

Fall 2019
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B5500

Leadership and Organizational Change

Course Syllabus

Course Goals

This course is designed to increase your effectiveness as a leader by introducing you to a framework for understanding organizations and the performance of people and groups within them. This is part of improving your own career performance, and the performance of those you lead. The specific goals of the course are three:

- 1) ***The Art.*** To introduce you to a problem-solving tool for analyzing why an organization is underperforming, and guiding you to improving its performance. This tool is called the alignment model, and we'll practice it by analyzing cases.
- 2) ***The Science.*** To introduce you to a body of science useful for improving the performance of organizations and the people in them. For most organizational problems, there are multiple right answers, but there are also some answers that are clearly wrong. We'll discuss the empirical evidence on organizational and individual performance that will help you separate promising ideas from bad ones.
- 3) ***You.*** To apply the material to your own career. This course is meant to be practical, and to pay off for you immediately. We will do a number of things to help you apply the course material to yourself. For example, much of the learning will be experiential, so you can practice using the ideas. And we have a number of major assignments which are "personal cases", opportunities to apply course material to shape your own career trajectory, and to guide your development throughout the MBA program.

Course Overview

This course will focus on a alignment model of organizational effectiveness. In the first session we will introduce this model:

- 1) ***The alignment model.*** The alignment model is described in the first reading of the course. The model predicts that organizations will be effective when their strategy and four key elements of the organization (key priorities, talents and personalities, visible structure and invisible structure) are in alignment.

The body of the course will involve in-depth examination of the organizational components of the alignment model. We will start with talents and personalities, then move to the visible structure and on to the invisible structure.

- 2) ***Talents and personalities.*** Effective managing requires an understanding of some systematic elements of human behavior (of self and others). We will study group processes, negotiation, and processes of good decision-making. We will also focus on your own behavior as a leader. We'll investigate personality feedback to help you understand yourself, and what types of people are likely to be effective for different organizational purposes.

- 3) ***Visible structure.*** A fundamental determinant of behavior in organizations is the visible structure of departments, reporting relationships, and incentive systems. This structure

conditions the behavior of the individuals and groups within the organization. Therefore, we examine the principles of organizational design. Our particular focus is on the basic building blocks of organizational chart: the establishment of departments and the management of interdependence between departments. We will also consider explicit incentives to motivate employees.

4) *Invisible structure*. Much of what matters about organizations is beyond the organizational chart. The invisible structure is the set of ideas and relationships that are unique to the organization, and critical for its performance. We will study the management of conflict, and the role of social networks and culture within organizations.

5) *Organizational change*. Our capstone topic concerns the dynamics of organizations. We'll tackle the process of effective organizational change. The knowledge you gain in this course about designing effective organizations will be much more powerful if you know how to change organizations that are not optimally designed. We will consider the questions of when and how to change organizations.

Required Readings

The schedule of readings and case assignments appears later in this syllabus. The readings are in the course package.

Course Norms

1. *Individual Participation*: You are expected to come to all classes on time, prepared to make comments and ask questions that add to the understanding (your own and your classmates') of course materials. You are also expected to follow the CBS honor code, and norms about professional conduct in the classroom.
2. *Readings*: You are expected to read all the materials before the session for which they are assigned. You should ask yourself these questions as you read:
 - a. Do I understand the principles of this material?
 - b. What are its implications and how would I apply this as a leader?
3. *Group Participation*. Your study groups are the basis of a major presentation. They also have an important role in your week-to-week experience in this course. You should have established meetings with your study group every week. Besides working on assignments, you should discuss readings and cases in your group before they are covered in class. Your study group is your front-line for understanding the material.
4. *Personal Electronic Devices*. The use of laptops, phones, and even tablets in class can disrupt your fellow students and presenters. My policy is that personal electronic devices cannot be used *at all* during class sessions, except for the second half of session 11 where we do a computer simulation. In the first class I'll give you an "Old School" tool for recording your key learnings from class, and provide advice on using it. Fortunately, recent research has revealed that students learn and retain more

when they take notes by hand on paper, so you are not losing anything by foregoing electronic note-taking.

Course Web Page

I have developed a web page for the course, which you can access from the Canvas system. The page contains many important features. You should access it every session before class! It is here that you will be able to get advanced copies of the lecture notes, which may be useful if you are preparing in advance for a case presentation. Hardcopies of the power point slides for lectures will be distributed *in class*. Also, we'll use the web page for interactive parts of the class. For example, you'll be able to access files necessary to do work in the class, such as the network assessment exercise. The web page will also house other information, such as the heuristics we develop after every case discussion.

