

# Foundations of Leadership

OLHR2053, Section 001

Spring, 2015

## Student Activities & Leadership Development

**Class Room:** Edwards 7124

**Class Times:** Tuesday/Thursday 3:30-4:50pm

Instructor: Susie Mahoney, Ed.D.

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Office Hours: Flexible – call or email for appointment

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### Required Text:

- Northouse, Peter G; ***Leadership: Theory & Practice***, 7<sup>th</sup> Edition, 2016, Sage Publications

### Additional Reading:

- Additional readings may be assigned periodically during the entire length of the course

### Course Objectives:

The course provides an introduction to and an analysis of historical and current theories of leadership. It is designed for undergraduate students and focuses attention on research findings about leadership, skill development, and the application of leadership skills in daily interactions with others. Specifically by the end of the semester, students participating in the course will be able to:

1. Identify and apply major leadership theories (*Foundational Knowledge*)
2. Recall and remember some of the major authors/thinkers (for example James MacGregor Burns, Robert Greenleaf, Ron Heifetz), paradigms, and models in leadership studies (*Foundational Knowledge*)
3. Apply leadership theories to case studies; identify these theories' pragmatism to real life organizations, situations, and scenarios (*Application*)
4. Be able to observe, identify, and describe leadership theories, skills, and behaviors in the real world (*Application*)
5. Critically analyze major leadership theories' strengths and weaknesses, practicality, and personal utility through class discussion and personal reflection (*Integration*)

6. Identify one's on leadership style and attributes and be able to articulate your personal leadership characteristics, skills, approach, and style (*Human Dimension*)
7. Become more aware of how different types of followers react to different leadership styles, approaches, and behaviors (*Human Dimension*)
8. Be anxious to critically evaluate leaders and their decisions they encourage regularly in the public media (*Caring*)
9. Be excited about leadership as a broad, complex, socially constructed, and multidisciplinary field of study that is more about people than procedures (*Caring*)
10. Identify future use of resources to continue to learn about leadership (*Learning How to Learn*)

***The extent of fulfillment of course objectives is subject to the extent of your involvement in class!***

**Pedagogy:**

A combination of teaching methodologies would be used during the course including short lectures, group-work, engaging exercises, reflection, case studies, class- presentations, short-media clips, and guest lecturers.

**Assignments and Grading:**

You are expected to complete assignments and participate in class discussions. Your ability to contribute to class discussions thoughtfully and to integrate course readings and discussions will be heavily weighed in determining your final grade.

**Attendance Policy:** Your final grade is contingent upon your attendance through in class engagement/preparedness. Please contact instructors an entire class period for an absence to be considered excused. Last minute absences/illness is not considered excused.

**Grade Distribution:**

92.5% and above: above 369	A	72.5% - 76.4%: (290-305)	C
89.5% – 92.4% (359-369):	A-	69.5% - 72.4%: (278-289)	C-
86.5% – 89.4%: (346-358)	B+	66.5% – 69.4%: (266-276)	D+
82.5% - 86.4%: (330-345)	B	62.5% - 66.4%: (250-265)	D
79.5% - 82.4%: (318-329)	B-	59.5% - 62.4%: (238-264)	D-
76.5% – 79.4%: (306-317)	C+	59.4% and below: below 264	F

**Course Requirements:**

**1. Participation/Readings (120 pts total)**

The course has been designed to encourage class participation, which includes regular attendance, active involvement and contribution during class discussions and timely completion and submission of homework.

**Readings should be complete the first class of the week (Tuesday).** Each Tuesday please bring a note card with the following

- a. Three key points from the reading or ideas generated from the readings
- b. Critical thought or question brought up by the readings (be ready to discuss)

You are required to submit a reflection on your class participation giving yourself a grade during the last class along with your “tombstone” assignment. *If you miss class and want to receive participation credit, send your note card via email the day of the class.*

**Participation/Readings Rubric**

<b>Proficient (10 points)</b>	<b>Incomplete (5 points)</b>	<b>Score</b>
Note cards provide three key points from the reading and/or ideas and one critical thought or question generated from the readings. Handwriting is legible.	Note card is missing three points from the reading and one critical thought/question. Not able to decipher information on the card.	

