MLD-101A: Management, Leadership, & Decision Making

Fall Semester 2014

Tu/Th 10:10-11:30am in Starr Auditorium (Belfer 200)

Tu 4:10-6pm is reserved for group work and exercises 10/7-12/2

Faculty:	Hannah Riley Bowles, hannah_bowles@hks.harvard.edu, (617) 496-4717
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Office Hours:	Generally Tuesday afternoons or Wednesday mornings. See link to online sign-up on Announcements section of course page.
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Course Description

HKS graduates contribute to social and environmental causes and to the public welfare from many platforms—including positions in elected office, civil service, the military, and the not-for-profit and for-profit sectors. Across the sectors, those who aspire to create public value must:

- Align their organizational values and resources with targeted strategic objectives;
- Employ varied motivational arrows to appeal to a broad spectrum of stakeholders;
- Build and manage diverse and often dispersed teams that can learn continuously and collaborate productively;
- Improve operations continuously, measure performance and foster organizational learning; and
- Transform social networks into coalitions for social change.

We have designed this course recognizing the diversity of career paths of HKS students. Our primary aim is to *introduce* students to fundamental analytic concepts in leadership, management, and decision making. Accordingly, we cover a broad range of material in a short amount of time to maximize students' exposure to fundamental concepts. As such, the course also creates an opportunity for students to reflect on the types of additional elective training in management, leadership, and decision making that would enhance their potential to achieve their professional aspirations.

The course starts with an introduction to organizational missions, theories of change, and performance measurement for strategy development and implementation. The second segment of the course focuses on leading change, particularly strategies of motivation, because strategic vision is only effective when it motivates collective action. The third segment of the course is on working in teams—particularly dispersed and diverse teams, providing opportunities for personal reflection and development as well as exposure to best practices. From mid-term exercises on teamwork, we move to fundamental management frameworks from marketing and operations. We close with a discussion of leveraging social networks for organization and personal growth and effectiveness.

Some students will have had more exposure than others to the theories and practice of management, leadership and decision-making. By employing teaching methods derived from executive education and designed to enhance peer-to-peer learning, we are optimistic that all students in this course will gain in their capacity to analyze and address organizational challenges. Our in-classes exercises and assignments are designed to create a learning community and to provide students opportunities in and between classes to apply key ideas and mental models in practice, as well as to gain self-awareness about their work styles in interaction with others.

By engaging fully in this course, you can:

1. Improve your **strategic thinking and planning**, aligning organizational mission, strategy, culture, and performance management
2. Enhance your **analytic skills** and personal competence to deal with leadership and management challenges
3. Enhance the productivity of your **teamwork**
4. Be better equipped to leverage personal and organizational **networks**
5. Identify **directions for further professional development** in management, leadership, and decision making.

Grading and Course Requirements

General Participation Norms

Bring your name card to each class. This is essential for faculty and classmates to get to know students by name and for course assistants to track class participation.

Choose a permanent seat for the semester by the 2nd class session. A stable seating chart will help us to get to know one another and help the teaching team track participation.

On-time attendance is mandatory. Classes will begin on time, and students are expected to be in their seats and ready to begin work when class starts. Repeated lateness or other interruptions to class attendance will negatively affect your participation grade. Notify your CAs or faculty if you anticipate lateness or any other interruptions to your class attendance.

Absences. Anticipated absences should be cleared as soon as possible with faculty. Unexcused absences will negatively affect your participation grade.

Communication. Course-related information will be emailed to students at their HKS email accounts. You should check your HKS email account regularly for messages.

Class Preparation.** For each class session, the course webpage on KNET contains links to the Class Preparation Notes as well as readings and other preparation materials (e.g., online lectures, worksheets, etc.). The full set of Class Preparation Notes for the semester is printed below on this syllabus. ***You should always start your class preparation by reading the Class Preparation Notes, which will help you prepare efficiently as well as effectively for class.

***Written Assignments.** Basic information on expectations for and grading of written assignments is provided below. More detailed information will be posted to the Assignments section of the course webpage or distributed in class.

Respectful conduct is expected at all times in interaction with classmates, course assistants, and faculty. If you have any concerns about disrespectful behavior in class or in the conduct of course-related work, we encourage you to approach your course assistants, faculty instructor, or the MLD-101 course head, Hannah Riley Bowles (hannah_bowles@hks.harvard.edu).

Academic Integrity. In accordance with its mission to prepare individuals for public leadership, Harvard Kennedy School has a commitment and obligation to produce graduates who are ethical professionals. Integral to this training is the value of academic honesty. High standards reflect the school's academic integrity, foster a respectful environment for work and study, and provide an example of academic excellence for others. Faculty teaching MLD-101 will strictly follow the HKS Academic Code. Students are expected to do the same, including taking seriously their Ethical Responsibilities and Standards of Conduct. See the following website for the further details: http://www.hks.harvard.edu/degrees/registrar/procedures/integrity

***Note**: Never hesitate to reach out to course assistants or faculty with questions about class preparation or assignments. Others are likely to share your questions. You do the teaching team and your classmates a favor by raising questions early.

Grading

Overview of Grade Calculation

Following is an overview of how grades will be calculated in MLD-101. Read further for an explanation of each of these grade components.

Primary Components	Subcomponents
A. Class Participation (30%)	1) Advance Preparation a. Pre-class Reflections *(optional)* b. Pre-class Worksheets *(optional)* c. Class Preparation Surveys *(required)* i. "Getting to Know You" Survey ii. Judgment & Decision Making iii. Kidney Case Candidate Rankings iv. Hiring Committee Preference v. Implicit Association Test vi. Network Assessment & Reflection 2) Contributions to Collective Learning *(required)* a. Large-Group Discussion b. Buzz Group Products c. Presentations d. Peer Nomination 3) Expansion of Collective Learning *(optional)* a. Online platforms posts and dialogue
B. Individual Written Work (25%)	Aravind Case Analysis (25%)
C. Final Team Project (45%)	1) Team Process (10%) a. Flight Plan *(5%)* b. Individual Check-In Survey *(5%)* 2) Client Mission & Theory of Change (5%) 3) Final Project Workshop (10%) a. Paper outline *(5%)* b. In-class presentation *(5%)* 4) Final Team Paper (20%)

Explanation of Grade Components

A. Class Participation (30%) will be graded based on 1) evidence of your *preparedness* for class, 2) the quality of your contributions to *collective learning in class*, and 3) your *expansion of collective learning* via online platforms (e.g., Padlet discussion walls or Class Discussions on the course webpage). Faculty and course assistants will record all of these forms of participation (explained in more detail below), and make a final judgment with regard to participation grades at the end of the semester. Students will receive feedback on their class participation at the midterm.

We have designed numerous avenues for gaining credit for class participation—optional as well as required—in response to student feedback and new teaching strategies for maximizing the value of time in class. Class participation grades have traditionally been based on students' contributions to large-group discussion. We still value highly students' contributions to large-group discussion, and believe strongly the students should stretch themselves to contribute to the large-group discussion for collective learning and their own professional development. However, we recognize that students contribute to collective learning in other important ways as well. This approach will enable us to see more clearly the broader range of efforts and contributions that students make in MLD-101.

1) Advance Preparation. There are two optional avenues for demonstrating class preparedness. One is *Pre-class Reflection Surveys*. For each class session, there will be posted to the bottom of the Class Preparation Notes on the course page a link to an online Pre-class Reflection Survey (e.g., https://www.surveymonkey.com/s/Preclass_Mission). Through these optional online reflection surveys you can share with your faculty some of your thoughts on the study questions. In the past, students who had difficulty breaking into the class discussion have found this avenue for class participation particularly useful. It also helps faculty recognize opportunities to bring quieter people into the conversation.

The other optional avenue is *Pre-class Worksheets*. For particular class sessions, you will be assigned to work in buzz groups to apply course concepts to a case. Selected buzz groups will present their work to the class. (As explained below, CAs will record the quality of this group work as part of class participation.) For each of those class sessions, there will be posted to the bottom of the Class Preparation Notes an electronic copy of the worksheet that will be distributed in class (e.g., Rangan's four-step strategy framework). If you prepare notes on the worksheet to facilitate your group work in class, you can email those notes before class to hksmld101a@gmail.com for individual participation credit. This is a good way to signal your individual contributions to group work.

