

Class	Comm. Leadership & Power in Org	Instructor	
Sec #/Call #		Office	
Class Time		Office Hours	
Class Room		Contact Info.	

TEACHING PHILOSOPHY

*Jinshen is the Mandarin word for spirit and vivacity.
It is an important word for those who would lead, because above all things,
spirit and vivacity set effective organizations apart from those that will decline and die.*

Required Course Texts:

- ✚ Northouse, P.G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage.
- ✚ Other readings will be assigned by the instructor. You can access these articles through our class Blackboard website. In most cases, you will need Adobe-Acrobat to read the articles.

Course Objectives:

This course provides theoretical and experiential knowledge about such topics as communication leadership styles and tactics, superior and subordinate interactions, power, ethical responsibilities, and diversity gender issues related to communication leadership. The following objectives guide course readings, discussions, assignments, and exams:

- ✚ To provide students with concepts and theories which will enable them to better understand the power and dynamics of leadership;
- ✚ To provide the students with opportunities to analyze and improve their own leadership styles;
- ✚ To assist the students in learning what is involved in being effective leaders and followers;
- ✚ To understand the fundamental role of communication and persuasion in the leadership process; and
- ✚ To observe and analyze specific leadership situations and the communication behaviors appropriate in those situations.

Course Expectations and Policies:

The syllabus is a contract between the instructor and students. The instructor reserves the right to make necessary and minor changes in the syllabus and makes the changes known to students either in class or via e-mail. The students are responsible for acquiring, studying, and observing the syllabus. Please keep the syllabus throughout the semester and bring it to class each time.

Due Dates and Late Work

Due dates for assignments are firm and non-negotiable. All work is due at the beginning of the class on the date listed on the syllabus (Written assignments are to be submitted in hard copy

format. In addition, it's required to submit an electronic version.). Late assignments will be marked down a full letter grade for each day it is late. If you know you will be absent prior to the date a paper is due, turn your paper in early. In any cases of emergency, please contact me as soon as possible. Through prompt and honest communication, we can solve and address most of your problems and concerns.

Also, you are responsible for keeping a copy/file of all your work. An accident to your original is not the responsibility of the instructor. If requested, the student must provide a back-up. You will be responsible for checking your unomaha.edu e-mail account and **SPCH4180/8186** course shell on a regular basis for course updates, reminders, attendance records, etc.

Academic Honesty:

No form of academic dishonesty (plagiarism) will be tolerated for any assignment, project, or paper writing. Please see definitions, procedures, and penalties for academic honesty in your Student Handbook. Also, except the group project, all assignments or exams must represent individual efforts. An individual who copies from another individual's work will automatically receive a grade of F for this class (or see http://www.unomaha.edu/graduate/Student_Expectations.php). In addition, the use of other class assignments or asking for and receiving help for an individual assignment from a fellow classmate, friend, or other person is also considered cheating, which will result in a failing grade for the assignment or the course.

Accommodations:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information you feel you should share with me, or if you have special requirements for rearrangements of this class, please make an appointment with me as soon as possible. You may also contact your counselor and/or advisor. For more information, contact Services for Students with Disabilities in EAB 117 or 554-2872, TTY 554-3799, or go to the website: www.unomaha.edu/disability.

Respect and Cooperation:

While class is in session, **do not use laptops in class**. In addition, to achieve the objectives of this course, let's respect one another and cooperate closely by coming to each class well prepared, participating in class activities actively, and completing assignments in due time. Team spirit is expected not only in group projects but in listening and critiquing the presentations of peers as well. Please do not distract others by whispering, texting, reading unrelated materials in class, or letting your cell phone ring during a class discussion. Any behavior that disrupts the class **WILL** result in your **removal from the classroom or your exclusion from the course**.

E-mail

The official method of communication at UNO is e-mail. It is essential that you check your unomaha e-mail account at least once a day (preferably more often). E-mails sent on academic affairs must have a salutation (Dear Professor [last name]) and must be signed with your first and last name. It is also necessary to indicate which class you are in (Some instructors teach three or four classes, with over 100 students. They may not know what class you are in.). This is a standard of professionalism that will help you in your future life.

