

**Authentic Leadership Development – EC2090  
Fall 2009**

<u>Sec</u>	<u>Professor</u>	<u>Class</u>	<u>LDG*</u>
01	Bill George <a href="mailto:bgeorge@hbs.edu">bgeorge@hbs.edu</a>	Hawes 202 Mon, 3:10-4:40	Thu, 3:10-5:00
02	Rob Kaplan <a href="mailto:rokaplan@hbs.edu">rokaplan@hbs.edu</a>	Hawes 202 Tue, 3:10-4:40	Wed, 3:10-5:00
03	Peter Olson <a href="mailto:polson@hbs.edu">polson@hbs.edu</a>	Aldrich 210 Tue, 3:10-4:40	Wed, 3:10-5:00
04	Nitin Nohria <a href="mailto:mnohria@hbs.edu">mnohria@hbs.edu</a>	Hawes 203 Mon, 3:10-4:40	Thu, 3:10-5:00

\*Leadership Development Groups (LDG) held in assigned rooms in Spangler, 2<sup>nd</sup> floor.

### **I. Course Purpose**

The purpose of Authentic Leadership Development (ALD) is to enable students to prepare themselves to become leaders of organizations and to embark on paths of personal leadership development. ALD requires personal curiosity and reflection from students as well as personal openness and sharing in class discussions, leadership development groups, and one-on-one sessions with the professor. Leadership development concepts used in the course will be immediately applicable for students and useful for the rest of their lives.

### **II. Objectives**

1. To enable students to understand their leadership journeys and their crucibles by reflecting upon and framing their life stories and experiences to date.
2. To participate fully in open, intimate small-group discussions about the reflective exercises they have completed on their own.
3. To understand why leaders lose their way and the self-awareness needed to avoid derailment.
4. To gain clarity about their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
5. To understand what is motivating them, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.
6. To explore how to build support teams and lead an integrated life.
7. To understand the purpose of their leadership and empower other leaders, while they are optimizing their leadership effectiveness.
8. To create Personal Leadership Development Plans to guide them throughout their lives.

### **III. Intellectual Premise and Course Concepts**

The premise of ALD is that leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes will be more effective and more successful leaders and will lead more satisfying and fulfilling lives. To do so, leaders must take responsibility for their own development, rather than relying entirely on their organizations for leadership development.

ALD will provide students with ideas, techniques, and tools to assist them in their leadership development journeys, exploring concepts such as lifelong leadership development, the power of your life story, the impact of your crucible, discovering your authentic self, knowing your values, leadership principles, and ethical boundaries, understanding your motivated capabilities, building support teams, leading an integrated life, purpose-driven, empowering leadership, and improving leadership effectiveness through your style and use of power.

#### **IV. Requirements**

- Weekly individual assignments on personal subjects related to the week's theme, requiring 90-120 minutes to complete.
- One 110-minute meeting with the six-person Leadership Development Group (LDG) for twelve weeks on Wednesdays or Thursdays from 3:10-5:00 with assigned topics and rotating facilitators drawn from the group. Groups will be assigned in advance by the professor with the intent of providing a diverse group. The mid-term and final LDG will involve extensive peer feedback to each of the participants.
- One 90-minute class each week for twelve weeks on Mondays or Tuesdays from 3:10-4:40 in assigned Hawes and Aldrich classrooms (please note exceptions during weeks when a holiday fall on these regular class days).
- There will be four sections, each limited to 60 students in order to facilitate open dialogue. Section 01 will be taught by Professor Bill George, Section 02 by Professor Rob Kaplan, Section 03 by Professor Peter Olson, and Section 04 by Professor Nitin Nohria.
- In lieu of an exam, students will write a mid-term paper on their greatest crucible and a final paper on the purpose of their leadership, as well as develop their Personal Leadership Development Plan.

#### **V. Who Should Take This Course**

ALD is designed for students desirous of becoming effective authentic leaders, committed to developing themselves, who want to understand their motivations and the purpose of their leadership. Students must be open to sharing personal insights, experiences, ambitions, and fears.

#### **VI. Course Format**

ALD students will meet two times per week, once with their six-person Leadership Development Group (LDG) and once with the full class. Significant preparation is required for the LDGs, based on a series of introspective exercises requiring 1.5-2 hours per week to complete. Class sessions will be built around discussion of broader issues emanating from the LDGs and cases written specifically for this course based on individual leaders, as well as leadership readings and class speakers.

## VII. Course Topics

<b>Introductory Week:</b>	Discover Your Authentic Leadership
<b>Week I:</b>	Your Leadership Journey and Life Story
<b>Week II:</b>	Why Leaders Lose their Way
<b>Week III:</b>	Crucibles of Leadership
<b>Week IV:</b>	Discovering Your Authentic Self
<b>Week V:</b>	Values, Principles and Ethical Boundaries
<b>Week VI:</b>	Motivations and Motivated Capabilities
<b>Week VII:</b>	Building Your Support Team
<b>Week VIII:</b>	The Integrated Leader
<b>Week IX:</b>	Leadership Purpose
<b>Week X:</b>	Empowering Other to Lead
<b>Week XI:</b>	Optimizing Your Leadership Effectiveness

## VII. Syllabus

### Book Reading

- George, B. with Sims, P. *True North: Discover Your Authentic Leadership*
- George, B.; McLean, A. and Craig, N. *Finding Your True North: A Personal Guide*

Students are required to read two books for this course. The first of them, *True North: Discover Your Authentic Leadership*, should be read in its entirety, preferably before the course begins, as we will be referring to its concepts throughout the course.

The second book, *Finding Your True North: A Personal Guide*, will become your personal workbook that you will use each week to complete the individual exercises assigned that week. The *Personal Guide* is solely for the personal use of the individual student, and will not be turned in or graded at any point. However, students will be expected to verbally share the output of the exercises from the *Personal Guide* each week with the members of their LDG.

Optional reading:

- George, B. *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value* (especially the Introduction and Chapters 1-3).
- Champy, J. and Nohria, N. *The Arc of Ambition: Defining the Leadership Journey* (Cambridge, MA: Perseus Books, 2000)
- George, B. *7 Lessons for Leading in Crisis* (Complementary copies will be provided to students at the start of the course.)

