Advancing God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry

LS5103 A Biblical Theology of Leadership

3 credit hours. Prerequisites: none.

👤 On Campus 📶 Live-Stream 🎥 Video on Demand

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Monday-Friday, 9am-4pm

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Course Goals

Course Description

With the goal of an integrated biblical theology of leadership, this course is a study in biblical examples, models, and teachings concerning leadership. It explores identity and vocation, credibility and authenticity in leadership, as well as issues related to culture, community, and organizational realities that interact with biblically-based leadership.

The course is organized around three areas of influence that impact the development and expression of what it means to be a biblically-based Christian leader in personal life, ministry, and the marketplace: a) Scripture - the biblical narrative of principles and practices; b) Self - personal and human factors; and c) Structure - organizational and societal variables.

Relationship to Horizon's Mission

LS5103 A Biblical Theology of Leadership directly supports Horizon's mission to "prepare competent Christian leaders for Spirit-empowered life and ministry" by challenging the student to cultivate a biblically-based view of leadership that is expressed through God-honouring Christian life and leadership practices.

Course Competencies and Learning Outcomes

To demonstrate competency in the integration of leadership training and biblical & theological literacy, students will:

1. Explore principles, patterns, and practices in the biblical narrative that can inform personal identity as a leader and contemporary theory and practice of godly leadership.
   - *Assessment*: Classroom Presentation; Critical Appraisal of Nouwen Text; Leadership Reflections on the Book of Proverbs; Personal Exegetical Study of Leadership in the Bible

2. Assess organizational and structural elements that impact and are influenced by a biblical and Christian theology of leadership (e.g., power, community, culture, opposing environments, shifting societal norms).
   - *Assessment*: Assessment and Application of Groysberg Article; Flipgrid Videos - Analytical Review of Goggin Text and Comparative Assessment of Vanier Chapters

3. To articulate a personal exegetical statement of biblical leadership that encompasses teaching and examples from the Old and New Testaments.
   - *Assessment*: Classroom Presentation; Critical Appraisal of Nouwen Text; Leadership Reflections on the Book of Proverbs; Personal Exegetical Study of Leadership in the Bible

Course Work

Required Readings

Bell, Skip, ed. *Servants and Friends: A Biblical Theology of Leadership*. Berrien Springs, Michigan: Andrews University Press, 2014. ISBN: 9781883925901.
*Selected readings: ch.19: A Reflection on Leadership Principles in the Old Testament; ch.20: A Reflection on Leadership Principles in the New Testament; ch.21: A Biblical Theology of Leadership for the Church. (48 pages)
*Available on Populi.

Forrest, Benjamin and Chet Roden. *Biblical Leadership: Theology for the Everyday Leader*. Grand Rapids: Kregel, 2017. ISBN: 9780825443916.
*Selected readings.

Goggin, Jamin and Kyle Strobel. *The Way of the Dragon or The Way of the Lamb: Revised and Updated. Searching for Jesus' Path of Power in a Church That Has Abandoned It*. Nashville: Nelson, 2021. ISBN: 9781400225231.
*Note: 2021 edition.
*Selected readings: ch. 1, 6, 9, 10, Conclusion and your choice of three of the remaining chapters 2, 3, 4, 5, 7, 8; plus the original chapter about Jean Vanier from the 2017 edition of the book. (170 pages total)
*The chapter about Jean Vanier from the 2017 edition is available on Populi.

Groysberg, Boris et al. "The Leader's Guide to Corporate Culture: How to Manage the Eight Critical Elements of Organizational Life." *Harvard Business Review* (January-February 2018). Pages 44-57.
*Available on Populi.

Langer Rick. "Toward a Biblical Theology of Leadership." In *Organizational Leadership: Foundations and Practices for Christians*, edited by John Burns, John Shoup and Donald Simmons. Pages 65-86. Downers Grove: IVP Academic, 2014. ISBN: 9780830840502.
*Available on Populi.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1989. ISBN: 9780824512590. (90 pages)

**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. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

<u>Pre-Module</u>

1. <u>Preparation for Classroom Presentation</u>
   - Each class member will do one class presentation from the Forrest text.
   - Presentation topics are listed below. As soon as you get the Forrest text, browse the chapters to determine which biblical narrative you would like to present to the class.
   - Contact Dr. Kadyschuk to select and confirm your presentation chapter.
   - Guidelines for the presenter:
     a) Briefly summarize the content of the chapter.
     b) Highlight its treatment of the biblical character(s) and their leadership journey.
     c) Focus on core issues that are raised by the author.
     d) Summarize what that portion of Scripture contributes to our understanding of leadership.
     e) Identify areas of application to yourself, to the Church and ministry, and to the workplace. Keep in mind that all of your activity in this course is intended to speak into your growing awareness of identity in Christ and as a leader in His service.
     f) Include 3 or 4 key questions to stimulate class discussion of the material.
     g) Package the above items in a handout for class members.
   - Related learning outcomes: #1 and 3.
   - **Assignment Length:** 20 minute presentation plus 10 minute discussion; 3 to 4 page handout.
   - **Due Date**: Handout and personal notes for presentation are due on Monday April 4; Presentations occur during module week.

