MORS 430
Leadership in Organizations

Spring, 2018
Tuesdays 6:00 pm – 9:00 pm
Location TBD

Professor Jocelyn Leitzinger
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Office Hours: before class or, if needed, by appointment

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The goal of this course is to help you develop and enhance your leadership skills. You will cultivate a set of conceptual tools and skills that you can use to boost your effectiveness as an organizational leader. At its heart, the course is applied social sciences: it brings together theories and empirical work from sociology, social psychology, and organizational behavior relating to organizational dynamics, motivation, teams, power, and organizational culture to explain how managers can more effectively lead.

A key task of any leader is to assemble the skills, talents, and resources of individuals and groups into combinations that best solve the organizational problems at hand. You must manage people, information, and processes to accomplish organizational goals; you must make things happen, and often under conditions or time frames that are not of your own choosing. Leaders must also understand how to introduce and integrate their own skills and abilities into their teams. 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 by providing fundamental tools 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 will be to distinguish between effective and ineffective strategies. We will accomplish this by discussing key theoretical concepts and analyzing related cases. In each class session, we will use a case or exercise to motivate our discussion.

This course reflects a dual focus on practical and conceptual training. The course packet articles introduce key concepts and useful ways of thinking about common situations in complex organizations. 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.

You should come to class prepared to summarize key points from the day’s readings and to contribute to our analytical debriefs of the day’s exercises. As you complete 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?
- How do my own experiences in organizations relate to the readings?
- What are the implications for the kinds of challenges I might face as a leader?
- How can I apply this to my career preparation and leadership development?

This course should provide you with the skills and intuition necessary to lead a variety of teams in a variety of organizations in a very 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.

To emphasize the professional nature of the class, we would like all of you to assume that you are working full time and your firm or organization has sent you for additional training. Part of your training is this course. Your company, organization, or agency has hired us to direct your leadership training. Your task is to learn as much as you can so that you will be even better equipped to handle all of your normal, critical duties.
Your final grade is composed of:

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**Course Contributions (20%)**

The course contribution grade will be determined by your attendance and prompt arrival to class, your in-class and on-line contributions to exercises and discussion, and your professionalism. **You may only miss one class**, and you should notify the TA 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. We will do class exercises that require your participation, and absences negatively affect the ability of the class to do those exercises. In addition, I expect you to be seated when the class starts at both the start of class and after a break.

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 to listen to and interpret the issues your classmates present.

One of your jobs 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, individuals will occasionally be called upon “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
May include asking good questions. This is a skill to be practiced, as well; good questions are rarer than good answers

Demonstrates respect for other course participants

Leadership Development Exercises (LDEs) (20%)

An essential part of the learning process is to take course lessons and apply them to real organizational situations. To facilitate this you will be asked to complete three Leadership Development Exercises, each focusing on one or two tools a leader can use to achieve success. Two of these will be completed individually and one will be completed with your SECA 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.

These are relatively brief written assignments – a 1- or 2-page, double-spaced report with 12-point font and 1" margins all around. They are due by noon on the class date, as noted below. Please submit all assignments on Canvas:

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Senior Executive Case Analysis (SECA) (35%)

Your leadership 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 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 member of your project group will be required to identify a potential organization leader who your group would be interested in interviewing and having as a basis for a case analysis. Organization leaders can come from family or social contacts. In some cases, you may want to cold-call a local leader from the Chicago area. Start by having each individual on the team identify an organization leader and write a short summary, describing their successes and enumerating what makes them an interesting case study. You will then meet as a group to choose two from among the proposed leaders to serve as your interviewees and subjects for a comparative, in-depth case analysis.
You should plan to interview the leaders at least once to gain an understanding of their external environment and organizational context, key strategic leadership objectives, the nature of their network/social capital, how they manage their network, and how they use their social capital to tackle the kinds of organizational challenges and opportunities discussed in class. Following the interviews, your group will write an analysis of your two leaders’ networks. In this analyses, you will assess how each person used their network to meet leadership challenges. You should be very specific in describing the nature of those challenges and write in detail about how the relationships were helpful. Comparing the networks of your two leaders, you will assess the similarities and differences and draw conclusions and recommendations as to how networks can impact the means by which leaders address organizational challenges. Your case analyses will be kept strictly confidential; you should use an alias when discussing your leaders in your analysis.

The midterm report will require you to submit brief write-ups of each group member’s chosen leader, a plan of action for completing the final project, and a copy of your group’s performance contract (to be provided in class). The midterm report offers a structured way to begin working on your project early in the quarter, as well as an opportunity to receive feedback on your group’s plan. It is due by noon (12:00 pm) on May 5th.

The final 10-page analysis is due by 6:00 pm on TBD. As a part of this group assignment, you will be asked to evaluate the performance of all members of your group.

