



FACULTY OF MANAGEMENT
Rowe School of Business

BUSI 6995 – Leading in Context

Term/Year: Summer 2019

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Schedule:		<u>Distance</u>	<u>Intensives</u>
	Section 98	May 21- August 10	August 16-19
	Section 99	May 21- August 10	August 20-23

Course Description

Leadership is one of the most studied topics in the management discipline. Despite this, there are few absolutes. This course is rooted in the view that although good leaders share traits and behaviors in common, the most effective leaders have a keen ability to discern and manage the salient characteristics of the follower and situational characteristics that could impact their ability to succeed. With that in mind, following an introductory segment on the subject, the course will cover modules on leader traits and behaviors, follower characteristics, and situational characteristics. This approach enables students to explore how to apply sound leadership principles within different contexts. The course entails online discussions of readings and cases, two individual case assignments, a team project on a live case project, and intensive sessions that culminate in a final case exam.

Course Prerequisites/ Co-requisites or other restrictions

There are no pre-requisites or co-requisites to the course. That said, leadership is a cross-functional activity. Therefore, a basic understanding – gained through education and/or experience – with the foundational areas of marketing, operations, accounting & finance, and people management will allow the student to benefit fully from the course.

Course Learning Outcomes

This course will enhance the student's

1. Ability to develop foundational traits and behaviors for effective leadership;
2. Ability to identify and address salient follower characteristics in a variety of leadership situations;
3. Ability to identify and address salient situational characteristics in a variety of leadership scenarios; and
4. Ability to make effective decisions in a variety of leadership situations.

Required Text & Learning Materials

- **Text (HGC)** – Hughes, R., Ginnett, R., & Curphy, C. (2019). Leadership: Enhancing the lessons of experience (9th edition). McGraw-Hill Education.

Harvard Business Publishing (HBP) cases - Available from

<https://hbsp.harvard.edu/import/630839>

- [Cespedes & Abelli \(2013\): Ron Ventura at Mitchell Memorial](#)
- [Tushman, Page, & Ryder \(2010\): Leadership, culture, and transition at lululemon, multimedia case](#)
- [Bartlett, Hall, and Bennet \(2007\): GE's imagination Breakthroughs – The Evo Project](#)

Readings – Available from Dalhousie's library system.

- [Watkins \(2012\): How managers become leaders](#)
- [Achi & Berger \(2015\): Delighting in the possible](#)
- [Collins \(2001\): Level 5 Leadership – The triumph of humility and fierce resolve](#)
- [Fisher \(2015\): The thoughtful leader – A model of Integrative Leadership](#)
- [Gaines \(2015\): Vision statement – Leadership across cultures](#)
- [Lee & Liao \(2015\): Cultural competence – Why it matters and how you can acquire it](#)
- [Collis & Rukstad \(2008\): Can you say what your strategy is?](#)
- [Kotter \(2007\): Leading change – Why transformation efforts fail](#)

Assessment items, Weights, and Deadlines

<u>Item</u>	<u>Weight</u>	<u>Deadline</u>
Contribution to discussions – Online (10%), Intensives (10%)	20%	
Case assignment 1 – lululemon	15	July 8, 2019, 2330 AST
Case assignment 2 – GE Evo Project	15	July 29 2019, 2330 AST
Live case project – Case (10%), case manual (10%), presentation (5%)	25	August 7 2019 2330 AST
Final examination	25	

Passing the course requires a 70% score or greater on the course overall, and a 70% score or greater on the final examination.

Graded Deliverables

- **Contribution to discussions.** The course will entail online and face-to-face discussions of reading and case material. The student's contribution to these activities will be scored on the basis of frequency and quality of contribution. Quality contributions demonstrate prior preparation of assigned reading and case material. For the readings, students are expected to be able to succinctly articulate the key concepts, tools, and frameworks developed in the material and assess their validity and usefulness based on professional experiences. For the cases, students are expected to be able to articulate the key issues that concern the case manager and make recommendations based on case facts and the appropriate application of course concepts, tools, and frameworks.

