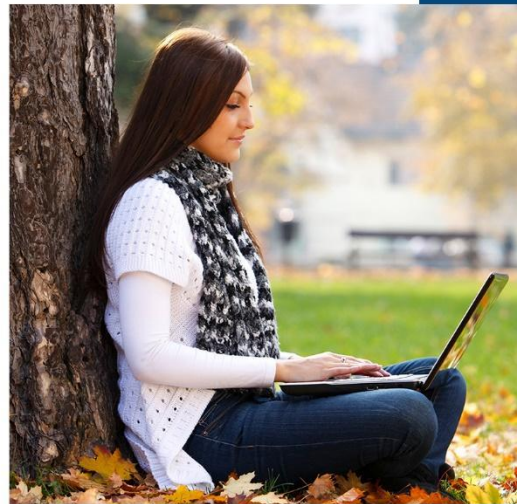
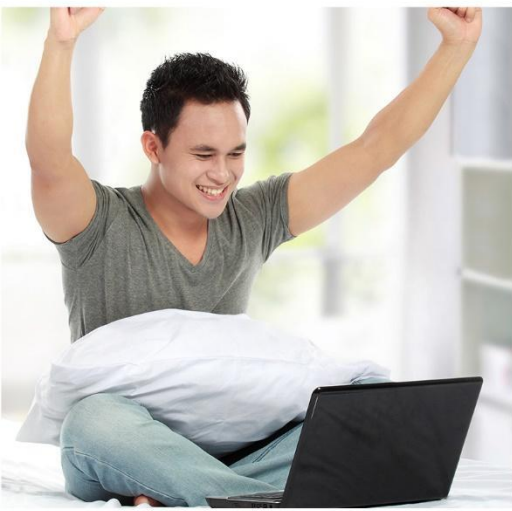




School of
Distance Education
Andrews University

SYLLABUS



**LEAD 301 Leadership & Mentoring
Summer 2024**

LEAD 301 Leadership & Mentoring

School of Distance Education

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

| | | |
|---|--|----------------------|
| Username and password assistance | helpdesk@andrews.edu | (269) 471-6016 |
| Technical assistance with online courses | dilit@andrews.edu | (269) 471-3960 |
| Exam requests and online proctoring | sdeexams@andrews.edu | (269) 471-6566 |
| Distance Student Services - any other questions | sdestudents@andrews.edu | Text: (269) 397-4477 |

Part 1: Course Information

Course Description

An exploration of essential personal and interpersonal qualities of a leader. Emphasis is given to team building, problem solving, strengths discovery, and unlocking creativity. Following this course, students may apply to the Undergraduate Leadership Certificate Program.

Required Text/Material

Note to Berrien Springs campus students: This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

Note to online and guest students: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Blanchard, K. (2016). *Lead like Jesus Revisted*. Thomas Nelson. Print ISBN: 9780718077259
eText ISBN: 9780718084974

Maxwell, J. C. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person that People Will Want to Follow*. Nashville, TN: T. Nelson. Print ISBN: 9780785289043
eText ISBN: 9781418508234

Rath, T. (2007). *StrengthsFinder 2.0*. New York, NY: Gallup Press. ISBN: 9781595620156

Strengthsfinder 2.0 is assigned as a reference book. Just as a dictionary might be assigned in a foreign language course, this book is not intended to be read from cover to cover. Its purpose is for you to use it when a new word or idea comes up in the course. Additionally, a unique code is included with the purchase price that will allow you to take the CliftonStrengths assessment. If you prefer not to purchase the book, you will need to buy the test directly from the [GALLUP CliftonStrengths website](#).

All other required Texts and Materials will be linked to within the course space. The Reflection Journal, for example, is provided for you to download. The journal format is a PDF. To write in your journal, use [Adobe Acrobat Fill & Sign](#) or copy and paste the prompts into one primary Google Docs/Microsoft Word file. Make sure to save each time you “write” in your journal.

