



TYNDALE

• SEMINARY •

**MTS Modular Program
Cohort: M31**

**COURSE SYLLABUS
December 14, 2015 – April 22, 2017**

**LEADERSHIP DEVELOPMENT: A LIFELONG SPIRITUAL JOURNEY
SPIR M500**

Class Dates: Mondays 6:00-10:00, December 14, 2015 (Class A); April 4, 2016 (Class B); June 27, 2016 (Class C); November 21, 2016 (Class D; tbc); April 22, 2017, (Class E; all-day retreat at an off-site location **on a Saturday** from 9:30 am – 5:00 pm)

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Cohort Webpage: www.tyndale.ca/seminary/mtsmodular/cohort/32/

To access your course materials, please go to <http://classes.tyndale.ca>. Note that all official Tyndale correspondence will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward Tyndale emails to your personal account, see www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

The course seeks to foster the student's holistic spiritual growth, to deepen the student's understanding of his or her own spiritual path, gifts and ministries and to provide a framework for ongoing reflection on the student's own form of ministry and leadership. This course involves classroom interaction, journal keeping, involvement in mentoring relationships, reading assignments and written reflections in the areas of spirituality and ministry.

This course is completed incrementally over a period of 1½ years. During this time students fulfill the ongoing requirements of the course through reading and writing assignments, journaling, and mentored ministry.

Five weeks of classroom interaction are spread throughout the entire degree program. Classroom sessions will be conducted by the program director as well as by guest speakers and discussion facilitators.

II. LEARNING OUTCOMES

Upon successful completion of the course, the student shall have the capacity to:

- Practice spiritual disciplines that foster holistic growth.
- Understand and appreciate his or her own spiritual path, gifts and ministries.
- Reflect on his or her relationship with God and fellow humanity within a theological framework
- Articulate his or her personal spiritual story.
- Become missional advocates for Christian leadership that envisions God’s influential presence in every sphere of life.

III. COURSE REQUIREMENTS

A. REQUIRED (with Dates)

Bonhoeffer, Dietrich. *Life Together*. New York: Harper, 1978. [Class A]

Dickens, Peter, and Gary Nelson. *Leading in Disorienting Times*. Atlanta, GA: Chalice Press, 2015 (or [download ebook here](#)) [Class C]

Myers Briggs Personality Type Indicator Test Step II. [Class B] (Each student will receive an email with a link to the MBTI Step II instrument on the www.psychometrics.com website, including payment details; \$67 fee).

Nouwen, Henri. *In the Name of Jesus. Reflections on Christian Leadership*. New York: Crossroad, 2005 (plus article by Nouwen on course webpage). [Class E]

Willard, Dallas. *Hearing God. A Conversational Relationship with God*. Updated & expanded edition. Downers Grove, IL: InterVarsity, 2012. [Class D]

B. ASSIGNMENTS AND GRADING

Course Evaluation: This course is offered for Credit/No Credit. Assignments are not graded on the usual scale. Until all assignments are completed satisfactorily, an “In-Process” (IP) will appear on the student's transcript. All written work is kept in a student portfolio until the completion of the program.

1. **Active participation** in class sessions is a requirement of the course. This does not simply imply that students should “speak a lot during each session.” Participation implies active listening and contributing, challenging and supporting. Participants are expected to exercise appropriate discretion in finding the appropriate balance. Each student will be expected to

meet regularly with an identified *mentor* for the purpose of focused conversation, prayer and ministry reflection.

2. **Weekly Journaling for 10 months:** See description and criteria below. Submit three journaling reports (forms below).
3. **Mentoring for 12 months (April to April):** See description and criteria below. Submit three reports on the mentoring relationship (see forms below).
4. **Reflection paper on Bonhoeffer's *Life Together*** (Due Class A). Length: 5 pp (see full description below)
5. **Completion of Myers-Briggs Test Indicator Step II** (Due Class B)
6. **Reflection paper** on leadership in disorienting times (Due Class C) (full description below)
7. **Brief (5 min) presentation on Divine Guidance** [Class D]
8. **Reflection paper on leadership**, drawing on Nouwen's *In the Name of Jesus*, and the Nouwen article (due at Final Retreat, Class E). Length: 5 pp (see full description below)

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For citation style, please consult the [Chicago-Style Quick Guide](#) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.46 to 10.51](#) and [14.253 to 14.254](#).

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. The *Academic Calendar* is posted on <http://www.tyndale.ca/registrar/calendar> .

