

LDRS 410 Communication: Methods and Mediums of Persuasion and Positive Influence (3 sem. hrs.)
Communication within an organization impacts directly/indirectly and internally/externally in four directions: colleagues, subordinates, superiors, and current and potential customers. All successful leaders are competent communicators and seek ways to develop their skills. This course provides a broad overview of communications and offers learners practical tools to improve their rapport with various audiences.

Prerequisite: Third year standing or permission of instructor.

LDRS 420 Leading Change (3 sem. hrs.)

Leaders need to understand change in order to lead change. This course enables students to understand the impact of change, develop a better sense of leading complex change, and learn about various change process models, frameworks, and engagement principles to gain commitment and involvement. Students also develop an understanding of how to coach in the midst of change. Using a nine-phase change process model, students apply their learning to a change project or initiative.

Prerequisite: Third year standing or permission of instructor.

LDRS 440 Developing Administrative Competence (3 sem. hrs.)

Students learn key principles and methods beyond general strategies of leadership which lead to successful administration of private and public organizations. Topics include: preparing strategic plans, modifying strategies, designing the organization to fit objectives, organizational governance, staffing the organization, budget building and defending, risk management and due diligence, effective implementation of plans. The course emphasizes voluntary and non-profit organizations.

Prerequisite(s): None.

LDRS 491/492 Leadership Practicum (2/2 sem. hrs.)

This course provides students with a practical setting in which to apply what they have learned in the B.A. in Leadership program. Practicums must be with a supervised business, non-profit agency, social service agency, or institution related to the student's personal interests and future plans. The course includes readings, written assignments and group meetings.

Prerequisite: Third year standing or permission of instructor.

LDRS 499 Applied Leadership Project (3 sem. hrs.)

The Applied Leadership Project provide students with an opportunity in which to test and apply the skills learned in their practicum placement as well as to reflect on their own personal development as professionals. Students conduct their applied leadership project in a supervised business, non-profit agency, social service agency, or institution related to their personal interests and future plans (preferably in the same setting as they completed their practicum). This self-directed, but practicum facilitated, project helps the students reflect on and integrate their knowledge with practical experience.

Prerequisite(s): Completion of at least 75 per cent of the major course work and practicums.

LEADERSHIP, GRADUATE COURSES

NB: Courses LDRS 500-691 are graduate courses. For further information about course co-requisites, prerequisites, and when courses are offered, see the School of Graduate Studies section or contact the M.A. in Leadership Program Director.

ON-CAMPUS FOUNDATIONAL COURSES

LDRS 500 Leadership Foundations (3 sem. hrs.)

This introductory course provides an understanding of the philosophical and theoretical basis for leadership, including the participant's stage of development. Major historical models for leadership are examined with special attention to servant leadership, and participants examine ways of improving their own leadership skills through practical interactive group exercises.

LDRS 501 Strategic Leadership (3 sem. hrs.)

The student gains an appreciation of practical visioning and strategic leadership with an emphasis on understanding strategic leadership framework, integrating new leadership knowledge, using different strategic perspectives, appreciating strategy-making process factors, developing work-place application skills, and acquiring development tools.

LDRS 502 Team Leadership and Conflict Resolution (3 sem. hrs.)

In the contemporary leadership paradigm, leaders no longer control and determine, they are more likely to guide, influence, and respond. Decisions are more often made in groups or teams that embrace a variety of views and interests in a flexible environment that remains responsive to change. This course focuses on building and sustaining decision-making teams, delegating, resolving conflicts, handling and overcoming opposition. The course involves extensive group exercises that are designed to assess the leader's ability to work with and lead teams. Extensive time is devoted to improving the individual and the group's repertoire of styles of communication skills with a view to functioning more effectively and efficiently as a team leader in handling routine and crisis situations. Since conflict resolution and teamwork go hand in hand, much of this course is taught experientially through TWU's Omada Teambuilding Course.

LDRS 503 Resource-based Leadership (3 sem. hrs.)

An analysis of organizational development and operation in a leadership-based system for performance results measurement and reporting: terminology, concepts, and skill needs; the role of a Christian perspective on financial accountability; concepts and principles underlying effective computer-assisted financial accountability systems; specific stakeholder interests in defining data/information needs; key elements and factors for quality business plans and budgets; governance and financial leadership interface; and performance results measurement and reporting strategy.

