
MBA:8120 Management in Organizations



Fall 2017

Instructor and Class Meeting Information

Instructor: Amy Kristof-Brown, Ph.D.	Class Time: Tuesdays 8:30-10:20AM; 8/22-12/5
Office: C120 – Dean’s Office	Class Location: C425 PC
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Course Description

Educational Objectives: To understand how *organizational behavior* principles impact the effectiveness of a new manager. Specific objectives include:

1. Knowledge of:
 - individual differences that influence the way people perform and interact at work, with a specific focus on personality traits, abilities, and values.
 - heuristics and biases that influence decision making
 - basic theories of motivation

2. Understanding of:
 - the interdependencies of managerial relationships
 - the influence of cultural/international values on individual behavior and decision making
 - benefits and drawbacks of team-based work, how teams develop, functional and dysfunctional roles
 - the processes that improve and impede team-based problem solving
 - how to apply various conflict management strategies appropriate to specific conditions
 - how leaders influence others to accomplish a common goal
 - why organizational alignment influences change success in organizational settings
 - how to design a motivating work setting, including both intrinsic and appropriate extrinsic motivators

3. Ability to:
 - build, participate in, and lead multicultural teams more effectively
 - improve collective decision making
 - set SMART goals for performance improvement
 - provide constructive feedback in a performance evaluation setting
 - analyze complex management problems, select appropriate research-based solutions, and develop an action plan for execution of these solutions.
 - communicate effectively, in written and oral forms

Materials

Required Materials:

Being the Boss: The 3 Great Imperatives for Becoming a Great Leader (2011) by Linda Hill & Kent Lineback. Harvard Business School Press. ISBN-13-978-1-4221-7326-8

HBSP Cases & Chapters: Available via Harvard Business School Press. These materials include cases, 2 simulations, as well as excerpts from various notes and books. In accordance with copyright laws, ALL STUDENTS ARE REQUIRED TO OBTAIN THESE MATERIALS from HBSP.com. Please speak to me personally if purchasing these materials presents undue financial hardship. Written documentation explaining how you will obtain legal access to these materials is required if you do not purchase them from hbsp.com. The link for you to purchase the coursepack is:
<http://cb.hbsp.harvard.edu/cbmp/access/66270523>

Additional Articles: There are a few additional articles that are required, but are available free of charge to you through the Business Library. I will put up standing links to these articles on Icon. In this list of assignments, they are marked as available on ICON and listed in italics.

ETS Criterion Service: The Tippie College has purchased access for you to the ETS Criterion service, which is an online service that evaluates and provides constructive feedback on your writing capabilities. You will be given a code that provides you access to the service for 6 months. This service will be helpful to you on the required writing assignments in this class, and others. It can also be used to help you improve your writing in any class where it is not required. It will basically serve as a personal writing coach. If additional writing coaching is required, I will recommend to someone who can provide additional personalized coaching.

Optional Materials & Additional Help

I often get questions from students who want to do some additional exploration of a topic we cover in class. Please feel free to contact me if you have additional interest in a topic and would like additional suggestions for future study. In addition, I have several traditional OB textbooks available in my office. I encourage you to refer to these texts if there are areas of basic OB that you are unfamiliar with, or require additional information to understand the lectures.

There is a Ph.D. student Teaching Assistant for this class, Robert Barrett. He can answer questions about specific content if you can't reach me, and can be helpful in providing more context and background on specific issues on which you have questions. He can be reached at robert-barrett@uiowa.edu

Electronic Communication: Please ensure that you have a University of Iowa email address, because this the one that I will use for all communications (per university policy). You can also reach me most easily using my email. It is my goal to respond to all emails within 24 hours of receipt, and often it will be much sooner.

Course Methods and Content

This course is designed around a number of content modules that consist of readings, lectures and case analyses. To digest and integrate all this material, a high degree of discussion both in the classroom and on the web-based message board is expected. Reading assignments provide important background material and are expected to be completed prior to class. Readings typically include chapters for background on frameworks, current business press articles to demonstrate application, and/or a case for analysis and discussion.

