



School of Behavioral and Applied Sciences  
Department of College Student Affairs and Organizational Leadership

## **LEADERSHIP STRENGTHS & SKILLS**

Core Course: Leadership Minor  
LDRS 322 (Call #1158), 3 units, Spring 2009  
Thursdays 1:00-4:00pm in Duke 621

**INSTRUCTOR:** Shawna L. Lafreniere, Ph.D. (Pronounced: Dr. La-fren-yay)  
Adjunct Faculty, Organizational Leadership; Strategic Development  
Coordinator, Noel Academy for Strengths-Based Leadership and Education  
Top 5 Signature Strengths: Maximizer, Learner, Strategic, Intellection, Self-Assurance

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### **UNIVERSITY MISSION STATEMENT:**

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

### **COURSE DESCRIPTION:**

This course is focused on a strengths-based approach to leadership and leadership development as well as the skills necessary for good leadership. Opportunities to understand and practice essential skills such as continual learning, powerful communication, problem solving, managing process, goal achievement, conflict resolution, win-win negotiating, and empowering stewardship are woven throughout the course. Training additional leaders is also a key topic. Effective leadership practice – through emphasis on strengths development – is the goal of this class.

## **STUDENT LEARNING OUTCOMES:**

Through active engagement in the course and course materials, students will:

1. Show a deepened commitment to developing oneself into a confident and capable leader.
2. Identify one's talents, how to develop them as strengths, and link them to the work of the leader.
3. Investigate a strengths-based approach to leadership.
4. Study and practice various skills related to effective leadership.
5. Experience the challenge of working on a team and practice the skills of good team leadership and membership

## **REQUIRED TEXTS:**

Buckingham, M. (2007). *Go put your strengths to work*. New York: Free Press.

Cameron, K. S. (2008). *Positive leadership: Strategies for extraordinary performance*. San Francisco: Berrett-Koehler Publishers.

Eikenberry, K. (2007). *Remarkable leadership: Unleashing your leadership potential one skill at a time*. San Francisco: JosseyBass.

Trent, J., & Cox, R. (2006). *Leading from your strengths participant guide*. Nashville, TN: Randall House. (See professor for details)

## **MY COMMITMENT TO YOU:**

- As your professor I am committed to giving the very best of myself to you to assist you in maximizing your learning potential. Your learning means everything to me and is my number one priority.
- This means that I will come to class prepared to teach, keep up to date about the best-of-the-best leadership theories and practices so that I can include them in our curriculum, and give timely and relevant feedback on your assignments so as to enrich your learning.

## **YOUR COMMITMENT TO ME AND YOUR CLASSMATES:**

- Because we are striving to become a learning community that is committed to expanding our understanding of leadership theories and practices together, the following is expected of you:
- You are expected to come to each class on time, ready to be engaged in the learning process, and fully prepared for class discussions and small group interactions. This means that you are expected to do the required reading on time, hand your assignments in on the due dates and no later, and fully involve yourself in the classroom exercises.

## **COURSE REQUIREMENTS:**

### **Attendance and Participation:**

Regular attendance and active participation will maximize the benefit you can gain from your experience of learning in community. As your professor I am committed to being present, prepared, and participating every time the class meets. I invite the same commitment from you. Obviously, there may be times when it is simply not possible for you to attend class; your courtesy in letting the professor know prior to class time will be especially appreciated.

- **% of FINAL GRADE: 10% (100 points)**

### **Current Issues in Leadership Seminar:**

The Department of College Student Affairs and Organizational Leadership will host one seminar this semester, featuring an experienced leader making a relevant presentation:

- **Tuesday, February 3, 4:20 to 7:20 pm in LAPC with Carol Davis**

You are expected to attend and participate in this seminar. If you have a class or work conflict, notify the professor ASAP. If you have a legitimate reason that you can not attend this seminar, you will be required to do an alternate assignment that will take 2-3 hours to complete. This session is included in the Attendance grading guidelines. Since this is not our normal class meeting time, adjustments will be made in the course calendar to compensate for the unusual demand on your time.

