

LS5105 Contemporary Approaches to Leadership and Management

3 credit hours. Prerequisites: None.

👤 On Campus, Saskatoon

📺 'A' Livestream

📺 Video on Demand



January 18 – 22, 2027
Winter Semester
Monday – Friday, 9am-4pm SK

David Wells, MA, DD
David.Wells@paoc.org

Please note:

This course includes substantial reading, writing, and preparation before & during the module.

This course includes participation in the Global Leadership Summit on Wednesday and Thursday of the Module (January 20 & 21, 2027). VOD students have access to the GLS online from January 20 – 26, 2027. A GLS fee will be charged to your student account.

Course Goals

Course Description

This course 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 students to grow in their knowledge and ability to fulfil leadership and management roles as individuals and within both ministry and marketplace organizations. 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

To demonstrate competency in *leadership and administration*, students will

1. Examine historical and contemporary definitions, roles, distinctions, integrated features, and examples of leadership and management.
 - *Assessment*: Personal Reflections on GLS
2. Examine the nature and role of organizational behavior, both-and leadership, and emotional intelligence as contemporary features of effective leadership and management.
 - *Assessment*: Critical Review of *Organizational Behavior in Christian Perspective*; Case Study Project
3. Articulate 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*: Case Study Project.
4. Assess different leadership approaches toward enhancing the growth, motivation, and engagement of individuals within organizations.
 - *Assessment*: Classroom Presentation; Motivating by Appreciation (MBA) Inventory; Critical Review of *The 5 Languages of Appreciation in the Workplace*.

Course Work

Required Readings (Textbooks): (534 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: 978-0367896362.

****Preface – end of chapter 9 (100 pages of reading)**

****Note: You must purchase this book**, rather than access it through the DTL, so you can complete the MBA Inventory. If you purchase the print book, the access code should be listed inside the back cover of the book. If purchase the e-book, be sure to save your purchase receipt as you will need it to get the free online access code for the MBA Inventory. Instructions regarding emailing the receipt to access the code should be listed near the beginning of the e-book when you download it.

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

Magnus, Paul, and Team. *Holistic Christian Leadership: In Class with Dr. Magnus*. Caronport, SK: Paul E. Magnus Centre for Leadership Studies, 2023. ISBN: 978-1999260644.

DTL: not available

****Please read the whole book (~211 pages of reading)**

Markow, Franklin A. *Organizational Behavior in Christian Perspective: Theory and Practice for Church and Ministry Leaders*. Grand Rapids: Baker Academic, 2024. ISBN: 978-1540968029.

[DTL](#)

**Please read the whole book (~223 pages of reading)

Complementary Readings (Chapters, Articles)

- These readings are optional but encouraged for interaction with assigned reading. All titles are available on Populi or (where links are provided) the DTL.

Beerel, Annabel. "Leadership and Management." In *Rethinking Leadership: A Critique of Contemporary Theories*, 180-186. New York: Routledge, 2021. (Available on Populi)

Blanchard, Ken et al. "Servant Leadership." In *Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations*, 287-312. 3rd edition. New York: Pearson Education, 2019. (Available on Populi)

Bradberry, Travis and Jean Greaves. "What Emotional Intelligence Looks Like: Understanding the Four Skills." In *Emotional Intelligence 2.0*, 23-50. San Diego: TalentSmart, 2009. (Available on Populi)

Kotter, John. "What Leaders Really Do." In *Harvard Business Review* (December 2001) 1-12. (Available on Populi)

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.

[DTL](#)

Mgonja, Boniface. *Keep Watch Over Yourself: Developing Emotional Intelligence for Healthy Christian Leadership*. Edmonton: Hemingway Publishers, 2026. ISBN: 979-8952508156 (Specific portions to be provided by the instructor with the author's permission)

Northouse, Peter. "Exploring Destructive Leadership." In *Introduction to Leadership: Concepts and Practices*, 359-383. 5th edition. Los Angeles: Sage, 2021. (Available on Populi)

Oswald, Roy and Barry Johnson. "Management AND Leadership." In *Managing Polarities in Congregations: 8 Keys for Thriving Faith Communities*, 75-88. Lanham, Maryland: Rowman and Littlefield, 2010. (Available on Populi)

Smith, Wendy et al. "'Both/And' Leadership: Unleashing the Power of Paradox." In *Harvard Business Review* (May 2016) 3-10. (Available on Populi)

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

[DTL](#)

Zaleznik, Abraham. "Managers and Leaders: Are They Different?" In *Harvard Business Review Classic* (1977) 11 pages. (Available on Populi)

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* will be included in the Chapman and White textbook. If you purchase the print book, the access code should be listed inside the back cover of the book. If you purchase the e-book, be sure to save your purchase receipt as you will need it to get the free online access code for the MBA Inventory. Instructions regarding emailing the receipt to access the code should be listed near the beginning of the e-book when you download it.
- 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.
- Submit a copy of your report on Populi.

- Related learning outcome: #4.
- **Assignment length:** as generated.
- **Due date:** Friday, January 15, 2027.

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

- a) Read the assigned chapters (preface – end of chapter 9).
 - 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, January 15, 2027.

3. Register for GLS.

Horizon and MCS are hosting the Global Leadership Summit on January 20 and January 21, 2027, at the Mississauga campus, the Saskatoon campus, and online through recorded video access. Please note: there is no live-streaming option available for GLS.

Please register according to the instructions received by email (to be sent in December 2026), indicating if you will attend at the Horizon Campus, the MCS Campus, or online. If you choose the online option, you will receive access to the recorded videos from January 20 – 26, 2027, allowing you to watch on demand. Make sure to use the promo code included in the email.

Upload proof of your registration to Populi.

- **Due date:** Friday, January 15, 2027.

During Module

4. Class Presentation (10%).

- Share results from your *Motivating by Appreciation Inventory* report.
- Read two assigned chapters/articles from the Complementary Readings list and share essential elements of the reading with the class.
- VOD students should record a video of their presentation and upload the video to a content-hosting site like YouTube, OneDrive or Google Drive. Submit the link to your video by **Monday, January 18 at 9am SK** so that the professor can share your video with the class.
- Related learning outcomes: #4.
- **Assignment length:** 5-10 minutes.
- **Due date:** Module week.

Post-Module

5. Personal Reflections on GLS (20%).

- a) Attend GLS on January 20-21, 2027. VOD students have access to the videos from January 20 – 26, 2027. See the registration instructions above. Take notes during the conference. In your notes, record key themes from each speaker, any comments that stood out for you, and questions about content.
- b) Choose 4 presentations to reflect on—two that resonated with you and two that did not resonate with you.
- c) Explain why two presentations resonated with you. Relate the content of these two presentations to what you have observed to be true in real-life leadership and management situations. Give examples of how what you've gleaned from the presentations could apply to a real-life leadership or management situation you are facing.
- d) Explain why two presentations DID NOT resonate with you. What of the content did not correspond with what you've observed to be true in real-life leadership and management

situations? Give examples of how you would correct, critique, or revise what was said in the presentations in order to apply to a real-life leadership or management situation you are facing.

- Related learning outcomes: #1.
- **Assignment length:** GLS notes plus 6-7 pages.
- **Due date:** February 2, 2027.

6. *Critical Review of Organizational Behavior in Christian Perspective* (20%).

- a) Read *Organizational Behavior in Christian Perspective*
- b) Write a Critical Review of the book, reflecting on the value and implications of the material for personal and organizational leadership. See the instructions for writing a Critical Review below.

- Related learning outcome: #2.
- **Assignment length:** 4-5 pages.
- **Due date:** February 19, 2027.

7. *Case Study Project* (30%).

This assignment is a written case study of how the subject matter in *Holistic Christian Leadership* applies to a chosen ministry organization and relates to the integrated ‘hard’ and ‘soft’ skills necessary for effective ministry. Your goal is to interact with Magnus’s model of “Holistic Christian Leadership” (Person of the Leader>People they lead>Processes they ensure are in place> Purpose they are moving forward, p. 49, 79, 137) and explore these items:

- The extent to which Magnus’s personal and organizational categories of integrated skills and 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, governance, 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 Magnus’s 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 a 2-page statement of personal learning.
 - **Due date:** March 12, 2027.

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 & different** assignment due dates as in-class students.
 - VOD students must consult with the professor **prior** to the module week to set in motion a master plan to conduct the **Case Study Project**.
 - MBA Inventory: due Jan 15 (unchanged)
 - Critical Review of *The Five Languages*: due Jan 15 (unchanged)
 - Register for GLS: due Jan 15 (unchanged)
 - Class Presentation: due Jan 18 at 9am SK
 - Personal Reflections on GLS: due Feb 2
 - Critical Review of Organizational Behavior: due Feb 19
 - Case Study Project: due Mar 12
- According to the schedule below, VOD students are required to watch and engage with all lecture content and in-class activities. For Days 1, 2, and 5, VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
 - Watching the Global Leadership Summit is due by *Tuesday, January 26, 2027* (access to recorded videos is **only** available from Jan 20 - 26, 2027). This is the equivalent of Days 3 & 4 of the module week.
 - Day 1 Lectures and Video Report due February 5, 2027.
 - Day 2 Lectures and Video Report due February 12, 2027.
 - Day 5 Lectures and Video Report due February 19, 2027.
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Classroom time (including GLS attendance)	30 hrs	N/A	Assignment Weighting
1. Motivating By Appreciation Inventory	1 hr	Jan 15	n/a
2. Critical Review of <i>The 5 Languages</i>	18 hrs	Jan 15	20%
3. Register for GLS	n/a	Jan 15	n/a
4. Class Presentation	6 hrs	Mod Week	10%
5. Personal Reflections on GLS	14 hrs	Feb 2	20%
3. Critical Review of <i>Organizational Behavior</i>	24 hrs	Feb 19	20%
6. Case Study Project	29 hrs	Mar 12	30%
Total =	~122 hrs		

All assignments are due at 8pm ***SK time*** unless otherwise indicated.

****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
- A review of the specific elements of effective leadership from the assigned texts, other literature, the experience of students and the instructor.
- Leadership and management models in the context of congregational life
- The harsh realities of destructive leadership. A look at the "Rightful use of Authority" as compared to the "Abuse of Power".

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 the assigned texts, other resource literature, the experience of students and the instructor.
- '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 domains of emotional intelligence and their application to and impact on leadership
- A critical studies project to explore the personal and organizational dimensions of soft skills in a ministry organization (using *Organizational Behavior in Christian Perspective*.)
- 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 as drawn from *Holistic Christian Leadership*, other literature, the experience of students and the instructor.
- 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

GLS (Jan 20 & 21)

GLS Debrief (Jan 22 – am)

- No assignments will be accepted after the course end date: March 15, 2027.

Academic Policies

General Assignment Guidelines

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.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the course end date unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar 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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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 has 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 [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, 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 Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#). Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

A Leadership Bibliography is available on the Populi course website.