LDRS 504 Leadership, Values, and Ethics (3 sem. hrs.)

An analysis of ethical issues from leadership and Christian worldview perspective, developing an ethical sensitivity to varied issues facing leaders: promotion of honesty, humility, trustworthiness, caring, persistence, courage, fairness, and respect for all persons; a comparison, contrast, and evaluation of different ethical systems; identification of ethical dilemmas and an application of ethical principles to them; an appreciation of the difficulty of behaving ethically; and development of a personalized consistent ethical decision-making approach within an organization.

LDRS 590 Scholarly Inquiry and Research Methods (2 sem. hrs.)

This course provides an overview of the process, critical analysis, and associated skills required for scholarship and research. Students are introduced to the complexities of scholarly inquiry and various research approaches being used in the field of leadership. The course is a pre-requisite for the Major Project (LDRS 690, 691). The aim of this online course is to provide students with the knowledge and skills necessary for the completion of an applied Major Project. Students learn how to frame their Major Project focus or question, how to answer that question, and how to present their work.

**SPECIALIZATION ONLINE COURSES
BUSINESS (B) STREAM****LDRS 611B Organizational Behaviour (3 sem. hrs.)**

Content focuses on individual behaviour within organizations, on social behaviour of groups, and on the evolution of organizations and leadership processes during organizational change: seeking to understand human organizations and dynamics; gaining sensitivity to individual human needs that influence organizational life; developing an understanding of organizational dynamics and leadership responses to change; acquiring an ability to analyze organizations from differing theoretical and practical perspectives; and maintaining employee loyalty through change strategies.

LDRS 612B Leadership and Change (3 sem. hrs.)

Explores how high performance in organizations is related to one's ability to adapt to changing internal and external needs: societal trends and forces that impact need for change; importance of flexibility and adaptation to organizational performance; the role of values factors for guiding successful change; an understanding of one's own personal style in leading change; developing a personal philosophy of change leadership; gaining competence in collaboration change leadership; learning to respond positively to change resistance; and evaluating change results as a basis for successful organizational operations.

LDRS 614B Mission, Marketing, and Quality (3 sem. hrs.)

An examination of marketing models and frameworks that includes an initial exploration of Christian worldview perspectives. The course explores marketing as it is practiced by North American organizations (tools, techniques, and frameworks that are used in market analysis and planning); and engages in the marketing discipline through the eyes of faith.

LDRS 616B Business Entrepreneurship and Innovation (3 sem. hrs.)

At the heart of entrepreneurship is innovation—the practical exercise of creativity in pursuit of an opportunity that necessitates change. Entrepreneurship and innovation knows no bounds. It occurs within large and small businesses, for-profit and non-profit, and within church and para-church organizations. This course provides a graduate-level introduction to key concepts of entrepreneurship: the nature and role of the entrepreneur; key attributes for success, and how to learn to be entrepreneurial. Entrepreneurship is viewed increasingly in society as an avenue for personal fulfilment—a source of meaning in life. The course explores a Christian perspective on entrepreneurship and distinguishes and contrasts it with the “spirituality” model of entrepreneurship. As part of that process students explore the notion of entrepreneurship as a calling.

LDRS 617B Employee Engagement and Stewardship (3 sem hrs)

This course explores the concept of the leader as a steward of the organization's human resources. It pays particular attention to how the Christian servant leader might reconcile and integrate his/her stewardship

responsibilities utilizing Christian perspectives. How does servant leadership translate into action when a leader has to make decisions relative to salary increases, bonuses, employee development, or terminating an employment relationship? Course participants analyze employee engagement practices and trends. They interact with other servant leaders to grapple with the daily task of applying such practices to being good stewards in relation to the people they lead.

EDUCATION (E) STREAM**EDUC 620E Worldview Foundations of Educational Leadership (3 sem. hrs.)**

Worldviews in which the believing community in the Western world must carry out its educational calling: the grand narrative of the biblical story and the Western story of modernity and postmodernity as they affect communities of learning. The idea of “contextualization” as a way of dealing with the tension and conflict resulting from the comprehensive demands of incompatible worldviews. How selected social theory and leadership models for building personal and shared vision can contribute to the development of ways in which the school leader can work reflectively with faculty, parents, students, and others in establishing and sustaining a vision-shaped educational community.

