



School of Business and Communications

Masters of Business Administration

MBA-603

Management and Leadership

Six in class sessions during the term 10/6, 10/20, 11/3, 11/17, 12/01, 12/8 in Kieffer Hall - Room 9

Accelerated Fall Term 2026 (5 Oct - 14 Dec)

4 Credits Section 01-3 SSID: 95000

Instructor Information



Instructor: Brian Fila

Email: brian.fila@chaminade.edu

Phone: (O) 650-503-3452 (C) 703-209-0783

Virtual Office Hours: By Appointment

Class Meeting Dates: Six Tuesdays - 10/6, 10/20, 11/3, 11/17, 12/1, 12/8

Class Meeting Hours: 5:45 p.m. - 9:50 p.m.

Class Location: Kieffer Hall - Room 9 (Near the School of Business and Communication Office)

School of Business and Communications: Kieffer Hall, Room 12, (808)

739-8369. If you have questions regarding the MBA Program, contact your Instructor or the School of Business and Communications.

Instructor's Background: I am a small business owner focused on developing leaders worldwide and a retired United States Senior Executive Service member with 32 years of experience as a leader in the U.S. Department of Defense and the U.S. Intelligence Community. Over this time, I also completed a 30-year career in the U.S. Navy, leading in operational and intelligence-related positions, retiring at the rank of Captain (O-6). I've been practicing leadership for forty-six years, 27 of which as a teacher, coach, and practitioner. I look forward to learning with each of you as we continue to develop our competence and capacity as leaders who effectively make strategic decisions.

Communication: Please take advantage of meeting with me on the margins of class or Zoom if you have any questions or comments. In-person discussions on Zoom are more efficient and effective than email. Communicating your ideas effectively in writing is essential to your success in this seminar and your career. If you are uncertain about class expectations, please discuss them with me by phone, email, Zoom, or by appointment. You can email me at brian.fila@chaminade.edu to reserve a time to meet. I realize that many of you have full-time employment in addition to your studies. Therefore, I am available by phone between 8:00 a.m. and 8:00 p.m., seven days a week. Feel free to text. Abusing this policy will result in its termination.

My goal is to reply to all seminar participant emails and inquiries within 24 hours. Urgent requests should be made by text or phone. You should be checking your Chaminade email account regularly.

Please use my email address rather than the email function embedded in Canvas. Please text me if I don't respond to an email within 24 hours.

School and Department Information

School of Business and Communications

[Masters of Business Administration](#)

Office Location: Kieffer Hall, Room 12, (808) 739-8369.

If you have questions regarding the MBA Program, contact your Instructor or Dr. Masahisa K.

Yamaguchi, Ph.D., MBA, MBA Program Director, School of Business and Communications. Email: masahisa.yamaguchi@chaminade.edu, Phone: (808) 739-4602.

Course Description and Materials

Catalog Course Description: This course provides concepts and best practices for leading individuals and groups toward working more effectively. It introduces the primary theories of leadership and management to students as key performance drivers of an effective organization. Also, central issues discussed in this course include dealing with different personalities, motivating others, using people's best abilities, and building social influence and personal power. The course helps students build knowledge and skills to develop a deeper understanding of leadership as well as examine the impact of organizational culture that affects efficiency and productivity in the workplace.

Course Overview: Welcome to MBA 603. We will spend the next ten weeks together learning about ourselves, the latest theories on leading people, and practical tools that can be applied when they are introduced in the reading and lectures. Regardless of your interests, background, or experience, your presence in this MBA program identifies you as a leader. Our goal is for you to build on your personal experience, encouraging you to develop your knowledge, skills, and understanding of leading others to places they would likely not go if left to their own devices. This begins with you developing and demonstrating an understanding of leadership theories and human behavior that culminates in accomplishing your organization's mission. Leading isn't necessary unless there is something to be done, a goal, or a task to be completed.

