

BUS INST 303: Leadership in Organizations
Winter 2025

This is an in-person class that takes place on Tuesdays 2.00-4:50 PM

Richard Jolly

Phone: 614-795-3600

E-mail: richard.jolly@kellogg.northwestern.edu

TA:

Office hours: By appointment

Course Overview

The goal of this course is to create, develop, and enhance your leadership skills. The course is designed to introduce you to core skills and capabilities to help you take up your personal authority, whatever direction you take in your career. These will be the twin themes of the course: (1) how to get the right things to happen *and* (2) how to develop a thriving career for yourself.

A key leadership task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problem at hand. 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. 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. You will learn fundamental tools from the behavioral and social sciences that will improve your ability to analyze organizational dynamics and take robust action.

Course Format:

Each session we will focus on a particular set of leadership skills. Our goal will be to distinguish between effective and ineffective strategies, based on thoroughly vetted, scientific principles. We will accomplish this by discussing key theoretical concepts and real-world examples. In each class session, we will use a group exercise or case to motivate our discussion.

Class discussions introduce key concepts and useful ways of thinking about common situations in complex organizations. **In-class exercises** and **assigned readings** provide opportunities to hone your skills in identifying and solving organizational problems. **Optional readings** are truly optional and are provided for those who are interested in learning more about a given topic.

As you complete readings, ask yourself:

- What are the key concepts/principles?
- How and why does this matter for an organization?
- What are the implications for the kinds of challenges I face as a leader?
- How can I apply this to my firm and my career?

Course Requirements and Assignments

Assignments

Your final grade is composed of:

1. In-Class Professionalism 20%
2. Reflection Memos 40%
4. Final Exam 40%

In-Class Professionalism (20%)

A portion of your grade is based on your class participation and professionalism. This involves being an active participant in group discussions, exercises, and projects; completing class assignments; demonstrating respect for all course participants in lectures, team assignments, and breakouts; communicating with the professor and TA about issues that arise in a timely manner and complying with Northwestern's academic and classroom policies.

Contribution. All class sessions involve active discussion. **You should be prepared to share your ideas and to listen to and interpret the issues presented by others.** Quality discussion comments possess one or more of the following attributes:

- Demonstrate respect for all other course participants.
- Offer a relevant perspective on the issue, backed up by evidence or experience.
- Provide careful analysis.
- Apply 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.

Attendance. If you must miss a class, it is essential that **you notify the TA as soon as possible**, so that we can make arrangements for class exercises (which are conducted in pre-assigned teams) and you can be certain to get the materials that will be distributed during the class and that your classmates' learning does not suffer.

We will be tracking your attendance in class using a weekly attendance code. There will be a code on the first slide of my PowerPoint presentation for each class. This needs to be inputted into the system in the first section of each class. I will talk you through how this works in our first session together, in case you haven't come across it before.

In a class of this size, it is not always possible to call on every person who has a question or comment during class. If you have a question you would like to discuss further, please follow up with me or the TA via email.

Reflection Memos (40%)

A key part of the learning process in this course is to take the lessons you are learning and apply them to real world situations. To facilitate this, you will be asked to complete 6 reflection memos. These are brief, 1-page written assignments. They are due **before** the scheduled start time of class on the due dates listed below. **The question prompts for each assignment will be listed on Canvas, and your responses should be submitted via the course website on Canvas before the start of class on the due date.**

Reflection Memo Due Dates

Whilst each of the memos will ask a slightly different question or set of questions, here is the rubric for what I am looking for in your memos:

- Firstly, a brief description of a situation you have experienced.

- Then, a description of a theory, framework, or concept that we have covered in class (or in your own reading/research) that resonates with you in connection to this situation, followed by an analysis of how it relates to your experience.
- Finally, what lessons can you take away from this analysis, either in terms of what you could have done differently, or what you will do differently in future...

Topic Due Date

Exercise #1: Managing People – January 21

Exercise #2: Decision-Making – January 28

Exercise #3: Influence & Teams – February 4

Exercise #4: Negotiation – February 18

Exercise #5: Social Capital – February 25

Exercise #6: Change – March 11

Final Exam (40%)

The final exam will be a virtual exam that will consist of 15 multiple choice questions about the content of the class and a 600-word essay where you describe how you would handle a specific situation, taking into account learning from the class. **The exam will take place XXX. Please see Canvas for details.**

Previous Knowledge of Cases

If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students as this can ruin the learning experience for them. **Telling other students (in any section) about your experience with cases and exercises is an honor code violation.** If you are concerned that your prior experience with a case might be an issue, please let me know before class.

