Course Description and Objectives:
This course is designed to help students to both explore the concept of leadership as well as to assess and develop their own leadership skills. Using Kouzes and Posner’s Leadership Challenge as a framework, students will engage in a variety of learning activities, both in and out of class, in order to strengthen their leadership knowledge and abilities. The fundamental premise underlying this course is that leadership requires the mastery of multiple practices and skills, and that this can only be accomplished through a better understanding of self and others. Thus, there will be a heavy introspection and reflection component to the course, and students are expected to take such requirements seriously. By the end of this course, you will be able to:

- Articulate a set of behaviors associated with leadership;
- Assess these leadership behaviors in yourself and others; and
- Identify and adopt strategies for developing your own and others’ leadership behaviors.

PACE (Professionalism, Academics, Character, and Engagement):
The Lindner College of Business is committed to developing high-performing, job-ready graduates who exhibit the elements of PACE. This course addresses several elements of the PACE framework, including:

- **Professionalism**: You will develop a better understanding of the professional skills that are essential for good leadership, including communication and working with others.
- **Academics**: You will develop and strengthen your analytical skills through the critical assessment of leadership behaviors in yourself and others.
- **Character**: You will develop your leadership skills, with a particular focus on values-based and authentic leadership.
- **Engagement**: You will gain an understanding of the role of leadership in engagement, both in terms of career networking and community service.

Course Methods and Format:
I will use a variety of pedagogies in the class, including mini-lectures, class discussion, interactive exercises, role-plays, team activities, etc. Preparation and participation are two keys to success in this class. Prior to each class session, there will generally be a reading assignment, along with some required pre-class preparation. In class, we will engage in a number of learning activities throughout the semester, requiring your full involvement. This class is highly interactive, and you must be involved on a regular and on-going basis.

I will utilize Blackboard (blackboard.uc.edu) for posting announcements, slides, and other course document as necessary. Therefore, I suggest you check the Blackboard site frequently.
Required Materials:


Other readings, as assigned (see schedule), available for free via UC’s Library full-text database services.

You will have to gain access to one additional book for the Leadership Book Club Project which, should you choose to purchase it, you should be able to purchase at a cost of $20 or less via numerous outlets.

Evaluation of Student Performance:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Leadership Assessment Report</td>
<td>150</td>
</tr>
<tr>
<td>Personal Leadership Development Plan</td>
<td>125</td>
</tr>
<tr>
<td>Leadership Analysis Paper</td>
<td>100</td>
</tr>
<tr>
<td>Leadership Analysis In-Class Activity</td>
<td>25</td>
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<tr>
<td>Leadership Book Club Project – Meeting with Professor (Team)</td>
<td>50</td>
</tr>
<tr>
<td>Leadership Book Club Project – Meeting with Professor (Individual)</td>
<td>50</td>
</tr>
<tr>
<td>Leadership Book Club Project – Team Executive Summary</td>
<td>30</td>
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<tr>
<td>Reflection on Readings</td>
<td>70</td>
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<tr>
<td>Professionalism</td>
<td>50</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>650</strong></td>
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</tbody>
</table>

Final grades for the class will be assigned as follows:

- 599-650 = A
- 581-598 = A-
- 567-580 = B+
- 534-566 = B
- 516-533 = B-
- 469-501 = C
- 451-468 = C-
- 437-450 = D+
- 404-436 = D
- 391-403 = D-
- 390 or below = F

*NOTE: Final grades will be based strictly on your point total. Grading is a very slippery slope. For the sake of fairness, no “rounding up” will occur. Please plan/prepare accordingly.*

Personal Leadership Assessment Report. The goal of the leadership assessment report is for you to assess your current leadership skills. This project includes multiple components:

a. Complete the Student LPI: Self form, and have **at least three** people who know you well complete the Student LPI: Observer form. I highly recommend that you have more than three people complete the LPI: Observer form, as this will give you better insight into your strengths and weaknesses; however, this choice is yours. As you will note on the course schedule, **all Self and Observer forms must be turned in on Thursday, 9/7**. Late data will result in points being taken off of your final project grade (10% per day late). I will create LPI reports for you using the LPI software, and return these to you no later than Thursday, 9/14.

