Course Syllabus

INTERSESSION 2018
LEADERSHIP DEVELOPMENT
LEAD 0510

JANUARY 3 – 6, 2017
TUESDAY – SATURDAY, 9:00 AM TO 4:00 PM

INSTRUCTOR: CLINT MIX, DMIN
Phone number: 587 284 9973 (Cell)
E-mail: cmix@tyndale.ca
Office hours: By appointment

To access your course material, please go to http://classes.tyndale.ca. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

This foundational and introductory course seeks to develop a biblical-theological, historical and cultural understanding of the best principles and practices of leadership in the church, ministry/mission organizations and the marketplace. Students will gain insight into their leadership potential, gifts, values, preferences, style, and skill levels. They will grow in the wisdom and ability to think and respond as leaders in whatever settings they serve. Students will implement their understanding of leadership and reflect on those implementations.

II. LEARNING OUTCOMES

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

- Cultivate actions and attitudes that demonstrate a Biblical approach to leadership that is also informed by current leadership theory and practices
- Adjust their behaviour and embrace change based on self-awareness, reflection and feedback
- influence others in a team setting
• Develop an approach to leadership that reflects an integration of an organic paradigm and the complexity of systems dynamics
• Demonstrate a deepened sense of urgency about demonstrating and encouraging missional leaders to accomplish Kingdom work on a regional, national or international level in both a ministry and a marketplace setting

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


B. SUPPLEMENTARY/RECOMMENDED READING

Various readings to be distributed via the course website.

C. ASSIGNMENTS AND GRADING

1. A “Best Practice” Presentation: Due on January 4, 5, 6, 2017; 10% of final grade.

A “Best Practice” is a practical, operational function that guides a leader or leadership team towards effectively fulfilling God’s mission. “Church” answers like “pray” or “follow the Bible,” are not what this presentation is about. Also, this is not intended to be a “principle” of leadership, it is a “practice” for leader(s). This presentation should be drawn from experience or from observation. It can come from a source (i.e. Lencioni) but needs to be applied in a ministry or marketplace context. The presentation is intended to be practical and transferable. The presentation should be done in a maximum of three minutes without PowerPoint. Examples will be given on the first day by the course instructor. Presentations will be done in class on the Wednesday and Thursday in the morning and after the lunch break. A sign-up sheet will be distributed during the first class.

Basis of grade: Practicality and transferability of the “practice.”
2. **Action Learning Project:** Due on January 7, 2017; 25% of final grade.

Students will be expected to work in teams of 6 - 8 throughout the week, reflecting on a specific leadership challenge or opportunity that is drawn from the real experience or context of one or more of the team members. The project will be of their choosing but must provide each team member an opportunity to develop their own leadership capacity. Teams will make a 15 - 18 minute presentation of their project to the class on the last session of the week.

**Basis of grade:** Teamwork as evidenced throughout class, quality and creativity of team presentation and effectiveness at integrating the class material presented during the week.

3. **Practicing Greatness Reflective Leadership Essay:** Due on January 22, 2018; 25% of final grade.

The reflective leadership essay is an autobiographical paper that focuses on the first discipline covered in *Practicing Greatness* (self-awareness) and one other discipline (of your choice) covered in McNeal’s book. The reflection on self-awareness should include your past awareness of yourself and how this influenced your mission and ministry; the paper should then include new understandings of self from the course and reading material and how that will shape future mission and ministry. For the second discipline reflect on how you have practiced this in the past; the paper should then include new insights and understandings gained from the course material and other books and how this new learning will be integrated into your future mission and ministry.

This 5-7 page paper is autobiographical in nature and as such “I” is permitted and encouraged. While not intended to be highly academic, sources, including course material, should be cited.

**Basis of grade:** Demonstrated growth (movement) in the understanding and application of the two disciplines covered in the paper.

4. **Fundamental Principles of Christian Leadership Paper:** Due on February 19, 2018; 40% of final grade.

Each student will be expected to prepare a missional, operational and biblically-based set of leadership principles and explain how they will influence their practice of leadership. Each principle should be supported by Scripture, course text book (s), other applicable reading and course material. Each principle should be applied the mission, ministry or market place context that the student is or anticipates serving in. Ideally these principles should be applicable in any context that they serve/lead in and as such could guide them throughout their future ministry.
This paper should meet graduate level academic research standards of the institution in its approach, quality, length, and style. As such the paper should be approximately 7-10 pages in length. It is expected that a minimum of ten resources as well as the text of scripture be used to develop the guiding principles.

**Basis of grade:** The integration of Scripture, readings and class material into practical leadership principles.

**D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

For proper citation style, consult the [Chicago-Style Quick Guide](Tyndale resource) 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.

**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 should 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. The Academic Calendar is posted at [http://tyndale.ca/registrar/calendar](http://tyndale.ca/registrar/calendar).