Course Assignments

The graded assignments for the class are as follows:

- Group Case Presentation 20%
- Individual Case Submission 20%
- 5 Leadership Dashboard Assignments 10%
- Participation and Reflection 25%
- Backward-looking story 5%
- Final Exam 20%

Group and Individual Case Submissions.

Please see the separate document in the readings package describing how to do good work on these topics, and the examples on Canvas under “Assignments.”

Leadership Dashboard

The leadership dashboard consists of five surveys or prompts that are designed to help you engage feedback documents and other products about you as a leader. They are each useful on their own, and the set of them are necessary preparation for your Backward-looking story assignment. You can access and complete each assignment through Canvas, and can only do them after the class where you get the relevant feedback (so they can't be done in advance). The assignments are personal, and meant primarily for your own benefit. So the grading will be “accepted” if you have successfully and diligently done the assigned (in which case you'll get full points) or “revise and resubmit” for subpar efforts in which case you'll get zero points, but have the opportunity to resubmit the assignment, to receive full points if it is accepted.

- #1. An engagement of your conflict style feedback (due Sept 18; 1.5 pts)
- #2. An engagement of your motivation report (due Sept 27; 1.5 pts)
- #3. An engagement of your social capital (network) feedback (due Oct 18; 1.5 pts)
- #4. A survey regarding your 360 feedback and your response (Oct 24; 4 pts)
- #5. An engagement of values hierarchy (due Oct 31; 1.5 pts)

Participation and Reflection

You are expected to attend and participate in all classes. Class participation is a chance to contribute to the learning of your classmates, and therefore cannot be “made up” if you miss class sessions. Class participation is really based on quality over quantity. One keen observation every class will earn the highest grade, while a number of dull observations will earn a low grade. I will also consider your professionalism in class as part of the participation grade. If you violate the key norms of professional conduct (e.g., by typing on your laptop or checking your phone during class, or disrupting a group presentation by coming in late or engaging in an off-line conversation) I’ll remove participation points. My goal with this policy is not to hand out punishments, but rather to establish incentives for a classroom environment that is productive for all of us. I grade participation for every student after every class on a 0-2 scale, so I can keep a more objective record of your contributions throughout the semester.

Your timely completion of online evaluations for your classmates’ presentation will be considered in participation, with a weight equal to one class session.

Reflection refers to the process of abstracting, summarizing, and personalizing each class session, after the class. This is the fundamental tool to enable you to retain your experiences and learnings from the class, so that they will help you succeed in the future. We’ll introduce and distribute the learning journals in our first class. You should spend twenty minutes after every class session reflecting on the session, and recording the results in your learning journal. Record these in any way that works for you (stickers, drawings, colors, glued in slides, written notes, etc). The key is that your reflections should:

- Capture the key learnings, and ideas for applying them in a way that is abstract from the case/exercise we discussed (record insights about leadership and organization, not about Mira Khan, the Metropolitan Museum, or any context we study);
- You should translate your learning into a form that works for you, make them your own so they stick with you. For example, you could translate how the learnings from a case would translate into the specific industry or type of firm that you plan to join.

John Steinbeck said of the discipline of writing: “My brain just doesn’t want to tackle it today and if I let my brain get away with it, tomorrow it will have another excuse. My brain is very treacherous and I do not dare to give it any freedom to wander.” We want to help you to keep your treacherous brains in line, so we’re going to check that you are reflecting! In two sessions (October 26, and on the exam day, December 13) we’ll do “learning journal” checks. At the beginning of the session my TAs will collect your journal, and they will quickly scan them for evidence that you are reflecting. The TAs will not evaluate the content of the reflections, just look for evidence of effort. They’ll look for a good faith effort to chronicle key ideas from every session in a way that is useful for you. Exceptional

reflection would, for example, include applying class ideas to challenges you face at work. Overall, reflections will receive the same weight in participation grading as three class sessions.

At the end of the term I convert a raw score for participation and reflection (the total of your grade for participation and reflection in each class) into a score out of twenty-five.

Backward-looking story

This is a chance to tell the story of your own success. A very important part of the class is the opportunity to apply ideas, tools and feedback in the pursuit of your own professional aspirations. In this assignment, you begin by imagining yourself at a point in the future, where you have obtained your dream job, and then consider what got you there and allowed you to thrive in that role. The next step is to explain what you did after your LOC course at Columbia, way back in 2019, to “close the gaps” between where you were then and what you saw as necessary to achieve your dreams. In particular, think about:

- Your values;
- Your motivation style (promotion / prevention);
- What you learned about your leadership behaviors from the 360 analysis;
- Your social capital (network).

