

J4242/7242 (WI) – TPWY: Strategic Communication Leadership

T/R 3:30 – 4:45 p.m.

Neff Auditorium

3 credit-hour course, writing intensive

Online components of the course are administered via Canvas Learning Management System

COURSE OVERVIEW

The course is aimed at students who are eager to develop their skills and abilities in management and leadership with the likely outcome that they will be leaders in strategic communication organizations, nonprofit organizations, or as entrepreneurs. Rooted in principles of ethical persuasion and strategic communication, the course helps students develop individual leadership skills and the mindset of helping others achieve their goals. Inspired by the experience and writings of CEO and world-renowned leader David Novak, students learn how to think like a marketer to become more effective at 'leading self' and 'leading others'. Students work in leadership development teams throughout the semester to complete weekly exercises and pursue personal and professional goals. Students also engage in weekly large group lectures and discussions covering a variety of topics related to effective leadership and communication. This course calls on students to commit to the process of their own growth and self-discovery and to help foster the growth and development of fellow learners. It will be an intensive experience and, with commitment to the program, will be immediately applicable to students' current and future personal and professional lives.

COURSE OBJECTIVES

- Understand leadership principles from David Novak's Taking People with You (TPWY) leadership program, and from other top leaders and researchers.
- Discover how principles of strategic communication, such as goal setting, audience research, strategic thinking and creativity all contribute to effective leadership.
- Develop self-awareness about your own strengths, tendencies, and behavioral styles.
- Understand that success as a leader or member of an organization requires that we all need people to help us along the way—and we need to help them.
- Research prospective employers and organizations and develop a strategy for success
- Enhance your knowledge and skills in interpersonal and organizational communication and understand potential barriers to effective teamwork and communication.
- Improve presentation skills to target audiences and enhance your persuasiveness.
- Explore the practices of meaningful recognition and healthy feedback as effective tools for motivating and engaging colleagues, other leaders, and fellow students.
- Explore leadership and management approaches and better understand your own style
- Understand and learn how to address issues of diversity and potential implicit bias that may impede individual and organizational success.
- Implement best practices for understanding and including diverse perspectives in strategic communication efforts and leadership activities.
- Apply cultural awareness, sensitivity and empathy while discussing social issues and in professional situations.
- Develop greater sensitivity to potential ethical breaches and issues, and to strengthen skills in applying ethical principles.

INSTRUCTOR BIO

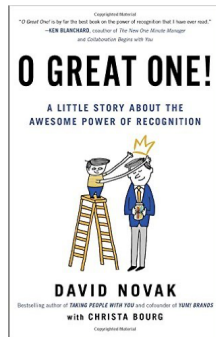
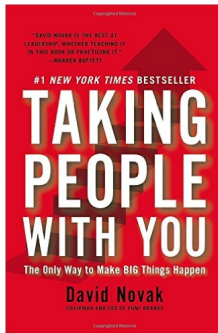
Brandon Butcher (BJ '07, MA '08, University of Missouri) is Associate Director of the Novak Leadership Institute and Strategic Communication faculty at the Missouri School of Journalism. Butcher directs student programs, professional education, industry partnerships, and marketing communication for the institute and co-developed the NLI courses and curriculum. Butcher joined the MU Strategic Communication faculty in 2012 and also serves as affiliate faculty for the MU Center for Entrepreneurship & Innovation. He brings over 10 years of experience in advertising and marketing professional practice with roles spanning creative, strategy and brand management. Butcher has worked with clients including QuikTrip, Zales, Southern Methodist University, Children's Health, Columbia Public Schools, Special Olympics, USAID, Veterans United, and over 25 NCAA Division I college athletic programs. Butcher also has extensive experience in nonprofit leadership, and has directed mentoring, leadership, and service programs for teens and college students in domestic and international settings.

COURSE TEXTS

Provided Resources:

Taking People with You, David Novak

O Great One!, David Novak



You will also be responsible for additional readings available in PDF format on Canvas. If you have difficulty logging in to the course or you do not see the course listed, please contact the Mizzou IT Help Desk at 573-882-5000.