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 150 total hours on this course. This translates to a steady 10 hours each week. You’ll spend your time reading, accessing instructional materials, interacting with your instructor and classmates, and completing homework.

A recommended weekly schedule to divide your time is provided:

Readings: 2 hours

Labs: 2 hours

Lectures: 1.5 hours

Discussion: 1.5 hours

Projects: 1.5 hours

Reflection: 1 hour

Quizzes: 0.5 hour

Student Learning Outcomes

The student will develop the knowledge and skills to:

1. Establish an effective definition of leadership.
2. Interpret and apply great team skills and components.
3. Inventory personal strengths and values to solve problems.
4. Learn to offer insightful and intentional feedback as an expression of care.
5. Practice responding to feedback and accepting failure with grace and curiosity.
6. Identify leadership theories and their use in different contexts.
7. Reflect on Christ-like leadership and contrast with secular leadership approaches.
8. Explore a theological approach to oppression, prejudice, or unfair treatment in both individual and systematic forms.
9. Design good leadership theory-based solutions to small-scale, real-world problems.
10. Explain the value and importance of defining and effectively implementing influence, creativity, ideas, knowledge, and skills in the service of God and humanity.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings and videos from the textbooks, the course materials, and the instructor. There will be weekly required journal reflections and quizzes to assess the knowledge and skills acquired throughout each week. Students will also complete a weekly lab activity that coincides with the relevant topic(s). These labs are an opportunity to reflect more deeply on the concepts presented and share insights with peers. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub. Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

One of the main takeaways of this course is, “We Don’t Learn From Experience, We Learn from Reflecting on Experience.” In the Undergraduate Leadership Program, we believe true meaning and lessons are gained by interaction with experience. Simply memorizing a list or image does not impact how an individual life is built or a leader is made. When meaning is connected to a list or image via reflection, it changes and challenges the individual to grow.

Every assessment is an opportunity to reflect on lived experiences and to challenge preconceived ideas about the self and leadership. As the primary work expected is internal, these serve as an external method for the instructor to access the reflection that is happening.

Quizzes

There will be one short quiz each week regarding the content covered in the online modules. Quizzes are typically multiple choice and worth 5 points unless noted differently.

Reflection Journal

Consistent, regular reflection is essential to good learning. Students will keep a journal to reflect on the lecture and their observations of the world around them via a leadership lens. Although the entire journal will only be submitted twice throughout the semester, during midterms and finals, one (1) self-initialized entry must be completed each week. Each journal reflection entry involves one (1) Lecture/Lab Reflection (LLR), two (2) Out of Class Observations (OCO), and one-two Leader Quality Reflection(s) (LQR). There is also space each week to jot down miscellaneous notes. The journal is designed to be an artifact that you can one day use to reflect on this course experience as a whole. The more you add to it, the more rewarding it might be in the future.

Lecture/Lab Reflection (LLR)

(100-150 words each) Select one or two thoughts from each week’s lesson that stuck out to you. Examples include concepts from the lecture video, feelings about lab activity, discussion forum posts from peers, etc. Don’t repeat what happened verbatim. Instead, share your honest thoughts, feelings, and/or opinions. Some questions to consider include:

- What did we do or what was said that stuck out?
- How/why is it important?
- Now what?

Out of Class Observation (OCO)

(100-300 words each) Each week, take time to turn on your “leadership eyes” to find and analyze two (2) leadership lessons in your daily environment, relationships, and interactions. Don’t repeat what happened verbatim. Instead, focus on the importance of

the observation and how you felt/what you learned about it. Some questions to consider include:

- What happened?
- How/why is it important?
- Now what?

Leadership Quality Reflection (LQR)

(100-300 words each) Each week, answer the provided prompts on the assigned qualities from *The 21 Indispensable Qualities of a Leader* textbook.

