

Horizon College and Seminary
Leadership Theory and Practice

Module: September 21-25, 2009
Course Syllabus

Instructor: R. Kadyschuk
3 credit hours

“Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen.”

Introduction

“The *content* of leadership has not changed for centuries. . . but the *context* of leadership has changed dramatically” and will continue to change (Kouzes and Posner, The leadership challenge). The authors add, “The domain of leaders is the future. The leader’s unique legacy is the creation of valued institutions that survive over time.”

Both the corporate organization and the organized church are interested in surviving over time. Principles and practices of leadership are universally recognized as key elements that profoundly impact the quality of this survival.

The purpose of this course is to examine the theory and practice of leadership in general and, more particularly, its relevance within the context of ministry organizations. Issues related to management and administration, again within the context of ministry, also form part of our focus.

At the end of the module week, you will have assignments to complete and submit through a course website or via email.

Course Objectives

Cognitive - You will be challenged to know and understand:

- Definitions and meanings related to the concepts of leadership, management, and administration.
- Principles and patterns of leadership from organizational theory and behavior that have relevance to ministry.
- Biblical models for the exercise of leadership as individuals and within the context of ministry organizations.

Affective - You will be challenged to feel and value:

- Ways in which biblical principles and practices of leadership relate to secular models.

- Practical implications of leadership in ministry settings both positive (e.g., fulfillment of vision) and negative (e.g., conflict).

Conative - With this knowledge, attitude, and skills, you will be challenged to demonstrate:

- A practical grasp of specific principles of leadership theory and practice that are taught and demonstrated in the Bible.
- A personal growth in the awareness and use of effective tools for biblically-based leadership practice.
- The ability to discern context and exercise effective leadership in the fulfillment of personal and organizational ministry.

Textbook Material

Required:

1. Hans Finzel. Empowered leaders. Nashville: Word, 1998.
2. Patrick Lencioni. The five dysfunctions of a team. San Francisco: Jossey-Bass, 2002.
3. John Trent, Rodney Cox, and Eric Tooker. Leading from your strengths: Building close-knit ministry teams. Nashville: Broadman and Holman, 2004.
4. Leading From Your Strengths online inventory.
5. The book of Nehemiah.
6. Gordon McDonald article, "Working with your emotional type" (handout in class).

Reference:

1. Bryn Hughes. Leadership tool kit. Eastbourne: Kingsway, 1998. Out of print.
2. Hans Finzel. The top ten mistakes leaders make. Colorado Springs: Cook, 2000.

Leadership is the capacity to influence others by unleashing their power and potential to impact the greater good.

Course Content and Requirements

Summary

During the module week on campus, your activities include:

1. Read assigned portions of the Trent and Finzel texts and prepare assigned chapters for presentation to the class.
2. Participate in class discussion.
3. Complete an online leadership strengths inventory.
4. In class on Friday, write a personal response to the following question:
"Reflect on what you have learned about leadership theory and practice this week. In your response, be sure to include distinctive points of learning from the class time, the Trent and Finzel material, and the McDonald article."

The Trent leadership team has developed an accompanying website with resources to supplement the subjects in their books: <http://www.ministryinsights.com/>. When you complete the online questionnaire you will receive a 28-page detailed analysis that personalizes all of the concepts raised in the book.

After the module week, your assignments include:

1. Read Lencioni's book and write a reflective, analytical review of the material and model he presents.
2. Read the book of Nehemiah.
3. Complete a websearch to familiarize yourself with leadership lessons that others have articulated from the life and ministry of Nehemiah.
4. a) Review and reflect on the principles for effective leadership that you are aware of from your own experience, the course textbooks, other course content and discussion, etc.
b) Write an informed, stimulating personal response to the topic, "The relevance of Nehemiah as a model for today's Christian leader."
In addition to other material you choose to include, this writing will contain your perspectives of how Nehemiah led from his strengths (ref.: Trent), how he illustrates principles for empowered leadership (ref.: Finzel), and to what extent he overcame the various dysfunctions of a team (ref.: Lencioni).