**2. Choose a Topic and Find a Representation (20 points)**

Choose a topic and then find a current story or media representation to share. If you choose a video, use an excerpt that is 15 minutes or less. Other sources that can be utilized are social media platforms, Tumblr, digg, reddit, news websites, television, YouTube, etc. Your topic will be due the week that the topic is covered in class. The assignment is due the Wednesday before Thursday class by 10pm. Email [susan.mahoney@uc.edu](mailto:susan.mahoney@uc.edu) the link or attachment for the media representation/story. The Thursday class will start with your media/story presentation. Present the material and then start a discussion. The discussion should include 3 open ended questions for the class and reference the theories/chapter covered in class that week.

See the following rubric for assignment guidance and grading standards:

	Criteria				Points
	4	3	2	1	
<b>Organization</b>	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.	—
<b>Content Knowledge</b>	Student demonstrates full knowledge (more than required)with explanations and elaboration.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.	—
<b>Visuals</b>	Student used visuals to reinforce screen text and presentation.	Visuals related to text and presentation.	Student occasional used visuals that rarely support text and presentation.	Student used no visuals.	—
<b>Mechanics</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Student's presentation had four or more spelling errors and/or grammatical errors.	—
<b>Delivery</b>	Student used a clear voice and correct, precise pronunciation of terms.	Student's voice is clear. Student pronounces most words correctly.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	—
				<b>Total----&gt;</b>	—

**3. Mock Consultant (40 pts). *Due Tues., 3/1 (paper & presentations).***

Students will be required to observe an organization of their choice. This could be a company, student organization, or office. The following must be completed during the entire observation:

- attend a meeting or event (a majority of the team should be involved or present)
- interview 1 – 3 members of the organization
- create a report highlighting the following:
  - o What leadership concepts or theories are at play?
  - o How would you describe the leaders of the group’s leadership style and/or approach?
  - o What type of leadership style encourages or motivates the members/followers?
  - o If you were an organizational consultant, what advice or feedback would you

give to the organization to progress?

The report is not meant to share with the group. You may do so on your own, but it is not part of this assignment. If you choose to use a campus organization or office, please keep the anonymity of the group during your presentation.

The result of research will be a 5-7 minute presentation to the class utilizing multiple multi-media sources (i.e. – PowerPoint, prezi, videos, handouts, recordings, etc.). You are also required to turn-in a short 1-2 page paper outlining your finds. **Scoring Rubric for Mock Consultant**

Category	Scoring Criteria	Total Points	Score
<b>Presentation 15 points)</b>	Organization: The type of presentation is appropriate for the topic and audience. Information is presented in a logical sequence.	5	
	Content: Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation. Material included is relevant to the overall message/purpose. There is an obvious conclusion summarizing the presentation.	5	
	Presentation: Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Visual aids are well prepared, informative, effective, and not distracting. Delivery is poised, controlled, and smooth.	5	
<b>Report (1-2 page paper) (25 points)</b>	Report is concise and proof-read.	5	
	Additional sources are used relevant to the organization or leader.	5	
	Text is referenced according to leader's style, leadership theories, and concepts.	5	
	Content flows appropriately and Questions are fully answered	5	
	Advice contains more than opinion of the observer by reference resources and/or the class text	5	
<b>Total Points</b>		<b>40</b>	

**4. Case Studies/Questionnaires (10 pts each case study = 80 pts total)**

After each chapter in the book, there are case studies designed to develop your critical thinking skills with the application of that chapter's principles. We are also using case studies from *A Day in the Life of a College Student Leader*. These will be posted to blackboard and handed out in class. You are to read assigned case studies and answer the questions that follow. Please bring a printout of your analysis with you to class. These will be assigned throughout the semester.