COURSE REQUIREMENTS

- Attendance at all in-person class meetings and active participation in discussion
- Attendance at all outside-of-class required events
- Active participation in leadership development team and completion of LDT report
- Completion of weekly leadership development exercises
- Completion of weekly readings and resources
- Participation in online discussions (DQs)
- Completion of (2) online quizzes
- Completion of (1) business style memo
- Completion of (1) TED Talk (written script and in-person presentation)

COURSE STRUCTURE & COMPONENTS

Leadership Development Teams

A crucial element of the course will be your Leadership Development Team (LDT). You will be working in small groups (4-5 individuals) with the primary goal of helping your team members in their own leadership development process. You will need to be open to sharing your goals, challenges, and insights. You will engage in weekly breakout sessions with your LDT and provide encouragement, input and accountability to your peers.

LDT Guide Reports

Each week, a different member of your LDT will serve as a *guide* to help facilitate your team's discussion. The guide will also be responsible for submitting a summary report of that week's session. At the start of the semester your team will create an LDT Guide Schedule so you will be able to prepare in advance to lead discussion for your assigned week. *Please reference the LDT Guide Report assignment on Canvas for requirements.*

Leadership Development Exercises

Each week, you will complete leadership development exercises that challenge you to apply concepts and principles discussed in lecture. Exercises are typically assigned on Tuesdays at the end of class. On Thursdays, you will share your completed exercises with your LDT, receive feedback and debrief in a large group class-wide discussion. The instructor may sit in on a group breakout session from time to time to observe discussion. Note that everything shared in your LDT will remain confidential. Active participation is expected during these sessions. At the end of the semester LDT members will be asked to anonymously assign each team member a participation score based on their contributions to these regular meetings.

Personal Leadership Mini Conference (Student-Led)

During week 6 of class, students in the course will lead a "mini conference" as a means to learn about a wide variety of concepts related to personal productivity and performance. Students will work in LDTs (in pairs) to develop a presentation to teach the class on a relevant topic. Teams will select from a list of approved topics or concepts, conduct research, design, and deliver a 10–12-minute presentation in class. The goal is to educate each other on a wide range of helpful self-management principles and practices. Refer to Canvas for the list of approved topics, assignment details and a grading rubric for your team's presentation. Presentations will answer (at a minimum) the following questions:

- **What is it?** Summarize the concept, defining relevant terms and ideas
- **Who researched it?** Share a bit of background on how the theory, concept or principle was developed
- **Where do we see it?** Provide 1 or more examples of the principle in practice using real-world illustrations, anecdotes, or case studies
- **Why does it matter?** Discuss implications of the concept for effective self-management
- **How can we apply it?** Share some specific tips for how learners might apply the principle to their personal or professional lives. Consider posing some reflection questions for learners to prompt further thought.

Weekly Readings, Discussion Questions & Quizzes

Each week, you will be assigned required readings and resources (read, watch, listen). Readings may consist of chapters from David Novak's books, excerpts from other books, relevant articles from credible online or print publications, or scholarly journal articles. Multimedia resources may consist of TED talks, recorded videos, podcasts or links to websites. Readings and resources will be discussed in class each week. You will also have (6) discussion questions (DQs) on Canvas related to the readings and in-class material. You will have (2) quizzes based on the readings and resources over the course of the semester.

- Responses to discussion questions must be submitted on Canvas by Sunday at 11:59 p.m. Comments on (2) peer responses must be completed by 11:59 p.m. the following day (Monday) to receive full credit. DQ responses should be approximately 300 words in length and list sources using APA Style where appropriate. Please reference the resource below for tips on referencing sources using APA Style. (<https://owl.english.purdue.edu/owl/section/2/10/>).