Presentation Chapters from Forrest Text

	Chapter		Chapter
Pentateuch: Godless vs Godly	2	Synoptics and Acts: Disciples/Apostles	22
United Monarchy	8	Gospel of John	23
Ecclesiastes	12	Acts	24
Isaiah, Jeremiah, and Ezekiel	13	Early Church Polity	25
Haggai, Zechariah, Malachi	15	Jerusalem Council	26
Daniel	16	Pauline Theology: Power in Service of Others	27
Esther	19	Pastoral Epistles	29

2. <u>Critical Appraisal of Nouwen text</u> (10%)
   - I recommend that you read the book in one sitting (it will likely take less than an hour), pause to ponder on what you have just read, then write while the material is still fresh in your mind and spirit.

- Nouwen uses the temptations of Jesus narrative to portray three temptations that arise in the life of a leader. In three sections, using a 3-part analysis for each section, he suggests that a Christian leader should move a) from Relevance to Prayer; b) from Popularity to Ministry; and c) from Leading to Being Led.
- Assess Nouwen's approach to the temptations of Jesus as to a) his accuracy of interpretation; b) the relevance of his analysis in speaking to leadership today; and c) the implications of his material to benefit your own personal and ministry leadership.
- You need to read the source passages in the Gospels several times and may find it useful to consult a commentary or two as you consider the 'accuracy' of Nouwen's interpretations.

- Related learning outcomes: #1, 3.
- **Assignment Length**: 3-4 pages (300 words per page).
- **Due Date:** Monday, April 4, 2022.

During Module

3. Classroom Presentation (20%)
   - See details above in Pre-Module section.

4. Assessment and Application of Groysberg Article (10%)
   - Download and print the article (in color) from Populi.
   - The authors identify eight culture styles: Caring, Purpose, Learning, Enjoyment, Results, Authority, Safety, and Order.
   - Complete the exercise, "What's Your Organization's Cultural Profile" (at the end of the article). Note: If you are not actively engaged with an organization at the moment, then reach back to the most recent organization with which you have spent time.
   - Write an assessment and application of the article to show:
     a) your overall view of the article and the importance of organizational culture for the engagement and empowerment of individuals;
     b) the relevance of the 8 culture styles towards a biblical view of leadership;
     c) your response to the 'organizational profile' exercise and results;
     d) your observations on the perceived gap you see between what 'is' in your organization's culture and what you think 'ought' to be there; and
     e) what aspects of the article's substance you would use, apply, and/or adapt to move your organization from 'ought' to 'is' in a manner that resonates with your concept of biblical leadership.
   - If one or two of your classmates are involved in the same organization, you have the option to complete this assignment as a group and hand in one final version that includes input from all of you. If you choose this option, you will need to have some discussion meetings with your colleagues.

   - Related learning outcome: #2.
   - **Assignment Length:** 4-5 pages (300 words per page).
   - **Due date:** Wednesday April 6 for completion of article reading and exercise at end of article; Thursday April 14 for written report.

Post-Module

5. Flipgrid Videos - Analytical Review of Goggin Text and Comparative Assessment of Vanier Chapters (20%)

Part 1: Analytical Review of Goggin Text
Read chapters 1, 6, 9, 10, and your choice of three chapters from the remaining chapters 2, 3, 4, 5, 7, and 8. Using Flipgrid, record and post one 3-4 minute analytical review for EACH of these seven chapters. In each video, clearly identify the chapter you are addressing and answer:
- What positive use of power does this chapter promote?
- What negative use of power does this chapter combat?
- Use examples and instruction from the key character in each chapter to illustrate your discussion.
- Reflecting on your own life, what examples can you share of the positive and/or negative uses of power that are represented in this chapter? If you have no real life examples, share an imagined situation in your own life where you might plausibly exercise this chapter's positive use of power.

Part 2: Comparative Assessment of Vanier Chapters
Compare and contrast the original chapter about Jean Vanier from the 2017 edition of the book (chapter is available on Populi) and the revised chapter from the 2021 edition. Using Flipgrid, post a 4-5 minute video to assess and compare the two chapters using the following questions:
- What stood out to you most as the same and different between the two versions of the chapter?
- What specific items 'hit' you most strongly as you felt the personal impact of this 'fall from grace' on your own life?
- How well do you think the authors handled the changed situation?
- What do you suggest is the right response as an individual to discovering an abuse of power? As an institution?

- Related learning outcome: #2.
- **Assignment Length:** Seven 3-4 minute Flipgrid videos plus one 4-5 minute Flipgrid video.
- **Due Date:** Friday, April 29, 2022.

