

LDR201 Issues for Leadership Effectiveness



Pathways

Powered by Rocky Mountain College

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 from a course before the course withdrawal deadline.

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

LDR201: Issues for Leadership Effectiveness
Rocky Mountain College
Credits: 3

Course Description

This course is an exploration of Biblical and practical principles of communication for the Christian leader both in a personal and corporate fashion. Significant time will be spent discussing how a Christian leader needs to communicate to a variety of different groups and settings ensuring success in the leader's pursuit of God's call on their life. In general, this course provides an overview of the following areas:

Personal leadership principles

Ability to communicate effectively about what God is calling you to

Textbooks

1. Shankman, Marcy. 2008. *Emotionally Intelligent Leadership: A Guide for College Students*. San Francisco, CA: Jossey-Bass
2. Helland, Roger. 2011. *Missional Spirituality: Embodying God's Love from the Inside Out*. Downers Grove, IL: IVP Books

Objectives

At the end of the course the student will be able to:

- List and explain the four areas of emotional intelligence along with the 20 core competencies.
- Develop their own personal ministry document complete with mission, vision and Key Result Area.
- Clearly articulate their own understanding of living a life on mission and what it will take to do that.
- Clearly articulate their own personal mission and values in a variety of mediums.
- Describe the need and role of confrontation and encouragement in a leader's life.
- Refine their own personal communication strategy.
- Discuss the entire make-up of a leader complete with an understanding of time management, running effective meetings and developing trust with others.

Requirements and GradingLate assignments will be docked 2 points per day after the deadline (where applicable).

1. Journal: 30%

Minimum of 350 words per module (12 point, Times New Roman, double-spaced, proper quotations)

A reflective response on the material covered in each lesson - be specific - each module contains a number of items (videos, readings) - you should comment on most of the items in a module using the title of the item; for example, "The reading 'Emotionally Intelligent Leadership' helped me to understand..."

Include new things that you have learned or questions that have come up in your mind, or topics that you would like to study further or even changes in your current thinking.
See Rubric for details on grading

2. Spiritual Authority Inductive Study: 25%

This is an inductive study of a biblical leader of your choosing evaluating his or her spiritual authority.

By reading only from a hard copy of your Bible, inductively study a Biblical character in the Bible who had spiritual authority. Describe and discuss how they lead (or didn't lead well) with their spiritual authority from examples that you find in his/her life (in both his successes and failures). Be descriptive and do an exhaustive study on their life and what you see in it.

You are to give scripture references for the information found (parenthetically).

Compile and organize your inductive study information into paper format. Your work is to reflect good flow, logical progression and thoughtful insights.

Write an essay that is a minimum of 750 words (approximately 5 pages double spaced).
See the rubric for details on grading

3. Leadership Interview Study: 25%

Intelligently prepare a list of questions that you believe will be beneficial for a leadership interview

Ask two different leaders (approved by the facilitator) to be apart of the interview. (You can do it alone or together)

A final 600 word minimum paper will be written. (approximately 4 page double spaced paper)

Reflect on and summarizing the themes and lesson learned from the interview. This paper is to be a reflection on the deeper and overall themes taught through this class and reinforced in the interview.

See the rubric for details on grading

Work to answer this question: What question do you wish that you would have asked?

4. Personal ministry document 20%

Each student is to develop a personal ministry document that will be developed for his or her life. This will be a great tool for them as they walk into their first full time job. The Personal Ministry Handbook will be a culmination and need to include critical facets of discussed subjects in the class. This needs to be in the format that is presented in class and include all the critical elements in effectively communicating the aspects of your personal leadership make-up.

Examine the rubric for details on grading

The paper will not have a word count on it but will need to be completed in full detail. It needs to be submitted as a word document and should be in a format that looks proper for this kind of document.

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

Bibliography

Collins, James C. Good to Great: Why Some Companies Make the Leap--and Others Don't. New York, NY: HarperBusiness, 2001.

Covey, Stephen R. The 7 Habits of Highly Effective People: Restoring the Character Ethic. New York, NY: Free Press, 2004.

Godin, Seth. Tribes: We Need You to Lead Us. New York, NY: Portfolio, 2008.

Kouzes, James M., and Barry Z. Posner. The Truth about Leadership: The No-fads, Heart-of-the-matter Facts You Need to Know. San Francisco, CA: Jossey-Bass, 2010.