## **Leadership Development Groups (LDG)**

Each class participant will be assigned to a Leadership Development Group (LDG) with five other people. LDGs will meet for 110 minutes on Wednesdays or Thursdays from 3:10 – 5:00 pm to discuss and complete the assignment for the week. Attendance at these meetings is considered like normal class time (i.e., it is mandatory), and a record of attendance and tardiness will be maintained.

The LDGs are a crucial element of the course and represent the second class meeting of the week. These groups enable students to discuss personal materials in a more intimate group setting and to encourage a higher level of openness and reflection than may be possible in the class setting. Specific assignments for each week's group meeting will have the same theme as the classes but different preparation materials, based on the exercises in *Finding Your True North: A Personal Guide*.

LDGs will be facilitated by a member of the group, as assigned in advance. Prior to the first meeting of your LDG, all students should read the ALD Facilitator's Guide in Appendix A. Each student will have the opportunity to facilitate for two weeks during the course. Facilitators will meet with the professor prior to the LDG to discuss that week's meeting. Following the meeting, facilitators will submit a summary of the group's discussion, including attendance records and open questions that can be used in the full class.

## Introductory Week

## Discover Your Authentic Leadership

**PLEASE NOTE:** **Prior to the first class**, write a one-page paper (or e-mail) about why you want to take this course and send it by e-mail to your professor, not later than midnight on Tuesday, September 1, 2009.

### **Individual Assignment:**

### **Exercises in Introduction to *Finding Your True North***

**PLEASE NOTE:** Individual assignments must always be completed prior to the class and the weekly meeting with your Leadership Development Group.

*Readings:* ***True North***, Introduction and Chapter 1

To prepare for opening class, study the readings closely and think about the basis for your leadership and the process you need to go through in becoming an authentic leader. In reading Chapter 1 of *True North*, think about how your life story has influenced your development and guiding you into leadership roles. Then complete the exercises in the Introduction to ***Finding Your True North: A Personal Guide***. In preparing the case, “Howard Schultz: Building Starbucks Community,” consider how Howard Schultz’ life story influenced his leadership journey.

### Class

**Sections 01/04: Wednesday, September 2 – 3:10-4:40**

**Sections 02/03: Thursday, September 3 – 3:10-4:40**

### Assignment

*Case:* **Howard Schultz: Building Starbucks Community (A)** (N9-406-127)  
**Howard Schultz: Building Starbucks Community (B)** (N9-407-127)

### *Discussion Questions:*

1. *How do Schultz’ life experiences link to the kind of company he is building at Starbucks?*
2. *What characteristics and experiences are most important in Schultz’s development as a leader?*
3. *Was Schultz correct to put his concerns about Starbucks’ direction in the email to CEO Jim Donald?*
4. *How should Schultz navigate the challenges of sustaining Starbucks’ growth while staying true to its authentic roots as a unique local coffeehouse?*

For the first class, we will examine how the unique elements of the course blend together into an integrated whole, leading to the creation of your Personal Leadership Development Plan. We will also discuss the Leadership Development Groups and how they will operate as the second class each week. We will discuss the cases on Howard Schultz, which provide a rich overview of the themes we will cover during the course.

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## Week I

## Your Leadership Journey and Life Story

### Individual Assignment

### Exercises in Chapter 1, *Finding Your True North*

*Read:* Talking About Ourselves, by John Paul Eakin (Chapter 1 in *Living Autobiographically: How We Create Identity in Narrative*, Cornell University Press, 2008)

*Re-read:* ***True North***, Chapter 1

In this second assignment you will examine your life story and leadership opportunities to this point, with emphasis on the influences of your early years and instances of your leadership. After completing the first part of the assignment detailing your experiences to date, go over it carefully and look for patterns in your leadership. What events and individuals had the greatest impact on you? In what situations did you find the greatest fulfillment in leading? Can you identify instances where you were dissatisfied with your leadership, or received constructive feedback from others about it?

**PLEASE NOTE:** You will also receive the *True North 360* evaluation at the conclusion of the add/drop period. Please follow the instructions carefully and send the appropriate forms to the requisite number of people to give you candid feedback on your leadership. The time frame for this is very short as all the materials must be collected by the Authentic Leadership Institute in order to get you your personalized feedback well before the September 30/October 1 LDG session when you will be discussing the results with your group.

**Leadership Development Group #1:** **Sec 01/04: Thursday, September 10 – 3:10-5:00**  
**Sec 02/03: Wednesday, September 9 – 3:10-5:00**

**Note to Sec 01/04:** Students will receive their group assignments, LDG team members, and room assignments by e-mail on Tuesday, September 8, along with facilitator assignments. Facilitators for this first LDG meeting will meet with Professor George or Professor Nohria at a pre-assigned time and place before this meeting.

**Note to Sec 02/03:** Students will receive their group assignments, LDG team members, and room assignments by e-mail on Tuesday, September 8, along with facilitator assignments. Facilitators for this first LDG meeting will meet with Professor Kaplan or Professor Olson at a pre-assigned time and place before this meeting.

At the first LDG meeting, the facilitators should lead their groups in a review of the “Guidelines for Leadership Development Groups,” and establish written guidelines specifically for their group in the form of a contract. Each member of the group should sign the contract and the facilitator should turn it in to the professor.

The remaining time should be used to get to know each other by sharing your life stories and discussing how your life story has influenced your leadership to date. Led by the facilitator, each student should have the opportunity to share his or her experiences. In this discussion it is paramount to observe the “Guidelines for Leadership Development Groups,” distributed with the course materials, particularly those relating to confidentiality, candor, openness, and trust-building.

**Class**

**Sec 01/04: Monday, September 14 – 3:10-4:40**

**Sec 02/03: Tuesday, September 15 – 3:10-4:40**

**Assignment**

**Cases: Wendy Kopp and Teach For America (N9-406-125)  
Life Stories of Recent MBA Graduates (410-026)**

*Discussion Questions:*

- 1. What are the factors in Wendy Kopp’s background that led her to found Teach For America? How effective is she as its leader?*
- 2. What course of action should she follow regarding the future of Teach For America? Should she continue as its leader?*
- 3. How have the life stories of these six recent MBA graduates impacted their leadership to date?*
- 4. What can you learn from their experiences that will help you in thinking about your life story’s influence on your leadership trajectory?*

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## Week III

## Crucibles of Leadership

### Individual Assignment

### Exercises in Chapter 3, *Finding Your True North*

*Readings:* **True North**, Chapter 3

Bennis, W. and Thomas, R. "Crucibles of Leadership," *Harvard Business Review*, September 2002

*Optional:* "Moments of Truth: Global Executives Talk About the Challenges that Shaped Them as Leaders," *Harvard Business Review*, January 2007, Reprint R0701A

At some point in their lives most people find themselves in a crucible, a difficult situation in which their character and values are tested by a series of events. While they are often very painful at the time, these crucible experiences usually provide unique opportunities for personal growth.

