I. COURSE DESCRIPTION

This course explores the concept of leadership from biblical-theological, historical, and cultural perspectives. Looks at the formation of a Bible-centered leader in a multicultural, multilingual, and multi-generational postmodern church setting. Each student will learn about the basic “What, How, and Why” of leadership, the emergence and spiritual formation of leaders, multicultural & postmodern reality and the shaping of missional leadership, and how to study the Bible for leadership insights. The goal is that students become leaders informed and shaped by biblical leadership values, and are able to apply biblical truth in a postmodern context so as to impact followers, the community, and society-at-large for Christ and his kingdom.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:
1) Examine the principles and approaches that underlie the development of leadership theory.

2) Acquire the skill to study the Bible for key leadership insight in both the Old Testament & New Testament.

3) Recognize the vital characteristics of the multicultural & postmodern reality that can impact or determine the shape, growth and health of the church. The leadership expectation & missional vitality of the emergent church will be discussed.

4) Identify the desire and sense of calling to become a Bible-Centered Missional Leader in response to the gifting & endowment, the present opportunity given by God and the urgent need of the world.

5) Relate to become a better leader through learning to read well, connect with other leaders and the best practice of the competencies and accountability required in serving in a church setting.

6) Develop a personal paradigm of leadership as related to his own style, passions, character, preference and disciplines, but informed by the biblical context & values.

III. COURSE REQUIREMENTS

A. REQUIRED READING:


B. SUPPLEMENTARY/RECOMMENDED READING AND TOOLS


Various other readings to be distributed in class.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](http://www.stepbible.org).

### C. ASSIGNMENTS AND GRADING

1. **Required reading & class participation** [10%]
   Prepare for each class by taking part in class interactive reflection and intentional & quality discussion/presentation of topic of the class.
Basis of grade: class interaction & discussion of textbooks assigned

2. **Critical Book Review**  [30%]

Students will read at least 5 books including any 3 of the required texts, plus others from the recommended readings and bibliography. All book reports should be 2-3 pages each.

(1) Students will write a book report on each of the 4 books selected. They are to offer review of the books through interacting with at least 3 concepts they agree and why, and 2 they might disagree and why according to their own context and experiences.

(2) Students will choose 1 book out of the 5 and create a case study of real-life multicultural and postmodern situation in their ministry/career context as related to the information in the book and class material. Indicate what issues are involved and what solutions the students as Bible-centered missional leaders will suggest. The case study will be presented in class for discussion and learning together.

Basis of grade: Demonstrated reflective understanding of resources as applied to real life situation.

**Due date: October 30, 2019**


Students are to write 2 missional, Bible-based leadership philosophy research papers based on the following:

1) The biblical character chosen and the operational leadership principles applicable to the 21st Century. (1500+ words or 5-8 pages)  (20%)

**Due date: November 20, 2019**

2) A reflection paper on how you would build a personal missional leadership paradigm as it relates to the material & insights learned, your own passion, giftedness, discipline, career and preference, but informed by the biblical context and values. (3000+ words or 12-15 pages)  (40%)

**Due date: December 4, 2019**

The paper should have a minimum of six resources beyond the required text.

Basis of grade: Quality of research and how the student is able to relate the class instruction, shared experience, reflection and application to the stated outcome of this course.
D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. New students must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. Current students must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Reading and Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Book Reviews</td>
<td>30%</td>
</tr>
<tr>
<td>Biblical Principles &amp; Leadership in the 21st Century - paper (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Biblical Principles &amp; Leadership in the 21st Century - paper (2)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult writing resources.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.
G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Unit 1: Theoretical & Theological Foundation
1. The Basic Core: The ‘What’ – Essential elements of leadership
2. The Basic Core: The ‘How’ – Means of leadership
3. The Basic Core: The ‘Why’ – Purpose of leadership
4. A short history of major leadership theory & models
5. Other key leadership models, concepts & movement. Leadership Emergence Theory

Unit 2: Studying the Bible for Leadership Insights
1. The Bible & Leadership
2. The Principles of Leadership in the Bible
3. Overview of the books of the Bible on Leadership
4. What is Authentic Leadership

Unit 3: Missional Leadership in the Multicultural, Postmodern World
1. Mission, Missional & Missional Leadership
2. The kind of church God desires and how leaders can meet the challenge of the 21st Century, The quest of Intergenerational Leadership
3. The local & global PEACE Plan to equip servant leaders

Unit 4: The Formation of Bible-Centred Servant Leader
1. Spiritual Formation: Core Values, Motivation, Integrity, Ethics, Humility
2. Skill Formation: Team Building, People Development, Communication, Conflict Management & Transformation
4. Personal Formation: Self-renewal, self-awareness and how to be attuned to oneself, to others and to the world around us with hope and compassion.
5. Areas crucial to the development of Bible-Centred Leaders
6. Timeless & universal leadership principles for the present-future

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with e-journals and e-books. See the Library FAQ page.)

1. **General Leadership Reference**

For further explorations on the subject:


2. **The Personhood of Biblical Servant Leader**


Revised: May 23, 2019


Revised: May 23, 2019


3. **Servant Leaders in Multi-cultural, Multi-lingual & Multi-generational Church of the Post-modern World**


