



in partnership with



LS5103 A Biblical Theology of Leadership

3 credits. Prerequisites: none.

Horizon Campus Mississauga Campus Livestream Video on Demand

Sept 18-19, Oct 23-24, Nov 27-28, 2026

Fall 2026 - Weekends

Friday: 5:30pm – 8:30pm SK (7:30pm – 10:30pm ET*)

Saturday: 9am – 4pm SK (11am – 6pm ET*)

*Time changes on November 1

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“Remain in me, and I in you. Just as a branch is unable to produce fruit by itself unless it remains on the vine, neither can you unless you remain in me. I am the vine; you are the branches. The one who remains in me and I in him produces much fruit, because you can do nothing without me.” (John 15:4–5, CSB)

Course Goals

Course Description

With the goal of an integrated biblical theology of leadership, this course applies the interpretive activity of hermeneutics to a biblical study of leadership. It encompasses biblical models and teachings, relevant theological paradigms as well as issues of identity, vocation, credibility, culture, and community.

More specifically, this course examines 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 variables.

Relationship to Horizon and MCS’s Missions

This course 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; Personal Leadership Philosophy Statement; 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, ungovernable change, shifting societal norms).
 - *Assessment:* Assessment and Application of Groyberg and Velnoskey Articles; Analytical Review of Goggin Text and Comparative Assessment of Vanier Chapters
3. Articulate a personal exegetical statement of biblical leadership that encompasses teaching and examples from the Old and New Testaments.
 - *Assessment:* Classroom Presentation; Personal Leadership Philosophy Statement; Leadership Reflections on the Book of Proverbs; Personal Exegetical Study of Leadership in the Bible

Course Work

Required Readings

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

[DTL](#)

*Selected readings.

Goggin, Jamin and Kyle Strobel. *The Way of the Dragon or The Way of the Lamb: Searching for Jesus' Path of Power in a Church That Has Abandoned It*. Revised and updated. Nashville: Thomas Nelson, 2021. ISBN: 9781400225231.

[DTL](#)

*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.

Groyberg, 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) 44-57.

*Available on Populi.

Johnson, John E. *Rooted Leadership: Seeking God's Answers on the Eleven Core Questions Every Leader Faces*. Grand Rapids: Zondervan, 2022. ISBN 9780310120872

[DTL](#)

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, 65-86. Downers Grove: IVP Academic, 2014. ISBN: 9780830840502.

*Available on Populi.

Velnoskey, Kayla, Ingrid Laman, and Carolina Valencia. "Why Change Feels Harder Than Ever." *Harvard Business Review*, January 15, 2026.

*Available on Populi.

**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.

Course Assignments and Activities

Pre-Course Assignment: Weekend Two (Selection - Sept 19; Presentation - Oct 23-24)

1. Classroom Presentation (20%)

- 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. Kampman to select your presentation chapter. By **September 19, 2026**, she will finalize chapter assignments for the week to ensure adequate preparation time.
- Guidelines for the presenter:
 - Briefly summarize the content of the chapter.
 - Highlight its treatment of the biblical character(s) and their leadership journey.
 - Focus on core issues that are raised by the author.
 - Summarize what that portion of Scripture contributes to our understanding of leadership.
 - 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.
 - Note 3 or 4 key questions to stimulate class discussion of the material.
 - Package the above items in a handout for class members.
- Related learning outcomes: #1, 3.
- **Assignment length:** 20-minute presentation, plus 10-minute discussion; 3–4-page handout.
- **Due date:** October 23, 2026 at 5:30 PM

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

During Course Assignments

1. *Classroom Presentations*
 - See the above details.

Post Weekend One -Course Assignments

2. *Assessment and Application of Groysberg et al. and Velnoskey et al. Articles (20%)*
 - Download both articles from Populi.

Part One: Organizational Culture (Groysberg et al.)

- 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, reach back to the most recent organization with which you spent time.
- 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.

Part Two: Leading Through Change (Velnoskey et al.)

- The authors identify four factors that make change increasingly difficult to govern: changes are *stacked*, *continuous*, *interdependent*, and *externally driven*.
- Reflect on a significant change your organization has experienced or is currently navigating. Using the four-factor framework, identify which of these characteristics best describe that change — and why it may have felt difficult to lead or absorb.
- The authors also propose four questions that should govern how leaders communicate change to employees:
 - Why is the change occurring?
 - Who is impacted by the change?
 - What is the link to other changes?
 - How could this change impact employees?
- Evaluate how well your organization's leadership has addressed these four questions in its communication around the change you identified. Where were the gaps? What was the impact of those gaps on trust and engagement?

