



Course Syllabus: **EDUC5703 Introduction to Organizational Leadership**
AgathonU Professor(s): **John Oglesby, M.A.**, Christopher Cone, Th.D., Ph.D., Cory Towbridge,
For Program: Graduate – M.A.Ed. - 30 hours / M.Div. – 72 hours /
Revision Date: 9/14/2024

Policies (Links) [Enrollment Agreement](#) [Withdrawal and Refund Policy](#)
[Standards of Intellectual Honesty](#) [Writing Style Policy](#)

I. COURSE DESCRIPTION

Designed to challenge graduate students to examine and to apply biblical leadership to all of their processes. Students will learn to evaluate this process from a Biblical viewpoint and to choose Christ-honoring influence processes.

II. AGATHON PROFESSOR(S) BIO

John Oglesby presently serves as professor at Agathon University with previous experience in administration and academics at Calvary University. John received his BS in Advanced Biblical Studies as well as his MA in Bible and Theology from Calvary University. John has taught classes in Philosophy and Worldview, Theology, and Biblical Studies. His writing can be found at johnoglesby.org.

Dr. Christopher Cone is the professor of record for the course. He serves as President and CEO of AgathonEDU Educational Group. Cone has served as President of Calvary University and as Research Professor of Bible and Theology, in executive and faculty roles at Southern California Seminary as Chief Academic Officer and Research Professor of Bible and Theology, and at Tyndale Theological Seminary as President and Professor of Bible and Theology. He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at www.drcone.com, and he is the author and general editor of fifteen books.

III. COURSE TEXTS AND RESOURCES

- All CBU courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
- Dale Carnegie, *How to Win Friends and Influence People* (Cornerstone Publishing, 2005), **Electronic Version**
- Chan Kim and Renee Mauborgne, *Blue Ocean Strategy* (Boston: Harvard Business Review Press, 2015) **\$14.96 - Amazon** / **Electronic pdf**
- Christopher Cone, *Led By a Lion: Principles for Leadership and Their Biblical Roots* (Independence: Grace Acres Press, December 2021) **\$14 - Amazon** / **PDF - Exegetica \$7.00**
- John Maxwell, *The 21 Irrefutable Laws of Leadership* (Nashville: Thomas Nelson, 2007) **\$17 - Amazon** / **Electronic-PDF.** / **Short Form**

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Foundations of Leadership – (Dr. Christopher Cone)

Christopher Cone examines foundations for Biblical leadership, exploring various models and making the case for an ideal one.

1. *Reading Assignment:*
 - Carnegie, Part 1-2
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least **two** other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):* [1] What are some guiding leadership principles you have used? [2] What key leadership characteristics are needed for young (new) leaders? [3] Why is it necessary for a leadership group to agree on key core principles?

Module 2 – The Transformative Leadership Quotient (Dr. Christopher Cone)

Christopher Cone explores Biblical and extrabiblical examples of leadership, examining the effectiveness of each, and drawing out practical application for the contemporary learner and describing transformative leadership.

1. *Reading Assignment:*
 - Carnegie, Part 3-4
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s):* [1] What are some guiding leadership principles you have used? [2] What key leadership characteristics are needed for young (new) leaders? [3] Why is it necessary for a leadership group to agree on key core principles?

Module 3 – Principles of Civic Leadership – (Jimmy Odom)

Jimmy Odom explores various aspects of civic leadership, drawing on his experience and research.

1. *Reading Assignment:*
 - Cone, Chapters 1-5
2. *Reading Content Assessment:* Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment:* Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment:* Learners will complete a 20-question multiple choice assessment covering module.

5. *Interaction question(s)/topic(s)*: [1] What are some guiding leadership principles you have used? [2] What key leadership characteristics are needed for young (new) leaders? [3] Why is it necessary for a leadership group to agree on key core principles?

Module 4 – Vision, Mission, and Objective Leadership – Kenneth Cone

Kenneth Cone examines principles for establishing an organization's vision, mission, and objectives.

1. *Reading Assignment*:
 - Cone, Chapters 6-10
2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s)*: [1] What are some guiding leadership principles you have used? [2] What key leadership characteristics are needed for young (new) leaders? [3] Why is it necessary for a leadership group to agree on key core principles?

