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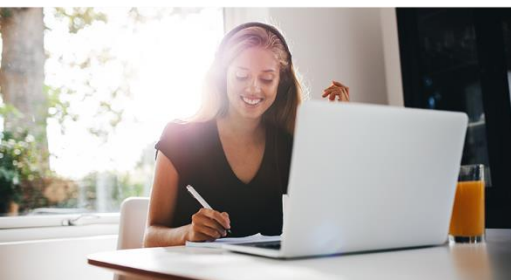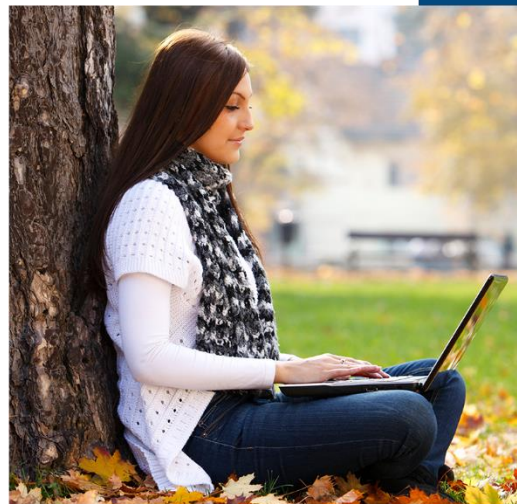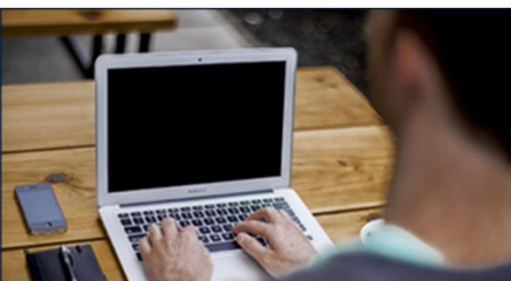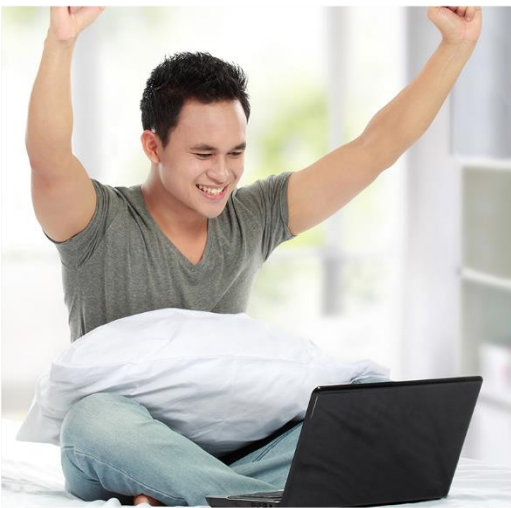
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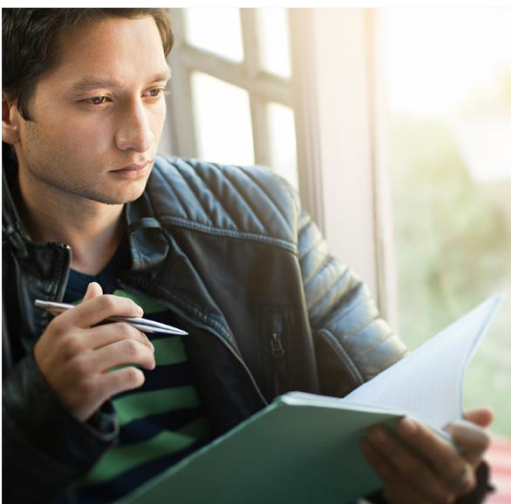
LEAD 310 Theories of Leadership
Summer 2025

LEAD 310 Theories of Leadership
Global Campus

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	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	onlineexams@andrews.edu	Call: (269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	Text: (269) 397-4477

Part 1: Course Information

Course Description
A study of classical and modern theories of leadership, leadership styles, the role of leadership in changing social reality.

Required Text/Material
Required texts are essential for learning and understanding the course material. Textbooks are not included in the course cost unless specified otherwise. You can purchase your textbook from bookstore.andrews.edu, vitalsource.com, or any other textbook supplier. For financial aid payment, contact your financial advisor at the university where you are completing your degree.

