G139 Foundations of Leadership

3 credits. Prerequisites: none

January 11 – April 15, 2016

Term C and D

Rev. Rob Lindemann, EdD (cand.)
rlindemann@horizon.edu
www.horizon.edu

Have confidence in your leaders and submit to their authority, because they keep watch over you as those who must give an account. Do this so that their work will be a joy, not a burden, for that would be of no benefit to you. (Hebrews 13:17 NIV)

At the heart of all transformation of relationships lies transformation of ourselves. This is both where we have the most power to create change and the most reluctance to confront the need for it. In this instance, the process starts with an honest examination of how we have learned to cope with authority relationships. - Ira Chaleff

Course Description

Given that leadership and followership are so inseparably linked, how can you go about transforming the nature of your relationship with your leader? This course allows students to explore this relationship through a format involving elements of directed study, classroom seminars, online discussion, resume creation, and a shared conference experience.

Throughout our lives, and in varying degrees, we both give and follow leadership; we both have and submit to authority. This course is designed to address the common scenario of students leaving college to assume entry level positions in ministry or the workplace. Together, we will explore answers to the following important questions:

a) what attitudes and actions will I bring to the responsibility of following a leader?

b) what kind of leadership inspires me?

c) what strengths can I bring to the task of leadership?

**In addition to the Global Leadership Summit (GLS) conference sessions held January 20-21, 2016, the class will meet for ten classroom presentations during the winter semester. The first meeting will be Monday January 18, 2016. Further dates will be determined.**
Relationship to Horizon’s mission and core competencies
A major assumption guiding this course’s design is that students are at a developmental stage where they are likely to be in or will be moving into staff roles under the authority of another leader. Since a crucial part of preparing for leadership is learning to follow a leader, two areas of competency development apply to this course:

- **Leaders and Administrators** – demonstrates basic planning and management skills, resource stewardship, and values servant leadership;
- **Spiritually Mature** – models a dynamic relationship with Christ, practises core spiritual disciplines and gifts, committed to life-long, Christ-like transformation;

Students will wrestle with the important introductory issues of assessing their followership style and personal values, submission to authority, and learning to add value to a leadership team.

Essential Elements of Competency Development
In order to meet a level of competency, each student will be assessed on his/her ability to:

1. Act redemptively to transform all aspects of reality including physical, emotional and spiritual; personal and corporate. Is able to differentiate between divine and human responsibility and act appropriately.
2. Comprehend the characteristics that identify spiritual gifts and is able to acknowledge and practice key spiritual giftings in their own lives.
3. Model a commitment to execution, godly relationships, and personal growth
4. Demonstrate the character to lead with personal and organizational integrity, humbleness, and faithfulness.
5. Identify areas of self-awareness related to personality, work style, leadership strengths, weaknesses, and needs. Identifies the core qualities of a faithful overseer.

Learning Outcomes
Upon completion of this course the student will be able to:

1. Describe the positive images of followership he/she will adopt into a personal value system (Spiritual Maturity).
2. Recall the preferred qualities of leadership he/she will both want to follow and emulate (Leader and Administrator).
3. Identify specific patterns of his/her personal leadership strengths that add value to a leadership team (Leader and Administrator).
4. Recognize how he/she can add value to a variety of relationships including colleagues and leaders (Spiritual Maturity).

Portfolio Components
This course supports the following portfolio components (See Student Handbook, p. 45 for further description):

- A description of the leadership style you prefer to follow (from Assignment #1).
• Completion of a partial resume and StrengthsFinder personal assessment (from Assignment #4).

**Ministry Formation Components**

This course includes one assignment that also applies to your Ministry Formation requirements (See Student Handbook, p. 43 and 71 for further description):

• Description of the leadership style of the leader you are working under for your Ministry Formation placement (from Assignment #3)

**Required Readings:**


**Students are responsible to purchase textbooks from a third party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks. See more information at** [http://horizon.edu/horizon-s-textbooks](http://horizon.edu/horizon-s-textbooks)

**Course Activities and Assignments**

1. *Interactive Reading Guide* (see Learning Outcomes 1 and 2). Read the assigned textbook, *Followership: The Leadership Principle No One is Talking About*, as well as Ehrhart and Klein’s article. Students will follow the set of guidelines provided (see file on Populi) for response. The learning objective of this assignment is to identify and reflect upon key concepts that will influence a personal approach to embracing followership roles and relating to authority figures. Overall, students must ensure they are referencing the textbooks in their comments to ensure mastery of the content. This assignment must be **8-10 pages. Date due:**

2. *Prepare for the Global Leadership Summit.* Liz Driscoll writes, “Maybe in your world, you are trying to get through this week’s worth of projects in three days so you can focus on the content at the event. In the midst of all that is happening this week, try to take a little time to center yourself and prepare for what you are about to experience. We believe that God wants to impact your life this week. And a few minutes of preparation can produce huge dividends as you get your heart and mind in the right posture for the experience.” See more of her tips for preparing to experience the 2015 GLS [here.](http://horizon.edu/horizon-s-textbooks) **Not graded.**
3. **Global Leadership Summit Conference Review** (see Learning Outcomes 1 and 2):
   Students will complete an interactive review (see file on Populi) of the GLS conference held **January 20-21, 2016** on the Horizon campus. Each student will respond to several quotes, questions, and topics presented at the GLS meant to draw out the qualities of leadership they find worthy of following and emulating. The learning objective of this assignment is to identify key concepts and convictions that will clarify leadership qualities you find worth following and emulating. **One portion of this review will also be shared on a Populi discussion board. The paper should be 5-7 pages. Date due:**

