Harvard University

Extension School

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**Management 4186 – Leadership and Decision Making**

**Course Syllabus – Fall 2015**

***Course Logistics***

* Pre-Course Check-In Session (each student must attend one) on Wednesday, September 2nd at 8:00am, Wednesday, September 2nd at 6:00pm, or Thursday, September 3rd at 12:00pm
* Web Conference Component: Thursdays 5:30-7:30pm on the following dates: September 3, September 17, October 1, October 15, October 22, November 19, December 17
* Mandatory On-Campus Component: September 25-27 at One Brattle Square, Room 201. The Friday, September 25th session runs from 5:00pm-8:00pm, the Saturday, September 26th session from 9:00am-5:00pm, and Sunday, September 27th from 9:00am-1:00pm
* Course website: **https://canvas.harvard.edu/courses/4142**
* Web conference link (to get into the online classroom) will be listed on the course website

***Instructor:***

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Harvard University

About the Course

***Course Description and Overview***

One of the most important roles of a leader, regardless of where he or she sits in the organization, is making decisions that guide an organization or unit toward success. Leaders make a variety of strategic and tactical decisions for their group, including those about the strategy of the unit, who is on the team, how the unit will function, and how resources are deployed in pursuit of a goal. Leading a unit is a complex endeavor and involves vision, passion, the ability to make decisions under pressure and uncertainty, and the ability to motivate others toward one’s vision. This course analyzes the symbiotic relationship between leadership and decision making, combining classical wisdom, recent research, and theory and practice to teach leadership and decision making skills. Throughout the course we focus on leadership and decision making in the business world, politics, the nonprofit world, and in one’s personal life. We will use a mix of reading, discussion, case studies, team exercises and reflective exercises to achieve a better understanding of leadership and decision-making.

***Course Format***

This course will be taught in a **hybrid model**, with an intensive – and mandatory – three-day residency and the rest of the course conducted through live web conference. Phase I of the course will begin with two web conference sessions on Thursday evenings from 5:30-7:30 and Phase II of the course is an intensive three-day on-site portion from Friday, September 25 through Sunday, September 27, 2015. *To receive credit for the class, students must be in attendance for the entirety of the on-campus sessions*. Phase III of the course will be conducted via web conference on Thursday evenings from 5:30-7:30pm. Please see dates above, under “Course Logistics.”

**For information about system requirements and how to log in, please see the detailed instructions in Appendix A at the end of this document.**

***Course Materials***

This course is taught in an accelerated hybrid model, requires students to work continually throughout the semester, and entails a fair amount of reading, writing, reflection and discussion. Listed below are the required books for the course – these can be purchased from many bookstores, including the Harvard Coop and online booksellers:

“**Leadership**”: The Leadership Challenge, by James Kouzes and Barry Posner, 5th Edition (2012)

ISBN 978-0-470-65172-8 (cloth); ISBN 978-1-118-28196-3 (ebk); ISBN 978-1-118-28248-9 (ebk); ISBN 978-1-118-28431-5 (ebk)

“**Decisions**”: Winning Decisions, by J. Edward Russo and Paul J. Hl. Schoemaker, 1st Edition (2002)

ISBN 0-385-50225-7

 **“HBP”**: In addition to the book, we will use a number of articles, notes and cases that are available at reduced cost through the Harvard Business Press. You may purchase the course pack by following this link: <https://cb.hbsp.harvard.edu/cbmp/access/38843443>

***Grading***

A student’s final grade in this course will be based on the following weighting:

 10% Class Participation (includes Check-In attendance and Resume/Personal Statement)

 25% Mid-term exam (taken in-class, closed-book)

 25% Individual Paper

 30% Team Assignment

 10% Team Performance Feedback/Evaluation

Grades reflect the quality of a student’s work submitted throughout the term according to the Harvard Extension School’s grading standards (http://www.extension.harvard.edu/exams-grades-policies/grades).