Prior to your group meeting, write a one or two page paper of a personal experience in which you were tested in a crucible, where you experienced the greatest pressure, stress and/or adversity of your life to date. Describe your feelings at the time. What resources did you call upon to get through this situation? How did you resolve the issues, if you have?

### Leadership Development Group #3

Sec 01/04: Thursday, September 24 – 3:10-5:00

Sec 02/03: Wednesday, September 23 – 3:10-5:00

At your LDG go around the group and share your experiences, relating your feelings about the experience at the time and in the present moment. *This LDG is the most important session for personal sharing and establishing trust within the group.* Coming early in the course, this session can set the tone of your LDG for the remainder of the course. Given the sensitive and very personal nature of this discussion it is extremely important to observe the "Guidelines for Leadership Development Groups."

### Class

Sec 01/04: Monday, September 28 – 3:10-4:40

Sec 02/03: Tuesday, September 29 – 3:10-4:40

*Cases:*

**Oprah!** (N1-405-087)

**Martin Luther King, Jr.: A Young Minister Confronts the Challenges of Montgomery** (N9-406-016)

**Life Stories of Recent MBA Graduates: Coping with Crucibles** (410-028)

*Discussion Questions:*

1. *How was Oprah able to overcome the extreme adversity of her growing up years in order to become so successful? What is motivating Oprah?*
2. *In what ways did Oprah use her crucible experience in developing as a talk show host?*
3. *What influences and experiences shaped King's development as a leader?*
4. *Why did he agree to take on the challenge of leading the MIA?*
5. *How effective is he in dealing with the difficulties of leading the Montgomery boycott?*
6. *What can you learn from the crucibles experienced by recent MBA graduates that will help you in your development?*

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**Week IV**

**Discovering Your Authentic Self**

**Individual Assignment**

**Exercises in Chapter 4, *Finding Your True North***

*Readings:* ***True North***, Chapter 4

Goleman, D. "What Makes a Leader?" *Harvard Business Review*, Jan 2004

Kaplan, R. "What to Ask the Person in the Mirror," *Harvard Business Review*,  
January 2007, Reprint R0701H

Chapman A. "Johari Window," adaptation, review and code 1995-2006, based  
on Ingham and Luft's original Johari Window concept.

In this exercise you will examine the personal challenges you face in becoming a leader, looking at your strengths in leading, your shortcomings, and the development needs you have in becoming the kind of leader you want to be. Prior to doing the exercise, be sure to read the article on emotional intelligence by Dan Goleman. Evaluate yourself against Goleman's criteria of emotional intelligence. Then think about the ways you will gain self-awareness and improve your emotional intelligence to become an authentic leader.

**Leadership Development Group #4**

**Sec 01/04: Thursday, October 1 – 3:10-5:00**

**Sec 02/03: Wednesday, September 30 – 3:10-5:00**

**Feedback Session #1: Results of *True North* 360**

At the outset of the course you received the Authentic Leadership 360, which you sent to a number of colleagues and friends. Prior to this LDG, you will receive your evaluation from the Authentic Leadership Institute. At this LDG meeting you should share the outcome of this report with the members of your LDG, along with what you learned about yourself from this process. How does this evaluation compare with the self-evaluation you completed in the exercises on your self-awareness in Chapter 4 of *Finding Your True North*? You should solicit feedback from the members of your LDG on the self-awareness issues that you are wrestling with.

**Class**

**Sec 01/04: Monday, October 5 – 3:10-4:40**

**Sec 02/03: Tuesday, October 6 – 3:10-4:40**

*Cases:* **Lisa Sherman (A) (N9-408-115)**

**Life Stories of Recent MBA Graduates: Developing Self-Awareness (410-030)**

*Discussion Questions:*

1. *What is keeping Lisa Sherman from revealing her identity to her colleagues at Verizon?*
2. *Should Sherman leave Verizon, or stay and try to work within the system? Should she talk to Verizon CEO Ray Smith about she has experienced?*
3. *How should she handle the request for support from the LGBT employees at Verizon?*
4. *What can you learn from the experiences of the recent MBA graduates that will help you develop your self-awareness?*

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## Week V

## Values, Principles and Ethical Boundaries

### Individual Assignment

### Exercises in Chapter 5, *Finding Your True North*

*Readings:* ***True North***, Chapter 5

J. Champy and N. Nohria “Compromise is Bad for Ambition,” Chapter 7 in *The Arc of Ambition* (Cambridge: Perseus Books, 2000)

*Optional:* Heineman Ben W. “Avoiding Integrity Landmines,” *Harvard Business Review*, April 2007, Reprint R0704G

In this exercise you have the opportunity to think through the values, leadership principles, and ethical boundaries that guide your development as an authentic leader. The intent of this exercise is to be explicit about the values that are important to you, the principles you will use in leading, and the ethical boundaries that will guide your behavior, even under great pressure.

After listing your values, leadership principles, and ethical boundaries, go back and rank order them in order of their importance to you. In what ways do your values guide the principles with which you lead? Which values are inviolate for you? Which ones are desirable but not inviolate? Do some of your values depend upon the situation that you are facing? Write a few paragraphs about a situation from your work experience when your values and principles were tested under pressure. To what extent did you deviate from your values under pressure? What resources did you call upon under this pressure? What would you do differently if you had to do it all over again? How can you sense “the slippery slope” deviations from your values leading to major ones later on?

### Leadership Development Group #5

**Sec 01/04: Thursday, October 8 – 3:10-5:00**

**Sec 02/03: Wednesday, October 7 – 3:10-5:00**

With your Leadership Development Group, discuss your values, leadership principles, and ethical boundaries, and your prioritization of each of them. Describe the situation in which your values were tested and share your feelings openly. Solicit feedback from your group on how you handled it, and explore what you might have done differently.