We will also encourage you to expand and demonstrate your understanding of your personal identity as a leader. You will be encouraged to investigate who you were made to be, shaped by life's experiences and the wisdom of others. You will be encouraged to unpack and examine your own personal theories and assumptions about people, God's purposeful design, and what it will take for you to lead people well. This facet of the course requires that you use the reading, self-assessments, and substantive reflection on your perspective of how you came to think and act the way you do.

Finally, you will be encouraged to expand and demonstrate your ability to be a scholar-practitioner and to use knowledge of theory and theology to determine appropriate actions consistent with sound moral character. Your leadership success will be determined by your understanding of both the physical and the metaphysical.

Our class week begins at 12:01 a.m. Monday morning of the respective week, e.g., Week 1. The class week ends at 11:59 p.m. on the following Sunday, six days later. Therefore, all assignments, case studies, discussion board posts, and discussion board responses will need to be posted before 11:59 p.m. on Sunday. In the case of discussion board responses, these are due the week following the discussion post was assigned; i.e., you have a whole week after the discussion post is due to respond. We will meet in person every other Tuesday beginning on 6 October with an additional class the last week of instruction. In weeks when we do not meet in person, there will be online lectures to watch in addition to regular weekly assignments.

Prerequisites: Students should have at least three years of management and supervisory experience before taking the course. They should be able to create group or team goals and demonstrate the ability to achieve those goals at the departmental level. They should have experience writing reports and delivering oral and visual presentations.

Time Allocation: The unit of semester credit is defined as university-level credit awarded for coursework completion. One credit hour reflects the amount of work represented in the intended learning outcomes and is verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This class meets the national standard for a four-credit master's level seminar, requiring you to complete weekly assignments according to a defined schedule. This course is divided into specific, topic-related modules as outlined in the activities schedule below. We will spend a total of 17.5 hours across five sessions in class. This course has ten modules, and each should take approximately 16.25 hours to complete. This course time will be spent reading assigned texts, watching video presentations, reading articles from the Harvard Business Review, and providing self-reflection essays in each of the ten modules. Included in this time are two case study analysis assignments and discussions that should each take approximately 3-5 hours to complete. The total time required to complete all the course-related activities for this class is 180 hours (4 credits: 45 hours per credit = 180 hours). Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit.

This class is not about facts, definitions, or theories to memorize, regurgitate, and later forget. There are no exams in this course. Instead, please demonstrate your ideas and thinking through your oral presentations and writing. We will all learn from each other. As we all learn at different paces, you need to communicate with me if the class content exceeds the expectations explained above. Please feel free to contact me if you devote more than 20 hours a week to this seminar. Your active participation in case studies and discussions will become the heart of this course. This is the best way to become the leader you were designed to be while also giving you ongoing opportunities to practice thinking and communicating as a lifelong learner and strategic decision-maker.

Required Materials: Please note – do not purchase books; they will be provided to you.

Textbooks:

1. Peter G. Northhouse, *Leadership: Theory and Practice* (Tenth Edition – 2025), Sage Publishers, 9781071957424.

2. Cook, T. (2024) *Lead, Develop, Care: Shaping the Different Kind of Leader*. Third Edition Charlottesville, VA: LDC Publishing. (Only available on Amazon. Online PDFs of early chapters in this book will be provided to students awaiting the arrival of their personal copy.)

Additional material may be included for each class on Canvas. You are to check the course website for each week and complete supplemental readings.

