Leadership Theory and Practice
Prerequisite: G139 Foundations of Leadership

Module: August 31 to September 4, 2015
Course Syllabus - 3 credit hours
R. Kadyschuk, PhD
rkadyschuk@horizon.edu

The class meets from 9:00 a.m. to 4:00 p.m. daily on August 31 to September 4

“The content of leadership has not changed for centuries... but the context of leadership has changed dramatically and will continue to change... the domain of leaders is the future” (Kouzes and Posner, The Leadership Challenge).

Introduction

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

Leadership is fundamentally a forward-looking activity. Throughout history, effective leaders have shared some common qualities. The pressing challenge has always been to be effective in the moment, to bring the best theory, idea and practice to the immediate situation.

Andy Stanley says, “The more you know about leadership, the faster you grow as a leader and the farther you are able to go as a leader. . . Learn what it takes to lead with courage, then follow with character.”

Prerequisite: G139 Foundations of Leadership

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.

**Textbooks**

**Required**

The book of Nehemiah.

The Trent leadership team has developed an accompanying website with resources to supplement the subjects in their books: [http://www.ministryinsights.com/](http://www.ministryinsights.com/).
Gordon McDonald article, “Working with your emotional type” (handout in class).

**Reference**

Course Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>Leadership Tool Kit</strong> - individual class presentations during module week</td>
<td>10%</td>
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<tr>
<td>Written assignments during the module week:</td>
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<tr>
<td>a) Reflective response to Gordon McDonald article</td>
<td>15%</td>
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<tr>
<td>b) Personal reaction to movie, <em>Animal Farm</em></td>
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<tr>
<td>Written response to material in <em>The Five Dysfunctions of a Team</em></td>
<td>10%</td>
<td>Fri Sep 18</td>
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<tr>
<td><em>Singletasking</em> - Discussion Board:</td>
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<tr>
<td>a) Part One – Reclaim Your Life</td>
<td></td>
<td>Fri Sep 11</td>
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<tr>
<td>b) Part Two – Regain Control</td>
<td></td>
<td>Fri Sep 18</td>
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<tr>
<td>c) Part Three – Recall What Matters</td>
<td></td>
<td>Fri Sep 25</td>
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<tr>
<td>d) Personal summative assessment of all postings</td>
<td></td>
<td>Fri Oct 2</td>
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<tr>
<td><em>Singletasking</em> - Exercise pages 62-68</td>
<td>5%</td>
<td>Fri Oct 9</td>
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<tr>
<td>Nehemiah assignment</td>
<td>20%</td>
<td>Fri Oct 16</td>
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<tr>
<td><em>Singletasking</em> - Exercise pages 31-36</td>
<td>5%</td>
<td>Fri Oct 23</td>
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<tr>
<td>Mini-case studies</td>
<td>25%</td>
<td>Fri Oct 30</td>
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**Class Presentations**

- Prepare and present an overview of two chapters from the Hughes text.
- Length: 10-12 minutes per presentation.
- On the first day I will distribute a schedule for the presentations.
- For each presentation, prepare brief personal notes (or talking points) that empower you to do the following sequence:
  - A quick summary walk through the material so we can follow along with our books
  - Key points and issues being raised by the author
  - Strengths you admire, any weaknesses, or issues that you might challenge
  - A few relevant questions for class discussion to explore the key points, central issues, strengths and weaknesses, etc., of the material
- Use the whiteboard if helpful but do not spend time producing data projection material
- Hand in your personal notes at the end of your presentation

See the attached *Evaluation Form for Class Presentations* for details of methodology for my evaluation of these presentations. The form is also available on Populi.

**Online ‘Leading From Your Strengths’ Inventory**
• This questionnaire applies the material from the Trent book to your own leadership characteristics.
• I give you an input key to access and complete the questionnaire online.
• After your completion of the online questionnaire I print and give you a 26-28 page detailed analysis that personalizes the concepts dealt with in the book.
• See other reference material on Populi.

Due Date for Completion of Online Inventory: Monday August 31, 6 p.m.

Gordon McDonald article, “Working with your emotional type”

• Read the McDonald article early in the module week
• Write a personal review of the article including the following items:
  o A brief summary of the major sections of the article
  o An assessment of what you think McDonald is trying to say to leaders through this article (i.e., why did he write the article?)
  o A personal application (to your own professional and personal life) of the concepts presented by McDonald
  o Any thoughts you may have on parallels between McDonald’s material and what you have learned from the Leading From Your Strengths inventory
• Length: 2-3 pages

Due Date for McDonald article response: Friday September 4, 9:00 a.m.

George Orwell Movie, Animal Farm

• View the movie in class on Friday afternoon of the module week
• Write an in-class reaction paper (immediately after seeing the movie) to share the insights into leadership theory and practice which the video stimulates in your thinking
• Be sure to include specific references to events and characters in the movie to illustrate your points
• Length: 2-3 pages

Due Date for Animal Farm movie response: Friday September 4, 4:00 p.m.

Reflective Response to ‘The Five Dysfunctions of a Team’

• Take notes during the classroom presentation of Lencioni’s material
• Scan through the book immediately after the module week is over (note: this should be a quick read since you already are familiar with the details of Lencioni’s model)
• Write a personal response to Lencioni’s analysis of team dysfunctions; include the following items:
A personal assessment of how effective the fable is in fulfilling Lencioni’s purposes for writing the book (i.e., does it capture the reader’s interest well?)

