P422 Leadership Theory and Practice

3 credits. Prerequisites: G149 Foundations of Leadership

Directed Study

January 11 – April 16, 2027
Winter 2027

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...the most effective approaches to leadership move leaders from a focus on follower control to a focus on follower empowerment. Great things can be accomplished in and through teams and organizations when leaders and followers alike are empowered to accomplish great things in the service of their mission and the people they serve. Irving & Strauss (p. 12)

Please note: This course requires students to read the entire book of Proverb within the first few weeks of class. Students are strongly encouraged to begin this reading on or before the first day of class. (See Reflection #1)

There will be an online class meeting on February 12 at 1pm SK

Course Goals

Course Description
This course examines the practice of leadership through the wisdom in the Bible and contemporary leadership literature, with particular attention to theory, change management processes, and leadership development.

Relationship to Horizon and MCS's Missions
This course demonstrates its relationship to Horizon College and Seminary by supporting its mission of preparing competent Christian leaders for Spirit-empowered life and ministry through a focus on Leadership and Administration. By equipping students with essential leadership skills, it aligns with MCS's mission of creating a learning community that provides programs and services for Pentecostal leaders.

Core Competency and Learning Outcomes

To demonstrate competency in *Leadership and Administration* and *Ministry Development*, students will

1. Articulate and apply biblical perspectives on leadership.
    - *Assessment:* Reflection 1; Leadership Development and Behaviours Presentation
2. Evaluate and theologically reflect upon contemporary leadership theories.
    - *Assessment:* Leadership Development and Behaviours Presentation; Integrative Essay
3. Plan to implement Systems theory in the context of a ministry organization.
    - *Assessment:* Reflection 3; Integrative Essay; Planning for Change
4. Develop a plan for leading a change, solving a problem, or managing a polarity that will improve the health of a ministry organization.
    - *Assessment:* Planning for Change
5. Identify and apply principles and practices for the development of effective leaders to enhance the fulfillment of organizational purposes.
    - *Assessment:* Reflection 2; Mentor/Mentee Interview & Analysis; Leadership Development and Behaviours Presentation; Planning for Change

Course Work

Required Readings

Irving, Justing A., & Mark L. Strauss: *Leadership in Christian Perspective: Biblical Foundations and Contemporary Practices for Servant Leaders.* Grand Rapids, MI: Baker Academic, 2019. ISBN: 978-1540962072. DTL
Introduction through Chapter 9, for a total of 196 pages.

Northouse, Peter G. *Leadership: Theory & Practice.* Ninth Edition. Thousand Oaks, CA: SAGE, 2022. DTL
Chapter 11 (pages 285 – 321) & Chapter 14 (pages 394 – 421)

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

Steinke, Peter L. *How your 21st-Century Church Family Works: Understanding Congregations as Emotional Systems.* Second edition. Lanham, MD: Rowman and Littlefield, 2021. ISBN: 978-1538149133. DTL
Introduction through appendix B for a total of 130 pages.

The Book of Proverbs.

**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.

Course Assignments and Activities

1. *Reflection 1: Leadership Wisdom from the Book of Proverbs* – 5%

Proverbs is one of the few biblical books intentionally written with leaders in mind. It has cultural assumptions and historical circumstances that are not meant to be simply replicated today. We must learn to discern the enduring Leadership wisdom through the text and not be distracted by the particular circumstances in which the message was delivered.

- Listen to or read two Chapters of Proverbs a day (no more than two a day). You will need to start on this on January 11! In total, this is only about two hours of listening or reading.
- Make notes on the key thoughts or instructions that can be understood as leadership principles or practices. For example, Proverbs 1:7 instructs that the fear of the LORD is the foundation of true knowledge. So, if leaders want to have *true knowledge*, it starts with fearing the Lord.
- You will refer back to these notes for assignment 5.

- Related to learning outcome(s): #1
- **Assignment length:** 1-2 pages, single-spaced and bullet points (with scripture references)
- **Due date:** January 31, 2027 by 8pm SK.