### Class

**Sec 01/04: Tuesday, October 13 – 3:10-4:40\***

**Sec 02/03: Tuesday, October 13 – 3:10-4:40**

**\* Please note: For Sections 01/04 there will be no classes on Monday, October 12 due to the Columbus Day HBS holiday; instead, this class will be held on Tuesday, October 13 as shown above.**

Cases: **Narayana Murthy and Compassionate Capitalism (N9-406-015)**  
**Life Stories of Recent MBA Graduates: Values and Ethical Challenges (410-029)**

*Discussion Questions:*

1. *What people and experiences in Murthy's early life had the greatest influence in shaping his values and leadership?*
2. *How did his experiences in India and France enable him to develop his thinking about his leadership principles? How did he use them in building Infosys?*
3. *What is your view of Murthy's notion of "compassionate capitalism"? Would it work in an American or European company?*
4. *What can you learn from the values and ethical challenges of the recent MBA graduates that can help you in dealing with similar challenges?*

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**MID-TERM PAPER**

**“My Journey to Authentic Leadership”**

**Due: Friday, October 23, 2009 (by midnight)**

In your mid-term paper, which should not exceed 1,500 words in length, describe the most important crucible(s) of your life and how it has impacted your life and your leadership. Your paper will be treated with the utmost confidence and will not be shared with anyone other than your professor. You are invited to discuss any or all aspects of it in a private session in the professor’s office.

Please submit your paper via email to

Section 01: [bgeorge@hbs.edu](mailto:bgeorge@hbs.edu)

Section 02: [rokaplan@hbs.edu](mailto:rokaplan@hbs.edu)

Section 03: [polson@hbs.edu](mailto:polson@hbs.edu)

Section 04: [nnohria@hbs.edu](mailto:nnohria@hbs.edu)

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## Week VII

## Building Your Support Team

### Individual Assignment

### Exercises in Chapter 7, *Finding Your True North*

*Reading:* **True North**, Chapter 7

Kram, K.E. and Higgins, M.C. "A New Approach to Mentoring: These days, you need more than a single person. You need a network" Wall Street Journal, September 2008, R10.

In this exercise you have the opportunity to explore the kind of support team you would like to build. Make a list of the most important relationships in your life, right now and in the past. What role do your parents and other family members play in your life? A spouse or significant other? Your friends and peers? Who are the people that are most important to you in guiding, influencing and mentoring you? Who do you turn to when you are looking for help and feedback? Who can you count on to be there for you in difficult times? Do you have an on-going group in your life with whom you can share openly and intimately? What kind of network of friends are you establishing that can assist you in your leadership?

### Leadership Development Group #7

Sec 01/04: Thursday, October 22 – 3:10-5:00

Sec 02/03: Wednesday, October 21 – 3:10-5:00

Discuss with your LDG the people and the relationships that have been most important to you. Describe for your group a specific situation you have faced where these relationships were especially important for your leadership. To whom did you turn for counsel and advice? How did you use these relationships in this case? Discuss these relationships with your Development group, and solicit their feedback and insights about the role relationships play in your life. Then discuss the kind of support network you plan to establish in the future.

### Class

Sec 01/04: Monday, November 2 – 3:10-4:40

Sec 02/03: Tuesday, November 3 – 3:10-4:40

*Case:* **Tad Piper and Piper Jaffray (N9-406-033)**

**Life Stories of Recent MBA Graduates: Support Teams (410-032)**

### *Discussion Questions:*

1. *How is Tad Piper utilizing support resources to help him deal with this crisis? What resources should he call upon in determining a course of action?*
2. *In what ways is he influenced by past events of his life, his family upbringing, and his current and past relationships?*
3. *How effective is Tad Piper as a leader in the crisis? What things could he have done better?*
4. *What can you learn from the recent graduates that will help you build your support team?*

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## Week VIII

## The Integrated Leader

### Individual Assignment

### Exercises in Chapter 8, *Finding Your True North*

*Readings:* **True North**, Chapter 8  
Nash, L. and Stevenson, H., "Success that Lasts," *Harvard Business Review*,  
February, 2004, Reprint R0402H  
Hammonds, K. "Balance Is Bunk!" *Fast Company* October 2004

Complete "The Integrated Leader" exercise. Examine each area of your life (personal life, family, friendships, and community), and describe what is most important to you in each. Write a short essay on how each of these areas contributes to or detracts from your leadership. What are your needs in the quadrants described by Nash and Stevenson: Happiness, Achievement, and Significance? Describe a situation in which your needs came into conflict and how you resolved this conflict. What would you do differently in the future? Describe how you can deal with the conflicts and sacrifices of leadership and bring together all aspects of your life to be an integrated leader.

### Leadership Development Group #8

Sec 01/04: Thursday, November 5 – 3:10-5:00

Sec 02/03: Wednesday, November 4 – 3:10-5:00

Discuss your exercise in becoming an integrated leader with others in your LDG and solicit their candid feedback. Describe circumstances in which you will have to make trade-offs and sacrifices between your career and your personal life, and how you will go about resolving them. Be attentive to the reality of these trade-offs and the sacrifices that you will inevitably will be faced with making.

**PLEASE NOTE:** There will be no classes or LDGs the week of October 25-29, due to EC Recruiting Week.

### Class

Sec 01/04: Monday, November 9 – 3:10-4:40

Sec 02/03: Tuesday, November 10 – 3:10-4:40

*Cases:* **Martha Goldberg Aronson: Leadership Decisions at Mid-Career**  
(N9-406-017)  
**Philip McCrea: Once an Entrepreneur** (N9-406-018)  
**Life Stories of Recent MBA Graduates: Leading an Integrated Life** (410-033)

### *Discussion Questions:*

1. *How effective has Martha Aronson been in her leadership assignments to date? To what extent is she leading an integrated life?*
2. *Should she give up her U.S. position to move to a new challenge in Europe? What roles do her husband's career and the needs of her young family play?*
3. *How well has Philip McCrea done in founding and leading Vitesse? How well is he coping with his current challenges?*



4. *Which option should McCrea choose in his current dilemma about work pressures versus family needs? What factors should he consider in making this decision?*
5. *What have you learned about leading an integrated life from the stories of recent MBA graduates?*

This class will focus on the challenges of becoming an integrated leader by bringing together all aspects of your life – personal, work, family, friends, and community – into an integrated whole. We will discuss both the benefits and the barriers to doing so, especially the effective use of time, the sacrifices and tradeoffs leaders must make, and the ways in which leaders that are able to integrate all aspects of their lives are more effective leaders. We will also have a discussion about the real-world challenges you face in balancing your personal lives with your professional careers.

