



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

P422 Leadership Theory and Practice

3 credits. Prerequisite: G149 Foundations of Leadership.

 On Campus  Live-Stream  Video on Demand

January 10-14, 2022

Module

Monday-Friday, 9am-4pm

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NOTE: This course includes about 12 hours of pre-module work

Course Goals

Course Description

The purpose of this course is to examine the theory and practice of leadership as it has developed historically and is evident in present contexts. Our study includes biblical models and examples of leadership and examines elements of organizational theory and behavior that are linked to effective leadership and management.

Relationship to Horizon's Mission

In relation to the mission of Horizon College and Seminary, and the core competencies of its competency-based curriculum, this course provides support for two primary competencies:

- Leadership and Administration
- Contextual Awareness

Core Competencies and Learning Outcomes

The learning outcomes for this course involve a combination of both competencies rather than

addressing each one separately. To demonstrate competency in  **Leadership and**

Administration and  **Contextual Awareness**, students will:

1. Review the historical development of leadership theory and leader qualities that are related to effective leadership.
 - *Assessment:* Participation in Classroom Debate; Classroom Presentation
2. Discover biblical principles and practices for effective leadership and explore a biblical theology of leadership.
 - *Assessment:* Video Report: A Comparison of Nehemiah and Jesus as Role Models for Today's Christian Leader; Online Discussion

3. Examine the structures of leadership, management, and administration in contemporary ministry organizations such as the local church.
 - *Assessment:* Written Report: A Case Study of a Ministry Organization; Online Discussion
4. Analyze the process of change and elements of influence to bringing about change and managing conflict in a ministry organization.
 - *Assessment:* Written Report: A Case Study of a Ministry Organization; Online Discussion; Personal Response to *Who Moved My Pulpit?*

Course Work

Required Readings

Blanchard, Ken, et.al. *Lead Like Jesus Revisited: Lessons from the Greatest Leadership Role Model of all Time*. Nashville: W Publishing (Thomas Nelson), 2016. ISBN: 978-0718077259 (TP). (Chapters 1-6, 12-30) (150 pages)

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)

The Book of Nehemiah.

**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. *Video Report: A Comparison of Nehemiah and Jesus as Role Models for Today's Christian Leader* and *Written Report: A Case Study of a Ministry Organization*. 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.

Pre-Module

1. Preparation for Classroom Debate.

In preparation for the classroom debate:

- Read chapters 9 and 10 in Northouse (35 pages)
- Study the debate topic posted under Lessons on Populi course site
- Decide if you want to defend or oppose the topic statement
- Contact Dr. K. to request that choice -first come first served
- Study the rubric for Classroom Debate (under 'Lessons' tab in populi) for details on how to prepare.

- VOD students: See assignment schedule below.

2. *Personal Response to Who Moved My Pulpit? Leading Change in the Church*

- Read Thom Rainer's book (it is an easy read).
- Write a 2 to 3-page personal response to the book to summarize what you learn from Rainer about the challenge and process of leading change in a local church (or other ministry organization).
- The purpose of this activity pre-module is to prepare you for classroom discussion of Rainer's book and creation of the interview questionnaire for Assignment #6.
- Related learning outcome(s): #4.
- **Assignment Length:** 2-3 pages.
- **Due date:** Friday, January 07, 2022.
- VOD students: See assignment schedule below.

During Module

3. *Participation in Classroom Debate.*

Students will participate in a classroom debate that examines the challenges of diversity, inclusion, and nonconformists in a Christian community or organization (Northouse chapters 9 and 10). The debate occurs on Thursday during class.

- Related learning outcome(s): #1.
- **Assignment Length:** Two 2 to 3-minute speeches.
- **Due date:** Thursday, January 13, 2022.
- VOD students: See assignment schedule below.

4. *Classroom Presentation.*

A 20-minute oral presentation to the class on the leader's responsibility: i) To establish a constructive climate in an organization (Northouse ch.8), OR ii) To address ethics in leadership (Northouse ch.12). Chapters will be assigned on Monday and presentations will occur on Friday.