You don't need to present an exhaustive treatment of all of the above inputs. You can pick the items that you see as key to your future success, and to your plan for improving your leadership in pursuit of your dreams. In other words, focus on what is important to you. The specific parts of your story should be these.

- (1) A rich description of “where you are at the time of writing” (which is actually in the future!), a professional position that you aspire to in the long-term. In other words, your dream job;
- (2) A description of how your values/motivation/network/leadership behaviors helped you get where you are, or to maintain your dream job;
- (3) A reflection of challenges you saw when you analyzed your values/motivation/network/leadership behaviors during your Leadership and Organizational Change class. What was missing from your repertoire then which was necessary to achieve your professional dreams?
- (4) An explanation about what you did to establish or leverage your ideal values/motivation/network/leadership behaviors, starting from the time of your MBA and going through the present (again, that will be in the future!). Also note challenges you encountered in your effort to improve yourself, and explain how you overcame them. Be concrete describing your actions.

The backward-looking story will be 500 words and is due through Canvas on November 13.

Final Examination

The final will be December 12, 8:30 AM – 10:30 AM. It has a very specific goal in this course. It is designed to emphasize that, although solving organizational problems has a heavy dose of “art”, there is also some “science.” While other parts of the grade—the presentations, case write-ups, etc.—require you to demonstrate your grasp of complex problem solving, the exam is just about the facts. It will consist of up to thirty discrete choice questions regarding specific practices that make organizations and the people in them more or less effective. The questions will be precise, of the type “if an organization does X, under these conditions, what will be the effect on its performance (e.g., profitability, growth, survival).” The questions will be based on specific research evidence that is discussed throughout the course, in class, in the readings, or both. There will be specific right and wrong answers to each question, so you will not succeed simply by relying on common sense. Instead, you will have had to attend all class sessions, complete assignments and readings, and learned the relevant material on creating effective organizations. There is a practice exam available on the course web page. You should consult it early in the course so you’ll know what to expect from the exam. We have a review session scheduled for the end of the semester. At this session I’ll discuss the practice exam and answer any exam-related questions.

Surveys

These surveys are an important part of the course as they are the bases of feedback you will receive in class that allows you to relate course material to your specific leadership profile, and which you will use to complete dashboard assignments. The surveys are also used to do research on the leadership, job performance, and job satisfaction of EMBA students and to improve the course over time. Your data will be treated confidentially and data attached to your name will not be shared with anyone without your permission. The surveys currently scheduled are listed below; others may be announced during the semester. You should look on Canvas, under assignments, for links to the surveys.

- (1) By September 8. Pre-term survey. Time to budget: 30 minutes.
- (2) By September 8. Love Candy Assignment. See session 1.
- (3) By September 8. Kidney case survey. Time to budget: 5 minutes.
- (4) By September 8: There Will Be Oil. Time to budget: one minute.
- (5) By September 16. Gleam motivation surveys. Time to budget: 15 minutes.
- (6) By October 9: Gleam network survey. Time to budget: 60 minutes.
- (7) October 14. Your self-evaluation for the 360. Time to budget: 20 minutes.
- (8) By December 1. Cluster Social Capital Survey. Time to budget: 20 minutes.

Course Schedule

Assignments BEFORE Residence Week

You should come to our first class having prepared the “Alignment Model” reading/case we use in our first session, and having completed the other readings we’ll use in our first three sessions. Besides this preparation for the class sessions, you should also complete:

Videos: I have prepared three videos that capture foundational elements of the course. *You will need to watch these in order to understand what is expected of you in class and why.* Case Analysis and Course Structure and Assignments and Grading (see online through Canvas, watch before the first class, which given your other duties effectively means before the first residence weekend!). Note that the videos were made for a prior iteration of the class, and due dates, and great weights may have changed. For those specific details rely on what is in this syllabus.

Love Candy Submission. See the short assignment due by September 8. Detailed in Session 1.

Preterm Survey. September 8. Sent by email and available on Canvas under assignments.

