



TYNDALE
Seminary

**Course Syllabus
Winter 2012**

**LEADERSHIP DEVELOPMENT
LEAD 0510W**

**JANUARY 9 – APRIL 13, 2012
WEB BASED (NO CLASS SESSIONS)**

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To access your course materials at the start of the course,
please go to <http://class.tyndale.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

By completing all assignments successfully, the student will:

- Have interacted with biblical texts concerning the nature of the church, servant leadership and understandings of our context for leadership/ministry
- Have considered significant works in the area of church and organizational leadership, determining approaches to be appropriated in your own leadership tasks
- Have reflected on your own leadership skills and abilities in an intentional manner
- Have developed your own leadership framework/philosophy of ministry integrating course material
- Have developed skills for assessing leadership effectiveness
- Have created a statement of a biblical vision for a ministry setting

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

Anderson, Leith. *Leadership that Works*. Minneapolis: Bethany House, 1999
Lipman-Blumen, Jean. *Connective Leadership*. Oxford University Press, 1996
McNeal, Reggie. *Practicing Greatness*. San Francisco: Jossey-Bass, 2006.
Quinn, Robert. *Building the Bridge as You Walk On It*. San Francisco: Jossey-Bass, 2004.
Rath, Tom. *Strengths Finder 2.0*. New York: The Gallup Organization, 2007.

B. ASSIGNMENTS AND GRADING

This course is primarily designed to help students integrate material learned into a workable personal approach to leadership, based on the student's own gifts, skills, personality and context. As a result, each of the assignments will be marked on the basis of how well the course material is integrated, as well as how clearly the student has articulated their own understanding and approach to leadership.

1. Forum activity (30% of final grade)

Each week, there will be discussion questions to which you will respond. You will also be asked to respond to other students' postings. These discussion postings will be assessed on the basis of participation (does the student respond to all of the discussion questions) and the quality of the postings and responses.

2. Yourself as Leader (35% of final grade)

Assess yourself as a leader reflecting concepts from Unit 2. Headings should include: traits, skills, styles, gifts and specific problems you face. *Specifically incorporate your self- assessments drawn from: Quinn's 8 Practices, Strengths Finder assessment, Lipman-Blumen's 9 styles, and McNeal's 7 Disciplines.* Conclude with suggestions of how you need to grow as a leader. **10 pages.**
Due: April 1, 2012

3. Choose one of the following two options:

a. Case Study on Change. (35% of final grade)

Describe a situation in your ministry/work context either where a significant change recently occurred, or one where a significant change *needs* to occur (from your perspective). Employing the Terry Wheel model of Leadership as Action, Kotter's Eight-Stage Process for Leading Major Change, and/or Quinn's eight practices, assess the situation. What has happened, and what needs to happen? Work from the specific categories given by Terry, Kotter or Quinn. **10 pages. Due: April 20, 2012**

OR

b. A Biblical Model for Leadership in ministry. (35 % of final grade)

Develop a biblical philosophy for the ministry setting, reflecting the exile leader material, but not specifically limited to this. This assignment should

integrate insights gleaned *throughout the course*. Also note that it is to be a *biblical* model. **10 pages. Due: April 20, 2012**

SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	30 %
Yourself as Leader	35 %
Case Study on Change or Biblical Model of Leadership	35 %
Total Grade	100 %

C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Students should 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 at <http://www.tyndale.ca/registrar/calendar/2011-2012>. 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.

Your work should demonstrate the following characteristics

- Clear grasp of the concepts discussed in class and in the readings. This should be in evidence by references to material as it applies to the content of the paper.
- Personal application of the material. Your own interaction with the material, showing how it has an impact on your leadership approach. Demonstrate how you have integrated the course material into your thought on issues of leadership
- Addressing all the issues articulated in the specific assignment descriptions above.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

January 9-15

Unit 1: A Leader's Framework: "The Nature of Things"

The nature of the church from a biblical perspective, and the nature of society and culture in our day.

January 16-22

Unit 2: The Nature of Leadership

Myths of leadership, Images of leadership from popular culture and biblical sources, changing visions of leadership

January 23-29

Unit 3: The Nature of Your Own Church

Biblical descriptions of “polity,” popular church models, church “types,” assignment around applying these to local congregation.

January 30-February 5

Unit 4: The Traits, Skills and Challenges of Church Leaders: Traits of Leaders: The Fundamental State of Leadership (suggested completion of reading of Quinn)

February 6-12

Unit 7: Leading from your Strengths: Working with your Top Five Signature Themes. (Strengths Finder 2.0 inventory needs to be taken before this week.)

