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January-
May 2017

IN THIS ISSUE

From the Department Chair

by Duane Covrig, PhD

Followers Leading Leaders

Individual leaders come and go!

But leadership can't. Like relationships in general, it is always there, for good or bad.

One of the most powerful ways to shape leadership is when the community is engaged in discourse about what "leadership" it wants. As groups discuss and share their experiences and views of leadership and give approval or disapproval, they exert influence on the leadership they will tolerate and ultimately the leadership that will emerge. It's a dangerous role for groups. They could want less than they should get from leadership.

Yes, it seems counterintuitive: leadership is influence over others, but "others" themselves influence leadership. We, as groups and followers, give leadership a carved out space to practice its influence . . . or bar it from its influence.

This point settled into my mind recently when I tried to understand how Americans can get the most out of their leadership, especially their government leaders. Far from blindly following them and far from only resisting them at each and every point, they need to find a space to be followers that are led to better outcomes.



**Congratulations to our Department's
Dissertation and Portfolio Defense
Participants**

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Congratulations to our Graduates!



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This point hit home as I read a recent *New York Times* article [“Not Leadership Material? Good. The World Needs Followers.”](#) In this article, Susan Cain—famous for her insightful book [“Quiet”](#) and her Ted Lecture, [“The Power of Introverts”](#)—wonders if college campuses have put too much emphasis on leadership and leadership skills. She fears the discussion has skewed us toward “loud” skills, power and status, and that this has forced some of us to reinvent ourselves in ways that have robbed our communities of essential skills needed to be “led” to new places. She is not against leadership; she’s against a certain view of leadership that is skewed toward status and is not always careful to focus on authentic development—ours and others’.

Cain ends with a concern: “But if instead we seek a society of caring, creative and committed people, and leaders who feel called to service rather than to stature, then we need to do a better job of making that clear.” She recognizes the shadow side of poor dialogue about what leadership really is and how it works.

I believe community discourse can do much to keep us sober about leadership. Cain’s voice, added to others, creates a more robust conversation and even critique of leadership. This articulation creates a new “space” that clarifies mutual expectations for both followers and leaders.

As groups discuss what leadership is, how it operates best, and what can support its proper development and deployment, they create a place and space and expectations for both following and leading.

This powerful role that dialogue can play hit home again when I read [article that encouraged teachers to use classroom discussions more effectively](#). They pointed out that participants learn through dialogue and discussion, even when they are novices about a topic, because discussion:

- “increases engagement;
- helps students retain and remember information;
- confirms what they have already learned;
- provides clarification of prior learning; and
- deepens their understanding especially through hands-on and application-based learning opportunities.”

As discourse is encouraged, engagement draws up the conversation. Followers can think about leadership and leaders can think about followers and both are improved in their functions.

So followers, even when they may lack leadership skills, actual lead leaders by their open dialogue, even as they are softened to be influenced by leaders and develop a willingness to follow.

It is a complicated reality, a social world of relationship, and it is what makes leadership such an essential point of discussion.

Dialogue about leadership creates a space for voice and ownership, which helps both followers and leadership “negotiate” a space of influence toward each other.

This seems to point clearly to a strong social construct at work in leadership. Leadership is a social and relational experience guided by the social context that itself needs to be responsive to.

So, in the final analysis, talk may be cheap, but it is the lifeblood of social relationships and leadership. Talk “teams up” with leadership as an essential influence on marriages and families. It teams to orchestrate human thought and behavior. It teams to energize workplaces. It seeks and meets needs. It creates economies and it ultimately makes a nation great or not.

And this—dialogue—is what gives followership its strong influence on leadership; even followership needs to allow leadership a voice to pull the group and following to higher ground.

We seek to foster this open dialogue in our leadership programming. We know it is essential for growth. In Learning Hub courses we try to foster dialogue in the discussion posts. We hope that is experienced in our higher education and educational leadership (K-12) courses. We also hope social discourse is crucial in our Learning and Leadership Groups that are the core social structure of our Leadership program. But ultimately we hope we stay engaged in dialogue in multiple ways. We know that without discourse we can't follow as faculty, nor can we lead.

Discourse and shared social construction related to leadership can ultimately save a family, an organization, even a nation, because it brings followers and leadership together in a shared expression of expectations for both. It creates a place to talk about mutual accountability, which is so essential for giving feedback that is crucial for growth, either as follower or leader.

For those of us who operate within a spiritual dimension, we see this at work in our discourse not only about leadership but ultimately about God—who He is, how He works, how He leads, and whether we should follow that lead? Such dialogue allows us as followers to ask tough questions of God, and He of us.

