Successful leadership in today’s fast changing and challenging environments requires leaders who are intentional about developing their leadership competencies, clearly articulating their values, and successful at building their personal support systems.

This course is designed to introduce participants to a number of topics and tools that are central to leadership, many of which will be covered in more depth in additional courses that will be taken as part of the certificate. As part of the course, participants will complete a leadership evaluation and receive a comprehensive report using Stanford’s LEAP 360 tool, and the topics of this course will reflect many of the areas of focus in this tool.

Key topics include:
• Effective communication
• Understanding others
• Using trust and humility to build effective teams and organizations
• Diversity and inclusion
• Self-coaching
• Understanding the role of complex data in effective decision making

This course will use video lectures, application exercises, and peer learning to provide an overview of relevant topics and research on leadership. Participants will also receive expert analysis of their leadership style, strengths, and areas for improvement based on feedback from their manager, peers, and subordinates, and a plan for utilizing the LEAD curriculum to maximize their personal leadership development.

How do we lead with our values? How do we respect the values of others in a diverse organization? How do we design organizations that help ourselves and others act in line with our values?

This course explores ethical issues faced by managers and organizations, and provides analytical frameworks as well as the latest findings on human behavior to inform ethical decisions and strategies.

Readings involve controversial case studies, insights from psychology and behavioral science, and a brief introduction to philosophical perspectives. Through exercises, surveys, online discussions, and personal reflection participants will clarify their own values, think through managerial dilemmas, discover the diversity of viewpoints among their classmates, practice articulating recommendations compellingly, and find out how to avoid social and cognitive pitfalls that get in the way of values-based leadership.

Key topics include:
• Responsibilities an executive has to shareholders, employees, customers, and society
• Identifying, understanding, and resolving values-based disagreements
• Overcoming psychological impediments to ethical decision making and implementing values-based leadership in one’s own life
• Shaping an organization’s values
Elective Courses

**BUILDING POWER TO LEAD**

Jeffrey Pfeffer  
*Thomas D. Dee II Professor of Organizational Behavior*

Innovation means doing new things, and doing some of the same things differently. But regardless of the benefits or the desirability of change, many individuals and groups have a stake in keeping the status quo. That is why getting things done — particularly new things — requires skill in building power and exerting influence.

This course will foster both your skills in diagnosing problems with organizational dynamics and your ability to develop and use power to get things done.

Key topics include:

- Developing the personal qualities that create power
- Creating valuable resources
- Attracting allies and supporters
- Speaking and acting with power
- Handling opposition and conflict

This course will employ short lecture videos, multimedia case studies, and both synchronous and asynchronous exercises on which you will receive feedback from your classmates and the teaching staff. The materials are designed to build your power skills and your willingness to use these skills to get things done.

**COMMUNICATING WITH IMPACT**

Francis J. Flynn  
*The Paul E. Holden Professor of Organizational Behavior*

Communication may be the most critical component of effective leadership. To achieve shared goals, a leader must be able to craft a compelling message, articulate an exciting vision, or galvanize a group around a course of action.

This course is designed to help participants become more savvy communicators — leaders who can get things done. Throughout this course, participants will sharpen their communication skills through experiential activities, role plays, and practical lessons they can apply immediately.

Key topics include:

- Communication biases
- Managing the meeting
- Becoming more persuasive
- Personalizing for the audience
- Modeling your message
- Building rapport
- Accounting for mistakes
- Delivering praise
CREATING A LIFE OF CONSEQUENCE: HOW HAPPY, MEANINGFUL, AND SUCCESSFUL LIVES REALLY HAPPEN

Roderick M. Kramer
The William R. Kimball Professor of Organizational Behavior

The goal of this course is to change the way you think about your life and its possible impact on the world. In particular, we will explore what it means to live a more consequential life. To unpack this somewhat abstract-sounding idea, we will examine cutting-edge concepts from the exciting and still emerging science on human flourishing.