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## Week XI

## Optimizing Your Leadership Effectiveness

### Individual Assignment

### Exercises in Chapters 11, *Finding Your True North*

*Readings:* **True North**, Chapter 11 and Epilogue  
Goleman, D. "Leadership that Gets Results," *Harvard Business Review*,  
March-April 2000, Reprint R00204.  
Goffee, R. and Jones, G. "Managing Authenticity: The Paradox of Great  
Leadership," *Harvard Business Review*, December 2005, Reprint R0512E

**Leadership Development Group #11** **Sec 01/04: Thursday, December 3 – 3:10-5:00**  
**Sec 02/03: Wednesday, December 2 – 3:10-5:00**

In this exercise you will examine ways to improve your effectiveness as a leader, including your use of flexible leadership styles and the use of power in your relationships. In completing the exercise, you should reflect carefully on the following questions:

- In which ways is your leadership style consistent with your leadership principles and values? Is it ever inconsistent?
- How do you adapt your leadership style to the circumstances facing you and to the readiness of your followers to accept your leadership style?
- How important is it to have a flexible style? Can you do so and still be authentic?
- What is role of power in your leadership? How do you use power in leading others?
- Discuss situations in which you used your power over others inappropriately. How did they respond?
- How do you respond to powerful people that use their power over you? What is the most appropriate way to deal with very powerful people?
- In what ways do you want your leadership to change to improve your effectiveness?

Discuss the exercise "Optimize Your Leadership Effectiveness" with your LDG. Describe your leadership style to your group and solicit their feedback. Talk about the role of power in your leadership and how you deal with your power and the power of people you work with.

**PLEASE NOTE:** The final class of ALD will last for 110 minutes to provide time to discuss the Whitehead case, have a course wrap-up, and do course evaluations.

*Case:*           **John Whitehead: A Life in Leadership (9-406-024)**  
**Life Stories of Recent MBA Graduates: Leadership Effectiveness**

*Reading:*       Whitehead, J. *A Life in Leadership* (Ch. 10: p. 107-111; Ch. 28: p. 275-281)

*Discussion Questions:*

1. *What were the significant events in John Whitehead's life that motivated him to become a lifelong leader in the private, government, and not-for-profit sectors?*
2. *What makes him effective as a leader in each of these areas?*
3. *How is he able to make a consensus style work in challenging fields like investment banking and government?*
4. *How effective has his style been in chairing the Lower Manhattan Development Commission? In what ways does this role differ from the many other leadership challenges he has taken on?*
5. *What can you learn from the recent MBA graduates that will help you improve your leadership effectiveness?*

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**Leadership Development Group #12**    **Sec 01/04: Thursday, December 10 – 3:10-5:00**  
**Sec 02/03: Wednesday, December 9 – 3:10-5:00**

**Individual Assignment**

**Final Feedback**

*Reading:*        Gardner, J. *On Leadership*, “Leadership Development: Lifelong Growth”

**Please note:** A special feedback exercise will be provided to you prior to the start of this week so that you can evaluate your leadership and the leadership of each of the people in your Leadership Development group. Prior to doing the exercise, spend some time reflecting on your leadership, your strengths, and the areas in which you would like to improve your leadership.

**FEEDBACK II:**

The purpose of this final meeting with your Leadership Development Group is to solicit feedback from other members of the group about your leadership and your effectiveness in empowering other leaders. What suggestions do members of the group have for you? Then, in turn, provide your feedback to each of the other members of your group about their leadership and how effective they are in empowering others.

After completing the feedback for each member of your group, have a group discussion about whether your group wants to continue meeting during Term 4. (Upon request to Kathy Farren, Bill George’s assistant, project rooms in Spangler can be reserved for this purpose.)

**COURSE PAPER:**

**“The Purpose of My Leadership”**

**Due: Not later than Monday, December 15, 2009 at midnight.**

**Personal Leadership Development Plan:**

As the culmination of the course, complete your Personal Leadership Development Plan (PLDP) in its entirety. In doing so, you should integrate all of the previous exercises you have completed in the course. Be sure to begin this process well in advance, so that you will have adequate time to think it through and make changes as appropriate. Be as thorough and complete as possible in developing your plan, even if this requires some speculation on your part about what lies ahead.

**Final Course Paper:**

In your final course paper (not to exceed 2,500 words), describe the purpose of your leadership, and the principles and values that will guide and inform your leadership. Discuss the areas of your development as an authentic leader that you plan to focus on in the years ahead, and the steps you plan to take to become a more effective and authentic leader.

Based on the insights you have gained from the course and from your colleagues, complete the final version of your course paper, and submit it electronically along with the final version of your PDLP to your professor: Section 01: [bgeorge@hbs.edu](mailto:bgeorge@hbs.edu); Section 02: [rokaplan@hbs.edu](mailto:rokaplan@hbs.edu); Section 03: [polson@hbs.edu](mailto:polson@hbs.edu) ; Section 04: [mnohria@hbs.edu](mailto:mnohria@hbs.edu), not later than Monday, December 15, 2009.



Appendix A  
**Facilitator's Guide**  
**Leadership Development Groups**  
**Authentic Leadership Development**

## **Introduction**

One of the most important skills that every graduating MBA should have is the ability to facilitate small groups. Whether your career opportunities lead you into the corporate world, consulting, financial services, not-for-profits, or government, you will be called upon to facilitate groups. Most of these groups will be task-oriented, but facilitating a Leadership Development Groups (LDG) is quite a different experience. In the LDG you will be discussing very personal topics where the "task" is understanding yourself better, enabling other group members to understand themselves, and building trust and bonding within the group that facilitates openness and candor.

Authentic Leadership Development (ALD) students will have the opportunity to facilitate their LDG two times during the course, plus observing their group members facilitating ten more times. The LDGs make up a central part of ALD, accounting for more than 50 percent of the total class time. LDGs are a unique aspect of ALD not found in any other part of the 2-year MBA program because they deal with very personal discussions about your life, your experiences, your values, and your desires.

For this reason facilitating your LDG is much more challenging than taking on a similar role in a task-oriented group or a study group like a learning team. It requires a high level of skill to draw out personal experiences and to ensure insights and reflections for all participants. The facilitator must establish an atmosphere of trust and openness that enables group members to share openly, without feeling their privacy has been invaded or that confidentiality commitments might be breached.