Department News

Please take note of our Summer Semester classes and very important registration dates below!

Registration for summer semester 2017 is in progress!

The last days of registration for summer sessions 2017 are May 17 (Session 1), June 14 (Session 2), and July 12 (Session 3).



Course	Instructor	Credits
EDAL565 Ldshp for Seventh-day Adv Educ	Dr. Janet Ledesma	2
EDAL680 K-12 Internship	Dr. Bordes Henry-Saturné	1-12
EDCI547 Foundations of Curriculum Studies	Dr. Lori Imasiku	3
EDFN500 Philosophical Foundations for Professionals*	Dr. John Matthews*	2-3*
EDRM505 Research Methods*	Dr. Tevni Grajales Guerra*	3*
EDRM605 Qualitative Research Methods in Ed. & Psych.*	Dr. Tevni Grajales Guerra*	3*
EDRM611 Applied Statistical Methods I*	Dr. Jimmy Kijai*	3*
EDUC770 Specialist Comprehensive Exam	Staff	0
EDUC870 Doctoral Comprehensive Exam	Dr. Robson Marinho	0
LEAD535 Principles of Academic Writing	Becky De Oliveira	1-3
LEAD600 Annual Conference	Dr. Erich Baumgartner	0
LEAD625 Research Writing Seminar^	Becky De Oliveira^	1-2^
LEAD630 Intro to Leadership	Dr. Janet Ledesma	2
LEAD648 Wrkshp: Creativity & Innovation	Dr. Randy Siebold & Dr. Jay Brand	1-12
LEAD675 Portfolio Development	Arranged	1-3
LEAD690 Independent Studies	Arranged	1-12
LEAD756 Advanced Studies	Arranged	1-12
LEAD775 Advanced Portfolio Development	Arranged	1-12
LEAD789 Advanced Seminar	Arranged	1-12
LEAD899 Doctoral Dissertation	Arranged	1-14

*Not available online this semester – only available as an on-campus intensive from June 12-July 7, 2017

^ Class will meet on campus from July 17-21, 2017, with post-work arranged from July 24-August 18, 2017

Faculty News



We are so proud of our very own Dr. Janet Ledesma! She has achieved two incredible milestones and we would like to take a moment to congratulate her! Dr. Ledesma has been appointed as the new Associate Dean of the School of Education! The current Dean of the School of Education, Dr. Robson Marinho, had these congratulatory words to share with us:

“I am delighted to announce the appointment of Dr. Janet Ledesma as the new Associate Dean of the School of Education, effective immediately. She is replacing Dr. Lee Davidson who is back to full-time Department Chair until he retires in the fall semester. The SED is thankful to Dr. Davidson for his expert contribution to the Dean’s Office projects in the last two years and his support to the SED faculty and staff. From now on, Dr. Ledesma will share her expertise and administrative experience to support the mission and goals of the SED as a whole, with a special focus on Accreditation, Assessment and Educational Partnerships. Since this is a part-

time appointment, Dr. Ledesma will continue her duties as Program Coordinator in the Leadership Department.”

Congratulations Janet, and welcome to the team!

Dr. Ledesma also received Tenure, as recommended by the Rank and Continuous Appointment Committee! Dr. Marinho had these words to share:

“I am happy to express special congratulations to . . . Dr. Janet Ledesma [who] received Tenure, as recommended by the Rank and Continuous Appointment Committee! Congratulations to . . . Janet for this meaningful accomplishment, and thanks for your dedication and relevant contribution to the SED!”

Congratulations, Dr. Ledesma! We are so proud of you and we are so happy for you!

Welcome to Emily Carlson



We are excited to welcome Emily Carlson as the new Director for our Undergraduate Leadership Program! We are looking forward to see how she moves the program forward! We decided to ask Emily two questions that would help us get to know her and her vision for the program, and this is how she responded.

1: What is your vision for the future of the program?