## **ASSIGNMENTS:**

### **ALL ASSIGNMENTS SHOULD BE Times New Roman, 12 point, double-spaced**

#### ***Go, Put Your Strengths to Work: The 5-Day Experiment***

- **DUE DATE: January 29**
- **% of FINAL GRADE: 10% (100 points – 50 for paper and 50 for presentation)**
- Before beginning the experiment, read the introduction and chapters 1 and 2 in Buckingham's book, and take notes on the points that stand out to you.
- For 5 days you will have the opportunity to track the experiences that strengthen you and the experiences that weaken you.
- Using the tear-out pages in your book, write down your strengthening/weakening moments for 5 days.
- After the 5-day experiment, compile your lists, create 3 strength statement cards (per the instructions in chapter 2), and compose a 4-6 page paper about the experiences that strengthen and weaken you. Discuss why do you believe the experiences had an impact on you, what did you learn from the experiences, and how does all of this impact you as a leader?
- On January 29<sup>th</sup> you will give a 12-minute presentation summarizing your paper and what you learned from this experiment. Your presentation should be about 10 minutes and leave 2 minutes for questions. Guidelines for using PowerPoint are at the end of this syllabus. Failure to pay attention to these guidelines will have a negative impact on your grade.

### **Personal Assessment Project:**

- **DUE: February 19**
- **% of FINAL GRADE: 10% (100 points – 50 for paper and 50 for presentation)**
- This project will give you the opportunity to take several online instruments in order to discover more about your leadership strengths and skills.
- Complete the StrengthsFinder instrument (receive a code from the professor). Print your results, compile your five strengths, and follow reflection instructions above.
- Go to <http://keirsey.com> and complete the free KTS II instrument on the top right corner of the website. Print your free one-page results, attach it to your paper, and follow reflection instructions above
- Go to [www.authentic happiness.org](http://www.authentic happiness.org), register, and take the VIA Signature Strengths Questionnaire. Print your results, reflect on your top five character strengths, and follow reflection instructions above.
- Once you have taken the online instruments, compile the data into one 4-6 page reflection paper, summarizing the outcomes and your reflections on each instrument. Do you agree/disagree with the outcomes? In what ways do the results currently manifest themselves in your life or not? In what ways do these results match or differ from the outcomes of the 5-day experiment? What difference will these results make in your life as a leader?
- On February 19<sup>th</sup> you will give a 12-minute presentation summarizing your paper and what you learned from this experiment. Your presentation should be about 10 minutes and leave 2 minutes for questions. Guidelines for using PowerPoint are at the end of this syllabus. Failure to pay attention to these guidelines will have a negative impact on your grade.

### **Remarkable Leadership Individual Presentation:**

- **DUE DATES: As Assigned**
- **% of FINAL GRADE: 20% (200 points – 40 for paper and 160 for presentation)**
- You will have the opportunity to gain leadership training skills through taking a chapter topic from *Remarkable Leadership* and teaching it to your classmates.
- You will be assigned one chapter from the book and it is your responsibility to not only teach that content, but to supplement the topic with other resources outside of the book.
- You will have 15 minutes for your presentation, 10 minutes for leading the group in a discussion around the topic, and 15 minutes to lead a creative exercise that relates to the topic. You may utilize PowerPoint or other methods for your teaching. Guidelines for using PowerPoint are at the end of this syllabus. Failure to pay attention to these guidelines will have a negative impact on your grade.
- Please bring a type-written one page summary of your topic (best of the best points) for your classmates and professor. Be sure to cite outside sources in your presentation and handout.
- Your presentation will be evaluated on the content (including your use of outside resources), effective teaching, discussion leading, and creative exercise.
- The Thursday following the presentation, you will submit a 2-3 page self-evaluation on how you think this experience went (from planning to implementation) and what you learned from it. You will also give a grade to each classmate, with justification, based on

their readiness and interaction with the topic (out of 100 points). Did they read the chapter and come prepared to interact? Did they ask good questions and offer good feedback, etc.

