Successful leaders in today’s fast-changing and challenging environments are intentional about developing their leadership competencies, articulating their values, and making decisions that align with those values.

This course introduces topics and tools that are central to leadership. As part of the course, participants will complete a leadership evaluation using Stanford’s LEAP 360 tool and receive individualized coaching and a personalized report. Participants will also explore frameworks around ethical issues faced by managers and organizations as well as the latest findings on human behavior to inform ethical decisions and strategies. The course will cover controversial case studies, insights from psychology and behavioral science, and a brief introduction to philosophical perspectives that are useful for leaders.

Through video lectures, application exercises, surveys, online peer discussions, and personal reflection, participants will not only gain an overview of relevant topics and research on leadership, but they will also 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 purposeful and principled leadership.

Key Topics
- Effective communication
- Understanding others
- Using trust and humility to build effective teams and organizations
- Diversity and inclusion
- Self-coaching
- Responsibilities to shareholders, clients, 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

This course will run throughout the full year of enrollment.

Critical Analytical Thinking is essentially the language of strategy. It adds structure and transparency to the analysis and formulation of strategy and helps executives make decisions in a collaborative, logical, and fact-driven fashion.

This course will help you develop and hone skills necessary to analyze complex problems, formulate well-reasoned arguments, and consider alternative points of view. It will help you assess innovative business models, identify critical issues, develop and present well-reasoned positions, and evaluate evidence. You will apply those skills to address a variety of management problems in both this and subsequent courses in the LEAD Certificate program.

Key topics include:
- Foundations of logical reasoning
- Using and interpreting evidence
- Designing experiments
- Using analogies

We will use a combination of lectures and case studies to prepare you to present written and video arguments for your positions, and to critique and debate those of your peers.
FINANCING INNOVATION: THE CREATION OF VALUE

Peter M. DeMarzo
The Staehelin Family Professor of Finance; Director, Stanford LEAD

Even the best and most innovative ideas will go nowhere unless we can convince others to commit the necessary resources. Doing so almost always requires that we make a compelling case that the value of the opportunity far outweighs the upfront costs.

This course will cover the key techniques of financial valuation and capital budgeting used by major corporations. Understanding these techniques is critical for project sponsors to make sure their ideas get the attention — and funding — they deserve.

You will gain experience building an actual financial model to assess a proposed new product launch. We will consider key financial metrics that are often applied, and learn which ones are reliable (and which are not). We will also look at how we can use the financial model to guide our attention as project managers in order to maximize the impact of our efforts. Along the way we will gain insight into how financial markets work and how investors evaluate stocks. Finally, we will learn how to use these skills to understand the drivers of a company’s stock price, or its value in an acquisition.

Key topics include:
- Interpreting balance sheets and income statements
- The difference between earnings and cash flows
- Measuring value using NPV
- ROI & IRR: Uses and abuses
- Interest rates, risk, and the cost of capital
- DCF/WACC valuation models
- Building a financial model

We will use a combination of lectures, quizzes, and individual and group exercises, together with a final team project, to prepare you to build a valuation model for a hypothetical business venture. At the conclusion of the course you will have built your own financial model for a project or investment, as well as for evaluating a company.

STRATEGIC LEADERSHIP

William P. Barnett
Thomas M. Siebel Professor of Business Leadership, Strategy, and Organizations; Affiliated Faculty, Woods Institute for the Environment at Stanford

Jesper B. Sørensen
The Robert A. and Elizabeth R. Jeffe Professor, and Professor of Organizational Behavior; Professor of Sociology (by courtesy), School of Humanities and Sciences

Why are some firms more competitive than others? To be successful, a manager must be able to diagnose the reasons behind success and failure, and to be able to effectively improve performance in the future. This course helps managers learn to think strategically: how to identify opportunities and challenges, how to develop a viable course of action, how to formulate a strategy, and how to execute strategy so that their employees are guided and motivated to achieve success. Our goal in this course is to hone your strategic thinking skills so that this thought process becomes second nature.