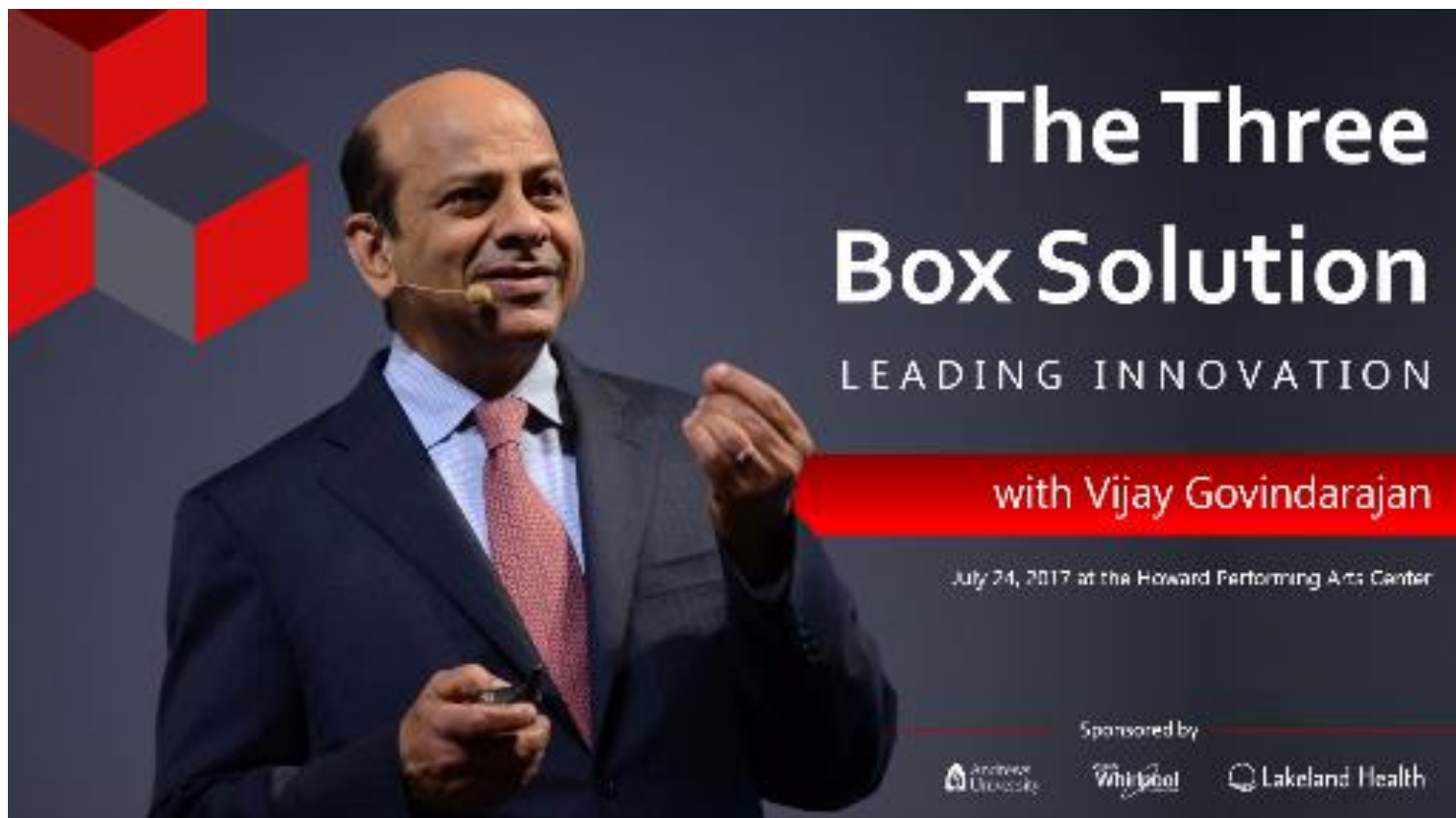
My vision for the academic program is to increase our circle of influence with the undergraduate population. I'm really wanting to tackle the perception of the term "leadership" on campus and make sure students realize that what we offer is not just for AUSA officers or that person in a study group that loves to take charge. I believe that leadership is about relationships. Anyone who wants to make things better—whether that be themselves, teams they are on, or organizations that they will work for—should be in our program. This program will impact relationships, self-awareness, and students' capacity to impact their workplace when they leave Andrews University. Growing our numbers so we can impact more students is a long-term goal. In the more immediate, I am planning on leaning into my strengths that are anchored pretty heavily around organization

and executing, and really evaluate how we can be more efficient, communicate more effectively, and improve the student experience. My goals include integrating more assessment methods into our curriculum, strengthening on-campus partnerships, bringing on another full-time faculty, offering more course selections, and refining our curriculum, making sure that we are scaffolding concepts from course to course. I also hope we can engage even more deeply in co-curricular offerings so students who are not able to participate in our academic program can still benefit.

2: What are your plans for your own leadership development?

I'm excited to continue my strengths-based education training, building off of the courses I have already taken and finishing out the rest of the Gallup offerings. I'm also wanting to carve out intentional time for reading and dialoguing with colleagues. Leadership as an academic discipline is exploding, and there is so much information to digest. Eventually, I will consider options for a PhD, but I want to establish my research interests and make sure the program is thriving before I divert some of my time and attention that direction.

Orientation, Roundtable, and Innovation



Please take note of the dates for our upcoming Leadership Conference, Roundtable, and Creativity and Innovation Workshop.

UPCOMING SESSIONS

Leadership Orientation Session - LEAD630

July 17-21, 2017

7th Annual Leadership Conference

July 24, 2017

Leadership Roundtable - LEAD 600

July 24- 26, 2017

Creativity and Innovation - LEAD648

July 26-28, 2017

Writing Retreat



**BRING ORDER AND STYLE
TO YOUR WRITING**

**JULY 17-21, 2017
WRITING RETREAT AND
RESIDENTIAL INTENSIVE**



This summer, improve your writing in a fun and fast-paced environment that offers practical strategies to improve your writing along with extensive feedback, small group workshops, and individual tutorials. The Department of Leadership is offering a one week writing retreat and residential intensive course led by experienced writing instructor Becky De Oliveira (former faculty member) and conveniently located on the beautiful campus of Andrews University. Open to graduate students and faculty in all disciplines, the retreat promises to give you the skills, motivation, and space to become a more effective writer and complete a significant writing project over the course of the week. Experience this in one of three ways:

- § LEAD535 Principles of Academic Writing (2-3 credits).
- § LEAD625 Research Writing (2-3 credits).
- § Non-credit, \$250 flat fee.*

Contact Evelyn Perez for more details: pevelyn@andrews.edu

*For Andrews University graduate students and faculty only.

Becky De Oliveira has taught writing courses at various levels for almost ten years. She has also run numerous writing retreats for graduate students and faculty, helping them write dissertations and articles for publication. She offers a supportive environment and effective suggestions to bring rapid improvement to writers of all levels.

JULY 17-21, 2017

Writing Retreat and Residential Intensive

This summer, improve your writing in a fun and fast-paced environment that offers practical strategies to improve your writing along with extensive feedback, small group workshops, and individual tutorials. The Department of Leadership is offering a one-week writing retreat and residential intensive course led by experienced writing instructor Becky De Oliveira (former faculty member) and conveniently located on the beautiful campus of Andrews University.

Open to graduate students and faculty in all disciplines, the retreat promises to give you the skills, motivation, and space to become a more effective writer and complete a significant writing project over the course of the week. Experience this in one of three ways:

- LEAD535 Principles of Academic Writing (2-3 credits)
- LEAD625 Research Writing (2-3 credits)
- Non-credit—There is a \$250.00 flat fee *

Contact Evelyn Perez for more details: pevelyn@andrews.edu

*For Andrews University graduate students and faculty only

Andrews  University

Congratulations to Our Graduates!

We want to take a moment to congratulate our May graduates! We are so proud of you all! Please join us in congratulating:

Eunice Barney, MA in Education/Educational Leadership

Stephen Herr, GRCE, DL in Educational Leadership and Superintendent of Schools

Stephen Herr, MA in Educational/Educational Leadership

Ruth Nino, MA in Educational Leadership

Protas Makimu, EdS in K-12 Educational Administration

Protas Makimu, PhD in Higher Education Administration

Sadrail Saint-Ulysse, PhD in Higher Education Administration

Anna Adkins, PhD in Leadership

Wayne Ireland-Cleghorne, PhD in Leadership

Robert Overstreet, PhD in Leadership

And from our Peru cohort:

Orlando Chilon Guevara, PhD in Leadership

We pray for God's blessings as you move forward in your journeys! Congratulations once again!

Graduation Celebration Invitation

We would also like to invite everyone to a graduation celebratory lunch! It will be on Saturday, May 6, from 1:00–4:00 pm. It will be held at Dr. Baumgartner's house. Please RSVP by Thursday, May 4, to: leader@andrews.edu. If you need directions, include your request with your RSVP!

News & Announcements

Congratulations, Fernando Lista!



Successful Internship Portfolio presentation toward his PhD in Educational Leadership

Date: Thursday, February 16 at 5:00 pm at the Leadership Conference Room through ZOOM

Committee: Drs. Janet Ledesma, Duane Covrig, and Bordes Henry Saturné

Participant's Name: Fernando Lista

Current assignment: Principal of the Adventist elementary school named *Hawaiian Mission Academy Windward Campus*, in Hawaii

Congratulations to Fernando on his successful portfolio presentation!