This is a graduate-level course and graduate-level work, which includes active participation in class discussions and activities and high-quality written work, is expected. Much of a manager’s success depends on communication; therefore effective written and oral communication will constitute a significant portion of a student’s grade. Written work should be clear, logical, grammatically correct, spell-checked, persuasive, supported by examples, and backed up by citations for any data, ideas or other content used. It should represent the student’s best effort. To do well on the writing assignments, you will need to incorporate and apply the course readings.

***Please note that all written assignments are due in the relevant course assignment folder (on the Canvas course website) before 11:59PM the night BEFORE the class session.*** The team performance evaluations are due before 11:59pm on Thursday, December 17th.

***Coursework/Assignments***

 *Resume and Personal Statement*

To give a better idea of your professional experience and goals for the class, please submit a current resume and personal statement, of up to 1000 words, describing your leadership and decision-making experience, including experience gained through employment, volunteer, family, sports and other avenues. *Please remember that this assignment is due in the appropriate assignment folder on the Canvas course website before midnight the day prior to the first class session*.

*Journal*

Throughout the course, students will maintain a journal as a means of reflective practice. The purpose of the journal is to reflect on the course readings and discussions and how they might apply to your professional life. The journal allows you to keep track of ideas and questions on leadership and decision-making, reactions to in-class exercises and the team project, examples of good and bad practices, ideas from the readings, and thoughts on your own progression. We will pause during several class sessions for “Ask Yourself” reflective exercises that you should include in your journal. Feel free to add items that contribute to your learning, including articles, quotes, conversations, comics, drawings, etc. Make it your own.

Journals may be kept with pen and paper or electronically. The best way to maximize the learning from this course is to carry the journal with you (either paper or electronic) and write in it frequently. The more frequently you use it, the more valuable it will become. Although the journal is for your eyes only and will not be collected or graded, it will sometimes be used as the basis of class or small group discussions, and will be very helpful in writing the Individual Paper.

*Myers-Briggs Type Indicator*

We will use the Myers-Briggs Type Indicator (MBTI) during Session Three and students will complete the Indicator before the end of day on September 24. Instructions for taking the MBTI are on the course website under Assignments (look under Class Participation).

*Mid-term Exam*

There will be a paper-and-pen midterm examination, designed to test your understanding of the course content and ability to apply it, given in class during Session Five. Exam questions will come from the assigned reading materials and class discussions and will include content from the first five class sessions (including the readings for Session Five, and may include short answer, multiple choice and/or short essays; there may also be a short case.

*Individual Paper*

There is an Individual Paper due prior to Session Eight. This paper is designed to build upon and apply the assigned readings (those readings assigned up to and including the readings assigned for the week the assignment is due), so to do well on this paper it is imperative to include learnings from and/or points of contention with the relevant readings and class discussions. More information on the Individual Paper will be available during the on-campus weekend.

*Team Assignment*

The Team Assignment is meant to be a culmination of all of the learnings in the class; to do well on this assignment it is imperative to draw upon the readings and discussions in presenting your analysis. You may also do outside research and must properly cite your sources. Think of this paper as a case analysis without a previously written case where your team must do the research to understand the situation and context and then make conclusions and/or recommendations. More information on the team assignment will be available during the on-campus weekend.

*Team Performance Feedback/Evaluation*

Each student will fill out a performance evaluation on each of his or her teammates. Evaluations must be completed before 11:59pm on Thursday, December 17th and there is a penalty for not completing a team performance evaluation for each of your teammates.

*Class Participation*

This course covers a significant amount of content and much of the learning comes from in-class exercises and discussion. Therefore, students are expected to attend all class sessions, complete all assigned readings and come prepared and ready to participate. Attendance will be taken and participation will be evaluated at each class session. You may miss one online class session without penalty, but all other absences will result in a zero score for class participation for that session. Please notify the instructor (via email) prior to the start of class if you will not be in attendance. Participation in all on-campus sessions in their entirety is mandatory, and students may not be late or leave early for any of these sessions. *Failure to be in attendance for the entirety of the on-campus session will result in removal from the class.* The Resume/Personal Statement assignment (above), and participation in one of the pre-class Check-In sessions will also count toward the class participation grade.

