



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

G139 Foundations of Leadership

3 credits. Prerequisites: *None*

January 13 – February 21, 2020
Term C
Monday – Thursday, 9:00am -10:30am

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“Am I a leader? Leadership is a process of influence. Anytime you seek to influence the thinking, behaviour, or development of people toward accomplishing a goal in their personal or professional lives, you are taking on the role of a leader.” – Kenneth H. Blanchard.

**Please note that attending the two-day Global Leadership Summit (GLS) is part of this class.*

Course Content and Goals

Course Description

This course helps prepare students for Christian leadership by making them aware of different leadership theories, leadership skills, and leadership disciplines. By attending the Global Leadership Summit, completing a StrengthsFinder Assessment, and other means, students will deepen their understanding of godly leadership and will articulate key insights about their personal leadership gifts and values.

Relationship to Horizon's Mission

Horizon's mission is to “advance God's Kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry.” In order for students to begin developing as competent leaders, they must first understand what leadership is, what servant-leadership looks like, and they must begin learning about who they are as a Spirit-empowered leader so that they can conscientiously and intentionally steward God's call upon their lives and influence and advance God's Kingdom.

Core Competencies and Learning Outcomes

To demonstrate competency in *spiritual maturity*, each student will:

1. Evaluate her/his personal relationship with Jesus Christ, Jesus' view on leadership, and the spiritual disciplines and practices that will enable her/him to become a godly servant leader.
 - *Assessment*: StrengthsFinder Executive Summary; Strategic Leadership Development Plan

To demonstrate competency in *leadership and administration*, each student will:

2. Explain how her/his unique strengths and experiences can add value in her/his current leadership contexts.
 - *Assessment*: StrengthsFinder Executive Summary
3. Report on key leadership values or concepts as taught by the GLS speakers.
 - *Assessment*: GLS Conference Review
4. Describe the preferred qualities of servant leadership that inspire her/him and which she/he will want to follow and emulate.
 - *Assessment*: GLS Conference Review
5. Analyze how her/his StrengthsFinder gifts can influence her/his self-leadership and influence others.
 - *Assessment*: StrengthsFinder Executive Summary
6. Identify growth areas in which she/he should strategically grow as a leader.
 - *Assessment*: Strategic Leadership Development Plan

Course Work

Required Readings

Baldoni, John, *The Leader's Guide to Speaking with Presence: How to Project Confidence, Conviction, and Authority*. New York: Amacom, 2013. ISBN 978-0814433799

Bohannon, Liz Forkin. *Beginners Pluck*: Build Your Life of Purpose and Impact Now*. Grand Rapids: Baker Books, 2019. ISBN 978-0-8010-9424-8

Roth, Tom. *StrengthsFinder 2.0*. New York: Gallup Press, 2007. ISBN 978-1595620156

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *StrengthsFinder Executive Summary* and *Strategic Leadership Development Plan*. These assignments must be edited and submitted to the Leadership and Administration *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

Portfolio Components. StrengthsFinder Assessment. This assignment must be edited and submitted to the Psychometric Profiles *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

1. Reading Report.

To read with purpose means to not skim but to be attentive to the key themes and claims the author makes. Students should keep in mind these questions when reading: Why did the author write this book? How does the author describe a leader or leadership? What skills or disciplines is the author describing as necessary for effective leadership and what will I incorporate into my strategic leadership growth plan? Although not assessed, it is required that you sign and submit a *Reading Report*. This assignment is, therefore, marked as pass/fail.

Reading Schedule

Book	Pages	Due Date
<i>The Leaders Guide to Speaking with Presence</i>	All	January 17, 2020
<i>StrengthsFinder 2.0</i>	Varied: Read up on your top 5 strengths.	January 31, 2020
<i>Beginners Pluck*</i>	1 - 58	January 17, 2020
	59 - 86	January 24, 2020
	87 - 120	January 31, 2020
	121 - 174	February 7, 2020
	175 - 226	February 14, 2020

- **Assignment Length:** 14 hrs. **Due date:** February 14, 2020.

2. Global Leadership Summit Conference Review.

As a way of **carefully reporting** on key leadership values or concepts and assessing preferred qualities of leadership that inspire you, you will submit a *Global Leadership Summit Conference Review*. You will complete this assignment through the following steps:

a. Attend GLS on January 22 and 23, 2020.

i. During the GLS

1. **Take notes.** In your notes, include who the speaker was, key themes she/he focussed on, any comments that stood out for you, and note any questions you have around particular content.
2. **Rank** your top two speakers. Carefully note your insights from their talk and explain why you chose them.
3. **Explain** during our class debrief which speakers were your top two speakers. Be ready to answer the following: My top 2 speakers were... I chose them because... My top takeaways from their teaching are...