Key topics include:
- Improving your strategic thinking skills: your ability to diagnose and evaluate a firm’s strategy
- Enriching your ability to shape the context for strategic execution through the levers of organizational design and leadership
- Strengthening your ability to lead through strategic change
Elective Courses (Select 5)

BUILDING POWER TO LEAD

Jeffrey Pfeffer
The 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 desirability of the change, many individuals and groups have a stake in the status quo. That is why getting things done — particularly new things — requires skill in building power and exerting influence. This course will develop both your skill at diagnosing organizational dynamics and also your ability to develop and use power to get things done.

Key topics include:

• Becoming comfortable with power
• Developing the personal qualities that create power
• How to create valuable resources
• Attracting allies and supporters
• Speaking and acting with power
• Handling opposition and conflict

The 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 willingness to use these skills to get things done.

BUSINESS MODEL ANALYSIS AND DESIGN

Haim Mendelson
The Kleiner Perkins Caufield & Byers Professor of Electronic Business and Commerce, and Management

Just as you wouldn’t build a house without first creating a blueprint, effective commercial innovation requires a blueprint of the business that will be supported or generated by your innovation. That blueprint is the business model, which comprises three elements: the value creation model, which specifies how the innovation will create and deliver differentiated value to its customers, and who these customers will be; the profit model, which specifies the sources of revenue, the cost structure, and the drivers of profitability; and the logic of the business, which ties together the value creation and profit models and explains how the business will meet its growth and profitability objectives.

Iterating on business model development helps innovators follow a structured process for planning and building new businesses on a standalone basis or within established enterprises. In this course, we’ll discuss the process of structuring business models, address the core elements of a business model, and practice the design of innovative business models for new and established companies from multiple industries. We’ll do that by analyzing case studies, studying innovative business models, discussing the topic with entrepreneurs and venture capitalists, and building our own business model.

Key topics include:

• Purpose of a business model
• Elements of business model design
• Adoption and business model development
• Business model archetypes and the associated logic
• Profit models and unit economics
• Platform-based business models
• Sharing economy models
• Business model transformation
• How new business models are transforming entire industries such as retail and transportation
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 Professor of Political Economy*

A crisis can strike an organization at any time. They often arrive when you least expect it, and when one hits, it can shake an organization and its leaders to the core. All too often, leaders are unprepared for a crisis. They are caught flat-footed and end up like a deer in the headlights. As a result, organizations bear a heavy cost to their reputations and to their bottom lines, and the careers of the leaders themselves are damaged. The good news is that you can do better. The purpose of this class is to understand the nature and origins of crisis and to develop the tools and the frameworks to manage them effectively. We will also develop the individual skills it takes for you, as a manager and leader, to perform well in a crisis.

In this class we’ll deal with crises of all shapes and sizes. Although crises are often big and in the public eye — think an oil rig explosion or a car recall — they need not be so dramatic. A crisis can also be purely internal to an organization — employees are injured or killed, a union goes on strike, or the core mission of the organization comes into question — and these crises can be just as important for an organization to manage well.

We’ll develop the mindset of crisis and put your new skills to use through experiential learning. A rich set of case studies and crisis simulation exercises complement the theoretical and conceptual frameworks. This combination will help your improve your strategic thinking as well as your team management and communication skills in high-stress situations, so that when your next crisis hits — as it inevitably will — you’ll be ready.

Key topics include:

- Understand the origin and nature of crises.
- Develop strategies for managing stakeholders, public opinion, media relations, and public officials.
- Learn how to anticipate crisis and to scan one’s business practices for political and social risks.
- Practice techniques for successfully solving problems in high-pressure crisis situations.

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**CUSTOMER EXPERIENCE DESIGN: A NEUROSCIENCE PERSPECTIVE**

**Baba Shiv**  
*The Sanwa Bank, Limited, Professor of Marketing*

**Janaki Kumar**  
*Vice President, Head of Design and Co-Innovation Center, SAP Labs Palo Alto*

The current business landscape calls for a change in business practice and mindset in order to gain a competitive advantage and be successful. We can already see changes taking place. More and more companies are beginning to focus on the customer experience and to incorporate design into their business strategy. Why are companies focusing on the customer experience? Why are more designers in the C-level in organizations?

In this course, we will explore customer experience design and design thinking through the lens of neuroscience in order to understand why focusing on the customer experience can provide companies with strategic advantages. You will see many examples of how focusing on the customer experience has led to great insights and innovations. You will also practice applying some basic neuroscience concepts to guide your design thinking process.