Lectures will be used to present new information and highlight key issues from the readings. In addition, discussions in class each day will focus on the critical questions and controversies raised in the assigned readings. Case analyses, role plays, “experience” activities, and simulations provide you with experiential opportunities to apply the course concepts to “real world” scenarios. The purpose of discussions, cases, and simulations is to stimulate your thinking, open your eyes to differing viewpoints, advance your collective decision making skills, and encourage you to become more comfortable sharing your views in a public format. Because students all bring with them a wealth of insight, experiences, and perspectives, participation in class discussions or on the message board is critical to your learning and that of your fellow students.

Evaluation of Student Performance:

A total of 1000 points is possible for the course. Grading is based strictly on the student's mastery of course material. However, the grade breakdown has generally approximated the fulltime MBA grade distribution (50% As, 45% Bs, 5% Cs and below) that has been adopted by faculty in the fulltime program. Points and corresponding grades are as follows:

980-1000 points	A+		880-899 points	B+		780-799 points	C+
920-979 points	A		820-879 points	B		720-779 points	C
900-919 points	A-		800-819 points	B-		700-719 points	C-

Grades lower than a C- are not anticipated for this course, but if necessary they will be given following the pattern listed above. Anyone receiving below 599 points will receive a failing grade. I retain the right to offer the next higher grade for people who are on the borderline of a grade break. This decision will be based on my assessment of your preparation for class, attempts to seek needed help outside of class, and responsiveness to feedback.

Points are earned by completing each of the course requirements. These are outlined in greater detail below.

Individual Writing Assignment	10% (1 at 100 points)
Exams	30% (2 at 150 points each)
Class Contributions	15% (2 at 75 points each)
Team Case Memos	30% (2 at 150 points each) *
Team Case Presentation & Slide Deck	15% (1 at 150 points) *
TOTAL	100% = 1000 points

** Scores on team assignments are the same for all team members. However, individuals' scores may be influenced by poor peer evaluation ratings. Thus, scores on team assignments should not be considered final until all peer evaluations have been applied.*

1. Individual Writing Assignment (1@100 points): This requirement is designed to: (a) develop your skills for diagnosing problems and providing evidence to support your diagnosis of a complex management problem; (b) provide you with personal feedback on precise and concise business writing. For the Erik Peterson case that we discuss in class, you are asked to prepare a clear statement of the management problem, supported by specific evidence from the case (i.e., data, quotes, examples) and course concepts. This is in preparation for what your teams will do together in your case memos. The complete problem diagnosis should be no more than 1 page in length.

2. Exams (2@150 points): There will be two exams to assess your mastery of course material. These will occur during regular class time on Tuesday Oct. 10th, and during a Final Exam Period that will be assigned shortly. Please note these times now, and make your travel plans accordingly. Each exam is worth 150 points (each 15% of the total). Each exam will consist of multiple choice and short answer items to assess your working knowledge of management concepts, and essay questions that require you to apply concepts from the class to solve business problems.

If you cannot take an exam at the scheduled time, you will generally be allowed to make it up after the actual exam is given if: 1) if the absence is university excused (see the Schedule of Classes for explanation); and 2) if you have given me at least one week prior written notice of this conflict.

3. Class Contributions (2@75 points). Management is an area with few absolutely "right" or "wrong" answers; thus, considering multiple perspectives is essential for student learning. Being able to effectively articulate your ideas is a key skill for managers. Furthermore, research shows that students learn more when they participate actively in class. For all of these reasons, contributions will be assessed based on your discussion in class OR to the class message board. Contributions will be evaluated at the mid-point (75 points possible) and at the end of the class (75 points possible), for a total of 15% of your grade.

