

HTH274 Leadership Principles



Pathways

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For the Acadeum Course Sharing Consortium



We're delighted to have you study at RMC! Please note the following policies:

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback.

Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

RMC Grading Policy

Grade GradePoint

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN	Incomplete	
VW	Voluntary Withdrawal	Voluntary Withdrawal from a course before the course withdrawal deadline.
AU	Audit	Audit - No grade awarded. Indicates that a minimum of 75% of classes have been attended.

Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

Plagiarism & Academic Misconduct at Rocky Mountain College

A. Plagiarism Defined

Plagiarism - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

Copies of the official policy regarding Plagiarism and other academic offenses can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

HTH 274 Leadership Principles
Rocky Mountain College
Credits: 3

A. COURSE DESCRIPTION:

An exploration of the biblical principles of leadership, and their application to our North American lifestyle. Significant time is spent discussing the character of Christian leadership and its effect on leadership styles, roles and purposes.

B. COURSE OBJECTIVES:

Realizing that we all must depend upon God and the diligent effort required by instructor and student, the professor will strive to teach so that students who complete the course should be able to:

1. Give a clear and concise definition of what a leader is and the principles which enable effective leadership.
2. List and discuss the biblical qualifications of a leader.
3. Relate the positive aspects of a biblical pattern of leadership to their own gifting, personality, experience and social setting.
4. Summarize, evaluate and critique social trends in our North American culture affecting current leadership styles and trends.
5. Articulate and defend his or her personal philosophy of leadership in light of his or her own dominant leadership style and the social setting in which we live.
6. Identify major areas of leadership responsibility in a ministry position such as: the tasks of leadership; discipleship; resolving conflict; motivating volunteers; leadership development; the development and retention of strong followership; and personal renewal.
7. Comment on the developmental stages in maturing leaders as seen in Scripture, world history and contemporary culture.

C. COURSE TEXTS:

1. The Holy Bible, any version. (Hard Copy)
2. Nouwen, Henri. (1992). *In the Name of Jesus*. New York, NY: Crossroad Publishing Co.
3. Sanders, J. Oswald (2008). *Spiritual Leadership*. Chicago, IL: Moody Publishers.
4. Maxwell, John. (2007). *21 Irrefutable Laws of Leadership*. New York: NY: Harper Collins.

D. COURSE OUTLINE:

Module 1	10.5 hours	Leadership Defined
Module 2	9.5 hours	Maxwell's 21 Laws of Leadership
Module 3	10.5 hours	Mentorship
Module 4	12 hours	Life Statements, Intergenerational Leadership
Module 5	11 hours	Biblical Leadership- Servant Leadership
Module 6	13 hours	Leadership Challenge
Module 7	9 hours	Leadership Development Process
Module 8	12 hours	Application of Leadership
Module 9	10 hours	Self-Leadership
Module 10	7 hours	Values and Leadership

E. COURSE REQUIREMENTS:

1. READING PROJECT A

Due: Module 2

Value: 10%

This reading project is based on the 21 Irrefutable Laws of Leadership by John Maxwell. After reading ALL of the chapters of the book, students should choose only 10 chapters to summarize. Choice should be based on how relevant the chapter is to the student's current leadership setting. Students will create a Powerpoint presentation that summarizes the 10 chosen chapters. For each chapter, one slide is expected. On each slide, please note the chapter number and title, a summary in the student's own words (point form is okay) and a statement indicating how it is relevant to the student's current leadership situation. The first slide should act as a cover page with the student's name and the last slide should contain bibliographic citations.

2. READING PROJECT B

Due: Module 5

Value: 10%

After you have read Spiritual Leadership you are to write a 2 page (double spaced) summary of the book. Your summary should include a notation and discussion of the book's theme, content and style. In your discussion summarize key material and give a critical response (both positive and negative) to the author's work. Also spend time noting who might benefit from reading the book.

3. READING PROJECT C

Due: Module 8

Value: 10%

After you have read In the Name of Jesus you are to write a 2 page (double spaced) reflection paper on what you have encountered in your reading. Think about, and discuss in detail, where you see yourself in relation to the book's themes. Summarize and comment on lessons that you have learned and how those might be applied as you encounter leadership situations. Practice critical thinking and writing in your project.

4. INDUCTIVE STUDY/ INTERVIEW

Due: Module 9

Value: 20%

This study is to be a 4 part project. It is to include an inductive study of a biblical leader and an interview of a current respected leader who is effective in developing others.

Part 1. By reading from a hard copy of the Bible, inductively study the biblical character Nehemiah. Describe and discuss leadership principles you find in his life (both successes and failures). Some examples of things to watch for are: the source of his vision, his calling, God's role, the leadership tasks given, the setting of priorities, the role of prayer, forgiveness, motivation of followers, handling adversity, faith, delegation, trust, attitudes, conflict, sacrifices, and how God prepared and shaped them for their leadership role. You are to give scripture references for the information found (parenthetically).

Compile and organize your inductive study information into paper format using 2nd or 3rd person in your writing. Your work is to reflect good flow, logical progression and thoughtful insights. (Approximately 5-6 pages double spaced.)