Case Study Grading Rubric					
Undergraduate Scaled Score:		0.0 – 0.6	0.7 – 2.1	2.2 - 3.5	3.6 - 4.0
	%	Below Standard	Approaching Standard	At Standard	Exceeds Standard
<p><b>Clear explanation of key strategic issues</b></p> <ul style="list-style-type: none"> <li>The problems, scope, and seriousness was clearly identified in the discussions.</li> <li>There was a well focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company's present situation and strategic issues.</li> <li>Effective Executive Summary</li> <li>Did not waste space summarizing information already found in the case.</li> </ul>	50 %	Shows little understanding of the issues, key problems, and the company's present situation and strategic issues.  Executive summary missing or poorly constructed	Shows some understanding of the issues, key problems, and the company's present situation and strategic issues.  Executive summary inadequate	Shows adequate knowledge of the issues, key problems, and the company's present situation and strategic issues.  Executive summary adequate	Shows superior knowledge of the issues, key problems, and the company's present situation and strategic issues.  Effective Executive Summary
<p><b>Valid arguments; analysis of performance with relevant supportive detail</b></p> <ul style="list-style-type: none"> <li>Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified</li> <li>Critical issues and key problems that supported the Case Analysis were identified and clearly analyzed and supported.</li> </ul>	50 %	Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were partially identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.

**5. Culture and Leadership or Gender and Leadership Reflection (40 pts). Due Thurs., 4/14 (presentation and paper).**

in this assignment you will act as a cultural anthropologist. Using multiple forms of information (i.e. twitter, magazines, web, company sites, and other forms of media) create a virtual project to make meaning of and answer the following questions around either Gender and Leadership or Culture and Leadership:

- *What are the messages about \_\_\_\_\_ & leadership?*
- *What are my reactions to the images or posts?*
- *How does this influence my own personal leadership and view of others leadership?*

Be prepared to present (5-7 minutes in class).

### Reflection Ruberic

Criteria	Exceeds Standard (46-50)	At Standard (40-45)	Approaching Standard (35-39)	Below Standard (0-34)
<b>Depth of Reflection</b>  <b>(25% of Points)</b>  <b>10/40</b>	Reflection and presentation demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Reflection and presentation demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Reflection and presentation demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Reflection and presentation demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  <b>(25% of Points)</b>	Reflection and presentation includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. Visual cues	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the

<b>10/40</b>	assignment is addressed thoroughly. Visual cues are accurate and stimulating to the audience.	are present during the presentation.	of the assignment are not addressed. Some visual cues for presentation are missing or unsuitable for the purpose of the assignment.	assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>  <b>(25% of Points)</b>  <b>10/40</b>	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.  Presentation is well-thought out and organized.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.  Presenter showed up prepared for the presentation. Minimal mistakes.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.  Presenter should or could have prepared for the presentation additionally.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.  Lack of preparation for the presentation shows.
<b>Evidence and Practice</b>  <b>(25% of Points)</b>  <b>10/40</b>	Reflection and presentation shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Reflection and presentation shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Reflection and presentation shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Reflection and presentation shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

**5. Your Leadership Style & Resume (50 pts). *Resume Due Tues., 3/15 & Paper -Due Tues., 3/17 (paper) – presentation 3/15 & 3/17.***

After completing several of the assessment scales and after learning more about many of the leadership styles covered in the course text you are to complete a short paper discussing your personal leadership style. Include the following:



- Reference to assessment scores
- Behaviors (that you exhibit with regards to leadership)
- Charisma and relationship building factors
- Your current or future work environment and how your leadership style matches the needs of the environment
- Reference about your leadership style and how at least two theories apply to your style or approach
- Discuss plans on how you will continue to develop your leadership (i.e. what should you start, continue, or stop doing?)
- Please reference at least one personal experience and/or feedback from group members/mentors/leaders
- Tips reference your experience, behaviors, reaction of others to your leadership style and not types of relationships with others (i.e. I'm a good friend)
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**6. Leadership Style Report Rubric (30 points)**

After completing several of the assessment scales and after learning more about many of the leadership styles covered in the course text you are to complete a short paper discussing your personal leadership style. Include the following:

- Reference to assessment scores
- Behaviors (that you exhibit with regards to leadership)
- Charisma and relationship building factors
- Your current or future work environment and how your leadership style matches the needs of the environment
- Reference about your leadership style and how at least two theories apply to your style or approach
- Discuss plans on how you will continue to develop your leadership (i.e. what should you start, continue, or stop doing?)
- Please reference at least one personal experience and/or feedback from group members/mentors/leaders
- Tips reference your experience, behaviors, reaction of others to your leadership style and not types of relationships with others (i.e. I'm a good friend)

