



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.

👤 On Campus 'A' Live-Stream 📺 Video on Demand

November 14-18, 2022
Module
Monday-Friday, 9am-4pm

Ron Kadyschuk, PhD
rkadyschuk@horizon.edu

Please note: This course includes substantial reading and preparation work before and during the module.

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. The contexts of Christian ministry and the local church are primary points of reference and application for the principles and practices covered.

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 both in ministry and marketplace settings. In this way the course 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 the following:

1. To review historical and contemporary definitions, roles, distinctions, integrated features, and examples for what is called 'leadership' and 'management'.
 - *Assessment:* Major Classroom Presentation; Oral Debrief Session on Selected Readings from *TED Talks: Leadership*; and Personal Reflections on *TED Talk* Videos.

2. To examine the nature and role of facilitation, ‘both-and’ leadership, and emotional intelligence as contemporary features of effective leadership and management.
 - *Assessment*: Minor Classroom Presentation; Case Study Project.
3. To explore the relationship between hard and soft skills in leadership and management and their respective impact on the effectiveness of an organization and the engagement of its people.
 - *Assessment*: Create Interview Questions; Case Study Project.
4. To assess different leadership approaches towards enhancing the growth, motivation, and engagement of individuals within organizations.
 - *Assessment*: Minor Classroom Presentation; Self-Perception *Motivating by Appreciation (MBA) Inventory* and personalized online report; Critical Review of *The 5 Languages of Appreciation in the Workplace*.

Course Work

Required Readings (Textbooks): (460 pages of reading)

Chapman, Gary and Paul White. *The 5 Languages of Appreciation in the Workplace: Empowering Organizations by Encouraging People*. Chicago: Northfield, 2019. ISBN: 9780802418401.

**Pages 9-126 (100 pages of reading).

**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, OR: Deep River, 2018. ISBN: 978-1632694683.

**Assigned sections (110 pages of reading).

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

Minter, Harriet. *Great TED Talks: Leadership - An Unofficial Guide with Words of Wisdom from 100 TED Speakers*. San Diego: Portable, 2020. ISBN: 978-1645172178.

**Assigned sections (50 pages plus 5 TED Talks).

Wilkinson, Michael. *8 Core Practices of Facilitative Leaders*. Atlanta: Leadership Strategies, 2019. ISBN: 978-0972245883.

**Assigned sections (200 pages of reading)

Required Readings (Chapters, Articles): (35 pages of reading)

- You will be assigned two of the titles listed below to read and provide a summary of content to the class.
- All titles are available on Populi.

Beerel, Annabel. “Leadership and Management.” Pages 180-186. In *Rethinking Leadership: A Critique of Contemporary Theories*. New York: Routledge, 2021.

- Blanchard, Ken et al. "Servant Leadership." Pages 287-312. In *Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations*. 3rd edition. New York: Pearson Education, 2019.
- Bradberry, Travis and Jean Greaves. "What Emotional Intelligence Looks Like: Understanding the Four Skills." Chapter 3 (pages 23-50). In *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.
- Kotter, John. "What Leaders Really Do." Pages 1-12. In *Harvard Business Review*, December 2001.
- Northouse, Peter. "Exploring Destructive Leadership." Pages 359-383. In *Introduction to Leadership: Concepts and Practices*. 5th edition. Los Angeles: Sage, 2021.
- Oswald, Roy and Barry Johnson. "Management AND Leadership." Pages 75-88. In *Managing Polarities in Congregations: 8 Keys for Thriving Faith Communities*. Lanham, Maryland: Rowman and Littlefield, 2010.
- Smith, Wendy et al. "'Both/And' Leadership: Unleashing the Power of Paradox." Pages 3-10. In *Harvard Business Review*, May 2016.
- Zaleznik, Abraham. "Managers and Leaders: Are They Different?" 11 pages. In *Harvard Business Review Classic* (1977).

Course Assignments and Activities

*See explanations for 'Critical Review' and 'Personal Reflection' later in this syllabus.

*All written assignments in this course assume a template of approximately 300 words per page with 12-point Times New Roman font.

Pre-Module

1. *Motivating by Appreciation (MBA) Inventory*

- Your free online access code for the *MBA Inventory* should be stated somewhere in the Chapman and White textbook.
- 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.
- Open your personalized report summary and save it to your computer. We will discuss results in class.
- 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, November 11, 2022.