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

Going online (including using generative AI) to find information on cases or exercises is an honor code violation unless you have been told explicitly that online research is part of an assignment. In addition, **lectures, exercises, assignments, their solutions, and your answers** are confidential per the Kellogg Honor Code or copyrighted and cannot be circulated, (micro) blogged about, or posted in any form before, during, or after the course. If you are unsure as to the application of these rules, please see the instructor. **No audio or visual recordings of the class can be made or circulated without prior permission of the instructor.**

This course adheres to the guidelines established in the Kellogg Honor Code and the Kellogg Code of Classroom Etiquette. All written assignments will be run through plagiarism detection software Turnitin. **Violations of the honor code will be reported to the Dean's office and punished to the fullest extent.**

Course Materials:

Required readings and cases are accessible via Study.net (SN) and Course Reserves (CR). We have split the readings this way to save on coursepack costs for you. **Readings labeled "Placeholder" in Study.net will be distributed separately via Canvas.** No other textbook is required. Further details of assignments due each day of class are available under the specific session sections.

Optional readings are not required; they are simply reading recommendations provided for students who are interested in learning more about a given topic.

Deliverables are listed in the box at the bottom of each page.

Unauthorized copying or distribution of any course materials is strictly prohibited.

Academic Integrity Statement

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies-procedures/academic-integrity/index.html>

Accessibility

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (email: accessiblenu@northwestern.edu; phone: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under the Family Educational Rights and Privacy Act.

Students can find useful resources for safety and security, academic support, and mental and physical health and well-being on the NU help [website](#).

Religious Observance

Northwestern is committed to fostering an academic community respectful and welcoming of persons from all backgrounds. To that end, the [policy on academic accommodations](#) for religious holidays stipulates that students will not be penalized for class absences to observe religious holidays. If you will observe a religious holiday during a class meeting, scheduled exam, or assignment deadline, please let me know as soon as possible, preferably within the first two weeks of class. If exams or assignment deadlines on the syllabus fall on religious holidays you observe, please reach out so that we can discuss that coursework.

COVID-19 Classroom Expectations Statement

Students, faculty and staff must comply with University expectations regarding appropriate classroom behavior, including those outlined below and in the [COVID-19 Expectations for Students](#). With respect to classroom procedures, this includes:

- Policies regarding masking, social distancing and other public health measures evolve as the situation changes. Students are responsible for understanding and complying with current University, state and city requirements.
- In some classes, masking and/or social distancing may be required as a result of an Americans with Disabilities Act (ADA) accommodation for the instructor or a student in the class even when not generally required on campus. In such cases, the instructor will notify the class.

If a student fails to comply with the [COVID-19 Expectations for Students](#) or other University expectations related to COVID-19, the instructor may ask the student to leave the class. The instructor is asked to report the incident to the Office of Community Standards for additional follow-up.

Exceptions to Class Modality

Class sessions for this course will occur in person. Individual students will not be granted permission to attend remotely except as the result of an Americans with Disabilities Act (ADA) accommodation as determined by AccessibleNU.

Community health remains our priority. If you are experiencing symptoms of COVID-19, do not attend class and follow the steps [outlined by the CDC](#) for testing and isolation. Contact your instructor as soon as possible to make plans to complete your coursework.

Students who experience other personal emergencies should contact the instructor as soon as possible to arrange to complete coursework.

Should public health recommendations prevent in-person class from being held on a given day, the instructor or the university will notify students.

Support for Wellness and Mental Health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). All Northwestern students are also eligible to access support at no cost through [TimelyCare](#), a virtual mental health platform that provides counseling, health coaching and 24/7 on-demand services.

Additional information on the resources mentioned above can be found

here: <https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

<https://www.northwestern.edu/studentaffairs/timelycare.html>

Session 1: Becoming an Effective Executive

January 7, 2025

Objectives:

- Introduce course objectives and requirements
- Explore the characteristics of effective vs. ineffective managers
- Understand the predictable mistakes that executives make that can lead them to ‘derail’

Required Case Reading:

- ‘Wolfgang Keller at Königsbräu-Tak (A)’

Read the case study and come ready to answer the following questions:

- What is your analysis of the situation facing Keller as he returns to Ukraine?
- How effective has Keller been as a coach and appraiser?
- What is your assessment of Brodsky’s performance? Be as specific as you can.
- What actions should Keller now take?

