

Mount Saint Mary's University, Los Angeles
BUS 129 – Modern Leadership Practice
Spring 2026 Semester

COURSE SYLLABUS

Instructor: Dr. Michelle French-Holloway

Course Description:

This course covers an advanced survey of leadership theories and concepts, with an emphasis on practical application of newer leadership models considering all the complexities of the 21st century business environment. In this course, students will explore, discuss, and practice effective strategies and behaviors to lead others, teams, and organizations for high performance. Areas of focus include: leadership roles, theories and styles, creating a shared vision, coaching, teamwork and group dynamics, cultural communication and influence, and ethical decision making. Students will be able to assess their skills as a leader and create a plan to grow and improve their leadership effectiveness. Further, this course brings the insights into leadership in organizations brought forth by psychology, sociology, management, and philosophy and centers them on their implications for leaders, organizations, and society.

Incoming competency of student expected by instructor:

General knowledge of business principles and concepts.

Course statement of objectives:

- A. To develop self-awareness and the ability to maximize one's strengths.
- B. To compare and contrast various leadership theories.
- C. To analyze situational contexts and select the appropriate leadership styles.
- D. To identify skills and abilities that enhance leadership effectiveness.
- E. To examine one's own identity, values, and place in the world in order to use leadership skills and roles to contribute to a vision of the good life.

COMMUNITY

Course Objective: The LACE objective of this course is to develop each student's sense of responsibility along with the skills and knowledge necessary to serve the communities in which we live and work. In addition, this course includes learning experiences that provide opportunities for students to contribute to the well-being of the cities and neighborhoods in which they live.

Student Learning Outcome: Students will critically analyze and apply disciplinary perspectives and contexts to the studies of communities, in order to build a sense of responsibility and skills necessary to serve. In order to meet these outcomes, students will:

- Develop a sense of responsibility to serve the communities in which we live and work
- Develop necessary skills and knowledge describe and analyze the communities in which we live and work

INTEGRATIVE SCHOLARSHIP

Course Objective: The LACE objective of this course includes upper-division coursework designed to assist students in cultivating interdisciplinary and intercultural knowledge and competencies in the context of the LACE central themes: Spirit of the Founders, Community, Global Awareness and Understanding, and Women and Gender. Courses may integrate specific disciplinary knowledge within a student's major. An experiential learning component is strongly encouraged.

Student Learning Outcome: Students will demonstrate interdisciplinary knowledge and ability to connect diverse academic perspectives by critically examining topics related to the human condition under any of the central themes of LACE: Spirit of the Founders, Community, Global Awareness and Understanding, and Women and Gender.

LIFE WORTH LIVING

This course incorporates the exploration of Life Worth Living (LWL) Principles. "The Life Worth Living Network equips students, educators, and the public for the lifelong process of discerning, articulating, and pursuing the good life through engaging the world's philosophical, cultural, and religious traditions." The following statements summarize the LWL Key Principles:

1. Pursuit of (Existential) Meaning: We equip students for the lifelong process of discerning and living the answer to the fundamental question of our lives: "What is the shape of flourishing life?" We provide a model for pursuing fundamental questions about the good life while remaining true to our commitments to ideological diversity and pluralism.
2. Commitment to Truth-Seeking Pluralism: We include a diverse range of religious and philosophical perspectives—not as mere anthropological data, but as "live options" that make truth claims with bearing on our lives. We aim to convene truth-seeking conversations about fundamental questions within pluralistic contexts.
3. First-Person Engagement: We invite students and instructors to ask what makes life most worth living and to reply with their lives. As they move through the LWL approach, students are better equipped to articulate their present, ever-revisable vision of a life worth living and to test the reality of living it.
4. Participation in a Learning Community/Community of Practice: We convene life-giving learning communities that offer space for students and instructors to be their whole selves and to marry their most profound existential questions with the best of their intellectual energies. Cohorts of LWL students emerge with the courage and tools to have conversations that matter within and far beyond campus life.