Lussier, R. N., Achua, C.F. (2023). *Leadership: Theory, Application, and Skill Development*.
    Sage Publications. 7th Edition.
    Vantage Learning Platform: Ebook and Course Materials ISBN: 9781071871324

Optional Text/Material
Kwon, Sung K. (2017). Burst the Bubble: Finding Your Passion for Community Outreach. Pacific
    Press. ISBN: 9780816363414

Credit Hour and Commitment

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. The student will leave this course with an understanding of what operation management is, what kinds of techniques it used, and how process efficiency can be analyzed. The goal is not unanimity of opinion—on almost all issues in this course, there will be genuine disagreement about the appropriate answer. The goal is to learn how to analyze these questions and how to be able to justify one's answer in rational terms. To achieve this goal, you'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via online discussions, Assignment, and taking quizzes.

> Readings: 3 hours
> Lectures: 2 hours
> Interactive Discussions: 1 hour
> Quizzes: 1 hour
> Weekly work on Final Paper: 1 hour
> Studying for Upcoming Exams: 1 hours

Institutional Outcomes

We don't simply teach leadership theory with effective leader examples as applications. We engage students following Benjamin Franklin's progression: "Tell me, and I forget. Teach me, and I remember. Involve me, and I learn." Since the first edition, before AACSB (Association to Advance Collegiate Schools of Business) called for competencies (knowledge, abilities, and skills), we engaged students in their learning by teaching them the leadership concepts (knowledge) and how to apply the concepts (abilities) to develop their leadership (skills).

Student Learning Outcomes

The student will develop the knowledge and skills to:

1. Articulate the significance of leadership development in both personal and professional contexts.
2. Analyze and apply leadership traits and ethical principles.
3. Evaluate leadership behaviors and motivational strategies.
4. Apply contingency leadership theories to assess and adapt their leadership approaches in different situations.
5. Understand the principles and practices of interpersonal communication in order to effectively address conflicts in various settings.
6. Analyze and apply leader-member exchange theory to different situations.
7. Effectively lead and manage teams and organizations while fostering inclusive and ethical environments.

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 [Global Campus Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays, online discussion and reflections on the reading, short open book quizzes on the readings, interactions with the SAGE Vantage learning platform. 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: [Username Activation](#), if you haven't already. If you need assistance, call or email us: (269) 471-6016 or 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

SAGE Vantage Assignments SAGE Vantage Quiz (15 Points per Chapter); Knowledge Checks and Critical Thinking are Optional.

Discussion Forums

Discussion (80 points per Chapter - 60 points for postings/10 points for each answer; 20 points for TWO responses to other student's posts/10 points for each response)

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.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Friday and end on Thursday. 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.

Reflective Papers (25 points per Chapter)

You are required to write 12 reflective papers based on the theories studied each week one is due. Each reflective paper must be a maximum of three pages, not counting a title page and bibliography, double-spaced, and using 12-point font. Make sure the page numbers are centered at the bottom. Each paper must also define the main theory or model covered during that module. Choose to either agree or disagree with the theory or model based on other scholarly references. Create an illustration of the theory or model, an application based on your ministry.

Follow the formatting required in Andrews University Standards for Written Works and use APA style for citations and references. Please see the Reflective Paper Rubric for guidance.

Rubrics
Reflection Paper Evaluation Rubric

Criteria	Exceptional (5)	Proficient (4)	Satisfactory (3)	Emerging (2)	Unsatisfactory (1)
Content and Organization	Broad and in-depth grasp of competency with thoughtful connections to other competencies; excellent presentation of ideas; insightful	Topics appropriate to competency; carefully focused; well organized; sound scholarly argument	Topics reflect an appropriate grasp of competency; logically arranged; adequately organized to express desired concepts	Competency is vaguely defined; topics somewhat relevant to competency; poorly focused; organization restricts comprehensibility	Competency not defined; topics not relevant to competency; lacks focus and organization; content may be plagiarized
Knowledgebase	Evidence of a broad, carefully evaluated knowledge base which includes synthesis of multiple theoretical perspectives	Evidence of an expanding knowledge base which includes analysis of theoretical perspectives	Evidence of a well documented knowledge base	Evidence of a narrow knowledge base.	Little or no evidence of knowledge base
Reflection (Integration of knowledgebase with practice)	Evidence of new or improved practice based on integration of knowledge base with practice (reference to artifacts)	Multiple rich examples of conceptual integration of knowledge base with practice (reference to artifacts)	Some examples of integration of knowledge base with practice (reference to artifacts)	Few examples of integration of knowledge base with practice (reference to artifacts)	No evidence of integration of knowledge base with practice; no reference to artifacts
Style & Format (APA and AU standards)	Models language, style, and format of scholarly literature; publishable	Style and format standards consistently applied; accurately documented	Few errors of style and format; most sources documented correctly	Inconsistent style and format; lacks precision in use of quotations and citation sources	Style and format standards not applied; sources plagiarized; clarity compromised by errors
Mechanics (spellings, grammar, punctuation sentence structure)	Free of mechanical errors; smooth flow and effective transitions enhance strong scholarly communication	Few mechanical errors; strong transitions increase comprehensibility and improve flow of argument	Generally follows mechanical conventions, but with some minor errors; appropriate transitions	Frequent mechanical errors; missing or ineffective transitions and flow from point to point	Numerous mechanical errors, making comprehension almost impossible

