



LE 603 Leadership and Management Foundations Fall 2025

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Course Dates: October 20-24, 2025

Course Delivery: On Campus in person modular course

3 Credit Hours

COURSE DESCRIPTION

This course is an integrative study of the primary features and functions of best practices of leadership and management within organizations, communities, and cultural settings. Students will design a philosophy and set of operational principles for best practices that would help move any ministry and/or organization from merely being “good” toward being “great.” (It is strongly recommended that this course be taken early in the program and not beyond the midpoint of the program.)

COURSE INTEGRATION

As its name suggests, this highly practical foundational course empowers students to develop a holistic and Christ-centered philosophy of leadership as well as providing access to the best of historic and emerging leadership practices.

COURSE DELIVERY

The course is crafted as a weeklong, on-campus experience with the possibility of shared lunches and optional evening events.

REQUIRED TEXTS

McChesney, C., Covey, S., and Huling, J. *The 4 Disciplines of Execution: Achieving your Wildly Important Goals*. 2nd ed. Simon and Schuster, 2022. (336 p.)

Magnus, Paul, *Holistic Christian Leadership: In Class with Dr. Magnus*. Shadow River Inc., 2023. (212p.)

McShane, Kathleen and Elan Babchuck, *Picking Up the Pieces: Leadership After Empire*, Minneapolis: Fortress Press, 2024. (238 p.)

Gospel of Mark and Acts 1:1-14

Required Book Summaries and Articles (available on Canvas)

Required Book Summaries:

1. Kouzes, J. M., & Posner, B. Z. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, 6th ed. Jossey-Bass, 2017.

2. Northouse, P. G., *Leadership: Theory and Practice*, 7th ed. Thousand Oaks, CA: Sage, 2016.
3. Daniel Coyle, *The Culture Code: The Secrets of Highly Successful Groups*. Bantam Books, 2018.

Required Articles and Reports:

1. Palmer, Parker J. "Leading from Within." From *Let Your Life Speak*. San Francisco, CA: Jossey-Bass Publisher, 2000.
2. "Redemptive Leadership First Principles" Praxis, redemptivebusiness.com.
3. Joel Murphy, "Christian Leader's Exploratory Foresight Report" (10 pages)
4. McKinsey, "The Future of Leadership" pp. 11-13, 24-33, 36-51, 54-65, 102-109, 144-153, 165-166.
5. Relyea, Charlotte, Maor, Dana & Durth, Sandra with Jan Bouly "Gen AI's Next Inflection Point" (10 pages) <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/gen-ais-next-inflection-point-from-employee-experimentation-to-organizational-transformation>

Required Self Assessments:

<https://5qcentral.com/product/apest-vocational-assessment/> NOTE – there is a cost for this. Watch "How to Use 5Q Tests Effectively" before taking the test.

Via Character Strengths Survey – available for free at <https://www.viacharacter.org/account/register>

Recommended Reading:

Blanchard, Ken, & Phil Hodges. *Lead like Jesus: Lessons from the Greatest Leadership Role Model of all Time*. Nashville, Tenn.: Thomas Nelson, 2005

Brown, Brene. *Dare to Lead: Tough Conversations. Whole Hearts*. New York: Random House, 2018.

Buckingham, M., & Goodall, A., *Nine Lies About Work: A Freethinking Leader's Guide to the Real World*, Boston: Harvard Business School Press, 2019.

Cameron, Ki, S. and Quinn, Robert E. *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, Jossey-Bass, 2006.

Clifton, Jim and Harter, Jim. *It's the Manager: Gallup finds that the quality of managers and team leaders is the single biggest factor in your organization's long-term success*. New York: Gallup Press, 2019.

Powers, Harv. *Redemptive Leadership: Unleashing Your Greatest Influence*. Illumify Media Global, 2018.

Rukuni, Mandivamba, *Leading Africa*, Penguin Books, 2009.

Trompenaars, Fons, and Voerman, Ed. *Servant Leadership Across Cultures*, McGraw Hill, 2010.

Wheatley, M. J. *Who Do We Choose to Be? Facing Reality, Claiming Leadership, Restoring Sanity*. 1st ed. Berrett-Koehler Publishers, 2017.

Wiseman, L. *Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter* (Revised ed.). Harper Business. 2017.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.briercrestseminary.ca/seminary-life/documents>.