The final avenue for demonstrating class preparedness is by completing the following five short required Class Preparation Surveys:

1. *MPP Core "Getting to Know You" survey* due by Noon on Tu 9/2.
   Survey will be emailed to you during Orientation Week on 8/25.
2. *JDM Survey* due by 10am on Wed 9/24

   https://www.surveymonkey.com/s/MLD101_JDMSurvey
3. *Kidney Case Candidate Ranking* due by 10am on Wed 10/15

   https://www.surveymonkey.com/s/KidneyCase
4. *Hiring Committee Initial Preference Survey* due by 10am on Mon 10/20. You will receive an email with a link to the Initial Preference Survey corresponding to your role in the Hiring Committee team exercise.
5. *Network Assessment and Reflection Survey* due by 10am on Tu 11/18

   https://www.surveymonkey.com/s/MLD101_NetworkSurvey

2) Contributions to Collective Learning. There are four ways in which we will track students' contributions to collective learning.

1. *Contributions to Large-Group Discussion*. Students will receive credit for participating in large-group discussion and for the quality of their comments or questions. As you prepare to participate in class discussion, remember that *cases and exercises are designed to teach about generalizable concepts (e.g., common organizational dynamics or strategies of analysis).* Examples of high-quality comments follow:

   - Offering analytic insights (e.g., instead of reiterating case facts, explain what case details you think are important and *why*)
   - Relating experiences in class exercises and the analysis of written cases to more broadly generalizable concepts in the readings
   - Helping class participants recognize the generalizable ideas and dynamics in the exercises and case materials (e.g., through other "real-world" examples)
   - Drawing conceptual connections across class sessions
   - Relating MLD-101 class discussion to material covered in other core courses

   Finally, high quality contributions are *always respectful* of other class participants. This includes being cognizant of the amount of airtime one is taking as well as the potential to offend other class members. We do not expect you always to agree. *Students are encouraged to challenge one another's thinking* and to debate conflicting perspectives.

2. *Buzz Group Products*. During particular class sessions, you will be randomly assigned to work in buzz groups to apply course concepts to a case. Each buzz group will hand in a copy of their final products to the course assistants at the end class. These will be graded by the CAs with faculty oversight with a check or check plus or minus.

3. *Presentations.* During particular class sessions, students will have an opportunity to present group work. CAs will track the quantity and quality of in-class presentations that students make.

4. *Peer Nomination.* At the end of the semester, students will be asked to nominate three classmates who contributed the most to their own learning in MLD-101. Faculty will take these nominations into account when assigning final participation grades.

3) Expansion of Collective Learning. In order to expand upon the limited time for in-class discussion, each faculty will provide online platforms to host continuing conversations and to share ideas and connections sparked in MLD-101. Through these platforms students may share additional comments on the class discussion or pose lingering questions. They may also share additional material (e.g., articles, videos) relevant to class discussion. Students, in turn, are encouraged to read and thoughtfully respond to posts by their classmates.

Past examples of useful "expansion" contributions include one student who shared a presentation he had done for the World Bank on performance measurement to complement coverage of that topic in the course. Another student posted a powerful investigative news video on racial and gender bias to extend in-class discussion of stereotyping. Other students have reflected on how course concepts apply differentially across work or national contexts.

These online platforms for expansion of collective learning are <u>not</u> intended for "hot topic" debates or personal communications. If there is a perceived need for more time for face-to-face discussion of particular topics, students are encouraged to approach their course assistants, faculty, or the MLD-101 course head, Hannah Riley Bowles (hannah_bowles@hks.harvard.edu) to help them create more space for discussion.

See the Announcements section of the course page for instructions for accessing and posting to these online platforms.

<u>Note on Grading</u>: Faculty and classmates generally value highly contributions that expand learning in MLD-101 by drawing connections to outside resources or experiences. However, in final grading of a students' class participation profile, more weight will be given to demonstrations of "Advance Preparation" and "Contributions to Collective Learning" as outlined above.

B. Individual Written Work (25%). Students will submit one individual paper involving an analysis of the Aravind Eye Hospital case applying course concepts. This 3-page, single-spaced paper will be **due by 5pm on Friday 11/21**.

Following the HKS Academic Code (see link below, specifically Part 2 on Work Products), this is a "Type 1" assignment (i.e., "work alone and write up alone").

https://knet.hks.harvard.edu/dp_student_affairs/Student_Life/Documents/academic%20code.pdf

Your analysis should focus on the closing question in the case about how Aravind should expand its operations. In building your argument for how Aravind should expand its operations, your analysis should address the following questions:

1. What is the mission and fundamental theory of change underlying the Aravind model? What is the operational mission of the Aravind Hospitals?
2. What are the primary motivational strategies employed by Aravind's leadership? What are their strengths and weaknesses?
3. Based on your assessment of Aravind's marketing strategy and its operations, what do you see as the strengths and weaknesses of its growth strategy to date?
4. Would you advise Dr. V. to start spreading his model to other parts of India, Asia, and Africa? If so, how? If not, why and what do you propose?

As with the buzz group assignments and the final team project, a central purpose of this individual written assignment is for you to practice applying course concepts to a complex case example. You will receive feedback on this assignment by the final week of classes so that you have time to learn from this assignment before writing your final team paper.

C. Final Team Project (45%). The primary purpose of the final project is to apply course concepts to a real organizational challenge of personal professional interest. A secondary purpose of the assignment is to give students practice actively applying course concepts about effective strategies for working in teams. Based on responses to the "Getting to Know You" survey and some individual consultation, faculty will assign students to work in teams of 5-6 students with related professional interests.

Teams are strongly encouraged to select a "client" organization and topic that is career advancing and/or of substantial professional interest for team members. By "client" organization we mean an organization whose perspective you will take in the assignment. It is *not required* that you produce your analysis for a specific person. You may conduct an analysis targeting a role (e.g., the mayor, police commissioner, secretary, or agency directory). Some students find it more motivating and educational to work for real people to whom they could be helpful as compared to participating in a desk exercise (i.e., a research project without a field component). However, desk exercises can be professionally useful to students as a way of preparing themselves to approach potential employers or more generally building their expertise in a particular professional area. You are encouraged to consult with course assistants and faculty about your choice of client.

The final project has four components:

1) Team Process (10%). Students will have one joint and one individual team process assignment—each worth 5%. **By 5pm on Friday 9/19,** final project teams should email draft "Flight Plans" to hksmld101a@gmail.com. See the Assignments section of the course page to download guidelines for drafting your team's preliminary "Flight Plan," which is a collective statement about your aspirations and how you plan to work together (e.g., work and communication norms, etc.). It is an informal working document.

By 5pm on Friday 10/31, each student in the class should submit their responses to the Individual Check-In Survey regarding their perceptions of their Team's process and progress. This survey is due at the end of the Teams module in the course and serves three purposes. First, it prompts students to apply course concepts to analyze their team process to date. Second, it helps faculty gain insight into how the teams are functioning for each individual in the class. Third, it provides impetus for team members to reflect individually and collectively on how to work together most effectively and to seek assistance if needed from course assistants or faculty to improve their team process.

2) Team Presentation of Client Mission & Theory of Change (5%). The purposes of this assignment are to get students working right away as a team on their final projects and applying concepts from the first segment of the course.

On the Assignments section of the course page, faculty will post a blank PowerPoint presentation for teams to fill out for their final-project client (or, if undecided, for an organization representative of their collective interests). The PowerPoint will have slides in which to enter the client's mission, theory change, and operational mission. Students will be prompted to characterize the complexity of their client's theory of change and operational strategy and to map out a basic logic model. The presentation will close with space for students to make observations about strategic implications they perceive from this basic analysis.

Students should email their completed PowerPoint presentations to hksmld101a@gmail.com **by noon on Monday 9/29**. Selected teams will present in class on Tuesday 9/30.

3) Final Project Workshop: Draft Paper Outline (5%) and Presentation (5%). During the final week of class, final project teams will make a 5-10-minute presentation on their clients' challenge and their analytic strategy for addressing it (e.g., primary analytic frameworks, data collection, objectives of recommendations). Each presentation will be followed by 5-10 minutes of peer feedback and discussion. **At the beginning of class on the day the team is scheduled to**

present, the team should hand into their faculty (in hard copy) a pdf of their presentation slides and a draft outline of their final paper. More detailed information on the expectations for the outline and presentation and on the logistics for the presentations and peer feedback will be distributed in class and under the Assignments section of the course page.

4) Final Team Paper (20%). The final team paper is **due by 5pm on Fr 12/19** via email to hksmld101a@gmail.com *and* in hard copy to the desk of Greg Dorchak in Rubenstein-110C. More detailed information on the expectations for the Final Team Paper will be distributed in class and under the Assignments section of the course page. Following are some basic logical details and general criteria for grading.

Space Limitations, Formatting, and Citations. Your Final Paper should be no longer than 10 double-spaced pages of text (12-point font, 1" margins). You are free to add reference lists, tables, figures, and appendices beyond the 10 pages of text. To save space for your analysis and recommendations, you should feel free to move background information on the organization to an appendix. If you make a number of assumptions, you should also report those in an appendix. You are encouraged to use tables or figures to illustrate your analyses.

