



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

LS5105 Contemporary Approaches to Leadership and Management

3 credit hours. Prerequisites: None.

February 22-26, 2021
Module/Livestream

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Course Goals

Course Description

Humans have been trying to figure out 'leadership' and 'management' for centuries. Elders once explored the bumps on a child's head to determine if that child was born to be a leader. And, at that time in history, it was deemed necessary to check the bumps on just the boys' heads. More recently (about 120 years ago), Henri Fayol's six functions of management were considered all you needed to know to run an organization (i.e., forecasting, planning, organizing, commanding, coordinating, and controlling). These ideas paved the way for the assembly line (e.g., Henry Ford's Model T car) and were the beginning of the 'command and control' model popularized by the Army and many business organizations.

Much has changed since those days. This course dives into the ever-evolving relationships between leadership and management and the every-changing demands upon leaders and managers: emotional intelligence, 'hard' and 'soft' skills, motivation and engagement of employees and volunteers. Countless books, YouTube videos, conferences, and other media offer theories and practical skills for those who have to make sense of organizations and the individuals within them. Our time together in this course will assist your personal development and growth as a leader and/or manager in whatever organizations (faith-based or secular) that occupy your attention.

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:* Classroom Exercises and Discussion; Personal Reflections on *TED Talk* sessions
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:* Classroom Discussion; Classroom Presentation; Critical Review of *Everyone Deserves a Great Manager*
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:* Classroom Discussion; Create Interview Questions and complete 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; Classroom Exercises and Discussion; Personal Reflection on *The 5 Languages of Appreciation in the Workplace*

Course Work

Required Readings:

- 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.

Additional References:

During module week we will explore what the authors have to say in the publications listed below. You are not required to read them but I have placed chapters and articles 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.
- Bradberry, Travis and Jean Greaves. "What Emotional Intelligence Looks Like." Pages 13-39. In *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.
- 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

Pre-Module

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. We will discuss results in class.
- d) Email a copy of your report to me.

Related learning outcome: #4.

Assignment Length: Inventory report of variable length is generated by online source.

Due date: Friday February 19, 2021.

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]

Related learning outcome: #4.

Assignment Length: 2-3 pages (700-900 words; Times New Roman 12-point font). **Due date:** Friday February 19, 2021.

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

3. *Everyone Deserves a Great Manager* (25%)

Option A: Prepare Notes for a Class Presentation

- I am looking for 5 people to do a class presentation of one chapter each from *Everyone Deserves a Great Manager*. Contact me if interested.
- Assignment details:
 - Read the assigned chapter and prepare your notes for an oral presentation to the class (30 minutes including discussion time).
 - 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 value and implications of the material for personal and organizational leadership; d) a handout (2 to 4 pages) for class members and e) several questions (written in the handout) to stimulate class discussion of the material.

It is important that you send me these notes and your planned handout by the due date so there is time for you to make any edits needed prior to presentation.

Related learning outcome: #2.

Length of notes: As required to prepare you adequately for the class presentation. **Due date:** Wednesday February 17, 2021.

Option B: Write a critical review of *Everyone Deserves a Great Manager*

- Class members not doing a presentation will do Option B.
- Note: This review is not due until after the module week; see details under Post-Module assignments.

During Module

4. *Class Presentation* (25%).

- 5 students present chapters from *Everyone Deserves a Great Manager*; see assignment details above in Pre-Module section.

Related learning outcomes: #2.

Length of Presentation: 30 minutes (including discussion).

5. *Classroom Discussion, Exercises, and Self-Perception Inventories*

- Participation in discussion of course content and self-perception exercises related to course topics under all four Learning Outcomes.
- Share results from the *Motivating by Appreciation* inventory report.
- Set up groups, explore options for selection of organizations, and establish timeline and process for group project.

Related learning outcomes: #1,2,3,4.

Post-Module

6. *Critical Review of Everyone Deserves a Great Manager* (25%).

- This assignment is for students who did not do a class presentation.
- See explanation of ‘Critical Review’ and ‘Personal Reflection’ later in this syllabus.

Related learning outcome: #2.

Assignment Length: 4-5 pages. **Due Date:** Wednesday March 10, 2021.

7. *Personal Reflections on TED Talk sessions* (25%)

- a) Select 3 topical items from each of the 9 sections in the book (note: each of the 100 topics in the book are less than one page in length).
- b) Write a paragraph (about 100 words) of Personal Reflection immediately after reading each item -to capture your initial sensitivities to the subject at hand.
- c) Select and view 6 *TED Talks* from the 27 items you selected in the book.
- d) Write a 2-page Personal Reflection on each of the 6 talks. Be sure to include your reasons for selecting each talk.