b. Complete the StrengthsFinder 2.0 assessment, using code in the Rath book. **A copy of this report must also be turned in on Thursday, 9/7.**
c. Complete at least two additional self-assessment tools. These may include self-assessment tools handed out as part of this class or that you did in other classes (such as BA3080 or MGMT3080), but there are many other sources from which you can find instruments, such as reputable online resources, leadership and organizational behavior textbooks, etc. For each assessment tool, please be sure to include the source (e.g., website or reference) for the tool, along with a brief (1-2 sentence) description of the instrument.

c. Using the LPI report, StrengthsFinder 2.0 report, and the other self-assessment tools, write a thoughtful report assessing your current leadership skills. This involves:
   (1) Analyzing the LPI report to identify your leadership strengths. In which (multiple) of the five leadership practices are you strongest? What personal examples can you provide of situations in which you have exhibited these strengths?
   (2) Analyzing the LPI report to identify your leadership weaknesses. In which (multiple) of the five leadership practices are you the weakest? What personal examples can you provide of situations in which your leadership could have been improved?
   (3) Analyzing the StrengthsFinder 2.0 assessment results, to identify areas of overlap and difference with the LPI results, as well as additional leadership development opportunities.
   (4) Using the self-assessment results to supplement the LPI and StrengthsFinder results, and identify specific skills/areas in which you excel, as well as skills/areas which need improvement.

Please ensure that your report meets the following requirements:
- Be sure to incorporate data from your LPI and StrengthsFinder 2.0 feedback reports; you may wish to attach the reports (or specific tables/graphs from the reports) to your write-up, but at a minimum you must specifically reference the data within the paper itself.
- Be sure to at least mention all 5 practices; you may certainly go into depth on some more than others, but you must address all 5 at some level.
- Be sure to incorporate personal examples to illustrate specific strengths and/or opportunities for improvement. Reflection is a key component of this class, and you will want to reflect on your past experiences and think about key experiences in your life to make sense of your feedback report. Think about the Kolb learning model from the first day of class.
- Be sure to integrate and conclude with the “big picture” of your leadership skills. As you’ll see, the five practices work together to make up the leadership model, and you need to view them as an integrated set and consider this explicitly within your paper.

Note: Because this project can reveal personal information, I ask that you only include information that you feel comfortable sharing with me in your final project. My grade will be based on the thoroughness of your analysis and application of course principles, and not on how much personal information you choose to disclose.

The completed project will be a ~5+ page, single-spaced, 12 point font paper to be handed in on Thursday, 10/12 in class. The project will be evaluated on content and relationship to course materials, analysis and critical thinking, and professionalism. An evaluation form will be handed out closer to the project due date.

Personal Leadership Development Plan. The goal of this project is for you to develop an actionable development plan to strengthen your leadership skills. For this project, you must identify three specific actions that you will undertake in order to become a better leader. More specifically, you will do the following:
   a. Identify three skills in which you are weak (from your leadership assessment report). These will be more specific than the broader leadership practices.
b. For each, identify a specific action you can take to address the weakness. Think about SMART goals here:
   • Be specific about the action to be taken.
   • Make sure the action is measurable.
   • Make sure the action is achievable.
   • Make sure the action is realistic.
   • Define the action in a way that is time-bound (i.e., when will the action be complete?)

c. For each, make sure you can complete the sentence “I will know I have improved in this leadership skill when...”

d. Discuss how and when you will review your progress toward strengthening the skill. Be sure to think both short-term as well as long-term.

e. Conclude with the “big picture” view of yourself as a leader. Again, think about the practices as an integrated set, and be sure to explicitly address yourself as an overall leader.

f. Be sure to integrate course materials (references to K&P, StrengthsFinder 2.0, and other readings) into this development plan, as well as specific references back to insights from your Leadership Assessment Report. I expect that you will demonstrate how materials from this class are helping you to identify the specific actions to take in continuing to develop your leadership skills.

The completed development plan will be a 3+ page (~1+ page per skill), single-spaced, 12 point font paper to be handed in on Tuesday, 12/5 by noon. The project will be evaluated on content and relationship to course materials, analysis and critical thinking, and professionalism. An evaluation form will be handed out closer to the project due date.