Reading:

- Delegation, Richard Jolly, Kellogg Teaching Note

Session 2: Managing People for Competitive Advantage

January 14, 2025

Objectives:

- Introduce course objectives and requirements
- Learn strategies for gaining competitive advantage through people
- Understand and avoid ethical traps in leadership

Required Case Reading:

- **Alex Mahon at Channel 4** – Kellogg case study
- **Theranos**. Choose **one**:
 - Read: “How Elizabeth Holmes’ House of Cards Came Tumbling Down.” *Vanity Fair*.

OR

- Watch: “The Inventor: Out for Blood in Silicon Valley.” (on Course Reserves)

Case Questions

- Why has Alex Mahon been so successful in her career?
- What obstacles did she need to overcome on her path to success?
- What lessons can you learn from her experiences?

Session 3: Effective Decision Making

January 21, 2025

Objectives:

- Learn how to identify and stop the most common biases that corrupt managerial decisions

We will be analyzing a case study that will be distributed in class.

Optional Readings:

- Kahneman. *Thinking, Fast and Slow*.

DUE: Reflection Memo #1 Due (Managing People) via Canvas

Session 4: Influencing and Team Building

January 28, 2025

Objectives:

- Understand essential building blocks for high performing teams
- Learn the art of persuasion

Case:

- Influencing Masterclass (in-class video exercise; no advance reading or preparation required)

Optional Reading:

- Cialdini. *Influence: The Psychology of Persuasion*.

DUE: *Reflection Memo #2 Due (Decision-Making) via Canvas*

Session 5: Negotiations

February 4, 2025

Objectives:

- Equip you with the core principles of expert negotiating tactics
- Learn how to lead an effective integrative negotiation

Required Case Reading (handed out in class):

- **Deep Space** (read your assigned role; do not fill out worksheet in back)

Optional Reading:

- Grant. "In Negotiations, Givers are Smarter than Takers." *New York Times*.
- Malhotra. "15 Rules for Negotiating a Job Offer." *Harvard Business Review*.

DUE: Reflection Memo #3 (Influencing and Teams) via Canvas

Session 6: Negotiations (Continued) & Motivation

February 11, 2025

Objectives:

- Provide strategies for inducing productive behavior through incentives
- Learn how to diagnose the source of motivational problems in yourself and others
- Learn the properties of a network rich in social capital and strategies for optimizing networks

Reading:

- Kerr. "On the Folly of Rewarding A, While Hoping for B," and "More on the Folly." *Academy of Management Executive*.

Session 7: Building Social Capital

February 18, 2025

Objectives:

- Learn the properties of a network rich in social capital and strategies for optimizing networks

Case Study:

- Claude Grunitzky

Please read the case and come to class prepared to discuss the following questions:

- How successful do you think Claude Grunitzky has been as an entrepreneur?
- How did he build his networks?
- How useful were these networks across different cultures and industries?
- What should Claude Grunitzky do now?

Reading:

- Uzzi, Brian, and Shannon Dunlap. "How to build your network." *Harvard Business Review* 83.12 (2005): 53.

DUE: *Reflection Memo #4 (Negotiation) via Canvas*

Session 8: Strategy and Product Implementation: EIS Simulation

February 25, 2025

Objectives:

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

Required Reading:

- *The EIS Simulation Manual 3.0*

Case:

- **EIS Simulation 3.0** (set up software prior to class; complete exercise in class)

DUE: *Reflection Memo #5 (Social Capital)* via Canvas

Session 9: Leading Change in Organizations

March 4, 2025

Objectives:

- Learn how to lead organizational change efficiently by harnessing critical MORS concepts

Optional Readings:

- Spector, B., and M. Beer. "Why Change Programs Don't Produce Change." *Harvard Business Review* (1990).

Discussion Questions:

1. Which strategies were effective at securing adopters in EIS? Which were ineffective?
2. Who do you *target* with a change initiative?
3. How do you figure out what *tactics* work with what targets?
4. When should you *time* your tactics for motivating and achieving change?

Session 10: Bringing It All Together

March 11, 2025

Objectives:

- Reflect on your learning from the class and how it might be useful to you in your career

Reading:

- Ibarra, Herminia. "How to stay stuck in the wrong career." *Harvard Business Review* 80, no. 12 (2002): 40-7.

• DUE: *Reflection Memo #6 Due (Change) via Canvas*