NB: May not be taken for credit for students who have credit for EDUC 621.

Cross-listed: LDRS 620E.

EDUC 621 Worldview Foundations for Schooling (3 sem. hrs.)

An examination of the concept of worldview and how differing worldviews affect education: the analysis and application of the modern, postmodern, and biblical worldviews in relationship to our educational calling; the cultural context for education; probing the complex issue of applying a biblical worldview in a context where modern and postmodern worldviews compete for dominance.

NB: Summer sessions only. May not be taken for credit for students who have credit for EDUC 620.

EDUC 623E Developing and Assessing Educational Programs (3 sem. hrs.)

The foundations and practices of curriculum development for classrooms, schools, and school systems. How worldviews shape curriculum theory and affect program planning, implementation, and assessment. Classroom-based and school-based curriculum planning: curriculum aims, yearly overviews, classroom courses and units, choosing resources, and assessment. Outside influences on school programs. The nature of curriculum change and the roles of curriculum leaders. Participants develop a framework for designing educational programs and complete curriculum and curriculum leadership projects relevant to their own setting.

Cross-listed: LDRS 623.

EDUC 624E School Leadership and Supervision (3 sem. hrs.)

A review of the role of principals and other educational leaders in a healthy professional learning community whose climate sustains effective student and teacher growth. Strategies for building positive school cultures. The formation of an integrated model for continuous staff development. The supervision and evaluation of school personnel on the basis of principles of Christian servant leadership and current supervision paradigms. Effective methods of staff selection, induction, development, and where necessary, dismissal.

Cross-listed: LDRS 624.

EDUC 625E School Leadership and the Dynamics of Change (3 sem. hrs.)

An examination of the characteristics of schools and classrooms that provide an environment for productive instruction and successful student learning within the contours of a defined vision for education. An exploration

of theories, current research, and examples of constructive and dynamic instructional leadership. An investigation of how to implement effective educational programs and bring about related changes at the classroom and institutional levels while overcoming barriers to change.

Cross-listed: LDRS 625.

EDUC 626E Leadership for Contemporary Issues in Education (3 sem. hrs.)

The exploration of links between schools and the social, legal, and political forces that impinge on them, with special attention to leadership responses. The concepts of the welfare state, globalization, choice, and privatization as they relate to schooling and changing attitudes. The course also explores diversity and participatory democracy in school programs and structures; political processes and their impact on schooling; structures and methods of school governance; pressures for and responses to educational reform and renewal; approaches to demands for human and collective rights; and increased professionalism in education.

Cross-listed: LDRS 626.

EDUC 690 Major Project (4 or 5 sem. hrs.)

A major project examines an applied issue from a leadership perspective and, preferably, from the participant's place of employment. The paper focuses on a combination of course content and on a quality presentation of content.

EDUC 691 Educational Leadership Mentorship (1 sem. hr.)

An educational leadership mentorship experience taken by students who elect to take EDUC 690 for 4 sem. hrs.

HEALTH CARE (H) STREAM

LDRS 631H Health Care Leadership Issues (3 sem. hrs.)

This course provides a foundation for students in the Health Stream and a comprehensive application of servant leadership principles to the health sector. As emerging leaders, students develop their leadership skill in inspiring, stewarding, and problem solving. The course facilitates integrated learning on the needed leadership competencies to support health systems and organizations. The leadership competencies include leading change, leading people, being results driven, ensuring business acumen, and building coalitions and communication. Leadership issues included in the course values, ideologies, leadership imperatives, cultural change, population health, reform, vision, financial and human resource considerations, education, professional regulation, technology and health system integration.

LDRS 632H Leadership and Change (3 sem. hrs.)

This course provides students in the Health Stream with a focus on the change management imperative that faces leaders in health systems and organizations. Engaging multiple professional stakeholders in the change imperative requires an effective understanding of complex health system and organizations. Resistance to change is not an option. Health systems and organizations are reshaping themselves to change quickly in order to meet the needs of the population. Health leaders cannot throw money at every problem; however, health leaders need highly committed and flexible workers. As emerging health leaders, students learn to make the changes as quickly and smoothly as possible.

LDRS 633H Ethics and Decision Making (3 sem. hrs.)