Session 1. September 10

Before the Break: Growing as a Leader

Reading: Instructions for the 360 Feedback Exercise
Time to Think, Kevin Toth

After the break: The Alignment Model

Concepts: The Alignment Model

Reading: Alignment: How Effective Organizations Really Work
Instructions for the 360 Feedback Exercise

Assignment: The Alignment reading lays down a foundation for the course. It is very important to read it thoroughly and work through the questions it poses. We will

refer to the alignment model the reading introduces in class, and you should bring questions you have about the model to our first session.

Where you are asked to do so in the case, stop and make notes about your analysis and thoughts at that point.

By September 8, you are expected to complete a SHORT survey based on a link that will be sent to you that records your input from the table on page 12 (analyzing the visible structure) and up to 150 words (a very brief) description of what you would do in Jimi's shoes (the question on page 17; before Part 6 opens). This will be graded as complete/incomplete with an eye to whether you are effectively engaging the material. In other words, we're not going to critique your answers to either question, except to check that your answers make sense given the reading and the question. Completing this survey is worth "one point" on class participation (roughly the weight of a single class session).

Post Session Exercise: Watch the string quartet videos on Canvas, and answer the embedded quiz question within one week of our first class session. The material in these videos is eligible for inclusion on the exam!

Session 2. September 11

Before the break: Persuasion and Advocacy

Case: Kidney Case, General Information

Read the description of the case and come up with your own ranking of the eight candidates for the kidney. You will enter your ratings in a very brief (one minute) survey by September 8. The survey link is available on Canvas.

After the break: The limits of the visible structure and overcoming them

Session 3. September 12

Before the Break: Group Decision Making

Concepts: risk vs. return; valuing non-quantifiables; decisions with insufficient data

Case: There Will Be Oil [don't discuss with your groups prior to class]. There will be a short (two minute) survey where you register your drill/lease decision due by September 8.

Decision Maker: Margarita Gonzalez

1. Guiding Question: Should you drill or lease?
2. For this case, don't discuss it with your group before class (we'll do some of that in class). Write a brief (one page) note for yourself explaining (a) whether you would drill or lease and (b) your rationale for that decision. This is for your own reference during the session, not to submit.

After the Break: Decision Making

Concepts: Explicit decision models vs. Intuition; Challenges to intuitive decision making

Session 4. September 13

Before and after the break: Negotiation Exercise, to be distributed in class.

Concepts: Conflict styles, tactics for negotiation

By September 16: Complete the motivation surveys through the link available on Canvas to Gleam. Your log in name is your CBS email address and the password is Emba1

By September 18: Complete Leadership Dashboard Assignment #1 using the feedback on negotiation and conflict style you received in this session.

Session 5. September 20

Before and After the break: Motivation

Concepts: Intrinsic vs. extrinsic motivation; non-monetary incentives; reward good behavior or punish bad behavior?

Read: *Gleam Motivation Report.*

MacFarquhar: “The better boss.” (Related to the 360 feedback you will receive).

By September 27: Complete Leadership Dashboard Assignment #2 using your results from the Gleam motivation survey you will receive for this class.

By October 9: Complete the network survey through the link available on Canvas to Gleam. Your log in name is your CBS email address and the password was originally Emba1 but you probably changed it when you did the motivation survey.

Session 6. October 11

Before the Break: Alignment Case

Case: Real Madrid

Assignment: The discussion questions to consider when preparing the case appear at the end of the case. A key challenge if you are presenting or submitting this case as your individual written assignment is to remember that we are analyzing Real Madrid as an organization. Key questions are whether and why it is aligned, and how it can create or maintain alignment. You should not consult materials beyond the written case material, as outside information is not necessary to successfully analyze the case and in many cases will distract you from our focus. You should be particularly careful about not being distracted from the issues relevant to our course if you are a soccer fan. Remember our course is about creating successful organizations, and succeeding within them, not sports fandom.

After the break: Social Capital for Organizations and Careers

Concepts: Structural holes, efficiency and affiliation networks, creating networks

Read:

1. “Network Workbook”. Your individual feedback from the GLEAM survey. Print, read, and bring to class.
2. Uzzi and Dunlap “How to build your network.”

By October 18: Complete Leadership Dashboard Assignment #4 using the feedback on your network that you received from your Gleam survey workbook.

By October 24: Complete Leadership Dashboard Assignment #4 using your 360 results you will receive in class (this is a longer assignment in the form of a survey of your response to your 360. Plan on at least one hour after you have thoroughly absorbed the 360 feedback).

Session 7. October 25

Bring your learning journals to class for checking!

Before the Break: Leadership in Crisis

Case: Operation Tomodachi.