### ***Remarkable Leadership Group Presentations:***

- **DUE DATES: As Assigned**
- **% of FINAL GRADE: 20% (200 points – 40 for paper and 160 for presentation)**
- You will have the opportunity to replicate the above assignment, but this time with a group. Your group will be assigned a chapter topic from *Remarkable Leadership* and will be teaching them to your classmates.
- You will be assigned a chapter from the book and it is your responsibility to not only teach that content, but to supplement the topic with other resources outside of the book.
- You will have 20 minutes for your presentation, 10 minutes for leading the group in a discussion around the topic, and 20 minutes to lead a creative exercise that relates to the topic. Each group member must be actively involved in each presentation. You may utilize PowerPoint or other methods for your teaching. Guidelines for using PowerPoint are at the end of this syllabus. Failure to pay attention to these guidelines will have a negative impact on your grade.
- Please bring a type-written one page summary of your topic (best of the best points) for your classmates and professor. Be sure to cite outside sources in your presentation and handout.
- Your presentation will be evaluated on the content (including your use of outside resources), effective teaching, discussion leading, and creative exercise.
- The Thursday following the presentation, each of you will submit a 2-3 page self-evaluation on how you think this experience went (from planning to implementation) and what you learned from it. Be sure to discuss the group process and compare it to your experience of teaching the chapter alone. What was your preference and why? You will also give a grade to each classmate, with justification, based on their readiness and interaction with the topic (out of 100 points). Did they read the chapter and come prepared to interact? Did they ask good questions and offer good feedback, etc.

### ***Positive Leadership Response Paper***

- **DUE DATE: April 2**
- **% of FINAL GRADE: 10% (100 points)**
- After reading *Positive Leadership*, write a 3-4 page paper using the following points as a guideline:
  - What you have learned.
  - Points of agreement and/or disagreement you have identified.
  - How the book informs your practice of leadership.
- Come prepared to class ready to discuss the above points.

### **Presidential Leadership Study and Presentation:**

- **DUE DATE: May 7**
- **% of FINAL GRADE: 20% (200 points – 150 for the paper and 50 for the presentation)**
- This paper is in lieu of a final examination so it is expected to be a culminating work that demonstrates rigor and exceptional thinking.
- Based on our class discussions, this assignment will allow you to explore the life of one president who has demonstrated leadership strengths and skills.
- Using at least 5 different sources (only 2 may be from the internet), and citing them in your paper, compile a biographical sketch about this leader's life. Your 8 to 10-page paper should include the following:
  - A brief history of this person's life
  - What the leader has accomplished in his/her lifetime
  - What has been the impact of this person's leadership
  - What are the specific strengths and skills you see in this leader (based on what you learned this semester)
  - What have you learned from this leader's life and how will what you have learned impact your own leadership
- You will present your findings in a 15-minute presentation. Your presentation should be about 10-12 minutes and leave 3-5 minutes for questions. Guidelines for using PowerPoint are at the end of this syllabus. Failure to pay attention to these guidelines will have a negative impact on your grade.

**CLASS SCHEDULE** (subject to change by instructor's verbal notice):

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC(S)</b>	<b>READING/ASSIGNMENT DUE DATES</b>
<b>WEEK 1</b>	Thursday, January 15	Course Introduction	
<b>WEEK 2 Thriving Selves</b>	Thursday, January 22	Strengths of Self	<b>Read Introduction and chapters 1 and 2 of Buckingham</b>
<b>WEEK 3</b>	Thursday, January 29	Strengths of Self	<b>5-day Experiment Assignment and Presentation</b>
<b>WEEK 4</b>	Thursday, February 5	<b>No Class</b> – Attend the Current Issues Seminar on Tuesday, February 3 in LAPC from 4:20-7:20pm	
<b>WEEK 5</b>	Thursday, February 12	<b>No Class</b> – Use the class time for the Personal Assessment Project	
<b>WEEK 6</b>	Thursday,	Strengths of Self	<b>Read Chapters 3 and 4 of</b>

	February 19		<b>Buckingham Personal Assessment Project &amp; Presentation</b>
<b>WEEK 7</b>	Thursday, February 26	* Learning Continually * Championing Change	<b>Read Chapters 1-5 in RL</b>
<b>WEEK 8 Thriving Teams</b>	Thursday, March 5	* Communicating Powerfully * Building Relationships * Developing Others	<b>Read Chapters 6, 7, &amp; 8 in RL Individual Presentations</b>
<b>WEEK 9</b>	Thursday, March 12	* Influencing with Impact * Thinking and Acting Innovatively * Valuing Collaboration * Solving Problems and Making Decisions	<b>Read Chapters 10, 11, 12, &amp; 13 in RL Individual Presentations</b>
<b>WEEK 10</b>	Thursday, March 19	Strengths of Self and Others	<b>Take the online DISC profile and bring results to class</b>
<b>WEEK 11</b>	Thursday, March 26	Strengths of Self and Others	
<b>WEEK 12</b>	Thursday, April 2	Strengths of Self and Others	<i>Positive Leadership Response Paper</i>
<b>WEEK 13</b>	Thursday, April 9	<b>No Class – Easter Vacation</b>	
<b>WEEK 14 Thriving Organizations</b>	Thursday, April 16	* Taking Responsibility and Being Accountable	<b>Read Chapter 14 in RL Group Presentations</b>
<b>WEEK 15</b>	Thursday, April 23	* Managing Projects and Processes Successfully * Setting Goals and Supporting Goal Achievement	<b>Read Chapters 15 &amp; 16 in RL Group Presentations</b>
<b>WEEK 16</b>	Thursday, April 30	Bringing it all together	
<b>WEEK 17</b>	Thursday, May 7 2:30-4:30	<b>Presidential Leadership Study Presentations</b>	