VII. SUMMARY OF CLASSES, ASSIGNMENTS AND DUE DATES

Dec. 14, 2015	Class A: Leadership in and for the Family of God Five page reflection paper (see criteria below)
April 4, 2016	Class B: Personality and Mentoring Myers –Briggs Test Indicator Step II (complete in advance) Journal Report #1 Learning Covenant with Mentor

- June 27, 2016** **Class C: Leading in Disorienting contexts**
Read Dickens and Nelson, *Leading in Disorienting Times*
Reflection Paper
Mentoring Report #1
Journal Report #2
- Nov. 21, 2016** **Class D: Divine Guidance**
Read Willard
Brief Presentation; submit notes
Mentor Report #2
Due: Journal Report #3
- April 22, 2017** **Class E: Final Retreat (off-site; 9:30am – 5:00pm)**
Due: Mentoring Report #3
Due: Mentor’s Response Form
Read Nouwen, *In the Name of Jesus*
Due: 5 page reflection on leadership using Nouwen

CLASS SESSION A – DECEMBER 14, 2015

Topic: Leadership in and for the Family of God

Required Readings

- Bonhoeffer, *Life Together*

Assignments

- **Write and submit a 5 page reflection paper on Bonhoeffer’s text.**

In his book, *Life Together*, Bonhoeffer probes the spiritual life of community out of his intense concern for the Church. Reflect on Bonhoeffer’s rhythmic pattern of being together and being alone, as well as the ministries he proposed to be practiced in Christian community (e.g., holding one’s tongue, etc.). What have been your experiences of Christian community (past and present)? What are three areas in which Bonhoeffer’s book is challenging you to develop your own life “in community”?

KEEPING A SPIRITUAL JOURNAL

What it is

Some of you have kept spiritual journals in the past or currently engage in journaling. For others, journaling might be a completely new practice. In either case, journaling can be a valuable component of your seminary education.

The **goal** of this course is your *personal growth in the knowledge and love of God and in your capacity for making God known in the world through your connections with others.*

Journaling is an aid to spiritual growth through reflection. It is a tool that can assist you in meditating on God's presence in your life and listening to God, allowing you to probe and go deeper. Like any tool, at first journaling may feel awkward until you are familiar with it, but the benefits of regular practice ("discipline") are worth the effort.

Journaling is the natural companion to spiritual reading, biblical meditation and prayer. It will help keep your meditating and praying fresh, and over time will provide a permanent record of your own pilgrimage. It can become a personal "gospel" as it begins to highlight ways in which the good news of salvation is worked out in your own experience.

A journal is more than a diary. A diary records an event, whereas a journal reflects on the meaning of the event for you as it includes both thoughts and feelings.

Purpose

The main purposes of journaling in the context of the MTS modular program are:

- to equip you in learning to use a particular tool for spiritual growth;
- to assist you in the process of reflection so that you are able to bring valuable insights to your regular meetings with your spiritual friend or mentor;
- to provide a means for you to actively reflect on how classroom information, readings and assignment relate to daily life.

As you develop skills at reflection, you will be conscious of those things which are particularly important to you. Journaling will assist you in breaking down the compartmentalization with which many students struggle.

Journaling also allows you space to reflect on your ministry or service to the Lord. You will become more adept at expressing your observations and feelings.

Procedure

- You are expected to keep a spiritual journal for at least twelve months (normally November to November). It will make a valuable companion as you begin to tie loose ends together and reflect on how God is calling you in and beyond your academic career.
- You can journal as often as you wish, but you should aim at weekly journal entries (minimum).

- *No one else will read your journal*, although you will be asked to report periodically (three times) on your journaling in order to give evidence of your regular efforts in this area. A standardized form to ease the process of reporting is included in this syllabus.
- There is no "right" or "wrong" style. Honesty and authenticity are vastly more important than style. The important thing is to find your own voice and to stick with it.

Some student comments

Here are some comments by MTS Modular students about the benefits of journaling:

- "Keeping a journal helps me be honest with myself and helps me allow God to reveal Himself to me."
- "It is difficult to make a habit out of journaling, but it makes me think about things rather slowly and thoroughly."
- "Journaling has given me a record of God's grace and His unfailing love to me."

Additional Resources

See our MTS Spiritual Formation [Online Reading Room](#)

Also:

Luann Budd, [Journal Keeping: Writing for Spiritual Growth](#) (Downers Grove: IVP, 2006).

Helen Hamelink Cepero, *Journaling as a Spiritual Practice* (Downers Grove: IVP, 2008).