Discussion Question Grading Criteria (50 points each)

- Demonstrated thoughtful analysis of the unit concepts and ideas (10 points)
- Discussed 1 or more concepts or principles discussed during week (10 points)
- Referenced 1 or more of the assigned readings or resources from week (10 points)
- Response contextualized or applied principles to real-world scenarios (10 points)
- Commented on (2) peer responses. Comments demonstrate thoughtful digestion of peer responses and add insight to peers' thinking on the subject. (5 pts per comment)
- **Late Submissions: 10 points automatically subtracted from grade for each day late**

Course Assignments

Instead of traditional tests, you will complete two individual assignments: a career planning memo outlining your plan for success on the job in your first three months, and a TED-style 5-7 minute talk on a leadership topic of your choosing. These assignments will account for a total of 350 points. The goal is to help you apply course content to real-world contexts as you practice thinking critically and communicating (writing and presenting) persuasively. The TED talk assignment will consist of multiple rounds of submissions including the following: idea pitch, outline, first draft script, final draft script, in-person presentation. You will receive feedback from both your instructor and your peers as you move through these drafts. This means you will also be required to give feedback to your peers (using a rubric).

- Memo should be roughly 600 - 800 words (approximately 3 pages, double-spaced)
- TED talk should be 5-7 minutes in length and include visual aids (ppt or keynote)
- Rubrics are posted on Canvas within each assignment
- **Late Submissions: 10 points automatically subtracted from grade for each day late**

Note: Memo and TED talk appear as assignments on Canvas and files must be submitted by the deadline. Students will present TED talks during regularly scheduled class or submit as a recorded video in the event of a change to university in-person gathering policies.

Attendance & Participation

Attend and actively participate in class to receive attendance points. **You will be allowed two *excused* absences, BUT you must email the professor *before* the missed class or it's considered unexcused. Unexcused absences result in minus -5 points in your participation and attendance final grade.** Students who have five or more absences may be asked to drop the course or may take an F in the class.

Active participation means you:

- Come prepared, having completed assigned resources (read, watch, listen)
- Ask good questions and actively listen to peers
- Give thoughtful responses that reflect critical thinking and logic
- Share examples from your own experience when appropriate
- Complete in-class and outside-of class activities
- Do not use laptop for anything other than notes!

Submitting Work

This course relies heavily on Canvas for assigning and submitting work. It is important that you familiarize yourself with the Canvas platform.

- Review canvas dates and assignment deadlines to effectively plan out your semester and establish a plan for completing readings, assignments, discussions, and quizzes for this course.
- Note that most online submissions are due Sunday at 11:59 pm CST, but this may vary.
- Please don't use excuses such as "I lost my file" or "Canvas wasn't working" or the "Internet was down." Save files often and back up your work on the J-School drive, on another hard drive, or other device. I will likely work with you on an extension in the event of a technology issue if it is the first instance but reserve the right to deny extension requests for multiple occurrences.
- If you are having trouble with Canvas, please contact the Mizzou IT Help Desk at 573-882-5000

Outside of Class Activities

As part of this course and as participants in the Novak Leadership Institute, students may be invited (or in rare instances, required) to attend outside of class activities to further develop your leadership skills and gain valuable professional experiences. Activities include virtual events such as the Novak Leadership Lecture Series (virtual event) and VMLY&R Virtual Experience as well as various networking, mentoring and career coaching opportunities. These opportunities will be announced in class. Extra credit may be given for participation in the above activities and a written reflection based on your experience.

Key Dates to Mark on Your Calendar:

- Wednesday, October 20 (3-4pm) – Novak Leadership Speaker Series (Virtual Event)
- VMLY&R Virtual Event – TBD Date

GRADING

6 Online Discussion Questions (50 points each)	300
2 Readings & Resources Quizzes (50 points each)	100
LDT Guide Report	50
Hit The Ground Running Memo	100
Personal Habits Conference (Group Presentation)	50
TED Talk Preparation (outline, draft, and peer reviews)	150
TED Talk Final Presentation	100
LDT Final Peer Evaluation	50
Final Course Reflection	50
Class Attendance	50
*Graduate Project	200

Total Points Possible: 1000

*Note: Graduate students ONLY must complete one additional paper worth 200 points and are graded on 1200-point scale (see “Graduate Student Project” section below). For graduate students, any grade 69.9% or less is not considered a passing grade.