6. Leadership Reflections on the Book of Proverbs (10%)
- Proverbs is one of 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 truth of the message and not be distracted by particular circumstances in which the message was delivered.
- Read a chapter of Proverbs a day, prayerfully, and consider how wisdom from Proverbs might apply to contemporary leadership positions and your own context today.
- Make notes as you work through the Book of Proverbs to provide material for a written summative statement when you are done.
- Also read chapter 11 in the Forrest text for input - *Proverbial Lessons: Leadership in the Proverbs*

- Related learning outcomes: #1, 3.
- **Assignment Length**: 3-4 pages (300 words per page).
- **Due Date:** Friday, May 13, 2022.

7. <u>Personal Exegetical Study of Leadership in the Bible</u> (30%)
   - This assignment will take your classroom presentation and personal understanding of biblical leadership to 'the next level.'
   - Guidelines for completion:
     a) Review your classroom presentation and handout notes from presentations by other class members.
     b) Read the Langer chapter and the three chapters from the Bell text (all are available on Populi).
     c) Starting from the base of your classroom presentation, add elements of personal learning from the other presentations, from Langer, from Bell, and from other chapters in Forrest, to formulate what we will call a Personal Exegetical Study of Leadership in the Bible.
     d) In essence, you will be answering the question, "What does the Bible have to say about leaders and leadership?"
     e) In addition to the references listed above, do additional research and refer specifically to a minimum of three other academic sources that speak to the subject.
     f) Include as many headings, main points, examples, etc. as you deem useful to express your study, and be sure to include specific references to the sources listed above (i.e., other presentations, Langer, Bell, Forrest).
   - You have the option to submit your study in writing or as a video.

   - Related learning outcomes: #1, 3.
   - **Assignment Length**: 8-9 pages written (300 words per page) OR 10-12 minute video.
   - **Due Date:** Friday, May 27, 2022.

Video-on-Demand (VOD) Student Requirements
As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.
   - For this course, VOD students have **the same** assignment due dates as in-class students, with the exception of the **Classroom Presentation**. For this assignment, the handout and personal notes are due on **Monday, April 4** and the presentation itself is due in video format on **Friday, April 8**.
   - As a substitute for in-class discussion portion of the Classroom Presentation, VOD students will schedule a Zoom debrief session with Dr. Kadyschuk to occur by **Friday, April 15**.

- Including the module week, each week for five weeks, VOD students are required to watch and engage with the recording from one full day of the module. Students do not need to watch the full day in one sitting but can spread it out over the week.
    - By Monday at 11:59pm each week, VOD students will submit a 2-3 minute video reflection on Flipgrid that *1) affirms you have watched the required recording for the last seven days, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) explain at least one question you had after watching the class recording.*
    - In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the class material.

Course Outline/Class Schedule
Biblical Leadership: Scripture
- Exegesis of selected biblical narratives revealing the life and leadership of men and women in the Old and New Testaments
- Leadership language in the Old and New Testaments
- Biblical principles and practices that influence a theology of leadership
- Servant leadership in the terminology, roles, offices, and functions of biblical leaders
Biblical Leadership: Self
- Identity, call, vocation, and occupation
- EQ and emotionally healthy leadership
- Credibility, authenticity, and resilience
- Professionalism and servant leadership
- Practices of exemplary leadership
Biblical Leadership: Structures
- Organizational realities that interact with biblically-based leadership
- Issues of power, persuasion and rhetoric
- Impact of culture and community
- Contemporary biblical leadership in the midst of opposing environments and continually changing societal norms

Estimate of Time Investment (individual time investments may vary)

	Reading	Assignment Completion	Due Date	Assignment Weighting
Classroom time	N/A	27 hrs	N/A	N/A
Classroom Presentation *Reading *Preparation	3 hrs	6 hrs	Apr 4	20%
Critical Appraisal of Nouwen text *Reading (90 pages) *Written (3-4 pages)	2 hrs	6 hrs	Apr 4	10%
Assessment and Application of Groysberg *Reading (14 pages) *Written (4-5 pages)	2 hrs	6 hrs	Apr 6 + 14	10%

Analytical Review of Goggin; Comparative Assessment of Vanier Chapters *Reading (170 pages) *Flipgrid videos (7 x 3-4 min; 1 x 4-5 min)	10 hrs	12 hrs	Apr 29	20%
Leadership Reflections on Proverbs *Reading *Written (3-4 pages)	5 hrs	10 hrs	May 13	10%
Personal Exegetical Study of Leadership in the Bible *Reading *Written (8-9 pages) or video (10-12 min)	12 hrs	15 hrs	May 27	30%
Total =	116 hrs			

Academic Policies

General Guidelines for the Submission of Written Work
Formatting Papers
- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments
Assignments should be submitted via Populi. The resource at this link https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions
All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory

C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to 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 Seminary Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

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, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above 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.

Campus Health Policy
Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette
If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full 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 encourages 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 Horizon College and Seminary 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 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.

Bibliography
A bibliography is available on Populi under the Syllabus tab.