***Academic Integrity***

*Common sense warning*: Just as ethics and integrity are important in management practice, academic integrity is important in this course. Please take the time to familiarize yourself with the Harvard’s policies on academic integrity, which can be found at http://www.extension.harvard.edu/exams-grades-policies/student-responsibilities. Other resources include, *The Harvard Guide to Using Sources* (<http://usingsources.fas.harvard.edu/icb/icb.do>), *Plagiarism and the Proper Use of Sources* (http://www.extension.harvard.edu/resources/career-academic-resource-center/plagiarism-proper-use-sources), including two very good online tutorials on what constitutes plagiarism. We highly recommend the online tutorials. Please visit and use these sites to avoid any unintentional errors. It is important to understand the standards to which you will be held; ignorance of the standards will not be considered an excuse for violating them.

***Additional Information***

*Workload.* The value you receive from this course will be commensurate with the thought and effort that you put into the endeavor. Students should expect to spend 3-8 hours outside of class each week to read the assigned materials, reflect, complete assignments, and prepare for the next class session. More time will be required to do the team project.

 *On Time*. Students are expected to arrive to the online classroom on time and stay for the duration of the class session. If you expect to be late or absent from class – or need to leave early – let the instructor know prior to the start of class.

*Deadlines*. All assignments must be submitted to the correct assignment folder on the Canvas course website by the specified day and time and **late submissions will not be accepted**. If you experience any problems uploading your assignment to the assignment folder, you should email the document to the instructor (Margaret Andrews only). Please note that, if you email the assignment because you cannot upload it, the email and the relevant attachment *must be received on or before the assignment deadline to be accepted*. Should you experience any internet problems, please call/leave a message for the instructor – this call must occur before the submission deadline passes. If you are absent the day an assignment is due, the assignment is still due at the specified day and time.

*Professional Conduct*. Professional behavior is expected throughout the class. This means respectful communication both inside and outside of class. During discussions, civil discourse should be maintained at all times and comments should be aimed at uncovering insights and moving the discussion forward. This does not mean that students must always agree with others since reasoned, respectful dissention may be part of the discovery process and lead to previously unconsidered options.

Course Outline and Schedule

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Session # | Date | Time | Location | Topic Area / Theme | Read & Do Prior to Class Session | Deliverables | Assignments Due | Exams |
| 1 | Th 09.035:30-7:30pmOnline web conference | * Course Introduction
* Role of the Leader
 | * *Leadership*: Introduction and Chapter 1 (When Leaders Are at Their Best)
* *Decisions*: Introduction and Chapter 1 (Setting The Course)
* *HBP*: “How Managers Become Leaders: The Seven Seismic Shifts of Perspective and Responsibility,” by Michael D. Watkins, HBR June 2012
* *HBP*: Fire at Mann Gulch (case)
* *HBP*: Storm King Mountain (case)

*Please refer to Appendix B for case questions* | **Resume and Personal Statement** (due before 11:59pm on 09.02) |
| 2 | Th 09.175:30-7:30pmOnline web conference | * Vision and Values
 | * *Leadership*: Chapter 2 (Clarify Values), Chapter 3 (Set the Example); Chapter 4 (Envision the Future); Chapter 5 (Enlist Others)
* *HBP*: Telescope: Squaring Purpose With Reality (case)

