



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

## **G241 DE Contemporary Approaches to Leadership**

3 credits. Prerequisites: G149 Foundations of Leadership

 Directed Study

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### **Course Goals**

#### **Course Description**

This course is an introduction to contemporary approaches to leadership. It is an undergraduate course offered in conjunction with attendance at the *Global Leadership Summit*. Students may take this course for credit towards an undergraduate diploma or degree.

On January 26-27, 2022, the *Global Leadership Summit* is offered on campus at Horizon College and Seminary. Contact the college for information on registration and attendance.

#### **Relationship to Horizon's Mission**

The mission of Horizon College and Seminary is to *Advance God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. This course contributes to that mission by expanding the student's awareness of leadership principles and practices, self-awareness of personal attributes in relationship to leadership, and ability to express a biblical-based philosophy of leadership for ministry.

#### **Core Competencies and Learning Outcomes**



To demonstrate competency in **Leadership and Administration**, students will:

1. Recognize biblical principles, responsibilities and skills related to effective leadership in marketplace and ministry settings
  - *Assessment:* Attendance at GLS Conference; Written Personal Responses to GLS Sessions; Written Reports on GLS Conversations; Oral Debrief Session on GLS Conference; Critical Review of Bredfeldt Book

2. Increase self-awareness related to personality, work style, leadership strengths, non-strengths, and areas for growth
  - *Assessment: Leading from Your Strengths* Online Inventory; Personal Response to Book and Inventory; Personal Response to MacDonald Article
3. Articulate a personal, biblical-based philosophy of leadership theory and priorities for actual practice
  - *Assessment: Personal Response to Animal Farm* Movie; Personal Philosophy Statement of What it Means to Be a Leader in Ministry.



To demonstrate competency in **Contextual Awareness**, students will:

4. Experience and reflect on the great diversity of contexts for leadership in ministry and distinctive elements associated with such contexts
  - *Assessment: Attendance at GLS Conference; Written Personal Responses to GLS Sessions; Written Reports on GLS Conversations*

## Course Work

### Required Readings

Bredfeldt, Gary. *Great Leader Great Teacher: Recovering the Biblical Vision for Leadership*. Chicago: Moody, 2006. (ISBN: 978-0802411471)

McDonald, Gordon. "Working with Your Emotional Type" (article is available on Populi).

Orwell, George, *Animal Farm* movie.

Cox, Rodney. *Leading from Your Strengths: Building Close-Knit Ministry Teams*. Revised edition. BookBaby, 2018. (ISBN: 978-1543949056). Read to page 61 in text before doing the online inventory.

\_\_\_\_\_. *Leading from Your Strengths* online inventory. Purchase and complete the inventory at <http://www.ministryinsights.com/>.

\*\*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

1. *Attendance at the Willow Creek Global Leadership Summit*.
  - GLS offers locations for the conference on October 21-22, 2021. <https://globalleadershipnetwork.ca/summit2021/>.
  - Horizon also offers the conference on January 26-27, 2022.

- Use the conference notebook to make notes that you will use for Assignment 2.
- Related learning outcome: #1, 4.
- **Assignment Length:** Attendance at conference.
- **Due Date:** TBA

2. *A Written Reflective Response to SIX of the Speaker Presentations.*

- Each response should include:
  - a) A summary of the content (a brief overview) and why you chose this speaker
  - b) Personal reflections on the purpose of the material presented and its value for growth in leadership
  - c) Some observations on the effectiveness of the speaker to present their topic well and engage their audience
  - d) A few specific examples of things the speaker said that ‘stick’ with you
- Related learning outcome: #1, 4.
- **Assignment Length:** 1 to 2 pages (300-400 words) for each of the six presentations.
- **Due Date:** TBA

Be sure to label the name of the speaker and their topic clearly at the top of each response. Use the conference notebook during presentations to make personal notes so as to have adequate material to use when writing the responses.

3. *Written Reports on Conversations You Have with THREE Other Conference Participants.*

- Have a 10 to 15-minute conversation with each of three other attendees to get different perspectives on speakers and presentations. Write up each of your three conversations. Be sure to include the name of the other attendee and the name of the conference speakers you discuss in each conversation.
- During these conversations, share your personal impressions of the speakers and the topics presented, things you liked and disliked about the material, ideas you gained for growth in leadership, etc.
- When you submit your reports on the GLS conference, contact me to schedule an oral debrief session to discuss your learning from the conference and conversations.
- Related learning outcome: #1, 4.
- **Assignment Length:** 1 to 2 pages (300-400 words) for EACH of the three conversations.
- **Due Date:** TBA

4. *Critical Review of Bredfeldt Book.*

- Include the following items in the review:
  - A summary of the key content of the book.
  - Use chapter headings in your summary to work through the book chapter by chapter
  - Some reflections and analytical critique of strengths and weaknesses you perceive in the book’s content.
  - An overview of the value of the material for your personal growth in Christian leadership. You may choose to combine c) and d) if you prefer.

