To access your course materials at the start of the course, please go to https://www.mytyndale.ca

I. COURSE DESCRIPTION

This foundational and introductory course seeks to develop a biblical-theological, historical and cultural understanding of the best practices of leadership in the church, ministry organizations and the marketplace. Each student will gain insight into their leadership potential, gifts, values, preferences, style, and skill levels. They will learn to understand and maximize their influence through their personal formation and the development of strategies for delivery of their unique leadership style.

II. LEARNING OUTCOMES

Upon successful completion of the course the student shall demonstrate:

1. actions and attitudes that demonstrate a Biblical approach to leadership that is also informed by current leadership theory and practices
2. a willingness to adjust their behaviour and embrace change based on self-awareness, reflection and feedback
3. an ability to influence others in a team setting
4. an approach to leadership that reflects the complexity of systems dynamics
5. 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 Textbooks


The *Myers-Briggs* assessment instrument.

Various readings to be distributed in class.

B. Supplementary/Recommended Reading

Various readings to be distributed in class.

C. Description of Assignments and Expectations

a) Class participation

It is expected that the student will prepare carefully for each class contact session as outlined in the syllabus in the supporting assignments column. It is expected that that preparation will be reflected in intentional and quality class engagement.

Course value: 10%
Basis of grade: Class interaction
Due Date: Throughout the week

b) Action learning project

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 the team members. The project will be of their choosing but must provide each team member an opportunity to develop their own leadership capacity. Team will make a 15 - 18 minute presentation of their project to the class on the last session of the week.

Course value: 30%
Basis of grade: Quality of teamwork as evidenced throughout term and quality of team presentation.
Due Date: July 20th, 2012

c) Reflective leadership essay

The reflective leadership essay is an autobiographical essay that relates their leadership experiences with significant literature in the field. This 1,500 word essay is expected to build upon the student’s professional experience and learning in the course. Students will be expected to demonstrate reflection on past and present roles in a pastoral and/or community
setting. They will also be expected to place an autobiographic leadership story within the context of significant and relevant leadership literature.

Course value: 30%
Basis of grade: Demonstrated understanding of relevance of required reading to their own leadership experience and perspective
Due date: August 10th, 2012

d) Fundamentals of Christian Leadership Paper
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. One of the fruitful paths to take with such a paper will be to develop a list of principles that make Christian leadership unique. The paper should identify the principles and implications and then conclude with a model of leadership that flows from the principles. 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 a ten resources as well as the text of scripture be used to develop the guiding principles and the model that binds the principles together.

Course value: 30%
Basis of grade: Quality of research and presentation.
Due date: August 31st, 2012

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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.

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 10.46 to 10.51 and 14.253 to 14.254.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective leadership essay</td>
<td>30%</td>
</tr>
<tr>
<td>Action learning project</td>
<td>30%</td>
</tr>
<tr>
<td>Fundamental of Christian leadership research paper</td>
<td>30%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>
### VI. COURSE OUTLINE AND SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPICS OF DISCUSSION</th>
<th>SUPPORTING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td><strong>Unit I: A Theology of Leadership</strong></td>
<td>a. Reflect on your experiences and assumptions about leadership</td>
</tr>
<tr>
<td></td>
<td>A. Your definitions of leadership</td>
<td>b. Read Daniel 4, 1 Samuel 9 – 16, Mark, and Ephesians 4 and be prepared to discuss implications for leadership.</td>
</tr>
<tr>
<td></td>
<td>B. Historical development of leadership theory and its relationship to management</td>
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<tr>
<td></td>
<td>C. Biblical foundations of leadership</td>
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<td></td>
<td>D. Developing a theology of leadership</td>
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</tr>
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<td></td>
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<tr>
<td><strong>Day 2</strong></td>
<td><strong>Unit II: The Person of The Leader</strong></td>
<td>a. Find one Biblical leadership motif/theme and prepare to explain it.</td>
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<td></td>
<td>A. Understanding the basis for, and implications of your mental models</td>
<td>b. Score assessment instrument as assigned (i.e. MBTI)</td>
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<td>B. Understanding your personal learning style in the context of transformative learning</td>
<td>c. Prepare to describe your leadership style in your group.</td>
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<td></td>
<td>C. Developing an awareness of your personality profile and its implications for leadership</td>
<td>d. Prepare to discuss your perspective on change at a personal as well as organizational level</td>
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<td></td>
<td>D. Developing your emotional and spiritual intelligence</td>
<td>c. Read and be prepared to discuss <strong>Nouwen</strong></td>
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<tr>
<td><strong>Day 3</strong></td>
<td><strong>Unit III: The Leader’s Capacities and Impact in Influencing People</strong></td>
<td>a. Reflect on your own view of the human condition and the adequacy of the view demonstrated in places you have worked.</td>
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<tr>
<td></td>
<td>A. Philosophical and biblical perspectives regarding people</td>
<td>b. Reflect on and be prepared to discuss how you have influenced others</td>
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<td>B. Developing an “other-centered” perspective</td>
<td>c. Read and be prepared to discuss <strong>Rinehart</strong></td>
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<td>C. Motivation, inspiration and engagement</td>
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<td>D. Coaching others</td>
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<td>E. Embracing and influencing change</td>
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<tr>
<td>TIME</td>
<td>TOPICS OF DISCUSSION</td>
<td>SUPPORTING ASSIGNMENTS</td>
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<td>Day 4</td>
<td><strong>Unit IV: Systems Leadership</strong></td>
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<td></td>
<td>A. Understanding the development and application of systems thinking to pastoral leadership</td>
<td>a. Reflect on and be prepared to discuss evidence of systems dynamics in scripture</td>
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<td>B. Reflecting on the dynamics of change within churches, families and organizations</td>
<td>b. Examine a specific context (church, ministry, program) through a systems lens in order to develop adaptive change strategies</td>
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<td></td>
<td>C. Locating an understanding of missional leadership in the context of a rapidly changing environment</td>
<td>c. Read and be prepared to discuss Heifetz</td>
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<tr>
<td>Day 5</td>
<td><strong>Unit IV: Systems Leadership (cont’d)</strong></td>
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<td></td>
<td><strong>Unit V: Presentation of Action Learning Projects</strong></td>
<td>a. Be prepared to present your project in a way that engages the whole class</td>
</tr>
<tr>
<td></td>
<td>A. Teams will present their projects</td>
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</tbody>
</table>

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**


7


**INFLUENCING PEOPLE AS A LEADER**


**LEADERSHIP AND CHANGE PROCESSES**


**PURPOSE/MISSION**