Discussion Labs

Students will be required to participate in weekly labs which represent the weekly discussion that would happen in a regular classroom. Each “discussion” will begin with a provided prompt and then a written or video response will be required, along with at least two replies to initial posts from peers. The initial post is due by 11:55 pm on Sunday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Thursday of the week the discussion is assigned. Points will be given for participation and honest effort. Refer to “Discussion Forums” and “Rubrics” within this syllabus for guidelines and expectations.

There are **four (4)** “mini presentations labs” throughout the semester that will be submitted within the discussion forum as videos. These presentations are short video responses (3-5 minutes) that replace the written initial post. The ability to verbally communicate one’s thoughts clearly and concisely is an essential leadership skill. If you choose to use slides or visuals for any of your mini presentations, [use ZOOM to record a voiceover with a Virtual Background](#). [Instructions on recording ZOOM videos](#). Your face is required in all videos. The lab assignments are typically worth 20 points unless noted differently.

Discussion forums are opportunities for you, the course instructor, and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

Papers

There are **four (4)** papers due throughout the semester. They must be typed in 12-point Time New Roman font and double-spaced. You can use either APA or MLA format, just make sure to stay consistent and remember that your cover, references, and/or bibliography are not included in the page count.

Lead Like Jesus Book Review

The first major reading book assignment of the semester is on *Lead Like Jesus* by Ken Blanchard. This reflection should include at least one point that you found meaningful from each chapter (in your own words), your overall reaction to the book, and any leadership learning that you plan to incorporate into your own life—minimum of four pages.

Self-Selected Leadership Book Review

For the second major reading book assignment of the semester, you will select a book based on your leadership focus, style, and interest. A comprehensive list of possible options can be found at Appendix A. A different title can be selected, but please confirm it with the instructor before reading. This reflection should include a summary of the most valuable points, your overall reaction to the book, and any leadership learning that you plan to incorporate into your own life—minimum of four pages.

Team Leadership Analysis Paper

Throughout the semester, students will build a team and lead out at least **five (5)** intentional conversations during dedicated lab activities. Your “team” can involve any group you already interact with on a regular basis e.g., family, friends, work, or school cohorts. This reflection should include a summary of your own contributions, an analysis of the other members’ contributions, and an overall evaluation of how the team has developed or matured. Also provide specific examples of at least **two (2)** different boundaries set and maintained throughout the semester—minimum of three pages. Use the prompts to guide your analysis.

1. For each member, provide responses to the two following statements:
 - a. Some of the contributions _____ makes to our team and its work are...
 - b. One way _____ could grow in their leadership includes...
2. Evaluate your own contributions by responding to the two statements below:
 - a. Something I have learned to contribute well to team contexts is...
 - b. An area of personal growth I would like to pursue as I continue in my leadership journey is...
3. Describe how your group developed over the course of the semester. What observations do you have about any growth in your ability to work together, communicate, and be productive?
4. If you could create a wishlist for your group’s best performance and were able to construct the perfect five person team (yourself included), what strengths, personality traits, and other attributes would you wish for?

Personal Evaluation Paper

The Personal Evaluation Paper is the signature assignment of this course. As you practice and gain core leadership skills and knowledge, how you create and evaluate your own personal leadership theory will transform. To track that progress, a draft of your paper will be submitted during midterms. The completed version of this paper will be submitted as your final exam—minimum of ten pages. Use the outline to structure your evaluation and remember to consider the rubric closely.

