

Strategic Leadership

The University of Chicago Booth School of Business
39802 Syllabus, Winter 2010

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Download syllabus and main handouts here: <http://faculty.chicagobooth.edu/ronald.burt/research>

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More than ever before, the central role of a business leader is to formulate company objectives, organize to achieve the objectives, and convey the objectives in a form attractive to employees, investors, and customers. The CEO and his or her leadership team have point responsibility, but middle managers too are expected to play a role, and most certainly expected to shape their personal business responsibilities to broad corporate strategy.

Leaders are less often trained to perform these responsibilities than they are simply expected to meet them. This course is about bringing people together to create and deliver value. It is about identifying opportunities in the hurly-burly of everyday life around you, mobilizing resources around opportunities, and organizing to deliver on opportunities.

In any situation, there is a social organization to the divergent interests of significant players. Principles of social organization indicate how best to coordinate those interests to create value. This course is an introduction to the principles and their application: coordinating your personal contacts to diverse groups in an organization, coordinating employees within and between functional groups, and coordinating business activities across markets. A strategic leader knows alternative principles of organizing and when to optimize for one or another. The key question: How do I work with the other people to make it happen?

In other words, this is a course about the transition from smart to wise. Smart is knowing how to compute. Wise is knowing when and where computation adds value. Wise poses the intuitive questions to which smart provides answers. Smart is an able technician. Wise is a leader.

COURSE OVERVIEW

study questions for case preparation are listed with class session abstracts on the next pages

Session 1	Session 2	Session 3	Session 4	Session 5
Creating Value: Innovation and Top-Line Growth - Alex Zaffaroni at Affymax How it works: brokerage & vision Returns to brokerage Creativity & growth - Gene Stoner & M-16	Creating Value: Vicissitudes Adaptive implementation - John Clendenin at Xerox - Chon-Phung Lim at Oracle Contemporary issues: optimum networks, staffing, personality, neighbor networks	Delivering Value: Cooperation and Bottom-Line Growth How it works: closure and reputation - Macintosh and other high-performing teams - Henry Kaiser, Liberty Ships & Learning Curves Diagnostics	A Closer Look at Closure: Gossip and Groupthink How it works: gossip and reputation Implications for building & managing reputation Implications for life inside closed network - Milgram: groupthink and the agentic state	Bent Preferences: Re-Thinking Motivation How social networks bend preferences to guide behavior and motivate action Sales, teams, and management initiatives, given bent preferences
Nothing due (next page for reading)	Continued, nothing due (next page for reading)	Nothing due (next page for reading)	Continued, nothing due (next page for reading)	Nothing due (next page for reading)

Session 6	Session 7	Session 8	Session 9	Session 10
Strategic Partners: Bridging Gossip-Enforced Walls Gossip-enforced barriers Diagnosing the problem Working around the problem: reputation borrowed and enhanced	Finding the Balance Brokerage for top-line Closure for bottom-line - Affymax and Glaxo Wellcome, long-distance brokerage in successful acquisition - John Browne builds a learning organization at British Petroleum	Cracking into New Markets International coordination in entering new markets - Jollibee Foods into the US - KFC into Japan and China	Examination Exam lasts for half of class. Afterwards: Bouncing back from a career disaster (and not sliding into one) - Sonnenfeld at Emory	Selected Short Subjects Generating confidence: how we know what we know Reading the informal social organization around you
Pp. 4-5: Study-question quiz on Beers case (network report*)	Pp. 5: Study-question quiz on BP(X) case	Pp. 5-6: Study-question quiz on KFC Japan case or Jollibee case.	Prepare for examination. Review session will be announced in class.	Nothing due

*If you want to receive a written report on your network in time for the elective clinic session on Tuesday evening, you'll have to complete the network survey by the deadline on the sheet distributed in class (five days before session 6; 2/3 for EXP, 2/17 for AXP).