Leadership Analysis Paper. You are responsible for identifying and researching a leader with respect to the Leadership Challenge dimensions. Leaders may be from any leadership context (for profit business organizations, non-profit organizations, arts and entertainment, sports, politics/government, etc.), and do not have to be well-known. The main requirement is that you can get enough information and documentation to assess the leader’s abilities in each of the five leadership practice areas. There will be an in-class activity on the day the papers are due, with teams of three students working together to compare and contrast their leaders through a structured activity. These teams of three will be identified on our in-class work day (Tuesday, 8/28), and I strongly encourage you to choose your leader so that there is diversity within those teams of three.

For your leadership analysis paper, you can either read an in-depth biography of your selected leader or read three or more in-depth feature articles about the leader (sources must be included in the executive summary). You will then write a brief assessment of your leader’s abilities in each of the five practices, giving examples and providing documentation to support their analyses. These assessment papers are due on Thursday, 10/26, and should be ~3 pages, single-spaced, 12-point font. The paper is worth 100 points of your final grade. It will be graded on the following: (1) Relationship to K&P Framework (e.g., covers all five practices, practices are defined correctly, makes explicit connections to course materials); (2) Critical analysis (e.g., relevant examples and documentation are provided to support analysis of leader, makes assessment of leadership beyond offering examples); and (3) Professionalism (e.g., spelling, grammar, clarity and structure of paper, citations). An evaluation form will be handed out closer to the due date.

Leadership Analysis In-Class Activity. On the day that the leadership analysis papers are due (Thursday, 10/26), the teams of three will work through a structured activity to compare and contrast their leaders. Kouzes and Posner suggest that there is fairly good shared understanding of what makes a good leader, and that their practices translate across contexts and cultures. I want you to consider whether the five practices translate into the context(s) and culture(s) you are examining, and, if so,
how they are exhibited in similar or different ways by the leaders. For example, what does it mean for each of the leaders to “Model the Way”? Are the behaviors associated with this practice similar or different across the leaders, and why? You will examine this with regard to all five practices, and will turn in the results for the activity at the end of the class period. An evaluation form will be handed out closer to the due date. You must be present in class on this day to participate, so please plan accordingly.

Leadership Book Club Project. Each student will choose one of the following leadership books to read as part of a leadership book club. Ideally, we will have 4-5 students in each book club. I will have a sample copy of each book, so that students can look through them before committing to a book club. The books were chosen from the New York Times Bestselling Business Books list, as well as recommendations for leadership books from Fortune and Inc. Magazines.


Each student is responsible for reading the book on his/her own. Then, the students reading the same book will meet as a book club, to discuss their perceptions about the book and relate it to the Kouzes and Posner “Leadership Challenge” framework (and Rath’s “StrengthsFinder 2.0” framework, as appropriate). The book club should consider questions such as:

- What are the similarities between this leadership book and the K&P framework? Is the same terminology used, or are the books using different terms that mean the same thing?
- What are the differences between this leadership book and the K&P framework? Are there outright contradictions, or do they just cover different areas/practices of leadership?
- If there are contradictions, how can they be reconciled?
- Is there any relationship between this leadership book and Rath’s StrengthsFinder 2.0 framework? If so, how can you relate the two?
- Are there any particular articles we read during the semester that relate to (or contradict) the book? Which ones, and how so?
- To what audience is this book most relevant? Why?
- Would you recommend this book to others? Why or why not?
- Would you recommend Kouzes and Posner to others? Why or why not?
- If you could only recommend one of the books, which one would you recommend? Why?

Meeting with Professor Masterson. The book group will then have a second meeting, this time with Professor Masterson, for 30 minutes to further discuss the book, hitting the highlights of the questions posed above. Meetings will be scheduled between Monday, 11/27 and Friday, 12/1 (during the last week of class). This is not to be a formal presentation, but is to be a discussion carried out by the book club, with occasional questions from the Professor. All members of the book club must be present and actively involved in this discussion. Through the discussion, your goal is to demonstrate your understanding of the book and its contributions to the leadership literature in relation to the K&P framework and other course materials. The book club as a whole
will receive a grade on this discussion, and individual members will receive a grade based on their contribution. Evaluation forms will be handed out closer to the project due date.

