This course features a unique team-teaching approach featuring a practitioner with extensive leadership experience and an expert in the social sciences. Our Jazz-improv approach brings together the yin and yang of science with practice with the goal of ensuring you build practical skills grounded in empirical social sciences. 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 and weekly IMO
- Case diagnosis write-ups
- Written final exam
- Empirical project
- Individual and group-based work
- Experiential simulation in lifelike virtual organization

**Don’t Miss These Facts:**
- First class mandatory
- No more than 1 absence allowed
- See the syllabus for details

Last updated 5/21/19
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

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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: theory and empirical work from sociology, social psychology, and psychology to learn conceptual tools and applied action skills for effective leadership.

This course features a unique team-teaching approach featuring a practitioner with extensive leadership experience and an expert in the social sciences. Our Jazz-improv approach brings together the yin and yang of science with practice with the goal of ensuring you build practical skills grounded in empirical social sciences. 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 time frames 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 and 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 strongly recommend you keep up with the readings.

The course design and our study recommendations will help provide you with the skills and sharpened intuition necessary to lead a variety of teams in a range of organizations in a wisely professional way. You will engage in a series of leadership challenges, and will read and discuss theory, practice, and research on leadership.

You should come to class prepared to engage in a challenging leadership exercise. 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 do these concepts 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?

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 ineffective 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 quarter in accepting this contract. Please note the first class mandatory requirement. By enrolling in the course you confirm you will be available to meet the attendance requirement.

Your final grade is composed of:

1. Course Contributions 30%
2. Leadership Development Exercises 20%
3. Emerging Leaders Project 25%
4. Final Exam 25%

**1. Course Contributions 30%**

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 notify us in advance and you should do the readings, prepare and turn in assignments on time (late assignments will not be accepted), and arrange to get notes from a classmate about what you missed in class. Note: we will post the presentation slides (and anything else that we hand out in class) to the Canvas website in the week after each class.

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. each week, including after the last week of class. The form of your write-up is entirely at your discretion as long as it is submitted on Canvas and has substantive content. Ideally, you will touch upon the readings, class discussion, exercise or case, and connect the material to observations you have in the real world. Submissions lacking substance will count as not submitted. These weekly IMOs help you remember and put into practice the course material, and they help you prepare for graded assignments, including the final. Your individual IMO is a chance to hear from you weekly and understand what you are getting out of each session. You are required to 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 30% of your final grade for the course. Your course contribution score may be graded downward by not doing assigned class preparation work (e.g. not doing the advance memo for decision making or not contributing an organization cultural artifact.) Your course contribution score may be adjusted upward or downward by your conduct in class discussion and in group activities.

**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 for the start of class, 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.

2. Leadership Development Exercises (LDEs) (20%)

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 750 words. For LDE 3 the assignment may be up to 1200 words.

Grades and feedback for a given LDE will be posted on canvas prior to the due date of a subsequent LDE. The three LDE’s count for 20% 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 20% of your final grade for the course.
3. *Emerging Leader Comparative Case Project (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. 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 leader and enumerating what makes them an interesting case study. 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.

There is a detailed assignment rubric on Canvas.

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.

4. *Final Exam (25%)*

The final exam will be a closed-book*, timed (90 minutes), online exam that will be available September 1-5. In that time frame you will pick which 90 minutes, and it must be one continuous online session. Given the nature of a flipped classroom, the exam assumes 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.

**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:
We expect you to attend every class on time and to stay for the entire class session. Each class will have a 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 plan for your absence in how we organize the in-class exercises and assure 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.

**Electronic Devices:**
Plan on storing any electronic devices during class, other than during breaks. The classroom is a fully immersive, device-free setting.

**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](http://www.kellogg.northwestern.edu/serial/academics/course-policies.aspx)

**Citation of works**
When you include specific references to course material use proper citations and attributions. We’ll expect you to be familiar with proper attribution of sources in your work, including material gleaned from websites. The link below is a useful starting point to learn more about proper citations:

[http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html/](http://www.northwestern.edu/provost/policies/academic-integrity/how-to-avoid-plagiarism.html/)
Accessibility:
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. We may be reached at: Holly-Raider@kellogg.northwestern.edu and jstone@mwe.com.

Any student requesting accommodations related to a disability may register with AccessibleNU. All information will remain confidential.