Grading:

I will post your grades on the online grade-book each time when I finish grading an assignment. To avoid any end-of-semester grade surprises on your part, keep track of your scores throughout the semester.

Remember, you are not given a grade, rather you earn it. I will provide you with a detailed breakdown of points for each assignment. The following points indicate the total value of each

of the major projects required for this class.

Evaluation:

A	90-100%	630-669	points (670-700 = A+)
B	80-89%	560-599	points (600-629 = B+)
C	70-79%	490-559	points
D	60-69%	420-489	points
F	00-59%	0-419	points

Assignment	Points Possible
Call-On-Me Participation	140
Case Study Paper	60
Leadership Questionnaires Analysis	70
Research Article Review & Presentation	60
Major Course Paper and Presentation	120
Engagement	50
Midterm Exam	100
Final Exam	100
Total	700

- ✚ Students will enjoy maximum educational benefits when fair and standard policies are consistently applied. Grades will usually not be changed once issued.
- ✚ If you have a question or problem about a grade or exam question, you have **two class periods** to seek a resolution after the assignment is returned to you. Issues will not be discussed during class time. Your question or appeal must be stated, in writing, citing your position and why you think the mark is incorrect. Turn the appeal in to the teacher or via e-mail within the stated time frame.
- ✚ The total grade in this course will not be rounded up to the nearest percentages. For instance, if a student gets **629 points, this still means B+**, not A. This is non-negotiable.

Assignments:

1. **Call-On-Me Participation (140 points):** Human communication is best understood experientially. This is especially true of interpersonal communication and leadership. Therefore, you will be asked to answer questions and participate a number of in-class discussions designed to simulate interpersonal communication and leadership problems. That is, instead of passive absorption of knowledge handed down by the instructor, prepare for active involvement in the topic to be mastered at each class meeting. Expect to learn from your peers and provide learning to them, as well as from and to the instructor. I expect you to prepare for class, and I will call on you to provide an informed opinion. I encourage you to ask questions about and discuss the material, either in class or outside of class time in my office (ASH 107G).

Participation will be evaluated both on quantity and quality (1-10 points for each chapter/article. This portion of your grade is based on your preparation for class as well as the reasoning and insight you can provide to the readings, lectures, and discussion.

To evaluate the quantity of participation, before each class begins, you will have an opportunity to sign on the "call-on-me" sheet. Signing the call-on-me sheet is informing the instructor that you have read the assigned materials for class and are prepared to discuss the readings and answer any questions that I may ask about the assigned

readings. You may be asked to present a summary or concept of a reading. You may also be asked to present your opinion about a reading or case in class.

Even if you do not sign the “call-on-me” sheet, you have the opportunity to participate in our class discussion and this will be considered when assigning your participation grade. However, the most weight for the quantity of participation will be given to those that have signed the “call-on-me” sheet.

2. **Case Study Paper (60 points; Due on Sept. 17):** This assignment is an opportunity to analyze an experience or event related to leadership. Students can select at least two leadership theories/concepts to guide their paper writing about a case based on a personal experience or the experiences of others (current events, historic events, historic or political figures, etc.). For details, please see Appendix A.
3. **Leadership Questionnaire Analysis (70 points):** You are expected to complete each chapter’s leadership Questionnaire and submit your view of the accuracy of your own score(s) and explain the score’s meaning in terms of your leadership ability. I will grade each leadership approach’s analysis from 1 to 5 points, based on the quality and quantity of analysis.
4. **Research Article Review Presentation and Discussion (60 points):** For this class, students are expected to play an active role. Therefore, each group (one graduate student will team up with 3 undergraduates) is required to present and criticize an assigned research to the class. The presentation will include a summary of the article of the topic, identification of two or three issues for discussion and a critique of the reading within 10-12 minutes in total (a copy of the outline is required to submit to the instructor. For more details and an example, please see Appendix B).
5. **Major Course Paper and Presentation (120 points):** (1) The topic for the paper is due on Oct. 1, and it needs to be approved by the instructor; (2) Outline and reference list are due on Nov. 19; and (3) The major paper is due on Dec. 10.