LWL Course Questions

- a. To whom or what are we responsible for living our lives a certain way?
- b. What is a human being and what is their place in the world?
- c. What does it mean for life to feel good?
- d. What is the role of suffering in a good life?
- e. What should we do when we fail to live a good life?

Student learning is at the core of the Mount Saint Mary's University mission. University faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of a business professional. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University. You have the option to notify the professor in writing prior to the assignment due date if you do not wish to have your work viewed by faculty reviewers other than your instructor.

Required Texts: Northouse, P.G. (2020). *Introduction to Leadership*, 5th Edition. Thousand Oaks, CA: Sage. ISBN: 9781071803615

French-Holloway, M. (2020). *A New Meaning-Mission Fit: Aligning life and work in business*. Cham: Springer. ISBN-13: 978-3030411633 or ISBN-10: 303041163X (NOTE: This text is available as an ebook through the MSMU library [here](#).)

Supplemental Readings: Magazine, online, and/or newspaper articles as assigned. **Policies**

Availability: I care about each of my students and will make myself available as needed to ensure student understanding of the course materials. I will be happy to meet with you and/or your group before or after class, by appointment. I do ask that you make an appointment as this schedule may vary. You may e-mail me 24 hours a day. I typically respond weekdays between 10 AM-6 PM. Or you may visit my office hours through Zoom using the following login:

Respect: Active participation in class requires a safe and trusting environment. It is important for us to respect the views and comments made by others, even if we disagree with such comments. Debate and critical discussion are encouraged in this class, yet it must be respectful, polite, and professional.

Confidentiality: Confidentiality is required in order to foster a safe environment for active discussion of business-related topics. Student discussions may involve experiences from their jobs or personal experiences. Therefore, all discussions of business or personal experiences are expected to be treated respectfully and confidentially.

Writing Requirements: The final project and all homework assignments must be typed and spell/grammar checked. Note: while this is not a writing class, it is an upper division University level course and, as such, failure to proofread submissions for spelling and grammar will result in a significantly lower grade being assigned. Please see the Academic Support Center for assistance with your writing.

University Attendance Policy: <https://msmu.smartcatalogiq.com/en/2024-2026/2024-2026-catalog/academic-policies-and-procedures/general-information-for-undergraduate-programs/attendance/>. Attendance and punctuality are important for successful study. Therefore, the number of a student's absences may be taken into account in determining academic grades. Students are expected to contribute to class discussion regularly and inform the instructor of any foreseen absences. An absence is only considered excused when **1)** the instructor receives an e-mail **before** the class from which the student will be absent and for which **2)** the student provides a valid (serious illness or emergency) and verifiable explanation for her/his absence. If an absence is not verified through a doctor's note (in case of illness) or equivalent in case of emergency, the absence will be considered unexcused. In accordance with University policy, there is no provision for a system of allowed cuts and absences. Students may be dropped from a class for excessive absences totaling **six (6) unexcused absences** (missing 20% or more of the classes), when, in the opinion of the instructor, further enrollment in the class would be of little value to the student.

Occasionally, a student is excused from class attendance by the appropriate Academic Dean for the purpose of representing the University. In such cases, the student is responsible for securing and completing any assignments. Attendance, homework assignments, and meaningful class participation account for a significant part of your grade in this course, the difference between an A and a B. If you must miss a class, please let me know in advance, hand in assignments early, and obtain information about the missed class from another student.

Class Schedule, Attendance, Punctuality and Meaningful Participation: BUS 129 is a hybrid course with activities on Tuesdays and Thursdays. Each week we will have our Tuesday Meeting on campus at 4:00 PM in the classroom listed on this syllabus. Then, on Thursdays, students will complete assignments and activities in Canvas starting at 4:00 PM. Students will complete participation exercises each day to earn class participation scores.

Check your Mount email account and the course announcements in Canvas regularly for the latest class updates regarding University guidelines for in-person class meetings.

COVID-19 Information Hub: Refer to the MSMU COVID-19 Info Hub webpage, Students section, located here: [COVID-19 Information Hub - MSMU](#).