These texts are available in store and online at the Briercrest Bookstore: <https://www.briercrestseminary.ca/seminary-life/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

SEMINARY-WIDE OUTCOMES

Students will graduate:

1. Describing and demonstrating evangelical faith and values.
2. Preparing to serve God's kingdom in its diversity. Describe God, God's kingdom, and your calling (vocational sensitivity) within it, including the types of contexts and people you feel best prepared to serve.
3. Participating in the action of our Triune God through formation of the soul (i.e., virtue and spiritual integrity), mind (academic rigour), and strength (vocation).

PROGRAM OUTCOMES

1. Embrace and articulate an ethical and Christ-centered approach to leadership that is culturally and contextually informed.
2. Demonstrate adaptive and facilitative management principles and practices.
3. Exhibit and articulate biblically informed self-awareness and humble confidence.
4. Exemplify theologically informed collaborative leadership principles and practices.
5. Understand and apply systems thinking and the principles of systems complexity, systems health, systems change, and social innovation.

COURSE OUTCOMES

Upon successful completion of the course, and with thoughtful study on the part of the student we will have:

1. Reflected critically on the Biblical leadership principles and metaphors and their present-day implications.
2. Been exposed to a foundational understanding of the principles that underlie leadership and management wise practices with a view to responding to future challenges.
3. Reflected on their personal calling and mission to steward their lives and influence for God's Kingdom.
4. Developed a theology/philosophy of leadership and management.
5. Learned to appreciate the plurality of leadership and the wisdom that emerges in collaboration.
6. Developed self-awareness and understanding of their own sense of call, personality, gifts, strengths, default tendencies, and potential leadership derailers.

7. Grown in practical skills for leading people and organizations with thoughtfulness and competency, and in a Christ-like fashion.
8. Created a set of personal leadership disciplines and a growing passion to build character, wisdom, resilience, longevity, and lifelong learning.

COURSE OUTLINE AND CONTENT

Monday

- 9:00 – 12:00 Introduction to the Course
MALM Program Overview and Context
Biblical Metaphors of Leadership
Biblical Theology of Leadership and Management Groupwork
 -Old Testament insights (Joseph, Moses)
 -New Testament insights: (*Gospel of Mark, Acts 1, 15*)
- 1:00 – 4:00 Leadership Theories and Practices
 -What is leadership? What is management? Buckingham, *The One Thing*
 - Historical Development of Leadership Theories: *Leadership Theory and Practice*
 - Redemptive Leadership: *Redemptive Leadership*
 - Incarnational Leadership

Tuesday

- 9:00 – 12:00 Developmental Path of Leaders: APEST, Character, Strengths, Life Path, Call
- 1:00 – 5:00 Leadership Derailers and Self Audits
Culture development: *Influencer, The Culture Code, Diagnosing Culture (Cameron and Quinn)*

Wednesday

- 9:00 – 12:00 What Leaders Do: *Holistic Leadership: In Class with Dr. Magnus*
- 1:00 – 4:00 Practical Leadership and Management Skills: *The 4 Disciplines of Leadership, Leadership Challenge*, Blanchard- Situational Leadership

Thursday

- 9:00 – 12:00 Developing a Philosophy and Theology of Leadership and Management
 -Group work
 -Insights and conclusions
- 1:00 – 4:00 Group Work

Friday

- 9:00 – 12:00 Integration
Discussion of learnings
Closing

ASSIGNMENTS

Please submit all written assignments to Canvas using Chicago or APA formatting.

Pre-Course Assignments:**1. Case Study: Jesus the Perfect Leader** (Seminary Outcomes 1,3; Program Outcome 1; Course Outcomes 1,3,6)

Take the APEST inventory prior to the first day of class. It can be found here: <https://5qcentral.com/product/apest-vocational-assessment/> NOTE – there is a cost for this. Watch “How to Use 5Q Tests Effectively” before taking the test.

Then read the Gospel of Mark and Acts 1:1-14. Observe Jesus’ leadership activities through the lens of APEST. Identify characteristics, qualities, practices, and initiatives that demonstrate the leadership philosophy and practice of Jesus, seek to identify key themes/practices Jesus used, identify when he acted in ways that resonate with different aspects of the APEST roles. Wrestle with following his example, and where you align or differ from his approach. This paper should be 5 pages in length and should make strategic use of bullets and point form.

