive to all class sessions on-time and well-prepared.
- 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** use recording devices, cameras, computers, tablets, etc. without permission during class.
- **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** – 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, preferably within the first two weeks of class. All information will remain confidential.
Objectives:
- Develop a theory of leadership in organizations
- Develop individual & collective learning goals for the course

Read:
- *Why Managers Still Matter* (Foss & Klein, 2014)
- *Becoming the Boss* (Hill, 2007)
The Psychology of Ethical Decision Making
Monday, September 30
Class 2

DUE: Brief memo (no more than 1 pg.) stating your Speed Ventures race decision & your rationale

Objectives:
- Demonstrate how psychological biases & heuristics corrupt managerial decisions
- Develop strategies for making consistently smart managerial decisions
- Gauge your performance in making high-stakes managerial decisions via an in-class exercise

Read:
- Leaders as Decision Architects (Beshears & Gino, 2015)
- How (Un)ethical Are You? (Banaji, Bazerman, and Chugh, 2003)
- BONUS READING: Becoming a First-Class Noticer (Bazerman, 2014)

Case:
- Speed Ventures – DISTRIBUTED FOLLOWING CLASS 1
Together: The Essentials of Effective Collaboration  
Monday, October 7  
Class 3

DUE: Leadership Development Exercise #1

Objective:
- Learn strategies for building and leading high-impact teams
- Learn strategies for harnessing the benefits of diversity
- Gauge your collaboration skills through an in-class team exercise

Read:
- *The Discipline of Teams* (Katzenbach & Smith, 2005)
- *Leveraging Diversity through Psychological Safety* (Edmondson & Roloff, 2009)
- BONUS READING: *Teamwork on the Fly* (Edmondson, 2012)

Case:
- Team collaboration exercise *(to be completed in class)*
Objectives:
• Learn the art & science of persuasion
• Learn how to identify & leverage personal, interpersonal, and procedural sources of influence
• Gain insight into how to influence important outcomes via an in-class video case

Read:
• Harnessing the Science of Persuasion (Cialdini, 2001)
• Get the Boss to Buy In (Ashford & Detert, 2015)
• The Teddy-Bear Effect (Livingston & Pearce, 2009)

Case:
• 12 Angry Men (in-class video case)
  o 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. Why do these properties exist?
    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?

DENOTES READING AVAILABLE ON CANVAS
DUE: Leadership Development Exercise #2

**Objective:**
- Gain negotiating experience via a one-on-one negotiation exercise
- Learn the core principles of expert negotiating tactics
- Diagnose your negotiation skills and dominant negotiating style

**Read:**
- *Thinking Rationally About Negotiation* (Bazerman & Neale, 1992)
- *Investigative Negotiation* (Malhotra & Bazerman, 2007)
- BONUS READING: *Negotiating a Salary or Raise in a Tough Economic Climate* (Gordon, 2008)
- BONUS READING: *When to Come Out Swinging* (based on Galinsky, Ku, and Mussweiler, 2011)

**Case:**
- Negotiation exercise (to be completed in class) – DISTRIBUTED FOLLOWING CLASS 4

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

Read:
- *In the Company of Givers and Takers* (Grant, 2013)
- BONUS READING: *A Smarter Way to Network* (Cross & Thomas, 2011)

Case:
- Six Degrees of Separation (to be completed in advance) – DISTRIBUTED FOLLOWING CLASS 5
Objectives:
- Learn strategies for catalyzing productive behavior by motivating others
- Learn strategies for how to assess, influence, and leverage an organization's culture

Read:
- *Why You Hate Work* (Schwartz & Porath, 2014)
- *Box, Inc.: Preserving Start-Up Culture in a Rapidly Growing Company* (Cohen, 2015)
- BONUS READING: *Large Stakes and Big Mistakes* (Ariely, et al., 2009)
- BONUS READING: *Would You Like Your Bonus in Cash or Cake?* (Roese, 2013)

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

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: Leadership Development Exercise #3

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

Read:
- *The Three Rules of Epidemics* (Gladwell, 2000)
- The EIS User Manual (AlphaLabs, 2008)

Case:
- EIS (AlphaLabs, 2008) – SOFTWARE DOWNLOAD AVAILABLE ON CANVAS
  - You will use a computer simulation in class to practice your skills in leading a change initiative – the winning team wins a prize.
  - 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.) as detailed in the User Manual.
  - 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 tactics for motivating and achieving change?

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- DENOTES READING AVAILABLE ON CANVAS

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Objectives:
• Acquire strategies and skills for championing and leading change
• Understand various pathways to change in organizations and markets

Read:
• The Critical Few: Components of a Truly Effective Culture (Katzenbach, von Post, and Thomas, 2014)

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The #LeadWell Forum
Monday, December 2
Class 10

DUE: Senior Executive Capstone Team Project & Team Evaluation and Individual Growth Plan

Objectives:
- Synthesize key learnings from the course & plan action steps for continuing development
- Understand the complex dynamics of leading and growing individuals & organizations
- Learn how the principles, strategies, and frameworks discussed in class are manifested in the careers of a distinguished panel of leaders

Read:
- *How Will You Measure Your Life?* (Christensen, 2010)
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 executive advisory 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 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 by the beginning of class on Session 10.

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>
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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>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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<td>+1</td>
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<th>Team Member Name</th>
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