



PROFESSIONAL DEVELOPMENT FOR EDUCATORS

T&L 2900—Personal Leadership Mastery

Course at a Glance

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Length: 45 hours

Dates: Enroll anytime—Complete in 4 months

Number of Graduate Professional Development Credits: 3

Introduction

In this Professional Development for Educators Course, students will learn about the importance of developing an individual leadership plan. In order to effectively lead others, one must be able to lead her/himself. Students will learn about and be able to apply the concepts related to creating a personal and professional vision; managing time effectively; and establishing and maintaining productive habits aligned to achieving their vision. Strategies associated with the learning objectives will be based upon the work of Cal Newport (*So Good They Can't Ignore You*) and James Clear (*Atomic Habits*), along with other personal development researchers and authors.

Course Blackboard Site: The UND Blackboard System will be utilized to support the structure of the course including, but not limited to, posting of the course at a glance, grades, and electronic communications.

Learning Objectives

At the end of this course, you will be able to:

- Determine and articulate a clear vision of yourself for the future, both personally and professionally, and connect them to your school's mission.
- Create an action plan that helps you successfully reach your goals, which also may enhance your school's mission.
- Establish positive behavior habits (and eliminate negative behaviors) that create patterns to help realize their personal visions.

Text and/or Other Materials

Clear, J. (2018). *Atomic habits: tiny changes, remarkable results : an easy & proven way to build good habits & break bad ones*. New York: Avery, an imprint of Penguin Random House.

Newport, C. (2012). *So good they can't ignore you: why skills trump passion in the quest for work you love*. New York, NY: Business Plus.

Lesson Topics and Assignments

Lesson 1: Establishing Your Personal and Professional Goals

Readings and Videos: See Blackboard

Goal Setting Worksheet – 10 Points

Lesson 2: Setting a Plan for Achieving Your Goals

Readings and Videos: See Blackboard

Action Plan Worksheet – 10 Points

Lesson 3: The Importance of Skill

Text: So Good They Can't Ignore You – Rule 1 & 2

Other Resources: See Blackboard

Lesson #3 Readings/Videos Reflection – 5 Points

Lesson 4: The Importance of Control

Text: So Good They Can't Ignore You – Rule 3

Other Resources: See Blackboard

Lesson #4 Readings/Videos Reflection – 5 Points

Lesson 5: The Importance of Mission

Text: So Good They Can't Ignore You – Rule 4

Other Resources: See Blackboard

Lesson #5 Readings/Videos Reflection – 5 Points

Lesson 6: The Fundamentals of Habit Change & How to Make Your Habits Obvious

Text: Atomic Habits – Fundamentals & First Law

Other Resources: See Blackboard

Lesson #6 Readings/Videos Reflection – 5 Points

Lesson 7: How to Make Your Habits Attractive & Easy

Text: Atomic Habits – Second & Third Laws

Other Resources: See Blackboard

Lesson #7 Readings/Videos Reflection – 5 Points

Lesson 8: How to Make Your Habits Satisfying & Bringing It All Together

Text: Atomic Habits – Fourth Law

Other Resources: See Blackboard

Final Assignment: Bringing It All Together -- 15 points

After the reading of So Good They Can't Ignore You and Atomic Habits, as well as the other resources provided in the course, assess your progress with your action plan. Write a 500-word essay connecting the components of your action plan and how you are applying the concepts laid out by Newport, Clear, or other authors/presenters found within the lessons of the course.

Breakdown of Hours Related to Lesson Activities

Watching of Videos Relevant to Objectives (6 hours)
Reading of Articles Associated with Lessons (6 hours)
Establishing Goals and Action Plans (2 hours)
Reflection on Learning within Lessons (8 hours)
Reading of Text: So Good They Can't Ignore You (10 hours)
Reading of Text: Atomic Habits (10 hours)
Final Assignment Bring It All Together (3 hours)

Grading and Evaluation Activities:

You have the option of selecting the type of grading for this course – Satisfactory/Unsatisfactory or Letter Grading (A-F). Please be aware that once you've selected the type of grading option, you cannot request a change after the course has begun.

Participants will need to earn 60 or more points to earn a Satisfactory grade.

60-100 – Satisfactory

Below 59- Unsatisfactory

Letter grades assigned as followed:

A – 90-100 (90% or above)

B – 80-89 (80% or above)

C – 70-79 (70% or above)

D – 60-69 (60% or above)

F – Below 59 (59% and below)

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at:

<http://und.edu/student-affairs/code-of-student-life/>

UNIVERSITY OF NORTH DAKOTA POLICIES & RESOURCES

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may

also receive a failing grade in the course. For more information read the Code of Student Life.

Access & Opportunity, Disability Support and Medical Services

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please visit with me as soon as possible. My office hours are at the top of this syllabus. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office online, (180 McCannel Hall, 701.777.3425).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. Examples of courtesy services include access to a test scribe if the student has a broken hand; lift equipped van transportation when the student has a broken leg or temporary accessible parking for a student using crutches for a short period. If you are unable to make your own arrangements, please contact DSS (777-3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved, meet with [insert name here]. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to: Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, UND.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West

Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the Title IX webpage.

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the Title IX webpage.

UND Cares Program

The UND Cares program seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please visit the UND Cares program Webpage.

How to Recognize When a Student is in Distress

The term "distressed" can mean any of the following:

- Student has significant changes in eating, sleeping, grooming, spending, or other daily activities.
- Student has cut off or minimized contact with family or friends.
- Student has significant changes in performance or involvement in academics, sports, extracurricular, or social activities.
- Student describes problems (missing class, not remembering, destructive behavior) that result from experiences with drinking or drugs.
- Student is acting withdrawn, volatile, tearful, etc.
- Student is acting out of character or differently than usual.

- Student is talking explicitly about hopelessness or suicide.
- Student has difficulty concentrating or difficulty carrying on normal conversation.
- Student has excessive dependence on others for company or support.
- Student reports feeling out of control of one's emotions, thoughts, or behaviors.

UND Cares about Your Success

Important information is available to you through Starfish, which is an online system used to help students be successful. When an instructor observes student behaviors or concerns that may impede academic success, the instructor may raise a flag that notifies the student of the concern and/or refer the student to their academic advisor or UND resource. Please pay attention to these emails and take the recommended actions. They are sent to help you be successful!

Starfish also allows you to (1) schedule appointments with various offices and individuals across campus, (2) request help on a variety of topics, and (3) search and locate information on offices and services at UND.

You can log into Starfish by clicking on Logins on the UND homepage and then selecting Starfish. A link to Starfish is also available in Blackboard once you have signed in.

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly. For directions on how to make your syllabus and other course materials accessible, visit the Creating Accessible Content webpage on the TTaDA site.