2. *Reflection 2:* How Your 21st-Century Church Family Works*, Chapter from* Managing Polarities in Congregations*, Chapters from* Leadership Theory and Practice*, and Cohort Discussion* – 10%

Read Peter L. Steinke's book, the Roy Johnson and Barry Oswald chapter titled "Management and Leadership," and chapters 11 and 14 from Northouse.

- Make notes on the readings using the following guidelines: (i) Identify key quotes in each chapter, (ii) Identify the key components of Systems theory and polarity management, and (iii) Indicate any interaction, thoughts, or questions to the theories or information presented. You will refer back to these notes in other assignments.
- Meet with the instructor and cohort to discuss the readings.
- **We will meet online on February 12 at 1pm SK.**

- Related Learning outcome(s): #3
- **Assignment length:** 2-3 pages, single-spaced and bullet points
- **Due date:** February 7, 2027 by 8pm SK.

3. *Reflection 3: Leadership Theory for Servant Leaders* – 10%

Make notes on each chapter in Irving and Strauss's book that reflect on your own growing self-awareness of your own personal experiences in groups as a leader or as a participant. Identify areas that you saw great leadership (and what model or behaviour it could be categorized as according to the book). Also identify key areas of your own personal styles of leadership according to the text. Further, identify key areas where you would need to grow to maximize your personal potential for leadership effectiveness. This book will play a key

role in assignment 4, make sure to be thinking about that assignment while making notes for this reflection.

- Make point-form notes on each of the chapters with reference to how these ideas will impact your leadership style. Save these notes to use as further reference for Assignment 4.
- Record a 5-minute (max) Padlet video identifying one key area where you have seen great leadership and one key area you will work on for personal growth in leadership.
- Respond to at least 2 other students' Padlet videos.
- Related learning outcome(s): #5.
- **Assignment length:** 5-minute Padlet video and your point-form notes (2-3 pages).
- **Due dates:** Personal Padlet video due: Feb 22, 2027 by 8pm SK.
  Response to 2 other students' videos due: Feb 26, 2027 by 8pm SK.

4. Mentor/Mentee Interview & Analysis – 10%

As you develop as a leader, your impact will be determined by your self-awareness more than on your skill. When we lead 'blind' to our weaknesses we limit our abilities and can stifle our teams. You have already read Irving and Strauss's book, making notes of your own areas of strength and weakness. Now develop a one-page list of areas of personal strengths and weaknesses and how you could lead well (or develop) based on the styles, emotional awareness, and dimensions of self-leadership and personal growth (with references to the book). From that one-page list, develop 12 questions that will be used when interviewing your mentor. Focus on inviting them to speak into your life, asking about what strengths they see in you, and seeking their advice for areas of development. Present this list to your mentor, interview them, and record their answers.

- Create a one-page (single spaced) list of personal strengths and weaknesses.
- Develop 12 questions that invite your mentor to speak into your life about your leadership abilities, and strengths and weaknesses.
- Write a 2 page, double-spaced, summary of the interview.
- Submit all pages.

- Related learning outcome(s): #5
- **Assignment length:**
  - One page – single-spaced list of strengths and weaknesses. Include citations to Irving and Strauss.
  - One page – 12 questions for interview with mentor.
  - Two pages – summary of the interview.
- **Due date:** March 7, 2027 by 8pm SK.

5. Leadership Development and Behaviours Presentation – 15%

Prepare a video presentation comparing the Leadership Development (Tuckman's 4 stages) and Leadership Behaviours (Globe's 6 Behaviours) found in the Irving and Strauss book to the leadership values shown in the book of Proverbs.

- Make sure to read the rubric to understand how the video will be assessed.

- Prepare the video outline. Review your notes from both the book and Proverbs. You will submit your outline along with your video.
- In the outline and video, describe the stages and behaviours, showing that you understand what they represent.
- What leadership principles from the book of Proverbs integrate into which stage of development and the 6 leadership behaviours?
    i. Example: does Proverbs 27:17 fit with Tuckman's stage 'Forming' via 'iron sharpens iron, so one person sharpens another'?
- Make sure to speak slowly and clearly in your video.
- In the written assignments, you are required to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources. In a video assignment, note when you are citing a source in the video itself.
- To submit this assignment:
    i. The video should be uploaded to a cloud service of the student's choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi as a comment on the assignment. There is no need to share this video publicly.
    ii. Submit the outline along with your video.

