

# LDR 301 Leadership Strategies



**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

***LDR 301: Leadership Strategies***  
**Rocky Mountain College**  
**Credits: 3**

**About this Course:**

This course focuses on an exploration of Biblical and practical principles of leadership strategies for the Christian leader both in a personal and corporate fashion. Significant time will be spent on developing the skills needed to lead an organization, ministry or other practical settings to accomplish what God wants them as a leader to do. In general, this course provides an overview of the following areas:

Personal and corporate leadership principles development  
Skill development in leading people

**Textbook**

Required Textbooks

Fullan, M. 2001. *Leading in a culture of Change*. San Francisco, CA: Jossey-Bass

Patterson, Kerry et al 2012. *Crucial Conversations Tools for Talking When the Stakes are High*. New York, NY: McGraw-Hill Companies

Stanley, Andy. 1999. *Visioneering: God's Blueprint for Developing and Maintaining Vision*. Colorado Springs, CO: Multnomah Books

Selected Textbooks

Green, Holly. 2008. *More than a Minute*. Pompton Plains, NJ: Career Press

Wilks, Matt. 2011 *Cultivate: A Youthworker's Guide to Developing Healthy Relationships*. Kansas City, MO: Beacon Hill Press

**Objectives**

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

- Apply Biblical principles for strategic planning to a ministry setting
- Understand and appreciate the elements and benefits of mission statements.
- Develop their own ministry document complete with mission, vision and Key Result Area.
- Clearly articulate their own vision in a variety of settings.
- Understand the core principles of successful change management from different perspectives.
- Understand the elements of and strategies of making the "Big Ask"
- Develop the skills to understand an organization's ethos and culture

- Develop the skills to coach people using four basic questions to serve them but also serving the organization's needs.
- Understand and develop human resource tools and practices to help volunteers understand their strengths and weaknesses and value to the organization.
- Summarize, evaluate and critique strategies and trends in business practices in a multitude of different settings.

## **Requirements and Grading**

Late 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 'Vision thoughts' 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. TED Videos: 20%**

You will be required to watch 4 TED Videos of at least 10 mins each in length. Write a one page reflection paper on what you learned in EACH video that you have watched.

See the Rubric for details on grading

### **3. Magazine Article Reflection: 10%**

After reading the magazine articles, write a 2-4 page (double spaced) reflection on what you have encountered in your reading. Think about, and discuss in detail, where you have seen yourself and others as you have read. Summarize and comment on lessons that you have learned and how those might be applied as you encounter different leadership situations. Practice critical thinking and writing in your reflection.

See the Rubric for details on grading

### **4. Inductive study of a current modern day leader: 10%**

This study is an inductive study of a current leader of your choosing with the evaluation of their leadership capacities and abilities.

Research what you think makes them a good or poor leader. Describe and discuss leadership principles you find in his/her life (in both his successes and failures). Give examples of their leadership successes or failures.

You are to give current resources for the information found parenthetically. It should be at least 4 pages in length.

See the rubric for details on grading

### **5. Failed Company study: 10%**

This study is an inductive study of a company that once was successful and now has failed. Ask yourself questions around what caused them to have success and now has caused them to fail.

Research and read resources that point to their success and failures. What can you learn from this example as most organizations that fail usually have a leader who didn't lead well. Give plenty of examples to validate what your thoughts are.

You are to give current resources for the information found parenthetically. It should be at least 4 pages in length.

See the rubric for details on grading

### **6. Ministry Handbook Development: 20%**

Each student is to develop a ministry handbook that will be developed for a current ministry setting. If the student is not in a ministry setting, arrangements will be made for the student to find a ministry setting. The student must have approval by the instructor before they begin this project.

The Ministry Handbook will be a culmination and need to include critical facets of discussed subjects in the classroom. This needs to be in the format that is presented in class and include all the critical elements in effectively communicating the aspects of the ministry.

See 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.