Part Three: Written Assessment and Integration

Write a reflective paper that addresses all of the following:

- a) Your overall view of both articles and what they, taken together, suggest about the relationship between organizational culture and an organization's capacity to navigate change;
- b) The relevance of the eight culture styles toward a biblical view of leadership, and which styles you believe are most or least aligned with that vision — and why;
- c) Your response to the "organizational profile" exercise and results, including honest reflection on what surprised you;
- d) Your observations on the perceived gap between what *is* in your organization's culture and what you think *ought* to be there — and how that gap either enables or hinders the organization's ability to lead through the kind of ungovernable change described by Velnoskey et al.;
- e) What aspects of both articles' substance you would use, apply, and/or adapt to move your organization from *is* toward *ought* in a manner that resonates with your understanding of biblical leadership.
 - Related learning outcome: #2.
 - **Assignment length:** 5-7 pages (300 words per page).
 - **Due date:** Friday, October 16, 2026

3. Padlet 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 Padlet, 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 Padlet, 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 Padlet videos, plus one 4–5-minute Padlet video.
- **Due date:** Sunday, October 19, 2026.

4. Leadership Reflections on the Book of Proverbs & Personal Leadership Philosophy Statement (20%)

- 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 leadership and a personal leadership philosophy statement.
 - *Dr. Kampman’s is uploaded on Populi as an example.
- Make notes as you work through the Book of Proverbs to provide material for a written 3–4-page summative statement when you are done. In order to complete this assignment on time, please start your readings after the first weekend of class.
- Also read chapter 11 in the Forrest text for input.

What You Will Produce

- A **3–4-page summative reflection** demonstrating careful engagement with the wisdom of Proverbs and its contemporary application to your leadership role(s), your self-leadership, and your personal leadership philosophy statement.
- Your **Personal Leadership Philosophy** statement will include:
 - A Working Definition of Your Leadership Style** — A 2–4 sentence original definition that captures the *essence* of how you understand and practice leadership. This definition should reflect theological grounding, personal conviction, and the relational or missional dimension of your calling.
 - Leadership Competencies or Commitments** — Identify 4–6 core dimensions of your leadership (e.g., how you lead yourself, how you build community, how you engage with reality, how you empower others). For each dimension, write 2–4 concrete, first-person behavioural descriptors that show how this commitment is *lived out* — not just believed. Reference Scripture where it genuinely anchors your practice.

Guiding Lenses

Your statement should demonstrate integration across the three course lenses:

- **Scripture** — What biblical principles and paradigms shape your leadership identity and practice?
- **Self** — What do you know about yourself — your formation, your tendencies, your calling — that informs how you lead?
- **Structure** — How does your leadership engage the organizational or communal contexts in which you serve?

Format & Length

- 400–700 words (the statement itself, not counting headers or footnotes)
- Written in first person, using clear and accessible language
- May include a brief title or name for your leadership style
- Scripture references and brief footnotes permitted where relevant
- Related learning outcomes: #1, 3.
- **Assignment length:** 3-4 pages **Summative Reflection** (300 words per page), *plus* 1 page of 400-700 single-spaced words **Personal Leadership Philosophy**.
- **Due date:** November 19, 2026

5. *Personal Exegetical Study of Leadership in the Bible* (30%)

- This assignment will take your classroom presentation and personal understanding of biblical leadership to ‘the next level.’
- Guidelines for completion:
 - **Review** your classroom presentation and handout notes from presentations by other class members.
 - **Read** the Johnson book and starting from the base of your classroom presentation, add elements of personal learning from the other presentations, other chapters in Forrest to formulate what we will call a Personal Exegetical Study of Leadership in the Bible.
 - In essence, you will be answering the question, “What does the Bible have to say about leaders and leadership?”
 - 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.
 - 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. If you are submitting a video, please submit an outline, upload the video to a content-hosting site like YouTube, Loom, or OneDrive, and then submit the link on Populi.