**GRADING SCALE and EXAMPLES:**

A = 930-1000	C = 740-769
A- = 900-929	C- = 700-739
B+ = 870-899	D+ = 670-699
B = 840-869	D = 640-669
B- = 800-839	D- = 600-639
C+ = 770-799	F = 0-599

- **A/Outstanding:** Above and beyond the requirements of the assignment; outstanding effort, significant achievement, personal improvement are clearly evident. Some measure of skill, creativity, or energy is also evident.
- **B/Above Average:** Fulfills all aspects of the assignment and goes a bit beyond minimum competence to demonstrate extra effort, achievement or improvement.
- **C/Average:** Fulfills all aspects of the assignment with competence and grace. Assignments are completed exactly as assigned.
- **D/Below Average:** Below average either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than 1-2 per page) interferes with clear communication. May also indicate failure to follow directions, implement specific recommendations or demonstrate personal effort and improvement.
- **F/Not Acceptable:** Not acceptable either because the student did not complete the assignment as directed or because the performance is below the acceptable level for college work.

#### **ADDITIONAL COURSE EXPECTATIONS:**

- **Submitting assignments on time:**
  - All assignments are to be completed and submitted according to the course schedule in order to receive full credit.
  - Bring hard copy of your assignment to class
  - Papers are due at class time (1:00pm) on the date announced in class or published on the syllabus. Papers submitted on the due date but after class are considered late and will be docked 10%.
  - **Unless you consult with the instructor and receive approval in advance, papers submitted after the due date will not be graded.**
- **Make-up/extra credit work:** Given the number and nature of both assignments and in-class projects in this course, there is no provision for make-up or extra credit work.
- **Classroom technology:**
  - *Laptops* are not needed for this course and their use will not be permitted during class.
  - *Cell phones* are not to be used at anytime during class. Out of respect for your classmates and the instructor, turn off your phone prior to entering class and do not at any point send text messages during class.
- **Criteria for grading:**  
These elements will be considered in evaluating oral and written assignments:
  - Following instructions (syllabus, assignment handouts, and instructor explanations)
  - Organization (coherence, logical and substantive progression of ideas)
  - Scholarship (knowledgeable use of relevant literature)
  - Comprehension (analysis/synthesis; demonstrated understanding of concepts)
  - Mechanics (grammar, spelling, appropriate citation format)
  - Delivery (presence with participants, handouts, AV, activities, creativity)



- **Academic Integrity and Plagiarism:**

*The mission of Azusa Pacific University includes cultivating in each student not only the academic skills that are required for a university degree, but also the characteristics of academic integrity that are integral to a sound Christian education. It is therefore part of the mission of the university to nurture in each student a sense of moral responsibility consistent with the biblical teachings of honesty and accountability. Furthermore, a breach of academic integrity is viewed not merely as a private matter between the student and an instructor but rather as an act which is fundamentally inconsistent with the purpose and mission of the entire university. A complete copy of the Academic Integrity Policy is available in the Office of Student Life, the Office of the Vice Provost for Undergraduate Programs, and also online*

[www.apu.edu/provost/downloads/integrity\\_brochure.pdf](http://www.apu.edu/provost/downloads/integrity_brochure.pdf).

Expectations for this course and consequences for any breach in academic integrity are consistent with the university policy.