Executive Summary. A brief executive summary, containing the highlights of the book and a brief analysis of it as compared to K&P, is due on the day of the meeting with Professor Masterson. This should be no longer than 2 pages single-spaced, and can be in an outline or bulleted format. This summary is worth 30 points, and will be graded on content and professionalism. An evaluation form will be handed out closer to the project due date.

Reflection on Readings (RoRs). For 14 out of the 20 class sessions for which there are assigned readings, you will need to respond to two questions on that day’s readings. You must go into Blackboard (under the Reflections on Readings, or RoRs, tab) and answer two questions: (1) What is one thing you would like to discuss further from today’s readings and why? and (2) What is your key take-away from today’s readings and why? These questions are designed to be answered in a short paragraph, and answers must be submitted by 8 a.m. on the day of class. I will use the answers to tailor the day’s discussion to the class’s interests and questions. Thoughtful responses are expected, and will receive 5 points; otherwise, you will receive 0 points. Doing 14 thoughtful RoRs will result in a maximum of 70 points. You cannot earn extra points by doing more than 14 RoRs, but you can lose points by not doing the full 14 – please be sure to track your progress and make sure you do all 14 allowed.

Professionalism. This is a high involvement course, and I expect you to exhibit professionalism at all times. In terms of as a graded component, professionalism encompasses several dimensions, all of which I will track after each class throughout the semester. You can also expect professionalism from me. Professionalism is worth 50 points toward your final grade.

a. Attendance. I expect that you will attend every class, and I expect an email from you in advance if you will be missing class. This is not a straight lecture class—there will often be planned activities—and I need to know how many students will be attending. You can expect that I will be available for office hours and outside class meetings. Please note: missing 1 or 2 classes (with prior email notification) will not impact your grade in this area; however, missing more than 2 classes will have a negative effect on your grade.

b. Punctuality. I expect that you will come to class on time, and remain until class ends. You can expect that I will start class on time and never go beyond the stated course ending time.

c. Preparation. I expect that you will come prepared for class by completing the readings and assignments for each day. You can expect that I will come to class prepared to discuss concepts, facilitate discussion, and lead activities.

d. Attentiveness. I expect that you will pay attention during class, and refrain from talking while I or others are speaking. I expect that you will give presenting students and guest speakers your full attention, and that you will ask questions and be actively engaged in their presentation. I expect that you will not distract other students. I expect that your cell phone will be on silent and out of sight during class, and that you will attend to it only in case of family or other emergencies. There will be no texting during class. You may use a laptop, if you wish, but only for class-related purposes. You can expect that I will be attentive to students’ questions, needs, and concerns.

e. Participation. I expect that you will participate in class, both individually and in group activities, through making comments, asking questions, and being engaged in the class material. You can expect from me that I will provide opportunities for participation and engagement, and that I will make every effort to learn every student’s name. Given the learning tools of class discussion and other activities, there should be ample opportunity for all students to share their thoughts and perspectives, and I will look for you to make frequent high quality contributions throughout the semester. Quality participation includes comments that: (1) move the discussion forward; (2)
prompt comments from other class members; (3) relate relevant personal experiences or outside materials to the discussion; and (4) are thought-provoking and unexpected (vs. “safe” answers).

**Opportunities for Providing Feedback**

I am very interested in receiving your feedback on how the course is going. There will be two opportunities for providing anonymous feedback. The first will occur approximately midway through the semester, where I will ask you to provide feedback on specific aspects of the course. Using your feedback, I will make every effort to modify the class to better meet students’ needs and address major concerns, although I cannot promise to implement every change that is suggested. The second will occur at the end of the semester, using the college’s feedback forms.