**Submission of Work**

Students should submit their papers to the instructor via email as a .pdf document. The papers need to be submitted in the following way:


**Back Up of Work**

Until you have received confirmation of your final grade, students are required and may be asked to produce backup copies of their assignments. In addition, computer crashes, lost files, etc., will be deemed as an inadequate reason for not submitting a paper on time. Students are strongly advised to regularly back up their work in a secure manner.
E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>“Best Practice” presentation, book/assigned class readings and class participation</td>
<td>10%</td>
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<tr>
<td>Reflective leadership essay</td>
<td>25%</td>
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<tr>
<td>Action learning project</td>
<td>25%</td>
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<tr>
<td>Fundamental of Christian leadership research paper</td>
<td>40%</td>
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<tr>
<td>Total Grade</td>
<td>100%</td>
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F. 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 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 OUTLINE AND SCHEDULE
<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPICS OF DISCUSSION</th>
<th>SUPPORTING ASSIGNMENTS (THESE ASSIGNMENTS ARE TO BE COMPLETED BEFORE EACH CLASS)</th>
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| Day 1 | **Unit I: A Theology of Leadership**<br>  
A. Your definitions of leadership  
B. Current definitions of leadership  
C. Biblical foundations of leadership  
D. Developing a theology of leadership  
E. Developing as an empowering leader | a. Reflect on your experiences and assumptions about leadership  
b. Read and reflect on Psalm 78:70-72; Daniel 4; 1 Samuel 9 – 17; Esther; Mark 10:32-45; Ephesians 4:11-15 and be prepared to discuss implications for leadership |
| Day 2 | **Unit II: The Person of The Leader**<br>  
A. Understanding yourself through the window of the Myers Briggs Type Indicator  
B. Understanding how you can better work with others with different personality types  
C. Discovering (or affirming) your Spiritual Gifts  
D. Becoming aware of different Spiritual Gifts and how you can lead a congregation/organization towards greater fruitfulness by serving in mission and ministry based on Spiritual Gifts  
E. “Best Practices” presentations | a. Read and reflect on Psalm 139; Exodus 31:1-11; Romans 12; 1 Corinthians 12-14; 2 Timothy 1:3-6; 1 Peter 4:7-11, read these passages through the lens of how God has uniquely made you  
b. Complete your MBTI assessment and bring your report to class. Prepare to interact with your personality profile in the class [http://www.16personalities.com/free-personality-test](http://www.16personalities.com/free-personality-test)  
c. Complete your Spiritual Gift Assessment and bring your report to class. Read and be prepared to interact with your report in the class [http://giftstest.com/](http://giftstest.com/)  
d. Read and be prepared to discuss Connective Leadership |
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<td>Day 3</td>
<td><strong>Unit III: The Leader’s Ability to Utilize Conflict as a Catalyst for Effective Mission and Ministry</strong>&lt;br&gt;A. A biblical perspective on conflict&lt;br&gt;B. Reasons for conflict&lt;br&gt;C. Utilizing conflict as a gift&lt;br&gt;D. Dealing with criticism as a spiritual leader; developing emotional intelligence&lt;br&gt;E. Forgiveness and reconciliation&lt;br&gt;F. “Best Practices” presentations</td>
<td>a. Reflect on conflict in the church, mission organization and marketplace setting... what causes conflict? How have you experienced this? How can conflict be utilized to help the church become more effective in mission and ministry?&lt;br&gt;b. From the perspective of healthy conflict resolution, read, reflect on and be prepared to discuss in your small group the following passage: <strong>Mark 14</strong>&lt;br&gt;c. From the perspective of healthy conflict resolution, reflect on and be prepared to discuss in your small group the following theological concepts: <strong>Shalom, the Kingdom of God</strong> and the <strong>Trinity</strong>&lt;br&gt;d. Read and be prepared to discuss <strong>Leadership on the Line</strong></td>
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| Day 4 | **Unit IV: Adaptive Leadership in Uncertain Times; Leading Toward the Discerning of and Participation in the Mission of God**  
A. Understanding a process for discerning the mission of God  
B. Reflecting on the dynamics of change within churches, moving them from a posture of consumerism to that of active participation in the mission of God  
C. Locating an understanding of missional leadership in the context of a rapidly changing environment  
D. “Best Practices” presentations | a. Read, reflect on and be prepared to discuss, through the lens of discerning and participating in the mission of God, *Genesis 1:27-31; Genesis 12:1-3; Matthew 28:16-20; Colossians 1:15-23; Revelation 22; Luke 14:25-35; James 4:13-17*  
b. Examine a specific context (church, ministry, program) through a systems lens in order to develop adaptive change strategies  
c. Read and be prepared to discuss *Leading in Disorienting Times* |
| Day 5 | **Unit V: Presentation of Action Learning Projects**  
A. Completion of course material not yet covered  
B. The character of a godly leader  
C. Teams will present their projects | a. Read *1 Timothy 3:1-13*, and be prepared to discuss these biblical qualifications for leaders  
b. Be prepared to present your project in a way that engages the whole class |
V. BIBLIOGRAPHY

The class will include circulation of materials especially useful on the subjects of discussion. In addition an updated reading list that includes all the resources that are new and referenced in class discussion will be handed out the second to last day of class. Both instructor and students will be involved in presenting useful materials beyond those listed to follow:

GENERAL LEADERSHIP THEMES


THE PERSON OF THE LEADER


**INFLUENCING PEOPLE AS A LEADER**


**LEADERSHIP AND CHANGE PROCESSES**


**PURPOSE/MISSION**


