G149 Foundations of Leadership

3 credits. Prerequisites: *none.*

👤 Missassugua Campus (ᴬ) Livestream 📹 Video on Demand

January 12 – February 20, 2026
Term C
Monday & Wednesday
10am-1pm ET (9am-12pm SK)

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Leadership is the art of leading a team of diverse people in the most diverse situations, making sure that the organization's objectives are attained with the team's help. - Brother René Stockman

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*Please note that attending the two-day Global Leadership Summit (GLS) on January 21 & 22 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, skills, and disciplines. By attending the Global Leadership Summit, completing a CliftonStrengths 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 and MCS's Missions
MCS's mission is to "create a learning community that provides programs and services that equip Pentecostal leaders for ministry." 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 Christian and Pentecostal 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*, students 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*: CliftonStrengths Executive Summary; Strategic Leadership Development Plan

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

2. Explain how her/his unique strengths and experiences can add value to her/his current leadership contexts.
   - *Assessment*: CliftonStrengths 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 CliftonStrengths can influence her/his self-leadership and influence others.
   - *Assessment*: CliftonStrengths Executive Summary
6. Identify growth areas where she/he should strategically grow as a leader.
   - *Assessment*: Strategic Leadership Development Plan

Course Work

Required Readings & Assessment

CliftonStrengths Assessment
   *Be sure to purchase "CliftonStrengths for Students." Purchase your test:
   https://store.gallup.com/product/cliftonstrengths-for-students/01tPa00000Qh7P4IAJ.

Morrell, Margot, and Stephanie Capparell. *Shackleton's Way: Leadership Lessons from the Great Antarctic Explorer*. New York: Penguin Group, 2001. ISBN: 9780142002360. DTL: https://thedtl.on.worldcat.org/oclc/945663078

Nouwen, Henri J.M. *In the Name of Jesus: Reflections on Christian Leadership.* New York: Crossroad, 1989. ISBN: 978-0824512590. DTL: https://thedtl.on.worldcat.org/oclc/18778865

**While students have the benefit of accessing many of 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.

Course Assignments and Activities

1. *Reading Report* – Pass/Fail

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 Development 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	Chapters	Due Date
In the Name of Jesus	All	January 17
CliftonStrengths	Varied: Read up on your top 5 strengths	February 7
Shackleton's Way	Introduction	January 17
	Ch 1 & 2	January 24
	Ch 3 starting at "Shackleton broke down…" – end of Ch 4	January 31
	Ch 5 & 6	February 7
	Ch 7 & 8	February 13

- **Assignment length**: 16 hrs.
- **Due date**: February 13, 2026.

2. *Global Leadership Summit Conference Review* – 40%

By January 15, register for the GLS. More instructions will be provided on Populi. Submit your proof of registration under the "GLS Conference Reivew" assignment on Populi.

This year, GLS is on January 21-22, 2026 at Horizon's campus, MCS's campus, and through recorded video access (note: no livestreaming is available). 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 21 & 22, 2026.**
   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 any questions about particular content.
      2. **Rank** your top two speakers. Carefully note your insights from their talk and explain why you chose them.
      3. **Explain** which speakers were your top two speakers during our class debrief on January 28. 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 that 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 about their particular content. Also, comment on your top two speakers and why they were your top picks.

- To complete this assignment, students will follow these guidelines:
    - Attend GLS.
    - Participate in the class debrief.
    - Submit 2+ pages of conference notes along with the correct length paper or video described below.
    - If submitting a paper:
        - Follow the Horizon & MCS Format Guide.
        - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
        - Include a bibliography. Use the "Film or Video Recording" category in the Horizon & MCS Format Guide.

- Related learning outcomes: #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.
    - On January 28, a brief presentation during class about her/his top two GLS speakers and why. (*VOD Student presentations by January 31 on Padlet)
- **Due date:** January 31, 2026.

3. *CliftonStrengths & CliftonStrengths Executive Summary* – 20%
This summary examines your gifts and experiences that have shaped who you currently are as a leader.
   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 CliftonStrengths assessment and review its findings. Purchase your test: https://store.gallup.com/product/cliftonstrengths-for-students/01tPa00000Qh7P4IAJ.
   d. Synthesize the MLS, CliftonStrengths, and CliftonStrengths readings information that pertains to your identified strengths, citing from the book and your CliftonStrengths 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 a 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 you have learned about leadership from these experiences), give your current understanding of three or more strengths from the CliftonStrengths 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 CliftonStrengths Assessment and describe how the knowledge gained from the CliftonStrengths test can help others or assist on a team.
- Describe the kind of leader you would like to be 2-5 years from now.

- To complete this assignment, students will follow these guidelines:
  - Complete and submit the My Life Summary.
  - Complete and submit the CliftonStrengths assessment report.
  - Include your name and birthdate.
  - Submit the correct length paper or video as described below.
  - Synthesize the MLS, CliftonStrengths, and CliftonStrengths readings information that pertains to your identified strengths, citing from the book and your CliftonStrengths assessment summary.
  - If submitting a paper:
    - Follow the Horizon & MCS Format Guide.
    - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
    - Include a bibliography.
  - If submitting a video:
    - Include a 1+ page outline that introduces the student to the reader.

- Related learning outcomes: #1, #2, and #5.
- **Assignment length:** 2 pages for your written summary **OR** a 6-8-minute ES video with 1+ page of notes in an outline.
- **Due date:** February 7, 2026.

4. *Strategic Leadership Development Plan* – 40%
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 Strategic Leadership Development Plan, 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, CliftonStrengths assessment, an in-class video, book readings, and 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.

- To complete this assignment, students will follow these guidelines:
  - Submit a 4-page paper.
  - Follow the Horizon & MCS Format Guide.
  - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  - Include a bibliography.
  - Incorporate and cite GLS notes, MLS, in-class video, book readings, and CliftonStrengths assessment.
  - Include your completed 3-Goal Setting Template.

- Related learning outcomes: #1 and #6.
- **Assignment length:** 4 pages.
- **Due date:** February 13, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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.
  - *Reading Report* due Feb 13, 2026
  - *Presentation* (See Assignment #2.a.i.) By January 31, 2026 record a brief presentation (on Padlet) about her/his top two GLS speakers and why
  - *GLS Conference Review* due Jan 31, 2026
  - *Clifton Strengths Executive Summary* due Feb 7, 2026
  - *Strategic Leadership Development Plan* due Feb 13, 2026
- By Saturday at 11:59pm ET each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes and submit a 2-3-minute video report. The video report will be submitted on Padlet (link available on Populi) and should include:
  - 1) affirmation that she/he watched the required recording for the last seven days,
  - 2) a summary of one thing she/he learned that week that will help her/him reach the course learning outcomes
  - 3) an explanation of at least one question she/he has after watching the class recording,
  - 4) 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.)
- Padlet Video Due Dates:
  - Week 1 Videos and Report due January 17 by 11:59pm
  - Week 2 Video and Report due January 24 by 11:59pm
  - Week 3 Videos and Report due January 31 by 11:59 pm
  - Week 4 Videos and Report due February 7 by 11:59pm
  - Week 5 Videos and Report due February 14 by 11:59pm
- 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)\

			Assignment Weighting
Classroom time	30 hrs	N/A	
1. Reading Report	13 hrs	Feb 13, 2026	Pass/Fail
2. GLS Conference Review (GLS hours included here.)	24 hrs	Jan 31, 2026	40%
3. CliftonStrengths Executive Summary	12 hrs	Feb 7, 2026	20%
4. Strategic Leadership Development Plan	12 hrs	Feb 13, 2026	40%
Total =	91 hrs		

All assignments are due at 11:59pm *ET* unless otherwise indicated.

Assessment Rubrics
Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

January 12/14	Unit I: What is Leadership?
January 19 ***No class Jan 21 due to GLS Conference***	Unit II: What kind of Leader am I? The Global Leadership Summit Preparation and Participation
January 26/28	Unit III: GLS Debrief and Class Presentations & What kind of Leader am I?
February 2/4	Unit IV: Self-Leadership
February 9/11	Unit V: Leadership as Skill Course Evaluations

- Revision week is **_February 16-20, 2026_**. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after **_February 20, 2026._**

Academic Policies

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions
To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments
Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by

submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion
Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 and MCS's College Assessment of Student Work
The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated **exceptional** achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated **good** achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was **beginning to meet** one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM			D+	1.3	57-59

	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the Horizon and MCS Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are

absent for more than this 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.

Livestreaming Etiquette
Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 and MCS encourage 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 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.

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