

**BUS INST 303-0: Leadership in Organizations**

**Instructor:**

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### Course Overview

The goal of this course is to help you develop your ability to lead. This course will help you develop a set of conceptual tools and skills that you can use to enhance your effectiveness as an organizational leader. The course draws on theories and empirical work from psychology, sociology, and organizational behavior relating to organizational dynamics, motivation, teams, power and culture that explain how managers can be more effective leaders.

A key leadership task is to assemble the skills, talents, and resources of individuals and groups into combinations that best solve those organizational challenges. 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 help people introduce their own skills and abilities into your teams. 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.

This course will help you to achieve these objectives. The course provides fundamental concepts and tools from behavioral science that will 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 analysis or exercise to motivate our discussion.

This course reflects a dual focus on practical and conceptual training. The articles in the course packet and course reserve introduce key concepts and useful ways of thinking about common situations in complex organizations. Some of the articles are written for a general audience and have a practical orientation. I often pair them with scholarly articles, so that you can get a sense of the original research. These articles are more heavily-laden with academic jargon, but the insights are crucial. Case studies and class exercises provide opportunities to view and assess your thinking about leadership challenges and give you a chance to apply the concepts and tools that we will discuss.

You should also come to class prepared to summarize key points from the day's readings and to contribute to the case analysis. 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. 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 organization 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 the exercises seriously***. Get into the roles you'll be assigned. You should try to do well and accomplish the objective given to you. 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.

One more thing about our class sessions: in our debriefs, we will discuss what happened and why. We'll discuss strategies that worked and strategies that didn't. If you should use a strategy that didn't work, I may 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 the best strategy or approach in all of the exercises. That's totally fine! I don't expect you to always succeed. By delving into the thinking that led to a particular strategy, we learn about how to handle future leadership challenges. To learn as much as we can in this class, we need to discuss not just what happened but why. These discussions 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, I expect that you will attend each class, arrive on time, and notify us in advance if you must miss a class.

### **Consideration for Classmates**

A class of 50+ students requires careful attention to fairness and mutual respect for one another. I 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 me or 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 us 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. Any information about the exercises and their solutions are confidential. They are all copyrighted and cannot be circulated or posted online in any form. If you are unsure as to the application of these rules, please see me 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](mailto: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**

The course packet contains many of the assigned readings and some can be found on course reserves. If the reading is not in the course packet, assume that it can be accessed via course reserves on Canvas. Please complete the readings before class.

You **MUST** pay for the course packet in order to participate in the class. The exercises are not free and require being purchased.

## **Zoom Live Sessions Protocols**

This course will consist of synchronous sessions that will occur live through the video conferencing software Zoom. Students are expected to attend class sessions using Zoom at the specified time. All lectures will be recorded and posted on Canvas. Attendance will be recorded. Please note that you do not have permission to record the lectures yourself.

Given the online nature of the course, it is important that all students follow the protocols below:

### **Participation & Communication**

- In general, to ask a question you may unmute your microphone and ask your question. In the event that several people are trying to ask a question at the same time, you may use the “Raise Hand” feature on Zoom so that the instructor can call on you when appropriate.
- In general, please do not use the chat feature to pose a question or comment to the entire class or to address a specific person.
- Be respectful and inclusive of one another verbally.
- Don’t post or share (even privately) inappropriate material.
- Once class begins use group chat for class content only.

### **Professionalism**

- Log-in to the session on time. Just like a face-to-face course, you are expected to arrive at the scheduled time.
- Refrain from eating during class or while participating in a breakout room.
- Dress as if you are out in public. If you are attending from home, please maintain the same level of presentation as you would in the workplace or at the university.
- Attend the presentation from a sitting position. Laying down is not acceptable.
- Find a professional location for your zoom classroom (i.e. desk, table, quiet room); if not possible consider using a green screen.
- Most importantly, remember that this is a professional environment, and presenting yourself professionally is a sign of respect to other students as well as your instructor.

### **Audio and Video**

- Mute your microphone when you are not speaking. Unmuted microphones can cause disruptions to the lecture or the discussion.
- Have your camera on by default. Being present in the Zoom room visually encourages interaction and social presence.
- If possible, position a light behind your camera but directed toward you such as a window or desk lamp. Lighting from the side is acceptable, but if the source comes from behind, you will be in shadow.

## Course Requirements and Assignments

Your final grade is composed of:

1. Course Contribution 15%
2. Leadership Development Exercises 20%
3. Organizational Leadership Case Analysis 30%
4. Final Exam 35%

### ***Course Contribution (15%)***

This portion of the grade will be based on two components. The first component is based on your regular attendance of class, showing up on time during breaks, and your general professionalism. 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. Always let the instructor and our 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. **Absences that are not notified ahead of time will automatically result in a grade penalty.** Students who are absent for two or more sessions will likewise experience an automatic grade penalty. 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. In addition, please complete and submit assignments on or before deadlines. Please recognize that requesting special exemptions for you is not fair to other students. Engage in ethical behavior by treating your classmates, instructor, and TA with respect. Avoid academically dishonest behavior and adhere to the Northwestern Honor Code.

The second component of course contribution will be based on your individual participation in the class. Most class sessions involve group exercises/cases (“simulations”) and dynamic discussion based on those simulations and the readings, with an emphasis both on theoretical questions and practical implications. Full participation consists of active contribution to both the simulations and discussion. You should come to class having read any relevant simulation materials and carefully reviewed the readings.