Related learning outcomes: #1.

Assignment Length:

- 27 items from book x one paragraph (100 words) each.
- 6 talks x two pages each.

Due Date: Wednesday March 31, 2021.

8. *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: Most likely 3 people per group.

Assignment process:

- a) During module week, create groups and have an initial meeting to explore options for selection of organizations and setting a timeline for reading the book, creating the interview questions, and completing the project. 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 a schedule to interview a minimum of two leaders/managers in each organization. Your whole 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 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:** Friday, April 16, 2021.

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.

Course Outline

The four sections below follow the four areas of Learning Outcomes for this course. In 'a perfect world,' during our module time together we would cover most of the items listed.

1. 'Leadership' and 'Management'

- Historical review, definitions, distinctions, integrated features, contemporary examples, etc.
- Traditional 6 functions of management (Fayol)
- 'How leadership differs from management' (Kotter)
- Efficiency and effectiveness (Bennis)
- 5 sets of leader-manager orientations across a continuum (Hickman)
- Lessons from the front lines
 - Benjy the flying hamster (City of Calgary)
 - Marie and her toaster
- Polarity management map for congregational effectiveness (Oswald)
- 'Why do so many incompetent men become leaders?' - GLS session (Tomas Chamorro-Premuzic)
- The Peter Principle -without gender bias (Laurence Peter)
- The impact of era on leadership -geeks and geezers (Bennis and Thomas)
- The power of framing (Fairhurst)
- The realities of destructive leadership (Northouse)
- Classroom presentations from *Everyone Deserves a Great Manager* (Miller)

2. "EQ Eats IQ for Breakfast"

- Review of four domains of emotional intelligence (Bradberry)
- Moving out from self-awareness to self-management, social awareness, and relationship management
- 'Managing Yourself' -input from *Harvard Business Review* research
- Getting it right with the rocks, gravel, sand and water of life (Covey)
- 'How to Multiply Your Time - Procrastinate on purpose' – GLS session (Rory Vaden)
- Resources for self-management
 - Singletasking: Getting more done - one thing at a time (Zack)
 - Whitespace (Funt)

3. 'Hard' and 'Soft' Personal Skills and Organizational Structures

- Review of hard and soft skills and structures

- ‘command and control’ vs ‘touch and transform’
- ‘The Charge of the Light Brigade’
- ‘The human side of enterprise’ -Theory X and Theory Y (McGregor)
- Imago Dei - A reminder of who we are and to whom we belong
- *The Softer Side of Leadership* (Habecker)
 - Personal and Organizational dimensions of soft skills
 - Set up for Group Project
- Transactional vs transformational leadership – ‘Canoeing the mountains’
- ‘Culture eats strategy for breakfast’ (Drucker)
- Soft-skill tools for “training people to work together better” (Francesca)
- ‘Six Traits Leaders Typically Lack During Crisis’ – GLS session (Tomas Chamorro-Premuzic)
- Organizational culture (Bremer)
 - ‘7 crucial conditions for culture change’
 - Culture types and the Organizational Culture Assessment Instrument (OCAI)
- Dr. Jerome Martini: Case Study of Horizon College and Seminary
- Lencioni’s 5 dysfunctions of a team -a pyramid in balance
- Learning to lead in a VUCA world (Volatile, Uncertain, Complex, and Ambiguous)

4. Motivation and Engagement of Individuals Within Organizations

- The 5 languages of appreciation in the workplace (Chapman and White)
 - Share online inventory results and Personal Reflections
- Appreciative Inquiry (AI)
 - Deficit-based vs Growth-oriented approaches to personal and organizational life
 - The 5 Ds of Appreciative Inquiry
- ‘Fearless Organizations Demand Psychological Safety’ -GLS session (Amy Edmondson)
- ‘How the Best Leaders Build Resilience’ -GLS session (Marcus Buckingham)
- Feedback
 - Powerful feedback triggers (Sheila Heen)
 - Feedback that works (Centre for Creative Leadership)
- Root causes of employee disengagement (Lencioni)
- Nine lies about work (Buckingham and Goodall)
- Expanding exclusivity into diversity and inclusiveness (Northouse)
- ‘Touching the Jaguar’ (Perkins)
 - Changing perceptions changes realities
 - Turning obstacles and fears into fulfilled dreams

Evaluation

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

Bibliography

A Leadership Bibliography is available on the populi course website.