This course brings together theory and empirical work from sociology, social psychology, and psychology to conceptual tools and applied action skills for effective leadership. The curriculum is ‘flipped classroom’ style and includes experiential learning methods, class discussion, interactive lectures, case analyses, and real-world practical application.

Student Deliverables Include:
- Class participation
- Written final exam
- Empirical project
- Individual & group case write-ups
- Weekly written insights
- Experiential simulation in lifelike virtual organization

Don’t Miss These Facts:
- First class mandatory: June 25, 2018
- No more than 1 absence allowed
- See the syllabus for details
MORS 430
Leadership in Organizations

Summer 2019
Wednesdays, 6:00 p.m. — 9:00 p.m.
Wieboldt Hall

**First Class Mandatory**
No more than 1 absence allowed

Professors Holly Raider and Jeff Stone
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Email: jstone@mwe.com

Office Hours: before class or by appointment

Teaching Assistant
Email:
Course Overview

The goal of this course is to help you develop a set of conceptual tools and skills that you can use to enhance your effectiveness as an organizational leader. At its heart the course is applied social sciences: This course brings together theory and empirical work from sociology, social psychology, and psychology to learn conceptual tools and applied action skills for effective leadership. The curriculum is ‘flipped classroom’ style and includes experiential learning methods, class discussion, interactive lectures, case analyses and real-world practical application.

A key leadership responsibility is to assemble the skills, talents, and resources of individuals and groups into combinations that best help organizations achieve their objectives or solve problems at hand. As a leader you must manage people, information, and processes to accomplish organizational goals; you must make things happen, often under conditions or timeframes that are not of your own choosing. You must also understand how to integrate disparate individuals into high performance teams, introducing each member’s own skills and abilities to the team while simultaneously nurturing the assembly of individuals into those high-performance teams while also attending to individual professional growth. Successful leaders are able to identify important problems to solve, make effective decisions, influence and motivate others, tap into and motivate the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change.

The course provides fundamental and practical insights from behavioral science to improve your ability to analyze organizational dynamics and take robust action.
Course Format and Expectations

Each day we will focus on a particular set of leadership skills. Our goal is to distinguish between effective and ineffective leadership strategies. We will accomplish this each week by using a case or exercise to motivate our discussion of key theoretical concepts and related empirical research.

This course reflects a dual focus on practical and conceptual education. The course readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Usually, for each session, one reading focuses on key theories and research and one reading focuses on the application of the concept. Case studies and class exercises provide opportunities to view and assess your own natural tendencies in leadership challenges that require problem definition and problem solving. The course has been designed as a flipped classroom, whereby we maximize our face-to-face time with interactive experiences and discussion, rather than using classroom time for lectures that introduce material that you are able to prepare outside of class. Therefore, for each class session you are expected to already have baseline knowledge of the assigned reading, and we will take that knowledge as a jumping off point for the class session.

The readings are important background for each class and you are expected to have prepared them in advance. The course style is ‘flipped’ meaning we usually do not reiterate the advance reading in detail but instead build upon them. You will learn more from class if you have prepared them, and you will need to know these materials for your written assignments and final exam. Thus, we recommend you keep up with the readings.

You should come to class prepared to engage in a challenging leadership exercise that you have never seen or as yet experienced. You should also come to class prepared to leverage key points from the assigned pre-readings and to contribute to our analytical debriefs of the day’s exercises. Here are some helpful hints for preparing each 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?
- What are the implications for the kinds of challenges I might face as a leader?
- How have I experienced the concepts/principles in my current work? Do I have a meaningful example to share?
• How best may I apply this to my current work and to my leadership development for future roles?

