

## For Bidding Purposes Only

# Leadership and Organizational Change (Paul Ingram) SU2024

B5500, 3.00 Credits

### PROFESSOR AND TA INFO

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Communications from the instructor and teaching assistants about the course will take place through Canvas.  
Students should make sure they regularly check for announcements and messaging notifications.

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### COURSE DESCRIPTION

The goal of this course is to enhance your skills for leading yourself, other people, and organizations. The course is designed as the first step on your academic and professional journey here at Columbia Business School. Our goal is to help you build your leadership toolkit and facilitate your ability to take charge of your own careers. The twin themes of the course are: (1) developing, managing, and leading yourself and others around you *and* (2) cultivating a thriving career for oneself.



Leaders help others to do better. However, you have to lead yourself before you can hope to influence others positively, so we begin with personal leadership, specifically how you can cultivate a growth mindset; how you can identify and be guided by your values, and how you can motivate yourself. Motivation is a bridge to the second theme of the course, interpersonal leadership. Here we consider how you can manage interactions, understand others, build relationships, and structure team processes to obtain better outcomes. The third theme of the course is about leading the organization to deliver on its strategy. This involves organizational design, building and sustaining the organizational culture, and managing effective organizational change. Together, these three elements of the course present a guide to integrated leadership that will serve you now and throughout your career.

Although developing these skills requires time, experience, and commitment, this course sets the stage for you to identify where you can get the most leverage to enhance your leadership toolkit. The course provides fundamental tools from experience and the behavioral and social sciences that will improve your ability to analyze people, team, and organizational dynamics and take robust action for more successful outcomes. You will have the opportunity to hone these skills both in and outside the classroom during your time here at Columbia Business School and as you continue throughout your career.

## REQUIRED AND RELATED COURSES

### STUDENT LEARNING OUTCOMES

- Recognize your own strengths and weaknesses as a leader.
- Identify your near and longer-term leadership goals.
- Develop tools to improve over time as leaders with concerted effort.
- Identify the role of values for improving self-leadership, relationships, and team and organizational performance.
- Build a tool that allows you to leverage your own values.
- Practice your tool to improve important relationships and an important decision.
- Understand the strengths and weaknesses of quantitative decision models and intuition.
- Identify best practices for leading group decision processes to obtain optimal decision outcomes.
- Discuss strategies for building and maintaining an inclusive cluster culture.

- Practice how to lead and be a team member in diverse organizational environments.
- Identify the roles of intrinsic vs. extrinsic motivation.
- Understand the dimensions of our own motivational systems.
- Learn and practice situational leadership tools to align motivation of ourselves and others to perform better.
- Understand the different bases of interdependence that define a negotiation's structure.
- Identify strategies and best practices for creating value for yourself and others through negotiation.
- Identify the universal principles of organizational design.
- Introduce a framework that can be used to analyze organizational performance, and direct attention to design changes that will improve performance.
- Identify elements of organizational design that are more robust to uncertainty and capable of innovation.
- Consider and practice tools for working across organizational boundaries.
- Learn how to run a meeting to integrate information gleaned from across the organization.
- Understand the role of culture for organizational and employee performance.
- Identify tools that leaders have to shape organizational culture.
- Understand how different network structures produce different performance outcomes.
- Identify best practices for building and maintaining social capital.
- Begin planning action steps to improve your own professional network.
- Map opportunities and threats for your career in organizational uncertainty and crises.
- Identify tools for using your own values to inform key career choices.
- Identify key capabilities for success as you increase in organizational responsibility.
- Consider what leaders need to do to prepare and lead optimally at inevitable moments of crisis.
- Identify the necessary elements of every successful organizational change.
- Examine best practices for the process of producing organizational change.

## CLASSROOM NORMS AND EXPECTATIONS

### Core Culture

Students are expected to adhere to [CBS Core Culture](#) in this class by being Present, Prepared, and Participating.

### Inclusion, Accommodation, and Support for Students

At Columbia Business School we believe diversity strengthens any community or business model and brings it greater success. The School is committed to providing all students with equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Students with documented disabilities may receive reasonable accommodations. Students are encouraged to contact [Columbia University's Office of Disability Services](#) for information and to register for services.