1. Cover Page (name, class/section, degree program, date)
2. History
 - a. Family background and dynamics (2 stories minimum)
 - b. Shaping and influencing factors (2 stories minimum)
 - c. Resulting strengths and challenges
3. Personal Inventory
 - a. Personality
 - i. Write a concise paragraph regarding what you know about your personality as compared with others. Mention the source of this information (what personality assessment you are working from e.g., Myers-Briggs, Be Who You Are).
 - ii. List bullet points of at least 2 personal stories (either specific or generic) that give evidence of these traits.
 - b. Values Development
 - i. List your 10 values as determined in class
 - ii. Include your mission statement and clarifying question for each
 - iii. Give a 1-2 sentence explanation of why that value made your list
 - c. Clifton Strengths
 - i. List each strength (in power order) and write a paragraph of your understanding of what this looks like in your life.
 - ii. Create a bullet point of a personal story (either specific or generic) when you have seen this strength at play.
 - iii. List each strength's shadow as you have identified it, give a story example, and list the complement of each strength and why you see it as such (either as it compliments your other strengths or complements others strengths)
4. Future (academic path, leadership intentions, action plan)
 - a. "As a leader I..."
 - b. "In x amount of months I plan to..."
 - c. "I have been called to _____ because..."
5. Leadership Journey Reflection
 - i. "I feel as though I have grown in ____ because.."
 - ii. "The most important lesson I learned from LEAD 301 was..."
 - iii. "Of the things we covered, I would like to learn more about..."
 - iv. "When it comes to this class, I really wish this course talked about..."

Rubrics

Discussion Lab Rubric

In the discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and ideas related to the content of this course.

A successful student in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.

| 20 points | Exceeds Expectations | Meets Expectations | Needs Improvement | Below Expectations |
|-------------------------------------|---|--|--|---|
| Quality 16 points | Contributions to each topic indicate your mastery of materials assigned. Responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. Provide evidence that you are reading assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas. 16 | Responses build on the ideas of another participant(s) and dig deeper into assignment questions or issues. Intelligent posts during the week, including some good critique of the course material, and demonstrating an understanding of the material, as well as reading posts of colleagues and contributing to class. Posts demonstrate confidence with the materials but may be just a bit off target in one area or another. 14 | Posts state "I agree" or "I disagree" but do not clearly explain why. Or there was no introduction of a new argument that added to the discussion. Response length was too short or too long. Writing could be improved – lack of editing (abundance of typos or grammatical errors), or lacked clarity. 12 | Added mostly short, general comments or repeated what other students said. No new thoughts were shared that added value to the discussion. 8 |
| Frequency 4 points | Logs into the course and posts (responds) in each open graded thread at or above the minimum of 3 separate days in a week beginning no later than Sunday. 4 | Logs into the course and posts (responds) in each open graded thread 3 separate days per week, starting after Sunday. 3 | Logs into the course and posts (responds) in each open graded thread below 3 separate days per week beginning no later than Tuesday. 2 | Logs into the course and posts (responds) in each open graded thread below 3 separate days per week starting after Tuesday. 1 |