Canvas: Our course website in Canvas can be accessed by following this link: <https://chaminade.instructure.com/courses/47522>. Technical Assistance for Canvas Users: Search for help on specific topics or get tips in Canvas Students at <https://community.canvaslms.com/groups/students/pages/home>

- Live chat with Canvas Support for students can be found at: <https://cases.canvaslms.com/liveagentchat?chattype=student>
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video at the following link to get started: <https://community.canvaslms.com/docs/DOC-18585-getting-started-with-canvas-as-a-student>
- Click on “Students” role to access tutorials online tutorials at the following link: https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735- 4855

Learning Outcomes

Program Learning Outcomes:

An MBA student will be skilled in core business areas as illustrated by their ability to:

1. Critical Thinking: Critically evaluate business problems and opportunities using a process of inquiry that supports the development of innovative, creative, and data-driven solutions.
2. Ethical Planning: Assess the ethical implications of modern business practices.
3. Business Decision-Making: Synthesize information across functional areas in order to make strategic, evidence-based, and data-driven decisions.
4. Strategic Planning: Integrate knowledge from across functional areas to design business strategies that effectively provide value to the organization and society.
5. Data Analysis: Apply appropriate quantitative and data analysis techniques to analyze the business environment.
6. Organizational Behavior: Develop authentic and socially responsible management and administrative strategies that are responsive to complex organizational situations and changes.
7. Managing Operations: Determine the appropriate operations management strategies in the design, development, and the global management of a process or project.

Course Learning Outcomes (CLOs):

1. An MBA student completing this course will be skilled in organizational leadership and management as illustrated by their ability to:
 - a. Collect, integrate, synthesize, and express the use of leadership and human behavior theory to make organizational decisions that maximize productivity in accomplishing the mission and achieving sustained competitive advantage.
 - b. Express in personal trait analyses, reflective essays, and case studies how individual strengths and opportunities for growth can be formulated, compiled, and adapted to make and implement leadership and organizational decisions that lead to sustainable competitive advantage in business.
 - c. Develop and construct a working leadership model consistent with contemporary leadership, management, and organizational theory and apply such a model effectively in case study analyses across several workplace scenarios.
 - d. Formulate, structure, and compose evidenced-based essays, case study responses, environmental factor analyses, and video presentations that integrate course concepts, theories, and frameworks, communicating them verbally and in writing through informed conclusions.
 - e. Formulate, structure, and compose evidence-based leadership and organizational analyses that result in achieving organizational mission accomplishment while achieving sustainable competitive advantage in business.

Marianist Values:

An education in the Marianist Tradition is marked by five principles, and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice, and peace.
5. Educate for adaptation and change.

Our Marianist tradition continually encourages us to develop our moral character and personal competencies. On the wall of each classroom hangs a symbol of both death and life. Together, we will learn the principles of strategic decision-making, but in ways sensitive to and congruent with the example set by the finest leader ever to have walked this Earth, Jesus of Nazareth. Leading with a servant mindset, Jesus often told us that the shepherd's example best shapes our thinking as we lead, develop, and care for others. Wherever you are in your spiritual journey, this class will stress service to others with a commitment to building a just and peaceful society. Pope Francis offered us these words of encouragement: "Be leaders wherever it behooves you to be. Leaders of thought, leaders of action, leaders of joy, leaders of hope, leaders of the construction of a better world." This class will aid you in accomplishing this strategically.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice, and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes:

	CLO 1a	CLO 1b	CLO 1c	CLO 1d	CLO 1e
Marianist Values	2, 4, 5	2, 4, 5	2, 3, 4, 5	1, 2, 4, 5	2, 4, 5
PLOs	1, 2, 3, 4, 5, 6, 7	1, 2, 6	1, 2, 6	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7
Native Hawaiian Values	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

Course Activities

Course Requirements and Policies:

Method of Evaluation: The class is based on 1000 points distributed as follows:

Written Case Studies (three) 100 pts each	300 pts
Discussion Posts (six) 25 pts each	150 pts
Discussion Post Responses (five) 25 pts each	125 pts
Think Tank Assignments (two) 100 pts each	200 pts
Class Participation (five) 25 pts each	125 pts
Final Project Video	100 pts
	1,000 pts

Total Points: A (≥ 931), A- (930-900), B+ (899-880), B (879-830), B- (829-800), F (≤ 799).

Grades are calculated from the student’s team and individual assignments, class participation, submissions, reports, and presentations. Students are required to maintain a program GPA of at least 3.0.