**Additional Course Policies**

1. **Canceled Classes.** If the University cancels classes on a regularly scheduled class day, any assignments will be due on the next regularly scheduled class. Please be sure to check Blackboard for updates to our schedule and assignments.
2. **Incomplete.** Incompletes will be given only in rare cases where students make arrangements with me in advance. Otherwise, students who do not complete all course requirements will be assigned the letter grade corresponding to the number of points they have received.
3. **Late/Make-up Work.** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due. In addition, make-up or extra credit work will not be given in order to raise students’ grades, so please give each assignment your full effort the first time.
4. **Grade Appeals.** If you have a concern about a grade that you receive in this class you are invited to submit to me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible.
5. **Academic Integrity Policy.** All academic programs at the Lindner College of Business will apply a “Two Strikes Policy” regarding Academic Integrity. Any student who has been found responsible for two cases of academic misconduct may be dismissed from the College. The “Two Strikes Policy” supplements the UC Student Code of Conduct. All cases of academic misconduct (e.g., cheating, plagiarism, falsification) will be formally reported by faculty. Students will be afforded due process for allegations, as outlined in the policy.
6. **Special needs policy.** If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Accessibility Resources Office to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact Accessibility Resources at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the semester. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues, 8/22</td>
<td><strong>Course Introduction</strong></td>
<td>• Kolb’s Learning Model</td>
</tr>
<tr>
<td>Thurs, 8/24</td>
<td><strong>Leadership Overview</strong></td>
<td>• Read K&amp;P Chapter 1 &amp; 2</td>
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<td>• Complete the Personal Best Leadership Experience Form prior to class</td>
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<tr>
<td>Tues, 8/29</td>
<td><strong>In-Class Project Work Day</strong></td>
<td>• Be prepared to form teams of three for the in-class structured activity associated with the Leader Analysis Paper, and to choose your leader</td>
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<td>• Be prepared to choose the book for Leadership Book Club Project</td>
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<td>• Be prepared with questions about the Personal Leadership Assessment and Development Plan Projects</td>
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<tr>
<td>Thurs, 8/31</td>
<td><strong>Practice 1: Model the Way</strong></td>
<td>• Read K&amp;P Chapters 3 &amp; 4 RoR #1</td>
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<td>• Clarify values</td>
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<td>• Set the example</td>
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<td>Tues, 9/5</td>
<td><strong>Practice 2: Inspire a Shared Vision</strong></td>
<td>• Read K&amp;P Chapters 5 &amp; 6 RoR #2</td>
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<td>• Envision the future</td>
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<td>• Enlist others</td>
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<tr>
<td>Thurs, 9/7</td>
<td><strong>StrengthsFinder 2.0</strong></td>
<td>• Read Part I, StrengthsFinder 2.0 RoR #3</td>
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<td>• LPI: Self &amp; Observer Instruments Due</td>
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<td></td>
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<td>• StrengthsFinder 2.0 Results Due</td>
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<tr>
<td>Tues, 9/12</td>
<td><strong>Practice 3: Challenge the Process</strong></td>
<td>• Read K&amp;P Chapters 7 &amp; 8 RoR #4</td>
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<td></td>
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<td>• Search for opportunities</td>
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<td></td>
<td>• Experiment and take risks</td>
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<tr>
<td>Thurs, 9/14</td>
<td><strong>Practice 4: Enable Others to Act</strong></td>
<td>• Read K&amp;P Chapters 9 &amp; 10 RoR #5</td>
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<td>• Foster collaboration</td>
</tr>
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<td>• Strengthen others</td>
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<tr>
<td>Tues, 9/19</td>
<td><strong>Practice 5: Encourage the Heart</strong></td>
<td>• Read K&amp;P Chapters 11 &amp; 12 RoR #6</td>
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<td>• Recognize contributions</td>
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<td></td>
<td>• Celebrate the values and victories</td>
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<tr>
<td>Thurs, 9/21</td>
<td><strong>Leader Analysis: Jeff Bezos</strong></td>