Letter Grade	Percentage	Definition
A	94-100%	A = Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.
A-	90-93.9%	A- = Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.
B+	87-89.9%	B+ = Near excellent work. Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.
B	84-86.9%	B = Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduate students: B = meritorious. For graduate students: B = adequate).
B-	80-83.9%	B- = Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.
C+	77-79.9%	C+ = Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.
C	74-76.9%	C = Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in

		quality (For undergraduate students: C = adequate. For graduate students: C = inadequate).
C-	70-73.9%	C- = Slightly below satisfactory work. Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality. (<i>Lowest permissible grade for a graduate student</i>)
D+	67-69.9%	D+ = Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.
D or D-	60-66.9%	D = Minimum passing work. Achievement is barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.
F	59.9% or less	F = Failed – no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an “I” (incomplete).

Graduate Student Project

Graduate students will complete an annotated bibliography as a required additional assignment. Graduate students will meet with the professor individually and propose a list of readings that pertain to the student’s research question or topic of interest. The graduate assignment is worth an additional 200 points on top of the regular total points for the course. Graduate students will be graded on the same grade scale outlined above.

Once the professor approves the topic, graduate students are to create a list of 5 readings by conducting a search for academic articles that relate to their subject area. Your annotated bibliography will include a list of citations followed by a brief (usually about 150-200 words) descriptive and evaluative paragraph of the article, book or document. Examples of academic journals include: *Journal of Leadership & Organizational Studies*, *Management Communication Quarterly*, *The Leadership Quarterly*, *Strategic Management Studies*, *Harvard Business Review*, *Journal of Interactive Advertising*, *Journal of Advertising*, *Journal of Advertising Research*, *Journal of Current Issues & Research in Advertising*, *Journal of Interactive Marketing*, *Journalism & Mass Communication Quarterly*, etc. Examples of professional publications include *Ad Age*, *Marketing News*, and many popular books that provide leadership and management advice. We encourage you to consult with Journalism Library staff for assistance and take advantage of the Novak Leadership Collection.

COURSE POLICIES

Canvas

Instructors will communicate, distribute materials and conduct online assessments in Canvas. It is your responsibility to regularly check the course Canvas site for new developments and to monitor your grade for the course. If you think a grading mistake has been made, it is your responsibility to contact me within one calendar week of posting. After one calendar week, all grades are final. Official emails will be sent only to your Paw Print email account. If you would like in-depth tutorials on how to use Canvas, please visit guides.canvaslms.com

University Policies

Within the Syllabus tab of the Canvas course site, students will find links to various university policies on academic issues, copyright and acceptable use, as well as a statement of nondiscrimination. Additionally, here are policies related specifically to this course and the Missouri School of Journalism.

Academic Integrity

Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion.

Academic misconduct includes but is not limited to the following:

- Use of materials from another author w/o citation or attribution
- Use of verbatim materials from another author w/o citation or attribution
- Extensive use of materials from past assignments w/o permission of your instructor
- Extensive use of materials from assignments in other classes w/o permission of instructor
- Fabricating information in news or feature stories, whether for publication or not
- Fabricating sources in news or feature stories, whether for publication or not
- Fabricating quotes in news or feature stories, whether for publication or not
- Lack of full disclosure or permission from editors when controversial reportorial techniques, such as going undercover to get news, are used

When in doubt about plagiarism, paraphrasing, quoting or collaboration, consult with your instructor. For closed-book exams and exercises, academic misconduct includes conferring with other class members, copying or reading someone else's test and using notes and materials without prior permission of the instructor. For open-book exams and exercises, academic misconduct includes copying or reading someone else's work.

Classroom Misconduct

Classroom misconduct is defined by the [University of Missouri's collected rules](#) and regulations are also outlined in the [M-Book Student Code of Conduct](#).

Classroom misconduct can include obstruction or disruption of teaching, such as late arrival or early departure or failure to turn off mobile devices unless otherwise instructed. Classroom misconduct can also include misuse of computing resources, harassment, bullying, physical

abuse or safety threats; theft; property damage; disruptive, lewd or obscene conduct; abuse of computer time; repeated failure to attend class when attendance is required; and repeated failure to participate or respond in class when class participation is required.