High scores on discussion contributions are earned by making Consistently High Quality Comments (i.e., one "gem" all semester isn't going to earn you an A.). In general, I consider high quality comments to be those that contribute unique insight, share current events that relate to our topic, or relate relevant personal experience or outside material to the discussion. Questions that stimulate others' thinking are also highly valued. Because of the large number of students in the class, you will be competing with others for "airtime" in class discussions, much as you would be in a real organization. Therefore, don't be shy about contributing your ideas, but please be courteous and avoid interrupting others. Participation will be negatively affected if comments or behavior in class is distracting (i.e., arriving late, leaving early) or discourteous (talking while others are speaking or presenting) to others. The matrix I use for scoring contributions is as follows:

Criteria for Assessing Discussion Contributions

You regularly make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and displaying a working knowledge of the concepts.	46-50 points
You make occasional contributions that demonstrate insight as well as knowledge of required readings. You ask questions that enhance the discussion.	41-45 points
You contribute some personal reflections that are relevant to current topics, but do not draw connections to the readings	36-40 points
You “observe” class - do not participate in class or on the discussion board in a meaningful way.	31-35 points
When called on or volunteer comments you are not prepared for class OR you make comments that are disruptive to class discussion.	30 points and below

In addition to the discussion contributions (worth up to 50 points), 25 points in each 8 weeks is based on attendance and completion of Survey/Feedback instruments. These may include the following: 1) personal leadership assessment; 2) midterm peer feedback; 3) final peer evaluation; 4) completion of core AOL knowledge survey (points awarded based on completion, not score on the test). Excess of 2 absences for non-excused reasons may also be penalized in this portion of the Contributions grade. Notification of all absences should be emailed within 2 hours of classtime, unless you are physically unable to contact me.

In this class part of your work will be completed in teams (assigned through the Fulltime program at the beginning of the semester). This is done to provide you the opportunity to apply material we cover on improving team effectiveness, as well as to learn from team members as you navigate course content.

4. Team Case Memos (2@150 points): This requirement is designed to: (a) develop your skills for problem diagnosis and solution creation to complex management problems; (b) encourage you to improve teamwork skills; (c) promote the consideration of ethical problem solving in managing people, and (d) provide you with practice on precise and concise business writing. Your team will select 2 out of the 3 Team Case Memo Options (Henry Tam, Rob Parson, Raleigh & Rosse). Each team will prepare a memo that includes a description of: the fundamental management issue, evidence from the case and class to support your diagnosis, your recommended solution, and specific action steps to implement the solution. An additional ethical analysis supplement will be used to support the ethics of your recommendation. Technical requirements include: 3 page text maximum (+ 1 page ethical decision making worksheet), single-spaced, 11-point or greater font, memo format. These memos will be graded based on the following components: problem statement, evidence of problem, application course content, feasibility of solution for solving problem, specificity of action plan, quality of ethical analysis, and writing quality. The maximum scores on each memo is 150 points. Memos must be submitted to the digital dropbox (ICON) by classtime

on the day of when the case material is discussed. If a memo is submitted after that time, it will be penalized 20% of the total possible points for each day that it is late (i.e., total possible points drops to 120 in the first day it is late, 90 in the second day).

5. Team Case Presentation & Slide Deck (1@150 points): This requirement is designed to: (a) diagnoses management issues in realistic business scenarios; (b) give you practice working in a team context; and (c) provide you the opportunity to present problem analysis and solution in an oral, rather than written form. Your team will select 1 of the 3 Team Case Memo Options (Henry Tam, Rob Parson, Raleigh & Rosse) to present. In the presentation you will: (a) identify the fundamental management issue to be addressed, supported by details from the case and concepts from class (b) generate and explain a plan for addressing the issue based on concepts from class, that could reasonably address the issue; (c) describe a specific action steps required for implementation of the selected plan. These are the same basic components required for the case memos. NOTE: The ethical analysis does not need to be presented in the oral presentation, but should be included in the slide deck that is submitted. The grading rubric will be available on ICON. All team members must participate in the presentation, either by presenting or by responding to questions from the audience. You will receive a team score for the presentation, but also individualized feedback from a communications coach who will record the presentation.