*Please refer to Appendix B for case questions* |  |
| 3 | Fr 09.255:00pm-8:00pmOne Brattle Square #201 | * Personality and Preferences
 | * *Leadership*: Chapter 6 (Search for Opportunities); Chapter 7 (Experiment and Take Risks); Chapter 8 (Foster Collaboration)
* *HBP*: “Leadership That Gets Results,” by Daniel Goleman, *Harvard Business Review*, March-April 2000
* *HBP*: “The Network Secrets of Great Change Agents,” by Julie Battilana and Tiziana Casciaro, *Harvard Business Review*, July-August 2013
* *HBP*: Who’s Responsible For the Drawbridge Drama? (case)
* *Myers-Briggs Type Indicator (MBTI)*: Instructions for taking the MBTI can be found on the course website (under Assignments / Class Participation)

*Please refer to Appendix B for case questions* | **MBTI** (complete before 11:59pm on 09.24) |
| 4 | Sa 09.269:00am-5:00pmOne Brattle Square #201 | * Power and Influence
* Taking Initiative
* Enabling Others
 | * *Leadership*: Chapter 9 (Enable Others to Act: Strengthen Others)
* *HBP*: Power and Influence: Achieving Your Objectives in Organizations, by Elizabeth Long Lingo and Kathleen L. McGinn (HBS background note)
* *HBP*: Navigating Organizational Politics: The Case of Kristen Peters (case)
* *HBP*: Alice in Wonderland? (case)
* *HBP*: GE’s Two-Decade Transformation: Jack Welch’s Leadership (case)

*Please refer to Appendix B for case questions***Students are encouraged to spend time with their teammates on Saturday evening** |  |
| 5 | Su 09.279:00am-1:00pmOne Brattle Square #201 | * Decision Making Foundations
* Frames and Questions
 | * *Decisions*: Chapter 2 (The Power of Frames); Chapter 3 (Creating Winning Frames)
 | **Midterm Exam** (given during class) |
| 6 | Th 10.015:30-7:30pmOnline web conference | * Decision Making Tools and Techniques
 | * *Decisions*: Chapter 4 (Avoiding Distortion and Bias)l Chapter 5 (Intelligence in the Face of Uncertainty)
* *HBP*: Who’s Responsible For the Drawbridge Drama? (case) – revisit

*Please refer to Appendix B for case questions* |  |
| 7 | Th 10.155:30-7:30pmOnline web conference | * Group Decision Making
* Conflict
 | * *Decisions*: Chapter 6 (Choosing: A Pyramid of Approaches); Chapter 7 (Managing Group Decisions)
* *HBP*: Decision Making Exercise (A) (case instructions)
* *HBP*: Growing Pains (case) - Fill in surveys in Exhibits 1 and 2
* *HBP*: Case of The Unhealthy Hospital (case)

*Please refer to Appendix B for case questions and instructions* |  |
| 8 | Th 10.225:30-7:30pmOnline web conference | * Group Decision Making
* Conflict
* Developing Others
 | * *HBP*: Decision Making at the Top (case)
* *HBP*: Mary Griffin at Derby Foods (case)
* *HBP*: Ramesh Patel at Aragon Entertainment Limited (case)

*Please refer to Appendix B for case questions* | **Individual Paper** (due before 11:59pm on 10.21) |
| 9 | Th 11.195:30-7:30pmOnline web conference | * Leadership and Decision Making Dilemmas
 | * *HBP*: Antegren: A Beacon of Hope (case)
* *HBP*: BP and the Gulf of Mexico Oil Spill (case)
* *HBP*: Who’s Responsible For the Drawbridge Drama? (case) – revisit

*Please refer to Appendix B for case questions* |  |
| 10 | Th 12.175:30-7:30pmOnline web conference | * Managing Change
* Wrap Up
 | * *Leadership*: Chapter 10 (Recognize Contributions); Chapter 11 (Celebrate the Values and Victories); Chapter 12 (Leadership Is Everyone’s Business)
* *HBP*: “Moments of Greatness: Entering the Fundamental State of Leadership,” by Robert F. Quinn, HBR, July-August 2005
* *HBP*: “How Will You Measure Your Life?” by Clayton M. Christensen, HBR July-August 2010
* *HBP*: Leading Change at SJHC and LHSC: Burr Under the Saddle or a Grain of Sand in the Oyster? (case)

