

MOL 541 Mentorship Program I
Eastern Mennonite University - Harrisonburg
Master of Arts in Organizational Leadership
August 24 – December 14, 2017

Credit Hours: 1 semester hour

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Class Schedule:

- Group sessions (all students and mentors on campus): August 24, 6:00-8:00 p.m., October (TBA) 6:30-8:30 p.m., December (TBA).
- One-on-One two-hour meetings in September and November, scheduled by mentor/student pairs.

Course Description:

Students work with a mentor of their choosing throughout the academic year (fall and spring semesters), meeting monthly for two hours. There are 3 group meetings planned throughout the fall semester. The course will focus on individual leadership formation, a process that students have already begun in previous course work (OLS 520 Introduction to Leadership Studies, MBA 510 Leadership and Management for the Common Good, and MOL 510 Leadership Seminar).

Objectives

Students will:

Analyze areas of personal strength and weakness regarding leadership

Create personal leadership learning goals

Summarize a text on leadership and **Apply** themes to their own leadership goals

Reference Texts and Readings:

Required:

Goleman, D. (2004). *Primal Leadership*. Boston: HBS Press.

Daniels, D., & Price, V. (2009). *The Essential Enneagram*. New York: Harper Collins.

Optional:

Palmer, H. (1991). *The Enneagram: Understanding yourself and others in your life*. San Francisco: Harper Collins.

Choose one for Book Review:

Cain, S. (2013). *Quiet: The power of introverts in a world that can't stop talking*. New York: Random House, Inc.

Ebener, D. R. (2012). *Blessings for leaders: Leadership wisdom from the beatitudes*. Collegeville, MN: Liturgical Press.

Grant, A. (2013). *Give and Take: A Revolutionary Approach to Success*. New York: Viking.

Kouzes, J. M., & Posner, B. Z. (2008). *A leader's legacy*. San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2010). *The truth about leadership: The no-fads, heart-of-the-matter facts you need to know*. San Francisco: Jossey-Bass.

LeDoux, J. (2015). *Anxious: Using the brain to understand and treat fear and anxiety*. New York: Viking.

Lencioni, P. (2002). *The five dysfunctions of a team*. San Francisco: Jossey-Bass.

Rohr, R. (2011). *Falling upward: A spirituality for the two halves of life*. San Francisco: Jossey-Bass.

Shelton, C. (2007). *Blind spots: Achieve success by seeing what you can't see*. Hoboken, NJ: John Wiley & Sons.

Wheatley, M. (2006). *Leadership and the new science: Discovering order in a chaotic world*. San Francisco, CA: Berrett-Koeler.

Request approval from the course instructor of a text of your choice.

Course Requirements:

1. **Journal Entry.** Write at least 2 entries per month – one before and one after each meeting with mentor for a total of eight, and post to Moodle. (40 points)

The journal you keep during this course will be read only by the instructor, not your mentor. The purpose of the journal is to record your insights and new understandings from the material you read, the assessments you take and conversations with your mentor.

Each month, submit two entries. One of the entries should be submitted before your meeting with your mentor, and one after. The first entry should happen before your September mentor meeting and the final at the end of the program in April, for a total of 16 entries. (The entire course is divided into 2 parts – fall semester and spring semester. There will be a Moodle course for each semester, so the fall semester only asks for journal entries for September – December).

In addition to reporting on thoughts from reading, meditation, etc., the before-meeting entry should discuss your expectations for the next meeting. The after-meeting entry reflects on the conversation during the meeting and any questions you may have.

As you progress through this course, continue with the meditative practices that worked best for you in Barton's *Strengthening the Soul of your Leadership*, used during the Leadership Seminar. Or, you may experiment with other meditative practices such as controlled breathing, contemplative prayer, walking meditation, etc. You can learn more about various types of meditative exercises on-line. Your continuing practice should include an interval of silence and solitude most days. Insights from these meditative practices can also be recorded in your journal entries.