Undergraduate Students: Each student will be part of a four- member group, and each group will be responsible for selecting and reviewing the book related to leadership and power in organizations. The goals of your review are 1) to concisely summarize and evaluate the book so that others who may not be familiar with the material can determine its value; 2) to reflect the individual leadership performed in your group according to the concepts of the book. The group will then be charged with two tasks: (a) Writing a 10-15 page report (not including tables and references) with at least 10 sources in APA style and (b) Making a 10-15 minute group presentation. This paper involves reporting and reflecting upon your observations and should reveal a technical and not just common-sense understanding of course material. Details and a suggested book list are provided in Appendix C.

Graduate Students: The term paper should be completed individually. The paper must contain original research on a topic related to leadership communication. You are encouraged to consult the instructor on possible topics. You can choose either a qualitative or a quantitative method to conduct your research for the paper. Prior permission from the instructor for joint papers must be received before you develop your term paper (before the midterm of the semester). After you talk to the instructor about your ideas, you have to do further research and turn in an outline and a reference list of the works that will be covered in the literature review section of the paper (due on 11/19). The paper length of the term paper is between 12 and 15 pages, double-spaced with at least 10 sources in APA style (not including tables and references; Due on 12/10). This paper should be a “convention quality” paper. By convention quality, I

mean that your paper could be accepted for an international, national, or regional communication convention (ICA, NCA, or Central States, etc.). Also, at the end of the semester, you need to present your project for 10-12 minutes to the class. Each paper will be judged on the merits of the specific research approach taken. However, all of the papers should contain the following:

- ✚ Literature review explaining relevant leadership and communication phenomenon being studied and methods used to study the phenomenon;
- ✚ A clear set of research questions and/or hypotheses to guide your research;
- ✚ An explanation of what you found in your research of the leadership communication phenomenon;
- ✚ A discussion of the implications of your research; and
- ✚ Reference section containing all sources cited in your paper

6. **Engagements (50 points):** The assignment will give students an opportunity to practice their leadership skills, review their leadership learning, and stimulate leadership communication ability. Students may or may not be informed in advance as to how these points will be available for them to earn.
7. **Midterm Exam (100 points; 10/15):** This exam will consist of multiple-choice, true-false, and short essay items that require you to show that you have (a) completed and understood the class materials and (b) critically considered the implications of what you've read. Northouse ch.1 to ch.7 will be covered.
8. **Final Exam (100 points; 12/17):** This exam will consist of multiple-choice, true-false items, and short essay items that require you to show that you have (a) completed and understood the class materials and (b) critically considered the implications of what you've read. All materials will be covered.
9. **Attendance:** The success of this course and your learning relies on an active engagement in class discussions and activities. To that end, class meetings and discussions are considered part of the curriculum, and your attendance will be taken and recorded. "Excused" absences (documented illness or family emergency, military service) will be noted and factored into the final grade. If you do not attend or participate, the class culture will be affected and we will lose something from your absence. Therefore, you should make all efforts to be present and get prepared for participation. Scores will be deducted for absences. To be specific, since this is a high level class and we meet only once a week, therefore - miss 2 classes (excused or unexcused) your final grade will be reduced by one letter grade; miss 3 or more classes (excused or unexcused), you will receive an automatic "F" in the class.

Lastly, punctual attendance is expected at all class sessions. So, habitual tardiness (being tardy more than twice) or tardiness of more than 10 minutes will count as an absence.

10. **Missed Class:** You are responsible for all missed work. If you miss class, please seek out additional notes from a fellow classmate first. After getting notes from a classmate, you are then welcome to make an appointment with me to go over specific questions you have about the material you missed.
11. **Graduate Students:** Graduate students will be expected to submit their papers that show a high degree of familiarity with the material in the text and especially the technical terminology introduced in the textbook. In addition, the exams will be more extensive for graduate students.