This course provides Health Stream students with a solid understanding and framework for addressing ethical issues and ethical decision making. An issue has ethical implications in direct proportion to its impact on human dignity. Ethics means making decisions based on values, principles, beliefs, or loyalties. An ethical dilemma occurs when values, loyalties, principles, or duties are in conflict. This course also includes strategic level decision making ethics (resource allocation, service integration, etc.) as well as ethical concerns for leaders, organizational culture, innovation, partnerships, alliances, and evidence-based best practice.

LDRS 634H Accountability and Governance (3 sem. hrs.)

This course provides Health Stream students with a solid understanding of both accountability and governance. Accountability is the requirement to explain and accept responsibility for carrying out an assigned mandate in light of agreed upon expectations. It is particularly important in situations that involve public trust. Accountability in the voluntary sector is multi-layered — to different audiences, for a variety of activities and outcomes, through many different means. This multidimensional nature is the reason why improving accountability in the voluntary sector is such a complex matter. Effective governance seeks to advance transparency, predictability, accountability strategic focus, efficiency, effectiveness, and participation. As emerging leaders, students learn about governance models, accountability systems and processes, performance measurement, performance management, report cards and balanced scorecards.

LDRS 637H Employee Engagement and Stewardship (3 sem hrs)

This course explores the concept of the leader as a steward of the organization's human resources. It pays particular attention to how the Christian servant leader might reconcile and integrate his/her stewardship responsibilities utilizing Christian perspectives. How does servant leadership translate into action when a leader has to make decisions relative to salary increases, bonuses, employee development, or terminating an employment relationship? Course participants analyze employee engagement practices and trends. More importantly, they interact with other servant leaders to grapple with the daily task of applying such practices to being good stewards in relation to the people they lead.

CHRISTIAN MINISTRIES (M) STREAM

LDRS 641M Theology of Christian Leadership (3 sem. hrs.)

Explores key theological and biblical leadership concepts and identifies points of harmony and incompatibility with secular leadership paradigms: personalized philosophy of biblical leadership; comparison of biblical leadership to other perspectives; application of leadership principles to ministry issues; and best practice considerations.

LDRS 642M Leadership and Change (3 sem. hrs.)

Explores how high performance in organizations is related to one's ability to adapt to changing internal and external needs: societal trends and forces that impact need for change; importance of flexibility and adaptation to organizational performance; the role of values factors for guiding successful change; an understanding of one's own personal style in leading change; developing a personal philosophy of change leadership; gaining competence in collaboration change leadership; learning to respond positively to change resistance; and evaluating change results as a basis for successful organizational operations.

LDRS 645M Leadership Across Cultures (3 sem. hrs.)

Examines the nature of culture and its influence on human society and behaviour, especially in relationship to leadership processes between cultures; the possibility of shared leadership practices across cultures; religious differences and impacts on social values and management practices; the skills required to work across cultures; international strategies to improve management performance; challenges and responses to the current global system; lessons from Paul the Apostle's journeys to different lands; and integration of intercultural practice requirements with the requirements of a Christian worldview.

LDRS 646M Empowering Leadership: Mentoring, Spiritual Directing, Coaching (3 sem. hrs.)

This course is a study that reflects on the character, heart, hope and practices of relational leadership which focuses on empowering others—especially the next generation of

leaders. Mentoring is a primary strategy that is examined in depth. A historical perspective will expose the challenges used throughout the history of mentoring. A best practices model will be constructed that will offer principles of relational leadership that can be used in organizations and churches or with individuals. The coaching model for leadership development will also be given consideration in this course. Students will have an opportunity to reflect on those women and men who have played a significant role in their own leadership development and then anticipate what they may need in present or future contexts by way of mentoring and/or coaching.

LDRS 647M Sustainability in Servant Leadership (3 sem. hrs.)

This course explores the concept of sustainability in servant leadership. One of the most important ways in which servant leaders can serve others and their organizations is through their own vitality and health. Those who take on the mantle of leadership from a servant leadership orientation often have an increased propensity toward serving and giving of themselves to those they lead. As such, servant leaders face a heightened risk of depleting their internal resources and becoming ineffective. In this course participants interact with and explore various dimensions of soul care in order to develop a more holistic approach to spiritual formation. Armed with a greater insight into the need for a sustainable approach to leadership, participants are better equipped to care for themselves and those entrusted to them. In addition participants are also encouraged to reflect and wrestle with ways in which they can cultivate a culture and practice of sustainability in the organizations they lead.