*Please refer to Appendix B for case questions* | **Team Paper** (due before 11:59pm on 12.16)**Team Performance Evaluation**(due before 11:59pm on 12.17) |

# Appendix A: Blackboard Collaborate Instructions

**Blackboard Collaborate Instructions**

**How to Get Ready and Enter a Session**

**Headsets**

We recommend that everyone use an echo-canceling headset when in a web conference. You can buy them at an office supply store or online for about $30-$50. We suggest using a wired rather than wireless headset. If you don’t already have a headset, you could buy something similar to these:

Connects to computer via USB connection

 <http://www.staples.com/Logitech-H390-Headset/product_710265?externalize=certona>

Connects to computer via jack

<http://www.amazon.com/Sennheiser-PC-31-II-Binaural-Microphone/dp/B0077L2WCY/>

**Mobile Devices**

Although it is possible to attend a Collaborate session via a mobile phone or tablet, **we recommend you use a computer**. Several tools that your instructor may use during class – including the ability to move into breakout rooms – won’t work on a mobile device.

**Preparing to Use Collaborate**

A day or two before class, complete the following steps using the same computer you will use for your class and be in the same place where you will be during your class.

* Watch the [Online Orientation](http://www.brainshark.com/blackboardinc/vu?pi=zGLzYw5XBz35Sgz0" \t "_new) to get an overview.
* Go to the [First Time Users Page](http://blackboard.force.com/publickbarticleview?id=kA770000000CbIW)

Be sure to:

* + [Check System Requirements](https://blackboard.secure.force.com/apex/publickbarticleview?id=kAB700000008P8m)
	+ Click on the Configuration Room for your region of the world. You can test your connection, settings, and configure your audio.

You may also want to explore the:

* + Collaborate **Documentation**
	+ [On-Demand Learning Center](http://www.blackboard.com/Platforms/Collaborate/Services/On-Demand-Learning-Center/Web-Conferencing.aspx%22%20%5Ct%20%22_blank)
	+ [Support Portal](https://behind.blackboard.com)

**Entering Your Collaborate Session**

What you see when you are getting into your Collaborate session will depend on the type of computer you have and the browser you are using. Below are screen shots of what you may see and instructions on how to get into your session.

**Session Log In (Students Only)**

Instructions: *Type your name.* *Click Log In.*



[**Launcher**](http://blackboard.force.com/apex/publickbarticleview?id=kA770000000CbGw)

Most users will be prompted to install a launcher the first time they use Collaborate. You will only need to do this one time. Follow the instructions on your screen about finding the launcher file in your downloads folder, unzipping it and opening the launcher.

Installing the launcher on [Windows](http://library.blackboard.com/ref/9a27bb08-b742-4a75-8ac8-4d22e7db93ab/content/topics/windows_installing_launcher.htm).

Installing the launcher on a [Mac](http://library.blackboard.com/ref/9a27bb08-b742-4a75-8ac8-4d22e7db93ab/index_Left.htm#CSHID=topics%2Fmac.htm|StartTopic=content%2Ftopics%2Fmac.htm|SkinName=bbcollaborateskin).

**.Collab file**

If you were not instructed to click “join” after downloading the launcher, look for a file that ends in .collab in your downloads file or on your desktop. Open the .collab file to enter your session. If you don’t see a .collab file, you may need to click the session link again. After your session is over, you should delete this .collab file. You should use a new .collab file each time.

It may take some time for Collaborate to open after clicking on the .collab file. If you click it too many times, it may prevent you from entering the session. You may see some of the following images as Collaborate is starting and it may go through these steps slowly.

