LS5107 Foundations of Leadership

3 credit hours. Prerequisites: none.

Aug. 31-Sept. 4, 2020   Ron Kadyschuk, PhD
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Course Content and Goals

Course Description

Foundations of Leadership is a graduate-level course. It introduces core elements of theory and practice for effective leadership in ministry and in the marketplace, explores a biblical and theological understanding of leadership, examines areas of self-awareness a leader requires to grow personally and to build effective teams, and considers the challenges and requirements for a leader to have 'staying power' for longevity in ministry leadership.

This course is applicable towards Horizon's Master of Ministry Leadership degree and may be transferable to other ATS-accredited seminaries by means of a Letter of Permission from that seminary.

Relationship to Horizon's Mission

As an introduction to foundational principles and practices for effective leadership, grounded in evangelical biblical and theological inquiry, LS5107 directly supports Horizon's mission to "prepare competent Christian leaders for Spirit-empowered life and ministry."

Learning Outcomes

Student learning outcomes for this course include:

1. Explore foundational elements of leadership theory and practice, evolving philosophies and styles, fundamental leadership skills, and leaders as agents for change and growth.
    - *Assessment*: Class Presentation; Group Project.
2. Analyze biblical and theological teachings on leadership.
    - *Assessment*: Written Assessment of Models of Biblical Leadership.
3. Build self-awareness as a leader and to grow effective teams.

- *Assessment*: Self-Perception Exercises/Inventories; Complete Online Inventory, *Leading From Your Strengths*, and receive 24-28 page report; Written or Video Summary Self-Assessment and Personal Plan for Longevity in Ministry Leadership.
4. Examine factors for resilience to maintain effective leadership focus and attain longevity in personal ministry or marketplace leadership.
   - *Assessment*: Written or Video Summary Self-Assessment and Personal Plan for Longevity in Ministry Leadership.

Course Work

Required Readings

Books
Blanchard, Ken, et.al. *Lead Like Jesus Revisited: Lessons from the Greatest Leadership Role Model of all Time*. Nashville: W Publishing Group (Thomas Nelson), 2016. (250 pages) ISBN: 9780718077259.

Cox, Rodney. *Leading from Your Strengths: Building Close-Knit Ministry Teams*. Revised edition. Pennsauken, NJ: BookBaby, 2018. (100 pages) ISBN: 9781543949056.

_____. *Leading from Your Strengths*. Online questionnaire. Purchase access code from Horizon (at General Office).

Northouse, Peter. *Introduction to Leadership: Concepts and Practice*. 4th edition. Thousand Oaks, CA: Sage Publications, 2018. (selections) ISBN: 9781506330082.

The Book of Nehemiah.

Note: The 5th edition (2021) of *Introduction to Leadership* is being published. A new chapter on "Exploring Destructive Leadership" helps students "understand characteristics of toxic leaders and susceptible followers, providing them with tactics and tools for confronting bad leadership." The 4th edition is adequate for this course.

Chapters/Journal Articles
These readings are available at the course website on Populi.

Bradberry, Travis and Jean Greaves. "What Emotional Intelligence Looks Like: Understanding the Four Skills." Pages 23-50. In *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.
Dolan, Timothy. "Sustaining the Leader." Pages 254-275. In *Organizational Leadership: Foundations and Practices for Christians*. Edited by John Burns et.al. Downers Grove: IVP Academic, 2014.
Kouzes, James and Barry Posner. "Learning Leadership Fundamentals." Pages 1-32 in *Learning Leadership: The Five Fundamentals of Becoming an Exemplary Leader*. San Francisco: Wiley, 2016.

Langer Rick. "Toward a Biblical Theology of Leadership." Pages 65-86. In *Organizational Leadership: Foundations and Practices for Christians*. Edited by John Burns, John Shoup and Donald Simmons. Downers Grove: IVP Academic, 2014.

Ledbetter, Bernice, et.al. "Biblical, Historical, and Denominational Perspectives on Leadership." Pages 21-44. In *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids: Baker, 2016.

Course Assignments and Activities

<u>Pre-Module</u>
1. *Prepare Notes for a Class Presentation.*
   - Read the material specifically assigned to you from the course readings and prepare your notes for a 30-minute oral presentation to the class.
   - The presentation will include these elements: a) a brief summary of the material; b) a review of key topics and issues raised; c) reflections on the implications of the material for ministry leadership; d) several questions to stimulate class discussion of the material; e) a handout (2 to 4 pages) for class members.
   - It is important that you hand in these notes and your planned handout by the due date to give opportunity for feedback and any edits needed prior to presentation.

   - Related learning outcome: #1.
   - **Length of notes**: As required to prepare you adequately for the class presentation. **Due date**: Wednesday, August 26, 2020.

2. *Complete the* Online Leading from Your Strengths *Inventory Questionnaire.*
   - Purchase your online access code from Horizon General Office.
   - Complete the inventory and confirm with Dr. Kadyschuk that he has received a copy of your results report.