IMPORTANT: Entering a classroom late or leaving a classroom before the end of the period can be extremely disruptive behavior. Students are asked to arrive for class on time and to avoid early departures. This is particularly true of large lectures, where late arrivals and early departures can be most disruptive. Instructors have the right to deny students access to the classroom if they arrive late and have the right to dismiss a student from the class for early departures that result in disruptions.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct, disruptive behavior or excessive absences. The instructor then has the right to issue a grade of withdraw, withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

Dishonesty and Misconduct Reporting Procedures

MU faculty are required to report all instances of academic dishonesty or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct must be reported to MU's Office of Student Conduct. Allegations of academic misconduct must be reported to MU's Office of the Provost.

Professional Standards and Ethics

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

Copyright in course materials

The materials you encounter in your coursework at Mizzou is subject to many different types of copyright protection, depending on the author as well as how it is used. In a single course you may encounter materials created by your instructor, an article that is shared with you in an extemporaneous way under the [Teach Act](#) , and materials such as course packets where each copy includes a royalty payment to the author. As a student, you are responsible for how you use course materials and must ensure that the rights of copyright holders are not violated by sharing them, posting materials online, etc.

Student work and copyright

Just like materials created by your instructor are protected by copyright, the things you create as a student are owned by you. For example, if your instructor uses TurnItIn to check for plagiarism in student papers, the University has an agreement with TurnItIn so that no papers are shared with that company and are only used to cross-reference.

Audio and Video Recordings of Classes

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. *In this class, students may make audio or video*

recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of [section 200.020](#) of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Office for Civil Rights & Title IX Information:

University of Missouri policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, genetic information, disability and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. Learn more about your rights and options at civilrights.missouri.edu or call 573-882-3880. You also may make an anonymous report online.

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the [Office for Civil Rights & Title IX](#) and the [RSVP Center](#) can provide assistance to students who need help with academics, housing, or other issues.

Required Referral: Mizzou employees are required to refer all incidents of sex discrimination to the Office for Civil Rights & Title IX. The Office connects students with resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or 573-882-3880, or go to civilrights.missouri.edu.

Students with Disabilities:

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the [MU Disability Center](#), S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Religious Holidays

Students are excused for recognized religious holidays. Let your instructor know in advance if you have a conflict. For more information on the University's commitment to religious diversity, please visit <https://diversity.missouri.edu/religions/>

Intellectual Pluralism

The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the atmosphere in this class (including respect for diverse opinions) may contact your faculty chair or associate dean; or the director of the Office of Students Rights and Responsibilities (<http://osrr.missouri.edu/>); the MU Equity

Office, or equity@missouri.edu. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Notes:

- Submit assignments in red on Canvas.
- Weekly exercise completed on own. Be prepared to share in LDT Breakout Sessions on Thursdays.
- Reference Canvas for weekly readings and resources to be completed by Tuesday, start of class each week.

WK	TOPIC	TUESDAY	WEEKLY EXERCISE	THURSDAY	ASSIGNMENT / DQ
1	Introduction to Taking People With You	Aug. 24 Course Introduction NLI Overview Review Schedule Review Syllabus	Introduce Yourself Photo Collage (Submit for DQ1 on Canvas)	Aug. 26 Lecture: Introduction to Taking People with You Assign Leadership Development Teams	DQ 1: Introduce Yourself (Due Sun Aug. 29)
2	Leading Self: Establish Goals & Vision	Aug. 31 Lecture: Goals & Vision Readings & Resources Discussion	Big Goal People Map	Sep. 2 LDT Breakout: Share Big Goal & People Map Exercise Debrief	DQ 2: Big Goals (Due Sun Sep. 5)
3	Leading Self: Know Yourself, Grow Yourself (Part 1)	Sep. 7 Lecture: Gaining Insight into You Readings & Resources Discussion	Personal Lifeline	Sep. 9 LDT Breakout: Share Personal Lifeline Exercise Debrief	
4	Leading Self: Know Yourself, Grow Yourself (Part 2)	Sep. 14 Lecture: Self & Social Awareness Readings & Resources Discussion	Take DISC Assessment TBD: Breakout Como Escape Room	Sep. 16 DISC Group Debrief No LDT Breakout	DQ 3: DISC Reflection (Due Sun Sep. 19)
5	Leading Self: Build Positive Habits	Sep. 21 Lecture: Habits & Performance Readings & Resources Discussion	Habits Matrix Select topic for productivity & performance conference	Sep. 23 LDT Breakout: Share Habits Matrix Work on Productivity & Performance Presentations	
6	Leading Self: Personal Leadership Mini-Conference	Sep. 28 Student Mini-Conference: Productivity & Performance		Sep. 30 Student Mini-Conference: Productivity & Performance	Quiz #1: Weeks 1-6 (Due Sun Oct. 3)