4. **Ministry Formation Assessment.** As a means of testing your observation and reflection abilities, draft a brief description of the leadership style (according to Erhart and Klein’s categories) and strengths (according to Rath’s categories) you observe in the leader you assist in your Ministry Formation placement. Answer the following questions:
   a. What kind of leadership style are they giving to you and your team?
   b. What strengths are they demonstrating as they give leadership?
   c. How are you applying your strengths to this ministry formation placement?
   d. The paper should be 3 pages. Date due:

5. **StrengthsFinder Report and Partial Resume.** Based on the StrengthsFinder 2.0 assessment (see Learning Outcomes 3 and 4): Students will complete the online assessment associated with Rath’s book (see back cover for code) and draft and Executive Summary portion of a resume that describes the core strengths they can bring to leadership and team roles. The learning objective of this assignment is to reflect on your leadership strengths through the book’s instrument and describe your best contributions to a leadership team. The paper should be 3-4 pages. All strengths are indicated in the table below under the four primary categories. **Date due:**

   **Reproduce this table in your Executive Summary and indicate only your particular assessment results under the four main categories:**

<table>
<thead>
<tr>
<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>Activator</td>
<td>Adaptability</td>
<td>Analytical</td>
</tr>
<tr>
<td>Arranger</td>
<td>Command</td>
<td>Developer</td>
<td>Context</td>
</tr>
<tr>
<td>Belief</td>
<td>Communication</td>
<td>Connectedness</td>
<td>Futuristic</td>
</tr>
<tr>
<td>Consistency</td>
<td>Competition</td>
<td>Empathy</td>
<td>Ideation</td>
</tr>
<tr>
<td>Deliberative</td>
<td>Maximizer</td>
<td>Harmony</td>
<td>Input</td>
</tr>
<tr>
<td>Discipline</td>
<td>Self-assurance</td>
<td>Includer</td>
<td>Intellection</td>
</tr>
<tr>
<td>Focus</td>
<td>Significance</td>
<td>Individualization</td>
<td>Learner</td>
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<tr>
<td>Responsibility</td>
<td>Woo</td>
<td>Positivity</td>
<td>Strategic</td>
</tr>
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<td>-----------</td>
</tr>
<tr>
<td>Restorative</td>
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<td>Relator</td>
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</table>

**Time Investment and Value**

- GLS conference: 14 hrs
- Readings: 25 hrs
- In-class seminars: 18 hrs
- Interactive Reading Guide: 18 hrs
- GLS conference review: 14 hrs
- Ministry Formation assessment: 4 hrs
- StrengthsFinder Report and Partial Resume: 12 hrs

**Total = 105 hrs**

**Course Outline**

- UNIT I – A Primer on the Leader – Follower Relationship
- UNIT II – Participation in the Global Leadership Summit
- UNIT III – Classroom sessions; review of readings and GLS.

**General Assignment Guidelines**

Please see the Horizon College and Seminary Format Guide (click [here](#)) for assignment submission and formatting guidelines as well as policies for late assignments, extensions, and rescheduling of exams.

**Academic Honesty**

Horizon College and Seminary uses the following definition of plagiarism from the University of Saskatchewan: Plagiarism is “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for [examples of plagiarism](#) and further guidelines in the Student Handbook, p. 40.

**Disability Services Information**

If you have specific physical or mental health conditions or learning disabilities that require accommodations, please contact the Student Services department as early as possible so that your
learning and/or physical needs can be met appropriately. You will need to provide current documentation of your disability or condition. For more information, please contact Sonia Estrada at sestrada@horizon.edu.

**Assessment/Grading**
Horizon’s grading is based on the stated criteria for learning outcomes, which is in keeping with a competency-based education (CBE) approach. Since competency is the focus of assessment, students will receive grades on assignments according to the four-level CBE scale below. Assessments will include feedback on specific elements of the competencies with commendations and suggestions for improvement. However, for transferability purposes the final grade for the course will include a U of S equivalency letter grade.

<table>
<thead>
<tr>
<th>Horizon CBE scale</th>
<th>U of S equivalent</th>
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</thead>
<tbody>
<tr>
<td>E</td>
<td>Exceeding competency requirements</td>
</tr>
<tr>
<td>M</td>
<td>Meeting competency requirements</td>
</tr>
<tr>
<td>BTM</td>
<td>Beginning to meet competency requirements</td>
</tr>
<tr>
<td>NYM</td>
<td>Not yet meeting competency requirements</td>
</tr>
</tbody>
</table>

**Please note that in order to pass this course, you must achieve a level that either meets or exceeds the competency requirements.**

**Bibliography**