This provides you with the skills and sharpened intuition necessary to lead a variety of teams in a range of organizations in a wisely professional way. We would like to accentuate this in the course. To do this, we need to teach you about leadership and about how to lead. Both parts will be emphasized. Thus, we will engage in a series of leadership challenges, and we will read and discuss theory and research on leadership. An essential responsibility you have in this course is to be professional in your actions in the class and in your interactions with your classmates. In particular, treat the exercises and games seriously. If you are at all frivolous about what we do in the class, you will learn less and provide less opportunity for others to learn. This does not mean you have to be stern and not enjoy the exercises. Instead, it means that you should take your roles seriously, and take the exercises seriously. You should try to do well and you should never demean either the exercises or the people you are interacting with after the exercises are over. You should think about your strategies and work hard to make sure they are appropriate and effective. You should consider the consequences of your actions within the framework of the exercise and what they might be in other situations. Thus, anyone who justifies their tactics by saying “it was just a game” will be asked to leave the room for the rest of that class and it will be deemed a class absence. You should do as well as you can within the constraints of the situation – this is the best you can do in any situation, whether it is one of the games we play in class or one of the many games you play in other arenas.

One more thing about our classroom sessions: in our debriefs we will discuss what happened and why. We’ll discuss strategies that worked and strategies that didn’t. If you happened to have used a strategy that didn’t work, we will ask you about it and expect you to be open and willing to discuss it. These exercises will probably be new to everyone. Thus, people may not choose completely optimal leadership strategies in all of the exercises. By delving into the thinking that led to a particular strategy, we can elevate the learning for all and all will be more successful in future leadership challenges. Thus, we are not picking on you when we ask you about your strategies. To learn as much as we can in this class, we need to discuss not just what happened but why. These discussions will show us how important completing after-action reviews are to future leadership strategies; they also provide us with an opportunity to not only learn a lot about leadership but also about ourselves.

You and your experiences are an integral part of the learning methods of this course. We see the class as a community, and the course contribution rules and norms are all motivated by my intention for each and every member of the class to get the most out
of the course. We will all work hard and also have fun along the way, but there are some
strong expectations. The syllabus is our contract for the class. Please read through the
syllabus carefully, and realistically bear in mind what you know about your learning style
and about your obligations and priorities during the spring quarter in accepting this
contract. Please note the first class mandatory requirement. By enrolling in the course
you confirm you will be available meet the attendance requirement.

Course Requirements and Assignments

Your final grade is composed of:

1. Course Contributions 25%
2. Leadership Development Exercises 25%
3. Business Leadership Case Analysis 25%
4. Final Exam 25%

1. Course Contributions (25%)
The course is designed as a ‘flipped’ classroom and each class meeting will involve
experiential learning, active discussion, or application activities. These are integral to the
learning experience of the course and shape the attendance requirements.

The course contribution grade will be determined by:

- Your attendance and prompt arrival to the start of class and after breaks.
  Attendance grades are based on up to 1 point per day. Class 1 is mandatory and
  you may only miss one class.

  NU provides exceptions for religious holidays, funeral attendance, and
  student/dependent hospitalization. If you must miss class, you should do the
  readings, prepare and turn in the assignments on time (late assignments will not
  be accepted), and arrange to get notes from a friend about what you missed in
  class. Recall that we will post the presentation slides (and anything else that we
  hand out in class) to the Canvas website after each lecture.

- Weekly IMO assignments that capture your individual ‘a-ha’ moments or
  ‘concept/idea you don’t want to forget.’ These are graded as submitted/not
  submitted based on substantive entries in the assignment space in Canvas, and
due by Sunday 8:00 p.m. following a given class session. The form of your write-
up is entirely at your discretion as long as it is submitted on Canvas. However,
submissions lacking substance will count as not submitted. For example, you are
welcome to upload scanned handwritten entries, and you are welcome to be
creative in other ways, as long as there is substantive content. These weekly
IMOs help you prepare for graded assignments, including the final, and help us learn what you are getting out of each session. You should submit a weekly IMO even if you did not attend class that week.

- Each weekly IMO assignment is graded as complete/incomplete and is .5 points each.