Change in Modality Standard Operating Procedure: Potential Emergency Disruption – Should the course modality undergo a long-term or permanent change during the semester, the instructor (with permission of the Department Chair/Program Director and approval of the Provost for long-term changes) will provide a comprehensive update of how the class will continue and any changes that may result.

Class Attendance. Class attendance is required. Much of your learning will derive from discussions and exercises in class, therefore you cannot make up an absence. Attendance will be taken at the beginning of each class meeting. An absence occurs when the student fails to arrive at the beginning of class. Points will be deducted from your attendance grade (1 point) for each absence and (1/2 point) for each time you are tardy. For our online Canvas sessions, attendance will be graded based on students completing the activities assigned for that day.

Participation Grading Criteria. Active participation is mandatory and essential to your success in this course. Participation is graded on individual contributions to class discussions and activities, as well as participation in group exercises. The classroom should be considered a place in which you can test your ability to behave professionally and interact with your peers. In order to earn full credit for participation, students are required to maintain ongoing course engagement. Maintaining course engagement requires participating in course-related activities that may include, but are not limited to attending live classes, reading announcements, participating in group work, posting to discussion forums, submitting assignments, and carrying out all the requirements set forth by the instructor. It is a good practice to log in to Canvas several times a week to stay informed of news, announcements, grades, assignments, and other important course information. **The following are the expectations for every student's daily class participation:**

1. Read assignments before class.
2. Discuss what was learned from the reading with the class.
3. Relate real-life experiences with the reading material and share insights with the class.
4. Ask questions about topics from the reading that were not understood or require clarification.
5. Reflect on concepts from the class and how they will be used in the student's own life.

Regular and Substantive Interaction (RSI) Guidelines: Mount Saint Mary's University, Los Angeles is an institution committed to delivering an exceptional educational experience for its students. As one of our Five Pillars of Distinction, Innovative Teaching and Learning, is woven into the fabric of the University. Therefore, it is our responsibility as an institution to outline and inform our faculty and students in instruction and practice of the "Regular and Substantive Interactions" (RSI) Guidelines set forth by the Department of Education, and subsequently our accreditor, WSCUC Senior College and University Commission. Substantive interaction refers to a variety of faculty actions that support student learning, such as initiating class activities, facilitating discussions, giving feedback for

assignments and responding to student questions. Some of the ways students play a role in substantive interaction include participation with activities, reflecting on topics, listening to their peers and collaborating on group projects.

Deadlines: One of the things you will learn in this class is the effect of timeliness on the success or failure of the functions of management: planning, organizing, leading and controlling. Accepting assignments late reinforces bad time management and procrastination. Therefore, late assignments will lose 10% of their grade each class period or portion thereof they are late. Your grade will be reduced accordingly. Comments/attachments added after an assignment has closed in Canvas are not accepted. No assignments will be accepted after the final exam. Please plan your time to be certain all assignments are turned in by the deadline they are due.

Student credit hour policy: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Taken from: <https://msmu.smartcatalogiq.com/2024-2026/2024-2026-catalog/academic-policies-and-procedures/general-information-for-undergraduate-programs/student-credit-hour/>.

Academic Integrity/Plagiarism: Degree candidates are expected to adhere to the MSMU [statements on Academic Integrity](#) in the MSMU catalog and myMSMU. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. All student-submitted materials are expected to be the product of the student's own thought process. Information from other sources may be used; however, credit must be given, either by using in-text citations or footnotes. Attach a reference list to further identify the sources utilized. Please refer to the Mount Saint Mary's Catalog for additional requirements in this regard. No communication with others, including classmates, will be allowed during any test or quiz. Students caught cheating on any course assignment will forfeit all points and earn a grade of F on that assignment and are in danger of failing the course. Infractions may be addressed by the MSMU administration and possibly include an Academic Integrity Board review.

Generative AI/AGI and ChatGPT: Unless otherwise specified, all assignments and activities for this course require your original and authentic work, submitted for the first time in any academic or professional context. Use of AI-generated material (such as ChatGPT and other AI tools) is academically dishonest unless (1) you are asked to include material using AI as part of an assignment or (2) you request and receive express permission from an instructor.

Academic Freedom Statement: Students' and faculty's freedom of speech is constitutionally protected. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators. The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor—and to allow the same freedom for others. In exercising this freedom, there should be no disruption of the academic process of the class. The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. See the University [Academic Freedom Policy](#) for more information.

Academic Grievance Statement: The Academic Grievance Committee shall receive and investigate complaints, excluding those pertaining to a learning disability (see College Disability Grievance Procedure) that have not been resolved on a lower level (Instructor and Department Chair/Program Director). Students have 14 business days from the posting of grades or dismissal notice to appeal a grade/standing in program. The burden of proof is on the student. A student who believes that the instructor made a clerical error in computing the grade or an egregious error of judgment in evaluating the student's performance has the right to an appeal procedure. See the University [Academic Grievance Policy](#) for more information on the Academic Grievance Committee's jurisdiction, functions, and resolution process or email: AcademicGrievance@msmu.edu.

Disability Statement: MSMU is committed to ensuring the full participation of all qualified students in its programs and activities. MSMU will provide reasonable accommodations to students with disabilities, provided the accommodations do not create an undue hardship or fundamentally alter the nature of the University's programs or activities. Reasonable accommodations are provided on an individual, case-by-case basis. If you have a documented disability, or if you think you may have a disability, and you need a reasonable accommodation, you must register with Disability Services and follow MSMU's procedures to request accommodations. Disability Services works with students confidentially, through an individualized and interactive process, to identify reasonable accommodations. MSMU does not disclose disability-related information without student consent. Only Disability Services may approve disability accommodations. *Each semester, it is the student's responsibility to generate accommodation letters for each instructor through the myDSP portal. After delivery of the accommodation letters, it is the student's responsibility to request a meeting with each instructor, and it is the instructor's responsibility to participate in such a meeting, to discuss the approved accommodations and agree upon how to implement.* If the student and instructor are unable to agree on implementation, or if the instructor believes the approved accommodations may compromise the academic integrity or create a fundamental alteration of the course and/or program, both the student and the instructor must consult Disability Services. For further information about services for students with disabilities, contact Disability Services by email at disability@msmu.edu or by phone at (310) 954-4144. You may also visit the Chalon Academic Support Center, H207, or the Doheny Academic Support Center, Building 3. Information is also available on myMSMU under Student Life, [Disability Services](#).

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

Inclusive Excellence Statement: Mount Saint Mary's University's commitment to inclusive excellence is steeped in the tradition and legacy of the Sisters of St. Joseph of Carondelet (CSJ), our Catholic identity, mission and values. We aspire to achieve our love of dear neighbor without distinction, which permeates all forms of social identities and human experiences.

As affirmed by our non-discrimination policy, the University is committed to providing an environment that is free of unlawful harassment, discrimination and retaliation as defined by federal, state and local law, as well as under this policy. The University recognizes the important contribution a diverse community of students, faculty and staff makes towards the advancement of its goals and ideals. To this end, the University strictly prohibits all forms of unlawful harassment (including sexual harassment), unlawful discrimination and/or retaliation in any form. Any violations of this policy will be treated as serious misconduct and result in appropriate disciplinary action up to and including termination or dismissal from the University. Please review the full policy regarding harassment and discrimination here: <https://www.msmu.edu/student-life/support-resources/title-ix/prohibiting-unlawful-harassment-and-discrimination/>.

As a lived expression of our Catholic identity, we honor and celebrate our similarities and differences. We are committed to the full inclusion of the entire Mount community and strive for a campus where students, staff, faculty, alumnae and all whom we encounter feel welcomed, valued and are supported to reach their full potential, as the Sisters of St. Joseph have taught us.

Title IX and Confidentiality Statement: Mount Saint Mary's University is committed to providing a learning and working environment that is free from bias, discrimination, and harassment in all forms. Under federal civil rights law Title IX, discrimination and harassment on the basis of sex (including gender, gender identity, and sexual orientation) is strictly prohibited. Under Title IX, sexual assault, dating violence, domestic violence, and stalking is also prohibited. If you have experienced, or know of someone who has experienced, gender-based harassment or discrimination, you are encouraged to report such incidents to the Title IX Office. Reporting allows the University to provide students with support, information regarding their reporting options, and more. If you report an incident of gender-based harassment or discrimination to a faculty member, or any non-confidential employee of the University, as a "Responsible Employee," they must notify the University's Title IX coordinator about the basic facts of the incident. To contact the Title IX Office directly for support, or to file a complaint, please email titleix@msmu.edu or call 213-477-2803 and leave a private voicemail. For more information about the supports, resources, and reporting options available at Mount Saint Mary's University, please see the [myMSMU Title IX page](#). For questions/clarification, please contact your Title IX Coordinator at 213.477.2803 or titleix@msmu.edu.

Student Life Statement: Any student who has difficulty with life outside of class, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office DeanofStudentLife@msmu.edu for support. Chalon Campus: 310-954-4130 and Doheny Campus: 213-477-2570. Also, please notify the instructor if you are comfortable in doing so.

Department of Business Administration COVID Exposure Policies: For all BUS and ECO classes, the Department of Business Administration has adopted the following policies, which are posted on the Department's community Canvas page here: https://msmu.instructure.com/courses/1250633/files/215860989?module_item_id=86169573.

Additional Requirements: The requirements and conditions established by Mount Saint Mary's University, as enumerated in the Student Handbook, Catalog, and Department of Business Administration policies, including the University attendance policy and academic integrity policy, are incorporated in this syllabus, in their entirety, by this reference.

Grading

Course Assignments:

Quizzes (3 of 4)	15
Reflection Paper	10
Personal Leadership Action Plan	15
Service Research Report	10
Service Action Plan	5
Service Project Report	20
Service Project Team Effort	10
Participation and Attendance	<u>15</u>
Total	100

Grade Scale

93-100% A	87-89.9% B+	77-79.9% C+	60-69.9% D
90-92.9% A-	83-86.9% B	73-76.9% C	Less than 60% F
	80-82.9% B-	70-72.9% C-	

Course Assignment Descriptions:

Quizzes: The professor will help motivate students to read and prepare for class by administering a series of quizzes that will be open note (but closed book) on assigned reading material to be covered later in the class period. Quiz dates will not be announced. Students will be expected to define what a concept means and how the concept can be applied in real-life organizational settings. Students are not allowed to share notes during any quiz. The lowest quiz score will be dropped.

Reflection Paper: Students will complete a paper describing their experiences with meaning-mission fit based on reflection questions given in class. Students will apply concepts from class and the reading to this assignment, including work/life balance, values congruence, and an analysis of individual strengths.

Personal Leadership Action Plan: Students will write a reflection paper on personal vision and leadership goals. Be sure to cite course texts in your paper. Students will apply concepts from class and the reading to this assignment, including goal setting, behavioral leadership theories, and performance measurement.

Service Research Report: Students will research the organization for the service project in order to understand the organization's goals, needs, and appropriate opportunities for support. Each team member should participate equally in the assignment.

Service Action Plan: Students will develop an action plan based on their research of the organization for their efforts to support the organization's goals. A specific timeline and delegation of roles and responsibilities will be included. Each team member should participate equally in the assignment.

Service Project Report: The service project with a non-profit organization is an opportunity for you to practice team formation and management by completing a service learning project, writing a final project paper, and presenting your results in class. Each team member should participate equally to accomplish the goals of the assignment.

Service Project Team Effort: All team members are required to participate fully in completing this group project, including both the written report and the oral presentation. Each team member will provide feedback on individual members of the group and rate their performance. These scores will be integrated into the determination of the team effort grade.

Overview of Readings and Disciplinary Topics:

Chapter 1; Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* (Understanding Leadership): Leadership/Management/Organizational Behavior

Chapter 3; Volf, Croasmun & McAnnally-Linz, *Life Worth Living: A Guide to What Matters Most* (Understanding Leadership Styles): Leadership/Management/Organizational Behavior

Chapter 6; Buckingham & Clifton, *Now Discover Your Strengths* (Engaging Strengths): Leadership/Management/ Psychology/Positive Organizational Scholarship

French-Holloway p. 1-13, Chapters 6 & 8; Colossians 3:23-25 NCV; Ecclesiastes 2 NLT; Sacks, *Letters to the Next Generation 2: Reflections on Jewish Life* (Meaning in Life and Work): Psychology/Philosophy/Leadership/Positive Organizational Scholarship

Chapter 2; Seligman, *Authentic Happiness* (Recognizing Your Traits): Psychology/Leadership/Organizational Behavior

Chapter 4; Wilkes, *Excellent Catholic Parishes* (Attending to Tasks and Relationships): Psychology/Sociology/Leadership/ Management/Organizational Behavior

Chapter 5; Volf, Croasmun & McAnnally-Linz, *Life Worth Living: A Guide to What Matters Most* (Developing Leadership Skills): Leadership/Management/Organizational Behavior

Chapter 8; Sacks, *Letters to the Next Generation 2: Reflections on Jewish Life* (Establishing a Constructive Climate): Psychology/Sociology/Leadership/ Management/Organizational Behavior/Positive Organizational Scholarship

Chapter 9; Luke 10:25-37 (Embracing Diversity and Inclusion): Management/Leadership/Psychology/Positive Organizational Scholarship/Diversity

Chapter 10; Tannen, *The Power of Talk: Who Gets Heard and Why* (Listening to Out-Group Members): Communications/Linguistics/Management/ Leadership/Psychology/Positive Organizational Scholarship

Chapter 7; Mill, *Utilitarianism*; Zander & Zander, *The Art of Possibility: Transforming Personal and Professional Life* (Creating a Vision): Leadership/Management/Psychology/Organizational Behavior

Chapter 12; Singer, *The Life You Save: Acting Now to End World Poverty*; Plato, *The Republic* (Addressing Ethics in Leadership): Ethics/Philosophy/Leadership/Management/ Organizational Behavior

Chapter 11; Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* (Managing Conflict): Communications/Linguistics/Psychology/Sociology/ Leadership/Management/Organizational Behavior

Chapter 14; Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* (Exploring Destructive Leadership): Psychology/Sociology/Leadership/ Management/Organizational Behavior

Chapter 13; Nietzsche, *Beyond Good and Evil: Prelude to a Philosophy of the Future* (Overcoming Obstacles): Philosophy/Psychology/Leadership/Management/Organizational Behavior

The schedule of classes and assignments follows on the next page.

SPRING 2026 SEMESTER SCHEDULE OF CLASSES AND ASSIGNMENTS – BUS 129 4:00-5:30

January 13	Introduction
January 15	Read Chapter 1 (Understanding Leadership)
January 20	Read Chapter 3 (Understanding Leadership Styles)
January 22	
January 27	Read Chapter 5 (Developing Leadership Skills)
January 29	Hand in: Service Research Report
February 3	Read Chapter 8 (Establishing a Constructive Climate)
February 5	
February 10	Read Chapter 2 (Recognizing Your Traits)
February 12	Hand in: Service Action Plan
February 17	Read Chapter 4 (Attending to Tasks and Relationships)
February 19	
February 24	Read Chapter 6 (Engaging Strengths)
February 26	
March 3	Read French-Holloway p. 1-13, Chapters 6 & 8 (Meaning in Life and Work)
March 5	Hand in: Reflection Paper
March 10	Spring Break – NO CLASS
March 12	Spring Break – NO CLASS
March 17	Read Chapter 9 (Embracing Diversity and Inclusion)
March 19	
March 24	Read Chapter 10 (Listening to Out-Group Members)
March 26	
March 31	Read Chapter 7 (Creating a Vision)
April 2	
April 7	Read Chapter 12 (Addressing Ethics in Leadership)
April 9	Hand in: Personal Leadership Action Plan
April 14	Read Chapter 11 (Managing Conflict) – ONLINE CLASS
April 16	
April 21	Read Chapter 14 (Exploring Destructive Leadership)
April 23	
April 28	Read Chapter 13 (Overcoming Obstacles)
April 30	Study Days
May 5 3:30-5:30 PM	Hand in: Service Project Report and Presentation