

**Defense Security Service
Center for Development of Security Excellence**

**Leadership in DoD Security
CDSE ED 511**

SAMPLE COURSE SYLLABUS*

COURSE DESCRIPTION/OVERVIEW:

This graduate-level course will provide an educational opportunity for mid-career security specialists to gain in-depth knowledge, skills, and understanding of leadership principles and skills needed to support Department of Defense security programs. It is designed to help prepare the senior security manager for increasing leadership responsibilities in support of DoD security programs.

This course examines dimensions of leadership styles, concepts, and principles of leadership and how these apply to leadership in Defense Security. It addresses communication in problem-solving processes, leadership skills and management, and roles of leadership in complex wartime and peacetime environments. While giving the students a solid theoretical foundation, Leadership in DoD Security will also provide students with the practical tools and strategies necessary for survival in today's dynamic environment.

The course includes case studies and other methods of instruction that facilitate in-depth analysis of complex issues related to leadership in support of Defense security programs, and is built upon a student-centered learning approach. Through the collaborative nature of the online experience, students will be able to debate the lesson material critically, exchange ideas, expand their perspectives, and take away lessons relevant to their own experience and needs.

CREDIT RECOMMENDATIONS: ACE credit recommendations for 3 hours, Graduate Level.

PREREQUISITE: None; however, Writing and Communication Skills for Security Professionals (CDSE ED 201) is strongly recommended.

STUDENT OUTCOMES/OBJECTIVES:

This course is designed to enable students to:

1. Analyze the major leadership theories and their relationship to mission performance in the Defense Security work environment.
2. Develop and defend strategies for applying organizational dynamics to overcome barriers to organizational performance.

*Sample syllabus is subject to change each semester.

3. Given leadership challenges to mission accomplishment, propose and justify strategies to overcome challenges that employ practical tools of leadership.
4. Create and defend a personal philosophy for leading effectively that expresses the student's values and commitment.
5. Evaluate the effectiveness of change management strategies to create buy-in and implement lasting change in an organization.
6. Formulate and defend an approach for solving a leadership challenge based on the tools and strategies presented in this course.

DELIVERY METHOD/COURSE REQUIREMENTS:

Leadership in DoD Security is a graduate-level course in leadership for mid-level Security supervisors. Since many students who enter the course may be specialists, rather than generalists, one goal of this course is to broaden the student's understanding of the leadership environment and the complexity of the DoD enterprise. This broad, enterprise-wide view will help prepare our students for the strategic challenges of senior leadership.

The academic framework for Leadership in DoD Security uses a building block approach, starting with leadership theory and concepts as a foundation, and then providing opportunities for synthesis and application in real-world situations through the use of case studies. In addition to establishing a solid academic foundation for understanding leadership, this course will also provide practical tools that the student can apply immediately in his or her current job.

The 16-week course is divided into three basic parts (see **Figure 1**, p. 4).

Part I Examine the Foundation (Lessons 1–5) examines the foundational principles of leadership, to include basic leadership theory, the role of the leader in the organization, the environment in which the Security executive leads, organizational culture and behaviors, and how they relate to today's security challenges. Students will analyze the role security plays in the DoD enterprise. They will also apply principles and tools of organizational dynamics to overcome barriers to mission performance. Part I is followed by the mid-term exam (**Lesson 6**), which will require students to analyze a case study and apply what they've learned in Part I.

In **Part II Explore Strategies (Lessons 7–11)**, the student will explore key strategies for effective leadership, such as communication, emotional intelligence, techniques for dealing with interpersonal and intergroup conflict, negotiation, trust and accountability, mentoring, and leveraging diversity in the workforce. Students will also examine techniques for building and wielding influence, networking, building employee engagement, applying political savvy, and becoming an effective mission advocate. Part II will include a requirement for the student to articulate a personal leadership philosophy: a statement of values and commitments that will guide his or her conduct and convey expectations of him or herself and his/her employees.

In **Part III Evaluate and Apply Strategies (Lessons 12–15)**, the student will focus on leading in today's dynamic environment. The nature and impact of evolutionary and revolutionary

change will be examined, as well as how to lead change effectively in DoD organizations. Part III will conclude with a case study of leadership in change management that will require the student to synthesize the strategies presented in Parts II and III, built around the challenge of leading a major change initiative in an organization.