***Peer Evaluations:** The ability to lead and contribute to team efforts is critical to your future success as a manager. As a team, you all sink or swim together. It is your personal responsibility to manage the processes and output of your team. If your peers are not making equitable contributions, it is up to you to manage others' performances to achieve a high quality and timely team product, as you would in a work setting. If you are not satisfied with your team's output, you must set goals, give feedback, solve problems, and remove roadblocks. I will provide you with material that specifically addresses how to better manage team process and output and you also may see me for suggestions if you reach an impasse.

After your team has completed at least one group assignment, you will provide 360 degree feedback to each member of your team regarding his or her contributions to the team's products. At this point the feedback is purely development and will not affect your grade. At the end of the class your team members will be asked to evaluate your contributions to the team products completed POST MIDTERM FEEDBACK). Part of that assessment will include how well you responded to the developmental feedback provided at the midpoint of the semester. Peer evaluations that reflect continued weak contributions to team products will be averaged to determine the final set of points that you earn for the final assignment. This means that your grade could be LOWER than what your team has earned on the final team project.

EXTRA CREDIT OPPORTUNITIES: Occasionally there will be opportunities to participate in academic research being conducted the University of Iowa. If and when these opportunities are available they will be announced. If you volunteer to participate, you can earn up to 1% (10 points) toward your grade in the class (this is half the distance between an A- and A).; An alternative assignment for extra credit will be offered as well, that would involve a comparable amount of time.

Teaching Philosophy

I see my role as a resource and a guide for your learning. As a resource, I will do my best to provide you with materials that describe current academic and practitioner knowledge on managing people in organizations, interesting and specific examples of these principles in action in real organizations, and specific techniques for how you can apply these concepts to better achieve your career goals. I will try to present multiple sides to any argument or position, so that you receive a balanced perspective on relevant issues. As a guide, I will attempt to keep you on track for achieving your goals for this course. I will offer assistance, if requested, on team projects; however, I will not micro-manage your learning experience. Because of this approach it is important that if at any point during the course you feel you need assistance, please ask me for help as soon as possible.

I recognize that your time is valuable and that this class is not your only responsibility. Therefore, I have allowed some flexibility in the schedule for when assignments are due. I recommend considering your other responsibilities when deciding what case your team will present. I will do my best to treat you with respect, consideration, and honesty at all times. To assess my effectiveness in these roles, I will solicit feedback from you at various times during the semester regarding my performance. I will respond to that feedback to the best of my abilities, as it is received.

In return I expect that you treat this class as you would any significant work-related responsibility. This means that you are expected to come prepared for meetings, contribute your personal knowledge and experience to the discussion, treat others with respect, act professionally and work ethically toward success.

Opportunities for Providing Feedback

Two opportunities for formal student input into the class are provided. The first will occur approximately mid-way through the class. Student will be encouraged to provide anonymous feedback on specific aspects of the course. Using this feedback I will make every effort to modify the class to better meet students' needs without compromising the educational objectives of the course. I am not likely to be able to make all suggested changes; however, in prior classes I have usually been able to address any major concerns. The second opportunity for feedback will occur at the end of the course. During this final feedback session students will complete the online college rating ACE forms, as well as provide specific feedback on readings used in the course. This feedback is extremely valuable to me because most semesters I modify my reading and activity lists using student suggestions.

Class Policies

1. Academic Accommodations for Disabilities: If you have a diagnosed learning disability or any other condition that would impair your ability to complete the course requirements as stated above, please inform me as early in the semester as possible, but no later than two weeks prior to the scheduled activity. Students seeking classroom and/or exam accommodations should first register with Student Disability Services (SDS): <https://sds.studentlife.uiowa.edu/students/apply/>.

