**THE HUMAN SIDE OF WORK**

**Psychology 302**

**Spring 2019 –Seven Week Session – Online Course**

**Course Description:** PSY 302 The Human Side of Work (3,0,3) Psychology of work behavior; interpersonal relations and organizational effectiveness; communication, morale, stress, leadership styles, values, ethics, problem solving techniques, and cross-cultural aspects of the work experience. The approach to learning is experiential and may include some field assignments. PREREQ: PSY 100.

**Purpose of Course:** To provide an applied course in the psychology of work behavior for psychology majors, students from other disciplines, and other interested individuals.

**Instructor:** George Manning website: [www.nku.edu/~manningg](http://www.nku.edu/~manningg)

Phone: 859-572-5443, 207-664-9787 e-mail: manningg@nku.edu

**Method of Instruction:** Participative and personalized; students will "learn by doing."

I hear and I forget;

I see and I remember;

I do and I understand.

Confucius 551BC-479BC

Lecture, tutorials, discussion, and learning activities will be methods of instruction.

**Course Resources:**

Required Text—The Art of Leadership, 6th edition, McGraw-Hill, 2019.



**Student Learning Outcomes:**

Student learning outcomes include knowledge and application of principles and practices in the psychology of work behavior. Students will develop the ability to comprehend, analyze, synthesize, and evaluate information in the following content areas: work morale, productivity, effective leadership, organizational climate, ethics at work, the diversity challenge, managing complex change, adaptive capacity, performance improvement, and working across cultures.

**Methods of Assessing Student Learning:**

1) Four exams will be used to assess knowledge, comprehension, and application of the psychology of work behavior.

1st Quarter Exam includes multiple choice and essay questions = 100 points (Based on text) 20% of grade

2nd Quarter Exam includes multiple choice and essay questions = 100 points (Based on text) 20% of grade

3rd Quarter Exam includes multiple choice and essay questions = 100 points (Based on text) 20% of grade

4th Quarter Exam includes multiple choice and essay questions = 100 points (Based on text) 20% of grade

2) Participation (20% of grade) will be based on: a) completion of leadership case study and b) completion of seven (7) reaction reports on assigned text, videos and cases. Each 1 page reaction paper is worth 10 points and the 3 page leadership case study is worth 30 points. (100 points)

Grade Scale for plus/minus Scale Based on 500 points

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|   4.0 = A3.667 = A-3.333 = B+3.000 = B2.667 = B-2.333 = C+2.000 = C1.667 = C-1.333 = D+1.000 = D0.000 = F | A 93% and upA- 90-92.9%B+ 87-89.9%B 83-86.9%B- 80-82.9%C+ 77-79.9%C 73-76.9%C- 70-72.9%D+ 67-69.9%D 60-66.9%F 59% |   465-500 (A) 450-464 (A-) 435-449 (B+) 415-434 (B) 400-414 (B-) 385-399 (C+) 365-384 (C) 350-364 (C-) 335-349 (D+)  298-334 (D) 297 and below (F) |

**Student Requirements:**

1) Read the text and complete 4 exams based on the text.

2) View online lectures and eight tutorials.

3) View related videos and write reaction reports.

4) Write 3 page leadership case study

5)

**Credit Hour Policy**

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour s the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of time required for a typical student to complete course expectations are as follows:

* Required lectures and online communication with instructor: 3 hours x 7 week s= 21 hours
* Required text and online communication with instructor: 6 hours x 7 weeks = 42 hours
* Required related readings and videos, and online communication with instructor: 5 hours x 7 weeks = 35 hours
* Required reaction papers: 3 hours x 7 weeks = 21 hours
* Required course project/paper: 15 hours
* Required exams: 2 hours x 4 quarters = 8 hours

**Total 142 hours**

**All students must meet the same requirements.**

**NOTE:** Students with disabilities (sight, hearing, etc.)—please call this to my attention so assistance can be provided.