Students whose GPA falls below 3.0 are placed on academic probation. They have two terms to bring up their GPA, or they may face dismissal from the program.

Written Case Studies: Students will post three written case study reports of about 2,000 words in length outlining their findings and recommendations.

Discussion Posts: Students will post six analysis documents of less than 2,000 words to initiate a discussion on the scenario identified.

Discussion Post Responses: Each student will post five short (50 words or less) responses to the Discussion Post scenarios. In your post, please describe why you selected the post and what was learned from the approach taken by the group. Explain how this learning relates to the course materials.

Think Tank Assignments: Each student will complete two Focus, Ask, Clarify, Engage (FACE) Tool forms in preparation for classroom Think Tank group discussions using the complex problem resolution methodology. Each FACE tool is worth 50 points. Each student will participate in a discussion of a student FACE document in class, asking and answering in-depth questions explaining the situations and potential pathways for their resolution. Each participation will be worth 50 points.

Class Participation: You are expected to do the reading and discuss it with the professor and the other students in our class. The emphasis on participation is on the consistent quality of your participation, not quantity. My goal is for you to understand this subject's essential elements so that they will be most useful in your future professional career.

Your participation grade will be evaluated on the following scale:

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does not Meet Expectations
A through A- 100 - 93 points	B+ through B- 89 - 80 points	C+ through C- 79 - 70 points	D+ through F 69 - 0 points
Arrived on time and prepared, and actively participated in class discussions and activities. Contributed positively to the class community.	Arrived prepared, participated in class discussions and activities, and/or contributed positively to the class community.	Arrived prepared, participated in class discussions and activities when prompted, did not detract from class community.	Did not participate in class discussions or activities, and/or detracted from the class community.

Final Video Project: For the class's capstone, you will deliver a presentation answering a question given by the instructor. The response is in the form of a 6 to 8-minute informative video presentation. The video must include four or more slides, but must also show the student speaking to the camera. Do NOT use voiceover showing only the visual support materials.

Course Policies

Attendance: Students are expected to attend all face-to-face classes. Students should notify the instructor when illness or other extenuating circumstances prevent them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, texting, or calling the instructor (please leave a detailed message). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. For online portions of the class, students are expected to complete all assignments, including discussion boards and group exercises, in the timeframe prescribed. As we meet only five times as a class, unexcused absences may lead to a grade reduction for the course. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options.

Late Work: Please note that failure to complete an assignment will result in a 0 for the assignment, creating a severe penalty. It is better to turn in incomplete work than to lose all the points for a missing assignment. Final course grades will be determined based on final point totals. I strongly encourage you to submit work on time, as you may be penalized if you do not—potentially a reduction of five points each week past the due date and time. I will consider exceptions such as a documented medical condition, family emergency, military duty, or TDY. No work will be accepted after 11:59 p.m. on December 15, 2026. An incomplete grade will be awarded only under extreme circumstances (such as tragedy or severe illness).

Extra Credit: Extra credit assignments are included throughout the course to build your point total. Not all extra credit assignments appear in the syllabus.

Changes to the Syllabus: While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you informed of such changes, and information about such changes will be available from your instructor.

Online Harassment and Misconduct: Online postings or other electronic communication by students, including cyberbullying, cyber-stalking, cyber-harassment, etc., are prohibited. While Chaminade University may not control websites, social media, and other venues in which harassing communications can be made, when such communications are reported to the University, it will engage in various means to address and mitigate the effects. Members of the community, both students and employees, are encouraged to be good digital citizens and are to refrain from online misconduct, including but not limited to feeding anonymous gossip sites, sharing inappropriate content via social media, unwelcome sexting, revenge porn, breaches of privacy, or otherwise using the ease transmission and/or anonymity of the Internet or other technology to harm another member of the University community.