Writing Policy:

When writing about, paraphrasing, or quoting the work of others, you must give proper attribution in the form of parenthetical citations and quotation marks around directly quoted phrases or sentences, using the parenthetical reference style of the most recent edition of the Publication Manual of the American Psychological Association. A fairly good online summary of the APA Manual is at: http://owl.english.purdue.edu/handouts/research/r_apa.html; however, there is no substitute for the APA Manual.

It is expected that all written assignments in this course should be properly cited, typed in 12 point Times New Roman font, double-spaced, spell-checked, and grammatically correct. Please use paragraphs, introductions, conclusions, and transitions accordingly. Accurate APA style documentation will be standard in this course, and please refer to the appropriate style manual for stylistic guidelines. If you have questions about an assignment, please feel more than free to contact me to set up a time to meet and work through your questions. Writing assistance is also available and highly recommended in the Writing Center located in 150 Arts & Sciences Hall (402-554-2946).

Tentative Course Calendar

WEEK 1	DISCUSSION TOPIC/ASSIGNED READING	ASSIGNMENTS DUE
W 8/27	Course Overview/Introductions Chapter 1, Introduction	Read Chapter 1 Read Article 1
WEEK 2		
W 9/3	Chapter 2, Trait Approach Explain Case Study Paper	Read Chapter 2 Read Article 2
WEEK 3		
W 9/10	Chapter 3, Skills Approach	Read Chapter 3 Read Article 3
WEEK 4		
W 9/17	Chapter 4, Style Approach	Read Chapter 4 Read Article 4 Case Study Paper Due
WEEK 5		
W 9/24	Chapter 5, Situational Approach Explain Term Paper	Read Chapter 5 Read Article 5
WEEK 6		
W 10/1	Chapter 6, Contingency Theory	Read Chapter 6 Read Article 6 Term Paper1: Topic Due
WEEK 7		
W 10/8	Chapter 7, Path-Goal Theory	Read Chapter 7 Read Article 7
WEEK 8		
W 10/15	Chapter 8, Leader-Member Exchange Midterm Exam	Read Chapter 8 Ch.1 – Ch. 7

WEEK 9		
W 10/22	Chapter 9, Transformational Leadership	Read Chapter 9 Read Article 9
WEEK 10		
W 10/29	Chapter 10, Servant Leadership	Read Chapter 10 Read Article 10
WEEK 11		
W 11/5	Chapter 11 & 12, Authentic & Team Leadership	Read Chapters 11-12
WEEK 12		
W 11/12	Chapter 14, Women and Leadership	Read Chapter 14 Read Article 14
WEEK 13		
W 11/19	Library research day	Term Paper 2: An Outline & Reference List Due
WEEK 14		
W 11/26	Thanksgiving Vacation / No Classes	
WEEK 15		
W 12/3	Chapter 15 & 16, Culture & Leadership Ethics	Read Chapters 15 & 16
WEEK 16		
W 12/10	Presentations Engagement/Final Leadership Review	Term Paper 3: Major Paper Due
WEEK 17		
W 12/17	Final Exam 4:00 PM	Ch.8 – Ch.16

Consider the syllabus a contract between the instructor and students. Students **MUST** study this syllabus, and ask any questions about it in the first week of the course. After that, the instructor assumes all students have read and understood the syllabus, and have had any questions or concerns about it answered.

Assignments and schedule may be modified at the discretion of the instructor or according to the needs of the students, and changes will be made known either in class or via e-mail.

**I look forward to working with you this semester!
Good luck and welcome to Leadership Class!**

Joy and Happiness

Continue with Appendix A, B, and C

Appendix A

Writing Assignment #1: Case Study (60 points; 9/17 Due; An example posted on BB):

This assignment is an opportunity to analyze an experience or event related to leadership. Students must choose at least **two leadership** theories to write about a case based on a personal experience or based on the experiences of others (current events, historic events, historic or political figures, etc.). The assignment is worth 60 points of the course grade. A breakdown of the sections of the paper and the corresponding evaluation points are explained below.