For online discussions, I will provide initial questions for every discussion forum. Students are asked to submit postings by replying to a discussion question or postings by others. As discussions progress, students may judiciously start new discussion threads.

There will be four discussion forums, with each forum having one or more topics. At the minimum, every student is expected to contribute one substantive posting per forum. Substantive postings indicate prior preparation and practical insight, and where appropriate, build on the postings of others. No single posting should exceed 400 words. Feel free to post comments in agreement or disagreement to the postings of others.

Postings should be professional in language and tone, and use citations in APA format where appropriate. A reference list is unnecessary when citing course material but must be used when using external material. As there is already a lot of material in the course, the use of external material should be kept to a minimum and limited to points not already covered by course material.

- **Assignments.** Two individual case assignments are assigned. Each submission will have a maximum of 2,500 words of text, plus a maximum of 5 pages worth of optional exhibits. The assignment requires taking the position of consultant to the case manager, identifying issues and the key decisions that need to be made, analyzing the decision situation based on course material assigned to date, assessing decision options, making recommendations based on clearly articulated criteria, and including a brief implementation plan. Formal assignment guidelines are attached as Appendix 1. The grading rubric for the assignments is attached as Appendix 2.

Live case project (LCP). The LCP is intended to provide students with the opportunity to demonstrate course learning from a live leadership-in-context decision situation. Project deliverables are a case that describes a leadership decision situation, a separate case manual that provides analysis and makes recommendations for dealing with the situation, and a presentation of the project at one of the scheduled intensives. The case and case manual should each not exceed 2500 words of text, not including supporting exhibits. The presentation will be computer based, made in a maximum of 15 minutes, and followed by a five-minute question and answer period.

The project will require students to (1) self-select into teams of 5, (2) obtain approval from me about the team's project intentions, (3) collect evidence on the decision situation that includes salient leader, follower, and organizational characteristics, (4) analyze and make recommendations, and (5) write up, submit, and present project findings. Formal project guidelines and grading criteria are attached as Appendix 3.

Project team members are expected to contribute equally to group activities. In this spirit, a peer evaluation will be administered after project completion. The result of the evaluation will be factored into the individual's project score. A peer evaluation form is attached as Appendix 4.

Final examination. The final examination will test the student's knowledge and skills gained in the course through a case write-up. The case document will be provided to students at the conclusion of the intensive sessions the day before the exam. The exam will be closed to books and

notes. A fresh copy of the case will be provided at the examination. The grading rubric for the exam is attached as Appendix 2.

Make-up exams will be provided only for severe health-related reasons or extenuating circumstances for which official documentation is provided. See *Certificates of Illness* below.

Course Schedule

Dates	Forum # and Topics	Activity	Preparation Material
May 21- May 27	#1 • Introduction to leadership • Non-routine decision-making	Online discussion	<ul style="list-style-type: none"> • HGC Chapter 1 • Watkins (2012) • Achi & Berger (2015) • https://www.youtube.com/watch?v=xO7xJ1sTyPI
May 27- June 3		Submit LCP team membership	Self-selection into LCP teams
May 28- June 10	#2 • Leader traits and behaviors	Online discussion	<ul style="list-style-type: none"> • HGC Chapter 4 • HGC Chapter 5 • HGC Chapter 6 • HGC Chapter 7 • Collins (2001) • Fisher (2015) • https://www.youtube.com/watch?v=qpOHIF3SfI4
June 11- June 17		Online discussion	<ul style="list-style-type: none"> • Cespedes & Abelli (2013): Ron Ventura at Mitchell Memorial
June 17		Submit LCP team proposal	LCP team discussions
June 18- July 1	#3 • Follower characteristics	Online discussion	<ul style="list-style-type: none"> • HGC pp. 321-334 • HGC Chapter 9 • HGC Chapter 10 • HGC Chapter 11 • Gaines (2015) • Lee & Liao (2015) • https://www.youtube.com/watch?v=u6XAPnuFjJc
June 2 - July 8		Individual work on Assignment 1: lululemon	Tushman, Page, & Ryder (2010): Leadership, culture, and transition at lululemon, multimedia case