- Study the rubric for Classroom Presentation (under 'Lessons' tab in Populi) for details on how to prepare.
- Related learning outcome(s): #1.
- **Assignment Length:** 20 minutes.
- **Due date:** Friday, January 14, 2022.
- VOD students: See assignment schedule below.

Post-Module

5. *Video Report: A Comparison of Nehemiah and Jesus as Role Models for Today's Christian Leader & Online Discussion.*

- This assignment includes a Video Report as well as online discussion postings to share summary of findings with other classmates. The assignment requires a close reading of the Book of Nehemiah, web research related to Nehemiah as a leader, and a close reading of the book *Lead Like Jesus Revisited*.
 - a) Number of online postings: Two (initial summary of findings then a second posting responding to all of the other students' initial summaries)
 - b) Length of each posting: 75-150 words
- Study the rubric for Video Report (under 'Lessons' tab in populi) for details on how to proceed.
- Related learning outcome(s): #2.
- **Assignment Length**: 4-5 minutes video / 2 postings of 70-150 words.
- **Due dates**:
 - a) Video Report and first posting: **Friday, January 28, 2022.**
 - b) Second posting: **Friday, February 4, 2022.**
- VOD students: See assignment schedule below.

6. *Written Report: A Case Study of a Ministry Organization: Its Principles and Practices for Establishing Vision and Goals, Executing Strategy, Assessing Success and Failure, Managing the Process of Change, and Dealing with Conflict in the Organization; & Online Discussion.*

- For this assignment:
 - a) Read Thom Rainer's book pre-module to immerse yourself in the topic of leading change
 - b) Develop an interview questionnaire with classmates during module week that addresses issues raised by Rainer as well as the five elements listed above (i.e., establishing vision and goals, executing strategy, assessing success and failure, managing the process of change, and dealing with conflict in the organization).
 - c) Work alone or with one classmate to select a local church or other ministry organization that has at least four people you can interview using the questionnaire.
 - d) Prepare a written report and do two postings on Populi so classmates have the benefit of each other's findings.
- Number of online postings: Two (initial summary of results then a second posting responding to initial summaries of classmates)
- Length of each posting: 75 to 150 words
- Related learning outcome(s): #3 and #4.
- **Assignment Length**: 6 to 7-page report (250 words/page) + 2 postings of 75-150 words.
- **Due Dates**:
 - a) Written Report and first posting: **Friday, February 11, 2022.**
 - b) Second posting: **Friday, February 18, 2022.**
- VOD students: See assignment schedule below.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have assignment due dates as listed below:
 - *Personal Response to Rainer Text*: Same due date as module students.
 - *Video Report: A Comparison of Nehemiah and Jesus as Role Models for Today's Christian Leader & Online Discussion*: Same due date as module students.
 - *Written Report: A Case Study of a Ministry Organization & Online Discussion*: Same due dates as module students.
 - Alternate for Classroom Debate: Due date to be arranged with Dr. K.
 - Alternate for Classroom Presentation: Due date to be arranged with Dr. K.
- VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module according to the following schedule:
 - Day 1 Lectures & Zoom Call: Completed by January 17 at 11:59PM.
 - Day 2 Lectures & Zoom Call: Completed by January 21 at 11:59PM.
 - Day 3 Lectures & Zoom Call: Completed by January 26 at 11:59PM.
 - Day 4 Lectures & Zoom Call: Completed by February 1 at 11:59PM.
 - Day 5 Lectures & Zoom Call: Completed by February 7 at 11:59PM.
- According to the schedule directly above, VOD students have a Zoom call with the professor where they will 1) affirm that he/she has watched the required recording for the last seven days, 2) summarize one thing he/she learned that week that will help him/her reach the course learning outcomes, and 3) explain at least one question he/she had after watching the class recording. The exact time of the meeting can be negotiated between the professor and the student.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

Estimate of Time Investment (individual time investments may vary)