Class readings should be referenced simply by author and year of publication in the text of the paper. For example: "…the psychological experience of power tends to heighten egocentrism (Galinsky et al., 2006)" or "…transformational leadership (Burns)." References to publications that do not appear in the syllabus should be cited by author's last name and year of publication (e.g., Author, 2013) in the text and with full citation information in a reference section following the paper text. References are not included in the 10-page text limit.

Final Projects will be graded for quality and usefulness, with more weight placed on quality:

> "**Quality**" refers to: (1) the analytic coherence of the recommendations, and (2) the clear demonstration of a command of course concepts (e.g., application of theories and analytical frameworks). The demonstration of course concepts should span material covered over multiple class sessions.
>
> "**Usefulness**" will be reflected in the practicality of your recommendations, for instance, their feasibility (e.g., within time and budget constraints) and their relevance to the targeted context of application.

As you prepare your final presentation and paper, keep in mind the quote from Cicero: "If I had more time, I would have written you a shorter letter." It will be challenging to write-up your team's analysis and recommendations in 10 double-spaced pages and to present them in 5-10 minutes. These space and time limitations are intended to help you generate a product that you would be well poised to share with your target organization.

MLD-101 Course Calendar

	Mon	Tu	Wed	Th	Fr
Week 1	**9/1**	**9/2**	**9/3**	**9/4**	**9/5**
Intro		**<u>Assignment Due</u>:** Submit MPP "Getting to Know You" online survey responses **by noon**.		**Intro:** Overview of Class Structure, Assignments, and Expectations. Discussion: "Crafting the Job You Want" in MLD-101	
Week 2	**9/8**	**9/9**	**9/10**	**9/11**	**9/12**
Creating Value		**Mission:** In-class exercise		**Theory of Change:** ActionAid International case (case discussion with in-class exercise)	
Week 3	**9/15**	**9/16**	**9/17**	**9/18**	**9/19**
Creating Value		**Operational Mission & Strategy:** PROTECTA (case discussion with in-class exercise)		**Performance Management**: Mayor Anthony Williams (case discussion with in-class exercise)	**<u>Assignment Due</u>:** Final Project Teams submit draft *Flight Plans* **by 5pm** to hksmld101a@gmail.com
Week 4	**9/22**	**9/23**	**9/24**	**9/25**	**9/26**
Performance Measurement		**Performance Measurement:** Harlem Children's Zone (case discussion and in-class exercise)	**<u>Assignment Due</u>:** Submit responses to Judgment & Decision Making (JDM) survey **by 10am**.	**Strategy Development & Implementation:** Guest Speaker, David Cash, Commissioner, MA Department of Environmental Protection	

	Mon	Tu	Wed	Th	Fr
Week 5	**9/29**	**9/30**	**10/1**	**10/2**	**10/3**
Leading Change	**<u>Assignment Due</u>:** Final Project Teams submit **by noon** fill-in-blank PowerPoint presentation of *Client's Mission, Theory of Change, and Strategic Implications*	**Student Presentations:** Selected Final Project Teams will present on *Client's Mission, Theory of Change, and Strategic Implications*		**Power & Leadership:** The New Proposal and The New Initiative (in-class exercises)	
Week 6	**10/6**	**10/7**	**10/8**	**10/9**	**10/10**
Leading Change		**Leader as Negotiator and Mediator:** Negotiating Corporate Change (stop-action video) ***<u>NOTE</u>: 4:10-6pm*** *Team meeting time*	**<u>Mid-term Feedback</u>** due **by noon** via online survey from SLATE	**Transformational & Institutional Leadership:** NAACP (case discussion)	
Week 7	**10/13**	**10/14**	**10/15**	**10/16**	**10/17**
Leading Change	*Columbus Day*	**Framing & Nudges:** Cognitive biases (in-class exercise; debrief of JDM survey); also **debrief mid-term feedback** ***<u>NOTE</u>: 4:10-6pm*** *Team meeting time*	**<u>Assignment Due</u>:** Submit personal *Candidate Ranking* (p. 3 of The Kidney Case) **by 10am** via online survey.	**Persuasion:** The Kidney Case (in-class exercise)	

	Mon	Tu	Wed	Th	Fr
Week 8	**10/20**	**10/21**	**10/22**	**10/23**	**10/24**
Teams	**Assignment Due:** Submit **by 10am** your responses to the online *Initial Preference Survey* for your role in The Hiring Committee exercise.	**Team Decision Making:** The Hiring Committee (conduct and debrief in-class exercise) **Additional Class Mtg: 4:10-5:30pm Teams I:** SafeWater global teams simulation in **HKS Student Computer Lab**.		**Dispersed Teams II:** Greg James at Sun (case discussion)	
Week 9	**10/27**	**10/28**	**10/29**	**10/30**	**10/31**
Teams		**Leveraging Diversity:** ActionAid International (IAT debrief and case discussion) **NOTE Special Class Format:** Students will be divided so that half of the class meets on Tues and half on Thurs ***NOTE: 4:10-6pm*** *Team meeting time*		**Leveraging Diversity:** ActionAid International (IAT debrief and case discussion) **NOTE Special Class Format:** Students will be divided so that half of the class meets on Tues and half on Thurs	**Assignment Due:** Submit responses **by 5pm** to online *Individual Check-In Survey* regarding your Final Project team process and progress

	Mon	Tu	Wed	Th	Fr
Week 10	**11/3**	**11/4**	**11/5**	**11/6**	**11/7**
Marketing		**Marketing Strategy:** Health Care Center for the Homeless (case discussion and in-class exercise) ***NOTE*: 4:10-6pm** *Team meeting time*		**Marketing Mix:** Bike Share Case Study (case discussion and in-class exercise)	
Week 11	**11/10**	**11/11**	**11/12**	**11/13**	**11/14**
Operations		*Veteran's Day*		**Operational Analysis:** Aravind Eye Hospital (case discussion & in-class exercise)	
Week 12	**11/17**	**11/18**	**11/19**	**11/20**	**11/21**
Networks		**Leading through Networks:** Whitney Young (case discussion) **Assignment Due:** Submit responses to online *Network Assessment and Reflection Survey* **by 10am.** (See Advance Preparation notes for Th 11/20 Individual Network Assessment.) ***NOTE*: 4:10-6pm** *Team meeting time*		**Individual Network Assessment:** Network Assessment Exercise Debrief (lecture & discussion)	**Assignment Due**: Email your *Aravind Case Analysis* by 5pm to hksmld101a@gmail.com

	Mon	Tu	Wed	Th	Fr
Week 13	**11/24**	**11/25**	**11/26**	**11/27**	**11/28**
Wrap-Up		**Course Wrap-Up:** Aravind Assignment Debrief ***NOTE*****:** ***4:10-6pm*** *Team meeting time*		**THANKSGIVING HOLIDAY**	
Week 14	**12/1**	**12/2**	**12/3**	**12/4**	**12/5**
Final Project Workshop		**Team Presentations & Peer Feedback** ***NOTE*****:** ***4:10-6pm*** *Team meeting time*		**Teams Presentations & Peer Feedback**	

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Exam Period	**12/15**	**12/16**	**12/17**	**12/18**	**12/19**
					Final Paper due by 5pm via email to hksmld101a@gmail.com *and* in hard copy to desk of Greg Dorchak in Rubenstein-110C

Class Preparation Notes

Introduction

Overview, Assignments, & Norms Th 9/4	**Class Description** During this class session, the faculty will provide an overview of the course content, major assignments, and expectations for class participation. We will close with a discussion of how you all can craft your work in MLD-101 to be personally and professionally meaningful.

Advance Preparation

Online Survey

You should have received on Mon 8/25 a link to the MPP Core "Getting to Know You" Survey. Its purpose is to learn more about you and your professional aspirations entering this course. We will use the information from this survey to create final-project teams of students with related professional interests. **Submit your responses to survey by noon on Tu 9/2.**

Required Background Reading

Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010). Turn the Job You Have into the Job You Want. *Harvard Business Review*, 88(6), 114-117.

Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review, 32*(2), 393-417.

Lovegrove, N., & Thomas, M. (2013). Triple-Strength Leadership. *Harvard Business Review*, *91*(9), 46-56.

Optional Background Reading

Laidler-Kylander, N. & Moore, M. (2013). *Management and Leadership across the Sectors*. HKS Working Paper.

Gentner, D., Loewenstein, J., & Thompson, L. (2003). Learning and transfer: A general role for analogical encoding. *Journal of Educational Psychology, 95*(2), 393-405.

Gomez-Ibanez, J. Kalt, J. (1986) *Learning by the Case Method* (HKS case N15-86-1136.0)

Class Preparation Notes

The article by Wrzesniewski (pronounced "rez-nef-ski") and colleagues describes how people make their work more personally meaningful and thereby more gratifying and motivating. During the first class, we want to spend some time talking about how you can craft your work in MLD-101 to be personally and professionally meaningful.