2. Sexual Harassment Policy: The University will not tolerate sexual harassment, nor will it tolerate unwelcomed behavior of a sexual nature toward members of the University community when that behavior creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity. Incidents of sexual harassment should be reported immediately.

See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy: https://diversity.uiowa.edu/.../sexual_harassment_policy_procedural_guidelines_0.pdf. Concerns regarding sexual harassment should be directed to the Office of the Sexual Misconduct Response Coordinator . <https://osmrc.uiowa.edu/policy>.

3. Grievance Policy: Student concerns regarding this course should first be discussed with me, the faculty member teaching this course. If we can't resolve the complaint, you may contact [choose as appropriate] the Associate Dean of Undergraduate Programs, Kenneth Brown, kenneth-g-brown@uiowa.edu; the Associate Dean of the School of Management, David Frasier, david-frasier@uiowa.edu; or the Senior Associate Dean, Amy Kristof-Brown, amy-kristof-brown@uiowa.edu.

4. Religious Holidays: All known religious holidays will be accommodated. If you observe a holiday that needs accommodation, please see me early in the semester so that we can take the appropriate steps to handle the conflict.

5. Technology. To ensure high quality class participation, my policy is that you turn off and stow all your portable electronic devices (i.e., phones) for the duration of the class to minimize distractions to your classmates. You are encouraged to print out class slides in advance to take notes, or laptops will be permitted for notetaking purposes during lectures only. If they are being used for other purposes (i.e., email, other class work, surfing the net), it is distracting to others, and this may result in losing the privilege of using them during class time. They are NOT permitted during guest speakers, student presentations, or other activities that do not require notetaking (per the MBA Code of Conduct). This is done to ensure the quality of the class experience for you and for those around you.

6. Attendance: Attendance in all class sessions is EXPECTED, particularly given the short duration of the course. However, unforeseen conflicts due occasionally arise. Therefore, the attendance policy of this course reflects the guidelines of the MBA Attendance Policy. Specifically, "Students are expected to give adequate advance notice of an excused absence, make up the missed work and make every effort to avoid a class conflict (see student responsibilities section)." 1 job or internship interview per semester will be considered as an authorized activity for full-time MBA students. To ensure legitimacy, students may be asked to provide documentation from MBA Career Services upon request. Short-term illnesses will also be considered as excused absences, however students are asked to let me know prior to or even the day of the absence why they are not in class. The bottom line is that once you go beyond 2 absences in an 8-week, discussion-based course, the learning experience may be compromised to a point where the class is no longer a valid educational experience. Therefore, if you miss 3 or more classes for any reason, your contributions grade is likely to be adversely affected to a point at which dropping the course is generally recommended.

7. Late Work: Because I regard this class as I would any job responsibility, I hold you to strict standards of timeliness and ethics. In this regard, late work is unprofessional and will be penalized. Assignments that are late will receive an automatic 20% grade reduction. Each following day late will result in another 20% reduction in the grade.

8. Academic Misconduct: With regard to ethical conduct, it is my sincere hope that each student in this class does work that is his or her own. Using someone else's work compromises both your integrity and the learning experience that you are here to receive. I go back over past year's assignments and reserve the right to compare your submitted work to existing databases. We regularly use Turn it In for all assignments. All students will be held strictly to the College of Business Honor Code. It is available via a direct link on our ICON page. The honor code offenses relevant to this class include: cheating, plagiarism, unauthorized collaboration, obtaining an unfair advance, forgery, and facilitating academic dishonesty. If I determine that any of these offenses occurred for an assignment, the grade will be a zero (0) for that assignment and may receive an "F" for the class. In addition, aiding another student or person to engage in unethical conduct is also considered a violation of the Honor Code. All incidents of cheating will be reported to the Associate Dean of the School of Management, and the student may be placed on disciplinary probation for the remainder of his or her work at the University of Iowa. Any decisions made by me regarding honor violations may be appealed to the MBA Judicial Board, the Dean of the School of Management, the Collegiate Dean, the Dean of Students, and so on in accordance with University Policy.

The Honor Code for the Tippie College of Business
https://tippie.uiowa.edu/sites/tippie.uiowa.edu/files/documents/honor_code_and_judicial_board_procedure_s.pdf will determine the appropriate appeal process.

Course Schedule and Assignments

ICON: Course Website
HBSP: Online Course Pack

DATE	TOPICS	ACTIVITIES (to be read or completed prior to class)
Tuesday, Aug. 22	Becoming a Manager Case Discussion: Eric Peterson at Biometra	ICON: Syllabus BTB: I'm the Boss! HBSP: Eric Peterson at Biometra (A)
Tuesday, Aug. 29	Having an Influence in Organizations Activity: Analyze Your Network	BTB: Understand the Reality of Your Organization BTB: Weave Your Own Web of Influence Individual Writing Assignment: Erik Peterson Case is DUE, beginning of class
Tuesday, Sept 5	Making Better Decisions Debrief: Judgment in a Crisis	HBSP: Judgment in Crisis Simulation HBSP: Before You Make that Big Decision Judgment in a Crisis scores are DUE by SUNDAY the 3rdth at 7:00 PM
Tuesday, Sept. 12	Understanding Individual Differences Activity: NEO-FFI Personality Inventory – complete IN CLASS	BTB: Can People Trust You ICON: Employee selection: Will intelligence and conscientiousness do the job?
Tuesday, Sept. 19	Building More Effective Teams Activity : Team Roles	HBSP: Cultural Intelligence: Working with Multicultural Groups and Teams BTB: Be Clear About How Your Team Works
Tuesday, Sept. 26	Managing Conflict Debrief Climbing Everest (Activity must be completed BEFORE class)	HBSP: How Management Teams can Have a Good Fight HBSP: Leadership & Team Simulation: Everest V2 Everest Simulation Scores are DUE by SUNDAY the 17th at 7:00 PM
Tuesday, Oct. 3	Working in Diverse Teams Team Case: Henry Tam	HBSP: Henry Tam and the MGI Team Team Presentation or Memo Option DUE, beginning of class
Tuesday, Oct. 10	MIDTERM EXAM 8:30-10:30 AM (note: Exam covers material 8/22-10/3)	
Tuesday, Oct. 17	Evaluating, Providing Feedback and Coaching for Performance Improvement Class Feedback Activity : Performance Feedback Role Play	HBSP: Appraisal and Coaching: Improving Results with Feedback HBSP: Reinventing Performance Management

Tuesday, Oct. 24	Empowering through Delegation Team Case: Rob Parson	BTB: Manage Through Your Daily Work HBSP: Rob Parson at Morgan Stanley Team Presentation or Memo Option DUE, beginning of class
Tuesday, Oct. 31	Rewarding and Recognizing	ICON: What Monetary Rewards Can and Cannot Do HBSP: Employee Motivation: A Powerful New Model
Tuesday, Nov. 7	Understanding Organizational Culture & Structure Activity: What Culture Fits You?	ICON: Inside Amazon HBSP: Congruence Model Note
Tuesday, Nov. 14	Creating a Motivating Work Environment Team Case: Raleigh & Rosse	HBSP: Maximizing Your Return on People HBSP: Raleigh & Rosse Team Presentation or Memo Option DUE, beginning of class
<p>Thanksgiving Break </p>		
Tuesday, Nov. 28	Leading Change in Organizations	ICON: When Leaders are At Their Best HBSP: Leading Change: Why Transformation Efforts Fail
Tuesday, Dec. 5	Topic to Be Decided by Vote - Negotiation - Managing Millenials - Sustainability - Recruitment & Hiring	-
TBD	<p>FINAL EXAM (note: Exam covers material 10/17-12/5)</p>	

MBA:8120 Management in Organizations Fall 2017
Dr. Kristof-Brown

HBSP: "Eric Peterson at Biometra (A)" (2011), by J.J. Gabarro T. DeLong & J. Soo. Harvard Business School Press.