July 8		Submit Assignment 1: lululemon	Tushman, Page, & Ryder (2010): Leadership, culture, and transition at lululemon, multimedia case
July 9- July 22	#4 • Situational characteristics	Online discussion	<ul style="list-style-type: none"> • HGC Chapter 13 • HGC Chapter 14 • HGC Chapter 15 • Collis & Rukstad (2008) • Kottter (2007) • https://www.youtube.com/watch?v=SEfgCqnMI5E
July 23- July 29		Individual work on Assignment 2: GE Evo Project	Bartlett, Hall, and Bennet (2007): GE's Imagination Breakthroughs – The Evo Project
July 29		Submit Assignment 2: GE Evo Project	Bartlett, Hall, and Bennet (2007): GE's Imagination Breakthroughs – The Evo Project
July 30- August 7		Team work on LCP	Team specific material
August 7		Submit LCP Case and Case Manual	Team specific material

Grading Scale for Graduate Students

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar
Regulation 7.6.2: Grading Policy

Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0-69

NOTE: As per FGS regulations students must obtain a final course grade of 70% (B-) or higher to pass the course.

Missed or Late Academic Requirements due to Student Absence

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time and by submitting a completed Student Declaration of Absence to their instructor in case of missed

or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

Read more: [https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation\(OCT2017\)v2.pdf](https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/policy-repository/StudentAbsenceRegulation(OCT2017)v2.pdf)

Accessibility

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Student Accessibility Centre prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact the Student Accessibility Centre at 902-494-2836 for more information or send an email to notetaking@dal.ca

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

Read more: https://www.dal.ca/campus_life/academic-support/accessibility.html

Accreditation

As an AACSB (Association to Advance Collegiate Schools of Business) accredited university, Dalhousie University's business programs are subject to Assurance of Learning (AOL) standards. During the semester anonymous data may be collected to assess if AOL goals and objectives are being met. The data collected will be used for program improvement purposes only and will not impact nor be associated with student grades.

Academic Integrity

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Faculty of Management clarification on plagiarism versus collaboration

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- **Copying a computer file from another student, and using it as a template for your own solution**
- **Copying text written by another student**
- **Submitting the work of someone else, including that of a tutor as your own**

An example of acceptable collaboration includes the following:

- **When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.**

Finally: If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Read more: https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

Read more: <http://www.dal.ca/cultureofrespect.html>

Recognition of Mi'kmaq Territory

Dalhousie University acknowledges that the University is located on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (Room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

University Policies, Statements, Guidelines

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate. <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog>

Important Dates in the Academic Year (including add/drop dates)

http://www.dal.ca/academics/important_dates.html

University Grading Practices: Statement of Principles and Procedures

https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html

Statement On The Use Of Scented Products:

Dalhousie University and the organizations which represent students, faculty and other employees support the efforts of the Dalhousie University Environmental Health and Safety Committee to create a scent-free University. In consideration of the difficulties that exposure to these products cause sensitive individuals, the University encourages faculty, staff, students and visitors to avoid the use of scented personal care products. Thank you for helping us all breathe easier! Read more:

<http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

APPENDIX 1
BUSI 6995: Case assignment guidelines

The purpose of the case assignments is to provide you with practical insight into course material and improve your analytical and decision making skills in strategic leadership and change situations.

Every assignment should be submitted in no more than 2,500 words of text, plus a maximum of 5 pages worth of optional exhibits. Exhibits must consist of student analyzed work, rather than mere reproductions of reading or lecture material. They must clearly support, and be referenced within, the text to be considered valid components of the report. They may be inserted within the pages of the section, or appended to the document.

The only materials you should use in preparing the assignments are the cases themselves and the reading material assigned to date for each case. Research on post-case events tends to contaminate analysis and is discouraged. Submissions will be checked for breaches of academic integrity and such breaches will be met with zero tolerance.