It is important to emphasize that LDGs are not a therapy group or a classic 1960s T-group. Facilitators are not being asked to act in the role of a psychologist or a therapist. It is imperative that "a safe atmosphere" exists at all times. That said, it is equally important that all group members feel they are getting their fair share of air time, without one or more members dominating the group. Nor is it acceptable that group members refrain from being full participants in the group or withdraw from the sharing process.

We have elected to employ this process of peer-facilitation because prior ALD classes have felt that having professional facilitators or faculty members in group sessions would detract from the openness and the equality of all group members.

## **I. Group Composition**

The LDGs are composed by the faculty with the intent of creating a diverse group that cuts across the dimensions of gender, race, national origin, prior work experience and, to the extent known, religion and sexual orientation. We will attempt to group students from different first-year sections. Prior to the first session, students have the opportunity to indicate confidentially to the professor any classmate they prefer not to have in their LDG.



However, they will not have the opportunity to indicate people they would prefer to have in their groups, as having two or three close friends in the same group could create barriers for other group members.

Once the groups are formed, the composition of the group is final. Students will not be allowed to change groups, even if interpersonal conflicts arise with other group members. Interpersonal conflicts are a natural part of human behavior in the workplace as well as in one's personal life. The LDGs provide you with the opportunity to work through these conflicts, either on a one-to-one basis or in the safety of the group environment.

## **II. LDG Guidelines**

The first task of the LDG will be to establish a set of rules and guidelines—that collectively constitute a “contract”—that all group members agree to. A sample set of suggested rules is shown as Attachment 1. The LDG might simply accept these rules, modify them as they choose, or create an entirely new set of rules. When agreement is reached, each member should sign off on the rules. The facilitator for that day should bring a paper copy of the signed rules to the professor in his office.

## **III. Your Role as an LDG Facilitator**

When you lead an LDG session, you are helping to build the community of which you are now a member. Important life change happens within the boundaries of intentional growth relationships such as these. As a facilitator, you are asked to take on a role that may be different than any you have had before because your goal is to encourage all group members to share openly their highly personal stories, beliefs and principles. This is very different than being a team leader of a task-oriented team because the emphasis in your LDG is on the personal side, not on accomplishing a task or having an intellectual discussion. To facilitate a fruitful discussion, you should encourage members of your group to speak from their hearts, and not just from their heads.

Facilitate means to make easier. You are being asked to make the conversation among your colleagues to be freer and more satisfying. In this case, “easier” means making the atmosphere relaxed, safe, non-competitive, and conducive to sharing.

In this role you are neither the teacher, nor the expert, nor the scorekeeper. Your role is to listen carefully to what is said; to help guide the discussion so everyone is heard; to ensure that no one dominates; and to enable group members to share differing opinions in a respectful manner.

Tight control is the enemy of open sharing. Pushing hard to accomplish fixed goals you may have for the session can keep you from creating an open and free sharing dialogue. Still, you have things to accomplish and a timetable to maintain. Your job requires that your LDG achieves a balance between task accomplishment and a collegial, open climate that builds trust among group members. This won't be as formless or free flowing as a social gathering of your group or as structured as a task team with a measurable outcome to accomplish.

The best facilitators set the tone by asking provocative questions using open-ended queries that cannot be answered with a simple yes or no. Open-ended questions begin with what, how, why, where, when and who. For example, asking “What have been the most memorable events in your professional life to date?” is preferable to “Did you have anything significant occur in your work life so far?”

Try and keep the questions relatively simple – one issue at a time versus several. Make your questions clear and understandable. Avoid sharing your opinions inside your questions. Your role is to seek the views of your group members, as well as sharing your own.

Normally, good facilitators withhold sharing their views on a question until the others have given theirs. However, in the early weeks of ALD it is strongly recommended that the facilitator lead off the discussion by being a role model of the high level of open sharing that is expected by being the first to answer your own question. This is especially important for the initial weeks on life stories, why leaders lose their way, crucibles and self-awareness/Authentic Leader 360.

Then you should mine the experiences and beliefs of the others in your group. If you do your job well, others will view you as a facilitator who sets the tone for a full and wide-ranging discussion. It may be helpful to take notes on how your colleagues carried their role as facilitator, both the strengths and the things you would like to avoid.

#### **IV. Stages of Group Development**

During a group’s life, the group’s experience may be thought of in four phases:

1. Forming
2. Norming
3. Storming
4. Performing

While the sequence of these stages may get jumbled or mixed, almost all groups experience all of these stages at one point or another.

*Forming.* From the moment you become aware of the other people assigned to your group, forming begins. As you get to know your fellow LDG members and share your life stories, you are making an assessment of how you and the other members will work together. These initial impressions are a natural part of *forming* that will continue as the group has shared experiences in the formal LDG meetings and in meetings outside the classroom.

To facilitate this *forming* stage, your LDG is asked to agree upon the contract that governs how your group will operate (Attachment 1). This includes operating guidelines about seven areas: openness, trust, confidentiality, differences, tolerances, feedback, and challenges. This is just a sample.

*Norming.* From their very first meeting, groups begin to form norms of how they will operate. Some of these norms are explicit and formally spelled out, as contained in the contract agreed upon in Week I. Others are more informal, and perhaps not even explicitly recognized by group members. Due to the sensitive information discussed in your LDG, it is extremely important that everyone in your group adhere to the guidelines, especially those related to confidentiality, openness, trust, and tolerance.

The norms of your group will continue to evolve over time as the group learns to work together and evaluates how effective it is in the group process. It is helpful to have a group discussion on this matter at the end of the first four sessions to discuss how things are going and what changes you may want to make. A periodic discussion of norms is helpful to ensure that those that have already been agreed are being upheld, as well as changes that seem useful or necessary can be made.

*Storming.* Groups may hit the *storming* stage at any point in their existence. This will likely be the result of important differences in style, habits or beliefs of group members. One of the reasons that the LDGs are constructed on a highly diverse basis is to provide you the opportunity to work closely in an intimate, safe setting with people who come from very different backgrounds and probably have different beliefs than you do. Talking about these differences can be both healthy and liberating, provided there is mutual respect and a lack of judgment about these differences. If two group members are having difficulty reconciling their differences they can choose to discuss them privately or with the group; however, it is essential that such differences are aired one way or the other, and not allowed to fester.