You should also be prepared to share your ideas and listen to and interpret issues presented by others. Most participation will be voluntary; however, individuals will occasionally be called upon “cold”. If you feel that you are preparing well for class but that you are not being called on enough, please let me know so that I can address the issue.

Participation grades are awarded on the basis of *quality as opposed to quantity*. Quality discussion comments typically possess one or more of the following actions:

- 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 (not only repeating points already made)
- Asking good questions (good questions are rarer than good answers)

### ***Leadership Development Exercises (20%)***

A key part of the learning process in this course is to take the lessons you are learning and apply them to real business situations. In order to facilitate this, you will be asked to complete Leadership Development Exercises, each focusing on one or two particular tools that a leader can use to achieve success. Exercises 1 and 3 will be completed in a Study Group and Exercise 2 will be completed as an individual. 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 to prepare for the final exam.

These are relatively brief written assignments (a 1 or 2 page, double-spaced report with 12-point Times New Roman font and 1" margins all around) and will be due on the following days:

Exercise I:	Decision-Making	April 27, 2021
Exercise II (individual):	Persuasion	May 4, 2021
Exercise III:	Motivation & Culture	May 18, 2021

### ***Organizational Leadership Case Analysis (30%)***

For this project, each group will identify a potential organizational leader who you would be interested in interviewing and conducting a case analysis. Each group will analyze how the leader manages issues addressed in this class. The primary goal is to demonstrate your ability to use the tools from this courses. More detailed information on this assignment will be provided after the first week of class. **The 10-page analysis is due by 6pm on June 4, 2021.** 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 (35%)***

The final exam will be a closed-book exam that will consist of a series of multiple choice and short answer questions. **The exam will take place on June 11, 2021 at 9 AM – 11AM.**

**Class Schedule**

See detailed plan for each class session for information on reading assignments and other activities to be done before class.

	Topic
Week 1	Leadership Challenges
Week 2	Decision-making
Week 3	Influence
Week 4	Productive Teams and Groups
Week 5	Motivation and Culture
Week 6	Negotiations and Conflict Resolution
Week 7	Social Networks and Leveraging Diversity
Week 8	Understanding and Influencing Change
Week 9	Leading Organizations: Wrap-up



## Topics, Readings, and Assignment Schedule

### Week 1: Leadership Challenges

Objectives:

- Introduction to the course
- Identify common challenges that leaders face

Readings (*before class*):

- Vandivier, K. (1994). Why should my Conscience bother me?

### Week 2: Decision-making

Objectives:

- Practice decision-making as a group
- Learn about cognitive biases that shape decision-making
- Understand method to improve group decisions

Readings (*before class*):

- Kahneman, Daniel, Dan Lovallo, and Olivier Sibony. 2011. "Before you make that big decision." *Harvard Business Review* 89:50-60.
- Speed Ventures (Case): 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 the case, please inform me by email before class*).

Case (*in class*):

- Speed Ventures

### **Week 3: Influence**

Objectives:

- Using the science of persuasion as a leader and as a subordinate

Readings (*before class*):

- Cialdini, Robert B. 2001. "Harnessing the science of persuasion." *Harvard Business Review* 79:72-81.
- Muscanell, Nicole L, Rosanna E Guadagno, and Shannon Murphy. 2014. "Weapons of influence misused: A social influence analysis of why people fall prey to internet scams." *Social and Personality Psychology Compass* 8:388-396.

Case (*in class*):

- "12 Angry Men" (in-class exercise; no preparation required)

### **Week 4: Productive Teams and Groups**

Objectives:

- Strategies for building and leading high impact teams

Readings (*before class*):

- What Google learned from its quest to build the perfect team

Case (*in class*):

- Leadership and Team Simulation: Everest

## **Week 5: Motivation and Culture**

*Current events presentations due by the end of the day on Oct. 23.*

Objectives:

- Provide strategies for inducing productive behavior through incentives
- Understanding how to motivate people
- Strategies for building effective organizational cultures

Readings (*before class*):

- Kerr, S. (1975). On the folly of rewarding A while hoping for B. *The Academy of Management Journal*, 18(4), 769–783.

## **Week 6: Negotiations and Conflict Resolution**

Objectives:

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

Reading (*before class*):

- Sebenius, James. (2001). “Six Habits of Merely Effective Negotiators.” *Harvard Business Review*, 79: 87-95.
- Deep Space Negotiation Exercise to be completed in class (preparation reading distributed after previous class (case))

Case (*in class*):

- Deep Space Negotiation Exercise

### **Week 7: Social Networks and Leveraging Diversity**

Objectives:

- Strategies for building networks rich in social capital
- Assessment of your social capital
- Strategies for tapping the hidden resources in contacts
- Strategies for harnessing the benefits of diversity

Readings (*before class*):

- Uzzi, Brian and Dunlap, Shannon. (2005) How to Build Your Network. *Harvard Business Review*. 83: 52-60.

### **Week 8: Understanding and Influencing Change**

Objectives:

- Gauge your performance in a simulated change program
- Acquire the skills for championing and leading large-scale organizational change

Reading (*before class*):

- EIS Manual (distributed in last class)

Case (*in class*):

- EIS Simulation

## **Week 9: Leading Organizations: Wrap-up**

### Objectives:

- Debrief EIS simulation
- Learning how to lead large-scale organizational change efficiently and effectively
- Brining it all together in (re)designing firms: decision-making, influence, teams, networks, incentives, culture, change and strategy

### Reading (*before class*):

- Gladwell, M. (2000). The three rules of epidemics. In *The Tipping Point* (pp. 15-29). Little Brown and Company New York, NY.