   - Related learning outcomes: #3.
   - **Due date**: Friday, August 28, 2020.

<u>During Module</u>
3. *Class Presentation* (25%).
   - A teaching session to the class on your assigned material from the course readings.

   - Related learning outcome: #1.
   - **Assignment Length**: 30 minutes.

4. *Self-Perception Exercises/Inventories.*
   - Participation in a series of inventories (done in class) from the Northouse text; reflections on self-learning from these exercises as well as sharing results from the *Leading from Your Strengths* inventory report.

   - Related learning outcomes: #3.

Post-Module

5. *Written Assessment of Models of Biblical Leadership* (25%).
   - A review of biblical models, primarily Nehemiah and Jesus, plus the evolution of historical and denominational perspectives on leadership.
   - The report will include specific references to *Lead Like Jesus Revisited*, Nehemiah's story, Ledbetter's article, and Langer's article.

   - Related learning outcome: #2.
   - **Assignment Length:** 6 pages (250 words per page). **Due date**: Friday, September 18, 2020.

6. *Group Project* (25%).
   - A written case study of a ministry organization (church, parachurch, marketplace) – its principles and practices for establishing vision and goals, executing strategy, assessing success and failure, managing the process of change, and dealing with conflict in the organization.
   - The field study must include interviews with a minimum of 3 different pastors/leaders at a minimum of two different ministry organization settings.
   - As a class we will do initial work in developing the questionnaire for use during the interviews.
   - The report will include specific references to relevant material from the Northouse text as well as the Kouzes and Posner article.

   - Related learning outcome: #1.
   - **Assignment Length**: 7 to 8 pages (250 words per page). **Due date**: Friday, October 9, 2020.

7. *Written or Video Summary Self-Assessment and Personal Plan for Longevity in Ministry Leadership* (25%).
   - A statement with two parts: a) a summary of self-perceived strengths for leadership and areas of need for growth towards increasing effectiveness; b) a vision and strategy to maintain personal and professional wellness for longevity in ministry leadership.
   - Your statement must include direct references to content of the course (i.e., Northouse self-perception exercises, *Leading from Your Strengths* report, study of biblical models for leadership, learnings from the group project, as well as the Dolan article and the Bradberry and Greaves material).

   - Related learning outcomes: #3, #4.
   - **Assignment Length**: Written = minimum of 6 pages (250 words per page); Video = minimum of 8 minutes; if video, hand in notes used for filming. **Due date**: Friday October 30, 2020.

Course Outline

1. Foundational Elements of Leadership
[Northouse, *Introduction to Leadership: Concepts and Practice*]
[Kouzes and Posner, *Learning Leadership*]
- Robert S. Kaplan on "The Meaning of Leadership"
  https://bigthink.com/videos/robert-kaplan-on-the-meaning-of-leadership
- Historical explanations for understanding leadership
- Traits-based leadership
- Strengths-based leadership
- Basic leadership philosophies and styles
- Fundamental leadership skills: administrative, interpersonal, conceptual
- Leaders as agents for change and growth
  - Casting vision
  - Establishing a healthy climate
  - Embracing diversity, differences, and managing conflict
- Ethics in leadership

2. A Biblical Understanding of Leadership
- Lead like Jesus – lessons from the greatest leadership role model of all time
  [Blanchard, *Lead Like Jesus Revisited*]
- Nehemiah as a leader [The Book of Nehemiah]
- Biblical, historical, and denominational perspectives on leadership
  [Ledbetter et.al., *Reviewing Leadership*, pp 21-44]
- Towards a biblical theology of leadership
  [Burns, et.al., *Organizational Leadership*, pp 65-86]

3. Building Self-Awareness as a Leader to Grow Effective Teams
- Self-assessment questionnaires in leadership traits, styles, skills, etc.
  [Northouse, *Introduction to Leadership*]
- The four skills of emotional intelligence
  [Bradberry and Greaves, *Emotional Intelligence*, pp 23-50]
- Leading from your strengths to guide teams in dealing with 'problems and challenges,' 'people and information,' 'pace and change,' and 'rules and procedures'
  [Cox, *Leading from Your Strengths*]

4. Leadership for 'The Long Haul'
- Surviving and thriving in a world of permanent 'whitewater'
  [Burns, et.al., *Organizational Leadership*, pp 253-275]
- Biblical examples and mandates for longevity in leadership

Evaluation
25%   Class presentation
25%   Written assessment of models of biblical leadership
25%   Group project

25%   Written or video summary self-assessment and personal plan

Bibliography
A Leadership Bibliography is available on the populi course website.

Academic Policies

General Guidelines for the Submission of Written Work
Formatting Papers
- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments
Assignments should be submitted via Populi. The resource at this link
https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments
explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions
Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

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 College Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. 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, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance
Students should attend all classes in order to optimize their learning experience. 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.

Campus Health Policy
While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette
If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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.