DETAILS on the SESSIONS

1. Creating Value: The Social Capital of Innovation and Top-Line Growth

The shift to less hierarchical companies and global markets has triggered a shift from vertical chains of command to horizontal lines of cooperation. Business leaders have a choice between two strategies for adding value: Brokerage is a strategy for creating value, closure is a strategy for delivering on a known value stream. This session is about the first strategy, brokerage. It is about successful leaders who read organizations and markets to figure out what to do, and who to involve in getting it done. Such leaders have social capital. This session is about what it means to have social capital, and how having it is linked to growing the top-line (new customers, new products, new processes). There is nothing to prepare for this first session, however, the brokerage argument and much of the evidence in this session is discussed in Chapters 1 and 2 of Brokerage and Closure. If you are thinking about reading the book, I recommend waiting until after the session. This advisory applies for each of the first five course sessions.

2. Creating Value: Vicissitudes

If you have an original idea, there is no budget for it. If there is budget, someone already had the idea. For the same reasons that network brokers have a competitive advantage in detecting rewarding opportunities, they have an advantage in finding resources by reading the interests of people who have budget. This session is about people harvesting the advantage of brokerage. We'll discuss two short videos, one on John Clendenin, who grew from his initial unfunded idea a successful group within Xerox, and a second on Chon-Phung Lim, who coordinated a new product release for Oracle across Asia-Pacific operations. The videos will be an occasion for us to talk about the process by which brokerage creates value and some of the issues attendant to working with brokers. We'll then shift, as a way of reviewing the first-session content, to discussing some contemporary issues concerning optimum networks, staffing, personality, and leveraging advantage from neighbor networks.

3. Delivering Value: The Social Capital of Cooperation and Bottom-Line Growth

Trust and reputation emerged in the first two sessions as key success factors for people trying to build bridges across structural holes. This session is about the critical role that teams play in building trust and reputation. Top-line growth comes from bridging structural holes, but it is delivered by building a strong team around the bridge. This session is about bottom-line growth; keeping as profit a larger proportion of income. We'll go deeper into what it means to build a strong team and how team spirit works as motivation. Here again, there is nothing to prepare for the class session, however, the closure argument and much of the evidence in this session is discussed in Chapter 3 of Brokerage and Closure.

4. A Closer Look at Closure: Gossip and Groupthink

Dense connections within cohesive groups provide a deluge of information, especially on the common enemy that so often helps define such groups, and improper response leads to colleagues correcting, cautioning, or ostracizing the offending party. So people turn to one another for quick, “appropriate,” interpretations of events. In their social construction of events, people drag one another into groupthink, dependence, and rigidity, which creates the need for strategic partners. This session is about how it happens, its potentially terrible consequences for businesses as well as individuals, and how to manage it. There is nothing to prepare for this session, however, the network echo created by colleague gossip, and the rigidity and ignorant certainty that gossip creates, are discussed in Chapter 4 of Brokerage and Closure.

5. Bent Preferences: Re-Thinking Motivation

Much of business education is based on the idea that people have personal preferences that guide the choices they make. Given supply and demand, I prefer this choice over that. So viewed, preferences are exogenous to the market. Alternatively, preferences can be analyzed as endogenous, as emerging in their social context. Examples are the relative income hypothesis in economics, social comparison in psychology, and relative deprivation in sociology. Advances in network analysis have given us a handle on these concepts such that they can be used to guide effective management. This session is an introduction to the argument, evidence, and application. This is the final foundation session for the course. The session is based on material in Chapters 2, 4, and 8 of Neighbor Networks.