<b>Report (1-2 page)</b>	Points are fully explained in the report.	5	
	Additional sources are used relevant to explanation of your leadership style.	5	
	Text or outside resources are referenced according to leader's style, leadership theories, and concepts.	5	

<b>paper)</b>  <b>(30 points)</b>	Report is concise and proof-read.	5	
	Content flows appropriately.	5	
	Research about work environments and future employment considerations is developed and explained in report.	5	
<b>Total</b>		<b>30</b>	

**Resume Rubric (20 points)**

<b>CRITERIA</b>	<b>Exceeds Standard (4)</b>	<b>At Standard (3)</b>	<b>Approaching Standard (2)</b>	<b>Below Standard (1)</b>	<b>TOTAL</b>
<b>Format/ Layout</b>	The resume consistently follows formatting guidelines for length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability.	Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected.	Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness.	Formatting guidelines for length, layout, spacing, and/or alignment are not followed, making the resume unattractive or hard to read.	
<b>Style</b>	The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent and easy to read. Font size varies appropriately for headings and text.	Fonts are not used consistently, varying in style and size and making the text difficult to read.	No consistency in fonts. A wide variety of fonts, styles and point sizes was used.	
<b>Content</b>	The resume includes all necessary items (headings) and follows guidelines consistently (e.g. objective, action verbs, dates, places). Relevant education and experience substantiate position	Almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective,	Several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological	Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc. Missing	

	sought and are presented in reverse chronological order. Co-curricular experience is well represented. Resume is professional in nature (ex. Professional and not personal email addresses are used). If objective is used, it is relevant to intended position.	dates/places, action verbs, use of reverse chronological order). Co-curricular experience is mentioned.	order). Lacks explanation of co-curricular experience.	information regarding experience in and out of the classroom.	
<b>Grammar/ Vocabulary /Mechanics</b>	The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense or present for present positions. There are no errors in spelling, punctuation, or capitalization in the resume	There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice). Correct tense for action verbs are used. There are 1-3 errors in spelling, punctuation, or capitalization in the resume	There are 4-5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense. There are 4-5 errors in spelling, punctuation, or capitalization in the resume.	There are more than 5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are usually not used in past tense. There are more than 5 errors in spelling, punctuation, capitalization in the resume.	

Resume: Whether you already have one or not, one of our goals this semester will be to develop your personal resume. We will cultivate your resume from the ground up and use peer review to perfect its tone and information. You will be asked to continue to tweak your resume until complete. You will be asked to include co-curricular involvement in your resume. Extra credit will be given if you consult the Career Development Center to review your resume.

**7. Create your Own Exam (50 pts)**

Prior to finals week, the class will be asked to come up with questions together as a class to develop a 5 question short essay exam. Questions must go beyond citing theories and concepts, but actually demonstrate learning and the application/integration of knowledge. At the end of the class, the questions will be handed into the instructor who then will develop the exam questions from those provided. You must answer 4 out of the 5 questions provided. This will be your final (take-home) exam. *Grading Rubric is provided with exam.*

## Course Points

- Readings and Participation	120
- Representation Short Presentation	20
- Mock Consultant	40
- Case Studies	80
- Leadership/Gender/Culture Reflection	40
- Personal Leadership Reflection/Resume	50
- Final Exam	50
Total Points	400

### **Course Information:**

#### *Special Needs Policy*

If you have a disability which may influence your performance, you need to work with the Disability Services Office (210 University Pavilion or [disabisv@ucmail.uc.edu](mailto:disabisv@ucmail.uc.edu)) to arrange for a reasonable accommodation. Bring your Accommodation Form to me as soon as possible so that I may make the necessary arrangements.

#### *Academic Misconduct*

Academic dishonesty, cheating, and plagiarism will not be tolerated. For information on what constitutes academic misconduct and the consequences, go to the Office of Judicial Affairs website at [www.uc.edu/conduct/Academic\\_Integrity.html](http://www.uc.edu/conduct/Academic_Integrity.html).

#### *Changes in the Syllabus*

We will make every effort to notify you in advance via email should class need to be canceled. We will also post any changes to the class schedule or syllabus on the Calendar and the Announcement page of the Course's Blackboard site.