BTB: "I'm the Boss!" by L. Hill & K. Linebeck Harvard Business School Press.

BTB: "Understand the Reality of Your Organization" by L. Hill & K. Linebeck Harvard Business School Press.

BTB: "Weave Your Own Web of Influence: Exercise Influence by Building a Network of Key Relationships" by L. Hill & K. Linebeck Harvard Business School Press.

BTB: "Can People Trust You?" Influence Begins with Trust" by L. Hill & K. Linebeck Harvard Business School Press.

ICON: "Employee Selection: Will Intelligence and Conscientiousness do the Job?" by O. Behling, Academy of Management Executive, 12, 77-86.
<http://proxy.lib.uiowa.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=crh&AN=254980>

HBSP: "Organizational Behavior Simulation: Judgment in a Crisis (2014). By M. Roberto. Harvard Business School Press.

HBSP: "Before You Make that Big Decision" (2011), by D. Kahneman, D. Lovallo & O. Sibony.. Harvard Business Review.

HBSP: "Cultural Intelligence: Chapter 7: Working with Multicultural Groups and Teams" (2009), by D. Thomas & K. Inkson, Berrett-Koehler Publishers.

BTB: "Be Clear About How Your Team Works: Foster the Right Team Culture" by L. Hill & K. Linebeck Harvard Business School Press.

HBSP: "How Management Teams Can Have a Good Fight" (1997) by K. Eisenhardt, J. Kahwajy, & L. Bourgeois, III. Harvard Business Review.

HBSP: "Leadership & Team Simulation: Everest V2" (2011) by M. Roberto & A. Edmondson. Harvard Business School Press. 2650-HTM-ENG. [NOTE: This is a computer simulation with no written materials]

HBSP: "Henry Tam and the MGI Team" by J. T. Polzer, I. Vargas, & H. A. Elfenbein. Harvard Business School Press. 9-404-068

HBSP: "Appraisal and Coaching: Improving Results with Feedback," by Quinn, Faerman, Thompson, McGrath, & St. Clair, pp. 57-60.

HBSP: "Reinventing Performance Management, (April 2015) by M. Buckingham & A. Goodall. Harvard Business School Press.

HBSP: "Rob Parson at Morgan Stanley" (A) (1998), by M. D. Burton. Harvard Business Press.

BTB: "Manage Through Your Daily Work." by L. Hill & K. Linebeck Harvard Business School Press

ICON: "What Monetary Rewards Can and Cannot Do: How to Show Employees the Money" (2013) by H. Aguinis, H. Joo, & R. Gottfredson. Business Horizons, 56, 241-249.

“Employee Motivation: A Powerful New Model” by N. Nohria, B. Groysberg, and L. Lee. Harvard Business School Press. Reprint R0807G.

ICON: “Inside Amazon: Wrestling Big Ideas in a Bruising Workplace” (Aug., 16, 2015), by J. Kantor & D. Streitfeld. New York Times.

“Congruence Model Note” by S. Hiatt & J. Weber. Harvard Business School Press.

“Raleigh & Rosse: Measures to Motivate Exceptional Service” (2011), by R. Simons & M. Mahoney. Harvard Business School Press.

“Maximizing Your Return on People” (March, 2007). By L. Bassi & D. McMurrer. Harvard Business Review.

“Leading Change: Why Transformation Efforts Fail” (Jan. 2007), by J. Kotter. Harvard Business Review, R0701J.

ICON: “When Leaders Are At Their Best” (2012) by J. Kouzes & B. Posner, in The Leadership Challenge. Jossey-Bass.