2. Critical Review of The 5 Languages of Appreciation in the Workplace (20%).

- a) Read the assigned pages in the book (pp 9-126).
 - b) Write a Critical Review of what the authors are saying about affirmation in the workplace. Include the following elements:
 - Your assessment of the potential for each of the 5 languages, and all of them collectively, to enhance the growth, motivation, and engagement of individuals within organizations.
 - Your critique of any problematic areas associated with any of the 5 languages in the workplace (compared to the viability of the Chapman's '5 languages of love' version for couples).
 - Your views on the relevance of the '5 languages' for application in the context of ministry (both for clergy and for congregation and volunteers)
 - Your detailed reflections and critical assessment of input you received in your personalized *MBA Inventory* report.
- Related learning outcome: #4.
 - **Assignment length:** 4-5 pages.
 - **Due date:** Friday, November 11, 2022.

3a. Advance Preparation for Major Class Presentation

- Read your pre-assigned material from *8 Core Practices of Facilitative Leaders* and prepare your notes for an oral presentation to the class (20 minutes presentation plus 10 minutes discussion time).
- 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 value and implications of the material for personal and organizational leadership; d) a handout (3 to 4 pages) for class members; and e) several questions (written in the handout) to stimulate class discussion of the material.
- I will need your class handout at least one day prior to your actual presentation.

During Module

3b. Major Classroom Presentation (20%).

- Finish your preparation and present to the class your assigned material from *8 Core Practices of Facilitative Leaders*.
 - See assignment details above in Pre-Module section.
- Related learning outcome: #1.
 - **Assignment length:** 30 minutes.
 - **Due date:** Module week.

4. Minor Classroom Presentation (10%).

- Share results from your *Motivating by Appreciation Inventory* report.
- Read two assigned chapters/articles from the Required Readings list and share essential elements of the reading with the class.

- Related learning outcomes: #2, 4.
- **Assignment length:** Variable.
- **Due date:** Module week.

Post-Module

5. Oral Debrief Session on Selected Readings from TED Talks: Leadership; and Personal Reflections on TED Talks Videos (20%).

- a) Select 3 topical items from each of the 9 sections in the book (note: most of the 100 topics in the book are less than one page in length and include a lot of pictures 😊).
 - b) Jot some notes of Personal Reflection immediately after reading each item so you can capture your initial response and sensitivities to the subject at hand. You will not hand in these notes but need them for your oral debrief session.
 - c) Select and view 5 of the 'Find Out More' *TED Talks* from the 27 items you selected in the book.
 - d) Write a 1 to 1½ page Personal Reflection on each of the 5 talks. Be sure to include your reasons for selecting each talk and what you learned about approaches to leadership.
 - e) When all the above work is complete and you have submitted your Personal Reflections on the TED Talk videos, contact Dr. K. to set up a Zoom session for an oral debrief on the overall assignment.
- Related learning outcomes: #1.
 - **Assignment length:** Variable personal jottings from the readings plus 6-7 pages Personal Reflections on 5 TED talks.
 - **Due date:** Friday, December 09, 2022.

6. Case Study Project (30%).

The assignment: A written case study of how the subject matter in *The Softer Side of Leadership* and *8 Core Practices of Facilitative Leaders* apply to a ministry organization and relate to the 'hard' skills necessary for effective ministry. Your goal is to explore these items:

- The extent to which there are perceived distinctions between leadership and management functions in that organization,
- The extent to which Habecker's personal and organizational categories of soft skills and Wilkinson's core practices of facilitative leadership are present and how they are connected in practice to the hard skills of leadership and management,
- The extent to which 'both-and' leadership is present to deal with the ambiguity and paradoxes that face contemporary ministry, and
- The perceived impact of these skills, structures, and practices on the ministry organization's effectiveness towards the fulfilment of its mission and the enhancement of individual personal engagement within that ministry.

Assignment process:

- a) During module week we will create the interview questions. Framing your questions carefully will be a key to successful use of your time with the organizational leaders.
 - b) Be diligent to read and grasp the essence of the Habecker and Wilkinson material to equip yourself for meaningful interactions during the interviews and effective interpretation of the data you receive.
 - c) Finalize your choice of ministry organization. It must be large enough for you to conduct separate interviews with a minimum of three key leaders.
 - d) Arrange a schedule for interviews, send your questions to the interviewees in advance, and request a one-hour session with each person.
 - e) Request permission to audio record the interviews (and promise to delete immediately after use). Doing this will minimize the writing of notes during the sessions.
 - f) Compile and organize all your material around the goal of the assignment and write your case study.
 - g) At the end of your narrative, write a statement of personal learning from the overall project experience.
- Related learning outcome: #2, 3.
 - **Assignment length:** 6 to 7 pages for the case study plus 2-page statement of personal learning.
 - **Due date:** Friday, January 06, 2023.