By engaging the most powerful concepts from contemporary research on happiness, meaning, and achievement, you will have an opportunity in this course to develop a personalized framework for thinking about how you can pursue such a life for yourself. To enhance your personal exploration and learning, the course will include insightful readings, case studies, and illustrative videos.

Key topics include:

- **Mastering life’s moments**: We will explore how to make the most of life’s “best” moments, using proven techniques for promoting psychological flourishing and well-being.
- **Managing expectations**: Many people, perhaps paradoxically or ironically, entertain such high expectations regarding their lives that those expectations become a psychological burden and creative obstacle, making it more difficult for them to enjoy their present moments and to plan most creatively for their future.
- **Resilience**: Understanding how to be a more resilient human being when facing some of life’s more difficult moments is vital to success at pursuing a life of consequence, including learning how to cope more creatively and effectively with life’s disappointments, setbacks, and other forms of adversity.
- **Exploring the role other people play in a consequential life**: Research shows that pursuing a happy and meaningful life depends not only on what we do individually, but also how we engage with other people around us. Accordingly, the course will enhance your understanding of how other people make you feel about your life, especially how positive social relations can enhance your overall happiness and sense of well-being.
- **Crafting a more consequential life story**: Drawing on research on the benefits of generative writing about life-stories, we will explore how the way we tell our life stories influences how we feel about ourselves, the particular lives we are living, and our appraisal of their ultimate significance.
- **Exploring your own legacy**: You will have a chance to explore how to think more creatively and expansively about the impact of your life on other people around you and the world writ large, including those closest to you as well as those who are in more remote or “distant” relationships to you.

CRISIS MANAGEMENT

Steven Callander
The Herbert Hoover Professor of Public and Private Management

A crisis can strike an organization at any time and anywhere in the world it operates. Yet all too often managers are unprepared when a crisis strikes. They throw their hands up in the air and say “Who could have predicted this?” This response is not good enough.

Although each specific crisis is itself unpredictable, what is predictable is that something will go wrong, and when a crisis does erupt, it is the responsibility of managers to be ready.

In this course we’ll dig deep into crisis and develop the tools and a framework to manage crises effectively. We’ll examine the nature of crisis, where they come from, how they evolve, and what we can do about them. Crisis management is a distinct skill that differs from the practice of regular management. Preparing for an unspecified threat requires a different state of mind as well as a different toolbox.

We’ll develop this mindset in this course and put the skills to use through experiential learning. A rich set of case studies and crisis simulation exercises balance the theoretical and conceptual frameworks. This combination will help participants to improve their strategic thinking as well as their team management and communication skills in high-stress situations.

Key topics include:

- Challenging one’s basic beliefs about the nature of crisis
- Learning to scan one’s business practices for political and social risks
- Anticipating and preparing for potential crises
- Exploring techniques for successfully solving problems in high-pressure crisis situations characterized by complex decision environments, time-pressure, high stakes, unanticipated events, and information overload
- Develop strategies for managing stakeholders, public opinion, media relations, and public officials
DECISION MAKING

Paul Pfleiderer
The C.O.G. Miller Distinguished Professor of Finance

What makes a decision a good decision? Since chance or “luck” almost always has a hand in determining what happens after we make a decision, making a good decision doesn’t necessarily guarantee a good outcome. Similarly, obtaining a good outcome doesn’t prove that a good decision was made.

Roughly speaking a good decision is one that is more likely than the alternative courses of action to lead to a good outcome. Good decision making is all about following a disciplined process that helps select the course of action that is most likely to lead to good outcomes.

We face many different types of decisions daily. Some decisions are of little consequence like What should I wear today? or Which restaurant should I go to? Others involve much higher stakes like Should I buy a house? or Should I look for a new job?

In this course, you will learn tools and frameworks to help guide your decision making so that you can make (or become more likely to make) good decisions when faced with different types of decisions. Unfortunately, because of the role lady luck plays, we can make no promises about the outcomes of your decisions.