Assignment case organizations, top managers, and submission deadlines

	<u>Case organization</u>	<u>Top Manager</u>	<u>Deadline*</u>
Assignment 1	lululemon	Christine Day	July 8, 2019 2300 AST
Assignment 2	GE Transportation Division	John Dineen	July 29, 2019 2300 AST

*Late assignments will be accepted until 8 hours following the deadline with a 20% penalty.

Guide questions

For each case, assume the role of consultant to the company. The firm or division top manager has asked you for an analysis of the case situation and your recommendations moving forward.

1. (10%) Identify the central decision(s) and issue(s) facing the firm.
2. (60%) Perform an analysis of the historical, current, and future situation depicted in the case. In doing so, use the appropriate course concepts, tools, and frameworks you have been assigned to date. Clearly indicate the topics you consider relevant with headings and, if necessary, define them briefly before applying them to the case. Make explicit the case evidence and support information you relied on in making assessments and drawing conclusions
3. (15%) Identify and assess the firm's main decision alternatives.
4. (15%) Make and justify your recommendation(s) using course related concepts and tools. Include a brief implementation plan.

APPENDIX 2
BUSI 6995: Assignment and examination grading rubric

Objective Criterion / Tasks	Exceeds Expectations 85 – 100% A to A+	Meets Expectations 70 – 84% B- to A -	Does Not Meet Expectations 0 – 69% F
<p>Problem identification (10) Identifies and summarizes the problem, question, or issue. This dimension focuses on task or issue identification, including secondary or implicit aspects of an issue and the relationships between factors that may be integral to effective analysis.</p>	<p>Clearly identifies and summarizes the main problem(s) or decision(s). Identifies secondary or implicit issues. If applicable, notes relationships between factors in the situation and how they relate to each other.</p>	<p>Identifies and summarizes the main problem, but nuances and critical details are absent or glossed over.</p>	<p>Does not attempt to or fails to identify and summarize the main problem accurately.</p>
<p>Situation Analysis (60%) Undertakes appropriate quantitative or qualitative analysis. This dimension focuses on the appropriate use of quantitative or qualitative analysis of information to clarify issues and facilitate decision-making.</p>	<p>Provides a comprehensive and rigorous analysis of the situation based on course concepts, tools, and techniques that apply to the situation.</p> <p>Quantitative or qualitative analysis is appropriate, accurate, and thorough.</p> <p>Analysis is used to clarify the issues and facilitate effective decision-making.</p> <p>Where appropriate, evaluates the quality of the evidence provided, where applicable making distinctions among facts, opinions, and values</p>	<p>Provides some analysis of the situation based on applicable course material.</p> <p>Quantitative or qualitative analysis is appropriate but incomplete or partially inaccurate.</p> <p>Analysis has limited ability to help clarify the issues and facilitate effective decision-making.</p> <p>Provides limited evaluation of the quality of the evidence from the case.</p>	<p>Provides limited or no analysis of the situation based on applicable course material.</p> <p>Quantitative or qualitative analysis conducted is inappropriate, inaccurate, superficial, or nonexistent.</p> <p>Analysis does not help clarify the issues or facilitate effective decision-making.</p> <p>Provides no evaluation of the quality of the evidence cited from the case.</p>
<p>Options Analysis (15) Integrates the issues using reasonable options. This dimension focuses on the treatment of diverse perspectives and the assessment of contrary views and evidence.</p>	<p>For every problem, identifies all key options and provides a comprehensive analysis of their pros and cons</p>	<p>Identifies some key options with good analysis of their pros and cons</p>	<p>Identifies an incomplete set of options or fails to adequately discuss their pros and cons</p>
<p>Recommendation (15) Identifies, justifies, and provides an implementation plan for the recommendation, This dimension focuses on integrating previous dimensions and extending them to draw logical conclusions that solve the problem.</p>	<p>Clearly identifies key recommendations and how they address the main problem</p> <p>Clearly identifies and justifies recommendations based on criteria developed in previous analyses</p> <p>Provides a sound implementation plan</p>	<p>Identifies key recommendations and how they address the main problem</p> <p>Provides some links between recommendations made and findings from previous analyses</p> <p>Provides a reasonable implementation plan</p>	<p>Fails to identify key recommendations and how they address the main problem</p> <p>Fails to adequately link the recommendations made to findings from previous analyses</p> <p>Provides a poor or no implementation plan</p>