Columbia Business School adheres to all community, state, and federal regulations as relate to Title IX and student safety. Read more about CBS' policies to support [Inclusion, Accommodations and Support for Students](#).

## Honor Code and Academic Integrity

The [Columbia Business School Honor Code](#) calls on all members of the School community to adhere to and uphold the notions of truth, integrity, and respect both during their time in school, and throughout their careers as productive, moral, and caring participants in their companies and communities around the world. All students are subject to the Honor Code for all of their academic work. Failure to comply with the Honor Code may result in [Dean's Discipline](#). Here you can review [examples of Academic Misconduct](#) which may result in discipline. The Honor Code applies to all students and is also found on the [EMBA Honor Code page](#).

Course materials (videos, assignments, problem sets, etc) are for your use in this course only. You may not upload them to external sites, share them with students outside of this course, or post them for public commentary without the instructor's permission.

## Course Attendance Policies

Students should review and be familiar with the [EMBA Attendance Policy](#) and the [EMBA Exam Policy](#).

## Generative AI Policy

All of the submitted assignments in this class are applications of course concepts to you specifically, for example, what will you do in response to your 360 feedback. As such, they are not the type of questions that can effectively be answered by generative AI. You can use generative AI to generate ideas (e.g., what would be a good way to improve my communication skills?) in the same way you might ask a friend, but if your submitted work does not reflect the specifics of your situation your assignment will be viewed negatively by the grader. Copying and pasting answers from generative AI without citation is plagiarism. Unauthorized use of these tools to generate responses to assignments violates CBS's Honor Code. Please contact me if you have any questions about this policy. You cannot use ChatGPT on the final exam as it is closed book, closed note, and electronically proctored.

## COURSE ROADMAP/SCHEDULE

**May 4, 2024**

*Session 1: Growing as a Leader*

### Assignments Due in Preparation for Class:

- Read: Instructions for the 360 Feedback Exercise
- Read: Time to Think, Kevin Toth
- Complete: pre-class survey: A Qualtrics survey is due before class begins. This provides some input that we will use in subsequent class sessions. Access the survey on canvas.

### Objectives for Today's Session:

- Consider our own strengths and weaknesses as a leader

- Identify your near and longer-term leadership goals
- Develop tools to improve over time as leaders with concerted effort

***“We can transcend the script of a pre-defined story, and pave the way for the future that we design. We just need to tap that power, that conviction, that determination within us.”***

**-Robert F. Smith, CEO Vista Equity Partners, CBS '94**



**May 5, 2024**

*Session 2: Leveraging Your Values for Leadership*

**Assignments Due in Preparation for Class**

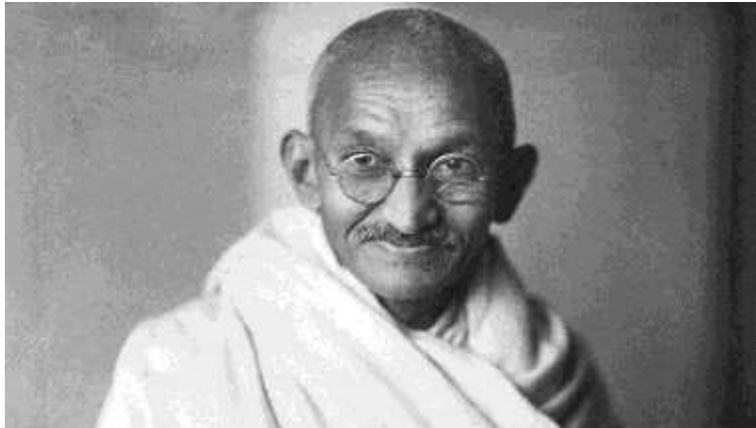
- Read: Ingram: "Leading by your values"

**Objectives for Today's Session:**

- Identify the role of values for improving self-leadership, relationships, and team and organizational performance
- Build a tool that allows you to leverage your own values
- Practice your tool to improve important relationships and an important decision