- Related learning outcome(s): #1, 2, & 5
- **Assignment length:** 10–12-minute video and an outline.
- **Due date:** March 14, 2027 by 8pm SK.

6. *Integrative Essay* – 20%

Write a 7-page, double-spaced integrative essay reflecting on the two areas listed below. Please note the page allotment for each part. Follow the Horizon & MCS Format Guide and cite the textbooks appropriately, being sure to include citations whenever you are paraphrasing, summarizing, or quoting from the textbooks of other sources. Include a bibliography.

- Part One: Discuss your preferred leadership style or styles (4 pages)
    - As you reflect on your readings (all required readings), discuss what resonates most with you and why. In other words, what styles(s) feel right to you and which ones do you see yourself growing in and how? What styles do you see others around you operating in? Then, reflect on what did not resonate with you and why. What seems to conflict with biblical principles? Make a case for why it is in conflict.
    - Reflection 2 should give you a head start on this part of this assignment.
- Part Two: Family Systems Theory and Polarity Management (3 pages)
    - Reflecting upon Stienke's book and the book chapter titled "Managing Polarities in Congregations," describe what Family Systems Theory is, apply it to your family unit and internship context, and describe how you notice it showing up. Then define polarity management and describe what polarities you need to be aware of and manage within your internship context.
    - Reflection 3 should give you a head start on this part of this assignment.

- We will have an online group discussion about the assignment, to help answer any questions, on Friday, March 12 at 1pm SK time.
- Related learning outcome(s): #2 & 3
- **Assignment length:** 7 pages.
- **Due date:** March 21, 2027 by 8pm SK.

7. *Planning for Change* – 30%
    - Part One: Review your notes on all the required readings – pay particular attention to Northouse Chapter 11, Irving and Straus Chapter 7, and Appendix A & B in the Steinke text. Then, write 1 page double-spaced, which accurately describes a situation that you want to see changed or a value implemented. In this assignment, you will demonstrate this course's learning outcome #4: *Develop a plan for leading a change, solving a problem, or managing a polarity that will improve the health of a ministry organization.* Here are a few guidelines.
        i. It needs to address one of the key areas listed in learning outcome #4. It must be corporate (not about the individual), addressing a situation within a ministry organization.
        ii. It must involve a situation in your current ministry.
        iii. The challenge should address a need or opportunity that you are very familiar with, so that it can be as realistic as possible.
        iv. The purpose is to make you think deeply about how to improve, change, or transform something in your context.
        v. The paper should clearly describe the situation/setting so that anyone reading it would immediately understand and be able to visualize what you would like to see accomplished. That means explaining specific details regarding the situation, such as the 'who, what, where, and when' elements. In part one of your paper, **do not analyze or solve the problem (offer no 'how or why'). You are simply stating what it is.**
    - Part Two: Write a 6-page, double-spaced 'adaptive change plan'. Use the Adaptive Leadership Beginner Process Template on Populi as a guide to flesh out your ideas before writing Part Two.
        i. This assignment aims to integrate the information you have learned through your reading, interview, conversations, and ministry experience, which allows you to create an adaptive change pathway that will improve a value or solve a real problem.
        ii. Part Two should reflect what you have learned throughout the course in all the reading, conversations, and experiences. You may also draw upon (and cite in footnotes) previous learnings or readings that have significantly impacted your leadership style and journey.
            1. The paper should demonstrate the information and insights gathered and integrate them creatively into your situation.
            2. The paper should demonstrate a critical, thoughtful, and creative approach.
            3. The paper should clearly demonstrate the integration of sources used this semester. (E.g., How does Family Systems Theory inform how you will manage the anxiety associated with change?)

4. Footnotes and a bibliography are necessary to demonstrate where you gathered your insights.

- In your paper:
  i. Follow the Horizon & MCS Format Guide.
  ii. Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
  iii. Cite all readings, interviews, and class conversations. Refer also to your ministry experience.
  iv. Submit the completed Adaptive Leadership Beginner Process Template along with your paper.
- Related to learning outcome(s): #3, 4, & 5
- **Assignment length:** 8 pages (before bibliography)
  i. 1-page Adaptive Leadership Beginner Process Template
  ii. 1-page Step one – description of the situation
  iii. 6-page adaptive change plans
  iv. Bibliography
- **Due date:** April 4, 2027 by 8pm SK.

Estimate of Time Invested (individual time investments will vary)

		Due Dates	Assignment Weighting
1. Reflection 1	10 hrs	January 31, 2027	5%
2. Reflection 2	15 hrs	February 7, 2027	10%
3. Reflection 3	22 hrs	February 22, 2027	10%
Response videos		February 26, 2027	
4. Mentor/Mentee Interview	4 hrs	March 7, 2027	10%
5. Leadership Development & Behaviours Presentation	12 hrs	March 14, 2027	15%
6. Integrative Essay	15 hrs	March 21, 2027	20%
7. Planning for Change	18 hrs	April 4, 2027	30%
Total =	96 hrs		

All assignments are due at 8:00pm **SK TIME**, unless otherwise indicated.

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

Class & Reading Schedule

Week 1 - 4

- Reflection 1 – Read & make notes on the Book of Proverbs
  - Due January 31
- Reflection 2 - Read Steinke's book, Oswald/Johnson Chapter, Northhouse Chapters
  - Prepare 2-3 pages of notes on the text
  - Due February 7

Week 5-7
- Class Discussion on Reflection 2 (online / Zoom) February 12 at 1pm SK
- Reflection 3 – Read Irving and Strauss Book
  - Prepare point form notes & Padlet video
  - Due February 22
  - Make at least 2 responses to other students' Padlet videos by February 26.
- Assignment 4 - Begin compiling the questions & required information for the mentor interview

Week 8-9
- Assignment 4 – Finalize the mentor interview questions & requirements.
  - Interview the mentor & summarize the interview as required
  - Due March 7
- Assignment 5 – Prepare and upload your video presentation on the Stages & Behaviours as listed in the assignment requirements.
  - Due March 14
- Assignment 6 – Work on the Integrative Essay

Week 10
- Assignment 6 – Finish the Two-Part Integrative Essay
  - Due March 21

Week 11-12
- Assignment 7 – Finish the Planning for a Change assignment.
  - Due April 4

- Revision week is April 12 – 16. Students are encouraged to submit revised assignments soon after they receive their marked assignments. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after the course end date: April 16, 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.

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. 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 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions
After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work
The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

<table>
<tr><th colspan="2">Horizon and MCS Competency Scale</th><th>Descriptor</th><th>Letter Grade</th><th>Grade Point</th><th>U of S Equivalency</th></tr>
<tr><td rowspan="3">E</td><td rowspan="3">Exceeding expectations</td><td>Student demonstrated exceptional achievement of the learning outcomes.</td><td>A+</td><td>4.0</td><td>90-100</td></tr>
<tr><td rowspan="2">Student demonstrated excellent achievement of the learning outcomes.</td><td>A</td><td>4.0</td><td>85-89</td></tr>
<tr><td>A-</td><td>3.7</td><td>80-84</td></tr>
<tr><td rowspan="3">M</td><td rowspan="3">Meeting expectations</td><td rowspan="3">Student demonstrated good achievement of the learning outcomes.</td><td>B+</td><td>3.3</td><td>77-79</td></tr>
<tr><td>B</td><td>3.0</td><td>73-76</td></tr>
<tr><td>B-</td><td>2.7</td><td>70-72</td></tr>
<tr><td rowspan="2">BTM</td><td rowspan="2"></td><td rowspan="2"></td><td>C+</td><td>2.3</td><td>67-69</td></tr>
<tr><td>C</td><td>2.0</td><td>63-66</td></tr>
</table>

	Beginning to meet expectations	Student demonstrated **satisfactory** progress in achieving the learning outcomes.	C-	1.7	60-62
		Student demonstrated **minimal progress** in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	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. 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 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 (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

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