**Clarifying ...** (adapted from Drs. David Esselstrom and Diana Glycer):

*Writing is a collaborative ... Talking about your paper with a roommate, spouse, friend, family member, course colleague, etc. is encouraged, not only for this class, but also for other classes where you will be writing.*

*On the other hand, **passing off somebody else's work as your own** (because you copied it out of a book, paraphrased it out of a book, bought a paper from a research paper service, downloaded it from the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) **is plagiarism. It is unethical, illegal, and, in a college course, sufficient grounds for failure of the course and dismissal from this school. Don't do it.** When in doubt, cite. If you are unsure of something, ask. In this course, if you are found guilty of plagiarism, you will automatically fail the assignment on which you plagiarized.*

## UNIVERSITY SUPPORT SERVICES:

- **American Psychological Association writing manual:**

- Citations and bibliographic references for all assignments should be in accordance with the *Publication Manual of the American Psychological Association (APA style)*.
- All written work should be prepared with Times New Roman 12-point font.
- If you do not have access to the APA Manual, [A Writer's Reference](#) by Diana Hacker is very helpful.
- Citation guides are also available online at the APU Libraries website:  
[www.apu.edu/library/help/guides](http://www.apu.edu/library/help/guides).

- **Writing Center:** The Writing Center is a free source of feedback by trained Writing Consultants for writers from all disciplines and all skill levels. Located in the Marshburn Library (East Campus), the Center offers individual appointments, group workshops, and print resources to assist in a variety of writing needs. The Center welcomes writers of

academic papers, creative fiction, poetry, and other genres. The Writing Center also offers support, at a professor's request, for specific writing tasks or documentation forms particular to a designated course or discipline. Staff members, including both undergraduate and graduate students, are prepared to assist others with their writing in one-on-one and in small group situations. Staff training emphasizes the collaborative nature of writing and develops the interpersonal skills necessary for successful writing conferences.

While walk-in sessions are often available, making an appointment in person or by phone (X3141) is a wise way to guarantee a convenient time slot. Handouts and print resources are available for use without an appointment. The Writing Center suggests making an appointment three to seven days before a paper due date; schedule thirty minutes for every five pages of text; and bring the original assignment sheet to the appointment. (Hours of operation are posted in the Center.)

- **Learning Enrichment Center (disability issues):** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in the Learning Enrichment Center (X3849) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.

## **TIPS ON USING POWERPOINT**

### **Planning Your Presentation**

Prior to creating your presentation, plan how you want to use the presentation. Consider the following questions:

- What are your goals for the presentation?
- How can you enhance student understanding of the material?
- Is the content primarily text?
- Will you use handouts to supplement the presentation?
- Can the information be divided into manageable "chunks"?

### **Organizing Your Presentation**

There are several ways to organize your information. One common way is by the "inverted triangle" concept, which funnels information from general to specific. Ideally, each slide should be limited to one major topic. This design strategy entails presenting the major concepts of your lecture and narrowing the discussion to more detailed support information. The details are often presented as bullet and sub-bullet points. The presentation slides should support your lecture with key words and phrases, not replace it with long sentences of text. A general guideline is to limit each slide to **36 words**.

## Preparing Your Presentation

Once you plan a lesson based on your course goals, the presentation can be as low-tech or high-tech as your skills and equipment allow.

The following ten tips will assist in making your final product more pleasing to the presenter and to the person viewing it:

1. Limit the use of serif types (Times, Times New Roman, and Palatino) to headings or subheadings. The variations of thin and thick lines present problems in on screen displays. Recommended fonts are Helvetica, Arial, and AvantGarde.
2. Avoid ALL CAPITAL LETTERS because they are hard to read and easily confused with acronyms.
3. Avoid underlined text because it is used to indicate a hyperlink.
4. Use bold, italics, or color to emphasize text.
5. Keep your font point size as large as possible. The recommended minimum type size is 24 point. Check your presentation from the back of the room to make sure it is clearly visible.
6. Keep the slides as simple as possible. As a general rule of thumb, limit your slides to nine lines of text, including the title and subheadings.
7. Create a simple color scheme with three or four colors. Establish a consistent color for titles, subtitles, and text. The eye is drawn to a change in color. If too many colors are used, the viewer is unsure of the main focus.
8. Select a background or theme that relates to your presentation. Be wary of using some of the templates provided in the software package. The text and selected images should be the focus of your presentation.
9. Light text on a dark background is easier for the viewer to read, but may require a darkened room. Do not mix slides with dark and light backgrounds because the sudden bright light will strain viewers' eyes.
10. The above guidelines for font and color also apply to charts and graphs. All titles and labels should be visible from the back of the room. For a clear image, avoid using 3-dimensional effects.