Final Exam (25%)

The final exam will be a closed-book exam that will consist of a series of multiple choice, true/false, and short essay questions. The essay questions will reflect your ability to apply concepts from class and from the readings to mini-case scenarios, similar to the work you will have done on the LDEs.

You may bring with you to the exam a single piece of paper that includes notes. The exam will take place during finals week: TBD.

Consideration for Classmates

A class of 60+ 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. 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 the TA 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 the TA know before class.

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

No audio or visual recordings can be made of the class without permission of the instructor (and in many cases) the students in the class. 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 see me and ask.

Adjustments in the Syllabus

This syllabus provides a guideline for what to expect in this class. As we go through the quarter, I may adjust the syllabus to accommodate unforeseen events (such as unexpectedly lengthy class discussions, current events that are worthy of discussion, etc). I will announce any adjustments in class and on the course Canvas page. It is your responsibility to stay informed about these changes.

Academic Integrity

Suspected violations of academic integrity will be reported to the Dean's Office. For more information on Northwestern's academic integrity policies, see http://www.weinberg.northwestern.edu/handbook/integrity/index.html.
Course Materials

Course materials can be found either in your course packet or through the course reserves link on Canvas. 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 Schedule

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*Note: Week 10 and Week 11 are TBD.*
## Week 1, 4/3: Ethical Leadership

**Objectives:**
- Immersive introduction to the course
- Understand and avoid ethical traps in leadership

**Readings (before class):**

**Deliverables:**
- Online *Group Formation Survey* on Canvas under “Quizzes” – to be completed by midnight on Sunday, April 8th.
Objectives:
• Learn how to identify and stop the most common biases that corrupt managerial decisions

Readings (before class):

Cases/Exercises:
• Speed Ventures (Study.net)

Deliverables:
• Before this class, read Speed Ventures and prepare a written memo (<1 page, double spaced 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. (Note: If you are familiar with a case, please inform me before class).

Your memo should be submitted via canvas by the start of class, 6:00 pm on Tuesday, April 10. This assignment will not be graded, but it will count towards your participation score - not submitting a memo will result in a loss of participation points.

DUE: Submit Speed Ventures memo by 6:00 pm
Objectives:
- Learning the science of persuasion
- Interpersonal and procedural tactics of influence

Read:

Case/Exercise:
12 Angry Men (in-class video, no advance reading or preparation required)
Leadership in Organizations; Professor Jocelyn Leitzinger

Week 4, 4/24: Leading High-Impact Teams

Objectives:
- Strategies for building and leading high-impact teams

Read:

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

Discussion Question:
- Think of a team that you’ve been a part of in the past. What made it effective/ineffective?

Deliverables:
- Pick up your negotiation role before leaving class

Due: LDE 1 (Decision-Making) by noon
Leadership in Organizations; Professor Jocelyn Leitzinger

Week 5, 5/1: Negotiations

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

Read:
- Abhas-Bussan negotiations exercise (distributed during class #4; read your assigned role, do not fill out the worksheet at the back)

Optional Reading:

Case/Exercise:
- Negotiation Exercise to be completed in class

Deliverables:

Due: Midterm SECA Report by noon
Week 6, 5/8: Inspiring and Motivating People

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

Read:

Deliverables:

DUE: LDE 2 (Influence) by noon
Week 7, 5/15: Leveraging Organizational Culture

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:

Cases:
- Bridgewater Associates (in class, no advance reading or preparation required)
- HubSpot (in class, no advance reading or preparation required)

Discussion Questions (please come to class prepared to discuss):
- Consider the organizational culture in an organization to which you have belonged or been a part of – 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 organizations?
- What problems might a strong culture create for organizations?
- Think about the culture of Kellogg. How is this created/maintained? What are the role of selection and socialization in this process?

Deliverables:

DUE: Bring to class an artifact (an object that reflects the culture and values) of an organization to which you’ve belonged
Week 8, 5/22: Building Social Networks and Leveraging Diversity

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

Readings:

Optional Readings:

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?
- Think about the organization leaders/entrepreneurs you know. How do they use their social networks to create value?

Deliverables:

DUE: Complete Gender & Careers IAT (located on Canvas under “Assignments”) before class
Objectives:
- Gauge your performance in a simulated change program
- Learn approaches to reading situations, people, and organizations, as well as to how to lead change and influence people

Read:
- Sustainability Pro Simulation Manual [Canvas, Week 8]

Case:
- Change Pro Simulation

DUE: Group LDE 3 (Motivation and Culture) by noon
Week 10, 6/5: 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:


Discussion Questions:

- Which strategies were effective at securing adopters in Change Pro? Which were ineffective?
- Who do you target with a change initiative?
- How do you figure out what tactics work with what targets?
- When should you time your tactics for motivating and achieving change?