6. Strategic Partners: Bridging Gossip-Enforced Walls (WARNING: Case quiz at beginning of class.)

Session four was about gossip amplifying reputations out of proportion, both positive and negative, and about people deferring to groupthink rather than taking personal responsibility for their opinion and behavior. We talked about how you break out of groupthink, but what if the problem isn't you? What if people cannot accept your ideas or leadership because of gossip-enforced stereotypes about people like you? Perhaps you're too young, or the wrong gender, or the wrong nationality, or went to the wrong school. This session is about the cure (discussed in Chapter 7 of Neighbor Networks). We'll proceed by reading a case two ways, first as an example of outstanding leadership, then with respect to working through strategic partners (for which I'll draw on examples and systematic data not in the case). The case is about Charlotte Beers turning around Ogilvy & Mather. The case is in your packet. Put yourself in Charlotte's position as head of Ogilvy & Mather. Please read the Ogilvy & Mather case, and come to class with answers to the following questions:

1. How would you describe the market in which Ogilvy & Mather operates when Beers takes over the company? Drawing on your knowledge of business and corporate strategy, list some key factors that characterize the market. (over for questions 2 & 3)

(other two questions on next page)

2. How would you describe the condition of Ogilvy & Mather when Beers takes over?
3. What is Beers' vision for revitalizing Ogilvy & Mather, and how does it address the market and organization pressures on the company?

7. Finding the Balance between Brokerage and Closure (WARNING: Case quiz at beginning of this session.)

The leadership styles associated with brokerage and closure were introduced separately because they involve such different social mechanisms. Now that the mechanisms are introduced, we can get down to the realistic task of juggling both mechanisms simultaneously. People are neither Robert nor James, but a mix of both. How that works is the topic for this session. I will use knowledge management as a vehicle for class discussion. Knowledge is information in social context. In contexts where information adds no value, it is merely noise (Lord Chesterfield: "Dirt is matter out of place"). Where it adds value, we call it knowledge, and much of this course is about leaders moving information from places where it is routine to places where it is news. This session is about knowledge, creating it, and moving it across market and organization boundaries — a core competence in the strategic leader's skill set. After a brief introduction to factors to consider in balancing brokerage and closure, we'll discuss two cases. The first is video shown in class on Glaxo Wellcome's 1995 acquisition of Affymax. The second case is about British Petroleum ("British Petroleum" case in packet). Please come to the session with answers to the following questions:

1. BPX claims to be a global learning organization. What does it mean for an organization to learn?
2. What features of BPX foster organizational learning? In particular, what incentives are in place to encourage managers to transfer knowledge?
3. How would you move BPX's learning capabilities to other parts of BP, or to other companies?

8. Cracking into New Markets (WARNING: Case quiz at beginning of this session.)

As a vehicle for discussing coordination in entering new markets, we'll look at Kentucky Fried Chicken's entry into Japan, and Jollibee Foods deciding whether to enter New Guinea, Hong Kong, and California. In preparation for the session, prepare either the KFC case or the Jollibee case, not both. If you select the KFC case, please come to class with answers to these study questions:

1. How did KFC build its position in the fast food market in the US? How important to its success are consistent processes across its business establishments?
2. How would you evaluate Loy's effectiveness as the first head of KFC Japan? What is Loy Weston's strategy to build the KFC business in Japan? What competitive advantage does Loy gain from the parent company in the US?

(other questions on next page)

3. Back in the US, Loy Weston is viewed with suspicion by some people because he goes outside corporate guidelines. What should Dick Mayer do about Loy? Be ready to justify your recommendation.

If you select the Jollibee case, please come to class with answers to these study questions:

1. How did Jollibee build its dominant position in the fast food market in the Philippines? What sources of competitive advantage did it develop against McDonald's?
2. How would you evaluate Tony Kitchner's effectiveness as the first head of Jollibee's international division? Does his broad strategic vision make sense?
3. The alternatives of expanding into New Guinea, Hong Kong, or California not only represent important investment decisions for Jollibee, but also choices that will set the company on different strategic paths for the future. As Noli Tingzon, how would you deal with the three options? Be ready to justify your recommendations.

9. Selected Short Subjects

One of the most important things provided by an M.B.A. degree is confidence, confidence in knowing certain things, and confidence in being able to reason your way through complex issues that befuddle colleagues. With time, the former fades and the latter becomes your steady ally. This session is an introduction to some questions at the frontier of research on strategic leadership. These topics are subject to change at the last minute. My plan now is to select from among the topics of business ethics, "reading" social situations as a guide to action, and the use of strategy maps to identify rewarding structural holes to bridge.

