



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

LS5100 Foundations of Leadership

3 credit hours. Prerequisites: none.

👤 On Campus **'A'** Live-Stream 🎥 Video on Demand

January 10-14, 2022

Module W1

Monday-Friday, 9am-4pm

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Course Goals

Course Description

This course is an introduction to aspects of leadership that are relevant both in vocational ministry and in the marketplace. Topics of study include self-awareness as a leader; definitions of leadership; leadership styles, skills, and approaches; biblical implications for leadership; ethics and morality of leadership; managing change and conflict; and leadership teams.

To address these foundational topics in more depth, see advanced Leadership courses in Horizon's seminary curriculum: LS5103 A Biblical Theology of Leadership; LS5105 Contemporary Approaches to Leadership and Management; LS5114 Creating and Sustaining Effective Teams; LS5104 Vision, Strategy, Execution, and Assessment; LS5112 Managing Change, Transitions, Conflict and Power.

Relationship to Horizon's Mission

As an introduction to foundational principles and practices for effective leadership, grounded in an evangelical framework, LS5100 directly supports Horizon's mission to "prepare competent Christian leaders for Spirit-empowered life and ministry."

Course Competencies and Learning Outcomes

Student learning outcomes for this course include:

1. Build self-awareness and resilience as a leader and organizational team member.
 - *Assessment:* Self-Perception Exercises/Inventories in class; Complete the Online *Leading from Your Strengths* Inventory Questionnaire; Personal Assessment of your 24 to 28-page inventory report; Written or Video Summary Self-Assessment and Personal Plan for Longevity in Ministry Leadership.

2. Explore definitions of leadership, styles and approaches to leadership, and fundamental leadership skills.
 - *Assessment:* Classroom Presentation; Personal Reflection Response to King, *Discovering the Leader in You*.
3. Examine the principles and practices of ministry organizations in relation to vision and goals, executing strategy, assessing success and failure, managing the process of change, dealing with conflict in the organization, and fulfilling their mission in a manner consistent with a biblical ethic and morality.
 - *Assessment:* Classroom Presentation; Group Project: Written Case Studies of Ministry Organizations.

Course Work

Required Readings

Books

- 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. "Leading from Your Strengths Assessment." The online questionnaire is available for purchase at <https://www.ministryinsights.com/product/leading-from-your-strengths-profile/>.
- King, Sarah, et.al. *Discovering the Leader in You*. New and Revised. San Francisco: John Wiley and Sons, 2011. (160 pages) ISBN: 978-0470498880.
- Northouse, Peter. *Introduction to Leadership: Concepts and Practice*. 5th edition. Thousand Oaks, CA: Sage Publications, 2021. (selections). ISBN: 978-1544351599. Note: The 4th edition is also satisfactory for the purposes of this course.
- Rainer, Thom. *Who Moved My Pulpit? Leading Change in the Church*. Nashville: B&H Publishing, 2016. ISBN: 978-1433643873 (140 pages)

Note: The 5th edition of *Introduction to Leadership* was published in 2021. A new chapter on "Exploring Destructive Leadership" helps students to "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 if you wish to have a less-expensive option.

Chapters/Journal Articles

These readings are available at the course website on Populi.

- Blanchard, Ken et.al. "Situational Leadership II: The Integrating Concept." Chapter 4 in *Leading at a Higher Level*. Third Edition. New York, NY: Pearson Education, 2019. Pages 53-68.
- 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 253-275. 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.

Zigarmi, Pat et.al. "Organizational Change: Why People Resist It." Chapter 14 in *Leading at a Higher Level*. Third Edition. New York, NY: Pearson Education, 2019. Pages 200-224.

**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

Pre-Module

1. *Prepare Notes for a Classroom Presentation.*

- In December I will communicate the assigned readings of the Northouse text for classroom presentations. Read your material carefully and prepare notes for a 20-minute oral presentation to the class (plus 10 minutes for class discussion).
- The presentation will include these elements: a) a 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 my feedback and any edits needed prior to presentation.
- Related learning outcome: #2, #3.
- **Length of notes:** As required to prepare you adequately for the class presentation.
- **Due date:** Wednesday, January 5, 2022.

2. *Complete the Online Leading from Your Strengths Inventory Questionnaire; Personal Assessment of the 24 to 28-Page Report (10%).*

- Purchase your online access code at <https://www.ministryinsights.com/product/leading-from-your-strengths-profile/>.
- Complete the inventory and email a copy of your report to Dr. Kadyschuk.
- Write a personal assessment of the details of the report. Starting with 'Your Natural Strengths Chart' there are 15 mini-sections to the report. Respond to each of these sections. You may have only a few sentences of commentary for some sections whereas for others you may have a paragraph or two.
- Remember that you have the right to disagree with things said in the report.
- During class and small group discussion we will debrief the inventory and your results.
- Related learning outcomes: #1.
- **Assignment Length:** 3-4 pages (250 words per page).
- **Due date:** Friday, January 7, 2022.

During Module3. *Classroom Presentation (25%).*

- A teaching session to the class on your assigned material from the Northouse text. See Pre-Module section above for details.
- VOD students: Contact Dr. K. to arrange an alternate setting for fulfillment of this assignment.
- Related learning outcome: #2, #3.
- **Assignment Length:** 30 minutes.
- **Due date:** During module week.

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 Personal Reflection on your *Leading from Your Strengths* inventory report.
- Related learning outcomes: #1.
- **Assignment Length:** Variable.
- **Due date:** During module week.

Post-Module5. *Personal Reflection on King, Discovering the Leader in You (20%)*

- A *personal reflection* includes a basic summary of key ideas, themes, highlights from a book or article but also shares:
 - 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.’
- Related learning outcomes: #2.
- **Assignment Length:** 5 pages (250 words per page).
- **Due date:** January 28, 2022.