**NOTE:** This syllabus should be viewed as a working plan for the semester. Circumstances may necessitate changes in the plan during the course of the term. Changes will be at the discretion of the instructor in consultation with the class.

**NOTE:** One core value held by the Department of Psychology is the importance of effective writing. Our expectation for students in Psychology courses is that written assignments be prepared according to accepted college-level standards for English usage, including grammar, punctuation, spelling, sentence structure, and composition. That is, students will be expected to proofread, edit, and correct their own work in these areas prior to submitting assignments for grading and evaluation. Examples of these assignments may include, but are not limited to, research papers, article summaries, group projects, class papers, take-home essay examinations, and independent study projects. Assignments that do not appear to have been proofread, edited, and corrected prior to submission may be returned to the student for revision before grading, at the discretion of the instructor, or may receive a lower grade that reflects the level of writing skills demonstrated. Experience suggests that writing clearly, concisely, and compellingly requires thought and organization. Give yourself time to organize, draft, revise, and proofread. The requirement of using the library/writing lab resources will be assigned during the course of the semester.

**Student Honor Code:**

The work you will do in this course is subject to the Student Honor Code (<http://scra.nku.edu/policies/student-rights.html>). The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of NKU will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

**Disabilities Disclosure Statement:**

Students with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the Office of Disability Services. Contact the Office of Disability Services immediately in University Center suite 320 or call X-6373 for more information. Verification of your disability is required in the Office of Disability Services for you to receive reasonable academic accommodations. Visit the disability services website at www.nku.edu/~disability/<http://www.nku.edu/~disability/>.

**Online Evaluation:**

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks\* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Starting Spring semester 2011, students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor.  On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two week delay in  access to his or her course grade beyond the university's official date for grade availability.

To complete online evaluations go to [http://eval.nku.edu](http://eval.nku.edu/). Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you.

\*Seven-week classes will be given one week before classes end to complete evaluations.

**Hardware/Software Requirements:**

* A reliable and convenient connection to the Internet
* Windows XP, Vista, or Windows 7
* Mac OSX 10.5 “Leopard” or Mac OSX 10.6 “Snow Leopard”
* Blackboard requires the latest version of Sun JRE 6 which can be downloaded at: <http://www.oracle.com/technetwork/java/javase/downloads/index.html>
* Check your browser settings by clicking the **Test Browser** button located on the Blackboard login page.
* Reliable E-mail account - Students automatically receive an NKU E-mail address when registered for classes at NKU which is loaded into Blackboard.  All corresponds will be sent to your NKU email address. If you prefer to receive email at a different email address, you MUST set your NKU email to be forwarded to your preferred email account. To set email forwarding, go to <https://access.nku.edu/secureapps/email/forward/login.php> . Students are responsible for course related email received through their NKU email account.
* Microsoft Word 2000 or newer
* Internet Software >Microsoft Internet Explorer Version 7 or later (free download at <http://www.microsoft.com/downloads/en/default.aspx> ; Firefox 3.0 or later (free download at <http://www.mozilla.com/en-US/>). For a complete list of supported browsers, please visit <http://it.nku.edu/itsc/training/Training_Docs/Bb9-1browsers.pdf>
* Adobe Acrobat Reader 7.0 or later >free download at <http://www.adobe.com/products/acrobat/readstep2.html>
* PowerPoint viewer >free download at <http://www.microsoft.com>, under Resources> Downloads, under Products>Technology> PowerPoint
* Reliable Printer
* Virus Scan Software

**Required Competencies:**

* Ability to navigate the Web (use a browser) and handle multiple open windows
* Ability to browse web pages
* Knowledge of how to create, send, open, close, and save files and attachments
* Ability to attach documents to E-mail and send
* Basic word processing skills

**Netiquette/Email:**

Every time you link and enter your NKU virtual classroom and supporting NKU sites, your communications are open for others to see. If you are not careful, these communications may
violate NKU and class policies. Online communication examples are: emails, Discussion Boards, Chat Rooms, Attachments, Links, Virtual Chats, and Instant Messages.

DO NOT USE LANGUAGE THAT IS:

* Harassing
* Threatening
* Discriminatory
* A copyright violation

NKU AND PSY 302 CLASS POLICIES PROHIBIT:

* Sending obscene pictures
* Sending obscene jokes
* Linking to adult sites
* Sending offensive email
* Insulting anyone
* Insulting anyone's ideas or thoughts (disagreement is acceptable, insulting is not). If you have any doubts, don't send it!

**SCHEDULE OF EVENTS**



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| http://i43.tower.com/images/mm113675817/leadership-james-macgregor-burns-paperback-cover-art.jpg  | Jan 14 | * Class begins; welcome; course overview
* Read syllabus online
* View attend Tutorial #1 (Chapters 1, 2, 3 – 36.31 minutes) – video skit optional
* Read the biography of James Autry
* Read text—Preface and Chapter 1: The Importance of Leadership
* See especially Satisfactions and Frustrations of Leaders, page 8
* View *Winston Churchill: Walking with Destiny* video online
* **Assignment: Leadership Case Study, including identity of leader; where leader learned to lead; what leader wants in a leader; relationship between leadership effectiveness, employee morale, and work performance; and advice for career success. (3 pages) Due Jan 30**
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|   | Jan 16 | Part 1: Leadership Variables* Read text—Chapter 2: The Leadership Equation
* Read the biography of James MacGregor Burns
* See especially Leadership Contingency Theory and Transformational Leadership, pages 21 - 25
* View *The Art of Caring Leadership* video online
* **Submit 1 page reaction paper #1 including your own core leadership values and discussion of the “Caring Confrontation” Due Jan 18**
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|   |   | * Read text—Chapter 3: Leadership Qualities, Characteristics of Followers and Situational Factors
* Read the biography of Kurt Lewin
* See especially “negative” leadership, pages 31 - 32
* Complete *Reflection Points* on pages 53 - 54
* Complete Indicator of Multiple Intelligences—assessment (text), page 39
* View *Embrace the Shake* video online
* View *University of Texas at Austin 2014 Commencement Address – Admiral William McRaven: Make Your Bed* (19:26 minutes 6, 626,630 views)
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| the image | Jan 18 | Part 2: The Power of Vision* View attend Tutorial #2 (Chapter 4 – 15:31 minutes) – video skit optional
* Read text—Chapter 4: The Importance of Vision and The Motive to Lead
* Read biography of Joel Barker
* See especially The Importance of Alignment, Prioritization, and Execution pages 64 - 65
* See especially Why Create a Vision and Requirement for an Effective Vision, pages 65 - 67
* View *The Power of Vision* video online
* **Submit 1 page reaction paper #2 including a statement of your personal and/or organizational vision and starfish example Due Jan 23**
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|  | Jan 22 | **Last day to drop a course without a grade appearing on transcript****Last day to drop a course with a 50% tuition adjustment** |
| http://magazine.amstat.org/wp-content/uploads/2010/08/Likert.png | Jan 23  | Part 2 continued:* Complete *Social Motives in the work Setting*—Assessment (text), page 68
* View attend Tutorial #3 (Chapter 5 – 12:39) – video skit optional
* Read text—Chapter 5: Organizational Climate
* Read biography of Rensis Likert
* See especially Building Community in The Workplace, pages 80 - 83
* Complete *Organizational Climate Questionnaire*—assessment (text), page 74
* Complete *Reflection Points* on pages 85 - 86
* View *My Mom’s Motorcycle* video online
* View *Margaret Heffernan: Forget the Pecking Order at Work* (Ted talk 2017 15:45 minutes)
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|  | Jan 25 | **1st Quarter Exam (Intro, Part 1 and Part 2 )** |
| http://www.jewishvirtuallibrary.org/images/hitler1.jpg  | Jan 28  | Part 3: The Importance of Ethics * View attend Tutorial #4 (Chapters 6 and 7 – 21:47 minutes) – video skit optional
* Read text—Chapter 6: Leadership Ethics
* Read biography of Lawrence Kohlberg
* See especially Ethics and The Legal Department page 103
* View *Moral Development* video online
* View *Buzzer* video online
* **Submit 1 page reaction paper #3 including discussion of levels of morality in personal and/or historic incidents**

 **due Jan 30** |
| http://www.poorwilliam.net/pix/ben_franklin-tint.jpg |  | * Read text—Chapter 7: The Role of Values and Ethics at Work
* Read Peter Drucker biography
* See especially Values and The Importance of Courage, page 106
* Complete *Personal Values*—Assessment (text), page 114
* View *Ethics and Money* video online
* View *John Mack on Saving Morgan Stanley* video online
* Complete *Reflection Points* on pages 139 - 140
 |
| the image  | Jan 30 | Part 4: The Empowerment of People * **Submit 3-page leadership case study.**
* View attend Tutorial #5 (Chapter 8 – 13:43 minutes) – video skit optional
* Read text—Chapter 8: Leadership Authority
* Read Robert Greenleaf biography
* See especially Servant Leadership, pages 145 - 149
* See especially Psychological Size and Leadership Effectiveness, pages 156 - 159
* View *Free Hugs* video online
* View attend Tutorial #6 (Chapter 9 – 27:46 minutes) – video skit optional
* Read text—Chapter 9: Empowerment in the Workplace and The Quality Imperative
* Read W. Edwards Deming biography
* See especially Communication Problems and Solutions, pages 165 - 168
* See especially The High Performance Workplace, pages 168 - 169
* View *Johnny The Bagger* video online
* View *Smile* video online
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| http://www.zjlu.info/pic/engineering/the-challenger-disaster.jpg | Feb 1 | Part 4 continued:* View attend Tutorial #7 (Chapter 10 – 31:30 minutes) – video skit optional
* Read text—Chapter 10: Effective Leadership and Human Relations
* Read Irving Janis biography
* View *Groupthink* video online
* **Submit 1 page reaction paper #4 including discussion of “groupthink” in personal and/or historic incidents Due Feb 4**
* Complete *Reflection Points* on pages 183 – 184
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| http://www.lelandmiller.com/wp-content/uploads/2010/12/flow-300x300.jpg | Feb 4 | Part 5: Leadership Principles* Read Douglas McGregor biography
* Complete *The Leadership Report Card*—assessment (text), page 188
* See especially Psychological Health and the Concept of Flow, page 201 - 203
* See especially The Art of Listening 213 - 216
* See especially The Evolving Context of Human Relations 218 - 219
* View *Empathy* (The Cleveland Clinic 4.50 minutes)
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| http://www.thetoptensite.com/images/Mount_Everest_Nepal.jpg | Feb 6 | Part 5 continued: * View attend Tutorial #8 (Chapter 11 – 26:44 minutes) – video skit optional
* Read text—Chapter 11 The Team Concept
* See especially Excellent Teams and Positive vs. Negative Group Member Roles, page 226 - 228
* See especially Stages in The Life of a Group, pages 240 - 243
* View *Your Summit Awaits* video online.
* **Submit 1 page reaction paper #5 including application of truth, perspective, trust, focus, and humility to achieve a personal or organizational summit Due Feb 8**
* Complete *Reflection Points* on pages 259 260
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|   | Feb 8 | **2nd Quarter Exam (Parts 3, 4, & 5)** |
| http://whaledonevideo.com/Whale_Done_Action_FirstFrame.jpg  | Feb 11Feb 11Feb 13 | Part 6: Understanding People* View attend tutorial #9 (Chapters 12 and 13 – 35:43 minutes) – video skit optional
* Read text—Chapter 12: Human Behavior and The Art of Persuasion
* Read the biography of Abraham Maslow
* See especially Emotional Intelligence pages 281 - 285
* Complete *Motivation at Work*—assessment (text), page 270
* View *Maslow* video online
* View *Drive* video online
* View *The Transformational Power of Positive Relationships* video online

**Last day to drop a course with a grade of W**Part 6 Continued:* See especially The Effective Use of Words and Joshua Lawrence Chamberlain—civil war case
* Read text—Chapter 13: The Diversity Challenge
* Read the biography of Jane Elliott
* Read the biography of Deborah Tannen
* See especially Why Tolerance is Important, pages 308 - 310
* See especially Leadership, Diversity, and Personal Example, pages 316
* View *Brown Eyes/Blue Eyes* video online
* **Submit 1 page reaction paper #6 including organizational efforts to achieve “eyes-level versus eyes up-or-down” human relations due Feb 15**
* Complete*Reflection Points* on pages 318 -319
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| http://content.answcdn.com/main/content/img/webpics/Thomas_Edison.jpg  | Feb 15 http://www.northlandprep.org/gordon%20allport.jpgFeb 18 | Part 7: Multiplying Effectiveness* View attend Tutorial #10 (Chapter 14 – 11:17 minutes) – video skit optional
* Read text—Chapter 14: Effective Delegation and How to Assign Work
* Read the biography of Thomas Edison
* See especially Person-Position Fit, page 329

Part 7 Continued:* View attend Tutorial #11 (Chapter 15 – 46:30) – video skit optional
* Read text—Chapter 15: The Role of Personality
* Read the biography of Gordon Allport
* See especially The Importance of Self-Concept and Personality Plays a Part, pages 341 - 345
* Complete *Interpersonal Styles* Questionnaire – assessment (text), page 346
* View *Loyalty in The Workplace* video online
* Complete *Reflection Points* on page 368 - 369
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|  | Feb 20 | **3rd Quarter Exam (Part 6 and Part 7)** |
|   | http://www.asiaing.com/images/stories/book/Pygmalion.by.George.Bernard.Shaw.gifFeb 22Feb 25 | Part 8: Developing Others* View attend tutorial #12 (Chapter 16 – 31:21 minutes) – video skit optional
* Read text—Chapter 16: The Leader as Coach
* Read biography of John Gardner
* See especially The Development of Others, pages 374 – 378, and Developing Leaders, pages 383 - 387
* See especially How to Attract and Keep Good People, pages 388 - 389
* View *Pygmalion in Management* video online
* View *Stay Hungry, Stay Foolish* video online
* View *The Benefits of Failure* video online
* View *Keynote Speaker: Marcus Buckingham* (Presented by SPEAK Inc. 9:51)

Part 8 Continued:* View attend Tutorial #13 (Chapter 17 – 26:51 minutes) – video skit optional
* Read text—Chapter 17: Helping People Through Change and Burnout Prevention
* Read biography of John Kotter
* See especially Managing People through Change pages 394 - 396
* View *Managing People Through Change* video online
* View attend Tutorial #14 (Chapter 17 continued – 35:50 minutes) – video skit optional
* Complete *Characteristics of a Hardy Personality* – assessment (text), page 427
* See especially – Developing Resilience, pages 431 - 435
* Complete *Reflection Points* on pages 437 - 438
* View: *Celebrate What’s Right with the World* (Dewitt Jones: TED x Southwest Tahoe 18:10 minutes)
* View *What Makes a Good Life* (Robert Waldinger: TED Talk 18 minutes)
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| http://photo.goodreads.com/books/1170899741l/76865.jpg  | Feb 27 http://www.circledwestern.com/WesternMusic/RedSteagall/Images/FenceBook.jpg Feb 29  | Part 9: Performance Management* Read bibliography of Ken Blanchard
* See especially Performance Management Strategies, pages 454 – 455
* See especially Organizational Performance and Organizational Success, pages 476 - 480
* View attend Tutorial #15 (Chapters 18, 19, and 20 – 50:40 minutes) – video skit optional
* Read text—Chapter 18: Managing Performance
* View *Ken Blanchard* video online
* View *Stairway to Heaven* online
* **Submit 1 page reaction paper #7 including personal and/or organizational applications of goal setting, coaching to succeed, and correcting performance Due Feb 29**

Part 9 Continued:Read text—Chapter 19: Professional Performance and Sustaining Discipline* Read the biography of Jim Collins
* Complete the Performance Pyramid – assessment (text) page 460
* See especially Five Levels of Performance Excellence and Organizational Performance, pages 474 - 476
* Performance Pyramid and the Productive Workplace
* View *Dancing* video online
* View *Disney* video online
* View *McDonald’s* video online
* View *The Fence That Me and Shorty Built* video online
* Complete *Reflection Points* on pages 489 - 490
* Read text—Chapter 20: The Road Ahead—Challenge and Charge
* Read the biography of Abraham Lincoln
* See especially Nine Keys of Leadership Success, pages 492 - 500
* See especially Going Forward, pages 500 - 501
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|  | Mar 1 | **4th Quarter Exam (Part 8, Part 9, and Conclusion)** |
|   | Mar 1 | * Last Day of Class

**Note: Use online course evaluation procedure at** [**http://eval.nku.edu**](http://eval.nku.edu) |
|  |  |  |
| http://baggett900.files.wordpress.com/2009/09/group-graduation-2008.jpg |  |  |
|  | Mar 5 | Grades due by 9:00 AM  |

**“Education is not the filling of a pail, but the lighting of a fire”**

**William Butler Yates**



**Bibliography**

Once I had a student ask me for all the books that influenced or shaped me. So, I started building this list. These books are not required for this class, but are available to help inform and open new lines of thought.

*A Business and its Beliefs* by Thomas J. Watson

Respect for the individual, customer service, and performance excellence

*A Child Called It* by David Peltzer

About indescribable abuse

*A Gentleman in Moscow* by Amor Towles

30 years of house arrest in Russian history

*A Little History of the World* by E.H. Gombrich

Engaging tale of human history

*A Man Called Ove* by Fredrik Backman

For the curmudgeon in your life

*A Short History of Nearly Everything* by Bill Bryson

Highly interesting science book

*A Walk in the Woods* by Bill Bryson

Walking the Appalachian Trail

*Albion’s Seed* by David Hackett Fischer

British folkways that have shaped America

*All Over but the Shoutin'* by Rick Bragg

Authentic account of dysfunction and grace

*All the Light We Cannot See* by Anthony Doerr

An enchanting mix of history, character and story masterfully written

*Being Mortal* by Atul Gawande

End of life matters

*Cinnamon and Gunpowder by Eli Brown*

Pirates, food and adventure on the high seas

*Code Girls* by Liza Mundy

American women code breakers in World War II

*Complications* by Atul Gawande

Medicine today from a surgeon’s perspective

*Cutting for Stone* by Abraham Verghese
Politics, medicine, and human relationships intricately told

*Economics* by Paul Samuelson

Classic text on the principles of economics

*Eight Habits of the Heart* by Clifton L. Taulbert

Growing up in the south

*Einstein* by Walter Isaacson

The science and psychology of a genius

*Emotional Intelligence* by Daniel Goleman

Practical wisdom

*Evicted* by Mathew Desmond

Without a home, everything falls apart

*Execution* by Larry Bossidy and Ram Charan

Getting things done

*First Things First* by Stephen R. Covey

Effective time management

*First, Break All the Rules* by Marcus Buckingham and Kurt Coffman

Professional Development

*Folkways* by William Graham Sumner

A study of mores, customs and manners in man’s struggle for survival

*Fraternity* by Diane Brady

True story about opportunity, courage, growth and love

*Gift from the Sea* by Anne Morrow Lindbergh

About reflection, learning and tranquility

*Good to Great* by James Collins

Level 5 leadership, the right people on the bus, the hedgehog concept

*Guns, Germs and Steel* by Jared Diamond

The biological and cultural evolution of human beings

*Hatchet* by Gary Paulsen

A boy’s wilderness survival story

*Hillbilly Elegy* by J.D. Vance

First person sociology book of Appalachian culture

*History of Western Philosophy* by Bertrand Russell

Highly recommended history of philosophical thought

*How Doctors Think* by Jerome Groopman

Avoiding health care mistakes

*How Starbucks Saved My Life* by Michael Gill

Life, work, and the Starbucks experience

*How the Irish Saved Civilization* by Thomas Cahill

Ireland’s heroic role

*How to Win Friends and Influence* *People* by Dale Carnegie

Simple truths for positive relationships

*How We Die* by Sherwin Nuland

A compassionate reflection on life’s final chapter

*If You Meet the Buddha on the Road, Kill Him!* by Sheldon Kopp

Self-understanding and personal growth

*In Search of Excellence* by Tom Peters and Bob Waterman

Business lessons from great companies

*Intellectuals* by Paul Johnson

The enlightened ideas and different personalities of influential thinkers

*In the Heart of the Sea* by Nathaniel Philbrick

The true and tragic story of the whaling ship Essex, 1820

  *Is It Worth Dying For?* by Robert S. Eliot

Life in perspective

*Leading at a Higher Level* by Ken Blanchard

Leadership principles and skills

*Learned Optimism* by Martin Seligman

The importance of attitude

*Make Your Bed* by William McRaven

Leadership lessons to change the world

*Man’s Search for Meaning* by Viktor E. Frankl

Psychology of the concentration camp

*Motivation and Personality* by Abraham Maslow

The hierarchy of human needs

*Nickel and Dimed (2011)* by Barbara Ehrenreich

Realistic account of life in low-waged America

*Night* by Elie Wiesel

Survival and hope

*Nothing But the Truth* by Avi

The “communication” book all students, parents, teachers and administrators should read

*Now, Discover Your Strengths* by Marcus Buckingham and Donald Clifton

Professional growth

*Oh, The Places You’ll Go!* by Dr. Seuss

A book about choice, judgment, consequences and hope

*On Becoming a Person* by Carl Rogers

Guidance for psychological health

*On Writing* by Stephen King

A memoir of the craft

*Plato, Not Prozac!* by Lou Marinoff

Right thinking, right living

*Quiet* by Susan Cain

Examination and discussion of introversion and extroversion

*Riders of the Purple Sage* by Zane Gray

Cattle rustling, nature’s beauty, religion, prejudice, and cowboy love in the American west

*Sabbath* by Wayne Muller

Work well, rest well

*Sailing the Wine-Dark Sea* by Thomas Cahill

The role of the Greeks in western civilization

*Sapiens: A Brief History of Humankind* by Yuval Noah Harari

“Must read” history of humankind

*Season of Life* by Jeffrey Marx

About turning boys into men

*Soul Pancake* by Rainn Wilson

Thought provoking questions that should be discussed by partners

*Sutton* by J. R. Moehringer
Unique character and gangster history

*Team of Rivals* by Doris Kearns Goodwin

Early American leadership

*Ten Commandments for Business Failure* by Donald Keough

Business wisdom based on true-life cases

*That Dark and Bloody River* by Allan Eckert

Historical account of the Ohio River Valley from 1764 to the early 1800s

*The 7 Habits of Highly Effective People* by Stephen Covey

Timeless principles that build character

*The Art of Loving* by Erich Fromm

Meaningful relationships

*The Bible* (Old and New Testament)

Basis of the religious beliefs and moral truths of Christianity

*The Blank Slate* by Steven Pinker

Human nature based on science and common sense

*The Cave and The Light* by Arthur Herman

The influence of Plato and Aristotle on western civilization

*The Checklist Manifesto* by Atul Gawande

How to get things right in a complex world—from medicine to aviation to construction to

finance

*The Defining Decade* by Meg Jay

Read before you are thirty

*The Devil in the White City* by Erik Larson

Madness and magic, stranger than fiction

*The Dream Manager* by Matthew Kelly

Employee morale, retention and performance

*The Effective Executive* by Peter Drucker

A handbook for doing the right things with contribution as the measure of success

*The Emperor of All Maladies* by Siddhartha Mukherjee

The history and biology of cancer

*The Five Dysfunctions* *of a Team* by Patrick M. Lencioni

Work team dynamics

*The Five People You Meet in Heaven* by Mitch Albom

The purpose and importance of people in our lives

*The Gene* by Siddartha Mukherjee

A personal and scientific history

*The Goldfinch: A Novel* by Donna Tartt

A story of art, intrigue, love and loss

*The Greatest Generation* by Tom Brokaw

Responsibility, bravery, sacrifice, and hard work of the World War II generation

*The Greatest Salesman in the World* by Og Mandino

About attitude and service

*The Happiness Project* by Gretchen Rubin

A contemporary and compelling account of the pursuit of happiness

*The Iliad and The Odyssey* by Homer

Distillation of the moral philosophy of ancient Greece

*The Killer Angels* by Michael Shaara

Leadership challenge and courage

*The Last Lecture* by Randy Pausch

Lessons from a young life too soon gone

*The Leader’s Bookshelf* by James Stavridis

Books that have shaped America’s military leaders

*The Life of Pi* by Yann Martel

Survival at sea with a 450-lb Bengal tiger

*The Little Prince* by Antoine de Saint-Exupery

A children’s (adult) book about purpose, responsibility and love

*The Martian* by Andy Weir
Science and survival, unvarnished page-turner

*The Next 100 Years* by George Friedman
Social, economic and military forecast

*The One Minute Manager* by Kenneth Blanchard

The fundamentals of performance management creatively taught

*The People’s House* by David Pepper

Political thriller

*The Practice of Management* by Peter Drucker

The responsibilities and fundamental tasks of management

*The President’s Club* by Nancy Gibbs and Michael Duffy

The personalities and relationships of American presidents

*The Principles of Scientific Management* by Frederick Taylor

The seminal management book on work productivity

*The Prophet* by Kahlil Gibran

Timeless wisdom

*The Reckoning* by David Halberstam

The fall and rise of quality in the automobile industry

 *The Richest Man in Babylon* by George Clason

The best financial advice you will ever receive

*The Righteous Mind* by Jonathan Haidt

The pervasive power of rationalization

*The Road Less Traveled* by Scott Peck

Responsibility, discipline and love

*The Screwtape Letters* by C.S. Lewis

Human nature

*The Servant* by James Hunter

A coaching book for developing leaders

*The Storm of War* by Andrew Roberts

Definitive history of the second world war that claimed the lives of 50 million people

*The Traveler’s Gift* by Andy Andrews

Decisions that Determine Personal Success

*The Warmth of Other Suns* by Isabel Wilkerson

The epic story of America’s great migration

*The Worldly Philosophers* by Robert Heilbroner

The lives, times and ideas of the great economic thinkers

*Toward a Psychology of Being* by Abraham Maslow

The human potential for psychological growth

*Turn the Ship Around!*  by David Marquet

How to take your team from last place to best in class

*Uncle Tom’s Cabin* by Harriet Beecher Stowe

A folk picture of an age and a nation

*Uncommon Friends* by James Newton

A lifetime of friendship with Thomas Edison, Henry Ford, Harvey Firestone, Alexis

Carrel and Charles Lindberg

*Washington: A Life* by Ron Chernow

A "must read" biography for every American

*Who Says Elephants Can’t Dance?* by Louis Gerstner

An instructive book on business leadership

*Wooden on Leadership* by John Wooden

Principles and practices

*Work Rules!* by Laszlo Bock

Google policies and practices based on empirical data

*World Order* by Henry Kissinger

Past, present and future of the geopolitical world

*Younger Next Year* by Chris Crowley and Henry S. Lodge

The biology and sociology of aging

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