The Grant article provides a review of research on enhancing motivation for prosocial work by making work more meaningful. This is a long article, which you should *feel free to skim* focusing on Figure 1 and the propositions.

Feel free to skim the reading by Lovegrove and Thomas on tri-sector careers. We included it because we anticipated it would be relevant to many of your professional aspirations and because it fits with our aspirations to deliver a course relevant to careers across the sectors.

The optional HKS Note by Laidler-Kylander and Moore was drafted as a basis for reflection on how the management and leadership concepts covered in MLD-101 apply across the sectors. We will not discuss this note in depth in the first class, but we hope to use it as a basis for shared vocabulary and to provoke a cross-sectoral discussion throughout the semester.

The optional Gentner et al. article is about learning from cases. It informs how cases will be used in this course during this class session.

The optional Gomez-Ibanez and Kalt note is one you are likely to have read during MPP orientation. If not, it is worthwhile to read to prepare for case-based courses such as this one.

Following are study questions to guide your reading.

1. From the Grant reading, what propositions resonated with your personal experience? Why? Or why not?
2. How could you make your participation in MLD-101 and your graduate studies at HKS more broadly more personally meaningful and thereby more motivating?

Creating Value

Mission	Class Description
Tu 9/9	During this class session, we will discuss the functions of mission statements across the public/government, non-profit, and private/for-profit sectors and their particular importance in nonprofit organizations.

Advance Preparation

Personal Case Example

Bring to class the mission statement from one of your previous work or educational institutions.

Required Background Reading

Oster, S. (1995). The Mission of the Nonprofit Organization. In *Strategic Management for Nonprofit Organizations: Theory and Cases.* New York: Oxford University Press, pp. 17-28.

Optional Background Reading

Meehan, W. F. III. (2008). Making Missions That Won't Creep. *Stanford Social Innovation Review*, 6(1), p. 64.

Star, K. (2012). The Eight Word Mission Statement: Don't Settle for More. *Stanford Social Innovation Review* Blog, September 18, 2012.

Class Preparation Notes

The Oster chapter explains the multiple roles of missions and their special importance in the nonprofit sector.

The optional Meehan and Star readings characterize effective missions.

Following are study questions to guide your case preparation and reading.

1. Have you even worked in a mission-driven organization? What is your experience with organizational missions?
2. What are the functions of missions in the public/government, non-profit, and private/for-profit sectors? What is the special importance of mission statements in the nonprofit sector?
3. What do you see as characteristics of effective mission statements?

Theory of Change Th 9/11	**Class Description** During this class session, we will discuss the centrality of an organization's theory of change to its strategy and structure and provide students an opportunity to practice applying a logic model.

Advance Preparation

Prepare Case

ActionAid International: Globalizing Governance, Localizing Accountability (HBS case 311-004)

NOTE: We will return to this case later in the semester when we discuss Leveraging Diversity during the week of 10/28. Focus your preparation on the first 12 pages of the cases and the associated appendices. We'll return to the challenges presented in "Gearing Up for the General Assembly" later in the semester.

Required Background Reading

Excerpts from W. K. Kellogg Foundation, *Logic Model Development Guide*, pp. 1-8 of Chapter 1. See also table on page 54.

Ebrahim, A., & Rangan, V. K. (2010). *The limits of nonprofit impact: A contingency framework for measuring social performance*. Boston, MA: Harvard Business School Working Paper.

Optional Background Reading

Brest, P. (2010). The Power of Theories of Change. *Stanford Social Innovation Review, 8*(2), 47-51.

Thomas, John Clayton. (2010). "Outcome Assessment and Program Evaluation." In David Renz, ed., *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, Third Edition. Chapter 15, pp. 401-430

Eckhardt-Queenan, J. and Forti, M. (2011). Measurement as Learning: What Nonprofit CEOs, Board Members, and Philanthropists Need to Know to Keep Improving. The Bridgespan Group. (Note: This publication will be required reading for the Harlem Children's Zone case discussion on 9/23).

Class Preparation Notes

For the in-class exercise, read the first eight pages of the Kellogg Foundation

Logic Model Development Guide. You'll fill out versions of the table on page 54 in class (see also posted to coursepage).

The Ebrahim and Rangan working paper is one that we will return to in future class sessions. It is a somewhat long, but worthwhile read. For this class, focus especially on their discussion of the problem of causality in establishing a "theory of change." Review also carefully their explanations of Table 1 and Figure 1 for this class and future class discussions.

The optional Brest article is a short, accessible review of the some of the debate in non-profit and philanthropic circles about the strategic importance of a "theory of change" for work in the public sector.

The optional reading from the Jossey Bass Handbook on Outcome Assessment and Program Evaluation, provides some background on how the impact or logic model is connected to program goals.

The optional reading by the Bridgespan Group introduces performance measurement as a key organizational learning tool and defines the relationships between theory of change, logic model and measurement metrics. We will discuss performance measurement in more depth on 9/23.

Use the following study questions to guide your case preparation and reading.

1. How has ActionAid's theory of change evolved? How has that evolution been reflected its organizational evolution? For instance, what are specific examples of organizational reforms undertaken to reflect an updated theory of change?
2. Identify three distinct stages in the evolution of ActionAid's theory of change. For each stage, map out a logic model for the organization using the table on page 54 of the Kellogg Foundation *Guide*. See also Table 1 (p. 49) of the Ebrahim & Rangan paper.
3. Where would you place ActionAid International in Ebrahim & Rangan's contingency framework in Figure 1 (p. 52)? Why?

Operational Mission & Strategy Tu 9/16	**Class Description** During this class session, we will analyze the PROTECTA case applying Rangan's four-step strategy platform.

Advance Preparation

Prepare Case

PROTECTA—Promoting Civil Society in Serbia (HKS case CR-1924.0)

Required Background Reading

Rangan, V. K. (2004). Lofty Missions, Down-to-Earth Plans. *Harvard Business Review*, 82(3), 112-119.

Class Preparation Notes

You will be assigned to prepare the case from the perspective of one of PROTECTA's founders—Milan, Dejan, or Mladen. From the perspective of the founder to which you have been assigned, analyze the alignment of the organization's mission, strategy, and programs following the four steps of strategy formulation in the Rangan reading. To do this effectively, you will need a strong command of both the case and of the Rangan reading.

Following are study questions to guide your case preparation and reading.

1. What is PROTECTA's mission? How would you characterize its "operational mission" (e.g., quantifiable indicators of mission achievement)?
2. Is PROTECTA suffering from "mission stick" or "market pull"?
3. What do you think of the PROTECTA's strategy? Is it effective and sustainable for achieving its mission?
4. Sketch out a Strategy Platform for PROTECTA.

Measuring Performance

Performance Management Th 9/18	**Class Description** During this class session, we will analyze the case on Mayor Williams in Washington, D.C. and discuss the use of performance measurement as a management and motivational tool.

Advance Preparation

Prepare Case

Mayor Anthony Williams and Performance Management in Washington, DC (HKS Case C16-02-1647.0)

Required Background Reading

Behn, Robert. (2006). *Performance Leadership: 11 Better Practices That Can Ratchet Up Performance*. IBM Center for The Business of Government

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*(9), 705-717.

Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals Gone Wild: The Systematic Side Effects of Overprescribing Goal Setting. *Academy of Management Perspectives, 23*(1), 6-16.

Optional Background Reading

Kamarck, E. C. (2007). *The End of the Government…As We Know It*, Chapter5, pp. 61-94.

Class Preparation Notes

Read the Behn article which sets out eleven "better" practices (e.g., articulating the organization's mission) for performance management. Then *skim* the review article by Locke and Latham, which it sets out the empirical and theoretical case for goal setting as one of the most powerful levers available to a leader. *Skim* also the provocative article by Ordóñez et al. that explains how goal setting can also produce dysfunctional effects.

The optional chapter by Kamarck provides some additional context on performance measurement in government.

Use the following study questions to guide your case preparation and reading.

1. Did Mayor Williams make a good decision by selecting Scorecards (i.e., goal setting/performance management) as one of his first mayoral initiatives?
2. Using Behn's list of better practices, evaluate Mayor Williams implementation of performance management. (This is not meant to be a checklist; try to provide a high-level evaluation of Mayor Williams implementation and be ready to support your evaluation with facts from the case.)
3. Based on the Locke & Latham and Ordonez et al. articles, if you were advising Mayor Williams, what would you tell him about benefits and risks of his choice?
4. What are some other examples you can think of—from personal experience or general knowledge—that illustrate how goal-setting or other benchmarks/standards can be beneficial or dysfunctional for organizational performance?
5. Where would you fit Mayor Williams' Scorecards into Ebrahim and Rangan's Contingency Framework for Measuring Results (Figure 1)? Consider differences in the complexity of operations and theories of change across departments of city government.