Readings	<i>Lead Like Jesus Revisited: 10 hrs</i> <i>Introduction to Leadership: 12 hrs</i> <i>Who Moved My Pulpit?: 6 hrs</i> <i>Book of Nehemiah: 2 hrs</i>	30 hrs	See Assignments
Classroom time	Classroom	30 hrs	Jan. 10-14
Assignments	1. Preparation for Classroom Debate	4 hrs	Pre-module
	2. Personal Response to Rainer text	2 hrs	Jan. 07
	3. Participation in Classroom Debate	In class	Jan. 13
	4. Classroom Presentation:		
	a) Preparation	4 hrs	Jan.14
	b) Presentation	In class	Jan. 28 -video report
	5. a) Video Report	10 hrs	Feb. 4
	b) Online Discussion	2 hrs	Feb. 18
	6. a) Written Report	10 hrs	Feb. 11 -first posting
	b) Online Discussion	2 hrs	Feb. 18 -second posting
	Total =	94 hrs	

Assessment Rubrics

The rubric for each course assignment can be found at the course site in Populi under the 'Lessons' tab.

The course assignments and final course assessment are entered into the course gradebook on Populi as described below:

Group 1: Course Assignment Rubrics

In this group the four course assignments have equal value:

- Participation in Classroom Debate (100 marks)
- Classroom Presentation (100 marks)
- Presentation(s) to the class and/or the local church training seminar (100 marks)
- Video Report: A Comparison of Nehemiah and Jesus as Role Models (100 marks)
- Written Report: A Case Study of a Ministry Organization (100 marks)

The marks total from the four assignments in Group 1 are not used to determine your final course assessment. That assessment comes from Group 2.

Group 2: Final Course Rubric (Assessment)

Each of the four course assignment rubrics provides an assessment of E (Exceeding), M (Meeting), BTM (Beginning to Meet), or NYM (Not Yet Meeting) expectations.

Using the 'Horizon College Assessment of Student Work' table below, I will combine the four assignment assessments on the CBE scale to determine your final course assessment.

For example, if on the four assignments you get two 'Exceeding' and two 'Meeting' assessments, your final course assessment will be an 'Exceeding' (which is in the 'A' letter-grade category on the course transfer marks scale).

Each assignment receives an assessment of E (Exceeding), M (Meeting), BTM (Beginning To Meet), or NYM (Not Yet Meeting) expectations.

See 'Horizon College Assessment of Student Work' below for details.

Course Outline

Class content for this course is drawn from the following topics:

- Origins and development of leadership theory and practice
- Understanding philosophies and styles of leadership
- Relationships between leadership, management, and administration
- Cycles of organizational activity (i.e., vision/mission, strategy, execution, assessment)
- 'Hard' and 'soft' leadership skills (i.e., technical/administrative/managerial vs EQ (emotional intelligence, person-focused, etc.))
- Organizational culture and norms
- Issues related to diversity, inclusion, and nonconformists in organizations
- Ethics in leadership
- Challenges in managing change and conflict
- Leadership in the Old Testament (e.g., Nehemiah, women in Old Testament)
- Leadership in the New Testament (e.g., leadership language, Jesus, Paul, Barnabas)

- A biblical definition of Christian leadership and theology of leadership

First submissions of assignments will not be accepted after February 18, 2022.

Revision Week	Revisions Due
Monday, February 21	Resubmissions of <i>Personal Response to Rainer Text</i> (as necessary) Resubmissions of <i>Classroom Debate</i> (as necessary) Resubmissions of <i>Classroom Presentation</i> (as necessary)
Tuesday, February 22	Resubmissions of <i>Video Report and Online Discussion</i> (as necessary)
Wednesday, February 23	Resubmissions of <i>Written Report and Online Discussion</i> (as necessary)
Thursday, February 24	Secondary resubmissions (as necessary)
Friday, February 25	Additional resubmissions (as necessary)

No resubmission of assignments will be accepted after February 25, 2022.

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 exceeded competency requirements for more than 40% 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 met competency requirements for all 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 beginning to meet competency requirements for any one or more 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 not yet meeting competency requirements for one or more 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; 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 facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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

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 the Populi course website.