- Related learning outcome: #1.
- **Assignment Length:** 1 to 2 pages (300-400 words) for summary; 2 to 3 pages (600-800 words) for reflections, critique, and an overview of personal value of the material for growth in Christian leadership.
- **Due Date:** TBA

Note: For information on differences between a *reflective response*, a *critical review*, a *comparative analysis*, and a *personal position paper*, see the file, “Guidelines for types of written assignments” under the Files tab at the course website on populi.

5. *Discussion of Trent Book and Personal Inventory of LFYS.*

- Read to end of page 61 in the *Leading from Your Strengths* textbook prior to completing the online inventory.
- Purchase and complete the inventory at <http://www.ministryinsights.com/>. The inventory applies the book’s material to give a snapshot of your own leadership strengths and orientations.
- Study the 26-28 pages of detailed report that you receive from the inventory.
- Finish reading the textbook and write a personal response to the report that includes:
  - a. An overview of what you learned about yourself from the report in the four sets of different leadership orientations and the *Leading from your Strengths Wheel*.
  - b. Areas that you agree and disagree with about yourself in the report. [It is okay to disagree with things that these types of inventories tell you].
  - c. What significance your learning from the inventory can and should have for your leadership activity in the future
- Email me a copy of the report.
- Contact me to schedule a debrief session on the inventory report and your reading of the textbook.
  
- Related learning outcome: #2.
- **Assignment Length:** Online inventory will generate a written report; personal response to textbook and inventory report: 2 to 3 pages (600-800 words).
- **Due Date:** TBA

6. *Personal Response to Gordon MacDonald Article.*

- Read the article, “Working with Your Emotional Type”
- Write a personal response to the article that includes:
  - a) An overview of what you think McDonald is trying to say to leaders through this article (i.e., Why did he write the article?).
  - b) Some personal applications to your own professional and personal life of the concepts presented by McDonald.
  - c) Any thoughts you may have on parallels between McDonald’s material and what you have learned from the *Leading from Your Strengths* inventory.
- Related learning outcome: #2.
- **Assignment Length:** 2 to 3 pages (600-800 words).
- **Due Date:** TBA

7. *Personal Response to George Orwell Movie, Animal Farm.*
  - View the movie; make notes during viewing for use in doing the written assignment
  - Write a personal reaction (immediately after seeing the movie while it is fresh in your memory) to share the insights into leadership theory and practice which the movie stimulates in your thinking; be sure to include specific references to events and characters in the movie to illustrate your points
  - Related learning outcome: #3.
  - **Assignment Length:** 2 pages (600 words).
  - **Due Date:** TBA
  
8. *Personal Philosophy Statement of What it Means to Be a Leader in Ministry.*
  - Based on your past reading and experience as well as your learnings from this course, prepare a written response to the question, “What does it mean to be a leader in ministry?”
  - Note: If you are emphasizing a specialized area of leadership, add that detail to the title (e.g., “What it means to be a leader in youth ministry”).
  - Related learning outcome: #3.
  - **Assignment Length:** 3 to 4 pages (900-1100 words).
  - **Due Date:** TBA

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

	Reading	Assignment Completion
Classroom time	-	-
Schedule for completion of course		
*Set dates for assignment completions		2
*Discussion session to confirm proposed schedule		1
<i>Global Leadership Summit</i>		
*Attendance at conference		16
*Written reflections on six presentations		6
*Conversations with conference attendees		1
*Written reports on three conversations		3
*Oral debrief session		1
<i>Great Leader Great Teacher</i>		
*Reading – 190 pages	16	
*Written Critical Review		5
<i>Leading from Your Strengths</i>		
*Reading textbook – 100 pages	8	
*Online inventory		1
*Personal response to text and inventory report		4
*Oral debrief session		1
Gordon MacDonald Article		
*Reading – 19 pages	2	

*Written personal response		3
Movie, <i>Animal Farm</i>		
*Viewing movie		2
*Written personal reaction		3
Personal Philosophy of Leadership		
*Written statement		7
*Oral debrief session		1
	Total =	83 hrs

### **Assessment Rubrics**

Rubrics will be available from the professor by the first day of class.

- First submissions of assignments will not be accepted after December 10, 2021.
- Since this is a DE course, revisions will be requested by the instructor throughout the course.
- No resubmission of assignments will be accepted after December 17, 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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### 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 more than 40%</b> of the 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 40% or less.	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 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 <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 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](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, extending the gift of engagement. 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 Populi.