Your overall course contribution grade will be calculated as the sum of your daily class attendance grade (maximum of 10 points) and the sum of your IMO’s (maximum of 5 points) divided by 15. The resulting score will comprise 25% of your final grade for the course.

**The nitty-gritty of course contribution rules and norms:**

This course has a first class mandatory policy: the foundation for the course is cast on Day 1. Further, due to the experiential nature of the learning methods in this course you may only miss one class. The class exercises – such as negotiations – require your participation in groups, and absences negatively affect your ability to learn the materials and negatively impact the ability of the class to do those exercises. Late arrivals negatively impact these exercises, which is one of the reasons we have a strict on-time arrival requirement. Notify us in advance (ideally at least 24 hours in advance, though we understand that emergencies do occur) if you are going to miss a class session. The course material is timed to maximize our face-to-face time as well as the overall experience for you and your peers. This means we are all expected to be settled in the classroom and ready to start at 6:00 p.m., and again, promptly after breaks.

All class sessions involve active discussion based on the readings, cases, and exercises, with an emphasis on both theoretical questions and practical implications. You should be prepared to share your ideas and experiences and to listen to and interpret the issues your classmates present.

One of your responsibilities in this course is to carefully review the readings and case for every class session. Most participation in discussions will be voluntary; however, to ensure that everyone has the opportunity to be involved, we will occasionally call upon people “cold.”

Quality contributions possess one or more of the following attributes:

- Offer a relevant perspective on the issue.
- Provide careful analysis.
- Apply the theory and 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.
• Ask thoughtful questions.

Leadership Development Exercises (LDEs) (25%)

An essential part of the learning process in this course is to take the lessons and apply them to real business situations. To facilitate this, you will be asked to complete three Leadership Development Exercises, each focusing on one or two of the course topics. Two of the LDE’s will be completed individually and one will be completed with your Study Group (to be assigned during the quarter). These exercises will challenge you to demonstrate your knowledge of course material. An added benefit of these assignments is that they will help you prepare for the final exam.

These are relatively brief written assignments: double-spaced write-ups using 12-point Arial font and 1" margins all around. For LDE 1 and 2, these are limited to 1 page. For LDE 3 the assignment may be up to 2-pages in length. The Canvas course site will contain a detailed rubric for these assignments. These assignments are submitted via Canvas, and are due by noon on the class dates as noted below:

| Exercise I: | Decision-Making | July 9 | Individual Assignment |
| Exercise II: | Influence and Persuasion | July 23 | Individual Assignment |
| Exercise III: | Culture and Incentives | August 6 | **Group Assignment** |

Grades and feedback for a given LDE will be posted on canvas with at least a week prior to the due date of a subsequent LDE. The three LDE’s count for 25% of your overall course grade. Each LDE’s will be graded on a 100-point basis. The overall LDE grade will be the sum of the score on your 3 LDE’s/300, and that overall LDE grade comprises 25% of your final grade for the course.
Emerging Leader Comparative Case Analysis (25%), Group Assignment

This project provides an opportunity to apply course content and demonstrate a deep and applied understanding of how leaders initiate, develop, and manage their social capital. This is done through a comparative social capital analysis of two emerging leaders. While you may and are encouraged to connect your leaders’ use of social capital to other course topics, such as negotiations, influence, decision-making, etc., this assignment is to evaluate your ability to analyze and apply the course material on social capital.

By emerging leaders, we mean individuals with a broad enough scope of responsibility that they oversee others and, if in a large organization, are at least a manager of managers. The leaders for this analysis should not be the head of their organizations but have people above and below them in the organizational hierarchy. We recommend if you ask someone in your work organization you ask someone in a different vertical – this is a chance for you to build lateral relationships. Names may be changed to ensure anonymity and confidentiality.

Each individual on the team will identify an emerging leader and share with their team a short summary describing the leaders and enumerating what makes them interesting case studies. The team will then decide on two leaders from among the proposed leaders to serve as your interviewees and subjects for an in-depth comparative case analysis. You will submit the names of the confirmed interviewees by class 6th week of the course.