10. EXAMINATION for first half of the class session. Given the exam, there is no case assignment for the second half of the session. Your primary task for this session is to prepare for the examination. My challenge for the second half is to do something valuable when people are post-exam numb. I choose the topic of bouncing back from a career disaster and not sliding into one. To stimulate the discussion, I'll present a video on the curious case of Jeffery Sonnenfeld at Emory University.

FOLLOW-UP READING

The below readings include most works cited in the handouts. Listed books are typically available from Amazon. Several articles are available by journal name at the University of Chicago library website "electronic resources" (at <http://www.lib.uchicago.edu/e/db/>). Harvard notes and papers can be downloaded from the Harvard Business School Press website, www.hbsp.harvard.edu (also see the European Case Clearing House website).

- Aldrich & Ruef (2006) Organizations Evolving.
- Argote et al. (1990) "The persistence and transfer of learning in industry settings," Management Science.
- Barker (1993) "Tightening the iron cage: concertive control in self-managing teams," Administrative Science Quarterly.
- Blass (2004) The Man Who Shocked the World: The Life and Legacy of Stanley Milgram.
- Brown and Duguid (2000) The Social Life of Information.
- Burger (2009) "Replicating Milgram: would people still obey today?" American Psychologist.
- Burt (1992) Structural Holes: The Social Structure of Competition, esp. Chapters 1, 3, and 7.
- Burt (1999) "Private games are too dangerous," Computational and Mathematical Organization Theory.
- *Casciaro & Lobo (2005) "Competent jerks, lovable fools, and the formation of social networks," Harvard Business Review.
- Cross, Nohria & Parker (2002) "Six myths about informal networks — and how to overcome them," Sloan Management Review.
- Cross & Parker (2004) The Hidden Power of Social Networks: Understanding How Work Really Gets Done in Organizations.
- Cross & Thomas (2009) Driving Results through Social Networks: How Top Organizations Leverage Networks for Performance and Growth.
- Doz & Hamel (1998) Alliance Advantage: The Art of Creating Value through Partnering.
- Duesenberry (1949) Income, Saving and the Theory of Consumer Behavior.
- Dunbar (1996) Grooming, Gossip, and the Evolution of Language.
- Eagly & Carli (2007) "Women and the labyrinth of leadership," Harvard Business Review.
- Edmondson, Bohmer & Pisano (2001) "Speeding up team learning," Harvard Business Review. (surgery teams)
- Ellickson (1991) Order without Law: How Neighbors Settle Disputes.
- Festinger (1954) "A theory of social comparison processes," Human Relations.
- *Fleming & Marx (2006) "Managing creativity in small worlds," California Management Review.
- Frank (1985) Choosing the Right Pond: Human Behavior and the Quest for Status.
- Gladwell (2000) The Tipping Point: How Little Things Can Make a Big Difference (see <http://www.gladwell.com/> for original New Yorker articles).
- Goleman (1998) "What makes a leader?" Harvard Business Review.
- Gomes-Casseres (1994) "Group versus group: how alliance networks compete," Harvard Business Review.
- Granovetter (1985) "Economic action and social structure: the problem of embeddedness," American Journal of Sociology.
- Granovetter & Swedberg (2005) The Sociology of Economic Life.
- Greif (1989) "Reputation and coalitions in medieval trade: evidence on the Maghribi traders," Journal of Economic History.
- Griskevicius, Cialdini & Goldstein (2008) "Applying (and resisting) peer influence," Sloan Management Review.
- Groysberg (2008) "How star women build portable skills," Harvard Business Review.
- *Groysberg, Nanda & Nohria (2004) "The risky business of hiring stars," Harvard Business Review.
- *Hagel & Brown (2005) "Productive friction," Harvard Business Review (and see <http://edgeperspectives.typepad.com> for Hagel's insightful commentary).
- *Hallowell (1999) "The human moment at work," Harvard Business Review.
- *Hansen & von Oetinger (2001) "Introducing t-shaped managers: knowledge management's next generation," Harvard Business Review.
- *Hargadon & Sutton (2000) "Building an innovation factory," Harvard Business Review.
- Hayek (1945) "The use of knowledge in society," Economica (search JSTOR).