Performance Measurement Tu 9/23	**Class Description** During this class session, we will analyze the *Harlem Children's Zone* case.

Advance Preparation

Prepare Case

The Harlem Children's Zone: Driving Performance with Measurement and Evaluation (HBS case 303-109)

Optional Case Information

Radio Interview with Geoffrey Canada on National Public Radio's *This American Life* (link on course webpage)

Required Background Reading

Eckhart-Queenan, J. and Forti, M. (2011). *Measurement as Learning: What Nonprofit CEOs, Board Members and Philanthropists Need to Know to Keep Improving*, The Bridgespan Group. *(Note: This publication was assigned earlier as optional reading.)*

Excerpts from Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco, CA: Jossey-Bass: Pages 13-16 on observations of organizational culture; pages 219-220 on founders/leaders' imprints on organizational culture; pages 235-236 on tools for teaching organizational culture; and pages 299-313 on managing cultural change.

Kotter, J. P. (1990). What leaders really do. *Harvard Business Review, 68*(3), 103-111.

Class Preparation Notes

The Bridgespan note provides an excellent, practice-based discussion of the use performance measurement for organizational learning.

The Schein book excerpts contain valuable insights about managing cultural change.

Skim the Kotter reading, which is a—if not *the*—classic reading distinguishing management from leadership—a hotly contested distinction.

Use the following study questions to guide your case preparation and reading.

1. What is HCZ's theory of change?

2. Where does HCZ fit in Ebrahim and Rangan's Contingency Framework for Measuring Results (Figure 1)? Is measuring students' reading skills a reasonable indicator of the success of the organization and its programs?
3. What impact has the business planning process and the focus on measurement had on the staff? What are the implications for the HCZ culture?
4. As you consider the future of HCZ, what are your recommendations for Geoffrey Canada?

Strategy Development & Implementation

Th 9/25

Class Description

During this class session, DEP Commissioner David Cash will talk about strategy development and implementation within the Massachusetts Department of Environmental Protection.

Advance Preparation

Review Guest Speaker Bio and Background Documents

Link to bio:

http://www.mass.gov/eea/agencies/massdep/about/commissioner/commissioner-david-w-cash-biography.html

See course page for links to additional background information.

Required Background Reading/Viewing

Chen, Ming-Jer, et al. (2010). What is Strategic Management? (Darden Business Publishing UVA-S-0166)

Optional Background Reading

Leonard, H. B. (2013). A Short Note on Public Sector Strategy Building. Cambridge, MA: Harvard Kennedy School.

Porter, Michael E. (2006). Understanding Industry Structure (HBS Background Note 707-493).

Team FME. (2013). Ansoff Matrix - Strategy Skills (www.free-management-ebooks.com)

Kaplan, Robert. Using the Balanced Scorecard in Nonprofit Organizations, Bob Kaplan (VIDEO) https://www.youtube.com/watch?v=cu3es9SUlhA

Class Preparation Notes

Review the bio for Commissioner Cash and the additional background materials linked to the course page. Come prepared with questions for Commissioner Cash about strategy development and implementation.

The required Darden note on strategy provides a brief general overview of key aspects of strategy as it applies to organizational management. Strategy provides a high-level framework to guide decision making in order to achieve goals under conditions of uncertainty and limited resources.

Strategic management is at its heart about creating value for the organization and its stakeholders. It requires analysis of the internal and externals contexts of the organization and involves both plan formulation and implementation. Strategic management requires clarity on organizational goals, core competencies, as well as the evolving macro and micro environment for action.

In API-505, you will engage extensively with the Value-Capacity-Support Framework (see optional reading by Leonard). In MLD-101, our aim is to expose you more generally to the importance of strategy development from an organizational perspective.

There are numerous alternative strategy development tools. (Try Googling "strategy framework.") One framework for the nonprofit sector is Rangan's, which we discussed on 9/16 in relation to the PROTECTA case. Other prominent ones from the private sector include Porter's Five Forces, Kaplan's Balanced Scorecard, and Ansoff's Corporate Strategy Matrix to mention just a few. See the links to optional background material on these frameworks.

At their essence, all of these frameworks are similar. They provide a structure to integrate and align an analysis of the external and internal contexts with organizational aspirations and action plans. For the final assignment, we leave it to you to select the strategy framework that makes the most sense for your client's challenge.

Creating Value Presentations by Final Project Teams Tu 9/30	**Class Description** For this class session, final project teams will submit preliminary analyses of their client's mission/operational mission and theory of change, including a basic logic model. Students should be prepared to present their analyses and discuss strategic implications for their clients.

Advance Preparation

Preparation Assignment

Download from the Assignments section of the course page the PowerPoint presentation template. Use this template to prepare a presentation on your client's mission and theory of change and strategic implications. **Each final project team should email a copy of their completed PowerPoint presentation by noon on Monday 9/29 to hksmld101a@gmail.com.** Selected student teams will present during class.

The purposes of this assignment are to get students started working on their final projects and applying concepts from the first segment of the course to their client organizations. We recognize that not all teams will have identified their client organizations with certainty. It's fine if the final paper targets a different client.

Leading Change

Power & Leadership Th 10/2	**Class Description** During this class session, we will conduct two interactive exercises, *The New Proposal* and *The New Initiative*, and debrief them exercising concepts from the readings.

Advance Preparation

Required Background Reading

Excerpts from Burns, J. M. 1979. "The Power of Leadership," In *Leadership*. New York: Harper & Row Publishers, Inc. (pp. 12-23).

Excerpts from Lax, D. A. and Sebenius, J. K. 1986. *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain*. New York: Free Press on "Power in Bargaining" (pp. 249-257).

Optional Background Reading

Galinsky, A. D., Magee, J. C., Inesi, M. E., & Gruenfeld, D. H. (2006). Power and perspectives not taken. *Psychological Science, 17*(12), 1068-1074.

Dunning, D., Griffin, D. W., Milojkovic, J. D., & Ross, L. (1990). The overconfidence effect in social prediction. *Journal of Personality and Social Psychology*, *58*(4), 568-581.

Lord, C. G., Lepper, M. R., and Preston, E. (1984). Considering the Opposite: A Corrective Strategy for Social Judgment. *Journal of Personality and Social Psychology, 47*(6), 1231-1243.

Kahneman, D., & Klein, G. (2010). When can you trust your gut? [Interview]. *McKinsey Quarterly*, Issue 2, 58-67.

Kahneman, D., & Klein, G. (2009). Conditions for intuitive expertise: A failure to disagree. *American Psychologist, 64*(6), 515-526.

Class Preparation Notes

There is no advance preparation for the exercises.

Read the Burns book excerpts on power and leadership, focusing on the sections in which he defines power and contrasts transactional and transformational leadership.

Skim the Lax and Sebenius book excerpt on power in negotiation.

The optional reading by Galinsky et al. is about the psychology of power.

The optional article by Dunning and colleagues describes overconfidence in social perception.

The optional article by Lord et al. is a classic study about overcoming biases in social judgment.

The optional Kahneman and Klein readings—the interview and article that inspired the interview—are about strategies for leaders to minimize decision biases.

Following are study questions to guide your reading.

1. How does Burns distinguish leadership and power?
2. From where does one derive the power to lead?

Leader as Negotiator & Mediator	Class Description
Tu 10/7	During this class session, we will collectively analyze a stop-action video case about an organizational leadership challenge using the tools of Negotiation Analysis.

Advance Preparation

The video case is an HBS production called *Negotiating Corporate Change*, and it requires no advance case preparation.

Required Reading

Bowles, H. R. (2005). What could a leader learn from a mediator? Dispute resolution strategies for organizational leadership. In M. Moffitt & R. Bordone (Eds.), *Handbook of Dispute Resolution* (pp. 409-424). San Francisco, CA: Jossey-Bass.

Following are study questions to guide your reading.

1. How are skills and concepts of negotiation analysis useful to leadership?
2. How are skills and concepts of mediation useful to leadership?

Transforma-tional and Institutional Leadership Th 10/9	**Class Description** During this class session, we will discuss *The NAACP* case, analyzing the NAACP as an "institution" (following Selznick reading below) and the motivational strategies of institutional leaders (drawing on Burns' concepts of transactional and transformational leadership). We will close with a discussion of strategies for transformational change initiatives (following Kotter reading below).

Advance Preparation

Prepare Case

The NAACP (HBS case 398-039)

Required Background Reading

Selznick, P. 1984. Excerpts (pages 1-5, 16-28, & 61-64) from *Leadership in Administration: A Sociological Interpretation*. Berkeley, CA: Harper and Row Publishers.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review, 73*(2), 59-68.