A brief overview of how the five dysfunctions relate to each other

Personal thoughts on the final section of the book where Lencioni talks about understanding and overcoming the five dysfunctions

A personal review of Lencioni’s model - evaluate its relevance and effectiveness to explain what goes wrong in a team (Be sure to include reference to any other literature, points of reference, and personal experience that you can use to illustrate your discussion)

A conclusion where you describe the value of Lencioni’s model to increase your own personal awareness and understanding of how teams work and don’t work effectively together

Length: 3-4 pages

Due Date for Response to Lencioni: Friday September 18

Responses to Singletasking

For each of the three sections of the book, post a personal response to the material by the due dates given; be sure to include some specific items from the section to illustrate your commentary

Due Date for Responses to Singletasking: Friday September 11, 18 and 25

Read all the postings and add a personal summative assessment of everything that has been shared by classmates and yourself

Due Date for Response to Postings: Friday October 2

Singletasking Exercises

Details given in class

Two exercises: a) pages 62-68; b) pages 31-36

Due Dates for Exercises: a) Friday October 9
b) Friday October 23

Report: “The Relevance of Nehemiah as a Model for Today’s Christian Leader”

Read the book of Nehemiah (likely more than once).

Do a websearch (e.g., ‘Nehemiah leadership principles’) to familiarize yourself with leadership lessons that others have described from the life and ministry of Nehemiah.

Browse your results and select 15 sites that are of particular interest to you. Some of the sites will be very long and complex – do not get bogged down in all the micro details of such sites.

Write brief personal notes for each of the 15 sites to record your observations about the value of the information in that site.

Use these notes as a resource for the next part of the assignment.
You can hand notes in with your completed Nehemiah assignment for added context but that is not required.

- Write a personal response to the following statement: “The relevance of Nehemiah as a model for today’s Christian leader.”
  - This writing will include comments from your own assessment of Nehemiah as a leader as well as some key points from your websearch results.
  - Also include reference to other course material as relevant to your report.
  - Length: 5-6 pages

**Due Date for Nehemiah Report: Friday October 16**

**Mini-Case Studies of Effective and Ineffective Leadership**

Having now studied (in Nehemiah) a strong biblical model for leadership, reflect on the rest of the material covered in this course and in the textbooks; also consider all other reading, study and experience you have had related to leadership.

a. Select two real-life situations from your own personal awareness and experience:
   - one that is an example of positive, effective leadership;
   - and one that is an example of negative, ineffective leadership.

b. Examine closely and analyze each of these two case studies as follows:
   - Give a bit of background to provide a context for the case study (without necessarily revealing the actual real-life situation or people, especially the negative one)
   - Document as many details as you can that specifically illustrate the positive and/or negative qualities, effects and outcomes in each situation, etc.
   - In your evaluation of each case be sure to comment on why something was good, why something was not so good, what could have been done to improve the situation, etc.

c. When finished with a. and b. above, review your Leading From Your Strengths profile and:
   - Share reflections on how your understanding of your own leadership profile compares to qualities and characteristics that you have written about in the two case studies; in other words, speculate on how YOU might think and behave as a leader in those situations
   - Also include reference, as relevant, to other materials covered in this course; this activity encourages you to integrate your growing awareness and understanding of leadership principles and practice

Length: 6-7 pages (2-3 pages per case study plus 1-2 pages for part c.)

**Due Date for Mini-case Studies: Friday October 30**

I have set up the above assignments on purpose to be completed in the order given. You will find a cumulative effect as you work through each of the assignments.
Evaluation

Final grades are calculated from the following items:
- 10% - Class presentations
- 15% - In-class writing assignments (2)
- 10% - Lencioni response
- 10% - Postings for Singletasking
- 10% - Singletasking exercises (2)
- 20% - Nehemiah report
- 25% - Case studies report

Bibliography


_____________. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009


Joiner, Bill and Stephen Josephs. Leadership Agility: Five Levels of Mastery for Anticipating and
Myra, Harold and Marshall Shelley. The Leadership Secrets of Billy Graham. Grand Rapids:


## Horizon College and Seminary

### Evaluation Form for Class Presentations

**Instructor:** R. Kadyszchuk  
**Name of Presenter:** __________________________  **Date:** ____________________________  
**Material Presented:** ____________________________________________________________
______________________________________________________________________________

<table>
<thead>
<tr>
<th align="left">Quality of summary overview of material (appropriate and adequate selection of key points, central issues, etc.)</th>
<th align="left">Marks Value</th>
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<tr>
<th align="left">Quality of discussion and questions (focused, adequate, stimulating, etc.)</th>
<th align="left">Marks Value</th>
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<tr>
<th align="left">Quality of leadership during presentation and class discussion (on track, attentive to input, etc.)</th>
<th align="left">Marks Value</th>
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<tr>
<th align="left">Level of meaningful critique of material (strengths/weaknesses, value for leadership learning, etc.)</th>
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<tr>
<th align="left">Appropriate length of presentation and class discussion</th>
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**Total:**

**Comments:**
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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