7	Leading Others: Unleash the Power of People	Oct. 5 Lecture: Leadership Styles & Philosophies Readings & Resources Discussion	Leaders You Admire	Oct. 7 LDT Breakout: Leadership Philosophies Exercise Debrief	Hit The Ground Running Strategy (Due Sun Oct. 10)
8	Leading Others: Gather Insights for Understanding	Oct. 12 Lecture: The Power of Insights Readings & Resources Discussion	Identifying Insights	Oct. 14 LDT Breakout: Share Insights Exercise Exercise Debrief	DQ 4: Insights & Understanding (Due Sun Oct. 17)
9	Leading Others: Involve Others	Oct. 19 Lecture: The Power of Involvement Readings & Resources Discussion	Involving Others Self-Check Oct. 20, 3-4pm David Novak Speaker Series (Virtual via Zoom)	Oct. 21 LDT Breakout: Share Involvement Self-Check Exercise Debrief	DQ 5: Involving Others (Due Sun Oct. 24)
10	Leading Others: Communicate with Influence (Market the Change)	Oct. 26 Lecture: The Power of Influence Readings & Resources Discussion	Talk Idea Pitch	Oct. 28 Bar Test Live: Pitch TED Talk ideas in-class instructor feedback	DQ 6: Talk Idea Pitch (Due Sun Oct. 31)
11	Leading Others: Practice Purposeful Recognition	Nov. 2 Lecture: The Power of Recognition Readings & Resources Discussion	Practice Recognition	Nov. 4 LDT Breakout: Share Recognition Practice Exercise Debrief	Talk Outline (Due Sun Nov. 7) Peer Reviews (2) (Due Tues Nov. 9)
12	Leading Others: Be Smart with Heart (Trust & Ethics)	Nov. 9 Lecture: The Power of Trust Readings & Resources Discussion	Trust Behaviors	Nov. 11 LDT Breakout: Share Trust Behaviors Exercise Debrief	Talk Script - Draft (Due Sun Nov. 14) Peer Reviews (2) (Due Tues Nov. 16) (Instructor will also provide feedback via Canvas)

13	Leading Others: Follow Through to Get Results (Feedback & Measurement)	Nov. 16 Lecture: The Power of Feedback Readings & Resources Discussion	Big Goal Reality Check Instructor 1-on-1 Session	Nov. 18 NO CLASS Schedule 1-on-1 via Zoom with instructor	Talk Script – Final (Due Sun Nov. 21) (No peer review, instructor will make final edits)
14	THANKSGIVING BREAK	Nov. 23 NO CLASS		Nov. 25 NO CLASS	
15	Final Student TED Talk Presentations	Nov. 30 TED Talk Live Presentations*	Rehearse Talks Feedback on TED Talks	Dec. 2 TED Talk Live Presentations*	Rehearse Talks Feedback on TED Talks Quiz #2: Weeks 7-13 (Due Sun Dec. 5)
16	Final Student TED Talk Presentations	Dec. 7 TED Talk Live Presentations*	Rehearse Talks Feedback on TED Talks	Dec. 9 TED Talk Live Presentations* Course Feedback Instructor Evaluations	TED Talk Peer Reviews (5) (Due Sun. Dec. 12) LDT Peer Reviews (Due Sun. Dec. 12) Final Reflection (Due Sun. Dec. 12)

*In the event of a change to university on-campus meeting policies, final TED Talks will be recorded and reviewed online.