Student well-being
Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp website and app.

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 course packet by using Course Reserves as much as possible. Certain materials we provide in class. The syllabus and each session’s entry in Canvas indicate where to 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 a Canvas email rather via in-class announcements, so 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:
Generally speaking, within 72 hours following each class session the key slides will be posted on Canvas. We will also bring hard copies to class.

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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):

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

Preparation 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.

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 though 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.
Week 2: Decision-Making

Objectives:
- Understand factors that inhibit effective decision-making
- Identify approaches for improving individual and group decision-making

Read (before class):

Cases/Exercises:
Speed Ventures [Study.net]

Assignment:
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. Submit via canvas in the assignments section.

Don’t sweat writing this: This does not need to be a carefully written document, it just needs to clearly indicate your recommendation race/not race and could follow with bullet points. This is graded as complete/incomplete.

Preparation Questions:

1. What is an important decision you need to make for your career?

2. What is an important decision that was made by an organization you have been a part of (where you have been part of the decision-making process, but not necessarily so)? What was (or appeared to you from your vantage point in the organization) to be effective or ineffective aspects of the decision-making process?
Week 3: Influence

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

Read (before class):

Case/Exercise:
To be distributed in class.

Preparation Questions:
1. What is a situation where you sought to influence someone? How did you approach it? Explain.
2. What is a situation where you were influenced by someone else? How did they approach it? Were they effective? Explain.
Week 4: Negotiations

Objectives:
- Build on your current expertise in negotiations by sharpening your acumen at applying the social sciences to multi-party, interactive decision-making.
- Practice your negotiation skills

Read (before class):

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

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

Objectives:
- Differentiate multiple forms of social capital
- Assess how the structure of networks may be a competitive advantage for individuals, teams, and organizations

Read (before class):

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

Objectives:
- Determine how strong organizational cultures can be inconspicuous but savvy management tools for creating competitive advantage
- Evaluate 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.

Preparation Questions:

1. 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.

2. How is having a strong culture a benefit to organizations?

3. What problems might a strong culture create for organizations?
Week 7: Emotional Intelligence and Leadership Failure

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

Read (before class):

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

Assignment:
Before class, take the following online quizzes and record your scores:
http://greatergood.berkeley.edu/ei_quiz/

Preparation Questions:

1. What is a situation you have observed among others (where you are an observer, not part of the situation) where emotional intelligence led to a better experience and outcome for all parties?

2. What is a situation you have observed among others (where you are an observer, not part of the situation) where better emotional intelligence would have led to a better experience and outcome for all parties?

NB: Remember the earlier note about reading the academic research articles: Focus on the merits and flaws in the concepts, frameworks, main findings, and explanation(s) for those findings.
Week 8: Cases in Leadership

Objectives:
- Synthesize course topics and apply inductive reasoning
- Practice diagnosing leadership in action

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

You are expected to be conversant about the case facts and the questions below.

Case Discussion Questions:

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 important is culture, as opposed to other factors that define an organization (structure, compensation, nature of the work, status)?

3. 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:
- Develop a strategic approach to leading change that integrates across all topics from this course.
- Practice and hone your ability to read situations, people, and organizations, as well as how to lead change and influence people
- Demonstrate your ability to work as a high-performing team

Read (before class):
B. Change Pro User Guide – be deeply familiar with the concept of the simulation and with the available tactics. Bring a copy of this guide to class.

Case/Exercise:
Change Pro Simulation (provided in class)

Assignments:
Prior to class:
You will be doing this simulation in your assigned team (LDE 3 team/Emerging Leader Team). Prepare in advance your strategy for accomplishing the mission in the simulation (how you will get all 24 leaders to adopt the change), and for how you will work as a team in doing the simulation. **There will not be preparation time in class.**

After class:
Each team should submit an after action review using the template provided on the Canvas site by 8:00 p.m. Sunday, August 25, 2019.
**Week 10: Capstone: Leading Organizations**

**Objectives:**
- Learn how to lead large-scale organizational change efficiently and effectively
- Synthesize skills and insights from the course in an integrated change leadership challenge requiring decision-making, influence, teams, networks, incentives, culture, change and strategy
- Reflect on and sharpen your insights on working in high-performance teams

**Read (before class):**

**Preparation questions:**
Be prepared to discuss your team’s after action review.