Key topics include:

- Identify different aspects of a decision — the quantifiable aspects and the fuzzier aspects.
- Learn tools and frameworks that can be used in situations where most components of the decision can be quantified and the risks can be measured.
- Apply some of the insights from using these tools and frameworks to decisions that are less quantifiable.
- Think critically about the value of information and the value of flexibility.
- Explore cognitive biases that influence our decision making.
- Develop principled ways of approaching decision making as an individual and in a group setting.

DESIGNING ORGANIZATIONS FOR CREATIVITY AND INNOVATION

Sarah A. Soule
The Morgridge Professor of Organizational Behavior
Senior Associate Dean for Academic Affairs

This course focuses on a framework for thinking about the organizational ecosystem, and how we can use a human-centered design process to effectively diagnose the roots of very common organizational problems (e.g., lack of coordination and trust between units, shortage of time for creative thinking, loss of top talent). We will study the interplay among formal structure, routines, informal networks, and culture in shaping organizational performance, change, innovation, and employee engagement.

Key topics include:

- Understanding organizational dynamics and connecting these to organizational strategy
- Driving innovation, creativity, and employee engagement via organizational design
- Using a design thinking approach to diagnose managerial problems
- Using a design thinking approach to build an innovative culture
DIVERSE BY DESIGN

Margaret Ann Neale
The Adams Distinguished Professor of Management

Sarah A. Soule
The Morgridge Professor of Organizational Behavior
Senior Associate Dean for Academic Affairs

The relationship between diversity and performance has recently received an enormous amount of attention, not only in the behavioral and social sciences but also in organizations struggling with the challenge of creating and maintaining a diverse workforce.

In this course, we will explore the barriers and potential solutions to creating and maintaining a diverse workforce using a combination of pedagogical tools including (but not limited to):

• Role simulations
• Participant-organizational observations and explorations
• Case analyses
• Team assignments
• Self-reflection

We will also explore practical methods for creating a workplace culture in which all people feel valued and included.

Key topics include:

• The Value of Diversity in Innovative Teams and Organizations
• Barriers to Diversity: Not enough qualified people
• Barriers to Diversity: Non-conscious bias
• Barriers to Diversity: Malleable or inappropriate recruiting criteria
• Barriers to Diversity: Differential Evaluation criteria

GETTING (MORE OF) WHAT YOU WANT: NEGOTIATING, COLLABORATIVE PROBLEM-SOLVING, AND VALUE-CLAIMING

Margaret A. Neale
Adams Distinguished Professor of Management

One of the most common associations that executives have when they think about negotiations is a battle. Almost as soon as the thought of negotiating arises, they are already starting to put on their armor, ready to do battle with their counterparts. The goal is to take resources that the other parties do not wish to share, and to keep them from taking resources that you do not wish to share. While there are negotiations that fit this description, most of our negotiations are not battles — unless we create battles by expecting them.

In this course, the objective is to develop negotiating fluency: knowing when to prepare for battle and when to engage in collaborative problem-solving. However, not just any problem-solving solution will do. Rather, to get (more of) what you want, you are looking for a particular type of solution: one that makes you better off than you would be with the status quo or with your alternatives, while keeping your counterparts whole or making them better off.

The purpose of this course, which relies on decades of empirical research, is to provide you with a set of tools and a theoretical understanding of the strategies and tactics that can improve the quality of your negotiating outcomes and your ability to get (more of) what you want. The course combines experiential, hands-on negotiations with the development of empirically derived frameworks that can improve the quality of your negotiations — whether you are negotiating with your colleagues, your boss, your subordinates, friends, family members, or even strangers.