**“Your beliefs become your thoughts, Your thoughts become your words, Your words become your actions, Your actions become your habits, Your habits become your values, Your values become your destiny.”**

**-Mahatma Gandhi**



**May 18, 2024**

*Session 3: Making Effective Decisions and Achieving Collective Intelligence*

**Assignments Due in Preparation for Class**

- Read: There Will Be Oil Case
- Read: Can we rely on our intuition. Laura Kutsch  
<https://www.scientificamerican.com/article/can-we-rely-on-our-intuition/>
- Complete: Short survey: Submit your “drill or lease” preference through Canvas by May 16
  - Come to class ready to defend your position on the case with suitable arguments or analyses.

**Objectives for Today’s Session:**

- Understand the strengths and weaknesses of quantitative decision models and intuition; Identify best practices for leading group decision processes to obtain optimal decision outcomes

***“What counts for most people in investing is not how much they know, but how realistically they define what they don’t know.”***

***-Warren Buffett, CEO Berkshire Hathaway, CBS ‘51***



**June 1, 2024**

*Session 4: Leading Inclusively*

**Assignments Due in Preparation for Class**

- Complete: Identity Map in Dashboard 4, materials available on Canvas

**Objectives for Today's Session:**

- Discuss strategies for building and maintaining an inclusive cluster culture
- Practice how to lead and be a team member in diverse organizational environments

***“When we listen and celebrate what is both common and different, we become a wiser, more inclusive, and better organization.”***

***— Pat Wadors, CHRO at ServiceNow, former Head of HR at LinkedIn***



**June 8, 2024**

*Session 5: Motivating Yourself and Others*

**Assignments Due in Preparation for Class**

- Complete: Motivation survey; instructions on Canvas (This was assigned for June 6—it won't be marked as complete on Canvas because it is an external survey. You will know you have completed the survey because I'll email you a report in the week before the class that includes feedback from the survey).
- Read: Your motivation report produced by the survey

**Objectives for Today's Session:**

- Identify the roles of intrinsic vs. extrinsic motivation
- Understand the dimensions of our own motivational systems
- Learn and practice situational leadership tools to align motivation of ourselves and others to perform better

**“Motivation comes from working on things we care about. It also comes from working with people we care about.”**

— Sheryl Sandberg, CFO Facebook



**June 15, 2024**

*Session 6: Social Capital for Organizations and Careers*

**Assignments Due in Preparation for Class**

- Complete: The Network Assessment; instructions on Canvas; produce and read your report which I will send by email in time to prepare for class.
- Read: The Equity Alliance: Changing the Game in Venture Capital. Be prepared to discuss the questions at the end of the case.

**Objectives for Today's Session:**

- Understand how different network structures produce different performance outcomes
- Identify best practices for building and maintaining social capital
- Begin planning action steps to improve your own professional network

**“Real networking is about making other people successful.”**

**-Irina Benomovich (CBS EMBA 2019) CFO, Caira Surgical**



**June 22, 2024**

*Session 7: Negotiating for Value*

**Objectives for Today's Session:**

- Understand the different bases of interdependence that define a negotiation's structure
- Identify strategies and best practices for creating value for yourself and others through negotiation

***“The most common way people give up their power is by thinking they don’t have any.”***

***-Alice Walker, Novelist and Pulitzer Prize Winner***



**June 29, 2024**

***Session 8: Organizational Alignment***

**Assignments Due in Preparation for Class**

- Read: Alignment: How Effective Organizations Really Work.
- Complete: The pre-session dashboard for this class, based on the above reading.
- Read: Real Madrid: Alignment on the Field and Off. Be prepared to discuss the questions at the end of the case.
- Read: Handling Change at Ferguson. Be prepared to discuss the assignment questions at the end of the case.