Class Presentations

Goal: Each class member presents in class one chapter from each of the Trent and Finzel texts. The following guidelines will assist you in the preparation and presentation of your oral reports:

- Length: 15 minutes (10 minutes of concise presentation plus class discussion).
- Provide a summary overview of the content of the material, including a two-page (one sheet two-sided - size 10 font if needed!) handout for class members.
- Focus on key points and issues that are central to the views being expressed in the material.
- Defend strengths and critique weaknesses that you see in the material.
- Come prepared with a list of relevant questions (also written in your handout) for class discussion to explore the key points, central issues, strengths and weaknesses, etc., of the material.

See the attached "Evaluation Form for Class Presentations" for details about the methodology for evaluation of these presentations.

Evaluation

Final grades for this course are composed of the following items:

- 30% - Class presentations and participation
- 10% - In-class writing assignment
- 10% - Websearch
- 20% - Lencioni report
- 30% - Nehemiah report

Reference Material

A search of the LEX system will show the many resources available in the library for this subject area. Internet searches also reveal a wide range of materials.

Textbook Readings

Leading From Your Strengths by John Trent

Chapter	Title	Pages	No. of Pages
1	Ministries hanging in the balance	1-6	6
2	Getting a feel for what follows	7-9	3
3	River school	10-14	5
4	The 'problems and challenges' transition	15-23	9
5	The 'people and information' transition	24-33	10
6	The 'pace and change' transition	34-43	10
7	The 'rules and procedures' transition	44-52	9
8	Life lessons from the river	53-58	6
9	Into the river and on with your journey	59-68	10
10	Core and adapted styles	69-76	8
11	Rolling on the river	77-87	11
12	The leading from your strengths wheel	88-98	11
13	Putting all you've learned into practice	99-103	5
	Total pages:		103

Empowered Leaders by Hans Finzel

Chapter	Title	Pages	No. of Pages
Intro	Introduction		5
1	The Leader: Who Can Fill the Shoes	1-13	13
2	The Task: A Leader's Work	15-31	17
3	The Person: A Leader's Character	33-51	17
4	Encouragement: Empowering Those You Lead	53-69	17
5	Conflict and Criticism: How to Handle Opposition	71-84	14

6	Vision: Anticipating the Future	85-98	13
7	Change: Managing Change in Your Organization	99-120	22
8	The Leadership Team: Developing the Leaders Around You	121-141	21
9	Creativity: Cultivating Creativity in Leadership	143-159	17
10	Life Cycles of Leaders: Seasons in a Life of Leadership	161-181	21
	Total pages:		180

The Five Dysfunctions of a Team by Patrick Lencioni

Chapter	Title	Pages	No. of Pages
Intro	Introduction		3
	The Fable	1-184	184
	The Model		
	-An overview of the model	187-190	4
	-Team assessment	191-194	4
	-Understanding and overcoming the 5 dysfunctions	195-220	26
	Total pages:		220

Horizon College and Seminary
Evaluation Form for Class Presentations

Instructor: R. Kadyschuk

Name of Presenter: _____ Date: _____

Material Presented: _____

	Marks Value					
	5	4	3	2	1	0
Quality of summary overview of material (appropriate and adequate selection of key points, central issues, etc.)	5	4	3	2	1	0
Quality of handout to class	5	4	3	2	1	0
Quality of written discussion questions (focused, adequate, stimulating, etc.)	5	4	3	2	1	0
Quality of leadership during presentation and class discussion (on track, attentive to input, etc.)	5	4	3	2	1	0
Level of meaningful critique of material (strengths/weaknesses, value for leadership learning, etc.)	5	4	3	2	1	0
Appropriate length of presentation and class discussion	5	4	3	2	1	0
Overall assessment	10	8	6	4	2	0
Total:						

Comments: _____

Horizon College Assessment of Student Work

(based on University of Saskatchewan guidelines)

90-100% [Exceptional] – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89% [Excellent] – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

70-79% [Good] – a good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69% [Satisfactory] – a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59% [Minimal Pass] – a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

Under 50% [Failure] – an unacceptable performance