Elements of the essay: Your essay should begin with an introduction and end with a conclusion. You should write clearly and concisely while minimizing or eliminating grammatical errors. When sources are used in the paper, there should be in-text citations and a bibliography. Check the APA guidelines to help you with in-text citation and the creation of a bibliography. The paper should **be at least 4 pages** in length. However, I grade on quality not quantity. Therefore the paper is evaluated on the strength of the argument/reflection and NOT how many pages that you fill.

Introduction: Introduce your analysis and preview your discussion.

Main Points:

1. Description of experience and audience.
 - a. A brief description of the issue, situation, or problem outlined in the case including who, what, when, where, and how. Particularly focus on issues relating to communication.
 - b. Describe the experiences from different points of view. Carefully explain how these views help you to understand the experiences in a different way. Use these perspectives to add more meaning to the incidents.
2. A discussion of the leadership and communication concepts that apply to of the issue, situation, or problem under investigation. Relate at least two concepts from the textbook or lecture to the experience (i.e., what theories that you have heard in lecture or read in the textbooks that improve/explain your understanding of this experience).
3. An evaluation of the choices made by the leader(s) involved in the experience. Use at least two concepts from the textbook or lecture to justify your evaluation.
4. A discussion of possible resolution strategies and a proposed solution, including a detailed rationale and implementation plan (when appropriate to the case). Use concepts from the textbook and lecture to support your recommendations.

Conclusion: Review the main points of your analysis and express the new understanding you have of theory and the online experience.

Grading Criteria: The ten point scale will be used to indicate the degree to which your mastery of the material from the course is reflected in your product on the following dimensions. Each paper will be scored out of 60 points. Pay special attention to:

1. The thoroughness and quality of description of the experience including the discussion of the other perspectives;
2. The accuracy, thoroughness, and support for your application of at least two theories to the experience;
3. The thoroughness and support for your evaluation of choices by the leader(s);
4. The thoroughness and support for your recommendations for improvement;
5. The expected good quality in terms of organization of your paper, clarity of your presentation in the evaluation, observation of all rules of English grammar, and clearly and correctly citing sources in APA style in-text and in a bibliography, and
6. Your critical comments.

Appendix B

In Class Activity: Article Review Presentation and Discussion (60 points, Due on Assigned Day; An example posted on BB):

For this class, students are expected to play an active role. Therefore, each group (one graduate student will team up with 3 undergraduates) is required

1. to sign up an article reading and a presentation day.
2. to deliver a presentation. The presentation will include a summary of the article of the topic, identification of two or three issues for discussion and a review/critique of the reading to answer the following questions, and it will last within 10-12 minutes in total.
 - a. What is the main argument of the paper?
 - b. What are the main points/literature used to support this argument?
 - c. What are the methods the author(s) used and how were they conducted?
 - d. What evidence or justification is used to support the argument?
 - e. How does the content in the article expand on the detail in the textbook?
 - f. What are some enduring ideas from the paper that you can use later on when producing or analyzing leadership?
3. a copy of the outline is needed for the instructor (example as the following).

Grading:

1. The Nature of the Reading---that is a short summary of what it was about (10 points)
2. Critical Thinking – review/critique of the reading (20 points)
3. Provocative Questions and Discussion Leading (10 points)
4. Conclusion and Delivery Skills (10 points)
5. Outline Quality and APA Style (10 points)

Your outline should be around 1-2 pages (single-spaced). Your outline due on the assigned presentation day (at the beginning of the class in a hard copy format). No exceptions and make-ups will be given. Spelling, grammar, syntax all count toward the grade.