Congratulations, Protas Makimus, EdS & PhD!



Congratulations to Dr. Protas Makimu, who presented his portfolio(s) for an EdS in Educational Leadership and a PhD in Higher Education Administration on Monday, April 17.

Protas shared his rich educational and pastoral background in Tanzania, where he has served in many roles, including pastor, educational superintendent, and publishing director, to name only a few.

Using LiveText, Dr. Makimu also discussed the many artifacts he organized to demonstrate his competency outcomes and illustrate his relevant experiences at Ruth Murdoch Elementary School and supporting our own Higher Educational Administration program's curriculum mapping for his Internships. We celebrate with Protas and his family as he views the end of his long journey with us!

Jay L. Brand, PhD, Advisor for Higher Ed; Janet Ledesma, PhD, and Bordes Saturne, PhD, readers; Janet Ledesma, PhD, Advisor for EDAL; Bordes Saturne, PhD, and Jay L. Brand, PhD, readers.

Congratulations, Robert Overstreet, PhD!



Overstreet, R. (January 25, 2017). *The relationship between leaders' emotional intelligence and employees' organizational citizenship behavior and job-related affective well-being at Andrews University*. PhD in Leadership, School of Education, Andrews University.

On January 25, 2017, Robert Overstreet, a faculty member in the School of Education, Dalton State College, successfully defended his dissertation, thus completing the last step in his doctoral journey in the Leadership PhD program. Robert investigated the relationship between levels of emotional intelligence (EI/EQ) among leaders at Andrews University and their employees' organizational citizenship behavior (OCB) and job-related affective well-being. OCB represents the extent to which employees are willing to go "above and beyond the call of duty" to serve their organization, and job-related affective well-being represents general subjective wellness. Somewhat counterintuitively, Robert found that the higher leaders' EI/EQ, the lower were these psychosocial outcomes among their employees, especially for female leaders. This intriguing outcome may open the door to future studies regarding a possible moderating role for intrinsic motivation among employees due to a unique institutional mission. More controversial, it also suggests that it may be useful to examine perceptions of female leadership within Seventh-day Adventist institutions of higher education.

Chair, Jay L. Brand, PhD; Methodologist, Jimmy Kijai, PhD; Content/theory, David Caruso, PhD, Yale University; External examiner, Ruth Horton, PhD, Associate Superintendent of Education, Lake Union Conference of Seventh-day Adventists.

Congratulations, Sadrail Saint-Ulysse, PhD!



Sadrail Saint-Ulysse, Superintendent of Education for the New Jersey Conference of Seventh-day Adventists, successfully defended his dissertation, “Applying Krumboltz’s Theory of Career Decision Making (CDM) to the Longevity of Principals in the North American Division of Seventh-day Adventists.” Statistically controlling for age, Sadrail found that salary and preparation-before (principal training prior to becoming a principal), two of the items under *Environmental Conditions* from Krumboltz’s Social Learning Theory of Career Decision Making (CDM), were statistically significant predictors of job tenure, contributing 2.4% and 1.1% of the variance, respectively, in same school longevity. However, preparation-before and longevity were inversely related, whereas preparation-after (principal training after becoming a principal) was positively related to longevity, although nonsignificant. Surprisingly, other factors such as empowerment and relationship with supervisor were not associated with job tenure. Based on his results, Sadrail recommended revisiting principals’ pay scales in the hope of encouraging more longevity, which other research has shown can benefit schools in several ways.

Chair: Jay L. Brand, PhD; Methodologist: Gustavo Gregorutti, PhD; Theory/content: Janet Ledesma, PhD; External examiner: Shawn Collins, PhD, Western Carolina University

Sadrail Saint-Ulysse, MDiv, MA, also presented his Higher Education Administration doctoral portfolio. His portfolio chronicled a well-documented journey serving as a pastor, guidance counselor, principal, Bible/religion teacher, recruiter, and Superintendent of Education, among other roles. Sadrail has served on a number of boards from P/K-12 to Higher Education institutions. While completing his journey in the Higher Education Administration PhD program, Sadrail especially appreciated the Higher Education Study Tour, during which his class, along with family members, visited several Higher Education institutions in the UK and Europe. He expressed his appreciation for our School of Education Dean, Robson Marinho, and his leadership in creating the global study tour as a pillar within the Higher Education Administration program.