This course will provide you with neuroscience frameworks and design thinking tools and techniques that you will be able to leverage to gain meaningful insights and create a culture of innovation within your organization.

Key topics include:

- Neuroscience frameworks that describe instinctual human behavior and can be used to influence behavior
- The sweet spot of innovation that includes a focus on human values
- Framing and solving problems with an understanding of the emotional brain
- Design thinking techniques that value both divergent and convergent thinking
- Designing systems that engage customers and build a competitive advantage
- Creating a culture of innovation within organizations

In this course, we will employ short lecture videos, real-life examples, and projects to help you use neuroscience and design thinking frameworks to gain insights and lead teams toward transformative and sustainable innovation.
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.

DESIGN FOR DISRUPTION

Stefanos Zenios
The Investment Group of Santa Barbara Professor of Entrepreneurship and Professor of Operations, Information & Technology

This course takes a unique view on disruption by combining disruption theory research, innovation strategy, and the ways that business practitioners and Silicon Valley entrepreneurs have redefined disruption over the last decade. We’ll bring these perspectives together in a framework for gauging the disruptive potential of an innovation – that is, how likely the innovation is to fundamentally change the structure of an industry. You’ll learn the critical roles that customers, value chains, and technologies play in driving such changes.

In some cases, we’ll take a very futuristic view of disruption in which you will see how a very recent discovery can lead to fascinating possibilities for disruption that may be 10-20 years down the line. Distinguishing between developments that will last and drive changes vs. developments that are temporary fads is something the frameworks in this course will help you unpack.

Finally, you’ll work on a capstone mini project in which you will apply the course frameworks to develop a disruption hypothesis for the industry of your choosing. This could be the industry you are currently working in, an industry that you may want to disrupt, or simply an industry that’s compelling to you.

The companies and cases we’ll use in this course to learn about disruption include Impossible Foods, Starbucks, whiskey manufacturing, Warby Parker, Peloton, HIV treatment pharmaceuticals, California Health Care Foundation, Amazon Web Services, Microsoft, Walmart, Uber, Airbnb, Kodak, Fundbox, Dow Corning, and Fastbrick Robotics, and Pokémon Go.

Key topics include:
• The Disruption Framework and the Three Pillars of Disruption
• Disruption via new entrants
• Incumbent self-disruption, and when incumbents miss the disruption
• Nonprofit vs. for-profit disruption
• The Five Forces Framework
• Designing a disruption hypothesis
DESIGN THINKING: FROM INSIGHTS TO VIABILITY

Stefanos Zenios

The Investment Group of Santa Barbara Professor of Entrepreneurship and Professor of Operations, Information & Technology

It is becoming increasingly recognized that innovations that succeed follow a systematic, rigorous process of need identification, hypothesis generation, testing, learning, and iteration.

In this course, you will learn and follow a systematic innovation process that is both a toolbox for stimulating creativity and a methodology for defining and solving problems. This process involves applying the concepts of design thinking and hypothesis-driven innovation (popularized by the term, lean startup) to design and test new ideas that address a real world need.

Early in the course, you will identify your own real world need to examine through this process. Whether you choose an internally-facing need within your organization, or a customer-facing product or service, you will focus on understanding the need deeply by engaging in meaningful, empathetic interactions with users, creating and testing low-resolution, rapid prototypes, and building and testing key aspects of your business case. Much of your coursework will be completed individually, however you will be coming together with team members at key junctions to generate ideas and hypotheses.

Key topics include:

• Human-centered design
• Needs finding
• Interviewing and empathy-building techniques
• Making sense of observations and insights
• Defining a point of view
• Ideation
• Developing and testing prototypes
• Minimal viable products
• Defining and testing business models and business cases

DESIGNING ORGANIZATIONS FOR CREATIVITY AND INNOVATION

Sarah A. Soule

The Morgridge Professor of Organizational Behavior; Senior Associate Dean for Academic Affairs; Professor of Sociology (by courtesy), School of Humanities and Sciences; Director, Stanford LEAD

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:

• Visualizing organizational dynamics
• Understanding informal network structures
• Driving employee engagement, satisfaction, and performance
• Using a design approach to build an innovative culture
DIVERSE BY DESIGN