Handling differences and disagreements is one of the most difficult, yet most important, roles of the facilitator. When sensing such differences, the facilitator has the responsibility to point them out and to encourage the group to discuss them. It is most important that you keep your cool, and other group members do so as well and not let emotions rule your group. This is not to say that you cannot be straight with each other if values and beliefs are being challenged. The norm of the LDG should be to have honest conversations. If things do become emotional in a negative way, it may be good to suggest that the group take a cooling off break.

*Performing.* The performing stage begins when the group operates smoothly with few problems or issues that get in the way of its effectiveness. Different groups attain this level sooner than others. Even the highest performing groups have issues about norms and disagreements that interrupt the flow of discussion from time to time. The most effective groups deal with the issues as they arise and do not let them fester. They also have frequent critique sessions to work on the effectiveness of their group.

If the group works well together, the performing stage can go on indefinitely, even with occasional bouts of “storming.” For many LDG groups this high level of group engagement and intimacy extends throughout the spring semester of their second year, and continues on as they enter the next steps of their careers, even though geographic separation may necessitate meetings by telephone and continuing on-line dialogues.

## **V. Things to Do Before Your Meeting as a Facilitator**

1. Attend the preparatory session with the professor and other facilitators for this week.
2. Get familiar with the topic for this week. The more familiar you are with the subject, the greater your confidence in the session.
3. Think through and write out your objectives and format for the LDG session. These may include content matters and process factors, such as the level of participation, the openness, and the atmosphere.
4. Lay out your timetable in quarter-hour segments for how you want the meeting time to be spent. Use this as a guide and not an inflexible schedule that must be followed at all costs.
5. Have one of your colleagues in the group act as an observer for you. This person's task will be to watch your performance as facilitator and provide you with feedback after the session is over. Compare this critique to your own assessment to have a better fix on your plan the next time you are facilitating.
6. Arrive ten minutes before scheduled meeting time to be sure the room is set up properly. A comfortable, compatible environment is more important to a good session than most people realize, as is a clean room. (All Spangler rooms are booked from 3:00pm on, so other groups may be asked to move on at that time.)
7. Be sure the session starts on time, even if one of the group members is tardy. (This is an official class time, so all members are expected to be on time, and you need to record any late arrivals.)

## **VI. How to Start the LDG Session**

Always start with a welcome that makes everyone feel comfortable about being in the group. Follow this with any introductory comments and/or announcements. As facilitator, you may want to offer the opportunity at the outset for group members to “check in” by taking a minute or two to share with the other members anything significant in their lives since the last meeting. Or they might speak about what they are feeling at that moment. Such time can build trust, especially in the early meetings. Due to time constraints, however, this part of the discussion should not be allowed to drag on, unless the issues raised are extremely serious. If the group likes to chat like this too much, it will detract from the essence of the group discussion. Alternatively, you can hold this part of the discussion until the end.

Then confirm with each member of the group that they have completed all the requisite exercises in *The Personal Guide* for the week. If one or more has not done so, it is worth taking a few minutes to talk about the responsibilities that you have to each other to do the work, and not just to skim through it or rush over it. Next you should give a brief overview of your plan for the session and the rough time allotment.

## VII. Guiding the Discussion

Your goal is to have a fulsome discussion with full participation that results in honest conversation. A great LDG session contains these elements:

1. Everyone is talking on-point.
2. They are adding to the content of other group members.
3. They are sharing openly and personally.
4. People are actively listening to others while they are speaking.
5. Group members build on what others have said.
6. Group members share their feelings honestly and deeply.
7. People disagree respectfully.
8. Group members bring the discussion back to the topic when it begins to wander.

A worthwhile and satisfying discussion about highly personal topics hinges on the chemistry of the group and the climate in the meeting itself. Usually, you will not be in a crisis mode so it should be fairly easy to keep the mood relaxed, open, friendly, and comfortable for all group members. Some appropriate humor from time to time can help set the tone, and break the ice if the discussion is getting too tense or emotional.

If you have noticed in previous meetings that there are some members who fail to contribute fully or engage personally, you may want to reach out to them in advance of the session. You can encourage them to get more involved and ask them for their help in getting the group to go deeper in the upcoming discussion. You may suggest that you will call on them to begin the discussion of a particular issue in the session. Similarly, if in prior meetings one of your colleagues tends to dominate, you might ask him or her to withhold comments until quieter members of the group have the opportunity to voice their opinions.

To start the substance of the discussion, pose the open-ended question that each member should answer and let whoever is prepared to speak go first, or volunteer yourself to go first in answering the question in a deep and open manner. It is recommended that you give each group member an allotted amount of time to respond to the question of the week, and let everyone share their responses before you open the discussion up to a broader dialogue; otherwise, you may run out of time for everyone in the group to get an adequate amount of “air time.”

In this kind of round robin, listening skills are very important. It is sometimes hard to keep an open mind during the discussion as members may want to evaluate and respond to the speaker. Your job is to listen actively to each person and, if necessary, lead the discussion in the appropriate direction. You should encourage response or support for each speaker before moving on. Make the discussion lively by keeping the group moving and engaged in the topic.

## VIII. Things to Watch for During the Meeting

A. *Keeping your LDG on track.* In select instances, you may have to act like a traffic cop to keep the discussion flowing during its 110 minutes. There will be times when you have to interrupt a dominator gently by asking a quiet member of your group to respond. In other cases you may have to gently pull the discussion back to the central point. And there will be times when you have to move to another topic or person in spite of some who want to continue with the current discussion. There will be cases when the group will seem to lose interest in a topic and you will have to shift prematurely to another subject to keep the momentum of the discussion lively and fresh.

B. *Balancing group participation.* You will have to pay close attention to what is being said and not said. How are the non-verbals being expressed, as well as those vocally shared? This is a skill that takes time to develop and sharpen. How much are you talking? How involved are each of the other LDG members? Be sure that everyone gets adequate air time, and doesn't just pull back into themselves. What is the quality of the discussion? Is it superficial or deep?

C. *Dealing with a dominant group member.* You may be aware of a group member (or members) who begins to monopolize the discussion. You may have to cut him or her off nicely but firmly and shift to someone who is not as verbal. If you see this behavior continue, a private comment to the person after the meeting would be in order.