Key topics include:

• Making the choice to negotiate
• The infrastructure of negotiation
• Creating value vs claiming value
• Steps to effective preparation for negotiation
• How and when to walk away
• Power — how to get more when you have it, and when you don’t
• When there is more than one person across the table: teams and coalitions in negotiation

We will employ both self-paced video and hands-on negotiation exercises to help you gain mastery of various negotiating tools and to develop a strategic framework for getting (more of) what you want in your negotiations.
THE INNOVATION PLAYBOOK:
DESIGNING STORIES FOR IMPACT

Jennifer Aaker
General Atlantic Professor of Marketing

Studies show that we are wired to remember stories much more than data, facts and figures. Stories galvanize. They fuel stakeholder buy-in by painting a clear picture of what is and what could be for everyone — from employees to investors to customers. Further, when the stakeholder becomes part of the story, they are more likely to act.

Story is equally important for leaders, whose signature stories — both business and personal - impact recruiting, retention, and growth of the company and whether they themselves are productive, creative and in fact happy.

You’ll leave with the ability to curate, craft, and tell stories effectively — and to harness story to drive growth.

The goals of the course are to:
- Demonstrate how leaders use personal stories to build high-performing teams and companies.
- Share best practices by CEOs and leaders from companies like Salesforce, Nike, Pixar, and Tory Burch to illuminate how to harness story as an asset.
- Help you develop an innovation playbook — which is a digital, dynamic, living sketch of your company’s future — and the story of how you plan to get there.

In the course, we will:
- Start with a live session where you will learn how to build out six-word stories, and delve into the behavioral research and the design thinking process to help you glean insights from users to define your signature story.
- Watch video cases from successful global companies that will show you how to operationalize these insights in real life.
- Work with personal coaches to elevate your stories and hone your skills.
- Build your own innovation playbook to effectively align stakeholders with your vision.
- Participate in a live “story-off” with fellow LEAD participants at the end of the course.

Key topics include:
- The power of story
- Designing signature stories for innovation
- Crafting personal signature stories to inspire and lead
- Behavioral research on happiness, meaning, and impact

LEADERSHIP AGILITY

S. Christian Wheeler
The StrataCom Professor of Management and Professor of Marketing

Effective leadership requires the ability to flexibly respond to constantly changing and unpredictable environments with ease and agility.

In this course, you will participate in active and engaging exercises to help you embrace spontaneity, work effectively with others, and tailor your behavior to the needs of your audience and the situation. You will gain an understanding of what drives others to act and learn how to effortlessly engage others in meaningful and enjoyable interactions. You will additionally practice techniques designed to maximize your creativity and problem solving. Combining approaches from improvisational theater and research from social psychology, this class provides a highly interactive and research-based foundation for maximizing your agility across the myriad roles you assume as a leader.

Key topics include:
- Embracing spontaneity, adaptability, and risk
- Working with others to build ideas work effectively as a team
- Maximizing your creativity
- Accurately perceiving others and understanding how you are perceived
- Understanding the underlying motivations and values that drive you and your team
- Easily building rapport and connecting with others
- Modulating status to effectively lead
LEADING EFFECTIVE TEAMS

Brian Lowery
The Walter Kenneth Kilpatrick Professor of Organizational Behavior

To be a great leader, one must manage teams in an effective manner. Organizational effectiveness is directly tied to the quality of teamwork that occurs within the organization. Leading Effective Teams is designed to teach you the skills and frameworks for getting the most out of your teams.

In this course, we will investigate some of the common pitfalls teams experience as well as strategies for avoiding and overcoming these problems in order to achieve team synergy. You will be expected to use teams you are currently a member of as a laboratory to try some of the techniques, and be prepared to report back to the other participants about the effects you observed.

Key topics include:
• Information sharing in teams
• Virtual teams
• Sources of Process Loss in teams
• Creating a feedback rich team culture
• Managing conflict and disagreement in teams
• Team roles and responsibilities
• Team structure and norms

This course will use video lectures, exercises, and assessments. It is essential that you be a member of a work team, use your experiences from that team as a basis for discussion in this course, and be willing to use some of the course content in the way you interact with the team during the course.

