

MOL 541 Mentoring Program II
Eastern Mennonite University - Harrisonburg
Master of Arts in Organizational Leadership
January 14 – April 23, 2016

Credit Hours: 1semester hour

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Class Schedule: Monthly two hour meetings, TBA, in January February, March. Group meeting April 23, 2016 10:00 am – 2:00 pm on campus.

Course Description:

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

Course Requirements:

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)

Learning Plan paper. Write a 5 page paper, double spaced, identifying learning goals based on assessment data and setting out a learning plan. An evaluation plan is included. (30 points)

Learning Plan presentation. Prepare an oral presentation that describes your learning plan and connects it to your leadership autobiography and the assessment data. (20 points)

Mentor Assessment. Student engagement in the program is assessed by the Mentor according to the rubric located at the end of the syllabus. (10 points)

Evaluation:

Assignments are assigned points (see above). Grading rubric for Mentor Assessment is attached.

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:

As indicated in the recent email from the provost, all faculty are asked to include the following statement regarding Title IX.

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.engage@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.

Class Assignment Schedule:

- January: One-on-One meeting TBA
 Two journal entries (pre and post meeting)
 Read Goleman chapters 6-9 and prepare discussion questions found on Moodle
- February: One-on-One meeting TBA to discuss 360 assessment data
 Two journal entries (pre and post meeting)
- March: One-on-One meeting TBA
 Two journal entries (pre and post meeting)
 Draft of Leadership Learning plan paper and presentation due for 1-1 meeting
- April: Group Meeting April 23, 2016 10:00 am – 2:00 pm for presentations
 Two journal entries (pre and post meeting)

Writing Standards – Graduate Level *(revised Spring 2012)*

<u>Criteria</u>	<i>A excellent</i>	<i>B good</i>	<i>C minimal expectations</i>	<u>Comments</u>
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality 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 high-quality 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	-uses a few poor-quality or unreliable 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 <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
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).				<u>Grade</u>

MOL 541 Mentoring 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)			