The final exam **Analyze Strategies (Lesson 16)** will test the student's mastery of the course objectives through an essay assignment focused on a scenario-based challenge.

The instructional methodologies will consist of the following:

- Assigned readings in periodicals and course textbooks
- Online responses to weekly Discussion Questions
- Replies to other students' responses
- Feedback and comments from the instructor on students' responses and replies
- Self-assessments in key leadership areas, such as Leadership Practices and Personal Values.
- Mid-Term Exam requiring the student to analyze a case study and apply the concepts presented in Lessons 1–5
- A personal leadership philosophy statement
- A change management case study assignment (Lesson 15) requiring the student to apply the strategies presented in Lessons 7–14
- A comprehensive Final Exam essay, requiring students to develop and justify a leadership solution to a given scenario.

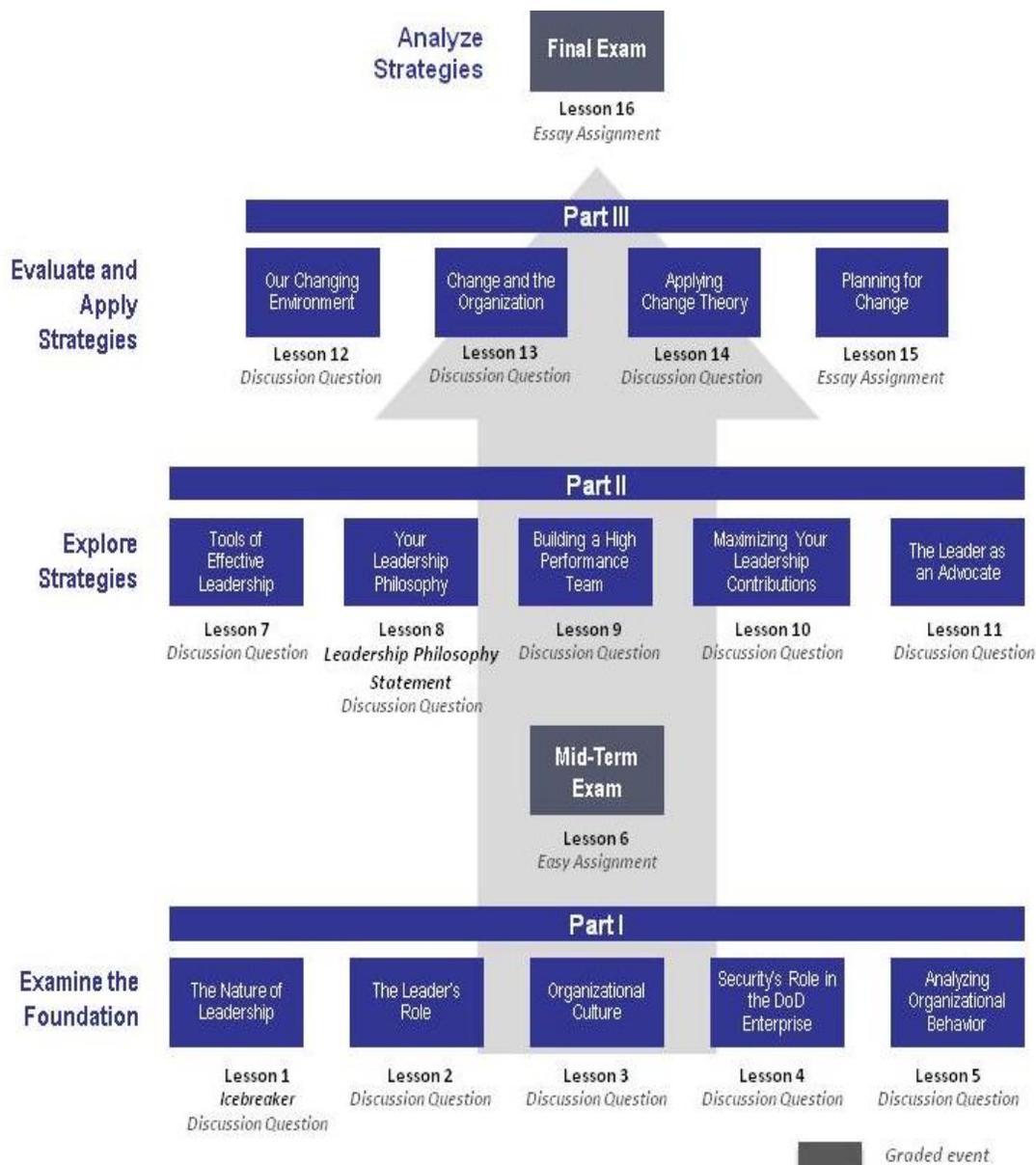


Figure 1. Course at a Glance

For lessons 1-5 and 7-14, the student will read the lesson narrative and will complete the additional required lesson material which will consist of scholarly readings by thought leaders in Organizational Development, and in some cases, videos. Optional materials are provided for those students who wish to explore a topic more deeply. After completing the required work, students will respond in the Forum to a weekly discussion question. Students will submit an initial Forum Post and during the lesson week will also be required to analyze and respond critically to at least two other student's initial Forum Posts. The instructor will provide comments and feedback according to the grading rubric to the initial Forum Post and will respond to Subsequent Posts via the discussion forum as appropriate. The initial Forum Post will be graded. To help sharpen their communication skills as well as synthesize lesson concepts, students will be tasked with essay assignments in Lessons 6 (Mid-Term) and 16 (Final

Exam), a case study in Lesson 15, and a short leadership philosophy statement in Lesson 8. All work will be conducted through the Sakai Collaborative Learning Environment (CLE).

COURSE OUTLINE:

The following chart summarizes the 16-week course agenda.

Week/Lesson	Dates	Specific Areas of Study	Assignments	Due Date (Midnight ET)
Part I: Examine the Foundation				
1. The Nature of Leadership	__/__/__ - __/__/__	<ul style="list-style-type: none"> • Introduction to Course • What Is Leadership? • Great Leader Behaviors • The Role of Followership • Leader Motivation: Why Would People Want to Lead? • Strategic vs. Tactical Leadership 	<ul style="list-style-type: none"> • Complete required readings and video • Participate in weekly discussion: Forum Post - Parts I, II (ungraded icebreaker), III 	__/__/__