Advisor: Jay L. Brand, PhD; Second Reader: Duane Covrig, PhD; Third Reader: Janet Ledesma, PhD

Congratulations, Dr. Yvette Weir, Post-Doctorate in Leadership!



Congratulations to Dr. Yvette Weir on becoming our first post-doctorate leadership graduate.

On April 21, Dr. Weir gave her capstone presentation about her two years of leadership development with the Department of Leadership, where she gave special focus on diversity and race issues in leadership and on public speaking. During this time period, she worked with Drs. Lionel Matthews and Erich Baumgartner. She published a book review related to *Blindspot* and traveled extensively. She also spoke internationally and locally to both religious and medical groups. As a Dentist, she came to Andrews University in 2014 looking to expand her leadership development. For years she had been an active leader in church and community initiatives but wanted to get more guided training. She set her program goals related to public speaking and diversity and has met those goals. Dr. Covrig, her advisor, said that “her encouragement and persistence and assertiveness” were helpful in helping us figure out better how to use our post-doctorate to help leaders.” “Thanks, Dr. Weir.” We hope the best for you as you now set new leadership goals and go after them.

Extra Support

Faculty, advisors and our department administrative assistants are your first level of support in your program. But at times, graduates have used editors and web designers to help them edit dissertations, reflection papers, or online portfolios. Below are names of individuals who have worked with some of our recent graduates. The department does not make these arrangements nor get involved in any contractual relations between you and these outside supports. However, they are names suggested by recent participants.

Editors:

1. John Simon: john.simon.7x283@gmail.com
2. Clyde and Melissa Morgan: writewell2000@gmail.com
3. Laren and Averil Kurtz: (269) 471-1056, larenkurtz@gmail.com, averil.kurtz@gmail.com
4. Charissa Boyd: boyd.account@gmail.com

Web Assistance:

1. Daniel Bazan: DanielOBazan@outlook.com

Formatting:

1. Camille Clayton: (home) 269-473-3282, (office) 269-471-6266, kurtz@andrews.edu

We have several others on our list, so please contact Kezia if none of these individuals are available.

AU Writing Center

Both on-campus and off-campus Department of Leadership participants can utilize the services of the AU Writing Center. Their web site and a recent announcement noted the following:

“The Writing Center is open to help you with your writing. Student consultants assist university students with most kinds of writing assignments. The Writing Center is located in Nethery Hall 134.

“The Writing Center is open Sundays from 4:30 to 8:00 and Mondays through Thursdays from 1:00 to 8:00. We are closed on Fridays and Sabbaths [i.e., Saturdays]. Students who wish to have a tutor read their writing should call [269-471-3358](tel:269-471-3358) or drop by the Writing Center in Nethery Hall, Room 134, to sign up for an appointment.”

Off campus students can email writery@andrews.edu

YouTube Link

This YouTube link takes you to a video on how to change SPSS output tables into APA format.

<https://www.youtube.com/watch?v=GhiB9fFD2VI>

Baby News

It is always very exciting for us to share in the joys of our current students and alumni. One of our favorites is when we receive the news of new a generation being born—babies! Here are some of the newest members of our departmental family!



We are so happy to welcome the adorable little Clara Schaffer. She is the daughter of one of our graduate assistants, Natieli Schaffer. She joined us on January 2, at 4:20 in the afternoon. We pray for God's blessings on the Schaffer family! Congratulations!

Farewell from the Online Editor



Reaching the end of my graduate school experience has been bittersweet. I am excited to see what God has planned for my life as I begin the journey of starting my career, but I am also sad to leave behind the amazing people that I have come to know while in graduate school.

I wanted to take a moment to express my gratitude to the Department of Leadership. Working for this department was God sent, and I am so appreciative of all of the opportunities that I have been given. The Department of Leadership has enabled me to use my talents and skills and I have always been so very grateful for that. I am going to miss working for the department very much, but I will be leaving with a family that will always be a part of my life.

I also want to take a moment to welcome the new Online Editor, Mark Reid. Mark is a student in the Seminary and he is excited to begin working on the newsletters. I've enjoyed working on the newsletter, and I know that Mark will enjoy the work as much as I did!

Thank you all for this wonderful opportunity; I will always be immensely grateful for it!

LEAD Newsletter Editorial Team

Editor: Duane Covrig

Assistant Editor: Kevin Wiley

Online Editor: Becky Vajdic

Contributors:

Jay Brand, Erich Baumgartner, Emily Carlson, Gustavo Gregorutti, Janet Ledesma, Evelyn Perez, Kezia Saint Louis