Discussion Rubric

	Mastery	**Proficient**	**Acceptable**	**Emergent**	**No Progress**
Content	Demonstrates excellent knowledge of concepts, skills, and theories relevant to the topic of all six questions. Submitted by Sunday 11:55 pm. (60)	Demonstrates fair knowledge of concepts, skills, and theories of at least 5 questions. Submitted by Sunday 11:55 pm. (51)	Demonstrates adequate knowledge of concepts, skills, and theories of at least 4 questions. Submitted late by one day. (45)	Demonstrates significantly flawed knowledge of concepts, skills, and theories. Submitted more than two days late. (36)	Did not participate. (0)
Responses	2 responses which extend the discussion. Submitted by Thursday 11:55 pm. (20)	2 responses submitted by Thursday 11:55 pm. (17)	1 response Submitted late by one day. (15)	1 response Submitted late by two days. (13)	Did not participate. (0)
Points	**80**	**68**	**60**	**49**	**0**

Exams

There are 2 exams in this course. The midterm exam covers material from Chapters 1-6, is made up of essay questions and will focus on critical thinking. The midterm exam is worth 120 points. You will be allowed 120 minutes to take this exam. This exam is worth 15% of your grade. The final exam covers material from Chapters 7-12, is made up of essay questions and will focus on critical thinking. The final exam is worth 120 points. You will be allowed 120 minutes to take this exam. This exam is worth 15% of your grade. Both exams must be taken under supervision of a proctor. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at our exams page. Sign up for a date to take the exam as early as possible. You may sign up as early as one month before the last date of the exam window. Spaces fill quickly. Therefore, it is best to sign up as early as possible. Follow the instructions that apply to your situation in the exam request form to set up a proctoring appointment before the exam due date. There will be prompts throughout your course to sign up as well.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center. Your instructor must email onlineexams@andrews.edu or call 269-471-6566. No exam is returned to the student for review. To aid in studying for future exams, you may request the instructor to provide summary feedback on an exam.

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.

Acadeum 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
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity Syllabus and Learning Hub	Student Introductions Academic Integrity Quiz Academic Integrity Statement Obtaining the Textbook Student Introductions
1 May 12 – 15	Lesson 1: Who Is a Leader and What Skills Do Leaders Need Chapter 1 Lecture Video	Chapter 1 Textbook Chapter 1 - PPT	Discussion 1 Reflective Paper 1 SAGE Vantage: Chapter 1 Quiz Knowledge Check Ch 1 Optional Due Thurs, May 22, 11:59 pm
2 May 16 – 22	Lesson 2: Leadership Traits and Ethics Chapter 2 Lecture Video	Chapter 2 Textbook Chapter 2 - PPT	Discussion 2 Reflective Paper 2 SAGE Vantage: Chapter 2 Quiz Knowledge Check Ch 2 Optional
3 May 23 – 29	Lesson 3: Leadership Behavior and Motivation Chapter 3 Lecture Video	Chapter 3 Textbook Chapter 4 - PPT	Discussion 3 Reflective Paper 3 SAGE Vantage: Chapter 3 Quiz Knowledge Check Ch 3 Optiona
4 May 30 – June 5	Lesson 4: Contingency Leadership Theories Chapter 4 Lecture Video	Chapter 4 Textbook Chapter 4 - PPT	Discussion 4 Reflective Paper 4 SAGE Vantage: Chapter 4 Quiz Knowledge Check Ch 4 Optional
5 June 6 – 12	Lesson 5: Communication, Coaching, and Conflict Skills Chapter 5 Lecture Video	Chapter 5 Textbook Chapter 5 - PPT	Discussion 5 Reflective Paper 5 SAGE Vantage: Chapter 5 Quiz Knowledge Check Ch 5 Optional
6 June 13 – 19	Lesson 6: Influencing: Power, Politics, Networking, and Negotiation Chapter 6 Lecture Video	Chapter 6 Textbook Chapter 6 - PPT	Discussion 6 Reflective Paper 6 SAGE Vantage: Chapter 6 Quiz Knowledge Check Ch 6 Optional
Mid-Term Exam: Critical-Thinking Questions, Chapter 1 through 6			
7 June 20 – 26	Lesson 7: Leader-Member Exchange and Followership	Chapter 7 Textbook Chapter 7 - PPT	Discussion 7 Reflective Paper 7