2. **Book Review Assignment.** Write a 3-4 page, double-spaced review of a book from the book list above. Post to Moodle. (30 points)

This assignment must be completed by your November meeting with your mentor. After your meeting, submit it to *Turn It In*, in the November section, by November 30 at 11:30 p.m.

- a. Choose one book from the book list and read it carefully. Let your mentor know which book you are reading, so he/she can read the book as well, if they wish to.
- b. Write a 3-4 page Book Review (double spaced). A book review describes the main themes in the book, summarizes evidence the author uses to make his/her points, identifies interesting and/or important ideas in the book, and also identifies problems with the book (for example, too little evidence to back up claims, focus is too broad, author ignores important concepts, etc.). Finally, offer your own ideas on the topic and suggest how the book might be useful to you in your continuing growth as a leader.
- c. Send your mentor a copy of your review prior to your November meeting. Be prepared to discuss the book and your review with your mentor.

3. **Mentor Assessment.** Student engagement in the program is assessed by the Mentor according to the rubric located at the end of the syllabus. (30 points)

Evaluation:

Assignments are assigned points (see above).

Grading Scale:

95-100 pts.	= A	80-83 pts.	= B-
91-94 pts.	= A-	77-79 pts.	= C+
88-90 pts.	= B+	72-76 pts.	= C
84-87 pts.	= B		

Academic Integrity: Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators).

In the event of academic dishonesty, the student is asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan. EMU takes seriously any violation of the Academic Integrity Policy. For the full policy and procedures, see the catalog at <http://www.emu.edu/catalog>. This course will apply EMU's AIP to any events of academic dishonesty.

Disability Statement: If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Student Disability Support Services (ASC) on the third floor of the Hartzler library. This office will work with you to

establish eligibility and to coordinate reasonable accommodations. To make an appointment, visit <http://www.emu.edu/academic-support/disabilities/>. Information and documentation is treated confidentially.

Use of Graduate Level Writing Standards and American Psychological Association (APA)

Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references.

Candidates citing references in Power Point references are also expected to use APA style.

Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

[All instructors teaching in the Master of Arts in Organizational Leadership program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.]

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access [ASC Tutoring](#) (also accessible through myEMU).

Title IX Compliance:

It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that I cannot keep information about sexual violence confidential if you share that information with me. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at 540-432-4148 or marcy.engle@emu.edu. Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

Please refer to the Student Handbook which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

Class Assignment Schedule:

August 24 Complete the DiSC assessment before attending the class session

September: One-on-One meeting TBA
Two journal entries (pre and post meeting)
Read Goleman Part 1 (chapters 1-5).
Prepare discussion questions in *Mentor Monthly Guide*.

September 28: Group meeting with mentors: Enneagram presentation, 8:00-10:00 p.m., LIB 121
Read *The Essential Enneagram*, and identify your type PRIOR to the meeting.

October: Two journal entries (pre and post meeting)

November: One-on-One meeting TBA
Two journal entries (pre and post meeting)
Book Report Due at One-on-One (choose one book from Book List)

December: Group Meeting TBA, 360 Review presentation
Two journal entries (pre and post meeting)

Writing Standards –Graduate Level (revised 2/22/2017)