February 13-19

Unit 6: The Skills of Leaders

Seven Disciplines of Leaders (suggested completion of reading of McNeal)

Four key areas: Communication, Discussion and decision-making, discernment, consensus building

February 20-26

Unit 7: Connective Leadership

Nine styles of connective leadership (suggested completion of reading of Lipman-Blumen)

February 27- March 4

Unit 8: Vision and Leading from One’s Gifts (Paul Ford)

March 5-11

Unit 9: The Challenges of Leaders – Part 1

Expectations, Stress (suggested completion of reading of Leith Anderson), Conflict (Pat Keifert)

March 12-18

Unit 10: Challenges of Leaders – Part 2

March 19-25

Unit 11: Leadership as Action: Strategies for effecting change

Understanding the actions needed from leaders:

Robert Terry’s six components of action: existence resources, structure, power, mission, meaning.

March 26-April 1

Unit 12: Quinn revisited: Transforming others by transforming yourself, and the eight practices.

April 2-8

Unit 13: A Biblical Context for leadership – Exile and our current church and world situations

April 9-13

Unit 14: Those God called to lead

V. SELECTED BIBLIOGRAPHY

A. GENERAL REFERENCE

- Allender, Dan B. *Leading with A Limp: Turning Your Struggles Into Strengths*. Colorado Springs: WaterBrook Press, 2006.
- Anderson, Leith. *Leadership that Works*. Minneapolis: Bethany House, 1999
- _____, Jack Hayford and Ben Patterson. *Who's In Charge: Standing Up to Leadership Pressures*. Sisters, Oregon: Multnomah, 1993.
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- Clapp, Rodney. *Border Crossings: Christian Trespasses on Popular Culture and Public Affairs*. Grand Rapids: Brazos Press, 2000.
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- Cloud, Henry. *Necessary Endings: The Employees, Businesses, and Relationships that All of Us Have to Give Up in Order to Move Forward*. New York: Harper Collins, 2011.
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- _____. *Leading Without Power: Finding Hope in Serving Community*. San Francisco: Jossey-Bass, 1997.
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- Hamel, Gary. [*Leading the Revolution: How to Thrive in Turbulent Times by Making Innovation a Way of Life*](#). New York: Plume, 2002.
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Academic Policy Attachment to All Online Course Syllabi

The academic policies of Tyndale Seminary are outlined in the *Academic Calendar*, available on the Tyndale website <http://www.tyndale.ca/registrar/calendar/2011-2012>. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the *Academic Calendar* are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

1. Attendance Policy

Failure to participate in an online course for any three weeks during the semester will constitute grounds for failing that course. Participation must include uploading an assignment or taking part in a discussion forum. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, computer malfunctions, etc.

2. Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

3. Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering to the full policy on academic honesty as found in the seminary's *Academic Calendar*.**

- a. Honesty in online assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- b. The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- c. Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
- d. The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the *Academic Calendar*.

4. Guidelines for Written Work

- a. The following information must be included at the top of all uploaded files: your full name, course title, assignment name or number and name of the professor. This does not apply to online forum postings.
- b. All submissions should be characterized by the following:
 - *Accuracy* (Is what I say correct? Is it true to the case?)
 - *Comprehensiveness* (Have I covered all the points that need to be covered?)
 - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
 - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
 - *Specificity* (Have I moved beyond generalities and made specific statements?)
 - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?) Consult the online course instructions for details as to which submissions require source documentation.
- c. Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized handbook for academic writing .e.g., [Chicago Manual of Style Online](#), the *MLA Handbook for Writers of Research Papers*, Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*, or *The SBL Handbook of Style*).
- d. All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the *Academic Calendar*.
- e. Assignment grades will be posted in the online grade book along with the professor's comments where appropriate (the final grade will come from the Registrar's office). Forum postings will remain available if students wish to download them following the completion of the course.
- f. All students are required to keep a back-up copy of their online posts and submissions.
- g. Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- h. Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

5. Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

6. Policy on Late Papers and Extensions

- a. All forum postings, reading responses, and other assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late assignments in the course outline, these will receive a "0" grade. Grades for major course assignments submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Consult the online course requirements to determine which assignments qualify as major assignments.
- b. Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.
- c. Faculty may grant an extension only up until the last date course assignments are due. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

7. Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at <http://www.tyndale.ca/registrar/downloads>.

Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at <http://www.tyndale.ca/registrar/downloads>.