**Objectives for Today’s Session:**

- Identify the universal principles of organizational design
- Introduce a framework that can be used to analyze organizational performance, and direct attention to design changes that will improve performance

**“Forget socialism, capitalism, just-in-time deliveries, salary surveys, and the rest ... concentrate on building organizations that accomplish that most difficult of all challenges: to make people look forward to coming to work in the morning.”**

**Ricardo Semler, CEO Semco Partners**



**July 13, 2024**

*Session 9: Working Across Boundaries and Building Adaptable Organizations*

**Objectives for Today's Session:**

- Identify elements of organizational design that are more robust to uncertainty and capable of innovation
- Consider and practice tools for working across organizational boundaries
- Learn how to run a meeting to integrate information gleaned from across the organization

***"We are adaptive rather than disordered."***  
**-Bonnie Badenoch, PhD**



**July 20, 2024**

*Session 10: Organizational Culture*

**Assignments Due in Preparation for Class**

- Read: The Evolution of Change at the Metropolitan Museum of Art. Be prepared to discuss the assignment questions at the end of the case.
- Read: What does your company really stand for? Ingram, P & Choi, Y., Harvard Business Review, November-December, 2022
- Complete: The pre-session dashboard for this class

**Objectives for Today's Session:**

- Understand the role of culture for organizational and employee performance
- Identify tools that leaders have to shape organizational culture

*“Know your company, know what the culture is, and align to that culture. If you can't align to that culture, get yourself out of there.”*

*-Sallie Krawcheck, CEO Ellevest and Former President of Global Wealth & Investment Management, Bank of America, CBS '92*



**July 27, 2024**

*Session 11: Leading Yourself and Others through Change*

**Assignments Due in Preparation for Class**

- Read: Mira Khan at Z-Mor Pharmaceuticals. Prepare to discuss questions presented at the end of the case.
- Read: Primer on Change: DVP > C
- Read: Implementing Change at Teleswitches. Prepare as a learning group one pptx slide to represent your strategy going into the simulation. That should take 20 minutes of work in your group before the session. You will get time in class to work on the simulation. If you are prepared (having read the case and completed your strategy) you may be able to finish the simulation in class, but you may need a little time outside of class to complete.

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**Objectives for Today's Session:**

- Map opportunities and threats for your career in organizational uncertainty and crises
- Identify tools for using your own values to inform key career choices
- Identify key capabilities for success as you increase in organizational responsibility

**“You cannot change a living thing from the outside. You can only disturb it in the hopes it changes itself.”**

**-Margaret Wheatley, *President of The Berkana Institute***



**August 3, 2024**

*Session 12: Leadership in Transformative Times*

**Assignments Due in Preparation for Class**

- Watch and engage Operation Tomodachi Case online through Canvas; Modules 1-5. Be prepared to answer these 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 word of an evacuation?
- Complete: the pre-session dashboard for this class, based on the Operation Tomodachi case

**Objectives for Today’s Session:**

- Consider what leaders need to do to prepare and lead optimally at inevitable moments of crisis
- Identify the necessary elements of every successful organizational change
- Examine best practices for the process of producing organizational change

**“The only safe ship in a storm is leadership.”**

**Faye Wattleton, Founder of the Center for the Advancement of Women, CU ‘67**



## METHOD OF EVALUATION

Your quantitative grade is composed of:

- 12 Leadership Dashboard Assignments 25%
- Leadership Profile Project 20%
- Participation and Reflection 25%
- Strengths analysis and peer review 5%
- Final Exam 25%

As will be explained in your EMBA orientation, all core classes at CBS use a grading curve, which will be applied to the class based on the quantitative grade.

### ***Leadership Dashboard (25%)***

The leadership dashboard consists of twelve prompts, one per class session, that are designed to help you engage course material and prepare to benefit optimally from each class session. You can access and complete each assignment through Canvas. Note that some of the dashboards are pre-class (preparation, due before the assigned class session) and some of them are post-class (follow-up, due after the class session). Pre-class dashboards are due at the very end of the day indicated on the syllabus. Post-class dashboards are due at the end of the Thursday following the class session.

The dashboards are each worth two grade points (except the alignment analysis for dashboard 7 which is worth 3 points). The grading scheme is: “check +” 2 points; “check” 1.5 points; “check-” 1 point; “unacceptable” 0 points.