Week	Lessons	Readings	Assignments
	Chapter 7 Lecture Video		SAGE Vantage: Chapter 7 Quiz Knowledge Check Ch 7 Optional
8 June 27 – July 3	Lesson 8: Team Leadership and Self-Managed Teams Chapter 8 Lecture Video	Chapter 8 Textbook Chapter 8 - PPT	Discussion 8 Reflective Paper 8 SAGE Vantage: Chapter 8 Quiz Knowledge Check Ch 8 Optional
9 July 4 – 10	Lesson 9: Managing Change and Crisis Leadership Chapter 9 Lecture Video	Chapter 9 Textbook Chapter 9 - PPT	Discussion 9 Reflective Paper 9 SAGE Vantage: Chapter 9 Quiz Knowledge Check Ch 9 Optional
10 July 11 – 17	Lesson 10: Charismatic, Transformational, and Servant Leadership Chapter 10 Lecture Video	Chapter 10 Textbook Chapter 10 - PPT	Discussion 10 Reflective Paper 10 SAGE Vantage: Chapter 10 Quiz Knowledge Check Ch 10 Optional
11 July 18 – 24	Lesson 11: Leadership of Culture, Diversity, and Inclusion Chapter 11 Lecture Video	Chapter 11 Textbook Chapter 11 - PPT	Discussion 11 Reflective Paper 11 SAGE Vantage: Chapter 11 Quiz Knowledge Check Ch 11 Optional
12 July 25 – August 1	Lesson 12: Strategic Leadership and High-Performing Organization Chapter 12 Lecture Video	Chapter 12 Textbook Chapter 12 - PPT	Discussion 12 Reflective Paper 12 SAGE Vantage: Chapter 12 Quiz Knowledge Check Ch 12 Optional
	Final Exam: Critical-Thinking Questions, Chapter 7 through 12 Due Thursday, July 31, 11:59 p.m.		

Completing Assignments

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

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
30%	Online Discussion
30%	Reflective Papers
10%	Quizzes
15%	Midterm Exam
15%	Final Exam
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

You can view the current withdrawal policy online on our [Withdrawal Page](#). You can view the Incomplete Policy on our [Incomplete Page](#).

Late Work and Discussion Forum Policy

Due dates for all assignments are clearly listed in both the LearningHub course space and the syllabus. We understand that as adult online learners, you may sometimes face challenges in meeting deadlines. This policy aims to provide flexibility while maintaining course integrity.

Late Submissions

- Students who anticipate submitting work after the due date must communicate with their instructor prior to the deadline whenever possible.
- Late work may be accepted until the last day of the class, subject to instructor approval.
- Approved late submissions will incur a 10% deduction of the earned points.
- Acceptance of late work without prior communication is at the instructor's discretion.

Communication Process

1. If you need to submit work late, email your instructor as soon as possible before the due date.
2. Explain your situation and propose a new submission date.
3. Wait for your instructor's response and follow their guidance.

Extenuating Circumstances

- In cases of unexpected emergencies or extenuating circumstances, contact your instructor as soon as you're able.
- Depending on the situation, the instructor may waive late penalties or grant extensions.

Discussion Forums

- The participatory nature of forums requires timely engagement for meaningful interaction.
- Late discussion posts will generally not be accepted.
- In rare and exceptional circumstances, instructors may consider accepting a late forum post, but this is at the instructor's discretion.
- If you anticipate being unable to participate in a forum by the deadline, you must communicate with your instructor immediately. However, please note that extensions for forum participation are rarely granted.

We encourage open communication throughout the course. If you're struggling with deadlines or course load, please reach out to your instructor proactively to discuss your options.

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

2. Download the Accommodations Request Form here. 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

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University Bulletin are subject to incremental disciplinary penalties with redemptive intent. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

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.