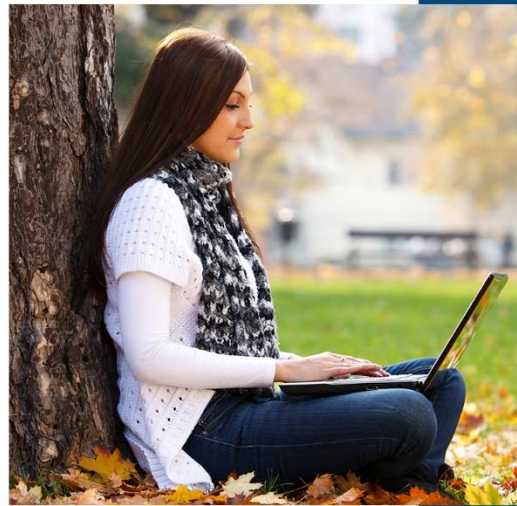




School of
Distance Education
Andrews University

SYLLABUS



**LEAD 310 Theories of Leadership
Spring 2024**

LEAD 310 Theories of Leadership

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	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

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.

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 [School of Distance Education 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: <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

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 www.andrews.edu/distance/students/exams.html. 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 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 (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. To aid 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.

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
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	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Jan 8 – 11	Use this week to get logged into your course space in both LearningHub and SAGE Vantage	Syllabus and Learning Hub	Obtaining the Textbook
2 Jan 12 – 18	Lesson 1: Who Is a Leader and What Skills Do Leaders Need? Chapter 1 Lecture Video	Chapter 1 Textbook Chapter 1 - PPT	LearningHub Discussion 1 Reflective Paper 1 SAGE Vantage Chapter 1 Quiz
3 Jan 19 – 25	Lesson 2: Leadership Traits and Ethics Chapter 2 Lecture Video	Chapter 2 - Textbook Chapter 2 - PPT	LearningHub Discussion 2 Reflective Paper 2 SAGE Vantage Chapter 2 Quiz
4 Jan 26 – Feb 1	Lesson 3: Leadership Behavior and Motivation Chapter 3 Lecture Video	Chapter 3 Textbook Chapter 3 - PPT	LearningHub Discussion 3 Reflective Paper 3 SAGE Vantage Chapter 3 Quiz
5 Feb 2 – 8	Lesson 4: Contingency Leadership Theories Chapter 4 Lecture Video	Chapter 4 - Textbook Chapter 4 - PPT	LearningHub Discussion 4 Reflective Paper 4 SAGE Vantage Chapter 4 Quiz
6 Feb 9 – 15	Lesson 5: Communication, Coaching, and Conflict Skills Chapter 5 Lecture Video	Chapter 5 - Textbook Chapter 5 - PPT	LearningHub Discussion 5 Reflective Paper 5 SAGE Vantage Chapter 5 Quiz
7 Feb 16 – 22	Lesson 6: Influencing: Power, Politics, Networking, and Negotiation Chapter 6 Lecture Video	Chapter 6 - Textbook Chapter 6 - PPT	LearningHub Discussion 6 Reflective Paper 6 SAGE Vantage Chapter 6 Quiz
8 Feb 23 – 29	PROCTORED Midterm Exam: Critical-Thinking Questions, Chapter 1 through 6		

Week	Lessons	Readings	Assignments
9 Mar 1 – 7	Lesson 7: Leader-Member Exchange and Followership Chapter 7 Lecture Video	Chapter 7 - Textbook Chapter 7 - PPT	LearningHub Discussion 7 Reflective Paper 7 SAGE Vantage Chapter 7 Quiz
10 Mar 8 – 14	Lesson 8: Team Leadership and Self-Managed Teams Chapter 8 Lecture Video	Chapter 8 - Textbook Chapter 8 - PPT	LearningHub Discussion 8 Reflective Paper 8 SAGE Vantage Chapter 8 Quiz
11 Mar 22 – 28	Lesson 9: Managing Change and Crisis Leadership Chapter 9 Lecture Video	Chapter 9 - Textbook Chapter 9 - PPT	LearningHub Discussion 9 Reflective Paper 9 SAGE Vantage Chapter 9 Quiz
12 Mar 29 – Apr 4	Lesson 10: Charismatic, Transformational, and Servant Leadership Chapter 10 Lecture Video	Chapter 10 - Textbook Chapter 10 - PPT	LearningHub Discussion 10 Reflective Paper 10 SAGE Vantage Chapter 10 Quiz
13 Apr 5 – 11	Lesson 11: Leadership of Culture, Diversity, and Inclusion Chapter 11 Lecture Video	Chapter 11 - Textbook Chapter 11 - PPT	LearningHub Discussion 11 Reflective Paper 11 SAGE Vantage Chapter 11 Quiz
14 Apr 12 – 18	Lesson 12: Strategic Leadership and High-Performing Organizations Chapter 12 Lecture Video	Chapter 12 - Textbook Chapter 12 - PPT	LearningHub Discussion 12 Reflective Paper 12 SAGE Vantage Chapter 12 Quiz
15 & 16 Apr 19 – May 2	PROCTORED Final Exam: Critical-Thinking Questions, Chapter 7 through 12 (Final Exam needs to be completed by May 1, 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

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/weblmsc/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 <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

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.

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