Criteria	A excellent	B adequate expectations	C below expectations	Comments
Content (quality of the information, ideas and supporting details)	• shows clarity of purpose • offers depth of content • applies insight and represents original thinking • follows guidelines for content	• shows some clarity of purpose • offers some depth of content • applies some insight and some original thinking • mostly follows guidelines for content	• shows minimal clarity of purpose • offers minimal depth of content or incorrect content • applies minimal insight and original thinking • does not follow guidelines for content	
Structure (logical order or sequence of the writing)	• shows coherence, and logically developed paragraphs • uses very effective transitions between ideas and sections • constructs appropriate introduction and conclusion	• shows some coherence and some logically developed paragraphs • uses some effective transitions between ideas & sections • shows some construction of appropriate introduction and conclusion	• shows minimal coherence and logically developed paragraphs • uses minimal transitions between ideas and sections • shows minimal construction of appropriate introduction and conclusion	
Rhetoric and Style (appropriate attention to audience)	• is concise, eloquent and rhetorically effective • effectively uses correct, varied and concise sentence structure • is engaging to read • writes appropriately for audience and purpose	• is somewhat concise, eloquent, and rhetorically effective • generally uses correct, varied, and concise sentence structure • is somewhat engaging to read • generally writes appropriately for audience and purpose	• shows minimal conciseness, eloquence, and rhetorical effectiveness • uses incorrect, monotonous or simplistic sentence structure • is not engaging to read • lacks appropriate writing for audience and purpose • uses inappropriate jargon and clichés	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	• uses academic and reliable sources • chooses sources from many types of resources • chooses timely resources for the topic • integrates references and quotations to support ideas fully	• uses mostly academic and reliable sources • chooses sources from a moderate variety of types of resources • chooses resources with mostly appropriate dates • integrates references and quotations to provide some support for ideas	• lacks academic and reliable sources • chooses sources from a few types of resources • chooses a few resources with inappropriate dates • integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	• correctly cites sources for all quotations • cites paraphrases correctly and credibly • includes reference page • makes virtually no errors in documentation style • makes virtually no errors in formatting • incorporates feedback given in previous written assignments	• correctly cites sources for most quotations • usually cites paraphrases correctly and credibly • includes reference page with some errors • makes some errors in documentation style • makes some errors in formatting • incorporates some feedback given in previous written assignments	• provides minimal sources for quotations • sometimes cites paraphrases correctly and credibly, • includes reference page with many errors • makes many errors in documentation style • makes many errors in formatting • lacks incorporation of feedback given in previous written assignments	
Conventions (adherence to grammar rules: usage, spelling & mechanics of Standard Edited English or SEE)	• makes virtually no errors in SEE conventions • makes accurate word choices	• makes some errors SEE conventions • almost always makes accurate word choices	• makes many errors in SEE conventions • makes many inaccurate word choices	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's" language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				

MOL 541 Mentorship Program I
Mentor Assessment of Student Rubric

Components	Quality Descriptors		
	3 points	2 points	1 point
Professionalism	Exceptional professional actions in all situations; attends meetings faithfully and promptly.	Demonstrates ability to act professionally and ethically; attends meetings, usually on time.	Unprofessional actions; poor communication; unreliable arrival and/or missed meetings.
Preparedness for Mentor Sessions	Demonstrates an in-depth understanding of course content and applies meaningfully to mentor meetings.	Demonstrates understanding of course content and occasionally applies to mentor meetings.	Rarely interprets how course content can be applied to leadership setting in mentor meetings.
Openness to Learning	Openly engages discussions of leadership as a result of interest, passion, and curiosity; willingly examines own attitudes; receptive to varying perspectives.	Generally demonstrates interest, passion, and curiosity; asks questions related to leadership practice; considers different perspectives with prodding.	Appears uninterested; demonstrates limited passion and curiosity; unwillingly and/or defensively examines own attitudes and varying perspectives.
Contribution to Mentor Sessions	Exceptional participation; contributes meaningfully to discussions.	Often contributes valuable ideas in meetings.	Seldom contributes ideas, asks questions, or participates during discussions.
Self-Reflection	Frequently takes the opportunity to ask and utilize reflective questioning to invite a new look at his/her leadership practices with an eye for improvement; demonstrates learning and growth from experiences, practices, and understandings.	Asks questions to clarify and occasionally takes the opportunity to ask reflective questions; demonstrates ability to reflect, understand and connect experiences, learning, practices, and understandings.	Infrequently extends questioning to include reflection on leadership practices; minimally reflects on experiences, learning, practices, and understandings.
Total points above = ____/15 (30% of course grade)			