Note: The case is only the interactive videos, you should not read a print version! Your assignment to prepare it is to watch and interact with Episodes 1-5, which are available on Canvas, categorized with this session. If you answer the “engagement questions” they will lead you to think about the critical issues (you don’t have to submit your answers to those questions, but keep note of them, as you would in ordinary preparation for a case).

Decision Maker: The CO of US Fleet Logistics Center, Yokosuka

Guiding Questions:

1. How should the CO navigate the “fog of war” that exists when requests for assistance are not officially approved by DoD?
2. How would you handle the first round of meetings between the Japanese MLCs (these took place before the evacuation order). Make a plan for conducting the meetings, and be precise about what you will ask and say.
3. What should the CO say to the assembled sailors, marines, soldiers, US civil servants and Japanese MLCs upon hearing the evacuation order?

Note: This case is unusual format as its “crisis” situation suggests a different format.

Groups that present should:

1. Advise the CO on how to handle the “fog of war” problem;
2. Explain to the CO the correct objectives s/he should pursue when communicating the evacuation order to the assembled stakeholders;
3. Provide any other advice they think the CO needs; and
4. Have one member of your group represent the CO and deliver the “speech to the stakeholders.”

Individuals who write this case as their submission could take the role of advisors to the CO, and in particular advise on how to handle the requests for help without DoD approval, how to lead the Japanese MLCs, and with details on content and style, how to deliver the speech to assembled stakeholders.

After the break: How to Be Happy (or Why are the French so Sad?)

Concepts: What determines life satisfaction around the globe? How do the choices managers make affect the life satisfaction of subordinates? Can the science of well-being help you make decisions about your own career?

Session 8. October 26

Before the Break: Social Capital Case Presentation

Case: Claude Grunitzky

NOTE if you are presenting or writing this case. It is not about an organization's problems, but rather about an individual who uses networks to achieve things for himself and the organizations he is part of. I'd recommend this approach: The "Problem" is how Claude can achieve his goals through his networking and other managerial skills. For analysis, you could analyze the positives and negatives of his past networking efforts. What has worked, or not, and why, and what do you expect to work for Claude going forward? Recommendations could be what he should do, networking or otherwise, in the future to best achieve his goals.

Decision Maker: Claude Grunitzky

Guiding Questions

1. How successful has Claude been as an entrepreneur so far? To the extent he has been successful what, sources of power has he employed?
2. What are the strengths and weaknesses of his current network? What advice would you give him regarding how to best leverage his network now that he is launching True Africa?
3. How comfortable are you with Claude's approach to networking?

After the break: Organizing Improvisation

Concepts: How to lead and participate in an organization that innovates constantly? What are the rules that allow a group to create collectively, and how do you apply them as a leader? When does this form of leadership make sense, and when doesn't it?

Session 9. October 26

Before and After the Break: Values Exercise

Concepts: What are your guiding values for your professional life? How do they help you understand your current job, and decisions you are facing? How does organizational culture depend on individual values, and what are the implications for performance on the job?

Readings:

1. Ingram: "Leading by your values."

By October 31: Complete Leadership Dashboard Assignment #5 using your values hierarchy from class.

Session 10. November 9

Before the Break: Career Choices Case

Case: Mira Khan

NOTE: If you are writing or presenting this case, focus on Mira as the decision maker. Help her make her choice as to what job direction to pursue, and how to thrive in that pursuit. Don't forget her role at Z-Mor, and make sure your advice to her reflects her power. Remember that your job is to advise Mira, not to simply offer answers to the questions below (some of the issues in the guiding questions are beyond Mira's power, and may not factor directly into Mira's choice).

Decision Maker: Mira Khan

Guiding Questions:

1. What should an EMBA candidate at Khan's career stage consider when choosing a job? List the key criteria, as you see them, in order of importance.
2. Evaluate Khan's job options against your list of criteria. What would you recommend to her?
3. What job would you take if you had her set of options?
4. Can Z-Mor's culture be changed for the better? What would be the key steps to doing that?
5. What kind of CEO would be right for Z-Mor now? What would you advise him or her to do in the first one hundred days on the job?

After the break: Organizational Culture

Concepts: Organizational culture, leadership, culture as a strategic resource

Reading:

- Jennifer Chatman and Sandra Eunyoung Cha, "Leading by Leveraging Culture." *California Management Review*, Summer 2003.