Video Mini Presentation Discussion Lab Rubric

| 50 Points | Exceeds Expectations 10 points | Meets Expectations 8.5 points | Needs Improvement 7.5 points | Below Expectations 6.5 points |
|-------------------------------|--|--|--|---|
| Clarity 10 points | Appropriate volume throughout presentation. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly and understandably. | Spoke at an appropriate volume for most of presentation. Good inflection and enunciation. Occasionally sounded monotone. | Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection. | Barely audible, even after requests to speak up. No inflection. Sounded bored or uninterested. Paid little attention to proper pronunciation. |
| Overview 10 Points | Looked directly at the camera intentionally and effectively. Confident, expressive, and knew content well. Dressed up or in appropriate costume. Had good posture, was mobile, and used gestures and facial expressions to make their point. | Often looked at camera. Voice was steady and clear. Used appropriate facial expressions and gestures. Knew content well. Dressed up. Had good posture. | Occasionally looked at camera. Voice was soft or monotone. Appearance was casual but neat. Distracting body language, gestures or movement. | Did not look directly into the camera. Used low, soft, or monotone voice or read from a script. Poor posture or overly casual appearance. |
| Mastery 10 Points | Looked directly into the camera. Used clear, easily understood voice and confident demeanor. Appearance was professional. Content demonstrated mastery of topic presented and spoke without reference to notes. | Used presentation tool and props successfully. Sometimes relied on notes. Presentation content memorized but not mastered. | Relied heavily on notes. Halted frequently or lacked flow. Not prepared to use presentation program or props seamlessly. Lacked preparation for potential audience questions. | Did not use any presentation tool or props. Presentation topic not clearly explained. |
| Content 10 Points | All content directly related to the topic. Content was thoroughly developed and demonstrated detailed knowledge of the topic. | Content directly related to the topic. Included many details that demonstrated knowledge of the topic. | Had difficulty explaining how the content and topic relate. | Presentation did not relate to topic. Included few details and relied heavily upon unexplored opinion. |
| Media 10 Points | Video and audio were both extremely clear and easy to follow. Background selected was clearly intentional. Thought for lighting and use of equipment was obvious and intentional. | Video was clear and easy to follow. Audio was clear and easy to understand with a few minor exceptions. Lighting was ok and some thought was put into background. | Video and audio were mostly clear and easily understood, but lighting and/or background could have been improved. | Camera movement made video difficult to view or issues with audio made it difficult for the audience to understand the presenter and topic. There were substantial lighting issues or a distracting background. |

Reflection Paper/Book Review Rubric

| | Exceeds Expectations | Meets Expectations | Needs Improvement | Below Expectations |
|-------------------------------|--|--|---|--|
| Depth 20 points | Demonstrate a conscious and thorough understanding of the scenario and the subject matter. 20 | Demonstrate a thoughtful understanding of the scenario and the subject matter. 16 | Demonstrate a basic understanding of the scenario and the subject matter. 14 | A clear understanding of concepts in the scenario or subject matter was not evident. 12 |
| Content 50 points | Use specific and convincing examples from the event to support claims in your own writing, making insightful and applicable connections between issues. Fully comprehends and has insight into what has made a difference to own practice and makes effective links to changes that have positively influenced patient care and/or colleagues 50 | Use relevant examples from the event to support claims in your own writing, making applicable connections between the issues. Understands what has made a difference to own practice, to patient care and/or colleagues 40 | Use examples from the text to support discussion with some connections made between the issues. Understands there has been a difference to own practice. 35 | Examples from the scenario or event were not included or claims made lacked clear support. No description of how concepts learned have made a difference to own practice. 25 |
| Language 20 points | Use sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. 20 | Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure. 17 | Exhibits some understanding of the use of appropriate language, sense of voice, awareness of audience and purpose. Some attempt to vary sentence structure. 14 | Use language that is not a good fit for the intended audience and purpose. Sentence structure lacks variety. 12 |
| Style 10 points | Demonstrate excellent grasp of writing and mechanics with essentially no errors, even when using sophisticated language. 10 | Demonstrate good grasp of writing mechanics, exhibiting occasional errors only when using sophisticated language. 8 | Demonstrates partial grasp of writing mechanics, exhibiting occasional errors, but not enough to hinder comprehension. 6 | Many writing and mechanics errors made it difficult for the reader to understand. 4 |