After the GLS, **compose** your GLS Conference Review. This review should include the above information and **describe** the preferred qualities of leadership that inspire you and which you will want to emulate. It should also **report** on key leadership values or concepts from all speakers and note any questions you have around their particular content. Also, make sure to comment on your top two speakers and the reasons they were your top picks.

- Related learning outcome(s): #3 and #4.

- **Assignment Length:** 4-5 Pages. **Due date:** February 2, 2020

3. *StrengthsFinder & StrengthsFinder Executive Summary.*

This summary examines your gifts and experiences that have shaped who you currently are as a leader.

- a. Complete a SIMA biography (Template on Populi under the Lesson “SIMA Biography Template”).
- b. Review your SIMA information.
- c. Complete your StrengthsFinder assessment and review its findings.
- d. Synthesize the SIMA, StrengthsFinder, and readings information that pertain to you.
- e. Construct an Executive Summary (ES). For this assignment, an ES is a 2-page document that introduces you to the reader. In your ES,
 - note your name and when you were born,
 - describe your influencers to date,
 - highlight a few experiences which have shaped you thus far as a person, give your current understanding of three or more strengths from the StrengthsFinder test, describe how your unique strengths and experiences can add value in your current leadership contexts,
 - evaluate your personal relationship with Jesus Christ, Jesus’ view on leadership, and the spiritual disciplines and practices that will enable you to become a godly servant leader
 - describe how the students will lead himself/herself well as a result of the StrengthsFinder Test and describe how the knowledge gained from the StrengthsFinder test can help others or assist on a team.
 - describe the kind of leader you would like to be 2-5 years from now.
 - **Related learning outcome(s):** #1, #2, and #5.
 - **Assignment Length:** 2 pages for your written summary and also attach your StrengthsFinder report. **Due date:** February 9, 2020.

4. *Strategic Leadership Development Plan.*

This final assignment is meant to build upon what you have already learned, completed or participated in (e.g. GLS, SIMA) and to take you further as you take seriously your unique journey. You are required to write a *Strategic Leadership Development Plan* that is unique to your giftings and the areas you’ve discerned you want to grow in.

To write your Leadership Development Plan you will use the **High Speed Training Template** found on Populi under the Lesson “High Speed Training Template.”

Page 1: Begin by jotting bullet point notes in the boxed areas under each heading.

Pages 2-5: Describe your goals and growth plan in greater detail.

Your plan must **draw upon your SIMA, StrengthsFinder assessment, an in-class video, book readings, and your GLS notes to answer the following questions:**

- What are my big goals?
- Which goals need to happen first?

- When do I want to achieve each goal?
- What obstacles might get in my way?
- How can I improve my chances of meeting my goals?
- Where can I go for support?
- How and when will I measure and review how I am doing?
- What assessment tools will I use along the way?
- Identify and explain two or more of Jesus’ teaching on leadership in the New Testament
- Identify two or more key New Testament teachings on spiritual disciplines and practices and explain how these teachings directly relate to godly living and leadership.

Your Leadership Development Plan may also include the following:

- Process graph (What my leadership process plan is).
- Descriptions of relevant reading material (e.g., book, article, etc.).
- A personalized list of self-reflection questions.
- One or two guiding scriptures or inspirational quotes.
- Related learning outcome(s): #1 and #6.
- **Assignment Length:** 4 pages. **Due date:** February 14, 2020.

Time Investment

Classroom time	28.5 hrs	N/A
1. Reading Report	15 hrs	February 14, 2020
2. GLS Conference Review (GLS Hours included here.)	24 hrs	February 2, 2020
3. StrengthsFinder & StrengthsFinder Executive Summary	12 hrs	February 9, 2020
4. Strategic Leadership Development Plan	12 hrs	February 14, 2020
Total =	91.5 hrs	

Assessment Rubrics

Rubrics for each assignment can be accessed on Populi under the Lesson “G139 Assessment Rubrics” and will also be discussed in class.

Course Outline *subject to change

January 13-20	Unit I: What is Leadership?
January 21-23	Unit II: The Global Leadership Summit Preparation and Participation
January 27-30	Unit III: GLS Debrief and Class Presentations
February 3-6	Unit IV: Self-Leadership
February 10-13	Unit V: Leadership as Skill

- First submissions of assignments will not be accepted after ***February 14, 2020***.

Monday, February 17	GLS Review (as necessary)
Tuesday, February 18	StrengthsFinder Executive Summary (as necessary)
Wednesday, February 19	Strategic Leadership Development Plan (as necessary)
Thursday, February 20	Secondary Resubmissions (as necessary)
Friday, February 21	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after ***February 21, 2020***.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “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](#).

Disability Services Information

If you have pre-existing physical or mental health conditions or learning disabilities that require accommodations, please contact the Academic or Student Life departments at the beginning of the course so that your learning and/or physical needs can be met appropriately. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, please contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

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