Business Institutions 303-0-20
Leadership in Organizations

Spring, 2017
Wednesdays, 3:00 – 5:50

Professor Holly Raider
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Office Hours: after class or, if needed, by appointment

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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: 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 be more effective leaders.

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 a high performance team and attending to individual professional growth. Successful leaders are able to diagnose problems, make effective decisions, influence and motivate others, manage diversity, tap into and motivate the human and social capital of organizational members, optimize cross-functional teams, and drive organizational change.

The course provides fundamental, cutting-edge 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 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. 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.

You should come to class prepared to engage in a challenging leadership exercise that you have never seen or experienced before. You should also 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?
- 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 has sent you for additional training. Part of your training is this course. Your company 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.
Thus, an essential contribution we ask each of you to make to this course is to be professional in your actions in the class and your interactions with your instructors and your classmates. In particular, treat our 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. 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, I 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 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.

We expect that you will all act professionally in this class. Thus, we expect that you will attend each class, on time, and notify us in advance if you must miss a class.
Course Requirements and Assignments

Your final grade is composed of:

1. Course Contributions 20%
2. Leadership Development Exercises 20%
3. Business Leadership Case Analysis 30%
4. Final Exam 30%

Course Contributions (20%)

The course contribution grade will be determined by your attendance and prompt arrival to class. 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. Please do not leave class, except during 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 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, 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.
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 tools a leader can use to achieve success. Two of these will be completed individually and one will be completed with your Study Group. These exercises will challenge you to use the concepts presented in the course to analyze a business case. An added benefit of these assignments is that they will help you prepare for the final exam.

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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<tr>
<th>Exercise I:</th>
<th>Decision-Making</th>
<th>Week 3</th>
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<td>Exercise II:</td>
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<td>Exercise III:</td>
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Business Leadership Case Analysis (30%)

Your leadership success will depend at least in part on how effectively you manage your professional relationships. These relationships will give you access to information, skills, and expertise and will determine your power and your opportunities. This project provides an opportunity to spend some time reaching a deeper understanding of how to develop, manage, and execute social relationships to get things done.

Each member of your Study Group will be required to identify a potential business leader who your group would be interested in interviewing and having as a basis for a case analysis. Business leaders can come from family or social contacts. In some cases, you may want to cold-call a local business leader from the Chicago area. Start by having each individual on the team identify a business leader and writing a short summary, describing their successes and enumerating what makes them an interesting case study. You will then meet as a group to choose one from among the proposed leaders to serve as your interviewee and subject for an in-depth case analysis.

Plan on interviewing the leader at least once to gain an understanding of their business and organization 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/opportunities discussed in class.
Following the interview(s), your group will write an analysis of your leader’s network. In this analysis, you will assess how the 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. Your case analysis will be kept strictly confidential; you should use an alias when discussing your leader in your analysis.

Detailed information on this assignment is included on page 18 of the syllabus. The 10-page analysis is due by 18:00 on the Friday of reading week (6/2). As a part of this group assignment, you will be asked to evaluate the performance of all of the members of your group, including yourself.

**Final Exam (30%)**

The final exam will be a closed-book exam that will consist of a series of multiple choice and short essay questions. In preparation for the exam, I will require you to read a business case. The essay questions will reflect your knowledge of the case, as well as your ability to apply concepts from class.

You may bring with you to the exam a single piece of paper that includes notes to yourself. The exam will take place during finals week: Thursday, June 8 from 9-11 AM.

**Consideration for Classmates**

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 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 us and ask.

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.

Accessibility

Any student requesting accommodations related to a disability or other condition is required to register with AccessibleNU (accessiblenu@northwestern.edu; 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.

Course Materials

Course materials are 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.
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<td>June 8</td>
<td>Final Exam (9:00 - 11:00 a.m.)</td>
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In preparation for the first class, please 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. (NOTE: IF YOU ARE FAMILIAR WITH A CASE, PLEASE INFORM ME BEFORE CLASS).

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

**Reading (before class):**

**Cases/Exercises:**
- Speed Ventures (read before class per instructions above)
- Team Decision Making (to be distributed in class)
**Week 2: Influence**

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

Read:

Case/Exercise:
12 Angry Men (in-class video)

**Week 3: Negotiations**

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

Read:
- Abhas-Bussan negotiations exercise (to be assigned before class)

Case/Exercise:
Negotiation Exercise to be completed in class (preparation reading to be distributed after class 2)

**Due: LDE 1 (Decision-Making) by noon**
Week 4: 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?
Week 5: Emotional Intelligence

Objectives:
• Understand the five dimensions of emotional intelligence
• Learn skills for recognizing and regulating your own emotions
• Develop skills for recognizing the emotions and perspectives of others

Read:

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

DUE: LDE 2 (Influence) by noon
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:
- HubSpot culture slide deck [COURSE RESERVES]

Cases:
- HubSpot (in class)
- Bridgewater Associates (in class)

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 companies?
- What problems might a strong culture create for companies?
- What kind of business is HubSpot? What are its core competencies?
- What tools does HubSpot use to implement its culture?
- Characterize the culture of HubSpot via descriptions of artifacts, core values, and assumptions.