Optional Background Reading

Bass, B. M. (1997). Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, *52*(2), 130-139.

Eagly, A. H., Johannesen-Schmidt, M. C., & van Engen, M. L. (2003). Transformational, transactional and laissez-faire leadership styles: A meta-analysis comparing men and women. *Psychological Bulletin, 129*(4), 569-591.

Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. Leadership Quarterly, 7(3), 385-425.

Class Preparation Notes

During the last class session, we talked about Burns' distinction between transactional and transformational leadership. The purpose of this class is to elaborate that discussion, exploring cases in which leaders inspired their followers using transformational leadership strategies.

The background reading by Selznick is a classic on the leadership of institutions. It is a somewhat long, but quick read. It applies well to the challenges of leadership in the public sector, particularly in long-standing government agencies and non-profit organizations, such as the NAACP. Feel free to skim the Kotter reading. It outlines eight steps of transformational change that summarize well Evers' actions to lead the NAACP out of crisis.

The optional background readings describe research based on the Multi-factor Leadership Questionnaire, which has been used extensively to test the performance implications of transactional and transformational leadership behaviors. We will share some of those findings during class.

Following are study questions to guide your case preparation and background reading.

1. According to Selznick, what are the distinctive characteristics of institutions as an organizational form? How does the NAACP fit Selznick's definition of an institution?
2. What caused the NAACP to descend into crisis? How does Evers-Williams deal with the institutional crisis at the NAACP?
3. How would you compare Gibson's and Evers-Williams' leadership styles, particularly in terms of how they motivate people?
4. Does "institutional leadership" (following Selznick's terminology) require some degree of "transformational leadership" (in Burns' sense of the term)?
5. How would you rate Evers-Williams' performance using Kotter's eight steps to transformational change?

Framing & Nudges Tu 10/14	**Class Description** During this class session, we will discuss how knowledge of cognitive biases can be used to frame and nudge desired behavior. We also debrief some of your responses to the JDM Survey completed by Wed 9/24.

Advance Preparation

Required Background Reading

Tversky, A. & Kahneman, D. (1981). The framing of a decision and the psychology of choice. *Science*, *211*, 453-463.

Excerpt from Thaler, R. & Sunstein, C. R. (2008). *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New Haven, CT: Yale University Press. "Introduction," pp. 1-14.

Optional Background Material

*Bazerman, M. H., & Moore, D. A. (2009). *Judgment in managerial decision making*. (7th ed.). Hoboken, NJ: John Wiley & Sons.

**On reserve at HKS Library.*

See TEDxCambridge talk by Todd Rogers on using nudges to mobilize voters

http://www.tedxcambridge.com/portfolio-item/todd-rogers/

See Australian television news interview with Iris Bohnet on using nudges to improve business and government.

http://ussc.edu.au/news-room/Making-a-nudge-towards-better-choices

Class Preparation Notes

The Tversky and Kahneman article is a very famous, foundational article in behavioral economics. Skim for a basic grasp of the logic of the model presented in Figure 1.

The Thaler and Sunstein book introduction provides an explanation of the concept of *Nudges*. (Note: You will have an opportunity to debate the ethicality of nudges in your core Ethics course in the Spring.)

The optional book by Bazerman and Moore provides an extensive discussion of cognitive biases in judgment and decision making.

The Rogers and Bohnet videos supplement the *Nudge* book introduction with further examples of nudging studies by HKS faculty.

Following are <u>study questions</u> to guide your reading.

1. What are the central insights from Kahneman and Tversky's Prospect Theory? What are some practical implications for leading change?
2. What do you see as the primary practical implications of "framing" and "nudges"—or what one might call "choice architecture"—for leading change?

Persuasion	**Class Description**
Th 10/16	During this class session, you will conduct and debrief *The Kidney Case* exercise, which involves applying lessons of persuasion from the readings. Students are encouraged to bring computers to class because they will be useful during the in-class exercise.

Advance Preparation

Prepare Case

Read *The Kidney Case: General Information* and complete the candidate ranking on page 3. **Submit your candidate ranking by 10am on Wed 10/15 via the following online survey.**

https://www.surveymonkey.com/s/KidneyCase

Required Background Reading

Cialdini, R. B. (2001). Harnessing the Science of Persuasion. *Harvard Business Review, 79*(9), 72-79.

Small, D., Loewenstein, G., & Slovic P. (2007). Sympathy and callousness: The impact of deliberative thought on donations to identifiable and statistical victims. *Organizational Behavior and Human Decision Processes, 102*, 143-153.

Skitka, L. J., & Tetlock, P. E. (1993). Providing public assistance: Cognitive and motivational processes underlying liberal and conservative policy preferences. *Journal of Personality and Social Psychology, 65*, 1205 - 1223.

Optional Background Reading (on reserve in HKS library)

Goldstein, N. J., Martin, S. J., & Cialdini, R. B. (2008). *Yes! : 50 scientifically proven ways to be persuasive*. New York: Free Press.

Class Preparation Notes

As explained above, submit your candidate ranking from page 3 of *The Kidney Case* via the online poll by 10am on the Wednesday before class.

Cialdini is the leading psychological researcher in the study of persuasion. The Cialdini *HBR* article highlights key insights from his work. For a more extensive discussion of psychological research on persuasion, see the optional reading by Goldstein, Martin, and Cialdini.

The Small, Loewenstein, and Slovic article is about how vivid imagery influences giving. Skitka and Tetlock describe how political orientation influences the criteria people find persuasive in the allocation of public assistance. *Skim over the details* of these academic articles to grasp the main theoretical points, focusing on the general arguments articulated in the introduction and final discussion sections.

Following are study questions to guide your case preparation and background reading.

1. What insights can you glean from these readings about how to be maximally persuasive on behalf of a good cause?
2. What are some examples of where you've seen some of these more or less effective strategies employed by people aspiring to lead change?

Working in Teams

The Hiring Committee Tu AM 10/21	**Class Description** During this morning class, we will conduct and debrief The Hiring Committee exercise and discuss how team process influences information flow and the quality of decision making. Note: *A 2nd full class meeting will be held today at 4:10pm. Details on the following page.*

Advance Preparation

Prepare Case

General information and your role assignment for The Hiring Committee exercise will be distributed in class on Th 10/16. You will receive a follow-up email with a link to an online Initial Preference Survey for your role. The Initial Preference Survey will provide role-specific information. It will also contain a short survey in which you will indicate your initial candidate preference based the general case information and your role-specific information. **Your responses to the online Initial Preference Survey are due by 10am on Monday 10/20.**

Optional Background Reading

Larson, J. R., Christensen, C., Abbott, A. S., & Franz, T. M. (1996). Diagnosing groups: Charting the flow of information in medical decision-making teams. *Journal of Personality and Social Psychology*, *71*(2), 315-330.

Edmondson, A. C. (2012). Learning to Team. *Leadership Excellence*, 29(8), 6.

Class Preparation Notes

The optional Larson et al. article describes a study of medical teams and the role of leaders in the management of group information.

The optional Edmondson article is about the work of interdisciplinary teams assembled to address specific challenges or opportunities, similar to your Final Project teams.

Following are study questions to guide your background reading.

1. What can leaders do to enhance the quality of information exchange in team decision making?
2. What do you are some of the distinctive challenges of information sharing and decision making in "teaming" situations?

Dispersed Teams I

Tu PM 10/21

NOTE: Special Time and Class Location

This class session will be run from 4:10-5:30pm on Tu 10/21 in the Harvard Kennedy School Student Computer Lab. There will be two class meetings this day.

Class Description

During this class session, we will run a computer-based exercise called SafeWater, which was designed to simulate the experience of a globally dispersed team collaborating across national and language boundaries. To minimize the potential for technical problems, we will run this class session in the HKS Student Computer Lab on the ground floor of the Taubman Building.

Advance Preparation

Required Background Reading

Armstrong, D. J., & Cole, P. (2002). Managing distances and differences in geographically distributed work groups. In P. J. Hinds & S. Kiesler (Eds.), *Distributed work*. (pp. 167-189). Cambridge, MA US: MIT Press.

Class Preparation Notes

Skim the background reading on distributed teams by Armstrong and Cole, which will give you a richer sense of the context for the simulation.

Dispersed Teams II Th 10/23	**Class Description** During this class session, we will analyze the challenges facing an internationally distributed work team in the case of *Greg James at Sun Microsystems, Inc. (A)*. This case complements the Safewater exercise.