MOTIVATING EMPLOYEES

David M. Kreps
Adams Distinguished Professor of Management

Motivating employees to provide consummate effort — going above and beyond nominal job requirements — is a key to organizational success. But motivation is not a one-size-fits-all task.

What you should do to motivate your employees depends on a host of factors specific to your situation. And it requires you to understand the relationship your employees have with your organization, with their job, and with the work they do.

That relationship is both economic and social in character, so understanding it requires that you employ both economic and social psychological perspectives. In this course, we develop both perspectives, seeing how and when the two are complementary and how and when they conflict.

We will employ readings and cases, primarily, ending with a team assignment in which you will apply the tools gained to analyze your own situation vis-à-vis employee motivation.

Key topics include:
• Motivation as alignment of interests
• The economic theory of incentives: What is it, and what are its strengths and weaknesses?
• What do senior executives say about effective motivation?
• Employment as an ongoing economic relationship: Transaction-cost economics
• Employment as a social relationship
• Social-psychological theories of motivation
• Motivation and teams
• Motivation and your employees
A NEW TYPE OF LEADER: ANCHORED ON PURPOSE, FUELED BY HUMOR

Jennifer Aaker
General Atlantic Professor of Marketing

Naomi Joanne Bagdonas
Lecturer in Management

Imagine a world where our leaders, teams, and institutions are driven by a higher purpose. Where they are defined by authenticity, compassion, and radical agility to adapt to the rapid transformation of today’s society.

We believe the world needs you to be this new type of leader. To blaze a trail toward a new model of leadership that is visionary, effective, inspired – and inspiring.

In this course, we empower you with tools to unlock higher purpose in yourself, your teams, and in your organizations. Then, drawing on insights from leaders who cultivate levity in their organizations as well as professional comedians, you’ll learn how to use your sense of humor as a secret weapon in business and life to persuade, influence, and lead.

Through this journey, you will challenge your current approach on how to lead in this new environment of constant change, and learn to:

• Anchor on purpose by gaining insight into how to develop personal moonshots (defined as a bold, specific goal tailored to your passions, strengths, and what the world needs) to tackle your leadership challenge and goals
• Discover the power of humor and find opportunities for levity in your stories and life by embarking on secret missions that help you authentically unlock your sense of purpose and humor
• Play using comedy techniques, incorporating levity into your bio and redesigning miserable experiences (e.g., baggage claim, budget meetings, any meetings for that matter) with your colleagues
• Lead with a mindset of purpose and humor by defining your team’s inspired mission, authentic voice, and strategies for activating your inspired team mission with levity

Ultimately, this course is about doing things that are important in work and life, using the two superpowers of purpose and humor. Purpose provides the why, and humor provides the how for this endeavor. Thus, whether you’re an entrepreneur growing a new company or an executive at the helm of a massive organization, if you want to better understand how to lead with purpose – while using humor as a secret weapon – this course is for you.

PERSUASION

Zakary Tormala
Professor of Marketing

Persuasion refers to the act or process of shaping people’s thoughts, beliefs, attitudes, and behaviors. Understanding persuasion is essential to having influence in virtually any environment — at home, at work, in a sales pitch, or in the marketplace.

The aim of this course is to provide insight into the psychology of persuasion. We will take an evidence-based approach and explore classic and cutting-edge research and theory to understand effective persuasive strategy, and we will put this understanding to practice using live discussions, practical activities (e.g., writing an email that grabs attention and engages the recipient), and role-playing.

Key topics include:

• Relevance: How do you make your message feel relevant?
  How do you engage your audience?
• Credibility: How do you establish expertise and gain people’s trust?
• Resistance: How do you disarm your audience and overcome their resistance?
• Self-Persuasion: How do you get people to persuade themselves?
• Certainty: How and why should you build certainty?
• Uncertainty: When is uncertainty persuasive?