Personal Evaluation Paper Rubric

| | Exceeds Expectations | Meets Expectations | Below Expectations |
|--|--|---|--|
| Cover Page 2 points | On a separate cover page, the four criteria are available: Name, class/section, degree program, and date. 2 | Separate cover page but missing one or more of the four criteria. 1 | No separate cover page included. 0 |
| History 20 points | Full family history was given that allowed the reader to understand how the history shaped the writer, their strengths and personal values. 20 | Some family history was given to allow for a deeper understanding of the author. A simple start to the understanding of how this developed strengths and personality were given. 15 | Student's personal story was not clearly covered, including a description of family background and dynamics. Influencing and shaping factors that affect strengths were not clearly explained. 10 |
| Personality 15 points | Listing and explanation of a personality assessment was shown with explanation and demonstrated through personal narrative. 15 | Personality assessment of some kind was included, but no explanation of how the connection was made to the person through story. 10 | No personality assessment is referenced (ie. Meyers-Briggs or Do What You Are.) 0 |
| Values Development 20 points | A strong connection was made with the writer's personal values, as well as ties to personal history and strengths. 20 | Some of the writer's personal values have been stated. There was no clear connection between strengths and personal history. 15 | Little to no mention of personal values. 10 |
| Clifton Strengths 20 points | All 5 strengths are listed with personal definitions and related stories. 20 | Strengths are listed with little detail that connects with personal story and reflection; strengths are listed, but the writer does not provide own description. 15 | Little to no detail of strengths results. 10 |
| Future 10 points | All areas of these sections are outlined and discussed to inform the reader of the writer's current future plans, including leadership intentions, academic paths, goals, career and calling. "As a Leader I..." 10 | Only some areas of this section are outlined and discussed to inform the reader. 7 | Little to no detail about future plans or leadership/academic paths including goals, career and calling, statements or thoughts starting with "As a Leader I..." or something similar. 5 |
| Punctuation and Spelling 3 points | 3 or less grammar, punctuation, and spelling errors. 3 | 5-7 grammar, punctuation, and spelling errors. 2 | More than 10 grammar, punctuation, and spelling errors. 1 |
| Clarity and Style 10 Points | No organizational issues; meets simple English grammar standards 10 | Some organizational structure is missing, but the main idea is understood. 8 | There were many issues with sentence structure or grammar. 5 |

Exams

There are **zero (0)** traditional exams in this course. See "Assessment Descriptions" above for more details on the alternative forms of assessment.

Schedule

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Academy students: You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

| Week | Lessons | Readings | Assignments | SLO |
|----------------------|--|---|---|----------|
| Introduction | "Introductions" (Lesson) | Orientation Course Overview Introductions Academic Integrity | Student Introductions Academic Integrity Quiz Academic Integrity Statement | - |
| 1 May 13 – 16 | Lesson 1: Welcome | <i>Lead Like Jesus</i> , Part I-II <i>21IQOAL</i> , Qualities 1-3 "Authority vs Power" (Video Lesson) "The Secret to Giving Great Feedback" (YouTube) "Giving Good Feedback" (Supplemental video) | Authority and Power Lab CliftonStrengths Results Submission Lesson 1 Reflection Journal Entries Lesson 1 Lecture Quiz Due Thurs, May 23, 11:59 pm | 1 |
| 2 May 17 – 23 | Lesson 2: Leadership & Lesson 3: Great Teams I: Boundaries | <i>Lead Like Jesus</i> , Part III <i>21IQOAL</i> , Qualities 4-5 "What Does It Mean to Lead?" (Video Lesson) "Breaking Down Boundaries" (Video Lesson) "Brené Brown Boundaries" (YouTube) "Tips to Set Some Boundaries" (YouTube) | Leadership Defined Lab Lesson 2 & 3 Reflection Journal Entries Lesson 2 & 3 Lecture Quiz Boundaries Worksheet Boundaries Experiment Lab | 1, 4, 5 |
| 3 May 24 – 30 | Lesson 4: Great Teams II: Safety | <i>Lead Like Jesus</i> , Part IV <i>21IQOAL</i> , Qualities 6-7 "Researchers Reveal Surprising Truths About Successful Teams" (Article) "A Good vs Great Team" (Video Lesson) "Teams, Psychological Safety, and SNL" (YouTube) | Teams Article Reflection Team Identification Lab Lesson 4 Reflection Journal Entries Lesson 4 Lecture Quiz | 2, 6 |
| 4 May 31 – June 6 | Lesson 5: Media | <i>Lead Like Jesus</i> , Part V <i>21IQOAL</i> , Qualities 8-9 "You Lead What You Watch" (Video Lesson) Movie Presentation Demo (Supplemental Video) Self-Selected Leadership Movie | Movie Mini Presentation Lab Lesson 5 Reflection Journal Entries Lesson 5 Lecture Quiz | 2, 6 |
| 5 June 7 – 13 | Lesson 6: Strengths I: Yourself | <i>Lead Like Jesus</i> , Part VI-VII <i>21IQOAL</i> , Qualities 10-11 "The Strengths of Yourself" (Video Lesson) Gallup Theme Thursday Videos (YouTube Playlist), Your Top Strengths (5) | Theme Thursday Reflection 1 Personal Strengths Lab Lesson 6 Reflection Journal Entries Lesson 6 Lecture Quiz Midterm Journal Submission | 6, 7 |
| 6 June 14 – 20 | Lesson 7: Strengths II: Others Lesson 8: Values | <i>Lead Like Jesus</i> , Part VIII <i>21IQOAL</i> , Qualities 12 "The Strengths of Others" (Video Lesson) Gallup Theme Thursday Shorts (YouTube Playlist), Other Strengths (3) Core Values List" (Article) "Values & Accountability" (Video Lesson) | Theme Thursday Reflection 2 Personal Evaluation Draft Submission Lesson 7 & 8 Reflection Journal Entries Lesson 7 & 8 Lecture Quiz Value Activity Report Value Mission Statement Lab | 3 |
| 7 June 21 – 27 | Lesson 9: Economy of Change I Lesson 10: Economy of Change II | Self-Selected Leadership Book (SSLB) <i>21IQOAL</i> , Qualities 13-14 "The Third Way" (Video Lesson) "Investing & The Ugly Baby" (Video Lesson) | Problem Brainstorming Lab Lesson 9 & 10 Reflection Journal Entries Lesson 9 & 10 Lecture Quiz | 2, 3, 10 |