Course value: 15%

Length: 5 pages (1250 words)

Basis of grade: Identification of key texts, deep reflection on the postures and motivations of Jesus, beginning of integration in one’s own life, context, and practice.

Due date: 8pm the Friday before class: October 17, 2025

2. Annotated Bibliography (Seminary Outcomes 2,3; Program Outcomes 1,2,4; Course Outcomes 2, 5)

Read the required reading. Craft an annotated bibliography that includes a short introduction and conclusion. For each resource, list the bibliographic information, then summarize key concepts, memorable insights, and application. What are the author’s main points, how do they substantiate these points, how will these insights be helpful to your leadership?

Course value: 15%

Length: 5 pages (1250 words)

Basis of grade: Demonstrated understanding of content, selection of memorable insights, thoughtful adoption, or adaptation, of insights to own context.

Due date: 8pm the Friday before class: October 17, 2025

Mid-Course Assignments:**3. Leadership Narrative** (Seminary Outcomes 2,3; Program Outcome 3; Course Outcomes 1,6)

Come prepared to share significant life experiences that you believe have contributed to your understanding of leadership. Reflect upon your family of origin, defining life experiences (positive and negative), and messages you received from others. Include your understanding of your spiritual gifting and your sense of call, and how and when these emerged. All this should be captured on a single visual as a chronological timeline or mind map. You will share this with a small group. Nothing will be submitted; however, these learnings will be discussed in the small group and will be pivotal in your post-course assignment. Come aware of how painful events in your past may cause you to be triggered during class discussions and have a self-care plan to respond to yourself and others with kindness and integrity. It may be wise to send the professor an email prior to class outlining any concerns or needs in this regard.

Course value: 10%

Basis of grade: Depth of insight and wrestling; honest courage and appropriate vulnerability with team members; displaying trustworthy response to others, full engagement in group discussions, full engagement in class presentation.

Due date: In Class work

Post-Course Assignments:**4. Course Reflections** (Seminary Outcomes 2,3; Program Outcomes 2,3; Course Outcomes 2,7)

Create a series of handwritten journal entries, a PowerPoint presentation, or other creative expression that demonstrates key learnings from class. Whatever format you choose it should:

- a. Demonstrate your understanding of key themes, questions, challenges, and opportunities covered in class.
- b. Show how these themes interact with each other in complex and perhaps unintended but important ways.
- c. Include the questions and insights you are pondering and how these will shape your leadership moving forward.
- d. Most importantly, include how these insights will shape your leadership practice moving forward. (i.e., what will you do differently as a result of this class?)

Course value: 25%

Basis of grade: Demonstrated engagement in class conversations and reflection on of ideas, areas of complexity and challenge, and integration of theology of leadership.

Due date: 8pm November 7, 2025

5. Philosophy of Leadership. (Seminary Outcomes 1,2; Program Outcomes 1,2,4; Course Outcomes 1,2,4,7)

Write a 10-page paper which identifies and explains your philosophy of leadership. This should include:

- a. Your biblical/theological understanding of leadership
- b. The practices, theories, and models of leadership that complement your personal style
- c. A long-term personal and organizational vision for leadership and leadership development

Course value: 35%

Length: 10 pages (2500 words)

Basis of grade: Demonstrated understanding and integration of class content, clarity of expression, selection of memorable insights from class discussion, evidence of self-awareness and personal reflection, thoughtful integration of coursework to current context, inspiring plan, and next steps.

Due date: 8pm December 19, 2025

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current [Seminary Calendar](#):

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Modular Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

Bennis, Warren, & Burt Nanus. *CLASSICAL LEADERSHIP BIBLIOGRAPHY: Leaders: Strategies for Taking Charge*, 2nd ed. New York: HarperCollins, 1997.

Collins, Jim. *Good To Great*. New York: Harper/Collins Publishers Inc., 2001.

Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York: Fireside, 1989.

Drucker, Peter. *The Essential Drucker*. New York: HarperCollins, 2001.

Edwards, Gene. *A Tale of Three Kings*. Wheaton: Tyndale, 1992.

Groysberg, B., Nanda, A., & Nohria, N. "The Risky Business of Hiring Stars." *Harvard Business Review*, May 2004, 1–8. (Available on Canvas)

Northouse, Peter G. *Leadership: Theory and Practice*. Thousand Oaks: Sage, 1997 (or 8th ed., 2018).