2. The Leader's Role in the Organization	__/__/__ - __/__/__	<ul style="list-style-type: none"> • The Critical Functions: Leadership, Management and Administration • What Motivates People: Implications for Leaders • Using Your Position Responsibly: Leadership and Ethics in Government Service 	<ul style="list-style-type: none"> • Complete required readings and video • Participate in weekly discussion: Forum Post 	__/__/__
3. Organizational Culture	__/__/__ - __/__/__	<ul style="list-style-type: none"> • What is Organizational Culture? • Advantages and Disadvantages of Organizational Culture • The DoD Culture 	<ul style="list-style-type: none"> • Complete required readings • Participate in weekly discussion: Forum Post 	__/__/__
4. Security's Role in the DoD Enterprise	__/__/__ - __/__/__	<ul style="list-style-type: none"> • The Defense Enterprise • Security Support to the DoD Enterprise • Security in the Multi-National/Coalition 	<ul style="list-style-type: none"> • Complete required readings • Participate in weekly 	__/__/__

Week/Lesson	Dates	Specific Areas of Study	Assignments	Due Date (Midnight ET)
		Environment	discussion: Forum Post	
5. Analyzing Organizational Behavior	__/__/__- __/__/__	<ul style="list-style-type: none"> Organizational Components Four Methods for Understanding Organizational Dynamics Management and Leadership Levers Barriers to Organizational Performance 	<ul style="list-style-type: none"> Complete required readings Participate in weekly discussion: Forum Post 	__/__/__
6. Mid-Term Exam	__/__/__- __/__/__	<ul style="list-style-type: none"> Case Study: Measures to Motivate Exceptional Service Exam will be available for viewing 7 days prior to the due date. 	<ul style="list-style-type: none"> Essay Assignment Submit to the instructor through the Assignment link in the course materials in the Collaborative Learning Environment. 	__/__/__
Part II: Explore Strategies				
7. Tools of Effective Leadership	__/__/__- __/__/__	<ul style="list-style-type: none"> Emotional Intelligence Communication Style Dealing with Interpersonal and Intergroup Conflict Effective Negotiation 	<ul style="list-style-type: none"> Complete required readings Participate in weekly discussion: Forum Post 	__/__/__
8. Your Leadership Philosophy	__/__/__- __/__/__	<ul style="list-style-type: none"> Developing Your Leadership Philosophy Living Your Leadership Philosophy 	<ul style="list-style-type: none"> Complete required readings Participate in weekly discussion: Forum Post – Parts I and II (ungraded) 	__/__/__