Plan on interviewing the leaders at least once to gain an understanding of their business and organization context, key strategic leadership objectives, the structure of their network/social capital, how they manage their network, and how they use their social capital to identify opportunities or tackle the kinds of organizational challenges/opportunities discussed in class. Following the interview(s), your group will write an analysis of the leaders’ networks. In this comparative analysis, you will examine how they used their network to meet the challenges they faced, apply concepts you have learned about social capital. You will be expected to compare and contrast how they develop and use their social capital. In this analysis you must go beyond a description of their work and network and analyze their networks. Your case analysis will be kept strictly confidential. Again, there will be a detailed rubric posted in Canvas.

The 10-page analysis is due by midnight on August 26. As a part of this group assignment, you will be asked to evaluate the performance of all of the members (peers) of your group, including yourself.
The *Emerging Leader Comparative Case Analysis* will be graded on a 100-point scale. Each student’s grade on this assignment will contribute 25% to their final grade for the course. Exceptional peer feedback is factored in and used to advance the assignment grade of individual students.

**Final Exam (25%)**
The final exam will be a closed-book, timed, online exam that will consist of short essay questions. Given the nature of a flipped classroom, the exams assume you are familiar with all of the assigned readings in class even if we do not discuss them explicitly.

The exam is closed book other than a single piece of 8.5 x 11 paper that includes notes to yourself on one side of the paper.

**Final Course Grade Calculation:**
Your final grade is calculated as the grand total of the weighted sum of your overall grade for each component.

**Considerations for our class community:**
A class of 50+ students requires careful attention to fairness and mutual respect for one another. We expect you to attend every class on time and to stay for the entire class session. Each class will have a 15-minute break. **It is critical to show up on time** at the start of class and after the break, as we will often initiate an exercise, right away, and we will need everyone in attendance to help make the exercise go smoothly. Always let us know **at least 24 hours in advance** if you will miss a class so that we can make arrangements for any in-class exercises to be certain that your classmates do not suffer from your absence.

**Previous knowledge of cases:**
If you are familiar with a case or a class exercise, please do not discuss your prior knowledge with other students as this can ruin their learning experience. **Telling other students (in any section) about your experience with cases and exercises is against class rules.** If you are concerned that your prior experience with a case will be an issue, please let me or us know as soon as you are aware and definitely before the start of the class.

**Recordings, postings, blogging, tweets, social media, etc.:**
No audio or visual recordings or images can be made of the class or course materials without permission of the instructor and (in many cases) the students in the class. All exercises and their solutions are confidential. They are all 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 ask us.

**Academic integrity:**
All of your conduct related to this course is governed by Kellogg’s course policies, rules for classroom etiquette, and honor code. Suspected violations of academic integrity will be reported to the Dean's Office. For more information on this see: http://www.kellogg.northwestern.edu/serial/academics/course-policies.aspx

**Accessibility:**
Any student requesting accommodations related to a disability may register with Kellogg Office of Student Life and the Academic Experience Teams. All information will remain confidential.

If there’s anything you’d like us to know that may impact your learning experience or if you’d just like to speak, please feel free to reach out to set up a time. Professor Raider may be reached at Holly-Raider@kellogg.northwestern.edu and via direct phone extension is 847-467-2747 and Professor Stone may be reached at jstone@mwe.com and via direct phone at 312-984-2064.

**Course materials:**
Course materials are found either in your course packet or through the course reserves link on Canvas. The syllabus and Canvas site indicate where you may find each reading. The reason for these multiple locations is that we are able to hold down the cost of your study.net packet by placing in Course Reserves those readings available in that manner. Occasionally we will be providing the materials in class. We have indicated in the syllabus where you may find each item. **Please complete the readings before class, including the readings assigned for Class 1.**

**Course announcements:**
Course announcements will be emailed to you via Canvas, usually weekly. We generally put critical course-related information in an email rather via in-class announcements, so please do pay attention to such emails. Make sure you are aware of your announcement email user-preference settings in Canvas.