Article Review Presentation and Discussion Assignment			
			Sign Up
1	9/10	Article Reading 3	
2	9/17	Article Reading 4	
3	9/24	Article Reading 5	
4	10/1	Article Reading 6	
5	10/8	Article Reading 7	
6	10/22	Article Reading 9	
7	10/29	Article Reading 10	
8	11/12	Article Reading 14	

Appendix C

Major Course Paper for Undergraduates: Book Review (120 points; 12/10 Due)

Each undergraduate student will be part of a six-member group, and each group will be responsible for selecting and reviewing one book related to leadership and power in organizations. The goals of your review are 1) to concisely summarize and evaluate the book so that others who may not be familiar with the material can determine its value; 2) to reflect the individual leadership performed in your case study group according to the concepts of the book.

Book reviews should follow this format:

Introduction: You should try to capture the reader's attention and provides background on the author and the book.

Summary: The major parts/sections of the book.

Evaluation of the Book: (strengths/weaknesses, likes, and dislikes): You should include concepts from the text, readings, and lectures to help justify your evaluation. Also, try to relate these concepts to the leadership performance exposed in your case study groups. (This should be the largest section of your paper.)

Conclusion: Review the main points of your analysis and conclude it.

Your review should be approximately 10-15 pages (references are not included) in length and must include at least 10 sources in APA style. I also provide you a variety of books you can use (pp. 10-12), and your book review title must be approved by the instructor.

Grading Criteria:

1. Book approved by instructor and is clearly related to the course material.
2. Clear description of the background of the author and book.
3. Clear and concise summary of the major parts/sections of the book.
4. Clear and detailed evaluation of the book. Must include concepts of the text, readings, and lectures to justify the evaluation.
5. Clear relate the concepts to the leadership performance in your case study group.
6. Well written with clear citations of source both in-text and bibliography.

Book Review Presentations

Presentations on Monday, Dec. 10. Each group presentation will be 10-15 minutes long. In the presentation, each member of the group will provide an oral summary of his or her written book review and relate/reflect of the leadership performed in their case study group.

Grading Criteria:

1. Clear identification of the book and author.
2. Clear discussion of the background of the book and author.
3. Concise summary of the book with enough information for audience to understand the evaluation.
4. Clear evaluation of the book with strong tie to course material to explain/justify the evaluation.
5. Clear relate and reflect their leadership performed in their case study groups based on the book's concepts.
6. Clear presentation following guidelines for effective presentations. This includes an effective introduction, careful organization including transitions, effective conclusion, and use of visual aids where appropriate.

Potential Book List for Book Review Assignment

Power Up: Transforming Organizations Through Shared Leadership by David L. Bradford and Allan R. Cohen (Hardcover - Feb 1998)

Learning Leadership: The Abuse of Power in Organizations by Abraham Zaleznik (Paperback - Jan 30, 1993)

Appreciative Management and Leadership: The Power of Positive Thought and Action in Organization (Revised Edition, 1999) by Suresh Srivastva (Paperback - May 1, 1999)

The Power of Collaborative Leadership: Lessons for the Learning Organization by Iva M Wilson and JoAnne Wyer (Paperback - Sep 15, 2000)

The Power of Servant Leadership by Robert K Greenleaf, Peter B Vaill, and Larry C Spears (Paperback - Jan 1, 1998)

Invincible leadership: Building peak performance organizations by harnessing the unlimited power of consciousness by Harald S Harung (Unknown Binding - 1999)

Never Eat Alone: And Other Secrets to Success, One Relationship at a Time by Keith Ferrazzi with Tahl Raz (Currency, 2005)

Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope, and Compassion by Richard E. Boyatzis and Annie McKee with a foreword by Daniel Goleman (Harvard Business School Press, 2005)

Joy at Work: A Revolutionary Approach To Fun On The Job by Dennis W. Bakke (pvg, 2005)

How To Grow Leaders: The Seven Key Principles Of Effective Leadership Development by John Adair (Kogan Page, 2005)

Real Leadership: Helping People and Organizations Face Their Toughest Challenges by Dean Williams (Berrett-Koehler Publishers, 2005)

A Leader's Guide to Storytelling: How to Tell the Right Story at the Right Time by Stephen Denning (John Wiley & Sons, 2005)

