

**San José State University**

**Lucas College and Graduate School of Business  
School of Global Leadership and Innovation**

**BUS5 16 Introduction to Leadership and Innovation  
Section 60, Class Number 48036 | Fall 2018**

**Course and Contact Information**

Instructor:	Dave Wilde
Office Location:	Business Tower (BT) 557
Telephone:	tbd NOTE: I rarely check this voice mail - Canvas messaging is much preferred
Email:	<a href="mailto:david.wilde@sjsu.edu">david.wilde@sjsu.edu</a> (please use Canvas messaging to reach me)
Office Hours:	Monday and Wednesday 1:30PM – 2:30PM (or by appointment)
Class Days/Time:	Monday and Wednesday 4:30PM – 5:45PM
Classroom:	BBC 220 (Boccardo Business Center)

**Course Format**

**Canvas and MySJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. This syllabus is a living document and subject to change. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> and listening carefully in class to learn of any updates.

The best way to reach me is via Canvas messaging (I rarely check SJSU voice mail). I will do my best to respond to emails within 24 hours. Please place the word URGENT at the front of the subject if the email is urgent.

**Course Description (from course catalog)**

This interdisciplinary course covers basic theories of leadership and innovation and investigates key topics that influence contemporary social leadership issues. Students assess their leadership styles to create personal development plans leading toward positive, innovative impacts on society.

**Course Goals**

A primary objective for this course is for you to understand leadership theories, innovation practices and their applications, and to practice applying them to real-world situations and to your studies, employment, relationships, community and more.

This course is offered to freshmen as the skills taught here are crucial for your success and to help you take full advantage of your university experience.

## **Lucas College and Graduate School of Business Program Goals**

This course will help you develop competencies in each of the areas outlined in the [Lucas College of Business BSBA program learning goals](#):

**Goal One:** Business Knowledge: Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

**Goal Two:** Communication: Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

**Goal Three:** Ethical Awareness: Recognize, analyze, and articulate solutions to ethical issues that arise in business.

**Goal Four:** Leadership, Teams and Diversity: Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

**Goal Five:** Critical Thinking: Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

**Goal Six:** Innovation: Recognize, analyze, and articulate strategies for promoting creativity and innovation.

### **Course Learning Outcomes (CLO)**

Upon successful completion of this course, be able to apply the theories and practical approaches that will be covered, thereby demonstrating clear growth, abilities and confidence in each of these course learning outcomes as listed below:

1. Explain how strong leadership and innovation skills contribute to positive business outcomes by studying the text, and by applying design thinking and lean agile approaches to a team project,
2. Confidently summarize and present your ideals in written and verbal form through the team project and a summary paper,
3. Identify and describe ethical issues and challenges that arise in leadership situations through studying the text and considering real scenarios through case studies,
4. Identify challenges in leading diverse groups and learn and apply skills to address those challenges.
5. Demonstrate critical thinking skills by applying what you learn in the text to case studies, by identifying creative solutions to the needs identified in the empathize stage of team project and by synthesizing what you have learned together with some light research in a summary paper near the end of the semester
6. Describe how strong leaders can encourage, nurture and support cultures of innovation through assigned reading and class discussions and exercises,
7. Apply design thinking and lean agile development principles as part of a team project to identify a real world challenge, and to design and prototype one or more potential solutions to address that challenge.

## Required Texts/Readings (Required)

### Textbook

*Leadership: Theory and Practice (8th Edition)* by Peter G. Northouse (2018) [ISBN 978-1-5063-6231-1](#)  
SAGE Publications.

Please be sure to purchase or rent the 8th edition (I suggest you verify the ISBN number). The book will be available soon (if not already) for purchase, rental and as an e-book at the SJSU book store in the Student Union. It is also available through several popular websites or on the publisher website.

The following readings are required and will be posted in Canvas before they are assigned. These articles are important foundational information for the class project:

- Harvard Business Review: Spend a Day in the Life of Your Customers
- Building Market Focused Organizations
- Introduction to Design Thinking
- Design Thinking Bootcamp Bootleg
- Harvard Business Review: Embracing Agile

Additional readings may be added later.

### Other Readings

Links to relevant leadership readings and articles will be posted on Canvas or sent via email for your reference. In addition, you may also go to these websites (and, of course, many more) for current business news and to find articles to support your class work:

- [BBC World Business News](#)
- [Bloomberg](#)
- [CNBC](#)
- [CNN Money and World News](#)
- [Reuters](#)
- [World Economic Forum Reports](#)
- The Economist – free access through [MLK library](#)
- WSJ online (Wall Street Journal) – free access through [MLK library](#)

### Other technology requirements / equipment / material

Although you are not required to have a computing device for typical class sessions unless I notify you in advance, it is important to have access to a laptop computer or similar device to complete class projects, access Canvas, turn in assignments, etc. Many of the class materials are accessed through Canvas, and much of your work will be turned in through Canvas.

Laptop computers are occasionally required for class sessions. If you do not have access to a laptop computer, you can check one out at several locations. Please see [here for general SJSU information about technology resources](#) and [here for information about SJSU Lucas College and Graduate School of Business technology resources](#) (as well as many other resources).

## Library Liaison

The Dr. Martin Luther King, Jr. Library at SJSU and other area public libraries are excellent resources for your research. SJSU students have access to a wide range of databases that provide market, industry and financial information at the MLK Library. We are fortunate to have Christa Bailey, an outstanding library liaison who works closely with our department. Christa has graciously offered to conduct a digital literacy and research workshop for our class. She will help you learn how to access material to help you with the course project and the final paper. This knowledge will also be helpful to you throughout (and beyond) your time here at SJSU. Christa is also available to work with you directly to help you learn how to effectively use this great resource.

Here is contact information for Christa and for the SJSU library:

Christa Bailey  
Phone: 408-808-2422  
Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)  
Library website: <http://library.sjsu.edu>  
Reference: [SGIL Library Guide](#)

## Course Requirements and Assignments (including final exam)

Important information regarding university policies applicable to all courses is available at the Office of Graduate and Undergraduate Programs. You are strongly encouraged to familiarize yourself with the university policies located at the SJSU [SJSU Syllabus Information page](#).

The [University Syllabus Policy S16-9](#), requires the following language to be included in the syllabus:

*“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”*

In this course, you will learn about leadership theories, approaches to innovation, and how to assess and improve your own personal leadership and innovation skills and traits. These goals will be accomplished through the following:

1. **Assigned Reading.** The textbook and other required reading assignments help you gain many insights into specific areas of leadership and innovation. The textbook provides an excellent framework for understanding leadership from different perspectives. The required readings focus on some approaches to innovation that you will then practice and learn through a hands-on approach. Reading is due by (and subject to inclusion on quizzes at) the start of class on the date listed in the detailed table at the bottom of this syllabus.
2. **Participation in Class Discussions, Exercises and Online Discussions.** Participation is a critical element of the course. It is important that you participate actively in this course, through in-class and on-line discussions, individual and group exercises during class, and throughout the team project. You will work with your classmates and learn through active participation and sharing insights, questions and answers with one another. You will also apply, check and demonstrate your mastery of the concepts by posting responses to online discussion questions and by responding constructively to classmates' posts. Participation will be measured and graded based on a combination of your active participation in full-class discussions, in daily in-class group exercises and in on-line discussions with your classmates on Canvas,

3. **Quizzes & Exams.** Quizzes will be given throughout the semester to assess your understanding of assigned reading and for course material and topics which are discussed in class. The quizzes will help you assess your preparedness for the class discussions, lectures and activities, as well as for the exams and projects. Quizzes will often be conducted at the start of class, and make-ups will not be available to latecomers.

There will be two exams during the semester (in addition to the final exam). Makeup exams will only be considered in very rare cases of extreme emergency, and at the sole discretion of the instructor. Please notify me by email as far in advance as you can in case of an extreme emergency. In case of an illness or family emergency, a note from a doctor or other appropriate documentation will be required.

4. **Written homework and class exercises.** Written work and class exercises (individually and in groups) will be assigned throughout the semester to reinforce the concepts and theories from the assigned reading and from class lectures and discussions. It is expected that you engage in a healthy exchange and sharing of ideas in class discussions, when working in groups, and through participation in the class on-line Canvas forum.

Written work will be assigned and collected to ensure it is completed in a timely manner, and will be graded on a scale of complete, incomplete (50% credit) or not acceptable. Homework is due by the start of class (by 4:30PM, generally via Canvas). Please always bring a copy of your written homework to class for reference during class exercises and discussions. Output and artifacts from class exercises are generally due to be turned in to me at the end of class. Late homework and class exercise assignments will not be accepted.

5. **Innovation Project.** A major part of this class is a team project where you will design a solution to help address a local social challenge or need using a process built around [Design Thinking, while borrowing best practices and approaches from lean and agile mindsets](#). While working on this innovation project, you will also have an opportunity to apply leadership skills that you learn in this class. Details and a rubric for the project will be posted on Canvas and discussed in class. We will use a tool called [CATME](#) to help form and organize 4- or 5-person teams that are diverse in terms of majors, skills and approaches. A diverse team often leads to better outcomes. Learning objectives of this project include:

- **Business knowledge:** Apply concepts learned from the class in an actual project.
- **Critical thinking and innovation.** Demonstrate critical thinking and creativity.
- **Communication:** Create a clear written plan and present it to the class. This will help you hone your writing and presentation skills. Each team member will edit and participate actively in the deliverables.
- **Leadership and Teamwork:** Practice the dynamics of leading, following and teamwork within a diverse group.

Each group member is expected to share the workload fairly, to support one another and to objectively evaluate the contribution of all the other team members. The peer evaluation will be used to determine each student's individual grade for the group project. Students who do not turn in the peer evaluation forms will receive a deduction from the overall group average grade for the final project and presentation. A detailed rubric will be available on Canvas prior to the start of the project.

6. **Final Paper.** A key class assignment is a paper where you will synthesize the many elements of leadership and innovation that we will cover in the class, as well as additional information that you will find through lightweight research. The objectives of this assignment are threefold:

- Carefully consider what you have learned about leadership, innovation and about yourself, and to reflect on how what you have learned might influence your approach to school, work, family, community and/or other aspects of your life in the months and years to come.
- Gain experience writing a college-level paper where you can practice critical thinking, integrating disparate pieces of information and presenting cohesive, relevant, insightful and logical thoughts and ideas in a written form.
- Provide a mechanism for you to review and integrate class topics in preparation for the final exam, and to help cement key material and concepts you've learned for your benefit in the years to come.

A detailed rubric, including topic guidance will be available on Canvas prior to the date when the actual paper is assigned.

7. **Final Exam:** The final exam will be cumulative. Content not covered in earlier exams will be emphasized.

### Grading Information

FINAL LETTER GRADES	
Letter grade	Percentages
A+*	97+
A	94 – 96.99
A-	90 – 93.99
B+	87 – 89.99
B	84 – 86.99
B-	80 – 83.99
C+	77 – 79.99
C	74 – 76.99
C-	70 – 73.99
D+	67 – 69.99
D	64 – 66.99
D-	60 – 63.99
F	0 - 59.99

\*Per SJSU grading policy, an A+ grade results in the same GPA points (4.0) as an A.

In addition to information provided in the section above (Course Requirements and Assignments), detailed rubrics for the major assignments (team innovation project and the reflections paper) will be posted on Canvas.

More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (http://www.sjsu.edu/senate/docs/S16-9.pdf)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (http://www.sjsu.edu/senate/docs/F15-12.pdf)

## Determination of Grades

Your grade in this class is weighted (some points are worth more than others). The specific distribution of your grades is given in the following table:

GRADE DISTRIBUTION	
Item	Weight
Homework and in-class exercises	10%
Participation	10%
Quizzes	10%
Hourly exams (2 x 7.5% each)	15%
Cumulative final	10%
Individual reflection and integration paper	15%
Group project (3 x 5% for intermediate steps + 15% for final project)	30%
<b>TOTAL:</b>	<b>100%</b>

**Extra Credit:** Extra credit may be available and will be announced in class and via Canvas if/as such opportunities become available.

**Rubrics:** Rubrics for major coursework will be posted on Canvas.

**Penalty for late or missed work:** Weekly homework and in-class assignments will not be accepted late. There will be a 10% deduction for each day that a major assignment (group project phases, final project and final reflection paper) is late. A day is defined as the 24-hour period following the time the assignment is due. The submission is considered late once the due date and time of the coursework has passed. Major assignments will not be accepted if it is more than 4 days late.

## Classroom Protocol

1. All assignments are important components of the course, and they must be turned in on time to earn credit. Weekly homework (generally a case study and an assessment) should be turned in through Canvas on the date and time that it is due (generally by 4:30PM), unless otherwise noted).
2. The major project segments and the final paper must be turned in on Canvas unless otherwise noted.
3. All mobile phones must be turned off or placed on silent mode during class hours. Use of mobile phones for texting or any other use is prohibited except in case of emergency circumstances and with prior approval from the instructor. Use of a laptop computer or other device is acceptable for note-taking only, unless needed for that day's class as noted above. Other uses of technology devices are distracting for you, your classmates and for the instructor, and are not allowed during class. I will ask you to turn off any devices used for any other purpose.
4. University policy prohibits food and drinks (other than water) in the classroom per university policy.
5. Class sessions will not require you to use a laptop, tablet or cell phone unless noted in advance. I may ask you to bring a laptop for use during certain class sessions. If needed, laptop loaners are available for checkout at the [Jack Holland Center](#) located in BBC 008 on a daily basis, or at the MLK Library on a daily or weekly basis.

6. All enrolled students are already registered for Canvas. Canvas will be used to post required coursework, additional resources and other announcements. All communications (outside of class) will also be done through Canvas, thus, it is your responsibility to regularly check Canvas for course announcements (especially during weekends). Please make sure that you have access and know how to navigate Canvas:

Log in page: <http://www.sjsu.edu/at/ec/canvas/>

Student resources: [http://www.sjsu.edu/at/ec/canvas/student\\_resources\\_new/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html)

7. For expectations about classroom behavior; see Academic Senate Policy S90-5 (<http://www.sjsu.edu/senate/s90-5.htm>) on Student Rights and Responsibilities

### **University Policies (Required)**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>” **Please be sure to review these university policies and resources.**

Several (but not all) of the university policies are listed here:

### **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester’s [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Accommodation to Students’ Religious Holidays**

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Please send me an email if you would like to request permission to record any portions of this class.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)). Information about the latest changes and news is available at the [Advising Hub](#).

## **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](#) website for more information.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## **SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

## **SJSU Peer Connections**

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

## **SJSU Career Center**

Another great resource to check out is the [SJSU Career Center](#). [SJSU Handshake](#) is an example of an SJSU Career Center service to help you with job searches.

## **Overall SJSU Resource List**

When you're not sure where to go for help, [here is a wonderful webpage](http://www.sjsu.edu/lcobssc/studentresources/index.html) that you should bookmark. It lists many of the most critical campus resources you have access to (e.g., accessible education center, career center, counseling services, parking services, writing center): <http://www.sjsu.edu/lcobssc/studentresources/index.html>

## BUS5 16 Introduction to Leadership and Innovation

### Section 60, Class Number 48036 | Fall 2018

- As with the rest of this syllabus, this schedule is subject to change. I will announce major changes on Canvas and in class.
- Reading assignments are accompanied by homework (usually an end-of-chapter Case Study shown as CS x.y where CS 3.2 means the second Chapter 3 case study, and the end-of-chapter assessment. Homework is due in Canvas before class starts. Please bring hardcopy or softcopy of your homework to class for reference during class discussions and exercises.
- Quizzes will be given on most assigned book and paper readings, generally on the day that reading is due. Quizzes are often, but not necessarily, given at the start of class.
- Class time will generally include brief lectures, discussion and individual/group/class exercises designed to reinforce the reading. It is critical that you complete all assigned reading and homework prior to class, so that you are prepared to contribute to and participate actively in the class and group exercises and discussions.

#### Course Schedule

Week	Date	Special Topics to be Covered (unless otherwise noted, main class topic is aligned to the assigned reading)	Homework; Assigned Reading (due 4:30PM)
0	8/22	Class Overview	
1	8/27		Explore Canvas; Add picture (and optional bio) Read Syllabus Read Ch. 1 “Introduction” Read Ch. 2 “Trait Approach” Complete Case Study (CS) 2.3; LTQ Assessment
1	8/29		Read Ch. 3 “Skills Approach” Complete CS 3.1 and Skills Inventory
2	9/3	<b>No Class – Labor Day</b>	
2	9/5		Read Ch. 4 “Behavioral Approach” Complete CS 4.3; Leadership Behavior Questionnaire Explore <a href="http://www.catme.org">www.catme.org</a> ; register and complete survey
3	9/10	Form Innovation Project Teams	Read Ch. 5 “Situational Approach; Complete CS 5.x; Situational Leadership Questionnaire
3	9/12		Read Ch. 6 “Path Goal Theory”; Complete CS 6.x; Path-Goal Leadership Questionnaire
4	9/17	Review for Exam #1	
4	9/19	<b>Exam #1</b>	
5	9/24	Review Exam #1 SJSU MLK Library Digital Literacy Workshop	Read “Building Market Focused Organizations” paper

Week	Date	Special Topics to be Covered (unless otherwise noted, main class topic is aligned to the assigned reading)	Homework; Assigned Reading (due 4:30PM)
5	9/26	Introduce Class Project Form project Teams	Read Design Thinking Overview Read Design Thinking Bootleg
6	10/1	Design Thinking Simulation	
6	10/3		Read Ch. 7 “Leader-Member Exchange Theory”; Complete CS 7.x; LMX 7 Questionnaire
7	10/8		Read Ch. 8 “Transformational Leadership”; Complete CS 8.x; Multifactor Leadership Questionnaire
7	10/10	Innovation project Empathize Workshop	Read HBR “Spend a Day in the Life of Your Customers”
8	10/15		Read “Building Market Focus Organizations”
8	10/17		Read Ch. 9 “Authentic Leadership”; Complete CS 9.x; Authentic leadership Self-Assessment Questionnaire <b>Due: Innovation Project Part 1: Empathize</b>
9	10/22	Guest Speaker: To Be Confirmed	Read Ch. 10 “Servant Leadership”; Complete CS 10.x; Servant Leadership Questionnaire
9	10/24	Innovation Project Define and Ideate Workshop	Read HBR “Embracing Agile”
10	10/29		Read Ch. 11 “Adaptive Leadership”; Complete CS 11.x; Adaptive Leadership Questionnaire;
10	10/31		Read Ch. 12 “”; CS 12.x; Complete Followership Questionnaire <b>Due: Innovation Project Part 2/3: Define and Ideate</b> <b>Due: Individual Paper Topic &amp; Thesis Statement</b>
11	11/5	Review for Exam #2	
11	11/7	<b>Exam #2</b>	
12	11/12	<b>No Class – Veterans Day</b>	
12	11/14	Review Exam #2 Guest Speaker (to be confirmed)	Ch 13 “Leadership Ethics”; Complete CS 13.x and Ethical Leadership Style Questionnaire <b>Due: Design Thinking Prototype and Test</b>
13	11/19		Ch 14 “Team Leadership”; Complete CS 14.x, Team Excellence and Collaborative Team Leader Questionnaire <b>Due: Individual Retrospective Paper Rough Draft</b>
13	11/21	Workshop Final Projects	
14	11/26	Guest Speaker (to be confirmed)	Ch 15 “Gender and Leadership”; Complete CS 15.x, (will do Gender and Leader Implicit Assoc. Test in class)
14	11/28		Ch.16 “Culture and Leadership”; Complete CS 16.x, Dimensions of Culture Questionnaire <b>Due: Final Project Package (mini-Business Plan) and peer Evals</b>
15	12/3	Team Project Presentations	

<b>Week</b>	<b>Date</b>	<b>Special Topics to be Covered</b> (unless otherwise noted, main class topic is aligned to the assigned reading)	<b>Homework; Assigned Reading (due 4:30PM)</b>
15	12/5	Team Project Presentations	<b>Due: Individual Retrospective Paper</b>
16	12/10	Class Retrospective; Review for Final	
Final Exam	12/13	<b>Cumulative Final Exam</b> <b>2:45 – 5:00 – Location BBC 220</b> (to be confirmed)	