

Fall 2026

Meeting days: Mondays & Wednesdays	Jeff Bolster
Meeting times: 12:15 p.m. - 1:10 p.m.	619-849-2480
Meeting location: FSB 105	Jeff Bolster
Final Exam: Finals Week, Dec. 14-18	
Additional info: Mondays - Interviews; Wednesdays - Leadership Lab	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high-quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course invites students to explore the intersection of leadership, mindfulness, and self-awareness as essential foundations for leading well under pressure. Drawing on research from psychology, neuroscience, and organizational leadership, students examine how stress, emotion, and cognitive habits shape decision-making, teamwork, and ethical judgment in real-world settings. Through case studies, interviews, experiential exercises, reflective writing, and applied projects, students develop practical tools

for leading themselves and others with resilience, presence, and purpose in complex professional environments.

COURSE LEARNING OUTCOMES

1. Analyze how stress, emotion, and cognitive habits influence leadership performance, ethical judgment, and decision-making using concepts from psychology, neuroscience, and organizational leadership.
2. Evaluate leadership case studies and real-world business scenarios to assess the impact of mindful awareness and self-regulation on individual and team performance under pressure.
3. Apply mindfulness-based leadership tools—including attention training, emotional regulation, and reflective awareness—to personal leadership challenges in simulated and organizational contexts.
4. Integrate insights from Choke and related research to design a practical leadership framework that supports resilience, presence, and integrity in high-stakes professional environments.
5. Reflect critically on personal leadership behaviors and growth through structured reflective writing and interviews, demonstrating increased self-awareness and purpose in professional decision-making.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Required text:

Sian Beilock, Choke: What the Secrets of the Brain Reveal About Getting It Right When You Have To

Additional readings, cases, and resources will be provided in Canvas as assigned.

Lomabooks Instructions for Students:

This course is part of our course material delivery program, [LomaBooks](#). The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your [LomaBooks](#) materials.

COURSE MONTHLY THEMES & FOCUS

September: What happens to people under pressure?

October: How do effective people manage themselves under pressure?

November: What happens to ME under pressure?

December: How do I want to lead?

COURSE SCHEDULE AND ASSIGNMENTS

Date	Class Content / Assignment	Assignment Due Date
Mon 8/31	Introduction & syllabus	
Wed 9/2	Leadership Lab: Advice vs. Awareness	
Mon 9/7	No class - Labor Day Weekend	
Wed 9/9	Leadership Lab: Discuss Introduction & Chapter 1	
Mon 9/14	Interview: Jordan Courneya	
Wed 9/16	Leadership Lab: Discuss Chapter 2	Debrief by noon; reflection by 11:59 p.m.
Mon 9/21	Interview: Jamie Johnson	
Wed 9/23	Leadership Lab: Discuss Chapter 3	Debrief by noon; reflection by 11:59 p.m.
Mon 9/28	Interview: James Kinzler	
Wed 9/30	Leadership Lab: Discuss Chapter 4	Debrief by noon; reflection by 11:59 p.m.
Mon 10/5	Interview: Bucky Bateman	
Wed 10/7	Leadership Lab: Discuss Chapter 5	Debrief by noon; reflection by 11:59 p.m.
Mon 10/12	Interview: Jon Scott	
Wed 10/14	Leadership Lab: Discuss Chapter 6	Debrief by noon; reflection by 11:59 p.m.
Mon 10/19	Interview: Melanie Hulbert	
Wed 10/21	Leadership Lab: Discuss Chapter 7	Debrief by noon; reflection by 11:59 p.m.
Mon 10/26	Interview: Eric Naslund	

Wed 10/28	Leadership Lab: Discuss Chapter 8	Debrief by noon; reflection by 11:59 p.m.
Mon 11/2	Interview: Lora Fleming	
Wed 11/4	Leadership Lab: What does Beilock ultimately teach us about leadership?	Debrief by noon; reflection by 11:59 p.m.
Mon 11/9	Interview: Heather Cordell	
Wed 11/11	Leadership Lab: My Pressure Profile - What happens to me under pressure?	Debrief by noon; reflection by 11:59 p.m.
Mon 11/16	Interview: Samara Timms	
Wed 11/18	Leadership Lab: Resilience & Recovery - What practices help us respond well?	Debrief by noon; reflection by 11:59 p.m.
Mon 11/23	Interview: Carly Mishke	
Wed 11/25	No classes	
Mon 11/30	Interview: Walter Augustine	
Wed 12/2	Leadership Lab: Leadership Integration - Building my personal leadership framework	Debrief by noon; reflection by 11:59 p.m.
Mon 12/7	Interview: President Kerry Fulcher	
Wed 12/9	Final Leadership Lab: What have I learned about myself as a leader?	Debrief by noon; final reflection by 11:59 p.m.
Dec 14-18	Finals Week	Final Exam: Personal Leadership Framework at scheduled final time

MONDAY INTERVIEW QUESTIONS

1. Tell us a little about your leadership journey. What experiences have most shaped the leader you are today?
2. When you are under significant pressure, what happens to you personally—mentally, emotionally, or even physically? How have you learned to recognize it?
3. Tell us about a time when you failed, made a significant mistake, or simply did not lead as well as you wanted to. What did you learn about yourself?

4. How do you know when you are at your best as a leader? What are the warning signs that you are not at your best?
5. When you have to make an important decision with incomplete information, competing priorities, or strong emotions involved, what helps you make a good decision?
6. Have you ever experienced a moment when pressure caused you—or someone you were leading—to perform below your capabilities? What do you think was happening?
7. What have you learned about managing your own emotions while still being authentic with the people you lead?
8. What practices, habits, or routines help you stay grounded, resilient, and present over time?
9. How has your understanding of yourself changed as you have become a more experienced leader? Is there something about yourself you wish you had understood earlier?
10. If you could help the students in this room develop one quality or practice now that would make them better leaders ten years from now, what would it be—and why?

WEDNESDAY LEADERSHIP LAB

Interview Debrief (Canvas by noon each Wednesday):

- 1) What did you learn about how this person responds to pressure?
- 2) Where did you hear evidence of self-awareness?
- 3) What is one practice or principle worth borrowing—and one thing you might approach differently?

Choke Discussion in Groups:

Identify one idea, finding, story, or claim from the reading; explain why it matters for leadership or performance under pressure; connect it to Monday's guest; and identify what a leader could actually do differently.

Each group gives one key takeaway in two minutes or less.

Leadership Hot Seat:

One student brings a real—but appropriately bounded—leadership situation. For the first five minutes, the group may only ask questions; no advice is allowed. The group then offers observations. The exercise develops self-awareness and the discipline of listening before solving.

Advice vs. Awareness:

Round one gives advice. Round two allows only questions designed to help the person understand themselves better. The class compares the two conversations to determine which produced more insight.

Personal Reflection:

Post a 2-3 sentence response by 11:59 p.m. Wednesday: "What did I learn about myself today?"

ASSESSMENT AND GRADING

Assignments and grading

Attendance & active participation: 50%

Interview debrief questions: 20%

Leadership hot seat: 10%

Personal reflection questions: 10%

Final Exam: 10%

Graded Area	Excellent	Good	Developing	Limited
Attendance & Active Participation (50%)	Consistently present, prepared, engaged, and thoughtful. Listens well, asks good questions, and contributes meaningfully.	Regularly present and engaged. Participates appropriately and demonstrates preparation.	Attendance or engagement is inconsistent. Often passive, distracted, or underprepared.	Frequent absences, minimal preparation, or limited meaningful participation.
Interview Debriefs (20%)	Complete, specific, and thoughtful. Connects interview insights to pressure, self-awareness, leadership, or course concepts.	Complete and thoughtful with clear observations and some meaningful connections.	Primarily descriptive or general, with limited reflection or connection.	Incomplete, consistently late, overly brief, or demonstrates little engagement.
Leadership Hot Seat (10%)	Brings an appropriate situation and engages openly with questions, observations, and self-reflection.	Prepared and engaged, with evidence of reflection and openness.	Completes the exercise but demonstrates limited engagement or self-examination.	Unprepared, minimally engaged, or does not complete the assignment.
Personal Reflections (10%)	Specific and reflective. Identifies personal reactions, assumptions, habits, strengths, or areas for growth.	Thoughtful and makes a clear personal connection to the day's learning.	Primarily summarizes class rather than identifying personal learning.	Frequently incomplete, late, superficial, or missing.

Final Exam: Personal Leadership Framework (10%)	Integrates course concepts, interviews, <i>Choke</i> , and personal learning into a specific, practical leadership framework.	Clear framework with meaningful connections to course material and personal experience.	Demonstrates basic understanding, but framework is general or lacks integration.	Limited integration, reflection, specificity, or application.	Scoring Ranges
--	---	---	--	---	-----------------------

Graded Area	Excellent	Good	Developing	Limited
Attendance & Participation	45–50	40–44	35–39	0–34
Interview Debriefs	18–20	16–17	14–15	0–13
Leadership Hot Seat	9–10	8	7	0–6
Personal Reflections	9–10	8	7	0–6
Final Exam	9–10	8	7	0–6

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY⊕

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

PLNU ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) to generate ideas, as a learning tool, or in some cases generate portions of work you will submit. I will specify in individual assignments what constitutes appropriate use of AI for that assignment. Please use this [Purdue resource](#) to guide your citations when using AI.

GENERAL COURSE CONCERNS

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

PLNU ACADEMIC BEHAVIOR POLICY⚡

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

LOMA WRITING CENTER

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the [Title IX Office](#).

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact [Counseling Services](#) or [consult the list of campus pastors](#).

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as

one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICYⓈ

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICYⓈ

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.