**Slides and handouts from class:** Within 24 hours following each class session the key slides will be posted on Canvas. We will also bring hard copies to class.
## Course Schedule

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Week 1</td>
<td>June 25</td>
<td>Leading High-Impact Teams</td>
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<tr>
<td>Week 2</td>
<td>July 2</td>
<td>Decision-Making</td>
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<td>Week 3</td>
<td>July 9</td>
<td>Influence</td>
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<td>Week 4</td>
<td>July 16</td>
<td>Negotiations</td>
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<td>Week 5</td>
<td>July 23</td>
<td>Networks and Social Capital</td>
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<td>Week 6</td>
<td>July 30</td>
<td>Culture and Motivation</td>
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<td>Week 7</td>
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<td>Emotional Intelligence and Leadership Failure</td>
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<td>Week 8</td>
<td>August 13</td>
<td>Cases in Leadership</td>
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<td>Week 9</td>
<td>August 20</td>
<td>Understanding and Influencing Change: Change Pro Simulation</td>
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<tr>
<td>Week 10</td>
<td>August 27</td>
<td>Capstone: Leading Organizations</td>
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<td></td>
<td>TBD</td>
<td>Final Exam</td>
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## Key Dates and Deadlines

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<tr>
<th>Date</th>
<th>Time</th>
<th>Due:</th>
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<tr>
<td>July 9</td>
<td>Noon</td>
<td>LDE 1 - Decision-Making</td>
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<tr>
<td>July 23</td>
<td>Noon</td>
<td>LDE 2 - Influence &amp; Persuasion due</td>
</tr>
<tr>
<td>July 30</td>
<td>Noon</td>
<td>Emerging Leader Case Analysis interviewee names</td>
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<tr>
<td>August 6</td>
<td>Noon</td>
<td>Group LDE 3 - Culture and Motivation</td>
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<tr>
<td>August 26</td>
<td>Midnight</td>
<td>Emerging Leader Comparative Case Analysis</td>
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<tr>
<td>TBD</td>
<td>Final Exam</td>
<td>1.5 hours</td>
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Weeks 1: Leading High-Impact Teams

Objectives:
- Strategies for building and leading high-impact teams
- Diagnosing and avoiding the dark side of teams
- How to use learning as an organization and leadership strategy

Read (before class):

A note about reading the academic research articles: It is important that you see examples of how social scientists operationalize concepts and design empirical research in areas of the course material. That said, we realize the methods sections, in particular, may be challenging. We expect you to try and work through the entire article, but do not expect you to have a solid understanding of the methods. We do, however, expect you to be conversant and have thought about the merits and flaws in the concepts, frameworks, main findings, and explanation(s) for those findings.

Case/Exercise:
- Group Performance Exercise (to be completed in class)

Discussion Questions:

Think of a team that you’ve been a part of in the past.
1. What was the purpose or goal for the team?
2. Would you characterize this team as effective or ineffective? Explain.
Week 2: Decision-Making

In preparation for class read *Speed Ventures* and prepare a written memo (<1 page in length) that includes (1) an explicit recommendation to race or not race and (2) a rationale for your decision. Do not discuss the case or your recommendation with anyone.

**Objectives:**
- Immersive introduction to the course
- The three basic leadership skills
- Effective individual and group decision-making

**Read (before class):**

**Cases/Exercises:**
- Speed Ventures [Study.net]
Week 3: Influence

Objectives:
- Learn the science of persuasion
- Identify Interpersonal and procedural tactics of influence

Read (before class):

Case/Exercise:
12 Angry Men (in-class video, no advance reading or preparation required)
Week 4: Negotiations

Objectives:
- Assess your skills at making interactive decisions
- Equip you with the core principles of expert negotiating tactics

Read (before class):

Case/Exercise:
Abhas-Bussan negotiations exercise (role preparation will have been distributed before class) and Negotiation exercise will be completed in class.

Discussion Questions:
- What are the negotiations you have experienced or anticipate experiencing in the coming 6-12 months?
- What qualities come to mind when you think about being an effective negotiator?
Week 5: Networks and Social Capital

Objectives:
- Understand multiple forms of social capital
- Learn how social capital is an individual and organizational leadership resource

Read (before class):

Discussion Questions:
- What kind of professional social network have you developed?
- What value have you created by being a relationship broker with other people in your network?
- What is difficult about building professional networks?
Week 6: Culture and Motivation

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

Read (before class):

Assignment:
Your organizational culture field work: bring to class and be prepared to discuss the cultural significance of an artifact (an object, image, with a story or narrative that reflects the culture and values) of an organization to which you belong or have belonged.

Discussion Questions (please come to class prepared to discuss):
- Consider the culture of an organization to which you have belonged or of which you have been a part – how would you describe it? Is it a strong or weak culture? Why? Provide specific evidence.
- How is having a strong culture a benefit to companies?
- What problems might a strong culture create for companies?
Week 7: Emotional Intelligence and Leadership Failure

Objectives:
- Learn how leaders and organizations recover from set backs
- Understand the importance of emotional intelligence for leadership
- Develop skills for recognizing and regulating your own emotions and those of others.

Read (before class):

Cases:
“J. C. Penney: Activist Investors and the Rise and Fall of Ron Johnson”

Assignments:
Before class, take the following online quizzes and record your scores:
http://greatergood.berkeley.edu/ei_quiz/
Week 8: Cases in Leadership

Objectives:
- Synthesize course topics and apply inductive reasoning
- Practice diagnosing leadership in action
- Identify failures in leadership and potential solutions

Read (before class):
Hammond, John S. Learning by Case Method. HBS Case 9-376-241

Cases:
- “Kent Thiry and DaVita: Leadership Challenges in Building & Growing a Great Company.” HBS Case OB-54
- “Coaching Makena Lane” HBS Case 9-418-031

Case Discussion Questions (please come to class prepared to discuss):

For the Kent Thiry case:
1. How would you describe the transformation of DaVita? What were the most significant things that changed during this business transition?
2. What is the role of “culture” in an organization? How did the culture at DaVita change over time?
3. How important is culture, as opposed to other factors that define an organization (structure, compensation, nature of the work, status)?
4. How did the leaders of DaVita, especially Thiry, drive cultural change through the organization? What were the techniques that they used? What was most effective?

For the Makena Lane case:
1. Should Joanne Mills promote Makena Lane to the position of VP of Health and Beauty (the position soon to be vacated by Alec Fernandez?) Why/Why not?
2. Should Makena Lane change or should 365 Emporium? Are the ruffled feathers what you’d expect of a change agent?
3. Is it possible for an organization to be both inclusive and have a strong culture that considers ‘cultural fit’ as a criterion for employee selection, retention, and promotion?
Week 9: Understanding and Influencing Change: Change Pro Simulation

Objectives:
- Gauge your performance in a simulated change program
- Learn approaches to reading situations, people, and organizations, as well as how to lead change and influence people

Read (before class):

Case:
- Change Pro Simulation (in class)
Week 10: Capstone: Leading Organizations

Objectives:
- Learning how to lead large-scale organizational change efficiently and effectively
- Synthesize skills and insights from the course in an integrated change leadership challenge.
- Bringing it all together in (re)designing firms: decision-making, influence, teams, networks, incentives, culture, change and strategy

Read (before class):

Discussion Questions:

Which strategies were effective at securing adopters in Change Pro? Which were ineffective?

1. Who do you target with a change initiative?
2. How do you figure out what tactics work with what targets?
3. When should you time your tactics for motivating and achieving change?
4. What advice would you give a colleague who is not familiar with the simulation about leading change in their organization?