



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

## **G149 and Foundations of Leadership**

3 credits. Prerequisites: *none*.

January 18 – February 26, 2021  
Term C  
Monday – Thursday, 9:00am -10:30am

Rev. Carmen Kampman, DMin (In Progress)  
carmen@horizon.edu  
www.leadwomen.ca

---

*What is a leader? A leader is anyone who takes responsibility for finding the potential in people and processes, and who had the courage to develop that potential. – Brené Brown*

---

*\*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

Comer, John Mark, *The Ruthless Elimination of Hurry: How to Stay Emotionally Healthy and Spiritually alive in the Chaos of the Modern World*. Colorado Springs: WaterBook, 2019. ISBN: 978-0525653097.

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

\*\*While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. 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.

### 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* and submit it on Populi. 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 22, 2021
<i>StrengthsFinder 2.0</i>	Varied: Read up on your top 5 strengths.	February 14, 2021
<i>The Relentless Elimination of Hurry</i>	pp. xiii-57	January 22, 2021
	pp. 61- 115	January 29, 2021
	pp. 118- 176	February 5, 2021
	pp. 177- 217	February 12, 2021
	pp. 219 – 257	February 17, 2021

- **Assignment Length:** 15 hrs. **Due date:** February 17, 2021.

### 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 27 and 28, 2021.

##### 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...

ii. After the GLS, **compose** your GLS Conference Review. This review should include the above information and **describe (in a short**

**4-6 minute video or on paper)** the preferred qualities of leadership that inspire you and which you will want to emulate. The 4-6 minute video or the paper 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:** 4-6 pages (paper option, including both 2+ pages GLS notes AND the review) **OR** 2+ pages conference notes taken during the GLS Summit AND a 4-6 minute video (video submission option) in which you rank your top two speakers, rationale for choosing them, list questions that arise for you from GLS content, articulate qualities of leadership you want to emulate, and list lingering questions you have. **Due date:** February 7, 2021.

### 3. *StrengthsFinder & StrengthsFinder Executive Summary.*

This summary examines your gifts and experiences that have shaped who you currently are as a leader. You will have two options for your final submission.

- a. Complete a **My Life Summary (MLS)** (Template on Populi under the Lesson “My Life Summary Template”).
  - b. Review your My Life Summary information.
  - c. Complete your StrengthsFinder assessment and review its findings.
  - d. Synthesize the MLS, StrengthsFinder, and StrengthsFinder readings information that pertain to your identified strengths, citing from the book and your StrengthsFinder assessment summary.
  - e. Construct a written or video Executive Summary (ES). For this assignment, an ES is a 2-page document or 6-8 minute video with 1+ page outline 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 (explaining what the student has learned about leadership from these experiences), 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 Assessment 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 **OR** an 6-8 minute ES video with 1+ page of

notes in an outline and also attach your StrengthsFinder report. **Due date:** February 14, 2021.

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, MLS) 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 **3-Goal Setting Template** found on Populi under the Lesson "3-Goal Setting 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 and cite your MLS, 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 19, 2021.

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Reading Report (See reading schedule under Assignment #1.)	12 hrs	February 17, 2021
2. GLS Conference Review (GLS Hours included here.)	24 hrs	February 7, 2021

3. StrengthsFinder & StrengthsFinder Executive Summary	12 hrs	February 14, 2021
4. Strategic Leadership Development Plan	12 hrs	February 19, 2021
Total =		90 hrs

### Assessment Rubrics

Rubrics for each assignment can be accessed on Populi under the Lesson “G149 Assessment Rubrics” and will also be discussed in class.

### Course Outline / Class Schedule

January 18-21	Unit I: What is Leadership?
January 25-28	Unit II: The Global Leadership Summit Preparation and Participation
February 1-4	Unit III: GLS Debrief and Class Presentations
February 8-11	Unit IV: Self-Leadership
February 15-18	Unit V: Leadership as Skill Course Evaluations

- First submissions of assignments will not be accepted after **February 19, 2021.**

Monday, February 22	GLS Review (as necessary)
Tuesday, February 23	StrengthsFinder Executive Summary (as necessary)
Wednesday, February 24	Strategic Leadership Development Plan (as necessary)
Thursday, February 25	Secondary Resubmissions (as necessary)
Friday, February 26	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **February 26, 2021.**

### 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 Adjunct Faculty Advisor 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 <b>exceeded competency requirements for some</b> 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 <b>met competency requirements for all</b> 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 <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and	C+	2.3	67-69
			C	2.0	63-66

		met or exceeded competency requirements for all other outcomes.	C-	1.7	60-62
NY M	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> 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 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](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@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.