Week/Lesson	Dates	Specific Areas of Study	Assignments	Due Date (Midnight ET)
			<ul style="list-style-type: none"> Complete the Personal Values and Leadership Practices self-assessments 	
9. Building a High-Performance Team	__/__/__- __/__/__	<ul style="list-style-type: none"> Team Building Issues in Team Performance Diversity and Organizational Performance Building a Culture of Inclusion Mentoring 	<ul style="list-style-type: none"> Complete required readings Participate in weekly discussion: Forum Post 	__/__/__
10. Maximizing Your Leadership Contributions	__/__/__- __/__/__	<ul style="list-style-type: none"> Employee Engagement: The Key to Organizational Performance Building Trust Leader Behavior 	<ul style="list-style-type: none"> Complete required readings and video Participate in weekly discussion: Forum Post 	__/__/__
11. The Leader as an Advocate	__/__/__- __/__/__	<ul style="list-style-type: none"> The Importance of Relationships The Role of Political Savvy Building and Wielding Influence 	<ul style="list-style-type: none"> Complete required readings and video Participate in weekly discussion: Forum Post 	__/__/__
Part III: Evaluate and Apply Strategies				
12. Our Changing Environment	__/__/__- __/__/__	<ul style="list-style-type: none"> Our Operating Environment: Volatile, Uncertain, Complex and Ambiguous The Nature and Impact of Change The Basis for 	<ul style="list-style-type: none"> Complete required readings Participate in weekly discussion: Forum Post 	__/__/__

Week/Lesson	Dates	Specific Areas of Study	Assignments	Due Date (Midnight ET)
		Organizational Change <ul style="list-style-type: none"> Roadblocks to Organizational Change 		
13. Change and the Organization	__/__/__- __/__/__	<ul style="list-style-type: none"> Anticipating Future Conditions and Trends Succeeding in a Changing World Managing Change vs. Leading Change Change and the Six Steps to Great Leadership 	<ul style="list-style-type: none"> Complete required readings Participate in weekly discussion: Forum Post 	__/__/__
14. Applying Change Theory	__/__/__- __/__/__	<ul style="list-style-type: none"> Understanding Forces That Drive and Restrain Change People and Change Buy-In: Moving People from Complacency to Active Cooperation Models of Change 	<ul style="list-style-type: none"> Complete required readings and webinar Participate in weekly discussion: Forum Post 	__/__/__
15. Planning for Change	__/__/__- __/__/__	<ul style="list-style-type: none"> Case Study: Planning for Change 	<ul style="list-style-type: none"> Essay response to case study questions Submit to the instructor through the Assignment link in the course materials in the Collaborative Learning Environment. 	__/__/__
Analyze Strategies				
16. Final Exam	__/__/__	<ul style="list-style-type: none"> Develop and Defend Strategies for Leading in a New Organization Final Exam will be available 14 days before the due date 	<ul style="list-style-type: none"> Comprehensive Course Essay Assignment Submit to the instructor through the Assignment link 	__/__/__

Week/Lesson	Dates	Specific Areas of Study	Assignments	Due Date (Midnight ET)
			in the course materials in the Collaborative Learning Environment.	

GENERAL COURSE REQUIREMENTS:

By enrolling and participating in this course, students agree to comply with the following terms and conditions of the course:

- 1. Honor Policy: Students agree in good faith to conform to the instructions and restriction of this course, including but not limited to instructions given regarding exams, assignments, essays, and discussion questions. Students agree that if their postings to discussion questions are late, that they may not read other students posts or the instructor’s posts until after they have made their own initial posts.**

After reading the syllabus, students will send a message in Sakai to the instructor indicating that they have read and fully understand it.

1. Assignment Schedule

- Generally, students’ Initial Posts to the weekly Forum Post discussion questions will be due no later than Thursday at midnight (EST). Since the Initial Posts are graded, students are expected to apply their greatest effort and quality of thought to them. Students with duty hours during a regular Monday-Friday workweek are encouraged to begin working on the upcoming new Lesson the weekend before the new weekly lesson begins.
- Students may not collaborate with other persons on the initial response to the graded Forum Post discussion questions (Lessons 1 – 5 and 7 – 14), the Mid-Term Exam (Lesson 6), the Case Study (Lesson 15), or the Final Exam (Lesson 16).
- In the first week, the student should read the lesson material and go to the Forum area and, Select the Week 1 discussion, and submit
 - A personal introduction, as per the instructions for Part I and a response to Part II (both parts are ungraded).
 - A response to the weekly Forum Post discussion question (Part III) (graded).
 - Subsequent week’s responses to discussion questions will be submitted in the appropriate weeks’ Forum areas.
- Unless permission is obtained from the instructor beforehand, students must not submit Initial Posts or Subsequent Posts in a particular week’s discussion area before the scheduled week of the lesson. For example, a response to the Week 3 discussion question should not

be posted during Week 2. There is a dynamic aspect to the course, with each week building on the next, and this would circumvent this purpose.

- Students will be required to reply to two other students' Initial Posts. These Subsequent Posts will be due no later than Sunday at midnight (Eastern Time). Subsequent Posts should be used as an opportunity to challenge others' positions and present different perspectives grounded in good reasoning and support.
- During the Mid-Term and Final Exam weeks:
 - The essay assignment for the Mid-Term will be due no later than Sunday at midnight Eastern Time. The Mid-term exam will be available for viewing 7 days prior to the due date.
 - The essay assignment for the Final exam will be due no later than midnight on the final class day. The Final exam will be available for viewing 14 days prior to the due date.
- Since the course is structured around weekly discussions, it will be critical for students to keep up with the readings and to participate in class. Generally, students are expected to meet the above requirements unless prior approval is obtained from the instructor after the student has provided justification via the Sakai message system 24 hours in advance of the due time/date. After the first lesson, a student who does not comply with a deadline without providing good justification beforehand may expect an appropriate deduction in points for the assignment, as determined by the instructor. This policy does not apply to unexpected TDYs, deployments, emergencies, or other unforeseen events, which should be coordinated with the instructor as soon as practical. The aim is to keep the student on track but to be flexible, recognizing the student's professional demands.

2. Responses to Other Student Posts

- Each student will be required to reply/respond to two other students' Forum Posts. In these Subsequent Posts, students are required to address their classmates by name. Also, all students should include their names at the bottom of their postings—no "anonymous" postings will be accepted.
- A key aim is to develop a stimulating back-and-forth discussion, taking advantage of insights and expertise that exist among the students. If students read through all of the discussion threads, take the time to reflect, and then provide a thoughtful reaction to their classmates' Initial Posts, they will find the course to be an enriching experience.
- Just as with Initial Posts, in Subsequent Posts the instructor will look for well-supported, thoughtful positions that help enrich the overall discussion.
- The instructor will reply as necessary to Student Posts to help keep the discussion on track and keep the level of critical thinking high.

3. Citations. In initial Forum Posts, Subsequent Posts, and Essay Assignments, students who paraphrase an author's work must use proper source citation. If the student uses another author's actual language, quotation marks around the language should be used. Students

with questions about proper attribution should consult *The Chicago Manual of Style, 16th Edition* (<http://www.chicagomanualofstyle.org/home.html>). Students may prefer to use the *Air University (AU) Style and Author Guide*, which is based on *The Chicago Manual of Style*, yet is less comprehensive and contains military-related terms. The *AU Style and Author Guide* is available at <http://www.au.af.mil/au/awc/awcgate/style/styleguide.pdf>.

4. Group Discussions. At the discretion of the instructor, a class of more than 12 students may be divided into groups for purposes of discussion. Unless specified otherwise, students should reply to discussion threads only within their assigned groups.
5. Communication between Student and Instructor. The CLE email system will be the primary method that the instructor and the student will use to communicate with each other on a one-on-one basis.
6. CLE Problems. Students are required to print and keep hard copies of all their Initial Posts and Essay Assignments in the event that a problem occurs with the CLE or another software problem. Should a problem arise, the instructor will email each student with appropriate instructions.

INCORPORATION OF STUDENT FEEDBACK:

The course instructor will provide multiple opportunities for students to provide constructive feedback on course delivery and content over the period of the course. Students will be afforded the opportunity to provide written feedback following each assignment, to include general feedback on the course, or specific feedback on an individual assignment. Online feedback is also encouraged throughout the course, either through email or a course web forum.

Students will receive feedback from the instructor on both non-graded and graded activities.

NON-GRADED ACTIVITIES:

1. Icebreaker (Lesson 1)

In the Icebreaker discussion, students will introduce themselves and lay the foundation for a study of great leader behaviors by answering the questions “Who was your best boss? Who was your worst boss? How did his or her behavior affect your performance?”

2. Leadership Philosophy Statement (Lesson 8)

In Lesson 8, students will explore the connection between leadership philosophy and organizational performance. Their non-graded assignment for this lesson will be a personal leadership philosophy statement that can be delivered in 60–90 seconds (approximately 150 words).

GRADED EVENTS:

1. Weekly Forum Posts (Discussion Questions) (35%):

Grading of class participation will be based primarily on each student's Initial Posts, which are responses to Forum Post discussion questions. The instructor may consider the quality of the Subsequent Posts in borderline cases; however, the Initial Post is the primary evaluation item. This approach encourages students to give thoughtful and well-supported replies, and raises the overall level of discourse. Grading of the Initial Posts will be guided by an examination of whether the posts:

- Are directly responsive to the Discussion Question(s) posed by the instructor
- Demonstrate critical thinking skills that go beyond merely restating the material learned in the course; for example, demonstrating the ability to synthesize the material and to apply the assigned reading creatively to new situations and new contexts
- Clearly communicate a position within the specified word limit
- Support the student's position with good reasoning, as well as specific detail, examples, logical analysis, and/or authoritative sources where appropriate
- Show proper source citation and formatting
- Demonstrate an ability to stimulate further discussion among classmates

2. Mid-Term Exam: Essay Assignment (20%)

The mid-term exam (Lesson 6) will consist of an essay question provided by the instructor covering the first five lessons in the course. Students will have one week to complete the essay, which will require students to apply what they've learned in Part I to a case study. Students may not collaborate with other persons on the essay. The grading rubric for the Essay Assignment is included at the end of this section.

3. Part III: Essay Assignment (15%)

In Lesson 15, students will be required to apply the leadership strategies presented in Lessons 7–14 to a change management case study. Students may not collaborate with other persons on this Essay Assignment.

4. Final Exam: Essay Assignment (30%)

There will be a comprehensive Essay Assignment on a topic assigned by the instructor. Students may not collaborate with other persons on the Essay Assignment. The grading rubric is included at the end of this section. Students will have one week to complete the final exam.

GRADING RUBRICS:

The following rubric will be used for grading Initial Posts to Discussion Questions in this course. The Initial Posts for each week will receive up to 100 points, based on this rubric.

Knowledge – Content 60%	Points ___/60
<ul style="list-style-type: none"> • Covers all key elements of the assignment • Demonstrates a complete understanding of concepts presented in course material • Is comprehensive and accurate • Is insightful and reflective • Develops a central theme or idea • Displays active engagement • Demonstrates the ability to analyze and synthesize the comments of others • Contributes to and encourages additional discussion 	Comments:
Presentation – Writing and Style 25%	Points Earned ___/25
<ul style="list-style-type: none"> • Tone is appropriate to the content and assignment. • Organization is logical • Main points are clearly stated and supported by specific details, examples, and/or analysis • Sentences are well-constructed, complete, clear, and concise • Grammar, structure, spelling, and punctuation are correct • Topic and transition sentences maintain the flow of thought 	Comments:
Administrative 15%	Points Earned ___/15
<ul style="list-style-type: none"> • Completed within the prescribed timelines • Conforms to prescribed word limits • Conforms to any additional instructions provided • Uses citations where required and complies with the assignment administrative guidelines 	Comments

Total = 100 %	Points Earned ___/100
Summary/Additional Comments:	

The following rubric will be used for grading Essay Assignments in this course. Each essay will receive up to 100 points, based on this rubric.

Knowledge – Content 60%	Points ___/60
<ul style="list-style-type: none"> • Covers all key elements of the assignment • Demonstrates a complete understanding of concepts presented in course material • Is comprehensive and accurate (no factual errors) • Is insightful and reflective • Develops a central theme or idea • Displays active engagement • Demonstrates the ability to analyze the ideas of others 	Comments:
Presentation – Writing and Style 25%	Points Earned ___/25
<ul style="list-style-type: none"> • Tone is appropriate to the content and assignment • Organization is logical; thesis is clear • The introduction includes a clear thesis and previews main points of the paper/essay • The body: <ul style="list-style-type: none"> ○ Develops thesis ○ Includes clearly stated main points ○ Is comprehensive and accurate (no factual errors) ○ Is insightful and reflective ○ Effectively uses details, examples, and/or analysis • The conclusion flows from the body of the paper and reviews main points of the paper/essay • Grammar: <ul style="list-style-type: none"> ○ Grammar, structure, spelling and punctuation are correct ○ Sentences are well-structured, complete, clear, and concise ○ Topic and transition sentences are used and organize/maintain the flow of thought 	• Comments:

Administrative 15%	Points Earned ___/15
<ul style="list-style-type: none"> • Completed within the prescribed time limits • Conforms to prescribed word limits • Conforms to any additional instructions provided • Includes appropriate formatting: title page, tables, appendices, reference page, etc., in accordance with assignment administrative guidelines • Uses citations where required and complies with the assignment administrative guidelines • Bibliography is complete and complies with <i>AU Style Guide</i> or <i>Chicago Manual of Style</i> 	Comments:
Total = 100%	Points Earned ___/100
Summary/Additional Comments:	

GRADING SCHEME:

A score of less than 80% may be acceptable on individual assignments, but a final cumulative score of 80% or higher is required to pass the course.

Letter grades will be assigned according to the following scheme.

- A 93.0 – 100.0%
- A- 90.0 – 92.9%
- B+ 87.0 – 89.9%
- B 83.0 – 86.9%
- B- 80.0 – 82.9%
- C 70.0 – 79.9%
- D 60.0 – 69.9%
- F less than 60.0%

CLASS FEEDBACK ANNOUNCEMENTS:

In addition to the feedback provided in the non-graded and graded events, each week the instructor will post a class feedback announcement, noting general trends, group strengths, and areas needing improvement.

COURSE TEXTBOOKS AND ARTICLES:

The following textbooks will be used for the course. All texts are readily available from bookstores or online sources, in either hardcopy or electronic versions. Approximate cost of these four texts in paperback is \$115.00 (source: amazon.com).

1. Bennis, Warren G. *On Becoming a Leader*. Cambridge: Perseus Books, 2003.
2. Schein, Edgar H. *Organizational Culture and Leadership*, Fourth Edition. San Francisco: Jossey-Bass, 2010.
3. Schermerhorn, John R., Osborn, Richard N., Hunt, James G., and Uhl-Bien, Mary. (2010). *Organizational Behavior*, Eleventh Edition. New York, NY: John Wiley & Sons, Inc.
4. Wilson, James Q. *Bureaucracy: What Government Agencies Do and Why They Do It*. New York: Basic Books, 1989.

The following articles will be used for the course. Articles 1 – 7 are available through Harvard Business Review. The approximate cost of these articles is \$48.65.

1. Kelly, Robert E. (1988). "In Praise of Followers." *Harvard Business Review*, November 1988.
2. Kotter, John P. (2001). "What Leaders Really Do." *Harvard Business Review*, December 2001.
3. Zaleznik, Abraham. (2004). "Managers and Leaders: Are They Different?" *Harvard Business Review*, January 2004.
4. Heineman, Ben W. (2007). "Avoiding Integrity Land Mines." *Harvard Business Review*, April 2007.
5. Kotler, Philip, Neil Rackham, and Suj Krishnaswamy. (2006). "Ending the War between Sales and Marketing." *Harvard Business Review*. July–August 2006.
6. Groysberg, Boris, and Michael Slind. (2012). "Leadership Is a Conversation." *Harvard Business Review*, June 2012.
7. Kotter, John P., and Leonard A. Schlesinger. (2008). "Choosing Strategies for Change." *Harvard Business Review*, July–August 2008.

Required readings for the lessons will include both excerpts from the textbooks and articles, and readings from publicly accessible online resources. Links embedded in the Required / Optional Lesson Material will direct students to these resources.