Gordon MacDonald, "No Outer Props Necessary," in *Ordering Your Private World*, Rev'd edition (Nashville: Nelson, 2007).

Richard Peace, *Spiritual Journaling* (NavPress, 1996).

Margaret D. Smith, *Journal Keeper* (Grand Rapids: Eerdmans, 1992).

Some exemplary journals

The following books are outstanding examples of spiritual journaling:

Frederick Buechner, *Telling Secrets*

C.S. Lewis, *A Grief Observed*

Henri Nouwen, *Genessee Diary*

Nicholas Wolterstorff, *Lament for a Son*

Luci Shaw, *God in the Dark*

**JOURNALING REPORT FORM #1 [to be submitted via course resource page]
April 4, 2016**

Student name: _____

1. How often have you been journaling?

2. What have been some of the main themes for your reflection?

3. How might your journaling contribute to your relationship with your mentor?

4. What are you finding helpful about journaling as a spiritual discipline?

5. What do you believe you are learning--about God, yourself, the Christian life--from the experience of journaling?

JOURNALING REPORT FORM #2 [to be submitted via course resource page]

June 27, 2016

Student name: _____

1. How often have you been journaling?
2. What have been some of the main themes for your reflection?
3. How does journaling contribute to your relationship with your mentor?
4. What are you finding helpful about journaling as a spiritual discipline?
5. What do you believe you are learning--about God, yourself, the Christian life--from the experience of journaling?

CLASS SESSION B – April 4, 2016

Topic: How does my personality shape my work and ministry? What is Christian mentoring?

- In preparation for the mentoring phase of the course, we will use the *Myers Briggs Personality Type Indicator Test Step II* to assist in reflecting on how our personality type relates to our work, ministry and leadership styles.
- A clear understanding of the dynamics of mentoring is needed in the second phase of the program.

Assignments:

1. Complete the Myers Briggs Personality Type Indicator (MBTI) Step 2 materials in advance.

- This is one of the most widely used personality tests.
- Each student will receive an email with a link to the MBTI Step II instrument on the www.psychometrics.com website, including payment details; \$67 fee.
- During class we will have a guest facilitator (Director of Counselling Services) who will assist with interpreting Myers Briggs test results.

3. Submit: Journal Report, Form #1 [using course resource page]

4. Identify a mentor and develop a learning covenant with your mentor.

- Use the standardized sheet provided.
- *Due date: April 4, 2016*

MENTORED MINISTRY MEETINGS

This sheet provides further explanation and details about the mentored ministry meetings required.

1. Basic requirement:

- You are required to meet with a mentor regularly (normally monthly, or at least 10 times) from **April 2016 – April 2017**. Perhaps you already have someone in your life who you would call a “mentor,” or maybe you will need to identify such a person with whom to meet.
- You will **submit three (3) reports reflecting on your learning from these meetings**. Use the standardized sheet provided to report on these meetings. *Due dates:*
- **June 27, 2016** (at class session C; after three meetings with your mentor); **November 21, 2016** (at class session D); **Final Retreat April 22, 2017**
- You will submit your **Mentor’s Response Form**; use the standardized sheet provided to report on the meetings. Should additional space be necessary, please enclose an attached sheet. *Due date: Final Retreat April 22, 2017*

2. Who is a mentor?

- A mentor is an "experienced and trusted advisor." He or she should be a mature Christian person whom you respect and with whom you would be comfortable discussing your spiritual life and your sense of vocation.
- Your mentor should be someone dedicated to an aspect of Christian ministry (in the church, para-church or "secular" workplace) to which you believe the Lord has called you to serve Him. Again, it is best if your mentor is not related to you by blood or marriage.
- This person might be someone with whom you now work (e.g., someone in a more senior position in your company or a recognized Christian leader in your line of work), a pastor (especially if you are called to a church-based ministry, perhaps from your own church or another church), a professor (maybe at Tyndale or elsewhere, especially if you believe God is calling you to an academic vocation), or a respected lay person (perhaps someone with a recognized gift for evangelism, if you feel God is leading you to grow as evangelist).

3. What is the mentor's role?

- Your mentor can be a listening ear or sounding board
- Someone with whom you can explore your ideas about how the Lord is leading you to serve
- Someone whose ministry you should observe carefully
- Someone who can provide insight into the sort of ministry to which you believe yourself called
- Ministry is not learned from a textbook, but learned "on the job". In fact, Christian discipleship is learned best through an apprenticeship—a slow, gradual process of learning ("disciple" means *learner*) the skills and attitudes of a craft under the guidance of a master craftsman.