*Asterisk marks a reading in the course packet.

- Irwin & Klenow (1994) "Learning-by-doing spillovers in the semiconductor industry," Journal of Political Economy.
- Janis (1982) Victims of Groupthink: A Psychological Study of Foreign-Policy Decisions and Fiascoes.
- *Kets de Vries (2005) "The dangers of feeling like a fake," Harvard Business Review.
- Kilduff & Tsai (2003) Social Networks and Organizations.
- Klapp (1978) Opening and Closing: Strategies of Information Adaptation in Society.
- *Kotter (1990) "What leaders really do," Harvard Business Review.
- Kuhn (1962, third edition 1996) The Structure of Scientific Revolutions.
- Leibenstein (1950) "Bandwagon, snob, and Veblen effects in the theory of consumers' demand," Quarterly Journal of Economics.
- *Levy (2001) "The Nut Island effect: when good teams go wrong," Harvard Business Review.
- *Maletz & Nohria (2001) "Managing in the whitespace," Harvard Business Review.
- March (1991) "Exploration and exploitation in organization learning," Organization Science.
- *Martin (2007) "How successful leaders think," Harvard Business Review.
- Mischel (1967) Personality and Assessment.
- Milgram (1974) Obedience to Authority: An Experimental View.
- Mizruchi & Stearns (2001) "Getting deals done: the use of social networks in bank decision-making," American Sociological Review.
- Nohria & Ghoshal (1997) The Differentiated Network: Organizing Multinationals for Value Creation, esp. Chapters 1 and 4.
- O'Reilly (1989) "Corporations, culture, and commitment," California Management Review.
- Obstfeld (2005) "Social networks: the tertius lungens orientation, and involvement in innovation," Administrative Science Quarterly.
- Olson (1965) The Logic of Collective Action: Public Goods and the Theory of Groups.
- Pfeffer (2008) "A note on social networks and network structure," Stanford Graduate School of Business (available from Harvard cases website).
- Pfeffer & Salancik (1978) The External Control of Organizations: A Resource Dependence Perspective.
- *Pfeffer & Sutton (1999) "The smart-talk trap," Harvard Business Review.
- Phillips & Zuckerman (2002) "Middle-status conformity," American Journal of Sociology.
- Podolny (2005) Status Signals: A Sociological Study of Market Competition.
- Porac et al. (1995) "Rivalry and the industry model of Scottish knitwear producers," Administrative Science Quarterly.
- Porac et al. (1999) "Industry categories and the politics of the comparable firm in CEO compensation," Administrative Science Quarterly.
- Raynor & Bower (2001) "Lead from the center: how to manage divisions dynamically," Harvard Business Review.
- Roberts (2004) The Modern Firm: Organization Design for Performance and Growth.
- Rosen (1997) "Austrian and neoclassical economics: any gains from trade?" Journal of Economic Perspectives (search JSTOR).
- Rosen (2002) The Anatomy of Buzz: How to Create Word of Mouth Marketing.
- Saxenian (1994) Regional Advantage: Culture and Competition in Silicon Valley and Route 128.
- *Sgourev & Zuckerman (2006) "Improving capabilities through industry peer networks," Sloan Management Review (see Zuckerman below for source).
- Saltzer, Reed and Clark (1984) "End-to-end arguments in system design," ACM Transactions in Computer Systems 2:277-288. (search web).
- *Sonnenfeld & Ward (2007) "Firing back: how great leaders rebound after career disasters," Harvard Business Review.
- Sorensen & Stuart (2001) "Syndication networks and the spatial distribution of venture capital investments," American Journal of Sociology.

*Asterisk marks a reading in the course packet.

- Starbuck (1996) "Unlearning ineffective or obsolete technologies" Journal of Technology Management.
- Stokes (1997) Pasteur's Quadrant: Basic Science and Technological Innovation.
- Sutton (2001) Weird Ideas that Work: 11 1/2 Practices for Promoting, Managing, and Sustaining Innovation.
- Thomas & Brown (2007) "The play of imagination: extending the literary mind," Games and Culture.
- Thompson (2001) "How much did the Liberty shipbuilders learn? new evidence for an old case study," Journal of Political Economy.
- Tullock (1985) "Adam Smith and the prisoner's dilemma," Quarterly Journal of Economics.
- Üstüner & Godes (2006) "Better sales networks," Harvard Business Review.
- *Uzzi & Dunlap (2005) "How to build your network," Harvard Business Review.
- Uzzi & Spiro (2005) "Collaboration and creativity: the small world problem," American Journal of Sociology.
- Von Hippel (1994) "Sticky information and the locus of problem solving: implications for innovation," Management Science.
- Watts (1999) Small Worlds: The Dynamics of Networks between Order and Randomness.
- Weick & Roberts (1993) "Collective mind in organizations: heedful interrelating on flight decks," Administrative Science Quarterly.
- Weick (1979) The Social Psychology of Organizing.
- Zaleznik (1977) "Managers and leaders: are they different?" Harvard Business Review.
- Zucker (1977) "The role of institutionalization in cultural persistence," American Sociological Review.
- Zuckerman (1999) "The categorical imperative: securities analysts and the illegitimacy discount," American Journal of Sociology.
- Zuckerman & Sgourev (2006) "Peer capitalism: parallel relationships in the U.S. economy," American Journal of Sociology.

DELIVERABLES

Class Participation

You are expected to participate in class discussion of concepts, evidence, and illustrative cases. I will distribute handouts in class for the lecture sessions so you can note issues on which you have ideas or questions, and pages 4-6 contain study questions for the illustrative cases. Anyone who cannot answer a study question in class is not prepared for that class. Beyond the study questions, try to constructively evaluate positions taken by your classmates. Also, I encourage you to contribute to class discussion throughout the course with clarifying questions, personal experiences related to the class material, and critical evaluations of arguments or evidence under discussion. After each class, Jen and I will evaluate class participation on a four-point scale: (4) made a significant contribution to class discussion, (3) participated, (2) present, or (1) absent. With the large number of students in the class, it is not feasible for everyone to participate in a significant way in every case discussion. Nevertheless, you are expected to be prepared for every case. I will call on students in class. If for some reason you are not prepared for class, and therefore do not want me to call on you, lay down your name card at the beginning of the class session. You will be recorded as "present" for the class session. I will try to remember not to call on students whose name card is not up.

Examination

The tenth class will be an examination on topics covered in the previous sessions. The exam will involve no books, notes, or computers; just you, the exam, and a pen. The Chicago Booth Honor Code should be borne in mind. Our goal with the exam is to ensure that you can discuss the course concepts without

*Asterisk marks a reading in the course packet.

having to look them up on a crib sheet. Example exam questions are listed on page 11 of this syllabus.

Three Case Quizzes

To ensure preparation for the case-discussion sessions, there will be case quizzes on three cases. Each quiz will be brief (10 minutes), at the beginning of class, and consist of a single question. The question will be one of the study questions listed in the syllabus for the case. The quizzes will involve no books, notes, or computers. The Chicago Booth Honor Code should be borne in mind.