Moral Intelligence: Enhancing Business Performance and Leadership Success by Doug Lennick and Fred Kiel (Wharton School Publishing, 2005)

Executive Intelligence: What All Great Leaders Have by Justin Menkes (Collins, 2005)

The Prepared Mind of a Leader: Eight Skills Leaders Use to Innovate, Make Decisions, and Solve Problems by Bill Welter and Jean Egmon (Jossey-Bass, 2005)

Confronting Reality: Doing What Matters to Get Things Right by Larry Bossidy and Ram Charan (Crown Business, 2004)

Building the Bridge as You Walk on It: A Guide for Leading Change by Robert E. Quinn (Jossey-Bass, 2004)
The 8th Habit: From Effectiveness to Greatness by Stephen R. Covey (Free Press, 2004)

The Oz Principle: Getting Results Through Individual and Organizational Accountability New Revised Edition by Roger Connors, Tom Smith and Craig R. Hickmany (Portfolio, 2004)

Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value by Bill George (Jossey-Bass, 2003)

The Power of Full Engagement: Managing Energy, Not Time, is the Key to High Performance and Personal Renewal by Jim Loehr and Tony Schwartz (Free Press, 2004)

The Transparency Edge: How Credibility Can Make or Break You in Business by Barbara Pagano and Elizabeth Pagano (McGraw-Hill Trade, 2003)

The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization by John C. Maxwell

(Nelson Business, 2006)

Why Should Anyone Be Led by You? What It Takes to Be an Authentic Leader by Robert Goffee and Gareth Jones (Harvard Business School Press, 2006)

A Leader's Legacy by James M. Kouzes and Barry Z. Posner (Jossey-Bass, 2006)

Leadership Agility: Five Levels of Mastery for Anticipating and Initiating Change by William B. Joiner and Stephen A. Josephs (Jossey-Bass, 2006)

Mavericks at Work: Why the Most Original Minds in Business Win by William C. Taylor and Polly G. LaBarre (William Morrow, 2006)

Success Built to Last: Creating a Life That Matters by Jerry Porras, Stewart Emery and Mark Thompson (Wharton School Publishing, 2006)

Purpose: The Starting Point of Great Companies by Nikos Mourkogiannis (Palgrave Macmillan, 2006)

Great Leadership: What It Is and What It Takes in a Complex World by Anthony Bell (Davies-Black Publishing, 2006)

Quiet Leadership: Six Steps to Transforming Performance at Work by David Rock (Collins, 2006)

True North: Discover Your Authentic Leadership by Bill George and Peter Sims (Jossey-Bass, 2007)

What Got You Here Won't Get You There: How Successful People Become Even More Successful by Marshall Goldsmith with Mark Reiter (Hyperion, 2007)

Measure of a Leader by Aubrey C. Daniels and James E. Daniels (McGraw-Hill, 2007)

Judgment: How Winning Leaders Make Great Calls by Noel M. Tichy and Warren G. Bennis (Portfolio Hardcover, 2007)

The Leaders We Need: And What Makes Us Follow by Michael Maccoby (Harvard Business School Press, 2007)

Leaders at All Levels: Deepening Your Talent Pool to Solve the Succession Crisis by Ram Charan (Jossey-Bass, 2007)

Remarkable Leadership: Unleashing Your Leadership Potential One Skill at a Time by Kevin Eikenberry (Jossey-Bass, 2007)

Leadership from the Inside Out: Becoming a Leader for Life by Kevin Cashman (Executive Excellence, 1999)

In Search of Excellence: Lessons from America's Best-Run Companies by Thomas J. Peters and Robert H. Waterman (Collins, 2004)

Why Leaders Can't Lead: The Unconscious Conspiracy Continues by Warren Bennis (Jossey-Bass, 1976/Rev. 1998)

John P. Kotter on What Leaders Really Do by John P. Kotter (Harvard Business School Press, 1999)

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You by John C. Maxwell (Thomas Nelson, 1998)