<td>• Read Deutschman (2004)</td>
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<td>• Read Anders (2012)</td>
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<td></td>
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<td>• Read Lashinsky (2016)</td>
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<tr>
<td>Tues, 9/26</td>
<td><strong>Out-of-Class Project Work Day</strong></td>
<td>No Class or readings</td>
</tr>
<tr>
<td>Thurs, 9/28</td>
<td><strong>Model the Way Skills Day 1: Values</strong></td>
<td>• Read Lencioni (2002) RoR #8</td>
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<tr>
<td>Tues, 10/3</td>
<td><strong>Model the Way Skills Day 2: Role Modeling Authenticity</strong></td>
<td>• Read Friedman &amp; Lobel (2002) RoR #9</td>
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<td>Thurs, 10/5</td>
<td><strong>Inspire a Shared Vision Skills Day 1: Appealing to Others</strong></td>
<td>• Read Antonakis et al (2012) RoR #10</td>
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<td>• Read Guber (2007)</td>
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<tr>
<td>Tues, 10/10</td>
<td><strong>NO CLASS – Fall Reading Day</strong></td>
<td>No Class or readings</td>
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<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings/Assignments</td>
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| Thurs, 10/12 | **Inspire a Shared Vision Skills Day 2:** Leadership as Conversation | • Read Groysberg & Slind (2012)  
• Leadership Assessment Report Due |
| Tues, 10/17 | **Challenge the Process Skills Day 1:** Creativity         | • Read Sutton (2001)  
RoR #12                                                     |
| Thurs, 10/19| **Challenge the Process Skills Day 2:** Learning from Failure | • Read Farson & Keyes (2002)  
RoR #13                                                     |
| Tues, 10/24 | **Out-of-Class Project Work Day**                          | No Class or readings                                     |
| Thurs, 10/26| Leadership Analysis – Structured Activity                  | • Leadership Analysis Paper Due                          |
| Tues, 10/31 | **Enable Others to Act Skills Day 1:** Trust               | • Read Hurley (2006)  
RoR #14                                                     |
| Thurs, 11/2 | **Enable Others to Act Skills Day 2:** Conflict and Collaboration | • Read Joni & Beyer (2009)  
RoR #15                                                     |
| Tues, 11/7 | **Encourage the Heart Skills Day 1:** Learn from Success   | • Read Gino & Pisano (2011)  
RoR #16                                                     |
| Thurs, 11/9 | **Encourage the Heart Skills Day 2:** Being Good in Bad Times | • Read Sutton (2009)  
RoR #17                                                     |
| Tues, 11/14 | **Putting it Together:** Influencing People                | • Read Cuddy et al (2013)  
• Read Cialdini (2013)  
RoR #18                                                     |
| Thurs, 11/16| **Guest Speaker: Anne Watson, P&G**                         |                                                           |
| Tues, 11/21 | **Putting it Together:** Differences in Leadership Styles  | • Read Ibarra (2015)  
RoR #19                                                     |
| Thurs, 11/23| **No Class – Happy Thanksgiving!**                         | No Class or readings                                     |
| Tues, 11/28 | **No Class – Book Club Meetings**                          | No Class or readings                                     |
| Thurs, 11/30| Leadership is Everyone’s Business and Course Wrap-up       | • Read Chapter 13  
• Read Morriss, Ely & Frei (2011)  
RoR #20                                                     |
| Tues, 12/5 Noon | **Leadership is Everyone’s Business and Course Wrap-up** | Leadership Development Plan Due |

### Supplemental Reading List

All readings are available for free from the UC Libraries full-text databases ([www.libraries.uc.edu](http://www.libraries.uc.edu)).

To access articles:

1. Go to [www.libraries.uc.edu](http://www.libraries.uc.edu)
2. If you are logging in from off-campus, you will have to log-in via the proxy server or VPN (see instructions on the library’s home page under “Off Campus Access” button on left side of screen). You will need your central log-in information.
3. On the left-hand side of the page, choose the “Journals” tab under “Find Library Resources.”
4. Enter the journal title (ex: Harvard Business Review). This will bring up a list of options for accessing this journal.
5. Select the database you would like to use (I’d suggest “Business Source Complete” or “OhioLINK Electronic Journals” when available, but all should be OK). Then, choose “search within this publication” for the title or author to read, download, or print the article.

*(see full article list on next page)*
Thursday, 9/21:

Thursday, 9/28:

Tuesday, 10/3:

Thursday, 10/5:

Thursday, 10/12:

Tuesday, 10/17:

Thursday, 10/19:

Tuesday, 10/31:

Thursday, 11/2:

Tuesday, 11/7:

Thursday, 11/9:

Tuesday, 11/14:

Tuesday, 11/21:

Thursday, 11/30: