



LEADING THE WAY IN PUBLIC MANAGEMENT, LEADERSHIP, AND DECISION SCIENCE

## Growing Connections and Sharing Ideas: New Initiatives in the MLD Area

Several recently launched initiatives by MLD Area faculty are expanding the reach and impact of HKS research and teaching.

The **Student Social Support R&D Lab** (S3 R&D Lab; <http://studentsocialsupport.org>) led by HKS Associate Professor **Todd Rogers** uses data and behavioral science to develop and prove scalable, high return-on-investment interventions that mobilize and empower students' social support systems to improve educational achievement. Rogers is a behavioral scientist whose research under the S3 Lab explores the impact on student achievement of mobilizing (often through technology) the support of students' family and friends. Currently, Rogers and nearly a dozen local research fellows, along with an influential array of non-HKS behavioral scientists and education scholars are conducting over a dozen projects in nearly 400 schools and universities involving more than 135,000 students. All of these projects involve mobilizing and empowering social systems to support student achievement.

Examples include:

- Reducing absences among at-risk K-12 students by providing parents with regular messages targeting specific attendance beliefs.
- Turning friends and family in college students' social networks into "Study Supporters" by regularly empowering them to get more involved with updates about the students' courses, upcoming deadlines, and campus resources.
- "Inviting the village" that surrounds K-12 students (e.g., grandparents, mentors, coaches, family friends) by empowering these supporters with actionable information they can use to encourage and support students (e.g., report cards, class schedules, attendance reports, etc.).



Some of Rogers and his team's recent findings resulted in some actionable tips for educators and families on how best to use

## The LEAD: News from the HKS MLD Area

### Spring 2016

text messaging to improve outcomes, as highlighted in this [Education Week blog post](#). The main suggestion is that simple, actionable communications can result in significant improvement of outcome related indicators such as school attendance, test performance, and literacy. The S3 lab looks to become a significant and ongoing source of practically useful research for educators everywhere.

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The **Adaptive Leadership Network** (<http://www.adaptive-leadership.net/>), formally launched in the wake of the October 2015 Adaptive Leadership Alumni Conference at HKS, aims to strengthen its members' leadership capacity to meet the adaptive opportunities and challenges facing organizations and societies around the world. Since the 1980s, led by **Ronald Heifetz**, **Marty Linsky**, and more recently by MLD faculty members **Dean Williams**, **Hugh O'Doherty**, and **Tim O'Brien**, the Harvard Kennedy School has served as an important hub in drawing students and faculty into a set of educational developments to create a framework for the practice of leadership.

### ADAPTIVE LEADERSHIP NETWORK

The framework applies to people across sectors and geographies, operating at different scales, in tackling the complex

challenges facing humanity. The process of tackling these challenges is called adaptive work. Such work occurs every realm of our students' lives: from families working to survive and thrive in challenging conditions; to businesses in complex environments tackling tough trade-offs to balance values of profitability, long-term sustainability, and social justice; and to public and nonprofit organizations working to build collaborative capacity across boundaries to tackle tough problems, survive, and thrive. The Adaptive Leadership framework is taught at HKS both in [popular HKS degree-program courses](#) and also in several major [executive education programs](#).

Organized and created principally by a group of 10 recently graduated HKS alumni, the Adaptive Leadership Network aims to build a community of the educators and practitioners of adaptive leadership, and to add value to their personal and professional lives by

- Providing a holding environment for cooperation and learning within a community of practitioners and educators.
- Linking like-minded people with each other and with the latest materials on leadership practice and education.
- Fostering the establishment and continuity of alumni consultation groups to support people to "lead and stay alive" as they face important challenges in their work lives.
- Creating a network of referral for alumni seeking to teach or consult in Adaptive Leadership.
- Further developing the theory and methods of adaptive leadership practice and education.

In less than a year since its launch the Adaptive Leadership Network has grown its membership tremendously and organizers foresee holding the next meeting of the ALN in the fall of 2016, with an eye towards incorporating the network as a nonprofit organization.

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Formally launched in fall of 2015, the [Harvard Kennedy School Negotiation Project](http://cpl.hks.harvard.edu/harvard-kennedy-school-negotiation-project) (<http://cpl.hks.harvard.edu/harvard-kennedy-school-negotiation-project>) aims to advance the theory and practice of collaborative negotiation to strengthen "leadership with impact." Drawing on the insights, expertise, and world-class research and teaching of the Center for Public Leadership and the Harvard Kennedy School, KSNP is an integrative bridge between the studies and practice of leadership and negotiation. KSNP seeks to equip next-generation collaborative leaders with the skills necessary for negotiating across organizational boundaries, sectors, and networks.

#### Harvard Kennedy School Negotiation Project

Directed by HKS Senior Lecturer **Brian Mandell**, KSNP is an innovative, interdisciplinary collaboratory promoting practitioner-oriented student learning by encouraging the open flow of information, ideas sharing, and rapid prototyping of new forms of collaborative negotiation. KSNP's student-focused programming includes HKS course work, co-curricular skill-building simulations and workshops, and experiential learning opportunities such as summer internships, that provide students with comprehensive, integrative leadership and negotiation training applicable in a range of careers. As an example, in the coming academic year, KSNP will be organizing MPP Policy Analysis Exercises focused on the strategic use of performance metrics and impact assessment by organizations working in alternative dispute resolution/consensus building. These PAEs will enable interested MPP students to build on their MLD-220 core introductory negotiation course (taught by Mandell) while integrating other MLD curriculum in advanced negotiation, management, and leadership.

KSNP works at the growing intersection of leadership and negotiation based on the idea that, to stay relevant and be impactful in a changing world, HKS students must understand the theory and practice of negotiation while also employing concepts and skills informed by the exercise of

adaptive leadership. KSNP aims to equip future leaders with the cross-boundary knowledge, experience, and expertise to make measurable progress on today's most important social problems. Other MLD Area faculty affiliated with KSNP include **Hannah Riley Bowles**, **Kessely Hong**, **Julia Minson**, **Joshua Flax**, and **Robert Wilkinson**.



*HKS students engaged in a negotiation simulation*

## NEW RESEARCH GRANTS AWARDED

**Jennifer Lerner** is Principal Investigator on a new \$39,000 grant funded project from The Pershing Square Venture Fund for Research on the Foundations of Human Behavior entitled: "Improving Anti-tobacco Campaigns through Affective- and Decisional- Science"

**Julia Minson** received a grant from the HKS Dean's Research Fund for a Harvard Decision Science Lab study entitled, "Ignoring How The Sausage Gets Made: Why We Neglect Decision-Making Processes."



# Recent & Forthcoming Publications by MLD Faculty

## New Articles

Linda J. Bilmes. (2016). [A Trust Fund for Veterans](#). *Democracy Journal*.

Barbara Kellerman. (2016) Leadership – It's a System, Not a Person! [Daedalus, the Journal of the American Academy of Arts and Sciences](#). Summer.

Steve Kelman and Sounman Hong. (2016) "Hard," "Soft," or "Tough Love" Management: What Promotes Successful Performance in a Cross-Organizational Collaboration? [International Public Management Journal](#).

A.S. Rosette, C.Z. Koval, A. Ma, & Robert W. Livingston. (In press). [Race matters for women leaders: A comprehensive consideration of agentic deficiencies and penalties](#). *The Leadership Quarterly*.

B.K. Cheon, Robert W. Livingston, J.Y. Chaio, & Y.Y. Hong. (2015). Contribution of serotonin transporter polymorphism (5-HTTLPR) to automatic racial bias. [Personality and Individual Differences](#).

Todd Rogers, L. ten Brinke, & D. Carney. (In press). Unacquainted Callers Can Predict Which Citizens Will Vote Over and Above Citizens' Stated Self-Predictions. [Proceedings of the National Academy of Science](#).

Todd Rogers, Ternovski, J., Yoeli, E. (In press). Potential follow-up increases private contributions to public goods. [Proceedings of the National Academy of Science](#).

Todd Rogers & K. Milkman. (In press). Reminders through Association. [Psychological Science](#).

Todd Rogers and A. Feller (2016). Discouraged by Others' Excellence: Exposure to Exemplary Peer Performance Causes Quitting. [Psychological Science](#).

M. Bailey, D. Hopkins, & Todd Rogers (in press). Unresponsive, Unpersuaded: The Unintended Consequences of Voter Persuasion Efforts. [Political Behavior](#).

S.J. Traub (M.D.), A. Bartley, R. Didehban, V. Smith (M.D.), C.A. Lipinski (M.D.), and Soroush Saghaian. (2016). "Physician in Triage versus Rotational Patient Assignment." *Journal of Emergency Medicine*.

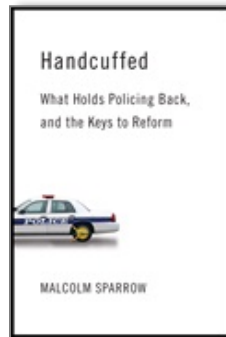
Soroush Saghaian and M.P. Van Oyen. (2016). "[Compensating for Dynamic Supply Disruptions: Backup Flexibility Design](#)." *Operations Research*

Soroush Saghaian and B.T. Tomlin. (2016). "[The Newsvendor under Demand Ambiguity: Combining Data with Moment and Tail Information](#)." *Operations Research*

Soroush Saghaian and M.H. Veatch. (2016). "[A cu Rule for Two-Tiered Parallel Servers](#)." *IEEE Transactions on Automatic Control*

## New Books

Malcolm Sparrow. [Handcuffed: What Holds Policing Back, and the Keys to Reform](#) (Brookings Institution Press, April 2016)



## New Chapters in Books or Annuals

Todd Rogers & Erin Frey. (2016). Changing Behavior Beyond the Here and Now. [The Wiley Blackwell Handbook of Judgment and Decision Making, Wiley-Blackwell](#)

Ferrer, R., Klein, W., Jennifer S. Lerner, Reyna, V. F., & Keltner, D. (2015). *Emotions and Health Decision-Making: Extending the Appraisal Tendency Framework to Improve Health and Healthcare*. In C. Roberto & I. Kawachi (Eds.), [Behavioral Economics and Public Health](#). Cambridge, MA: Harvard University Press.

Mark Moore (2015) "Recognizing Public Value: Towards a Public Value Scorecard" in John M. Bryson, Barbara Cosby, and Laura Bloomberg, [Public Value and Public Administration](#) (Washington, DC: Georgetown University Press).

## SPOTLIGHTS

Todd Rogers, Ternovski, J., Yoeli, E. (In press). Potential follow-up increases private contributions to public goods. *Proceedings of the National Academy of Science*.---

Todd and his co-authors conclude that people contribute more to public goods when their contributions are made more observable to others. This article reports on an intervention that subtly increases the observability of public goods contributions when people are solicited privately and impersonally (e.g., mail, email, social media). This intervention is tested in a large-scale field experiment (n = 770,946) in which people are encouraged to vote through get-out-the-vote letters. Letters were varied to include the message, "We may call you after the election to ask about your voting experience." Increasing the perceived observability of whether people vote by including that message increased the impact of the get-out-the-vote letters by more than the entire effect of a typical get-out-the-vote letter. This technique for increasing perceived observability can be replicated whenever public goods solicitations are made in private.

## NOTEWORTHY NEWS

Noted by South Australia Premier Jay Weatherill as his holiday must-read was Mark Moore's book *Creating Public Value* because, according to Weatherill, "it is such an important guide for government"

Further on the subject of public value, Cardiff University's flagship Business School recently [implemented a new strategic approach that will focus on delivering public and social value](#) alongside economic growth.

## Book Awards

Barbara Kellerman's recent book, *Hard Times: Leadership in America* (Stanford University Press, 2014) was selected by *Choice* (the premier journal of academic libraries) as a "2016 Outstanding Academic Title." *Hard Times* argues that leaders must to track the terrain that they must navigate in order to create change.



## BEHAVIORAL INSIGHTS GROUP: Behavioral Exchange Conference

The Behavioral Insights Group (BIG), led in part by MLD faculty members **Max Bazerman** and **Todd Rogers** held the Behavioral Exchange 2016 on June 6-7, 2016 at Harvard University. The conference hosted scholars and students interested in what's next in behavioral science and policy. Topics included what we've learned from government policy to date; what's new and innovative in academic research; how we can collaborate and integrate across the two; and how we can answer some of the critical questions coming out of the field. Specifically:

- Evidence-informed approach to policy-making.
- Local and regional government innovation.
- Responses to criticisms of behavioral science, its limitations, and generalizability.
- Best practices and lessons learned from the field.

New and emerging research from areas such as charitable giving, diversity, development, education, environment, law and criminal justice, organizational behavior, and public health were also examined.

MORE INFO Follow BIG on Twitter : [@HarvardBIG](#) and [#BX2016](#)

# Blogs by Area Faculty

## Bob Behn

Bob Behn's Performance Leadership Report <http://www.hks.harvard.edu/thebehnreport/>  
Recent Post: "Delegating Responsibility and Discretion"

## Linda Bilmes

The Three Trillion Dollar War <http://threetrilliondollarwar.org/>  
Elsewhere: Online Op-eds in the *Boston Globe*:  
"Uproar over Hilary Clinton's e-mails misses the point" (Sept. 9, 2015)  
"Congress Should Hold Hearings on Obama's Budget" (March 4, 2016)

## Marshall Ganz

The Leading Change Network <http://leadingchangenetwork.org>  
Recent Post: "FergusonSyllabus#" [http://leadingchangenetwork.org](#)  
Elsewhere: Huffington Post:  
"Doves, Serpents and the Iowa Primary" (Feb. 2, 2016)

## David Gergen

<http://davidgergen.com/commentary/>  
Recent Post: "Elon University Commencement Address"  
On Twitter: [@David\\_Gergen](#)

## Stephen Goldsmith

Governing <http://www.governing.com/authors/Stephen-Goldsmith.html>  
Recent Post: "Infusing Government with a Data-Driven Culture"

## Kessely Hong

Harvard Program on Negotiation  
"Sunday Minute" (April 10, 2016)

## Barbara Kellerman

[www.barbarakellerman.com](http://www.barbarakellerman.com)  
Recent Post: "Women and Men and Pay to Play"

## Steve Kelman

The Lectern on FCW.com <http://fcw.com/blogs/lectern/list/blog-list.aspx>  
Recent Post: "Are agencies collaborating with each other more than they used to?"  
on Twitter: [@kelmansteve](#)

## Tim O'Brien

on Twitter: [@T\\_O\\_Brien](#)

## Hannah Riley Bowles

on Twitter : [@HRileyBowles](#)

## Todd Rogers

on Twitter: [@Todd\\_Rogers](#)  
Elsewhere: New York Times Op-Ed  
"In Iowa, Voting Science at Work" (2/5/16)

## Malcolm Sparrow

<http://www.hks.harvard.edu/fs/msparrow/index.html>  
Recent Post: "The Crisis in American Policing"

## Center for Public Leadership

<http://cpl.hks.harvard.edu/>

## Ash Center

<http://ash.harvard.edu/ash-features>

Send your blog link to:

[greg\\_dorchak@hks.harvard.edu](mailto:greg_dorchak@hks.harvard.edu)

## Highlighted Faculty Conference panel presentations or speeches

**Bob Behn** addressed Wyoming Governor Matt Mead's Business Forum in Cheyenne, Wyoming in November 2015. Behn detailed the management and political challenges of budget cuts. In conjunction, Behn also delivered a two-day training on performance leadership for state officials.

In April 2016 **Linda Bilmes** argued the [Cotter Debate at Colby College on the topic: Balancing Conservation and Use: Are New National Parks A Good Idea?](#)

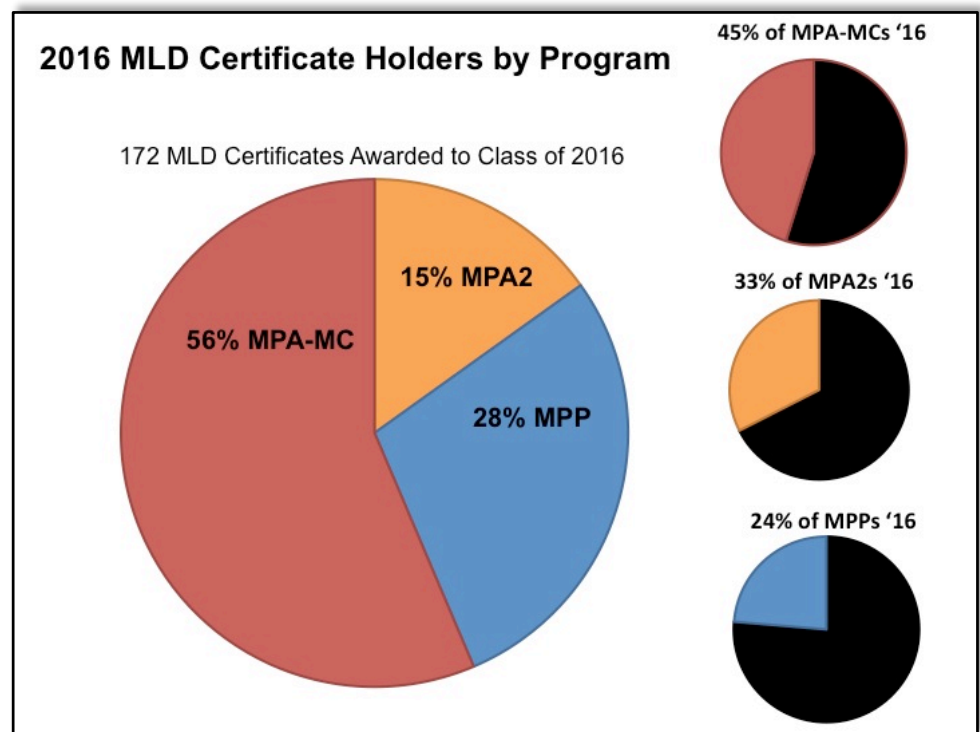
In October 2015 **Kessely Hong** was invited to give a seminar to the Harvard Law School Negotiators student group on "Barriers to Negotiation in Partisan Conflict: The Nez Perce Example," which detailed a conflict between Nez Perce Tribe officials and abutting County officials and law enforcement officers over jurisdictional issues.



## NEW CERTIFICATE IN MANAGEMENT, LEADERSHIP, AND DECISION SCIENCES PROVES POPULAR WITH CLASS OF 2016 GRADUATES

In the Academic Year 2016, the MLD Area faculty created the **Certificate in Management, Leadership, and Decision Sciences** ("The MLD Certificate") to encourage students to be mindful about how MLD coursework can assist in their future public service endeavors and enhance their leadership potential. In its initial year the MLD Certificate proved very popular with students across HKS degree programs. Graduates in the academic year 2016 were the first group eligible for the program which recognizes significant engagement and high performance in elective coursework in the Area of Management, Leadership, and Decision Sciences. A summary of the program and participation follow:

- Candidacy applications for the MLD Certificate for the graduating class of 2016 were due by November 1, 2015. Final MLD Certificate applications were due by May 1, 2016.
- **216 HKS students from the class 2016 applied** to be Candidates for the MLD Certificate.
- In June 2016, **172 MLD Certificates were awarded** to students who had completed a minimum of three credits of MLD electives with a B+ in each class. A minimum of 2 credits had to come in HKS courses.
- Of the 174 who earned the MLD Certificate, **56% were Mid-Career MPAs** (45% of total class), **28% were MPPs** (24% of total class), and **15% were MPA2s** (33% of total class).
- Following graduation, 60% of MLD Certificate holders reported knowing what their next job would be.
- Looking forward, over the course of their career:
  - 74% anticipated working in more than one sector.
  - 40% anticipated tri-sector careers working in the Government, Nonprofit, and Private sectors.
  - 18% anticipated careers bridging the Government and Nonprofit sectors.
  - 14% anticipated bridging in the Government and Private sectors.
  - 3% anticipated bridging the Nonprofit and Private sectors.
  - 23% of Certificate holders anticipated careers only in government.
  - 2% anticipated careers focused only in either the Nonprofit or Private sectors.





# New Course Offerings in MLD

## MANAGEMENT

### MLD-115: MANAGEMENT MATTERS: LEADERSHIP, STRATEGY AND GETTING THINGS DONE JOSEPH BOWER

This course examines the particular challenges of running public sector organizations from the perspective of the men and women responsible for leading them. Since "public sector" encompasses elected and appointed officials at federal, state and local levels, - and since the powers of a governor of one state may be different from another - the course early on introduces a framework for thinking about the differences among those many and various jobs. Because the nature of the challenges facing leaders varies enormously with the substantive issues they face, the course focuses on just two that are of high salience at this time: education and healthcare. The course perspective is on the tools, skills, attitudes and values of effective public leaders. Because many of the "tools" or sources of managerial influence are constrained by statutes in ways that they are not when those tools are used in the business, this course examines how the resulting challenges can be addressed, while also considering approaches open to public sector leaders not available in business. In particular, the sources of power and legitimacy available to public managers are vital if used skillfully.

### MLD-381: MITIGATING AND MANAGING A CRISIS JULIETTE KAYEM

On paper, how a government responds to a variety of crises - whether a terrorist attack, a major hurricane, an earthquake, an Ebola crisis, or an oil spill - is fairly well thought out, practiced, and understood. And yet, when the disaster does arrive, it always appears that the government is overwhelmed and confused, as if it were making it up as it went along. This is also true for private entities. To understand crisis response takes more than skills in communication or incident command; it takes an understanding of the complex political, regulatory, international, and legal regimes that govern the incident and the skills to manage these different and sometimes conflicting concerns. Drawing mostly on case studies and lessons learned, from Ebola, to Hurricane Sandy, to the B.P. Oil Spill, Boston Marathon and everything in between, the course will provide to all students a deeper understanding not merely of the mechanics of crises response but how the law, politics, and policy empower and hinder our capability to respond.

### MLD-500: MAXIMIZING HUMAN CAPITAL AND ORGANIZATIONAL PERFORMANCE ROBERT LIVINGSTON

This course provides an overview of scientific theory and empirically-validated techniques for effectively managing human resources. Students learn how to motivate and optimize the performance of individuals, teams, and large groups, resulting in enhanced organizational functioning and output. Among the topics covered in the course are: influence (e.g., how can managers increase the likelihood that employees will accept, respect, and support their vision and mission?), motivation (e.g., the best ways to inspire others to increase effort, output, and realize their full potential), ethics (e.g., learning how to balance ethical concerns with organizational profit, growth, and competition), networks (e.g., understanding the dynamics of social networks, as well as how to increase and leverage one's own social capital), culture (e.g., using identity and culture as a vehicle for managing people, establishing brand, and gaining competitive advantage), change (e.g., learning how to navigate shifting tides, how to shift the tide itself, and how to convince others to go with the new directional flow), and diversity (e.g., understanding the challenges of diversity, as well as the opportunities and how to leverage it to gain competitive advantage). By the end of the course, students should possess a well-stocked toolkit that enables them to be more confident, competent, and comfortable in positions of management and authority. They will also have a deeper understanding of the responsibilities and pitfalls of power, and the ways in which power can facilitate unethical decisions and behaviors. The course conclude by covering effective techniques to avoid falling victim to the dark side of power, as well as ways in which power can be used pro-socially to promote economic growth, universal opportunity, and social progress.



### MLD-420M: FEDERAL BUDGET POLICY HOWELL JACKSON

The goal of this course is to introduce students to the law and practice of budgeting in the United States. At the beginning of the semester, students will be introduced to the basic structure of the federal budget process, including the President's Budget and congressional budgeting procedures that ordinarily follow. We will explore the roles of all three branches of federal government in setting budget policy in the United States, exploring government shut-downs, debt ceiling crises, and ongoing debates over budget reforms and fiscal challenges. We will then examine the budgeting of entitlements and infrastructure spending, plus state budgeting practices as well as federal-state relations in budget policy.

### MLD-603M: OPERATIONS MANAGEMENT FOR IMPROVING PUBLIC SERVICES SOROUSH SAGHAFIAN

How can organizations design and implement effective policies to improve their services with limited resources? The course provides students with quantitative and qualitative tools from management, economics, mathematics, finance, business, computer science, and other fields that can enable public, nonprofit, and private sector organizations to effectively improve their performance. The course draws upon cutting edge research and examples from a broad array of industries including healthcare, business services, government, retail, and transportation, among others.

### MLD-610: GENERATING AND USING EVIDENCE TO IMPROVE THE MANAGEMENT OF YOUR ORGANIZATION JULIE BOATRIGHT WILSON

Nearly every organization is under pressure to produce evidence that the programs it runs are effective. But how can a manager use the same tools and strategies that external evaluators employ to improve the performance of your organization more generally? What information on current performance and operations is needed? How is such information best gathered and how is it assessed? And how should it be fed back to those in the organization to improve overall performance? In this course students learn a framework for thinking about evidence and apply this framework through case discussions and group projects. Students gain and use strategies for gathering information, including in-depth interviewing, focus groups, surveys, and employ them in group projects.

## ORGANIZING FOR SOCIAL CHANGE

### MLD-836M: SOCIAL ENTREPRENEURSHIP/ SOCIAL ENTERPRISES 101 -HOW TO GO FROM START-UP TO END UP JIM BILDNER

This new foundational and integrative course is intended to introduce students to the core skills they need to master in order to move from start-up to scale and achieve impact in the world. The course focuses on four basic skills necessary to lead or operate a sustainable social enterprise: 1) developing a problem-centric approach to analyzing societal problems; 2) creating the right type of organization that can address these challenges including organizational design, human resources and developing relevant strategic public/private partnerships; 3) identifying relevant sources of funding for these kinds of organizations and how to use financial data to operate and manage these organizations; and 4) how to measure and evaluate impact in order to achieve long term sustainability and scale.

# Latest MLD Area Working Papers

Here is a roundup of recent working papers by faculty in our Area:

**Robert Behn**, "How Scientific Is 'The Science of Delivery'? (Or Should It Be 'The Tacit Knowledge of Delivery'?)" Presented at the Research Conference of The Association for Public Policy Analysis and Management. Miami, Florida, November 13, 2015.

**Robert Behn**, "Some Thoughts on the Five Challenges that Tacit Knowledge Creates for Public Management: Recognizing, Understanding, Learning, Transferring, and Adapting" Presented at the Twentieth Anniversary Conference of the International Public Management Network. St. Gallen University, Switzerland, June 2, 2016.



Jennifer Nash and **Linda J. Bilmes**. "[Engaged Scholarship: Perspectives from Outside the University](#)," SLATE, HKS Working Paper Series..October 2015

Carolyn M. du Pont, James N. Levitt, and **Linda J. Bilmes**. "[Green Bonds and Land Conservation: The Evolution of a New Financing Tool](#)." Cambridge, Massachusetts, USA: Harvard Environmental Economics Program, 2016.

**Hannah Riley Bowles**, M.Al Dabbagh and B. Thomason. [Status Reinforcement in Emerging Economies: The Psychological Experience of Local Candidates Striving for Global Employment](#).

**Julia Minson**, F.S. Chen, & S. Skowronek. "Assuming the Oppositional Mindset: The

Psychological and Behavioral Outcomes of Persuasive Argumentation."

**Julia Minson**, J.S. Mueller, & R.P. Larrick. "The Fragile Wisdom of Dyads: Discussion Both Undermines and Enhances Accuracy on Collaborative Judgment Tasks." (*Management Science*, invited resubmission.)

K. Huang, M. Yeomans, A.W. Brooks, **Julia Minson**, & F. Gino. "Why Don't People Ask More Questions? Question-Asking Improves Interpersonal Perception." (*Journal of Personality & Social Psychology*, under review.)

**Todd Rogers**, Zeckhauser, R., Gino, F., Norton, M.I., & Schweitzer, M. (HKS Working Paper). [Artful Paltering: The Risks and Rewards of Using Truthful Statements to Mislead Others](#)

Gehlbach, H., Brinkworth, M.E., King, A., Hsu, L., & **Todd Rogers** (Working Paper) [Creating Birds of Similar Feathers: Leveraging Similarity to Improve Teacher-Student Relationships and Academic Achievement](#)

Kraft, M. & **Todd Rogers** (HKS Working Paper). [The Underutilized Potential of Teacher-to-Parent Communication: Evidence from a Field Experiment](#)

Pierce, L., **Todd Rogers**, & Snyder, J. (HKS Working Paper). [Losing Hurts: The Happiness Impact of Partisan Electoral Loss](#)

Tannenbaum, D., Fox, C.R., & **Todd Rogers** (Working Paper). [On the Misplaced Politics of Behavioral Policy Interventions](#).

**Todd Rogers** & Moore, D. (Working Paper). [The Motivating Power of Under-Confidence: "The Race is Close but We're Losing"](#)

**Todd Rogers** & Norton, M.I. (HKS Working Paper). [The Belief in a Favorable Future](#)

**Todd Rogers**, Milkman, K. L., John, L. K., & Norton, M. I. (Working Paper). [Making the Best Laid Plans Better: How Plan-Making Increases Follow-Through](#).

A. Bren and **Soroush Saghafian**. Working Paper. "[Data-Driven Percentile Optimization for Multi-Class Queueing Systems with Model Ambiguity: Theory and Application](#)".

More MLD papers are online [here](#).

## NEW COURSES (continued):

### LEADERSHIP

**MLD-351: LEADERSHIP LITERACY** BARBARA KELLERMAN

This course constitutes a history of leadership – an intellectual history. The great leadership literature – the literature judged seminal – serves as both medium and message. Thus the first half of the course is devoted to readings from Lao Tzu to Lenin, and the second half focuses on 20th century ideologues and intellectuals from Freud to Friedman and beyond. The primary purpose of the course is cognitive: it is designed to convey changing conceptions of leadership and followership. The secondary purpose of the course is to stimulate critical thinking about the prescriptive implications of work widely considered classic.

### NEGOTIATION

**MLD-225: INTRODUCTION TO THE THEORY AND PRACTICE OF NEGOTIATION** ROBERT WILKINSON

Provides students with the fundamental principles, theory and practice of the field of negotiation. Through use of negotiation simulations and application and practice of concepts to real world cases, students analyze and unpack some of the core concepts in negotiation, such as creating vs. claiming value, establishing objective criteria, managing principle-agent issues in negotiation, dealing with difficult tactics, managing emotions, multiparty negotiation, and others. This course balances theory and practice, and draws on the classic negotiation literature, as well as more recent studies. Chosen cases are international cases from different regions, as well as from the public, private and non-profit sectors.



# New Cases and Teaching Resources from MLD Faculty

**Joritt de Jong** and casewriter Laura Winig authored a new case, [Innovating by the Book: The Introduction of Innovation Teams in Memphis and New Orleans](#) which asks: can an innovation model be used to solve seemingly intractable problems consistently, reliably and effectively? Background: In 2011, Bloomberg Philanthropies founder and former New York City mayor Michael Bloomberg, announced a \$24 million initiative to fund innovation teams in five U.S. cities. The innovation team program was created to advance government innovation by increasing innovation capacity within municipal government—by helping mayors design and implement solutions to their most urgent problems. Bloomberg Philanthropies developed 4-prong Innovation Model that drew on cutting-edge innovation practices from the public and private sectors and selected five large cities to use the model to solve problems ranging from high murder rates to blighted neighborhoods. This case illustrates the use of Bloomberg Philanthropies' innovation model in two of these cities—Memphis and New Orleans—allowing students to compare and contrast each city's use and application of the model. Through this case students can consider the challenge of creating sustainable capacity for problem-centric innovation.

**Mark Fagan** and Dante Perez published [Queuing Theory to the Rescue: Managing Security Screening Lines at Logan Airport](#) which enables students to apply basic queuing logic to assess a line throughput process. In completing the real-world case assignments, students learn the impact of arrival and process rates as well as cutoffs in managing lines. They also see the tension between increasing capacity, through more stations or greater productivity at each station, and costs.

Jointly with the [HKS Case Program](#) and the [Program on Negotiation](#) Jennie Hatch & **Kessely Hong** have published a negotiation role-play simulation called [The Job Negotiation](#) which engages students in a three-party employment negotiation involving a mid-career student negotiating two job offers via email at the same time. Key lessons learned are self-advocacy in job negotiations as well as dealing with the challenges presented by communicating via

email (instead of face-to-face). This simulation highlights sources of power for job candidates in career negotiations, including preparation, setting high aspirations, having a strong BATNA, emphasizing unique skills or contributions the job candidate can bring to the organization, considering a range of interests, and connecting with others.

**Linda Bilmes** and casewriter Matt Mabe published multi-part case series that examines the merger of the Walter Reed Army Medical Center and the National Naval Military Center at Bethesda--the most expensive, controversial and largest hospital merger in US history.

[Walter Reed National Military Medical Center: Vice Admiral John Mateczun and JTF CapMed \(A\)](#)

[Walter Reed National Military Medical Center: Integrating Army and Navy Cultures at the New Walter Reed \(B\)](#)

The series overall is about leading change in a highly bureaucratic environment and can facilitate discussion of: the introvert in a leadership role; organizational change; lines of authority - impact of ambiguous authority and areas of responsibility; institutional resistance to change; military "jointness"; challenges of leading major change during an ongoing crisis; consequences of having your "mentor" leave the organization, and challenges of merging different organizational cultures.

**Linda Bilmes** published a budgeting case entitled [The Toliza Museum of Art](#). Through exploration of this engaging case about a fictional museum and its director, students develop core budgeting skills by: calculating quantity, price and overall variances on a number of different metrics; interpreting the significance of variances in a non-profit setting; and practice simple revenue forecasting, reallocating expenses based on an activity based costing approach; understanding the importance of picking an appropriate cost driver; interpreting the significance of activity based costing and using financial analysis to advise senior management in a non-profit setting.

**Marshall Ganz** and Laura Winig are near completion on a new case titled [Six Minutes: Community Organizing in Jordan](#) to be published in the 2<sup>nd</sup> half of 2016.

## Faculty Honors

**Kessely Hong** was awarded the [Manuel C. Carballo Award for Excellence in Teaching](#), presented by the HKS graduating class of 2015.

**Steve Kelman** was recognized among the [2016 Fed 100](#). Awarded by *Federal Computer Week*, a leading magazine of Federal IT contracting. This honor recognized Steve for his outstanding contributions to discussions about the federal workforce and contract management.

**Barbara Kellerman** will be receiving the 2016 [Leadership Legacy Lifetime Achievement Award](#) from the International Leadership Association. The award honors Barbara's significant and diverse contributions to the field of leadership.

**Hannah Riley Bowles** and her co-authors were awarded the 2015 award for the Most Influential Article by the Conflict Management Division of the Academy of Management for their 2007 article ["Social Incentives for Gender Differences in the Propensity to Initiate Negotiations: Sometimes It Does Hurt to Ask,"](#) in *Organizational Behavior and Human Decision Processes*, 103(1). The Influential Article Award is given each year to an article published in the recent past that has already made a significant and influential contribution to research literature domains encompassed within the Conflict Management Division.

**Soroush Saghaian** earned [Honorable Mention](#) in the INFORMS 2015 [Junior Faculty Interest Group \(JFIG\) Best Paper Competition](#) for his working paper ["Ambiguous POMDPs: Structural Results and Applications."](#)





## The LEAD: News from the HKS MLD Area

Harvard Kennedy School  
79 JFK St.

Cambridge, MA 02138

## Award-winning MLD Student coursework

Several HKS Students earned important distinctions as a result of business plans developed in from **Carl Byers's** Entrepreneurial Finance and **Dick Cavanagh's** Entrepreneurship courses:

**Giffin Daughtridge** (MPP) won the [Harvard Business School New Venture Competition, Social Enterprise Track](#), for his venture called **UrSure**, a public health intervention to increase compliance with HIV medications to reduce the risk of transmission. He and his team won \$50,000 in prize money, along with acclaim and in-kind support.

**Cory Siskind** (MPA) earned a runner-up designation in the [Harvard Innovation Lab \(i-Lab\) President's Challenge](#) for her venture called Aegis, a tool to help citizens to report and avoid violence in Mexico (a la Waze). As a result of becoming a finalist and a runner up, Cory and team have won \$15,000 to put to work toward fulfilling their vision.

**Cecily Tyler** (MPA-MC) was a finalist for the Dean's Cultural Challenge. Her venture [Docutribes](#) is an organization leverages the talents of filmmakers to instruct at risk youth in narration and production, giving voice to those individuals.

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**Tania Del Rio** (MPP), advisee of **Hannah Riley Bowles**, earned a prize for Outstanding Policy Analysis Exercise and the Jane Mansbridge Research Award awarded by the HKS Women and Public Policy Program to recognize outstanding research papers whose analysis of an organization or topic is focused on women or gender. Tania's prize-winning PAE titled *Gender Equality in the Mexican Foreign Service* is summarized in a [quest blog post published by the Council on Foreign Relations](#).



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P4: Kessely Hong: **HKS Media Services**  
P5: Students in courtyard: **Martha Stewart**

P6: Linda Bilmes: **Martha Stewart**  
P6: Bob Behn: **Martha Stewart**  
P7: Rob Wilkinson: **HKS Media Services**  
P8: Soroush Saghaian: **HKS Media Services**  
Pg: Tania Del Rio & family: **Tania Del Rio**

For comments or questions on this newsletter, or to make contributions to future issues, please contact MLD Area Administrator Greg Dorchak at [greg\\_dorchak@harvard.edu](mailto:greg_dorchak@harvard.edu)