Advance Preparation

Prepare Case

Managing a Global Team: Greg James at Sun Microsystems, Inc. (A) (HBS case 9-409-003)

Required Background Reading

Molinsky, A. L., Davenport, T. H., Iyer, B., & Davidson, C. (2012). 3 SKILLS every 21ST-CENTURY MANAGER NEEDS. Harvard Business Review, 90(1/2), 140-141.

Excerpts from Molinsky, A.L. (2013). *Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself.* Boston: Harvard Business Review Press. Chapter 2: Psychological Challenges of Global Dexterity (pp. 23-41); Chapter 3: Diagnose the New Cultural Code section on “You Can Be a Cultural Detective” (pp.58-59); Conclusion: The Myth and Reality of Adapting Behavior across Cultures (pp. 173-182).

Optional Background Reading

Cramton, C. D. (2001). The Mutual Knowledge Problem and Its Consequences for Dispersed Collaboration. *Organization Science*, *12*(3), 346-371.

Cramton, C. D., & Hinds, P. J. (2005). Subgroup dynamics in internationally distributed teams: Ethnocentrism or cross-national learning? *Research in Organizational Behavior*, *26*, 231-263.

Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity in faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, *23*(2), 325-340.

de Wit, F. R. C., Greer, L. L., & Jehn, K. A. (2012). The Paradox of Intragroup Conflict: A Meta-Analysis. *Journal of Applied Psychology*, 97(2), 360-390.

Brewer, M. B. (1979). In-group bias in the minimal intergroup situation: A cognitive-motivational analysis. *Psychological Bulletin, 86*(2), 307-324.

Class Preparation Notes

The optional reading by Molinsky and colleagues is a very short, valuable article on cultural code switching.

The excerpts from the Molinsky book are very reader friendly, and have some important research-based insights about adapting oneself to new cultural contexts. Feel free to *skim* for insights. The stories are not necessary, but illustrate the concepts in ways that you are likely to find insightful.

We are distributing a long optional reading list for this class because working in distributed and cross-cultural work teams is a critically important challenge for contemporary management, leadership, and decision making. Do not feel obliged to read these in time for class. Consider them a resource.

The optional Cramton article describes barriers to information management in distributed teams.

The optional Cramton and Hinds reading is about subgroup dynamics in distributed teams, drawing on Lau and Murnighan's theory of how demographic diversity creates faultlines in work-group collaboration.

The optional de Wit et al. review article is about the types of conflict that are more or less functional for team performance.

The optional Brewer reading is a classic in social psychology on humans' propensity to form in-groups and out-groups. The optional background reading by Larson et al. describes a study of medical teams and the role of leaders in the management of group information.

When preparing the Sun case, keep in mind the following study questions.

1. How well has James managed his global team?
2. Who is responsible for the HS Holdings crisis?
3. What role did diversity issues play on this team?
4. What should James do in the short and long term?

Leveraging Diversity Tu 10/28 *or* Th 10/30	**NOTE: Special Class Time** For this class session, half of the class will meet on Tuesday 10/28 and half of the class will meet on Thursday 10/30. All students will only attend one class session this week—either Tuesday or Thursday. **Class Description** During this class session, we will return to the case of *ActionAid International*, focusing on the final scene of the case in which they are entering the 2010 General Assembly with three controversial motions on the table.

Advance Preparation

Prepare Case

ActionAid International: Globalizing Governance, Localizing Accountability (HBS case 311-004)

NOTE: You've already prepared this case once for the 9/11 Theory of Change class. Review the case, and then focus on "Gearing Up for the General Assembly" (pp. 13-15).

Complete Implicit Association Test (IAT)

Before you do the background reading, go to the following website and click on "GO!" in the center-left bottom of the screen (by American flag) to proceed to "guest" participation.

https://implicit.harvard.edu/implicit/

From there you need to indicate that, "I wish to proceed."

On the next screen, you will see a list of IATs. Try out a couple of them, noting your results, and then read the Chapter 6 of the *Blindspot* book listed below.

Required Background Reading

Excerpts from Banaji, M. & Greenwald, A. (2013). *Blindspot: Hidden Biases of Good People.* New York: Delacorte. Chapter 6, pp. 94-122.

Excerpts from Davidson, M. N. (2011). *The End of Diversity as We Know It*. San Francisco, CA: Berrett-Koehler Publishers, Inc. Read: Page 47 on comparing managing diversity with leveraging difference; pp. 76-83 on the leveraging difference cycle (explaining Figure 1); and pp. 184-188 on how leaders leverage difference (elaborating Figure 6 on feedback loops).

Optional Background Reading

Ely, R. J., Meyerson, D. E., & Davidson, M. N. (2006). Rethinking Political Correctness. *Harvard Business Review, 84*(9), 78-87.

Ely, R. J., & Thomas, D. A. (2001). Cultural diversity at work: The effects of diversity perspectives on work group processes and outcomes. *Administrative Science Quarterly, 46*, 229-273.

Trower, C.A. (2013). The Practitioner's Guide to Governance as Leadership: Building High-Performing Nonprofit Boards. New York: Wiley. Excerpt “Groups and Teams; Boards as Teams” pp. 87 -91.

*Chait, R. P., Ryan, W. P., & Taylor, B. E. (2005). *Governance as leadership: Reframing the work of nonprofit boards*. Hoboken, N.J.: John Wiley & Sons.

**On reserve at HKS library.*

Class Preparation Notes

The Benaji & Greenwald chapter explains implicit stereotyping. Benaji is the psychologist most famously associated with IATs.

The Davidson excerpts are about leveraging diversity for strategic advantage.

The optional reading by Ely et al. is a practical complement to the Davidson book excerpts. It is strongly recommend, but it is not essential to the analysis of the case.

The optional article by Ely and Davidson is about the importance of a learning orientation for organizational performance in diverse work environments.

The optional reading by Trower makes a distinction between working groups and teams and argues that nonprofit boards evolve through three phases before becoming progressive teams. Characteristic of boards as teams are discussed.

The optional reading by Chait et al. is a recent, influential book on nonprofit boards.

Use the following study questions to guide your case preparation and reading.

1. What insights or questions do you take away from your experience as a participant in Implicit Association Test (IAT)?
2. In the ActionAid case, do you perceive any implicit associations with regard to the global North vs. South?
3. Following the Davidson reading, how has ActionAid “leveraged

difference" to achieve its strategic objectives?

4. At the end of the case, global North-South differences are creating tensions in the organization, as evidenced by the motions submitted for vote at the General Assembly. Is this a problem or an opportunity?

Marketing Strategy Tu 11/4	**Class Description** During this class session, we will analyze the Healthcare for the Homeless case, applying the Strategic Marketing Framework and exploring the concepts of segmentation, positioning and branding.

Advance Preparation

Prepare Case

Healthcare Center for the Homeless: Changing with the Times (Ivey 910A32)

Required Background Reading

Gainer, B. (2010). Marketing for Nonprofit Organizations. In Renz, D., ed. In *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, 3rd Ed. Edition, pp. 301-327.

Online lecture on Strategic Marketing (see link on course page)

Andreasen , A.R. & Kotler, P. (2008). Segmentation, Targeting and Positioning. In *Strategic Marketing for Nonprofit Organizations,* 7th ed. Prentice Hall. Chapter 6, pp. 137 – 163.

Optional Background Reading

Laidler-Kylander, N. and Shepard-Stenzel, J. (2014). What is a Brand and Why Should You Manage It in *The Brand IDEA: Managing Nonprofit Brands with Integrity, Democracy and Affinity*, Jossey Bass. Chapter 2, pp 21-35.

Class Preparation Notes

The required chapter by Brenda Gainer, provides an excellent overview of key concepts in the strategic marketing of nonprofit organizations including segmentation, targeting and positioning and introduces the marketing mix which we will be using in the next class.

The online lecture will help with your case preparation and the in-class exercise.

From the Gainer chapter and online lecture on Strategic Marketing come prepared to use the PEST and 3C frameworks to analyze the macro and micro environments facing HCCH. The PEST framework looks at the macro-environment from four perspectives: Political/Legal; Economic; Social/Cultural;

and Technological. The 3Cs framework analyzes the micro-environment as it relates to Customers, Competitors, and Collaborators.

Skim the Andreasen and Kotler chapter, which goes into greater depth in terms of segmentation, targeting and positioning particularly for the nonprofit sector.

The optional Laidler-Kylander and Shepard-Stenzel chapter on brand and brand management provides an overview of the role of brand for nonprofit organizations and how brand management differs between the sectors.

Following are study questions to guide your case preparation and reading.

1. What are the macro- and micro-environmental changes impacting HCCH (Use the PEST and 3C frameworks outlined above to organize your analysis.) What are HCCH's organizational strengths and weaknesses given this environmental analysis?
2. How should HCCH differentiate and position itself and its brand going forward? Do you agree with the consulting team's specific recommendation? Why or why not?