#### *Classroom Etiquette*

Students in this course will be treated as adults. Thus, they are expected to conduct themselves as adults. Cell phones are never to be on or used during class. If you need to take a call, please step out of the room. Laptops are only permitted for note-taking purposes during lectures. Laptops are to remain closed during student presentations and guest speaker presentations. We will create norms and expectations together as a course during the first day of class. These will be reference throughout the course and provide expectations for both the instructor and students in the course to together create the optimal learning environment.

### **Course Schedule:**

Each week we will discuss a topic that will blend from the first to the second class of the week. Notecards and Reading should be complete by each 1<sup>st</sup> day of the week's classes.

Class Date(s)	Foundational Knowledge/Class Discussion	Assignments (Tuesday unless noted)	Readings Due (Tuesday)
Week 1 (1/12 & 1/14)	Leadership Concepts (6 types of Leadership Theories, Leadership & Power/Coercion, Management vs. Leadership)	Note Card from Reading (due Thursday)	Chapter 1 - Introduction
Week 2 (1/19 & 1/21)	Understanding Your Traits and Application	Note Card from Reading; Case Study 2.3; Leadership Profile (LTQ) Tool; Strengths <b>Thursday – Choose your Topic for Presentation</b>	Chapter 2 – The Trait Approach
Week 3 (1/26 & 1/28)	Utilizing Your Skills to Apply to Your Field	Note Card from Readings; <b>Case Study (handout)</b> ; Skills Inventory	Chapter 3 – Skills Approach
Week 4 (2/2 & 2/4)	Behavioral Approach	Note Card from Readings; Case Study 4.2, Leadership Behavior Questionnaire	Chapter 4 – Style/Behavioral Approach
Week 5 (2/9 & 2/11)	Situational Approach	Note Card from Readings; Situational Leadership Questionnaire in Text Complete	Chapter 5 – Situational Approach
Week 6 (2/16 & 2/18)	Maslow's Hierarchy of Needs; Path-Goal Theory; Leader-Member Exchange	<b>Identify organization that you will observe and provide outline of project</b> ; Notes Cards (1) from readings; Path-Goal Leadership Questionnaire; LMX Questionnaire	Chapter 6 & 7- Path-Goal Theory; Leader-Member Exchange
Week 7 (2/23 & 25)	Transformational	Note Card from Reading; Case	Ch 8 -

	Leadership	Study 8.2; MLQ Questionnaire	Transformational Leadership
Week 8 (3/1 & 3/3)	Adaptive Leadership & Psychodynamic Approach	Note Card from Readings; Adaptive Leadership Questionnaire; Case Study 11.1 OR 12. 1; MBTI <b>Mock Consultation Due (Tues.)</b>	Ch 11 - Adaptive Leadership & Ch. 12 Psychodynamic Approach
Week 9 (3/8 & 3/10)	Authentic Leadership	Note Card from Reading; Case Study 9.1, ALQ Questionnaire	Chapter 9 – Authentic Leadership
Week 10 (3/15 & 3/17)	Servant Leadership	Note Card from Reading; Servant Leadership Questionnaire. <b>Resume due (Tues)</b> . Bring copies. <b>Personal Style Presentation &amp; Paper (Thurs.)</b>	Chapter 10 – Servant Leadership
<b>Spring Break (be safe)</b>			
Week 11 (3/29 & 3/31)	Ethical Leadership	Note Card from Reading; In class “Jobs”; <b>Case Study (handout)</b>	Chapter 13 – Ethical Leadership
Week 12 (4/5 & 4/7)	Gender & Leadership	Note Card from Reading; Gender Leader Implicit Association Test; <b>Case Study (handout)</b>	Ch 15 - Gender & Leadership
Week 13 (4/12 & 4/14)	Culture & Leadership	<b>Gender/Culture Leadership Reflection/Presentation Due (Thurs)</b> ; Note Card from the Reading; Case Study 16.1; Dimensions of Culture Questionnaire	Ch 16 - Culture & Leadership

Week 14 (4/19 & 4/21)	Team Leadership	Note Card from the Reading. Participation Self-Evals (in class). Exam Questions Ideas.	Ch. 14 - Team Leadership
<b>Final Exam</b>			