Technical Requirements: While Chaminade University of Honolulu provides educational software (Canvas) for class use, it is your personal responsibility to ensure that you have access to a reliable computer with an Internet connection. In addition to an Internet browser, you will need Adobe Reader and media player software installed on your computer. If you have any technical questions or/and problems,

contact helpdesk@chaminade.edu or call (808) 735-4855. Search for help using Canvas at https://community.canvaslms.com/t5/Video-Guide/tkb-p/videos#jive_content_id_Students

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Important Information

Academic Honesty: Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, and unauthorized and/or undisclosed AI usage. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

While the internet has made plagiarism more tempting for students, it has made it easier than ever to detect. If in doubt, always cite. If you have read more than a few sentences of an article or news item or viewed a portion of a video, add it as a reference, even if you do not cite the item in a footnote/endnote. All citations should follow APA formatting guidelines. Following this strategy demonstrates your research efforts and may aid you if there is a question of whether your paraphrasing crosses the threshold of plagiarism. “I failed to paraphrase a cited article appropriately” is always a better argument for leniency than explaining how a verbatim portion of an uncited/unreferenced article inexplicably found its way into your work.

AI (Artificial Intelligence) Statement: Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in-class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

MBA 603-01-3 Management and Leadership takes a unique approach to using third-party tools in completing academic exercises. Warning: Do not apply the policies of this class to any of your other studies. For this section of this class only, you may use generative AI tools as a resource to brainstorm ideas, organize thoughts, gather relevant information, and correct/improve grammar, sentence construction, and clarity of writing. The use of generative AI tools is expressly authorized for this class only. Don't assume your other instructors have a similar policy.

For this course, a maximum of 25% of an essay or discussion assignment can be created with AI. You must post all full-text responses from third-party tools that exceed 40 consecutive words in an appendix at the end of your submission. A citation, as specified below, must accompany this post. You may include screen captures of these third-party tool responses to save time. However, these screen captures must also contain complete citation information. See the example below for how to add this information to a screen capture. Citations within the body of the work must be used to connect the item in the appendix to the sentence/paragraph influenced by the third-party tool response. You do not have to disclose the use of generative AI tools that help you with spelling, mechanical errors, alphabetizing items, sentence structure, or formatting of citations, e.g., Grammarly and GrammarlyGO. Using GrammarlyGO to restructure and improve sentence structure is authorized for this class only.

Reference example:

OpenAI. (2023). ChatGPT (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

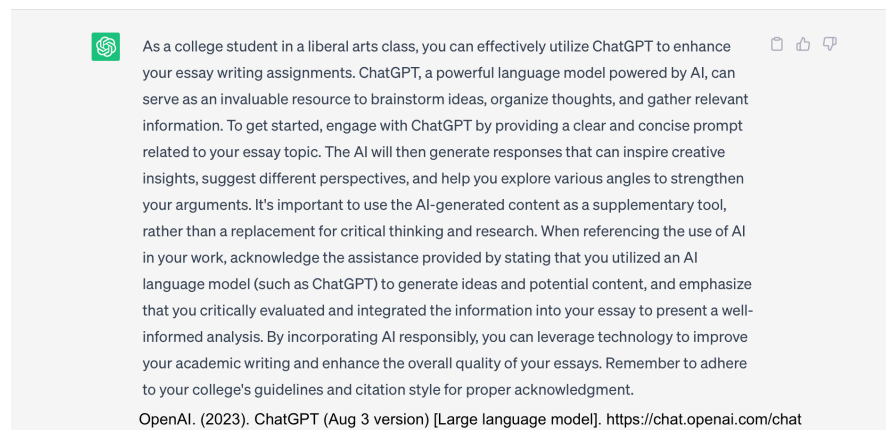
Footnote example: OpenAI (2025) In-text example: (OpenAI, 2025)

Learning to use AI responsibly and ethically is essential in today's society. Remember, it is not a replacement for critical thinking and research. This class is as much about developing your critical thinking skills as a leader as it is about business management. AI-generated responses “can inspire creative insights, suggest different perspectives, and help you explore various angles to strengthen your arguments.” (OpenAI, 2023) However, it often repeats questions it is asked, offers useless generalities, hallucinates, and fails to provide evidence to support its conclusions. Fact-check all AI outputs. Assume it is wrong unless you cross-check the claims with reliable sources. The current AI models will confidently reassert factual errors. You will be responsible for any errors or omissions. A best practice is to rewrite AI-generated content in your own words and then add relevant quotations from the course material.

Asking the best question, known as “prompt engineering,” is the secret to effectively seeking useful AI-generated content. Experiment with different questions and question constructions. Your goal is to master asking the most comprehensive and insightful question that results in the most helpful results. Most third-party tools allow you to do this iteratively. Caution: You have no idea what the third-party tool used to generate its response. The response may have been heavily influenced by the original work of another human, so much so as to constitute a violation of the University’s academic integrity policy. Failing to properly cite the third-party tool makes you solely responsible for such violations, incurring a penalty up to and including expulsion from the University. (OpenAI, 2023)

Always ask third-party tools for references, delivering them in the citation format requested for this class (e.g., Chicago, APA, or MLA style documentation). Only add these citations to your references or bibliography if you have reviewed them in their entirety. Caution: Third-party tools often generate fictitious references, making it essential to verify that the cited material exists and the cited pages actually contain the material. Citing nonexistent references is a fabrication violation according to the University's academic integrity policy. You are solely responsible if you cite a fabricated source provided by a third-party tool (even when the student cites the third-party tool). Such violations incur a penalty up to and including expulsion from the University.

By incorporating AI responsibly, you can leverage technology to improve your academic writing and enhance the overall quality of your essays. Now is the time to learn about the practical and ethical uses of such tools. (OpenAI, 2023). Sample example citation:



TITLE IX – Nondiscrimination Statement: Chaminade University of Honolulu is committed to providing a learning, working, and living environment that promotes the dignity of all people, inclusivity, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy and Notice of Nondiscrimination: Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both, and contact information may be found at the Chaminade University Title IX Office (<https://chaminade.edu/compliance/contact-information/>) Contact Information and Confidential Resources website (<https://chaminade.edu/compliance/contact-information/>). On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES (<https://chaminade.edu/compliance/contact-information/>).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: (<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form (https://cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policy/>.

CUH Alert Emergency Notification: To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work: Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Student with Disabilities Statement- Kōkua 'Ike: Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Campus Resources and Support Services

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security, and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/

CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
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Weekly Course Schedule

Please note that this is a preliminary schedule of reading assignments. The instructor reserves the right to alter the course outline and calendar as circumstances may dictate. Any changes will be announced online and by email. Students are responsible for obtaining this information.

	DATES	READING SCHEDULE & ASSIGNMENTS DUE
Week 1	5-11 Oct	Introduction to Class and Theory Reading: A. <i>Leadership: Theory and Practice</i> - CH 1 (Stop before Plan of the Book), CH 8 (Stop before Case Studies and Self-Assessment) B. Lead, Develop, Care - CH 1 (Online PDF) C. Online Reading Video: 1) Online Videos Classroom: October 6 at 5:45 p.m. - 9:50 p.m. in Kieffer Hall - Room 9 Assignments: 1. Discussion Post #1 Part 1 (12.5 Discussion pts - Due 11:59 p.m. 11 Oct) 2. Discussion Post #1 Part 2 (12.5 Discussion pts - Due 11:59 p.m. 11 Oct) 3. Keirsey Temperament Sorter (5 pts extra credit) 4. Big 5 Personality Test (5 pts extra credit)

Week 2	12-18 Oct	What Leaders Do Reading: A. <i>Leadership: Theory and Practice</i> - CH 9 (Stop before Case Studies and Self-Assessment), CH 10 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - Intro, CH 2, 3, 4 C. Online Reading Video: 1) Online Videos Assignments: 1. Discussion Post #2 (25 pts - Due 11:59 p.m. 18 Oct) 2. Emotional Intelligence Assessment (5 pts extra credit)
Week 3	19-25 Oct	How Leaders Think Reading: A. <i>Leadership: Theory and Practice</i> - CH 12 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - CH 5, 6, 7, 8 C. Online Reading Classroom: October 20 at 5:45 p.m. - 9:50 p.m. in Kieffer Hall - Room 9 Assignments: 1. Case Study #1 (100 pts - Due 11:59 p.m. 25 Oct) 2. Discussion Post #2 Response (25 pts- Due 11:59 p.m. 25 Oct)

Week 4	26 Oct - 1 Nov	How Leaders Act Reading: A. <i>Leadership: Theory and Practice</i> - CH 5 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - CH 9, 10, 11, 12 C. Online Reading Video: 1) Online Videos Assignments: 1. Discussion Post #3 (25 pts - Due 11:59 p.m. 1 Nov) 2. Think Tank Assignment #1 (50 pts - Due 11:59 p.m. 1 Nov)
Week 5	2-8 Nov	How Leaders Influence Reading: A. <i>Leadership: Theory and Practice</i> - CH 2 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - CH 13, 14, 15, 16 C. Online Reading Classroom: November 3 at 5:45 p.m. - 9:50 p.m. in Kieffer Hall - Room 9 Assignments: 1. Discussion Post #4 (25 pts - Due 11:59 p.m. 8 Nov) 2. Discussion Post #3 Response (25 pts - Due 11:59 p.m. 8 Nov)

Week 6	9-15 Nov	Leadership Teams Reading: A. <i>Leadership: Theory and Practice</i> - CH 12 (Stop before Case Studies and Self-Assessment) B. <i>Lead, Develop, Care</i> - CH 17 C. Online Reading Video: 1) Online Videos Assignments: 1. Case Study #2 (100 pts - Due 11:59 p.m. 15 Nov) 2. Discussion Post #4 Response (25 pts - Due 11:59 p.m. 15 Nov)
Week 7	16-22 Nov	Leadership Strategies for Superior Performance Reading: A. <i>Leadership: Theory and Practice</i> - CH 11 (Stop before Case Studies and Self-Assessment) B. Online Reading Classroom: November 17 at 5:45 p.m. - 9:50 p.m. in Kieffer Hall - Room 9 Assignments: 1. Discussion Post #5 (25 pts - Due 11:59 p.m. 22 Nov)
Week 8	23-29 Nov	Life-long Leadership Development Reading: A. <i>Leadership: Theory and Practice</i> - CH 3 (Stop before Case Studies and Self-Assessment) B. Online Reading Video: 1) Online Videos Assignments: 1. Think Tank Assignment #2 (50 pts - Due 11:59 p.m. 29 Nov) 2. Discussion Post #6 (25 pts - Due 11:59 p.m. 29 Nov) 3. Discussion Post #5 Response (25 pts - Due 11:59 p.m. 29 Nov)

Week 9	30 Nov-6 Dec	Leadership Values, Ethics, and Wisdom Reading: A. <i>Leadership: Theory and Practice</i> - CH 16 (Stop before Case Studies and Self-Assessment) B. Online Reading Classroom: December 1 at 5:45 p.m. - 9:50 p.m. in Kieffer Hall - Room 9 Assignments: 1. Case Study #3 (100 pts - Due 11:59 p.m. 6 Dec) 2. Discussion Post #6 Response (25 pts - Due 11:59 p.m. 6 Dec) 3. Fireproofing Assessment (5 pts extra credit)
Week 10	7-13 Dec	Leadership Capstone Reading: A. Online Reading Classroom: December 8 at 5:45 p.m. - 9:50 p.m. in Kieffer Hall - Room 9 Assignments: 1. Final Project Video (100 pts - Due 11:59 p.m. 13 Dec) 2. Course Critique (5 pts extra credit - Due 11:59 p.m. 13 Dec)