### 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.

### **Bibliography**

The Arbinger Institute. *The Outward Mindset: Seeing Beyond Ourselves*. Oakland: Berrett Koehler Publishers, Inc., 2016. ISBN: 978-1-62656-715-3.

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

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downers Grove: IVP Press, 2008. ISBN: 978-0-9308-3513-3.

Blanchard, Ken and Phil Hodges, et. al. *Lead Like Jesus Revisited: Lessons from the Greatest Leadership Role Model of all Time*. Nashville: W Publishing Group, 2016. ISBN: 978-0-7180-7725-9.

- Blanchard, Ken and Renee Broadwell. *Servant Leadership in Action: How You Can Achieve Great Relationship and Results*. Oakland: Berrett-Koehler Publishers, Inc., 2018. ISBN: 978-1-5230-9396-0
- Bohannon, Liz Forkin. *Beginners Pluck\*: Build Your Life of Purpose and Impact Now*. Grand Rapids: Baker Books, 2019. ISBN 978-0-8010-9424-8
- Bolden, Richard, Morgen Witzel, and Nigel Linacre, eds. *Leadership Paradoxes: Rethinking Leadership for an Uncertain World*. New York: Routledge, 2016. ISBN: 978-1-138- 80712-9.
- Bunting, Michael. *The Mindful Leader: 7 Practices for Transforming Your Leadership, Your Organisations and Your Life*. Melbourne: Wiley, 2016. ISBN: 978-0-730-32976-3.
- Burke, Dale H. *How to Lead & Still Have a Life*. Eugene: Harvest House Publishers, 2004. ISBN 0-7369-1686-5.
- Chestnut, Beatrice. *The 9 Types of Leadership: Mastering the Art of People in the 21<sup>st</sup> Century Workplace*. New York: Post Hill Press, 2017. ISBN: 978-1-68261-638-3
- Comer, John Mark, *The Ruthless Elimination of Hurry: How to Stay Emotionally Healthy and Spiritually alive in the Chaos of the Modern World*. Colorado Springs: WaterBook, 2019. ISBN: 978-0525653097.
- Dale Carnegie Training. *The 5 Essential People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflict*. New York: Simon and Schuster, 2009. ISBN: 978-1-4165-9548-9
- Glaser, Juith E. *Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results*. New York: Bibliomotion, 2014.
- MacDonald, Gordon. *A Resilient Life: Finish What You Start, Persevere in Adversity, Push Yourself to Your Potential*. Nashville, Thomas Nelson, 2004. ISBN: 978-0-7852-8791-9.
- McChesney, Chris, Sean Covey, and Jim Huling. *The 4 Disciplines of Execution: Achieving You Wildly Important Goals*. New York: Free Press, 2012. ISBN: 978-1-4516-2705-3.
- Northouse, Peter G. "Followership." *Leadership: Theory and Practice*. Thousand Oaks: Sage Publishing, 2019. (Copy is available in the library.) ISBN: 978-1-5063-623-1.
- Northouse, Peter G. *Introduction to Leadership: Concepts and Practices. Fourth Edition*. Los Angeles: Sage, 2018. ISBN: 978-1-5063-3008-2

Oswald, Roy M., and Barry Johnson. *Managing Polarities in Congregations: Eight Keys for Thriving Faith Communities*. Virginia: The Alban Institute, 2010. ISBN 978-1-5699-390-6.

Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzler. *Crucial Conversations: Tools for Talking when the Stakes are High*. New York: McGraw Hill, 2012. ISBN 978-0-07-177132-0.

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

Stein, Steven J. *The EQ Leader: Instilling Passion, Creating Shared Goals, and Building Meaningful Organizations through Emotional Intelligence*. New Jersey: Wiley, 2017. ISBN: 978-1-119-34900-6.

Valloton, Kris. *Destined to Win: How to Embrace Your God-Given Identity and Realize Your Kingdom Purpose*. Nashville: Thomas Nelson, 2017. ISBN: 978-0-7180-8064-8

Scazzero, Geri, and Peter Scazzero. *The Emotionally Healthy Woman: Eight Things you Have to Quit to Change Your Life*. Grand Rapids: Zondervan, 2010. ISBN 978-0-310-32001-2

Scroggins, Clay. *How to Lead When You're Not in Charge: Leveraging Influence When You Lack Authority*. Grand Rapids: Zondervan, 2017. ISBN 978-0-310-53157-9.