DUE: Bring to class an artifact (an object that reflects the culture and values) of an organization to which you’ve belonged.
Week 7: Strategic Social Networks

Objectives:
- Assessment of your social capital
- Strategies for tapping the hidden resources in contacts
- Leading by using social capital

Readings:
- Capital Partners case [COURSE RESERVES]
- Networks Diagnostic Tools [COURSE RESERVES]

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 business leaders/entrepreneurs you know. How do they use their social networks to create value?
- At Capital Partners, what did Michael Mach do to build an organization that could use social networks as a form of leadership and influence?
- What are the advantages and disadvantages of organizing in this way?

Assignment:
Complete Six Degrees Worksheet [COURSE RESERVES]
Week 8: 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:

Case:
- Change Pro Simulation

DUE: Group LDE 3 (Motivation and Culture) by noon
Week 9: 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?

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?
Business Leadership Case Analysis

Your own career success depends in part on the effectiveness of your professional network. This project provides an opportunity to spend some time developing a sophisticated understanding of how successful leaders initiate, develop, and manage their ties to accomplish their objectives. Your task is to analyze the social network of a leader using the concepts discussed in the course. You will interview a leader to gain an understanding of their situation, the nature of their network, and the way in which it is managed.

Your Study Group will be required to interview one business leader regarding their experiences. The choice of the leader is up to you. Try to choose someone who you believe will be candid, open, and insightful. Choose someone who might serve as a good contact in the future. The leader can come from a family or social contact or from companies for which you would like to work. To choose a leader, each member of the group will be asked to pick someone from their personal or family network who they admire. You may also choose people who you think would make interesting subjects of a case analysis but with whom you do not have any direct contact. After generating a list, write short summaries about the successes of each person, what makes them interesting, and then as a group decide on which of these people the case analysis will focus.

You will need to conduct at least one in-depth interview with the business leader you choose. You may want to do additional analysis of the leader as well, talking to their colleagues or other people mentioned in the network analysis. Following the interview(s), your group will write an analysis of the leader’s network. In this analysis, you will examine how they used their network to meet the challenges they faced, apply concepts you have learned about social networks and power while also integrating the full range of other key concepts and frameworks from the class. Projects will be graded for their grasp of the class material, their insight into the leader's social situation, and clarity of their presentation.

Key Elements of the Business Leadership Case Assignment:

- Each Teammate must identify one leader and write a short summary of that leader’s career successes.
- Teammates will choose one leader on which to focus the analysis. They will interview the leader and may do additional follow-up interviews with key network contacts and colleagues.
- The team will produce a coherent analysis, using the theoretical material we covered in class as a reference point for best practices.
- Produce a 10 double-spaced page report with 12-point font and 1” margins all around.
- Please change names to ensure anonymity and confidentiality.

The leadership analysis is due by 18:00 on the Friday of reading week, June 2nd.
Key Elements of the Business Leadership Case Analysis
The paper should have a three-part structure:

1. An introduction to your analysis and the leader.
   What is your paper's thesis? Who is the person you interviewed? This introduction should include a brief (1-2 paragraphs) description of the leader’s situation, and if applicable, the problems or strategic opportunities the leader faces.

   In an Appendix (which does not count against the 10-page limit) you should include a one-paragraph description of the leader that was interviewed, describing his or her responsibilities and creating a network map of his or her network.

2. Body of Analysis
   You should organize and focus your analysis in terms of course concepts. You should compare and contrast the experiences of the leader you interviewed with other leaders/situations we talked about in class to draw general lessons about which strategies are most useful under which conditions. See potential questions below.

3. There should be a conclusion section titled: “Recommendations for Northwestern Students.”
   This section should be one to two pages and include concrete recommendations for building value and capital for Northwestern students. These suggestions should focus on what students could do tomorrow in their teams, during their career preparation, and immediately after graduation. For example, describe how what you learned can help students do better in finding internships; making contacts during their summer jobs; picking the right industry or career for them; preparing for the transition from student to employee; and other critical activities related to career advancement.

   NOTE: The most informative analyses go beyond description and contain to an explanation of why something happened the way it did using the concepts from class. Well-organized papers that stress the most important factors rather than simply provide a data-dump of all the possible factors are evaluated more highly.

   In all other respects, the project is yours to define. Be creative, yet professional.

Here are some 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 she or he influenced a situation using social capital and explore why these approaches worked or did not work. Probe for how networks could be better structured, maintained or used, in light of the pattern of dependencies the person faces.
2. What are the kinds of contacts and exchanges that the leader uses for different purposes and in different contexts – for example, to make decisions, to get a specific task accomplished quickly, to gain influence, to get information, to get a project done, or to seize an opportunity to advocate or implement change?

3. How has 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 leader’s network (size, number of structural holes, clique, entrepreneurial, monopolist) match his or her objectives? How could it be improved? What is the strongest entrepreneurial opportunity (i.e., where can the most value be added)?

5. How is the leader positioned in terms of diversity of relationships? What is the leader’s sponsorship or mentoring structure? How has this changed over his/her career? What was the person’s experience with “developmental” relationships—either as a protégé, mentor, sponsor, or combinations of these?

6. How does the corporate culture where this leader works impact network processes?