APPENDIX 3
BUSI 6995: Live case project guidelines

The Live Case Project (LCP) is intended to provide students with the opportunity to demonstrate course learning from a live leadership-in-context situation. Final project deliverables are a case that describes a leadership decision situation, a separate case manual that provides an analysis of, and recommendations for dealing with, the situation, and a presentation of the project at one of the scheduled intensives.

LCP deliverables require project teams to:

1. **Submit team composition to Brightspace by 2300 AST May 27-June 3, 2019.** Students should self-select into teams initially of five. A team assembly section will be provided within the course discussion board to aid the process. Depending on the number of students in the course, one or more teams could be asked to take on an additional member.
2. **Submit a LCP proposal to Brightspace by 2300 AST on June 17, 2019.** This 1-2 page document will (a) list the names of team members, (b) provide a description of the proposed leadership-in-context project situation that briefly identifies the issue and leader, follower, and organizational characteristics, (c) indicate sources of needed information and the feasibility of obtaining it. Feedback on the proposal will be provided within a week of submission. Teams are encouraged to run proposal ideas by the course instructor at least several days prior to submitting the document.
3. **Submit the final LCP document to Brightspace by 2300 AST on August 7, 2019.** The document will consist of the LCP case followed by the case analysis manual. The case and case manual should each not exceed 2500 words of text, not including supporting exhibits. A generic case outline includes an introductory segment on the situation and required decision(s), a body that describes the contextual elements of the situation, a closing segment that expands on the introductory segment with options and/or key considerations, and exhibits that may be appended to the case or built into the text. Teams are encouraged to consider the course-assigned cases for ideas on structuring their cases. A generic case analysis manual is structured similarly to the guide questions provided in Appendix 1 for the case assignments. The overall grade for the submission will be a reflection of the suitability and complexity of the chosen issue, the clarity and completeness of the case writeup, the completeness, appropriateness and use of theoretical and practical leadership knowledge in the analysis of the case, the feasibility of the recommendation and implementation plan, as well as the clarity of expression.
4. **Present the team's LCP findings at the course intensives.** We will sort out the presentation schedule at the intensives. The presentation will be computer based, made in a maximum of 15 minutes, and followed by a 5-minute question and answer period. The presentation will be evaluated based on the following four equally weighted criteria: Delivery, organization, content, and visual and other aids.
5. **Submit individual peer evaluations to Brightspace by 2300 AST the day following the intensive session during which the team's project is presented.**

APPENDIX 4
BUSI 6995: Peer evaluation form

This evaluation requires you to rate every person's contribution to the project team effort.

Rate every person's contribution in every category below by assigning a value between 1 and 10, where 10 is the highest level of contribution demonstrated by a team member. Then, using the category ratings as a guideline, assess every individual's overall contribution to the team work by assigning a value from 1 to 10. A score of 10 must be assigned to at least one team member.

The bottom line number is the only number that I will use in assigning grades to individuals. Please ensure that the numbers are all between 1 and 10, and that a 10 is received by at least one team member.

For every group member, the evaluation will yield a grading factor between 0 and 1. The member's activity score will be calculated as the product of his or her grading factor and the group's overall score. As an example, if the member's average contribution to the group effort as represented by the grading factor is .9 and the group scored 8 out of 10, then that member's individual score would be 7.2.

	Your Name	Member 2 Name	Member 3 Name	Member 4 Name	Member 5 Name	Member 6 Name
Motivation and enthusiasm						
Involvement at meetings						
Leadership and coordination						
Quality of work						
Quantity of work						
Cooperation						
Meeting deadlines						
OVERALL CONTRIBUTION SCORE (out of 10)						

Signature _____ Date _____

Comments: