



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

LS5105 DE Contemporary Approaches to Leadership and Management

Distance Education Course

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Ron Kadyschuk, PhD
rkadyschuk@horizon.edu

Course Goals

Course Description

Contemporary Approaches to Leadership and Management is a graduate-level course that reviews the concepts of 'leadership' and 'management,' considers personal and technical qualities that directly affect how a leader or manager functions and examines approaches towards enhancing the positive engagement of individuals within organizations.

Relationship to Horizon's Mission

Taught within the context of an evangelical Christian and biblical perspective, this course challenges you to grow in your knowledge and ability to fulfil leadership and management roles as an individual and within organizations. In this way the course 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 the following:

1. To examine historical and contemporary definitions, roles, distinctions, integrated features, and examples for what is called 'leadership' and 'management.'
 - *Assessment:* Personal Reflections on *Global Leadership Summit (GLS)* sessions; Oral debrief on *GLS* experience and readings in *Great TED Talks: Leadership*.
2. To expand self-awareness as a leader into other dimensions of emotional intelligence (i.e., self-management, social awareness, and relationship management) that directly affect how a leader or manager functions in life and within an organization. [Note: *LS5107 Foundations of Leadership* includes a focus on self-awareness.]
 - *Assessment:* Critical Review of *Everyone Deserves a Great Manager*; Oral debrief session.
3. To explore the qualities and differences inherent in 'hard' and 'soft' personal skills and organizational structures and examine their respective impact on organizational and individual effectiveness.

- *Assessment*: Create and share Interview Questions for Group Project; Complete a Group Project on *The Softer Side of Leadership*.
4. To assess diverse approaches towards enhancing the growth, motivation, and engagement of individuals within organizations.
- *Assessment*: Self-Perception *Motivating by Appreciation* Inventory and personalized report; Two postings on Populi Discussion Board; Personal Reflection on *The 5 Languages of Appreciation in the Workplace*.

Course Work

Required Readings and Conference Sessions:

Bradberry, Travis and Jean Greaves. "What Emotional Intelligence Looks Like." Pages 13-39. In *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009. Chapter is available on Populi.

Chapman, Gary and Paul White. *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*. Chicago: Northfield Publishing, 2019. Be sure to save your purchase receipt as you will need it to get the free online access code for the MBA Inventory.

Habecker, Eugene. *The Softer Side of Leadership: Essential Soft Skills that Transform Leaders and the People They Lead*. Sisters, Oregon: Deep River Books, 2018.

MBA Inventory (Motivating by Appreciation) Basic Version. Online access code is included with purchase of Chapman and White book.

Miller, Jeffrey. *Everyone Deserves a Great Manager: The 6 Critical Practices for Leading a Team*. New York: Simon and Schuster, 2019.

Minter, Harriet. *Great TED Talks: Leadership - An Unofficial Guide with Words of Wisdom from 100 TED Speakers*. San Diego: Portable Press, 2020.

Attend the *Global Leadership Summit 2020* conference on **January 27-28, 2021** on campus at Horizon College and Seminary. Contact Horizon for registration details. Please note that there will be an additional fee for this conference. If you are not able to attend the conference, contact me to discuss alternate means to view the sessions.

**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.

Additional References:

The publications listed below are not required reading but are directly relevant to topics in this course. I have placed items on Populi so they are available to you.

Blanchard, Ken et.al. “SLII: The Integrating Concept.” Pages 53-68. And “Servant Leadership.” Pages 287-312. In *Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations*. Third Edition. New York: Pearson Education, 2019. Chapters are available on Populi.

Gostick, Adrian and Chester Elton. *Leading with Gratitude*. New York: HarperCollins, 2020. [not on Populi but worth noting as a powerful new contribution to the field].

Hickman, Craig. “Managers’ Minds and Leaders’ Souls.” Pages 7-21. In Hickman, *Mind of a Manager, Soul of a Leader*. New York: Wiley, 1990. Chapter is available on Populi.

Kotter, John. “What Leaders Really Do.” Pages 1-12. *Harvard Business Review* December 2001. Article is available on Populi.

Northouse, Peter. “Embracing Diversity and Inclusion.” Pages 210-231. And “Exploring Destructive Leadership.” Pages 359-376. In Northouse, *Introduction to Leadership: Concepts and Practices*. Fifth Edition. Los Angeles: Sage, 2021. Chapters are available on Populi.

Oswald, Roy and Barry Johnson. “Leadership AND Management.” Pages 75-88. In Oswald and Johnson, *Managing Polarities in Congregations: 8 Keys for Thriving Faith Communities*. Lanham, Maryland: Rowman and Littlefield, 2010. Chapter is available on Populi.

Zack, Devora. “Singletasking and You.” Pages 31-40. In *Singletasking: Get More Done - One Thing at a Time*. Oakland, CA: Berrett-Koehler, 2015.

Course Assignments and Activities

1. *Motivating by Appreciation (MBA) Inventory*

- a) Read ‘Note from the Publisher’ near the front of Chapman and White’s book. Follow instructions to get your free online access code for the MBA Inventory.
 - b) Complete the online *MBA Inventory*. Be sure to read all the introductory notes so you get the overall context of how it is set up.
 - c) Open your personalized report summary and save it to your computer.
 - d) Email a copy of your report to me.
 - e) Post 100-150 words on the Populi Discussion Board to: a) Summarize your *MBA* profile and b) Share personal comments on your response to the report you received from the inventory.
 - f) After other DE students have done their first posting, read the postings and write a second posting (100 to 150 words) to share your observations on what they have said.
- Related learning outcome: #4.
 - **Assignment Length:** Personalized *MBA Inventory* report of variable length is generated by online source; First posting on Populi Discussion Board (100-150 words); Second posting on Populi Discussion Board (100-150 words). **Due date:** TBA.

2. *The 5 Languages of Appreciation in the Workplace* (20%)
- a) Read the book.
 - b) Write a Personal Reflection on what the authors are saying about affirmation in the workplace. [note: See explanation of ‘Critical Review’ and ‘Personal Reflection’ later in this syllabus]. Be sure to include some reflection on what you received in your personalized *MBA Inventory* report.
- Related learning outcome: #4.
 - **Assignment Length:** 3-4 pages (900-1200 words). **Due date:** TBA.

Note: The template of about 300 words per page with 12-point Times New Roman font is assumed for all written assignments in this course.

3. *Everyone Deserves a Great Manager* (25%)
- a) Read the book.
 - b) Write a Critical Review of what the author is saying.
Note: You will enhance your study of this book significantly if you include reference to the material in Bradberry and Greaves, “What Emotional Intelligence Looks Like” (pages 13-39 in *Emotional Intelligence 2.0*. This selection is available on Populi.
- Related learning outcome: #2.
 - **Assignment Length:** 4-5 pages. **Due Date:** TBA.
4. *Personal Reflections on Global Leadership Summit (GLS) sessions*; Oral debrief on *GLS* experience and *TED Talk Leadership* readings (25%)
- a) GLS
 - Attend the 2-day *GLS* conference.
 - Select 3 favorite sessions and write a one-page Personal Reflection about each session.
 - Engage in conversations with a minimum of 3 other *GLS* attendees to share highlights, assessments, favorite speakers, questions and concerns, personal goals based on the conference input, etc. and write a 1 to 2-page summary of each conversation.
 - Have written summaries at hand for our oral debrief session.
 - b) TED Talks: Leadership readings
 - Browse through the 100 items in the book (they are very brief, about half a page each with lots of pictures :) and select a minimum of one item from each of the 9 sections in the book.
 - Jot a note or two about each selection to share with me during our oral debrief session.
Note: My purpose in introducing you to this fascinating little book is to spark your interest in continuing the journey and, at your own leisure, viewing some of the leadership TED Talks that are referenced in the book.
 - c) Oral Debrief Session

- When finished a) and b) above, schedule an oral debrief session with me for sharing your highlights from the *GLS* and the *TED Talks*.
- Related learning outcomes: #1.
- **Assignment Length:** 3 favorite sessions x one page each; 3 conversations x 1 to 2 pages each; written jottings as desired for oral debrief. **Due Date:** TBA.

5. *Group Project* (30%)

- **Goal of assignment:** A written case study of how the subject matter in *The Softer Side of Leadership* applies to two organizations. Your goal is to explore how the leaders/managers in two different organizations view the following:
 - The qualities and differences inherent in personal skills and organizational structures that are often called ‘hard’ and ‘soft,’ and
 - The impact of such skills and structures on the organization’s effectiveness towards fulfilment of its mission and each individual’s personal engagement and fulfilment within the organization.
- **Size of groups:** 2 people per group. Depending on the number and location of DE students, we may need to make some adaptations for completion of this assignment.

Assignment process:

- a) Connect with your assigned group member to create the interview questions. Framing your questions carefully will be a key to successful use of your time with the organizational leaders.
 - b) Send me your initial list of questions for any input I may have. Your group can arrange a Zoom meeting with me if desired to talk about how the project is going.
 - c) Finalize your two organizations (at least one must be a ministry organization) and arrange to interview a minimum of two leaders/managers in each organization. If realities do not allow in-person interviews, schedule FaceTime or Zoom interviews. Both members of your group should be at all the interviews.
 - d) Send your questions to the interviewees in advance and ask for a one-hour session with each person.
 - e) Request permission to audio record the interviews so as to minimize the writing of notes during the sessions. You can assign parts of the interview questions to each group member.
 - f) Debrief into written form all your notes, audio, and perceptions that each group member has from the interviews. You can ‘parcel out’ the debriefing process and the writing of portions of the written report to each group member. Then ‘pull it all together’ to be two separate case studies organized around the goal of the assignment. Let one final version speak for the whole group rather than do individual versions of the two case studies.
 - g) After finalizing each case study as a group document, each member of your group will write a statement of personal learning from the project experience. This is also your opportunity to express any ‘dissenting views’ that are not reflected in the group report.
- Related learning outcome: #3.
 - **Assignment Length:** 4 to 5 pages for each case study plus 2-page statement of personal learning from each group member. **Due date:** TBA.

What is a *Critical Review* and a *Personal Reflection*?

A *critical review* is a more objective response to a book, article, or conference session where you complete the following:

- Demonstrate your understanding of the author’s purpose for writing and show a clear grasp of the major segments of information and/or arguments used to support his/her views.
- Interact with the material in a manner that assesses
 - the relevance and significance of the material; in particular, what audience(s) might benefit most from the material and in what ways;
 - any perceived strengths and/or weaknesses you see in the author’s views or conclusions.
- Point out any highlight quotations from the content that really resonate with you and explain why. [But – do not quote extensively as I want to hear from YOU not just from the author]
- Raise any observations, questions, concerns, or issues that are evident as you work through the material.
- Share any suggestions you might have to add to or take away from how the author approached the topic and presented his/her material.
- Include enough of the *personal reflection* elements to show how the material has affected you personally.

A *personal reflection* is a more subjective response to a book, article, or conference session where you share

- practical implications and applications of the material for life, work, and ministry,
- how the material has impacted you personally, and
- ‘what if’ everyone took this material seriously; how might it ‘change the world’.

Both the more objective *critical review* and more subjective *personal reflection* must include enough summary information to give evidence that you have read the material or viewed the presentation. It is essential that you use specific details to illustrate points that you make about the reading/event and cover the full range of the content’s major arguments or emphases. BUT - your writing cannot be just a summary of the material! I have read the book (or can view the video myself if needed) and don’t need you to tell me the whole story over again. As stated earlier, my purpose is to find out what *you* have to say *about* the material.

Evaluation

- 20% Personal Reflection on *5 Languages of Appreciation in the Workplace*
- 25% Critical Review of *Everyone Deserves a Great Manager*
- 25% Personal Reflections on *GLS* and *TED Talk* sessions
- 30% Group Project based on *The Softer Side of Leadership*

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

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. 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.

Bibliography

A Leadership Bibliography is available on the Populi course website.