6. *Group Project: Written Case Study of Ministry Organizations (25%).*

- A written case study of each of two ministry organizations (church, parachurch, marketplace) where you explore their principles and practices in six areas: 1) establishing vision and goals, 2) executing strategy, 3) assessing success and failure, 4) managing the process of change, 5) dealing with conflict in the organization, and 6) fulfilling their mission in a manner consistent with a biblical ethic and morality.
- The field study must include interviews with a minimum of 2 different pastors/leaders at each of two different ministry organizations.
- Your group will work together to develop a questionnaire for use during the interviews. Questions will cover the six areas listed above.
- Send your questions to the interviewees in advance and ask for a one-hour session with each person.

- Request permission to audio record the interviews to minimize the writing of notes during the sessions. You can assign parts of the interview questions to each group member.
- 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 of each of the two studies speak for the whole group rather than do individual versions of the two case studies.
- The report must include specific references to relevant material from the Northouse and Rainer texts as well as the Zigarmi articles.
- 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:** 5 to 6 pages (250 words per page) for each case study plus 2-page statement of personal learning from each group member.
- **Due date:** Friday, February 18, 2022.

7. *Written or Video Self-Assessment and Personal Plan for Longevity in Ministry Leadership* (20%).

- A statement with two parts: a) a summary of self-perceived strengths for leadership and areas of need for growth towards increasing effectiveness as a leader and team member; 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 including Northouse self-perception exercises done in class, your personal *Leading from Your Strengths* report, your learnings from the group project, King’s text, the Dolan article, the Kouzes and Posner article, and the Bradberry and Greaves material.
- Related learning outcomes: #1.
- **Assignment Length:** Written = minimum of 5 pages (250 words per page); Video = minimum of 6 minutes; if video, hand in notes used for filming.
- **Due date:** Monday, March 7, 2022.

Course Outline

1. Building Self-Awareness and Resilience as a Leader and Organizational Team Member

- Northouse, *Introduction to Leadership* -self-assessment questionnaires in leadership traits, styles, skills, etc.
- Bradberry and Greaves, *Emotional Intelligence* -the four skills of emotional intelligence
- Cox, *Leading from Your Strengths* and online inventory -leading from your strengths to guide teams in dealing with ‘problems and challenges,’ ‘people and information,’ ‘pace and change,’ and ‘rules and procedures’

- King, *Discovering the Leader in You*
- Leadership and teams
- Leadership lessons from *Moana* (the movie)

2. Foundational Elements of Leadership

- Robert S. Kaplan on “The Meaning of Leadership”
<https://bigthink.com/videos/robert-kaplan-on-the-meaning-of-leadership>
- What is leadership?
 - Trait, ability, skill, behavior, relationship, influence process
 - Leadership versus management
- Northouse, *Introduction to Leadership: Concepts and Practice*
- Basic leadership philosophies and styles
 - Theory X and theory Y
 - Authoritarian, democratic, laissez-faire
- Fundamental leadership skills: administrative, interpersonal, conceptual
- Approaches to leadership
 - Situational, path-goal, transactional, transformational, authentic, servant, adaptive, toxic/destructive
 - Blanchard, “Situational Leadership II: The Integrating Concept”
- Kouzes and Posner – “Learning Leadership” -five fundamentals for being an exemplary leader
- Maxwell – the five levels of leadership
- Cycle of Organizational Behavior
 - Vision, strategy, execution, assessment
- Biblical implications for leadership
 - Old and New Testament principles, practices, examples
 - The Bible and modern leadership theory (e.g., authentic, servant, adaptive, transformational)
- Leading change and managing conflict
 - Rainer, *Who Moved My Pulpit?*
 - Zigarmi, “Organizational Change: Why People Resist It”
 - Casting vision
 - Establishing a healthy climate
 - Embracing diversity, differences, and managing conflict
- Ethics and leadership
 - Leadership as a neutral or moral process
 - Toxic or destructive leadership

3. Leadership for ‘The Long Haul’

- Surviving and thriving in a world of permanent ‘whitewater’
- Dolan, “Sustaining the Leader”
- Biblical examples and mandates for longevity in leadership

➤ **Assignments will not be accepted after March 7, 2022.**

Estimate of Time Investment (individual time investments may vary)

Readings	<i>Introduction to Leadership: 14 hrs</i> <i>Leading From Your Strengths: 4 hrs</i> <i>Who Moved My Pulpit?: 6 hrs</i> <i>Discovering the Leader in You: 10 hrs</i> <i>5 Articles/Chapters: 10 hrs</i>	44 hrs	See Assignments	
Classroom time		30 hrs	January 10-14, 2022	
Assignments	1. Prepare Notes for a Class Presentation	6 hrs	pre-module	
	2. Complete online <i>Leading from Your Strengths</i> inventory	1 hr	pre-module	
	3. Personal Assessment of online report	3 hrs	pre-module	10%
	4. Class Presentation	In class		25%
	5. Self-Perception Exercises and Inventories	In class		--
	6. Personal Reflection on <i>Discovering the Leader in You</i> (5 pages)	10	Due January 28, 2022	20%
	7. Group Project: Written Case Study of a Ministry Organization (5-6 pages for each case study)	14	Due February 18, 2022	25%
	8. Written or Video Self-Assessment and Personal Plan for Longevity in Ministry Leadership (written 5 pages or video 6 minutes)	10	Due March 11, 2022	25%
	Total =	118 hrs		

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

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 Seminary [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 Horizon's Dean of Students, Associate Dean of Students, or Academic Coach.

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

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 full 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 the Populi course website.