Marketing Mix Th 11/6	**Class Description** During this class session, you will have the opportunity to craft a marketing mix to respond to the key challenge facing the implementation of bike sharing programs in one of three European cities. You will work in teams to develop and present this marketing mix along with a budget proposal in a 5-min PowerPoint presentation. You target audience will be the general manager of your city's bike share program. While not all teams will be selected to present, all teams will hand in their presentations.

Advance Preparation

Prepare Case

On Your Bike! Using Marketing Mix to Drive Successful Bike Sharing Programs in Europe (DRAFT Case: Title subject to change)

Required Background Reading

Strauss, S. (2014). *Note on Marketing: A Tool to Create Public Value* (DRAFT Note: Title subject to change)

Andreasen, A.R. and Kotler, P. (2008). Developing a Target Audience-Centered Mindset. In *Strategic Marketing for Nonprofit Organizations*, 7th ed. Prentice Hall. Chapter 2, pp. 34-57.

Andreasen, A.R. and Kotler, P. (2008). Managing Perceived Costs. In *Strategic Marketing for Nonprofit Organizations,* 7th ed. Prentice Hall. Chapter 10, pp. 233-248.

Class Preparation Notes

The required note by Steve Strauss focuses on the Marketing Mix (i.e., 4Ps: Product, Price, Place and Promotion) from the perspective of the public sector.

Skim the Andreasen and Kottler chapters, which go into greater depth on the concepts of customer-centered mindset and the tricky process of pricing in the nonprofit and government sectors.

Following are study questions to guide your case preparation and reading.

1. Prior to coming to class please identify the key goals and challenge(s) facing the bike share program in the city to which you have been assigned.

2. What are the key customer segments and perceived positioning of the bike share program in your city?
3. What is the *current* marketing mix? Be sure to provide details on the product, pricing strategy, place (channel) and promotion.
4. What role do other players/collaborators have in the success of the bike share program (local government, local businesses and nonprofits)?

Operations	Class Description
Th 11/13	During this class session, we will conduct a basic operational analysis of the Aravind Eye Hospital case.

Advance Preparation

Prepare Case

The Aravind Eye Hospital, Madurai, India: In Service for Sight (HBS case 593-098)

Download the Aravind Worksheet from the course page and complete it as part of your case preparation.

Required Background Reading

Process Fundamentals (HBS case 696-023)

Class Preparation Notes

During class, you will work in buzz groups to conduct a basic process analysis of the Aravind Eye Hospital using the case information. The Aravind Worksheet (Excel doc) will help you generate some basic operational metrics for your analysis. This exercise will give you an opportunity to exercise some of the concepts in the *Process Fundamental* note.

We expect you to read through the *Process Fundamentals* note, but we recognize that is has too much information to absorb in one reading. Treat is as an introduction to basic concepts and as a resource.

Use the following study questions to guide your case preparation and reading.

1. Drawing insights from the Marketing classes and your preliminary operation analysis, what do you see as the *strengths* of the Aravind model? What do you see as the *weaknesses*?
2. Why do you think the performance picture in Madurai looks different than the satellite hospitals in Tirunelveli and Theni?

Leveraging Networks

Whitney Young Tu 11/18	**Class Description** During this class session, we will analyze the case of Whitney Young based on excerpts from his biography by Dennis Dickerson and discuss how organizations can work through networks to achieve their mission and strategic aspirations.

Advance Preparation

Prepare Case

Part I on "Becoming a Leader"

> Excerpts from Dickerson, D. (1998). "Becoming a Leader: The Omaha Years." In *Militant Mediator: Whitney M. Young Jr*. Lexington: University Press of Kentucky. Pages 56-87; 326-329.

Part II on "Maintaining the Middle Ground"

> Excerpts from Dickerson, D. (1998). "Maintaining the Middle Ground." In *Militant Mediator: Whitney M. Young Jr*. Lexington: University Press of Kentucky. Pages 161-171, 183; 339-342.

Required Background Reading

Wei-Skillern, J., and Marciano, S. (2008). The Networked Nonprofit. *Stanford Social Innovation Review, 6*(2), 38-43.

Optional Background Reading (on reserve at HKS library)

Pettigrew, T. F., & Tropp, L. R. (2000). Does intergroup contact reduce prejudice: Recent meta-analytic findings. In *Reducing Prejudice and Discrimination*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers. Pp. 93-114.

Class Preparation Notes

Part I of the case materials describes Young's emergence as a leader heading a local chapter of the Urban League. Part II describes an important chapter in his later leadership of the National Urban League.

The reading by Wei-Skillern and Marciano provides a contemporary perspective on how nonprofit leaders leverage networks to expand their impact.

The optional reading by Pettigrew and Tropp is a review of literature on the conditions under which intergroup contact reduces prejudice.

Following are study questions to guide your case preparation and background reading.

1. Sketch out for yourself a rough map of Young's social network in the "Becoming a Leader" chapter.
2. In the "Becoming a Leader" chapter, how did Young's social network help him achieve his strategic objectives? What were the strategic strengths and weaknesses in his social network?
3. In the "Maintaining the Middle Ground" chapter, Young assumes leadership of the National Urban League. How does Young use his networking skills to strategically situate the Urban League in relation to the Civil Rights Movement?

Individual Network Assessment Th 11/20	**Class Description** This class discussion will build on ideas from our analysis of the Whitney Young case. We will delve more deeply into social network analysis and debrief your responses to the Network Assessment and Reflection Survey.

Advance Preparation

Prepare Exercise:

The Network Assessment Exercise: MBA Version (HBS 9-497-002)

Complete (on paper) Network Assessment Exercise (listed above) and, then complete the Reflection Survey (linked below)

Submit responses to the Network Assessment Survey (see link below) **by 10am Tu 11/18**.

https://www.surveymonkey.com/s/MLD101_NetworkSurvey

Note: The survey questions do not correspond perfectly with the Network Assessment Exercise: MBA Version*. They have been adapted to fit HKS student profiles.*

Required Background Reading

Ibarra, H., & Hunter, M. (2007). How Leaders Create and Use Networks. *Harvard Business Review*, *85*(1), 40-47.

Optional Background Reading

Burt, R. S. (2000). The Network Structure of Social Capital. *Research in Organizational Behavior*, *22*, 345.

Burt, R. S. (1998). The gender of social capital. *Rationality and Society, 10*(1), 5-46.

Ibarra, H. (1993). Personal networks of women and minorities in management. *The Academy of Management Review*, *18*(1), 56-87.

Class Preparation Notes

The Ibarra and Hunter *HBR* article is about how to develop your social network to enhance your leadership potential. The purpose of the article is to promote reflection about your own personal network. We will spend the bulk of the class talking more generally about fundamental concepts in social network analysis as applied to your own personal networks.

The optional readings by Burt focus on the power of "structural holes," which we will discuss in class.

The Burt reading on "The Gender of Social Capital" and the Ibarra review article describe constraints on the networks of women and minorities, particularly in work contexts dominated by white men.

Following are study questions to guide your reading.

1. What personal insights did you gain from the Network Assessment Exercise?
2. How do you imagine you could enhance your personal leadership potential using Ibarra and Hunter's networking strategies?
3. What types of social ties would you like to build or strengthen while you are at the Kennedy School? For your career? For your personal growth? In order to make your work here more meaningful and motivating?

Course Wrap-Up Tu 11/25	**Class Description** During this class session, we will debrief your Aravind case analyses (due Friday 11/21) and review major course concepts.
	Advance Preparation For details on the expectations for and grading of this assignment, see assignment description for Aravind Case Analysis above in this syllabus and the Assignments sections the course page. This is intended to be an integrative assignment, in which students apply concepts from multiple course segments. See below one additional reading required for this assignment, which is about strategies for scaling social innovation. <ins>Required Reading</ins> Dees, J. G., Anderson, B. B., & Wei-Skillern, J. (2004). Scaling Social Impact: Strategies for Spreading Social Innovations. *Stanford Social Innovation Review,* Spring, 24-32.

Final Project Workshop Tu 12/2 *and* Th 12/4	**Class Description** During these final class sessions, students will present drafts of their final projects to their classmates for peer feedback and discussion.

Advance Preparation

Final Project Teams will be randomly assigned to present on *either* Tuesday *or* Thursday. Students who are not presenting are expected to provide constructive feedback on others' presentations. Presenting teams are encouraged to share their analysis, reflections, and any outstanding challenges that they are working through, rather than to present a final set of recommendations. In this way, teams can incorporate suggestions and ideas from their classmates and professors into the final written paper.

Before presenting in class, students will hand in to their faculty (in hard copy) a pdf of their presentation slides and an outline of their final paper.

Further details on expectations for presenters and reviewers will be discussed in class and posted under the Assignments sections the course page.