D. *Your active leadership.* Pay attention to your own energy level as well. It is relatively easy to get off to a strong beginning as you have adrenaline working in your favor. If you aren't a little nervous and keyed up at the start, then perhaps you are taking your responsibilities too casually.

On the other hand, keeping sharp the entire meeting and listening in a new, unfamiliar way can be very tiring. So try to pace yourself to maintain a solid active presence for the whole time.

E. *Staying on time.* Roughly every fifteen minutes take a quick glance at the time to see how you are progressing against your pre-meeting timetable. There are no rewards for precise time completion, but you need to be sure the meeting is progressing against schedule, or that the group decides to lengthen the end point.

Few highly effective meetings work on a tight timetable, as that in itself tends to suppress deeper conversations. Use your judgment about how loose/tight the whole process needs to be. There may be a time when you sense the group needs to take a short pause. Having everyone stand and stretch for a minute can help jump-start a discussion that needs refreshing. Your group will develop its own norms for breaks and refreshments. Use these judiciously to instill renewed energy into the session.

## **IX. Wrapping Up the LDG Session**

Plan to set aside the final ten minutes to summarize the discussion and assess the meeting. Then develop a list of unanswered questions to include on your Facilitator Feedback Form that your group is prepared to share with full class.

## **X. Post-Session Critique: Facilitator's Feedback Form (Appendix 2)**

As soon as possible after the close of your session, write up your impressions of the session. How was your leadership as group facilitator? How might you have been even more effective? How did you do against your pre-session model?

Then complete the Facilitator's Feedback Form (Appendix 2), sharing the attendance, flow of the meeting, process issues raised, and remaining questions to bring to the full class. Preferably, you would complete this form on the day of the meeting, but not later than midnight of the following day. (Please note that the quality of your feedback forms will be considered in your grade for the course.)

## **XI. Things that Can Go Wrong Over the 12 Sessions of the LDG**

With participants sharing both good and bad things that have happened in their lives, you learn a great deal of personal information about your colleagues, as they will learn about you. Friends will ask other trusted friends for advice on how to handle current and future situations. This is where the confidentiality of the group may be tested. Thus far, in five years of teaching ALD, there have been no known violations of the confidentiality rule, but it is worth reiterating just how important its observance is to the trust you maintain in your group.

The boundaries of the LDG should be clear at the beginning of their formation that this is not a therapy group. Members of the group are typically not trained in such matters. Even if they were, the LDG setting is neither the time nor the place for such interventions. If members of your group need professional assistance, we suggest that you have them contact Pat Light ([plight@hbs.edu](mailto:plight@hbs.edu)), director of HBS student services, for discussion and referral to a professional. If the problem begins to affect your group, please bring the matter confidentially to the attention of your professor.

Another potential issue occurs when one or more group members do not bind with the group or with each other. They may have signed up expecting the course to be different. They may not be willing to share to the extent necessary for mutual growth. They may have a disagreement over a matter of principle. (This is most likely to occur when discussing matters of religion, race, or sexual identity – three topics which can raise very important issues for the participants, but may be especially sensitive due to prior instances in one's life.)

If you see this occurring, you may discuss it privately with the respective group member or with the group as a whole. If the group does not come together following this discussion, then it is suggested that your group meet with the professor to try and sort things out.

You may be facilitating a session where one or more members of the group decide that they don't want to discuss the topic you are leading. They may even succeed in turning the group's focus in a completely new direction – in a serious vein or completely off topic. In this case it is your responsibility to get the group back on track. To do so, you might call a halt to the current discussion and ask the group to discuss what is happening in terms of process. In any case, you need to ensure that the group completes a thorough discussion of the week's topics and that everyone has the opportunity to participate fully before you go on to any other discussions.

## **Conclusion**

The meaning, importance, and success of the Leadership Development Groups over the past five years have been one of the standout HBS experiences for participating students. Your LDG should be one of the most meaningful experiences you have in your two years at HBS, and may be the beginning of long-term relationships that continue for many years. To get the most out of your group, you need to commit yourself fully to making the group successful and contribute to observing the group's guidelines and norms.

One of the keys to the success of the LDGs has been the role of peer facilitators. The purpose of this guide is to enable you to be an excellent facilitator for your group and for other members of your group to be equally effective in this regard. You are asked to take this role very seriously as the success of your LDG will depend upon your leadership.

It is our hope that the Leadership Development Group will be a very meaningful experience to all students who enroll in ALD.



Attachment 1  
**Leadership Development Group Contract (Group \_\_\_\_\_ )**

Following are a set of possible norms that might be discussed by each group and incorporated in whole or in part into their LDG Contracts:

1. Openness

To be effective, open sharing with group members is essential to learning. If individuals are not sharing openly with the group, it is the responsibility of group members to raise this with them for discussion within the group. However, it is important that group members not push individuals beyond their comfort zone on personally sensitive matters.

2. Trust

For the LDGs to be effective it is essential that group members trust each member of the group and the group as a whole. Trust is built through honest, open communications and the sense that individuals care about the other members of their group and sincerely would like to help them in growing into effective leaders.

3. Confidentiality

A firm agreement should be reached that nothing said within the group is discussed with others outside the group.

4. Differences

The group should allow for individual differences and make accommodations for what each member would like to get out of the group experience.

5. Tolerance

There are no “right” answers when priorities/values are discussed, nor should group members make judgments about others in the group.

6. Feedback

Group members offer and receive constructive feedback from each other on their ideas, leadership traits, and communication styles. There will be two opportunities for feedback during the course: the first of them will come during LDG #6 and the final feedback during LDG #12 at the conclusion of the course.

7. Challenges

Challenges by other group members are considered to be healthy, if expressed in a respectful manner in which individuals do not engage in personal attacks. If managed well, respectful challenges can contribute to meaningful learning for all.

Signed by (name and date):

_____	_____
_____	_____
_____	_____

Attachment 2  
**LDG Facilitators Feedback Form**  
**EC2090 – Authentic Leadership Development**

**LDG:** \_\_\_\_\_ **Facilitator:** \_\_\_\_\_

**Members Absent: 0**  
**Members Arriving Late: 0**

**Summary of How Group Discussion Went:**

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**Process Issues Within the Group:**

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**Open Questions Left Open After Group Discussion:**

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Note: This facilitator’s report must be sent electronically to your professor (e.g., [bgeorge@hbs.edu](mailto:bgeorge@hbs.edu)) not later than midnight of the day following the LDG meeting.