Margaret Ann Neale
The Adams Distinguished Professor of Management, Emerita

Sarah A. Soule
The Morgridge Professor of Organizational Behavior; Senior Associate Dean for Academic Affairs; Professor of Sociology (by courtesy), School of Humanities and Sciences; Director, Stanford LEAD

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
- Solutions for Designing for Diversity: Hiring
- Solutions for Designing for Diversity: Evaluations
- Solutions for Designing for Diversity: Culture of Inclusion
- Solutions for Designing for Diversity: Virtual organizations, virtual teams

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

Margaret A. Neale
The Adams Distinguished Professor of Management, Emerita

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

Negotiation is all about influence. In our daily lives, we rarely have the opportunity for successful command and control. When we negotiate, you cannot command a solution. Negotiating is an interdependent process; you cannot force the other side to agree. Rather, you need to create proposals that engage them as a willing partner in your solution.

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 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 your status quo or your alternatives while, from your counterpart’s perspective, keeps them whole or makes them better off.

Relying on decades of empirical research, the purpose of this course 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, and 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

To lead is to be able to reimagine the future and to be able to tell stories about that vision in a way that resonate with your investors, stakeholders, and customers to accelerate buy-in and make the vision become a reality. In fact, one reason many innovations fail is not because of the idea or the core product — but rather because the story behind it was not clear.

And as a leader, you need to know how to tell powerful stories — both business and personal — to inspire and lead.

Key topics include:

• Give you the skills to build a clear and cohesive signature story about your innovation
• Demonstrate how leaders use personal stories to build high performing teams and companies
• 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

To do that, we will start with a live session focused on improvisational comedy. You’ll learn how to build a story on the fly, with a team, and with humor.

Once that base is set, we’ll dive into insights from behavioral research so you can design for purpose, empathy, and humor. You apply these principles in a design thinking process to glean insights from users — which you use to define your signature story. Throughout the course, you’ll hear from CEOs and leaders from companies like Salesforce, Nike, Pixar, and Tory Burch talking about how they harness story as an asset. You will also come along with me to go behind the scene at a successful global company to see how they do this on a daily basis.

Along the way, you will engage in personal coaching sessions with experts in the fields of story, design thinking, and improv to (a) develop your Innovation Playbook and (b) hone your own personal story for impact.

By the end, you will have your own Innovation Playbook to effectively align stakeholders behind your vision. You will also participate in a “story-off” with fellow LEAD participants on the last day of class. You’ll leave with the skills and experience, like all the best leaders, to curate, craft, and tell stories effectively and to harness story to drive growth in a digital world.

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.

Professor Brian Lowery provides an introduction to this course featuring lecture content from former Professor Larissa Tiedens.

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 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.

MOBILIZING FOR SUCCESSFUL CHANGE: A TOOLKIT
Hayagreeva Rao
The Atholl McBean Professor of Organizational Behavior and Human Resources; Professor of Sociology (by courtesy), School of Humanities and Sciences

Many new initiatives fail and lead to a downward spiral of disinterest and distrust. Yet, by employing a thoughtful methodology to mobilize for change, you can avoid common pitfalls and navigate the challenges that often accompany change initiatives.

This course provides an array of simple but powerful tools for managers to lead and implement change. It employs a framework developed from four decades of social science research identifying five subprocesses for change: Persuading, Recruiting Support, Energizing New Behavior, Staffing a Change Team, and Sequencing Change (PRESS). At the end, you will understand each of these processes and apply them to your own change initiative via a 100-day plan.

Key topics include:
- Overcoming change blindness
- Tools to undertake change readiness of different internal constituencies
- Persuading your organizational superiors, peers, and subordinates
- Recruiting support and overcoming resistance
- Energizing new behavior through information, incentives, and empowerment
- Staffing a change team
- Sequencing change
- Developing your 100-day change plan

We will use a combination of lectures and case studies to develop your toolkit for change, and then provide a collaborative space for you to share and receive feedback on your work.
MOTIVATING EMPLOYEES

David M. Kreps
The Adams Distinguished Professor of Management, Emeritus

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

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: PRINCIPLES AND PRACTICE

Zakary Tormala
The Laurence W. Lane Professor of Behavioral Science and 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?