NON-PROFIT (N) STREAM

LDRS 651N: Theory and Practice of Volunteerism (3 sem. hrs.)

This course examines the issues relevant to how the NGO organization establishes a secure relationship with external stakeholders through effective leadership practice. The NGO sector is the second largest sector within the Canadian political economy, and requires special attention as the sector becomes increasingly reliant on volunteers. Specific issues relate to connecting with, gaining interest, and keeping volunteer support at the policy, program, and operations level, including how the effective leader's conduct affects this challenging process. Of particular interest is the challenge of generating volunteer funds to support the operation of the organization.

LDRS 652N Contemporary Governance Issues (3 sem. hrs.)

This course is focused on the use of effective management authority with NGO organizations. The use of power and authority is perhaps the most challenging operational challenge faced by NGOs. The examination of different types of boards of governance structures, and functions, together with the inter-relationship with the CEO are key in providing the leader with practical and productive strategies. As well, the implications for the operations of the organization are addressed

LDRS 653N Leadership Across Cultures (3 sem. hrs.)

This course focuses on the high impact cultural factors that limit and provide opportunities for effective change. Issues related to past and present cultural factors, as well as implications for the future are explored in considering the viability of change strategies. Included in this examination of issues are the local, national, and international environments. Students learn to view and address required culturally sensitive action from a leadership perspective.

LDRS 654N NGOs as Social Enterprise (3 sem. hrs.)

This course is designed to better understand the practical issues, dynamics, and required leadership action related to successfully sustaining an NGO organization. While

attention is focused on the organization's ability to secure required resources, the issues also focus on the organization's challenges in securing the support of a wide range of important organizational stakeholders for different NGOs, including the social enterprise. Examination of these issues and constraints help the leader determine what strategies and behavior are most likely to be successful.

LDRS 655N Organizational Performance and Research (3 sem. hrs.)

Of primary interest are issues relevant to stewardship, accountability, and organizational performance results. Discussion emphasizes how a focus on results must guide the leading for change. Special interest focuses on systematized learning, innovation, and knowledge generation through various evaluation and research approaches, especially the action research paradigm. It is important to see that all action is referenced for leadership responsiveness to the customer and value for money results.

LDRS 690, 691P Major Paper (6 sem. hrs.)

A major paper examines an applied issue from a leadership perspective and, preferably, from the participant's place of employment. The paper focuses on a combination of course content and on a quality presentation of content, with the paper ranging from 35 to 50 double-spaced type-written pages.

NB: Whereas the major paper is normally worth 6 sem. hrs., each stream may modify the size of the major paper by including special internship activity, application of research methods for possible publishing purposes, or other acceptable pre-approved program project activity.

LINGUISTICS

NB: Canada Institute of Linguistics courses are a part of the Linguistics program at Trinity Western University. Students may pursue a major, concentration, or minor in Linguistics.

LING 101 Introduction to Linguistics (3 sem. hrs.)

An introduction to the primary elements of linguistics, including an introduction to morphology and semantics (words and meaning), phonetics (the sounds of language), phonology (the sound systems of language), syntax (grammatical systems), sociolinguistics, psycholinguistics, language acquisition theory, and current issues in linguistics. No previous knowledge of linguistics is required. Prerequisite(s): None. (3-0; 3-0)

LING 210 Language and Society (2 sem. hrs.)

Language within its social context through dealing with topics such as dialect and language definition, the role of the mother tongue in defining self-identity, language attitudes, the maintenance, loss, shift or spread of language domains, multilingualism, and sociolinguistic survey. Linguistic issues in cross-cultural field work: language study within a worldview context, sociolinguistic factors affecting literacy programs, and methods of second language acquisition. Prerequisite(s): None. (Summer or 2-0; 2-0)

LING 268 Introduction to Teaching English as a Second Language (3 sem. hrs.)

The aims and purposes of ESL education. Biblical views of the person, knowledge, teaching, learning and evaluation and their application to the ESL classroom. The major schools of psychology as they relate to education and as they compare to a biblical view of persons. Cross-listed: EDUC 268. Prerequisite(s): None. (3-0; 3-0)

LING 302 Cross-cultural Communication (3 sem. hrs.)

The nature of cross-cultural interaction, drawing attention both to the unexpected variations in other cultures as well as to the presuppositions from one's own culture that