| Week | Lessons | Readings | Assignments | SLO |
|-----------------------|---|---|--|----------|
| | | | Lead Like Jesus Book Review Submission Solution Brainstorming Lab | |
| 8 June 28 – July 4 | Lesson 11: Economy of Change III | SSLB 21IQOAL, Qualities 15-16 “Self-Evaluation & Critique” (Video Lesson) “Solution Presentation Demo” (Supplemental Video) “How to Give Feedback So People Hear You’re Trying to Help” | Lesson 11 Reflection Journal Entries Lesson 11 Lecture Quiz Solution Mini Presentation Lab Self-Selected Leadership Book Review Due Friday, Jul 5, 5:00 p.m. | 1, 3 |
| 9 July 5 – 11 | Lesson 12: Creativity & Innovation I Lesson 13: Creativity & Innovation II | SSLB 21IQOAL, Qualities 17-18 “Creative Problem Solving” (Video Lesson) “Heroes Presentation Demo” (Supplemental Video) “Fail Faster” (YouTube) “Whose Turn Is It Anyway?” (Lesson) “Whose Line Is It Anyway: Super Heroes” (YouTube) “IDEO Shopping Cart” (YouTube) | Heroes Mini Presentation Lab Lesson 12 & 13 Reflection Journal Entries Lesson 12 & 13 Lecture Quiz Innovation Mini Presentation Lab Innovation Brainstorming Lab | 7, 8, 9 |
| 10 July 12 – 18 | Lesson 14: Creativity & Innovation III | SSLB 21IQOAL, Qualities 19-20 “The Importance of Fun” (Video Lesson) “A Bidding War Breaks Out During Scrub Daddy’s Pitch” (YouTube) “Could Palmimi Replace Pasta?” (YouTube) | Innovation Mini Presentation Lab Lesson 14 Reflection Journal Entries Lesson 14 Lecture Quiz Self-Selected Leadership Book Review | 4, 5, 9 |
| 11 July 19 – 25 | Lesson 15: Vulnerability | SSLB 21IQOAL, Qualities 21 “Success Requires Failure” (Lesson) “The Power of Vulnerability” (YouTube) “We Learn from Reflecting on Experience” (Lesson) | Gratitude Celebration Report Gratitude Celebration Lab Lesson 15 Reflection Journal Entries Lesson 15 Lecture Quiz Team Leadership Analysis Paper | 9, 10 |
| 12 July 26 – Aug 2 | - | - | Personal Evaluation Paper Reflection Journal Submission | 1, 3, 10 |