4. Suggestions on selecting a mentor:

Fred Smith, "[How to Find a Mentor](#)," *Leadership* ([Summer 1996]: 57-58; see also has suggested seven qualities to look for when identifying a mentor:

- Do they have wisdom from experience
- Do they feel noncompetitive toward younger people?
- Can they spot talent?
- Is there a chemistry between us?
- Will they take the responsibility seriously?
- Are they willing and able to confront?
- Do they ask good questions?

5. Purpose of these meetings:

Just as with spiritual friendship meetings, the primary purpose of these meetings is to provide you with an opportunity to share your discoveries, joys and struggles with someone you respect. In particular, meetings with a mentor afford you the chance to explore new avenues of service, rethink your vocation, and deepen your integration of faith with your work.

You should look to your mentor for insight and guidance about the sort of ministry you currently have or the sort of ministry you believe God is preparing you to perform in the future. You should consider observing this person in action, watching how he or she puts Christian faith into daily practice. For example, if the person is a gifted evangelist, then plan on tagging along to watch him or her preach, knock on doors, or whatever. Or, if your mentor is in commercial business, spend a day (or a week!) as his or her "shadow" in order to learn more about handling stress, managing people, or solving problems in the workplace.

6. Logistics:

Participants in the MTS modular program are people already deeply engaged in some form of ministry, either through their service to the Lord at their daily work in the "secular" arena or through a church or para-church structure. You are not required to undertake a new form of ministry for the sake of this course, but instead are expected to continue in your current form of ministry while undertaking a mentoring relationship. For most students this will mean finding a mentor to nurture your growth in ministry, not finding a ministry in the first place.

Some students may elect to get involved in a new form of ministry as the Lord leads (e.g., God prompts you to get involved for the first time with your church's outreach team), but this is not required.

7. Evaluation:

You are required to report three times on your experience of these meetings with a standardized response form.

Your mentor is also required to evaluate the experience through the completion of the standardized response form.

MENTORED MINISTRY LEARNING COVENANT

Due: April 4, 2016 [to be submitted via course resource page]

Student Name: _____

Student number: _____

Student telephone number: _____

Mentor's name: _____

Mentor's position or title: _____

Mentor's address:

Mentor's telephone #: _____

Mentor's email address: _____

A. Information about your mentor

1. Are you related by blood or marriage to the mentor?

YES NO

2. Describe your current relationship to your mentor.

3. Describe some reasons why you have chosen this person as your mentor.

B. Your plan for learning

1. Give a general statement of your learning goals or expectations for this dimension of the course.

2. State some specific learning objectives which your mentor can assist you in reaching.

3. Describe the activities and context related to your learning goals.

4. Give some indications of how your growth will be reflected upon and evaluated in meetings with your mentor.

Signed: _____ Student
_____ Mentor
_____ Date

*** Note: you are responsible for giving your mentor a completed copy of this form.

MENTORED MINISTRY REPORT FORM #1

Due: June 27, 2016 [to be submitted via course resource page]

Student name: _____

Mentor name and telephone number: _____

1. I met with my mentor on the following dates:

2. Some of the main themes for discussion have been:

3. In what ways has your mentor contributed to your spiritual growth?

4. In what ways has your mentor helped to clarify and deepen your understanding and practice of ministry?

5. What do you believe you are learning--about God, yourself, the Christian life--from the experience of meeting with your mentor?

MENTORED MINISTRY REPORT FORM #2

Due November 21, 2016 [to be submitted via course resource page]

Student name: _____

Mentor name and telephone number: _____

1. I met with my mentor on the following dates:

2. Some of the main themes for discussion have been:

3. In what ways has your mentor contributed to your spiritual growth?

4. In what ways has your mentor helped to clarify and deepen your understanding and practice of ministry?

5. What do you believe you are learning--about God, yourself, the Christian life--from the experience of meeting with your mentor?

MENTORED MINISTRY REPORT FORM #3

Final Retreat April 22, 2017 [to be submitted via course resource page]

Student name and email _____

Mentor name, telephone and email: _____

1. I met with my mentor on the following dates:

2. Some of the main themes for discussion have been:

3. In what ways has your mentor contributed to your spiritual growth?

4. In what ways has your mentor helped to clarify and deepen your understanding and practice of ministry?

5. What do you believe you are learning--about God, yourself, the Christian life--from the experience of meeting with your mentor?