**Collaborate Downloading/Choose Connection Speed**

|  |  |
| --- | --- |
|  |  |
| Choose your connection speed. We suggest you use a wired connection. Most homes and many office speeds are Cable/DSL. |  |

**Verifying Application and Allowing Collaborate to Operate on Your Computer**

**Verifying Application: Instructions: *Wait for this image to disappear*.**



Security Warning. **Instructions: *Click Don’t Block.***



Security Warning. **Instructions: *Click Run.***



**Collaborate Is Running**

If you’re waiting for Collaborate to open and you notice the icon below in your task bar or dock, click on it to maximize the Collaborate screen. If you’re on a Mac, the Collaborate window may be behind another open window on your screen. If you see more than one of these icons, you have opened Collaborate more than once. The one farthest to the left is the first one that was opened first. Close the others by clicking on them and exiting out of the session. Be sure you remain in one session!



|  |
| --- |
| **Help**Division of Continuing Education Support* Urgent help --- if you are in a session or trying to get into a session and need help immediately, call **(617) 998-8571**.
* Non-urgent help options:

Email: academictechnology@dce.harvard.edu Phone:  (617) 495-4024 Mon.-Fri. 9 am - 5 pm EST.(617) 998-8571 Weekdays 5 pm – midnight and weekends (Sat. 9 am-10 pm, and Sunday noon-10 p.m. EST  [**Blackboard Collaborate Support**](http://blackboard.force.com/btbb_publichome?dfprod=Collaborate)Available 24 Hours / Day  - 7 Days / Week:* Urgent help – Select Chat with Agent or Call Us
* Non-urgent help options: Contact Collaborate Support and choose Create a Case

[Collaborate Participants Guide](http://library.blackboard.com/ref/8fb6da4a-0569-4d9e-89f3-c32ec8370cd9/index.htm)  |

# Appendix B: Case Questions / Instructions

1. Each case we discuss in class has a set of questions you should consider while reading the case, to help you get the most out of the case and the discussion. Cases are listed in the order that we will go through them.

**Fire at Mann Gulch Case and Storm King Mountain Case.** *Questions to consider*:

1. What were the causes of the tragedies?
2. Compare and contrast Dodge’s leadership at Mann Gulch with Blanco and Mackey’s leadership at Storm King Mountain. What mistakes did they make as leaders?
3. Why did the firefighters follow Mackey’s orders to build a fire line downhill, despite their reservations and doubts, while ignoring Dodge’s sound orders to join him in the escape fire?
4. Why did firefighters at Storm King Mountain ignore so many rules (e.g..10 Standard Firefighting Orders and 18 Watch Out Situations)?
5. What role did stress and experience play in these tragedies?
6. What are the lessons for business executives?

**Telescope: Squaring Purpose With Reality.** *Questions to consider*:

1. What are the issues that came to mind as you read the case? What is the most important issue?
2. How should Spencer Milo think about these issues, and what are his choices?
3. What does the company’s mission say? What are some of the possibilities for what that should mean for Telescope?
4. What value is there for Telescope in having a mission and set of values beyond simply ‘making money’? How are these useful and important for Telescope’s ongoing success and ability to generate value?
5. In what ways would this case be easier if Telescope simply said it existed to make money? How would Telescope be different and in what ways would its ability to generate value over time change?
6. What is at stake in this case?
7. What decision would you make and why?

**Who’s Responsible for the Drawbridge Drama?** *Questions to consider*:

1. Who is responsible for the death of the baroness?
2. Who bears the greatest responsibility? Why do you say this?

**Navigating Organizational Politics: The Case of Kristen Peters.** *Questions to consider*:

1. What were Peters’s goals coming into Taylor Reed?
2. Should Peters have anticipated political problems in pursuing these goals? Why or why not?
3. What is the corporate culture at Taylor Reed and how should this affect Peters’s political strategy?
4. What potential allies and blockers should be on Peters’s constituency map?
5. What power do these allies or blockers hold to facilitate or obstruct her goals?

**Alice in Wonderland? A Different Approach to Organizational Change and GE’s Two-Decade Transformation: Jack Welch’s Leadership.** *Questions to consider*:

1. How difficult a challenge did Marike van Lier Lels face in 1995? How effectively did she take charge?
2. How difficult a challenge did Welch face in 1981? How effectively did he take charge?
3. Compare and contrast van Lier Lel’s and Welch’s leadership style. Which is more effective?
4. Do you agree or disagree with van Lier Lel’s methods for leading/turning around VGL? What do you think she did right? What would you have done differently?
5. Do you agree or disagree with Welch’s methods for leading/turning around VGL? What do you think he did right? What would you have done differently?

**Decision Making Exercise (A) and Growing Pains Case.** *Instructions*:

1. Please follow the instructions in the exercise (Decision Making Exercise (A)) including reading the Growing Pains case.
2. After reading the Growing Pains case, meet with your team to discuss the case.
3. At the end of the team discussion, fill out (as a team) the Final Recommendations Form in Exhibit 1 of the case and be prepared to discuss your recommendations in class.
4. After the team discussion, each student should fill out the Student Survey Form in Exhibit 2 of the case and be prepared to discuss your answers in class.

**Case of the Unhealthy Hospital.** *Questions to consider*:

1. What should Bruce Reid do? Why? What assumptions, facts and data are you considering?

**Decision Making at the Top.** *Questions to consider*:

1. What is your assessment of the decision making process at ASC?
2. How does the process unfold? What are the critical stages of the decision-making process and who is involved in each stage? What kinds of behavior does this process encourage?
3. What is Barrett’s role in the process? How would you characterize his leadership style?
4. At the end of the case, Barrett faces three alternatives for improving the group’s decision-making process. What should he do?

**Mary Griffin at Derby Foods.** *Questions to consider*:

1. What is the core message that Mary Griffin should deliver to Simon York?
2. What, exactly, should Gibson say?

**Ramesh Patel at Aragon Entertainment Limited.** *Questions to consider*:

1. What is the core message that Ramesh Patel should deliver to Jeremy Gibson?
2. What, exactly, should Patel say?

**Antegren: A Beacon of Hope.** *Questions to consider*:

1. If you were in Jim Mullen’s shoes, would you have pursued early approval of Antegren? What economic, legal, and ethical responsibilities do you need to weight in making that decision?
2. If you were Jim Ullen, which of the operational challenges facing Antegren – selecting a manufacturing option, getting patients on therapy, and securing payers’ agreement to reimburse – would be your top priority? How would you handle it?

**BP and the Gulf of Mexico Oil Spill.** *Questions to consider*:

1. Do you agree or disagree with Tony Hayward’s quote at the end of the case? Was this disaster strictly a BP failure or an industry accident?
2. What were the most significant flawed decisions made by BP and its partners in this case?
3. How did BP’s history and culture shape decision-making on the Deepwater Horizon rig? How did the political and regulatory environment affect decision-making by BP and its partners?
4. In what ways did BP lack the appropriate safety culture? What could it have done to build a stronger safety culture?
5. Why did so many employees – engineers, managers, and rig workers – deem it appropriate to take significant risks?
6. Why did workers and management on the rig fail to oppose some of the poor choices that were made?

**Leading Change at SJHC and LHSC: Burr Under the Saddle or a Grain of Sand in the Oyster?** *Questions to consider*:

1. How can one ‘get’ commitment or engagement from the front-line staff?
2. What initiatives will bring people together to create a new perinatal services group and to move forward?
3. How can one create a sense of urgency for the consolidation?
4. How can Parkes and Collins build their bases of power? How might they build their influence?
5. What would success of the consolidation look like? What are examples of indicators of progress toward achieving the vision?
6. What is the role of the senior leadership in the two hospitals? How should they exert their influence? Who else may one want to involve in leading the change effort or the guiding coalition?