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy

Graded Course Activities

| Percent % | Description |
|-----------|--|
| 35 | Papers |
| 20 | Reflection Journal |
| 15 | Homework |
| 15 | Discussion Labs (Video Mini Presentations) |
| 10 | Discussion Labs (Written Discussion Posts/Responses) |
| 5 | Quizzes |

| Percent % | Description |
|-----------|------------------------|
| 100 | Total Percent Possible |

Viewing Grades in LearningHub

- Click into the course.
- Click This Course in the top menu
- Select Grades in the drop-down

Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A | 93-100% |
| A- | 90-92% |
| B+ | 88-89% |
| B | 83-87% |
| B- | 80-82% |
| C+ | 78-79% |
| C | 73-77% |
| C- | 70-72% |
| D | 60-69% |
| F | 0-59% |

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/mvc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

[Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at andrews.edu/services/sscenter/about/accessibility-accommodations.html
2. Download the form at andrews.edu/services/sscenter/disability/accommodationsreqform.pdf. Email the completed form and disability documentation (if any) to disabilities@andrews.edu.
3. Work with the Disability Office to learn what support is available online and be ready to show your disability contract for the current semester to the exam proctor at the start of any exam session, if extra time is allowed.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

Appendix A: Leadership Book Options

1. *1776*, David McCullough
2. *A Whole New Mind*, Daniel Pink
3. *Band of Brothers*, Stephen E. Ambrose
4. *Change by Design*, Tim Brown
5. *Color Outside the Lines*, Howard Hendricks
6. *Developing the Leader Within You*, John Maxwell
7. *Disciplined Dreaming*, Josh Linkner
8. *Drive*, Daniel Pink
9. *Drucker on Leadership*, William A. Cohen
10. *Everyday Greatness*, Stephen Covey
11. *Everyone Communicates, Few Connect*, John C. Maxwell
12. *Great by Choice*, Jim Collins and Morten Hansen
13. *I'm Feeling Lucky*, Douglas Edwards
14. *Jesus CEO: Using Ancient Wisdom for Visionary Leadership*, Laurie Beth Jones
15. *Leadership Presence*, Kathy Lubar and Belle Linda Halpern
16. *Love Does*, Bob Goff
17. *Lynchpin*, Seth Godin
18. *Made to Stick*, Chip Heath & Dan Heath
19. *Outliers*, Malcolm Gladwell
20. *Re-Imagine*, Tom Peters
21. *Switch*, Chip Heath & Dan Heath
22. *Team of Rivals*, Doris Kerns Goodwin
23. *The 360° Leader*, John C. Maxwell
24. *The Accidental Creative*, Todd Henry
25. *The DNA of Leadership*, Judith E. Glaser
26. *The Four Elements of Success*, Laurie Beth Jones
27. *The Invisible Gorilla*, Christopher Chabris and Daniel Simons
28. *The Leadership Challenge*, Kouzes & Posner
29. *The Next Generation Leader*, Andy Stanley
30. *The Power of Full Engagement*, Jim Loehr and Tony Schwartz
31. *The Speed of Trust*, Stephen Covey
32. *The Tipping Point*, Malcolm Gladwell
33. *Think Better*, Tim Hurson
34. *Training Camp*, Jon Gordon
35. *Tribes*, Seth Godin
36. *Unusually Excellent*, John Hamm

37. *Wooden on Leadership*, John Wooden and Steve Jamison

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