Part 2. Interview a person you highly respect as a leader, who is in a full time formal leadership position. Some of the information you might include are: their journey to this point, his/her style and philosophy of leadership, casting vision, what they have learned about leadership, the rewards and frustrations of leadership, goals and dreams of the leader for the future, motivation of volunteers, initiating change, building future leaders, dealing with frustrations, personal renewal of the leader, personal advice to potential leaders. Use direct quotes where possible.

Compile and organize the information from the interview into paragraph format. Do not simply state your question and the interviewee's response. (Approximately 4-5 pages double spaced.)

Part 3. Finally, by referring to your reading projects, your interview and inductive study, identify one or two major themes that you believe are vital for healthy leadership. Extrapolate on these ideas by explaining them well and defending why you believe they are so important. Your thoughts should center on similarities you found, common issues in leadership, vital practices leaders need to embrace, etc. (Approximately 1-2 pages double spaced.)

Part 4. Lastly, considering your gifts, personality and desires regarding future leadership, discuss what you have learned from the reading, interview and inductive study that you can personally apply to help you become an effective leader. This final section of the paper should be the pinnacle and conclusion of the project. (Approximately 1-2 pages double spaced.)

5. MENTORSHIP PROJECT

Due: Module 10

Value: 20%

Each student is to find and develop a mentoring relationship as part of the course workload. You are to choose your mentor and notify the instructor of your choice by the end of module 3. Points will be deducted from your project if this deadline is not met. This mentor is to be an admired and respected person who is regularly accessible to the student. Each mentor is to be cleared with the instructor of the class.

It is encouraged for current mentor relationships to be used if they fit within the guidelines of the project. Mentoring relationships that are easily accessible will work best for this assignment. Email, phone, skype and face to face are occasionally acceptable, though face to face is preferred (texting is not acceptable).

You are to meet 5 times with the mentor. Each session should be approximately 1 to 1 ½ hours in length or its equivalent. Following each session students will reflectively journal about their meeting time. This should be a minimum of 1 ½ - 2 pages (types double spaced) in length for each instance.

A final 2-3 page paper (double spaced) reflecting on and summarizing your experience will conclude this project. This paper is to be a reflection on the deeper, overall themes of your experience and will be attached to your regular journaling experiences.

When submitting this assignment, please include a table of contents and dates of meetings, as well as clearly indicating the summary reflection. 10 to 15 pages are expected.

6. SHORT ASSIGNMENTS

Due: Modules 1, 3, 4, 6, and 7

Value: 20%

During the course, there will be various short assignments directly related to the module theme. These assignments are intended to augment the course material or aid the student in immediate application.

Part 1.

Module 1: Powerpoint Quotes Assignment. Students are asked scour various media (internet, books, magazines, movies, etc...) for leadership quotes. After selecting ten, design a Powerpoint presentation that:

- provides the quote
- cites the source
- explains why the quote is important to the student

The presentation should contain 11 slides (one for each quote, plus the introduction/title slide). More information is given in Module 1.

Part 2.

Module 3: Board of Directors. Complete the Board of Directors assignment according to the directions given in Module 3.

Part 3.

Module 4: Life Statement. Create a Life Mission Statement according to the instructions given in Module 4.

Part 4.

Module 6: LPI 360 Audit. Complete the given 360 Degree audit as given in Module 6. You will need to have a portion of this assignment completed by yourself and at least two other individuals. (For example, mentor and coach, or supervisor and mentor.)

- 1) yourself
- 2) your mentor
- 3) your supervisor
- 4) your coach

A certain amount of planning on your part will need to take place to ensure the assignment is completed on time. The audit you will complete is a single Microsoft Excel worksheet with tabs for each person responding. You should complete your portion first, then email the completed document to your mentor. Your mentor will complete the audit on your behalf, and return it to you. Then you send it to your supervisor or coach. After at least two other people have completed the audit, it should be returned to the student, who will then upload the document to Canvas.

Part 5.

Module 7: Leadership Journey Reflection Paper. Students will complete a reflection paper that outlines their leadership journey using the outline and template given in Module 7. This paper should be 4 double spaced pages, not including title page and bibliography.

7. FINAL EXAM

Due: Module 10

Value: 10%

The final exam will take place at the very end of the course (Module 10). Students will have 2 hours to complete. The format is matching, multiple choice, and short answer. The exam will cover material from all lectures, assignments, readings and other learning activities.

Assignment Summary:

Approvals (0%):	Mentor	Module 3
	Interviewee for Inductive Study	Module 7
Major Projects (40%):	Inductive Study Project	Module 9
	Mentor Project	Module 10
Book Reports (30%):	John Maxwell	Module 2
	J. Oswald Sanders	Module 5
	Henri Nouwen	Module 8
Short Assignments (20%):	PowerPoint Quotes Assignment	Module 1
	Board of Directors	Module 3
	Life Statement	Module 4
	LPI 360 Audit	Module 6
	Leadership Journey Reflection	Module 7
Final Exam (10%):	Final Exam	Module 10

F. COURSE STANDARDS

1. Assignments

All submitted assignments are to be typed in APA style. RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)