

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	COURSE NAME COURSE CODE CHINESE CHURCH LEADERSHIP 華人教會領導學 LEAD CM20 X1
Date and Time	MAY 5, 12, 16, 19, 24, 26, 30 and June 1, 2022 Monday & Thursday: 6:00pm – 9:50pm (No class on May 23)
Instructor	DR. ENOCH WONG, Ph.D., 王健安博士 Telephone: N/A Email: ewong.ccst@tyndale.ca
Class Information	The classes will be in-person Office Hours: (By appointment)
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION 課程簡介

The purpose of this course is to explore contemporary leadership theories and provide biblical leadership concepts for the Chinese Church. Other than profiling the developmental process of a spiritual leader, this course also guides the students to engage in effective church leadership through strategic ministry planning. Students will learn how to appreciate various leadership styles and be able to serve both as a team leader and a team player. Course project is practical and applicable to existing church ministries. This course is taught in Mandarin.

本課程將探討現代的領導學理論，配合聖經的領導觀念，提供給教會活潑的領導模式。它不僅列述一位領袖的必然的領導程序，更讓學生通過策劃作出有效的教會領

導。學生學習欣賞 不同的領導方式，也學會在團隊兼扮成員及隊長的角色。課程作業將配合現時教會的應用與實踐。

II. LEARNING OUTCOMES 學習成果

At the end of the course, students will be able to:

1. Appreciate current leadership issues in the Chinese Church.
2. Comprehend contemporary leadership theories and a biblical leadership model for the Chinese Church.
3. Recognize the difference between natural leadership and spiritual leadership.
4. Understand the developmental process of a spiritual leader.
5. Be aware of various leadership styles and be able to deal with other leaders and followers.
6. Able to serve well both as a team leader and as a team player in a Chinese church setting.
7. Provide effective church growth through strategic planning and team ministry.

學員在完成本科目後將會：

1. 意識到現今華人教會的領導議題。
2. 了解現代的領導學理論及華人教會的聖經領導模式。
3. 能分辨屬靈領導與一般性領導的分別。
4. 明白建立屬靈領袖的過程。
5. 留意不同的領導模式，並能夠應對各類型領袖及跟從者。
6. 能夠在華人教會的處境中擔任團隊的領袖和隊員。
7. 能夠透過策略性的計劃和隊工，帶來教會增長的果效。

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本

1. Blackaby, Henry & Richard. *Spiritual Leadership: Moving People on to God's Agenda*. Nashville, Tennessee: Broadman & Holman Publishers, 2001.
中文版：《不再一樣的領導力》，2001，香港：基石出版社。
2. Malphurs, Aubrey. *Advance Strategic Planning: A New Model for Church and Ministry*

Leaders. Grand Rapids, Michigan: Baker Books, 1999.

中文版：《教會大計》，2005，台北：中華福音神學院。

3. Wong, Enoch, Tsui, Tommy & Wong, Wes. General Survey of the Chinese Churches in Canada (2019) . Toronto, Ontario: Canadian Chinese School of Theology & CCCOWE (Canada), 2020. 《加拿大華人教會普查(2019)》，2020，多倫多: 加拿大華人神學院及加拿大華福。PDF 下載 <https://cccowe.ca/ebook/>
4. 王健安著、陳永財譯 《聆聽心聲 (Listening to Their Voices)》。加拿大華人神學院領導學研究中心與光恩應用神學研究社(香港), 2021. (第 4 章) (請向老師索取此書 Please obtain the book from the instructor)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS 推薦閱讀書目

(See Selected Bibliography below 參看附加書目)

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING 作業及評核

1. Class participation – students are expected to attend all sessions and be prepared for class discussions. The class participation will be based on the interaction between lectures and assigned readings; interpretation, analysis and synthesis of the course materials; questions and answers, critiques and comments expressed that contributes to the class discussion. 課堂參與：學員

應出席全部課堂，並積極參與討論。課堂參與將按學員就閱讀所得及講授內容的互動；對課程材料的理解、分析和綜合；及所提出有助課堂討論的問題和答案、批評和意見作評分 **(10%)**

2. Read **all** the required text. Write a critical book review (4-5 pages each) for Book 1 & 2 (two reports). 閱讀所有必讀課本. 並為課本 1& 2 撰寫二份 4-5 頁的閱讀報告。 **(20%)**

Each student is required to complete reading **ALL** the required text book. Then write up 2, four to five (4-5) pages (single spaced, font size 12) critical book reviews for Book 1 & Book 2. Your first paragraph should state the author's main thesis and outline the book's basic construction. The rest of the review should be critique and interaction with the author on a particular subject or theme. Include the most important insight you found, support your claim with at least one quote (please cite page number). Do you agree with the view expressed? Why or why not? Which point/idea(s) of the author were completely new to you? Why? What ideas you want to further explore? What questions were still unanswered by the author? Try responding to the above questions by applying a quote from the book to a specific case based on your own experience, and explain why the author's idea(s) work or not work in this scenario. Do not merely summarize the content, but seek to expose, dissect and comment on the author's main thesis or position.

學員須完所有必讀課本. 並為課本 1& 2 二篇每篇長 4-5 頁 (單行距，字體大小 12 點) 的批判書評。書評的首段勾畫作者主要論點及全書基本思路或結構。書評餘下部分應就作者某一特定論點或主題作出批判和互動。如：你認為作者最重要的洞見是甚麼？最少引用一句作者原話支持你的聲稱 (請列明頁數) 。你是否贊同作者表達的觀點？為甚麼或為甚麼不？作者那一觀點或看法對你來說新穎的？為甚麼？你認為作者有甚麼觀點需要作進一步探索？作者仍未解答的問題是甚麼？在回答上述問題時，可直接援引書中觀點於你所面對的實際案例，並根據自身經驗說明作者觀點為何在這情況中適用或不適用。切勿單是撮寫書本或文章內容，應將焦點放在呈現、剖析及評論作者的主要立論。

3. Classroom paper/project presentation (20 minutes with an outline distributed to class)專文/方案報告 **(20%)**
4. 20-25 pages paper/project final write-up with footnotes & bibliography.完成專文/專案寫作(20-25 頁) · 包括註腳及參考書目。 **(40%)**

Suggested Project 建議專文/專案題目:

- Prepare a Sunday school leadership development course for your church.策劃一個有關屬靈領導的訓練課程。
 - Write a leadership study of an influential church leader related to the contemporary Chinese Church, focusing on his/her leadership quality and trait, not merely on his/her life and history. 撰寫一個當代華人教會具影響力的領袖的領導力研究, 不是論述生平及歷史, 乃是分析領袖的領導素質, 特徵及影響。
 - Develop a five years strategic plan for the growth of your church/organization. 為你的教會/機構設計一個五年發展計劃。
 - Write a research paper in a specific area of church leadership. 撰寫一份有關教會領導的研究專文。
 - Any other project pre-approved by the instructor. 按個人興趣選擇一個題目, 但需要取得講師准許。
5. A short personal reflection paper (4-5 pages) on Leadership in the Chinese Church. No footnote, endnote or reference required. 撰寫一份 4-5 頁關於華人教會領導的反省文章, 無需註腳及參考書目。 **(10%)**

Assignment Due Dates 作業繳交日期:

1. Two reading reports are due on May 19, 2021. 閱讀報告於 5 月 19 日繳交。
2. Project presentation is due on June 2, 2021. 專文/方案報告 6 月 2 日繳交。
3. Project write-up and personal reflection paper are due on August 12, 2021 專文/專案及個人反省文章於 8 月 12 日繳交

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING 課程分數總結

Evaluation is based upon the completion of the following assignments:

Class Participation 課堂參與	10 %
Required Reading and Book Reports 閱讀報告	20 %
Classroom Paper/Project Presentation 專文/專案報告	10 %
Course Paper/Project Write-up 專文/專案寫作	50 %
Short Reflection Paper 短文寫作	10%
Total Grade 總分	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK 呈交作業的一般性準則

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies 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 may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aaau@tyndale.ca) before proceeding.

學生須有詳讀學科日曆，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。有關學科日曆在網上可查詢。

Recording

We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行

I. 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

May 5: Introduction: History and Theory of Leadership Studies 導論:領導學的歷史與理論

May 12: Biblical Theology of Leadership 領導學的聖經神學基礎
 May 16: Christian Leadership & Church Management 領導與治理
 May 19: Followership & Succession; Book Report Presentation 跟從與賡續; 閱讀報告提交
 May 24: Leadership issue: Team, Culture & Power 領導議題: 團隊, 文化, 權力
 May 26: Leadership issue: Conflict & Change Management 領導議題: 衝突及變動管理
 May 30: Leadership Development in Chinese Churches 華人教會領袖塑造
 June 2: Who is Spiritual Leader? Project Presentation 誰是屬靈領袖? 專文/方案作業報告提交

V. SELECTED BIBLIOGRAPHY

1. 周永健、楊慶球、劉忠明合著。《勇於領導》。福音證主協會，2011。
2. 蘇文隆編著。《牧養心與領導力: 獻身 40 年文集暨 70 歲思索與感恩》。基督使者協會 2011。
3. 曾立華著。《給你,後現代的提摩太》。天道書樓，2009。
4. 曾立華著。《新時代領袖的塑造》。天道出版社，2001。
5. 曾立華著。《教會職事的重尋與更新》。建道神學院，1996。
6. 趙錦德著。《策略領導教會領導錦囊》。Vancouver, BC: OnTrack Ministry. 2012。
7. 蕭壽華著。《聖靈領導的教會管理》。宣道出版社，2002。
8. 許志超，蕭壽華合著。《相愛又相爭: 教會衝突的反思》。福音證主協會，2012。
9. 林永強著。《死性畢改: 約翰麥斯威爾的全人變法》。宣道出版社，2015。
10. 李茂政著。版典型在夙昔—華人教會領袖塑造過程之比較》。華神出版社，1989。
11. 劉忠明、盧龍光合著。《像樣的教會管理: 教牧信徒合作無間之道》。福音證主協會，2013

Agosto, Efrain (2005). *Servant leadership: Jesus & Paul*. St. Louie, MO: Chalice Press.

Banks, Robert & Ledbetter, Bernice M (2004). *Reviewing leadership: A Christian evaluation of current approaches*. Grand Rapids, MI: Bakers

Barna, George (1993). *Today's pastors*. Ventura, CA: Regal Books.

Barna, George (1997). *Leaders on leadership*. Ventura, CA: Regal Books.

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Bennett, David, W (1993). *Biblical images for leaders and followers*. Oxford: Regnum.

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- Goossen, Richard J. & Stevens, R. Paul (2013). *Entrepreneurial leadership: Finding your calling, making a difference*. Downers Grove, IL: IVP Press.
- Greenleaf, Robert K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Jossey-Bass.
- Howell, Don N., Jr. (2003). *Servants of the servant: A biblical theology of leadership*. Eugene, OR: Wipf & Stock.
- Jacobsen, Eric O Ed. (2009). *The three tasks of leadership: worldly wisdom for pastoral leaders*. Grand Rapids, MI: Eerdmans
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- Lin, Peter (2011). *Focused Boards: Sharpening your church's leadership edge*. Singapore: Genesis Books.
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- Plueddemann, James E (2009). *Leading across cultures: Effective ministry and mission in the global church*. Downers Grove, IL: IVP Press.
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- Stott, John (2013). *Calling Christian Leaders: Biblical models of church, gospel and ministry*. Downers Grove, IL: IVP 中文版: 《論領導:聖經中的教會、福音與事奉的模式》。校園。
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- Wong, E., Tam, J., Hung, K., Tsui, T. & Wong, W. (2019). *Listening to their Voices: An Exploration of faith journeys of Canadian-born Chinese Christians*. Toronto, ON: CCCOWE (Canada). PDF from <https://www.ccst.ca/index.php/en/ccst-organization/54-ccst-campus/424-leadership-overview>
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