Module 5 – Developing People (John Oglesby)

John Oglesby explores the purpose, effectiveness, and outcomes of developing people within an organization looking at Biblical examples.

1. *Reading Assignment*:
 - Cone, Chapters 11-15
2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s)*: [1] Within an organization, what are some potential difficulties in developing people? [2] What are results of leadership development and grace? [3] How do you respond as a leader to one who may be effective but not ethical?

Module 6 – Conflict Competency (Dr. Chelle Annette Islas)

Dr. Islas presents a model for becoming competent amidst conflict preparing the Learner to approach future conflict with confidence and effectiveness.

1. *Reading Assignment*:
 - Maxwell, Laws 1-6
2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.

5. *Interaction question(s)/topic(s)*: [1] Within an organization, what are some potential difficulties in developing people? [2] What are results of leadership development and grace? [3] How do you respond as a leader to one who may be effective but not ethical?

Module 07 – Strategic Planning and Organizational Assessment (Dr. Christopher Cone)

Christopher Cone explores the cycle for excellence, a model of strategic planning.

1. *Reading Assignment*:
 - Maxwell, Laws 14-21
2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s)*: [1] Within an organization, what are some potential difficulties in developing people? [2] What are results of leadership development and grace? [3] How do you respond as a leader to one who may be effective but not ethical?

Module 08 – Basics of Organizational Finance (Cory Trowbridge)

Cory Trowbridge explores the fundamentals of financial management, looking at both personal and organizational principles.

1. *Reading Assignment*:
 - Maxwell, Laws 7-13
2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s)*: [1] Within an organization, what are some potential difficulties in developing people? [2] What are results of leadership development and grace? [3] How do you respond as a leader to one who may be effective but not ethical?

Module 09 – Ministry Leadership (Michael Thompson)

Chris Williams explores unique qualities of leadership within various ministry contexts.

1. *Reading Assignment*:
 - Kim and Mauborgne, Blue Ocean Strategy Chs. 1-6
2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.

5. *Interaction question(s)/topic(s)*: [1] Within an organization, what are some potential difficulties in developing people? [2] What are results of leadership development and grace? [3] How do you respond as a leader to one who may be effective but not ethical?

Module 10 – Strategic Planning and Organizational Assessment (Dr. Christopher Cone)

Chris Williams explores unique qualities of leadership within various ministry contexts.

1. Reading Assignment:

- Kim and Mauborgne, Blue Ocean Strategy Chs. 7-11

2. *Reading Content Assessment*: Learners will complete a 20-question multiple choice assessment.
3. *Interaction Assessment*: Learners will create an initial, substantive post on the assigned question(s)/topic(s) and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
4. *Module Assessment*: Learners will complete a 20-question multiple choice assessment covering module.
5. *Interaction question(s)/topic(s)*: [1] Within an organization, what are some potential difficulties in developing people? [2] What are results of leadership development and grace? [3] How do you respond as a leader to one who may be effective but not ethical?

Course Content Assessment:

Learners will complete a multiple-choice cumulative exam.

Competency Assessment:

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 1-1.5 hours applying principles covered in the course, and a 1000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 3000-5000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 20-40 minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES**Course Learning Outcomes (CLOs)**

1. To establish an understanding of global historical events from roughly 400BC – 100AD.
2. To provide principles for understanding past events and applying principles found within to the present.
3. To provide a synthetic overview of the Greek New Testament.
4. To provide a model for synthetic overview.

Program Learning Outcomes (PLOs)

1. To prepare Learners for roles in transformative education teaching and service.
2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments.

3. To ensure Learners demonstrate worldview foundation for empowering people and building communities.
4. To help Learners formulate a Biblical approach to transformative learning and leadership.

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO # / PLO # / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO # / PLO # / ALO #1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO # / PLO # / ALO #2
Course Content Assessment		250 Points	CLO # / PLO # / ALO #3,5
Competency Assessment		250 Points	CLO # / PLO # / ALO #4,5
Total Available Points		1000 Points	

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	40 hours
Total Hours of Minor Assessments:	40hours
Total Hours of Major Assessment:	35 hours

Equivalent of 3 Credit Hours (135 hours of total course time per credit hour)