GRADES

Your grade will be calculated as follows:

35%	Class participation
45%	Examination
20%	Three case quizzes

Grade components will be converted to z-scores before they are combined (i.e., mean of zero across students and standard deviation of one) and, in accordance with Chicago Booth policy, the maximum average grade-point for the course will be 3.33. Thus, your final grade is based on your performance relative to other students. Any requests for re-grading must be submitted in writing within one week of the receipt of the grade. The request must include an explanation of why you believe the grade to be in error. Grades can go up or down after a re-grade. Class participation grades are not open to re-grading. Also, there is no grading distinction between excused and unexcused absences. Both are coded “absent.” In computing class participation scores, however, we will drop each person’s lowest score.

HONOR CODE

Students are expected to adhere to the standards of conduct in the Chicago Booth Honor Code and Standards of Scholarship. In my experience, Honor Code violations most often involve time-pressed students crossing a line in the amount of material they borrow from published or colleague work. Copying material from other people, either current students or graduates, is a clear violation of the Honor Code. Submitting someone else’s answers to questions as your own answers is a clear violation of the Honor Code. To prevent students from worrying about their class comments becoming public, and to avoid intellectual property complications, there will be no recording during the class. Recording class discussion will be treated as a violation of the honor code. Here is the recommendation distributed to faculty from the Dean’s office regarding the Honor Code pledge: “If a student deliberately does not sign the pledge on a graded examination or assignments specified by the professor, we recommend that the professor treat the graded examination or assignment as if it were not submitted.” Thank you for bearing the Chicago Booth Honor Code in mind.

STRATEGIC LEADERSHIP EXAMINATION

Sample Questions

Write your brief answer under each question. There are 40 questions. You have 90 minutes. It would be wise to move through the exam quickly, answering the questions you know off the top of your head, then come back to puzzle through any that are less obvious to you.

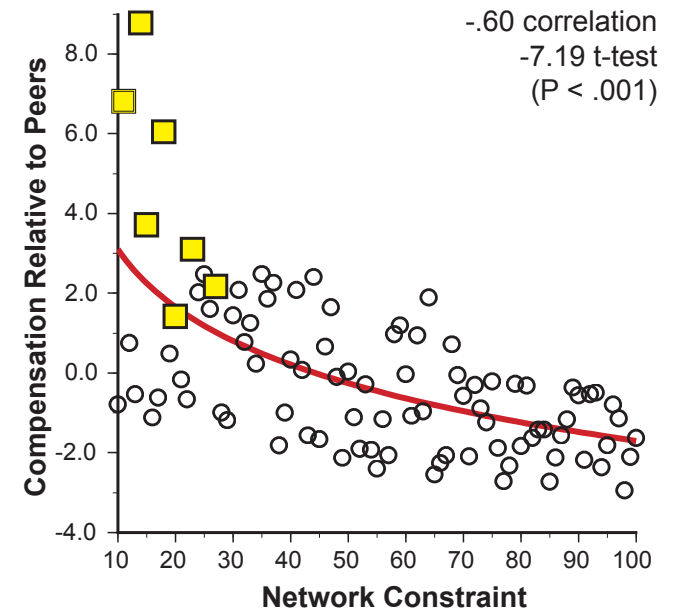
I understand that it would be a violation of the Chicago Booth Honor Code to share my answers on this exam in any way with other students, or report another student's answer as my own.

48 - List three (of many) ways in which a high-performance team is like a cult.

28 - What does it mean to organize for brokerage, and how is it connected to economic value?

57 - If you are organizing your team for growth, do you organize for brokerage, for closure, or both? Explain.

53 - If you saw the displayed diagnostic data on an organization, how would you say that the organization operates? (Formal leaders are indicated by boxes.)



Illustrative Name Generator

first class session

Your Name or Student ID Number: _____
(please include first and last name, also nickname by which others might name you)

Imagine that you are starting an important new project in your area of expertise. Please name one to three people in the class from whom you would most like to get advice on the way you are thinking about the project. The people you name could be in this cohort, either of the other two cohorts, or a prior cohort.

Name: _____ (In this class this quarter? Y N)

Name: _____ (In this class this quarter? Y N)

Name: _____ (In this class this quarter? Y N)