Late dashboard assignments within one hour of the due date receive a 0.1 point penalty; late assignments within one week of the due date receive a 0.5 penalty; dashboard assignments will not be accepted more than one week after the due date.

### ***Self-Assessment Project (20%)***

This is the 360 project. There are two readings assigned to the first class session that explain (a) how the project is structure; and (2) how you should structure the major deliverable, the self-assessment paper.

- Assignment I: Self-Assessment Worksheet (5% of final grade) – Qualtrics survey due by June 21
- Assignment II: Final Self-Assessment and Action Plan Paper (15% of final grade) – due by July 11

### ***Participation and Reflection (25%)***

You are expected to attend and actively participate in all classes. I grade class participation with “participation points” which do not correspond directly to grade-points (e.g., you may receive more than 25 participation points using the formula explained below), which are then converted to a grade amounting to 25% of the overall course grade.

Part of participation is presence in the class and support of mutual learning, for example in exercises and directed discussions with your classmates during the session. It will be harder for me to evaluate presence in the online format we are using this term, so I’m going to do this with a number of “pulse” surveys embedded in each class session using Poll Everywhere. These will be graded simply for completion with an allowance for exigencies. So, for example, if there are three “pulses” in a class session, I might expect you to complete at least two of them; if there are six “pulses” I’d look for you to complete at least five. Presence in each class session will receive two participation points, and you will get all of them if you complete a threshold level of pulses.

Contributions to class discussions are another key element of participation. This is really based on quality over quantity. One keen observation every class will earn the highest grade, while a number of unhelpful observations will earn a low grade. Contributions to class discussions are worth as much as two participation points per class session. Contributions to class discussions are enhancements to the learning of your classmates, and therefore cannot be “made up” if you miss class sessions.

Your timely completion of class surveys will also receive one participation point per survey.

There will also be six points in each half of the course available for participation on Yellowdig, the class blog site. Yellowdig assigns points automatically for postings, responses, and likes. My intention is to set a target equal to making a substantial post every two weeks, or smaller contributions more regularly and I’ll allocate the six “Yellowdig” points to each students based on the ratio of their Yellowdig points / the target.

Missed Class Sessions & Bonus Participation Points. LOC is much better live! But if you have to miss a session, you can recover participation points by (a) watching the session video; and (b) creating an asynchronous contribution that will be valuable to your classmates.

An asynchronous contribution will include each of these three features:

- (1) A link to an article or website that provides insight, advice, or a tool that builds on the session content (so, you should watch the session video before you develop your asynchronous contribution!);
- (2) A video starring you that explains:
  - a. The key insight, advice or tool you are highlighting;
  - b. How you have used it or intend to use it;
  - c. What you think your classmates might do with it.
- (3) Pick the topic “Make-up for missed class” so I recognize it is a makeup for a missed session.

Anything that meets the above criteria can simply be posted to the session’s blog-site; you don’t need any approval to post.

If you missed a class completely, a qualifying asynchronous contribution will receive three participation points—that is what you would get by attending class; completing all of the polls, and making one useful comment in a class discussion.

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. There is a video on canvas under the reflection assignment that presents my advice on how to do effective reflection. 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 Real Madrid, 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! We will have you submit your reflections on Canvas for the first six class sessions on June 18, and for sessions 7-12 on August 8.

### ***Strengths Asynchronous Module (5%)***

As substantial part of success as a leader and as a professional is to recognize and leverage your strengths. In preparation for the strengths asynchronous module, we ask you to complete the VIA Survey of Character Strengths, which will produce feedback for you that you will use in the session. Allow 20 minutes to complete the survey and have your results handy when you watch the videos that make up this module.

Steps to complete survey:

- Access the survey site: [VIA Survey of Character Strengths: Step 1 of 20 | Authentic Happiness \(upenn.edu\) \(Links to an external site.\)](#)
- Register for the site (choose the “register” tab)
- Complete the survey
- When you complete the survey you will see a list of your five top strengths. If you go down the page, on the left you will see “show more.” Click “show more” so you will see the ranking of all 24 strengths.
- Save the listing of your 24 strengths as a PDF, and have it accessible when you engage with the “Leading through Strengths” videos.