MENTOR'S RESPONSE FORM (Cohort M31)

Tyndale Seminary
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Due at Final Retreat, April 22, 2017

*** To be completed by the mentor. Use additional sheets if needed.

Student's name: _____

Mentor's name: _____

1. Describe your perception of the student's spiritual growth during the period of your regular meetings.

2. Discuss your perception of the student's understanding of his or her "calling."

3. Describe your perception of the student's major areas of personal strength and/or spiritual gifting, as well as some areas that might be further developed.

4. Discuss what you have learned as a mentor (e.g., about God, yourself, the Christian life, the mentoring process) from your relationship with the student.

Mentor's signature: _____ Date _____

(I have reviewed this form.) Student's signature _____

CLASS SESSION C – JUNE 27, 2016

Topic: Leading in disorienting times

Required Readings

Peter Dickens and Gary Nelson, *Leading in Disorienting Times* (2015)

Assignments

1. Read book by Nelson and Dickens

2. Exercise: Reflection Paper, 5 pp.

Consider the organization in which you are serving and the nature of issues and opportunities with which you are dealing. Are they typically simple, complicated or complex? Where are you most comfortable? How would your understanding of leadership have to change for you to feel compelled to really embrace complex situations? How might you work that out in your setting?

3. Submit: Mentoring Report, Form #1 [to be submitted via course resource page]
Journal Report, Form #2 [to be submitted via course resource page]

CLASS SESSION D – November 21, 2016

Topic: How does the Lord guide his people? How is God leading me?

- This session will examine the dynamics of divine guidance in the Christian life.
- The student will also be assisted in identifying ways in which God might be leading.

Required readings:

Dallas Willard, *Hearing God* (expanded and updated edition)
Book of Jonah

Assignment:

- Class Presentation

Submit: Mentoring Form #2 [via course resource page]

Preparation:

Exercise 1:

Prior to class, **read the book of Jonah**. As you do, listen for God in it and listen for the story of your lives—because our stories intersect with this story. Remember that our focus this week is on Divine Guidance. What does this story say to us about God as He communicates with and guides His creation – humanity? What do we learn about Jonah as He relates to God? What do we learn about ourselves in relationship with God? As we see the power of this story in its ability to speak to us today, I trust we shall also come to recognize the power present in our own stories, perhaps stories that we've never taken the time to articulate or ever thought anyone would care about.

Exercise 2:

In this *Spiritual Formation* course, it is vital that we come to understand our own story. It is equally important that we move forward with that awareness and understanding so that we can articulate and share that story with others. When we take the risk of telling our own stories, we give our brothers and sisters an opportunity for growth. Talking about our faith journey is vital to our formation. We learn and grow as we interact with and participate in the stories of those with whom we share our lives. When we hear the stories of others we are often affirmed, sometimes we are challenged, sometimes our questions are answered, and at times questions are raised that take us on new journeys. This is exactly the nutrition and energy we need in order to grow and be strengthened.

Reflect on your own story as it relates to the idea of *Divine Guidance*. You may choose to reflect upon your assigned readings to assist you. Be prepared to share for 5- 8 minutes your experience of God as He guides you in life **and to facilitate** a short follow up discussion. In preparing, you may want to consider any of the following questions:

- Do you know the voice of God? What does this mean to you?
- How have you experienced God as He communicates with you?
- What experiences have you had of either heeding or ignoring the guidance of God?
- What role have you played in helping others to identify the desires of God in their life?
- What concerns, apprehensions or unanswered questions do you have with regard to *divine guidance*? What is God teaching you about this part of your life with Him?

You may want to bring songs, quotes, poetry that reflect different views of "*Divine Guidance*".

Be prepared to **hear carefully** what others share and to interact with their stories. Pray that God will advance your understanding and awareness of *Divine Guidance* through this exercise of sharing your stories.

**** Please submit a copy of your presentation notes [to be submitted via course resource page]**

CLASS SESSION E – Final Retreat, Saturday, April 22, 2017

FINAL RETREAT

Assignment:

1. Write a 5 page Reflection Paper

- Write a 5 page reflection paper on the book, *In The Name of Jesus*, in which you develop your own understanding of leadership in response to Nouwen's book (and hand-out). You will also reflect on what you have learnt about yourself as a leader through journaling and discussions with your mentor. Identify areas of growth, change and struggle since you began the program.

Due Date: April 22, 2017

- 2. Submit:** Mentoring Form #3 [to be submitted via course resource page]
Mentor's Response Form [to be submitted via course resource page]

Required readings:

Henri Nouwen, *In the Name of Jesus* (NY: Crossroad, 2005).
Henri Nouwen, "The Monk and the Cripple" (Hand-out)

Scripture Reading – John 21