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

G149 Foundations of Leadership

3 credits. Prerequisites: *none.*

👤 On Campus 🔊 Live-Stream 📹 Video on Demand

January 17 – February 24, 2023
Term C
Monday, January 16; 9-10:30am
Tuesdays & Thursdays, 9-10:30am
Monday evenings: January 23 & 30; 6-9pm

Betty Mutwiri, PhD (candidate)
bmutwiri@horizon.ca

Rev. Carmen Kampman, D. Min (In Progress)
carmen@horizon.edu
www.carmenkampman.ca

What is a leader? A leader is anyone who takes responsibility for finding the potential in people and processes, and who had the courage to develop that potential. – Brené Brown

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*Please note that attending the two-day Global Leadership Summit (GLS) is part of this class.

Course Goals

Course Description
This course helps prepare students for Christian leadership by making them aware of different leadership theories, leadership skills, and leadership disciplines. By attending the Global Leadership Summit, completing a StrengthsFinder Assessment, and other means, students will deepen their understanding of godly leadership and will articulate key insights about their personal leadership gifts and values.

Relationship to Horizon's Mission
Horizon's mission is to "advance God's Kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry." For students to begin developing as competent leaders, they must first understand what leadership is, what servant-leadership looks like, and they must begin learning about who they are as a Spirit-empowered leader so that they can conscientiously and intentionally steward God's call upon their lives and influence and advance God's Kingdom.

Core Competencies and Learning Outcomes

To demonstrate competency in *Spiritual Maturity*, each student will:

1. Evaluate her/his personal relationship with Jesus Christ, Jesus' view on leadership, and the spiritual disciplines and practices that will enable her/him to become a godly servant leader.
   - *Assessment*: StrengthsFinder Executive Summary; Strategic Leadership Development Plan

To demonstrate competency in *Leadership and Administration*, each student will*:

2. Explain how her/his unique strengths and experiences can add value in her/his current leadership contexts.
   - *Assessment*: StrengthsFinder Executive Summary
3. Report on key leadership values or concepts as taught by the GLS speakers.
   - *Assessment*: GLS Conference Review
4. Describe the preferred qualities of servant leadership that inspire her/him and which she/he will want to follow and emulate.
   - *Assessment*: GLS Conference Review
5. Analyze how her/his StrengthsFinder gifts can influence her/his self-leadership and influence others.
   - *Assessment*: StrengthsFinder Executive Summary
6. Identify growth areas in which she/he should strategically grow as a leader.
   - *Assessment*: Strategic Leadership Development Plan

Course Work

Required Readings

Blanchard, Ken, and Spencer Johnson. *The New One Minute Manager*. New York: William Morrow, 2015. ISBN: 9780062367549.

Comer, John Mark. *The Ruthless Elimination of Hurry: How to Stay Emotionally Healthy and Spiritually Alive in the Chaos of the Modern World*. Colorado Springs: WaterBrook, 2019. ISBN: 978-0525653097.

Roth, Tom. *StrengthsFinder 2.0*. New York: Gallup, 2007. ISBN: 978-1595620156.

**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. *StrengthsFinder Executive Summary* and *Strategic Leadership Development Plan*. These assignments must be edited for inclusion in your e-portfolio. It will be added to the Leadership and Administration *e-Project* when you enroll in a Portfolio lab. See the Portfolio Guide for further information.

1. *Reading Report.*

To read with purpose means not to skim but to be attentive to the key themes and claims the author makes. Students should keep in mind these questions when reading: Why did the author write this book? How does the author describe a leader or leadership? What skills or disciplines is the author describing as necessary for effective leadership and what will I incorporate into my strategic leadership growth plan? Although not assessed, it is required that you sign and submit a *Reading Report* and submit it on Populi. This assignment is, therefore, marked as pass/fail.

Reading Schedule

Book	Pages	Due Date
The New One Minute Manager	All	January 20, 2023
StrengthsFinder 2.0	Varied: Read up on your top 5 strengths.	February 11, 2023
The Ruthless Elimination of Hurry	pp. xiii-57	January 20, 2023
	pp. 61- 115	January 27, 2023
	pp. 118- 176	February 3, 2023
	pp. 177- 217	February 10, 2023
	pp. 219 – 257	February 17, 2023

- **Assignment length**: 15 hrs.
- **Due date**: February 17, 2023.

2. *Global Leadership Summit Conference Review.*

As a way of **carefully reporting** on key leadership values or concepts and assessing preferred qualities of leadership that inspire you, you will submit a *Global Leadership Summit Conference Review.* You will complete this assignment through the following steps:

a. **Attend GLS on January 25 and 26, 2023.**
   i. During the GLS
      1. **Take notes**. In your notes, include who the speaker was, key themes she/he focussed on, any comments that stood out for you, and note any questions you have around particular content.
      2. **Rank** your top two speakers. Carefully note your insights from their talk and explain why you chose them.
      3. **Explain** during our class debrief which speakers were your top two speakers. Be ready to answer the following: My top 2 speakers were… I chose them because… My top takeaways from their teaching are…

ii. After the GLS, **compose** your GLS Conference Review. This review should include the above information and **describe (in a short 4-6-minute video or on paper)** the preferred qualities of leadership that inspire you and which you will want to emulate. The 4-6-minute video or the paper should also **report** on key leadership values or concepts from all speakers and note any questions you have around their particular content. Also, make sure to comment on your top two speakers and the reasons they were your top picks.

- Related learning outcome(s): #3 and #4.
- **Assignment length:** 4-6 pages (paper option, includes both 2+ pages GLS notes AND the review) **OR** 2+ pages conference notes taken during the GLS Summit AND a 4–6-minute video (video submission option)
    - In which you rank your top two speakers, rationale for choosing them, list questions that arise for you from GLS content, articulate qualities of leadership you want to emulate, and list lingering questions you have.
- **Due date:** February 5, 2023.

3. *StrengthsFinder & StrengthsFinder Executive Summary.*
This summary examines your gifts and experiences that have shaped who you currently are as a leader. You will have two options for your final submission.
    a. Complete a **My Life Summary (MLS)** (Template on Populi under the Lesson "My Life Summary Template").
    b. Review your My Life Summary information.
    c. Complete your StrengthsFinder assessment and review its findings.
    d. Synthesize the MLS, StrengthsFinder, and StrengthsFinder readings information that pertain to your identified strengths, citing from the book and your StrengthsFinder assessment summary.
    e. Construct a written or video Executive Summary (ES). For this assignment, an ES is a 2-page document or 6–8-minute video with 1+ page outline that introduces you to the reader. In your ES,
        - note your name and when you were born,
        - describe your influencers to date,
        - highlight a few experiences which have shaped you thus far as a person (explaining what the student has learned about leadership from these experiences), give your current understanding of three or more strengths from the StrengthsFinder test, describe how your unique strengths and experiences can add value in your current leadership contexts,
        - evaluate your personal relationship with Jesus Christ, Jesus' view on leadership, and the spiritual disciplines and practices that will enable you to become a godly servant leader
        - describe how the student will lead himself/herself well because of the StrengthsFinder Assessment and describe how the knowledge gained from the StrengthsFinder test can help others or assist on a team.
        - describe the kind of leader you would like to be 2-5 years from now.

- Related learning outcome(s): #1, #2, and #5.
- **Assignment length:** 2 pages for your written summary and attach your StrengthsFinder report and MLS **OR** a 6-8-minute ES video with 1+ page of notes in an outline and also attach your StrengthsFinder report and MLS.
- **Due date:** February 12, 2023.

4. *Strategic Leadership Development Plan.*
This final assignment is meant to build upon what you have already learned, completed, or participated in (e.g., GLS, MLS) and to take you further as you take seriously your unique journey. You are required to write a *Strategic Leadership Development Plan* that is unique to your giftings and the areas you've discerned you want to grow in.

To write your Leadership Development Plan, you will use the **3-Goal Setting Template** found on Populi under the Lesson "3-Goal Setting Template." Be sure to submit your completed template to Populi when you submit your Leadership Development Plan.

Page 1: Begin by jotting bullet point notes in the boxed areas under each heading.
Pages 2-5: Describe your goals and growth plan in greater detail.

Your plan must **draw upon and cite your MLS, StrengthsFinder assessment, an in-class video, book readings, and your GLS notes to answer the following questions**:
- What are my big goals?
- Which goals need to happen first?
- When do I want to achieve each goal?
- What obstacles might get in my way?
- How can I improve my chances of meeting my goals?
- Where can I go for support?
- How and when will I measure and review how I am doing?
- What assessment tools will I use along the way?
- Identify and explain two or more of Jesus' teachings on leadership in the New Testament
- Identify two or more key New Testament teachings on spiritual disciplines and practices and explain how these teachings directly relate to godly living and leadership.

Your Leadership Development Plan may also include the following:
- Process graph (What my leadership process plan is).
- Descriptions of relevant reading material (e.g., book, article, etc.).
- A personalized list of self-reflection questions.
- One or two guiding scriptures or inspirational quotes.
- Related learning outcome(s): #1 and #6.
- **Assignment length:** 4 pages.
- **Due date:** February 17, 2023.

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.
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Monday at 5:30pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the week's classes.
    - By Monday at 5:30PM each week, VOD students will have a short Zoom call with the professor to discuss the following items. The time can be negotiated between the students and the professor but must be before 8:30PM. In this call, the student will
        - 1) affirm she/he has watched the required recording for the last seven days,
        - 2) summarize one thing she/he learned that week that will help her/him reach the course learning outcomes
        - 3) explain at least one question she/he has after watching the class recording,
        - 4) present to professor her/his top two GLS speakers and why (See Assignment #2.a.i.). **PLEASE NOTE**: January 30 during the Zoom meeting is the date for VOD students to present her/his top two GLS speakers.
        - 5) provide evidence of her/his participation in at least one in-class learning activity from that week. Post this evidence in the appropriate week's Discussion on Populi (VOD Students Week #1 In-Class Activities, etc.)
- 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)

Classroom time	30 hrs	N/A
1. Reading Report (See reading schedule under Assignment #1.)	12 hrs	February 17, 2023
2. GLS Conference Review (GLS Hours included here.)	24 hrs	February 5, 2023
3. StrengthsFinder & StrengthsFinder Executive Summary	12 hrs	February 12, 2023
4. Strategic Leadership Development Plan	12 hrs	February 17, 2023
Total =	90 hrs	

Assessment Rubrics

Rubrics for each assignment can be accessed on Populi under the Lesson "G149 Assessment Rubrics" and will also be discussed in class.

Course Outline

January 16-20	Unit I: What is Leadership?
January 23-27	Unit II: The Global Leadership Summit Preparation and Participation
January 30 - February 3	Unit III: GLS Debrief and Class Presentations
February 6-10	Unit IV: Self-Leadership
February 13-17	Unit V: Leadership as Skill Course Evaluations

- First submissions of assignments will not be accepted after ***February 17, 2023.***

Monday, February 20	GLS Review (as necessary)
Tuesday, February 21	StrengthsFinder Executive Summary (as necessary)
Wednesday, February 22	Strategic Leadership Development Plan (as necessary)
Thursday, February 23	Secondary Resubmissions (as necessary)
Friday, February 24	Additional Resubmissions (as necessary)

- No resubmission of assignments will be accepted after ***February 24, 2023.***

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 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; 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 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

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