November 13: Submit your Backwards Looking Story on Canvas

Session 11: November 22

Before the break: Culture Change Case Presentation

Case: The Evolution of Change at the Metropolitan Museum of Art

Viewing: Short Youtube video on "The Shark" available on Canvas

Decision Maker: Gary Tinterow

- (1) Was "the shark" exhibition an effective step for Gary Tinterow to achieve his goals of changing the Met's culture?
- (2) Describe the culture at the Met. What are the values the organization's members hold most dearly?
- (3) Evaluate Tinterow's opening statement regarding change. Do you agree? Are Museum's exceptional organizations when it comes to change, or are there other (for profit) organizations that should be similarly conservative?
- (4) Identify the people and groups at the Met who have to support the Whitney project to make it a success. Who do you see as the most likely resistors?
- (5) How should the Whitney project be incorporated into the Met's structure? What should be the nature of its relationship to the current curatorial departments?
- (6) What should the Whitney project be named? If the project did go forward, what would you choose as a major exhibition to launch the new facility as part of the Met?
- (7) If you were the Director of the Met (there have been two different directors recently), would you approve of Tinterow's work to develop the Modern and Contemporary Department?

After the break: The Dynamics of Change

Reading: Implementing Change at Teleswitches

Simulation: You will be using a computer simulation developed to look at change processes in your learning groups. Time will be short so come to class having read carefully the case and reviewed the information it provides on the simulation. Your group is to come to class with a strategy for approaching the simulation, so will require some discussion in advance. Also, you will probably need some time with your group outside of class to complete the simulation and the assignment (below).

Assignment: Summaries of your group's work on the Teleswitches simulation are due by 10:00 PM November 22 by email to pi17@gsb.columbia.edu The summaries should be powerpoint presentations with four slides: 1) Your group's number and names; 2) your plan as to how to affect change in the organization before you began the simulation; 3) a screen-shot of your score from the simulation; 4) three learning points your group chooses to take away from the simulation.

Session 12. November 23

Before the Break: Change Case Presentation

Case: Implementing Change at Ferguson: The Credit Function

Decision Maker: John Culbert

Guiding Questions:

1. What role does the credit function play in Ferguson's strategy?
2. What cost savings do you predict from the Charlotte Pilot?
3. What structure would best allow credit to fulfill its role in the strategy?
4. Who at Ferguson would resist a move to this "ideal" strategy? Who would like the structure? How might John implement this structure?
5. What should John do, and how should he do it?

After the Break: Organizational change and the Teleswitches Simulation

Concepts: A dynamic model of organizational change

Reading: Primer on Change: DVP > C

Video: Wolfgang Bernhard and the Process of Change. (Link on Canvas, Session 12). Watch the video and focus on what Wolfgang says about each element of the DVP > C model.

December 1: Class Social Capital Survey

Suggested Books

I'm often asked for recommendations for books that support the course concepts. Here are some good ones. The topics will be clear from the titles, or I've noted the topic.

Cable, Dan. (2018). *Alive at Work!* Harvard Business Review Press.

Cialdini, R.B. (2006). *Influence: The Psychology of Persuasion*. Harper Business.

Ferrazzi, K. (*Never Eat Alone*. Random House. (Network building).

Fisher, R. and W. Udry (2011). *Getting to Yes*. Penguin Group (integrative negotiation).

Gentile, M. C. (2010). *Giving Voice to Values*. Yale University Press.

Gladwell, M. (2002). *Blink* and *The Tipping Point* (2005). Time Warner Book Group. (Blink is about intuition; tipping point is about change).

Hackman, J.R. (2002). *Leading Teams: Setting the Stage for Great Performances*. Harvard Business Review Press.

Halvorson, H.G. and E.T. Higgins (2013). *Focus: Use Different Ways of Seeing the World for Success and Influence*. Penguin Group (Motivation, promotion and prevention).

Heath, C. & Heath, D. (2010). *Switch: How to Change Things When Change Is Hard*. Crown Business.

Hoffman, R., & Casnocha, B. (2012). *The Start Up of You*. Crown Publishing Group.

Iyengar, S. (2010). *The Art of Choosing*. Twelve.

Kahneman, D. (2011). *Thinking Fast and Slow*. Macmillan. (Decision making).

Kotter, J.P. (2012). *Leading Change*. Harvard Business Review Press.

Mandis, Steven. (2017). *The Real Madrid Way*. Dallas: BenBella Books (Culture and Alignment)

Nadler, D., M. Tushman (1997). *Competing by Design*. Oxford. (Organizational design and alignment).

Stone, D. Patton, B. Heen, S. & Fisher, R. (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin Books. (Conflict management).