Note: The end date for this course is January 9, 2023. Plan to complete your project interviews prior to Christmas so you can finalize your written Case Study Report by the first week of January.

Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have **the same** assignment due dates as in-class students.
- VOD students must consult with Dr. Kadyschuk **prior** to the module week:
 - a) to determine suitable substitute assignments for the *Major* and *Minor Classroom Presentations*, and
 - b) to set in motion a master plan to conduct the *Case Study Project* before the course ends on January 9, 2023.
- Including the module week, each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module.
- By Monday at 11:59 pm each week, VOD students will submit either as a written statement on Populi (100-250 words) or FlipGrid video (1-3 min) the following: 1) confirmation of having watched the class recordings; and 2) brief thoughts about what stood out most from the class, what the student has learned, and/or questions that have risen. These should demonstrate engagement with the course material. Alternatively, the

student may wish to meet the professor live over Zoom. This is encouraged in place of at least one of the weekly submissions, preferably one of the initial ones.

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are 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).

Assignment/Activity	Reading Time	Assignment Completion Time	Assignment Weighting
Classroom time		30	
1. Complete the online <i>MBA Inventory</i> 2. Critical Review of <i>The 5 Languages of Appreciation in the Workplace</i> *Reading (100 pp) *Written Critical Review (4-5 pp)	8	1 6	20%
3a. Major Class Presentation *Pre-Module Reading (30 pp) and Advance Preparation 3b. Final Preparation and Actual Presentation	3	6 3	20%
4. Minor Class Presentation *Reading (35 pp) *Preparation for Presentation	3	3	10%
5. Personal Reflections on <i>TED Talks: Leadership</i> *Readings (50 pp) *Personal informal notes for oral debrief session *View 5 TED Talk videos *Written Personal Reflections on videos (6-7 pp)	4	2 3 6	20%
6. Case Study Project *Reading: <i>The Softer Side of Leadership</i> (110 pp) <i>8 Core Practices of Facilitative Leaders</i> (170 pp) *Interviews and Written Case Study report (6-7 pp) *Written statement of personal learning (2 pp)	9 14	12 2	30%
Total =	115 hrs		

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

1. 'Leadership' and 'Management'

- Historical review of leadership theories and traditional approaches to management
- Classic and contemporary examples of effective and ineffective approaches to leadership and management
- Learning from *TED Talks: Leadership* on nine specific elements of effective leadership (resilience, empathy, vision casting, strategic thinking and planning, courage, collaboration, authenticity, accountability, and agility)
- Leadership and management models in the context of congregational life
- The harsh realities of destructive leadership

2. The Role of 'Facilitation' in Leadership

- The theory and practice of facilitation skills to enhance the positive impact of traditional and contemporary approaches to leadership and management
- Classroom presentations from *8 Core Practices of Facilitative Leaders*
- 'Both-And' leadership: the power of ambiguity and paradox in effective leadership
- Transactional vs transformational leadership - 'Canoeing the mountains'
- The integration of facilitation skills in practices of ministry leadership

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

- Traditional approaches to 'hard' and 'soft' skills in the workplace
- Contemporary paradigms and approaches to 'soft' skills
- The four domains of emotional intelligence and their impact on leadership
- A case study project to explore the personal and organizational dimensions of soft skills in a ministry organization (using *The Softer Side of Leadership* and *8 Practices of Facilitative Leaders*)
- Leadership skills called upon during a crisis; learning to lead in a VUCA world (volatile, uncertain, complex, and ambiguous)

4. Motivation and Engagement of Individuals Within Organizations

- Share personal reports from the online *MBA Inventory* and critical reviews of *The 5 Languages of Appreciation in the Workplace*
 - An overview of the 5 Ds of Appreciative Inquiry
 - The realities of organizational culture, unhealthy or toxic cultures, and conditions for positive culture change
 - Elements of effective and ineffective feedback systems and their effects on motivation and engagement
 - Root causes of employee disengagement, 'quiet quitting,' and lack of retention in the workplace
 - The application of above themes and material to explore their relevance to leadership and followership in ministry organizations
- **Assignments will not be accepted after January 9, 2023.**

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 Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Jessie Lysholm, Associate Dean of Students, at jlysholm@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 with their camera on. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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.