- Related learning outcomes: #1, 3.
- **Assignment length:** 9-10 pages written (300 words per page) OR 15–16-minute video.
- **Due date:** Wednesday, December 16, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from 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.
- At 11:59PM on the Saturday following each weekend class, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

	Reading	Assignment Completion	Due Date	Assignment Weighting
Classroom time	N/A	30 hrs	N/A	N/A
Classroom Presentation *Reading *Preparation	3 hrs	6 hrs	Oct 23	20%
Assessment and Application of Groysberg & Velnoskey *Reading (21 pages) *Written (4-5 pages)	3hrs	6 hrs	Oct 16	15%
Analytical Review of Goggin; Comparative Assessment of Vanier Chapters *Reading (170 pages) *Padlet videos (7 x 3-4 min; 1 x 4-5 min)	10 hrs	12 hrs	Oct 19	20%
Summative Reflection on Proverbs & Personal Leadership Philosophy *Reading *Written (3-4 pages Summative Reflection plus one-page Personal Leadership Philosophy)	5 hrs	16 hrs	Nov 19	15%
Personal Exegetical Study of Leadership in the Bible *Reading *Written (9-10 pages) or video (15-16 min)	24 hrs	15 hrs	Dec 16	30%

Total =	130 hours	
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All assignments are due at 8:00pm **SK time** unless otherwise indicated.

Course Outline

Biblical Leadership: Scripture

- Exegesis of biblical narratives revealing the life and leadership of men and women 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
- Servant and slave 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

Course Reading Schedule

*Pages are approximate

Week	Reading	Pages	Notes
Window One: September 18 – October 14			
Sept 18–21	Goggin — Chapters 1 & 6	~35 pages	Begin required chapters
Sept 22–28	Goggin — Chapters 9 & 10	~35 pages	Complete required chapters
Sept 29–Oct 5	Goggin — 3 student-choice chapters (from ch. 2, 3, 4, 5, 7, 8)	~36 pages	Student selects based on interest
Sept 29–Oct 5	Groysberg et al. article (Populi)	Short	Begin article readings
Oct 6–12	Velnoskey et al. article (Populi)	Short	Complete article readings
Oct 6–12	Vanier chapters — 2017 & 2021 editions (Populi)	Short	Final Padlet video prep
Deadline: Article Assessment + Padlet Videos — Wednesday, October 16 + Monday, October 19			
Window Two: October 14 – November 19			
Oct 14–22	Forrest — chosen chapter (~12 pages)	~12 pages	Presentation prep; chapter confirmed by Sept 19

Week	Reading	Pages	Notes
Deadline: Classroom Presentation — October 23 at 5:30 PM			
Oct 23 onwards	Proverbs — 1 chapter per day (31 days)	~3 hrs total	Begin Oct 23; read daily
Oct 23–Nov 1	Forrest — Chapter 11 (~9 pages)	~9 pages	Feeds Personal Leadership Philosophy Statement
Deadline: Proverbs & Personal Leadership Philosophy Statement — Wednesday, November 19			
Window Three: November 27 – December 18			
Nov 27–Dec 3	Johnson — Part One	~80 pages	~3 hours reading
Dec 4–10	Johnson — Part Two	~80 pages	~3 hours reading
Dec 11–14	Johnson — Part Three	~80 pages	~3 hours reading
Dec 15–17	Review & synthesis	—	Integrate Forrest + class presentation notes
Deadline: Personal Exegetical Study — Wednesday, December 16			

Practical Notes

- Proverbs reading must **begin October 23** and continue daily for 31 days to land before the November 19 deadline. Students who start late will feel it.
- Goggin is the heaviest single lift in Window One at ~106 pages, but as the most narrative-driven text it should move at the faster end of the seminary reading pace.
- Johnson is intentionally saved for Window Three when students have the most synthesis capacity and the fewest competing assignments.
- VOD students should factor in lecture viewing time on top of reading hours for each window.
- No assignments will be accepted after the course end date: **December 18, 2026**.

Academic Policies

General Guidelines for the Submission of Written Work

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar 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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in

a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

[Instructors may add here further clarifications to address the section “Uses Requiring Pre-Approval from an Instructor” from the published “Artificial Intelligence (AI): Policy For Acceptable Use” (see the links above). Note that any instructions must be consistent with the published AI policy.]

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must 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 and MCS encourage 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

A bibliography is available on Populi under the Syllabus tab.