Your submission is due on Canvas on for this assignment will consist of two parts:

(a) A video where you describe a time you used your #24 strength. You will upload the video as part of this assignment and it will be watched by three classmates. You will be assigned to watch the videos of three classmates and provide comments.

(b) A written submission with four parts. The asynchronous module on strengths will explain each of these parts, and lead you through your work on this assignment:

1. List your five top strengths, and explain how you use them at home and at work (250 words).
2. Locate your five top strengths on the integrated-leadership model.
3. Interpret your strengths wheel (250 words).
4. Describe your peak leadership moment in the last year. (250 words).

APPENDIX:

- Your 24 strengths in order.
- Your strengths wheel.

Additionally, there is a peer-review part of this assignment. You will be assigned three random classmates and be asked to watch and comment on their video for this assignment. You won't grade the assignment, simply watch and comment.

***Final Examination (25%)***

The final exam will be in person in the exam period and 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 dashboards, self-assessment paper, class discussion, 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 and thriving within them. 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.

## Class Data Use for Research [New Heading, not in template]

Many of the learning points in this course have been developed and refined through research based on previous classroom experiences and surveys. Just as prior students have made this course possible by sharing their experiences and survey responses, you have the opportunity to contribute to the education of future students by sharing your own. If you consent to allow your responses (including those from the leadership multi-rater feedback activity, network surveys, and from other exercises, assignments and surveys in this course) to be used for research purposes and for future refinement of course materials, your information will be kept strictly confidential. Any information derived from this research that would identify you will be treated confidentially and would not be voluntarily released or disclosed without separate consent.

This research takes place under the Columbia University IRB Protocol for “How do personnel values affect individuals?” (protocol number AAAR3644). Research data under this protocol is treated confidentiality and anonymously, however the following individuals and/or agencies will be able to look at and copy your research records:

- The investigator, study staff and other professionals who may be evaluating the study
- Authorities from Columbia University, including the Institutional Review Board ('IRB')
- The United States Office of Human Research Protections ('OHRP').

The Principal Investigator for this protocol is Professor Paul Ingram (pi17@gsb.columbia.edu, 212-666-6566). There are no foreseeable risks to you and the proposed research does not present any additional risk beyond what you are already doing as part of the course. The benefits to you of the surveys and experiences that are potential inputs to research are to learn more about yourself as a leader and to guide your own leadership improvements. Classroom debriefing aims to help you learn not only from your own experience but also from the experience of classmates.

Your participation is voluntary, and you may withhold your materials from research purposes at any time without an effect on your course grade. If at any time you have comments regarding the conduct of this

research or questions about your rights as a research participant, you should contact the Columbia University Institutional Review Board by email at [askirb@columbia.edu](mailto:askirb@columbia.edu) or by phone at 212-851-7040. If you do not want your responses and outcomes for exercises and surveys in this course used for research purposes, please notify the instructor.

## Summary of Class Assignment Deadlines [New Heading, not in template]

<i>Assignment</i>	<i>Deadline</i>
Pre-Term Survey	May 2
Dashboard 1	May 9
Dashboard 2	May 12
There Will Be Oil Survey	May 16
Dashboard 3	May 23
Dashboard 4	May 30
Motivation Survey	June 6
360 Evaluations are Due	June 10
Network Survey	June 13
Dashboard 5	June 13
Your 360 Report is Available	June 16
Learning Journal Check	June 18
Dashboard 6	June 20
Dashboard 7	June 25
Strengths Module	July 8
Self-Assessment Paper	July 11
Dashboard 9	July 16

Dashboard 10	July 18
Self-Assessment Worksheet	June 21
Dashboard 8	June 27
Dashboard 11	July 31
Dashboard 12	August 1
Learning Journal Check	August 8
Cluster Social Capital Survey	August 15
Final Exam	August 17

## LOC Recommended Readings [New Heading, not in template]

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.

Ferrazi, 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).