

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	LEADERSHIP DEVELOPMENT LEAD 0510W
Date and Time	JANUARY 11 – APRIL 12, 2021 WEB-BASED ONLINE
Instructor	CLINT MIX, DMin Email: cmix@tyndale.ca Backup emails: clintmix@rogers.com ; clintmix@shaw.ca Phone: 587-284-9973
Class Information	This course is designed to be asynchronous. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources. The classes will be posted on a weekly basis on the course website. This is a fully online course with no “live” sessions. There are weekly participation expectations that need to be met for course completion. Office Hours: By appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Seeks to develop biblical-theological, historical and cultural understandings of leadership in the church, ministry organizations and the marketplace. Students will gain insight into their leadership potential, gifts, values, preferences, style and skill levels. They will grow in the 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 will be able to:

- Evaluate theological doctrines and biblical texts concerning leadership, empowerment, servanthood, Appreciative Inquiry, the mission of God and the nature of the church
- Assess significant works in the area of church and organizational leadership, distilling approaches to be appropriated in their own leadership context
- Formulate growth in their mission, personality type, spiritual gifts, leadership skills and abilities as well as plan potential growth areas in their current or future context of service
- Employ a process for facilitating communal discernment of God's mission for a church or ministry organization
- Demonstrate adaptive leadership skills necessary in order to lead a church or ministry organization towards participating with God in his mission
- Apply the course material, in a team setting, to an actual ministry challenge

III. COURSE REQUIREMENTS

A. REQUIRED READING

It is strongly encouraged that you would follow the [reading schedule](#) as outlined in this syllabus.

Cooperrider, David L., and Whitney, Diana. [*Appreciative Inquiry: A Positive Revolution in Change*](#). San Francisco, CA: Berrett-Koehler Publishers, 2005. ISBN – 13: 978-1-57675-356-9

Heifetz, R., and M. Linsky. [*Leadership on the Line: Staying Alive through the Dangers of Leading*](#). Boston, MA: Harvard Business School Press, 2002. ISBN 9781422105764

Lipman-Blumen, Jean. *Connective Leadership, Managing Change in a Changing World*. Oxford; New York: Oxford University Press, 2003. ISBN - 978-0195134698

McNeal, Reggie. [*Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*](#). San Francisco, CA: Jossey – Bass, 2006. ISBN – 13: 978-07879-7753-5

Nelson, Gary, and Peter Dickens. [*Leading in Disorienting Times: Navigating Church and Organizational Change*](#). Canada: TCP Books, 2015. ISBN-13: 978-0827221765

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Forum Activity

Each week, there will be teaching units to watch and discussion questions to which you will respond. You will also be asked to respond to other students' postings. In addition, there will be a few minor assignments included in this grade that will provide the basis for some of the forum activity.

Students are expected to stay current. A major part of the learning that takes place in online courses is the interactions with your classmates. The earlier in the week you post, the more interaction your posts will receive. Those who fail to post by the weekly deadline will be given a "0" for that week. In keeping with the student handbook, students that miss three weeks of posting will be given a failing grade.

Unless otherwise noted, your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a "late post" of any member.

"Late posts" will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of "late hours" will be recorded at the end of the course and your grade for the "forum assignment" would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is "no post" after 11:59 pm for that day, the student will receive a "zero" for that forum. If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.

- Due weekly (Sunday, Midnight EST) throughout the course
- Grade Value: 30%

FORUM DISCUSSION GRADING RUBRIC

Letter Grade/ Criteria	A	B	C	D
Completeness of post	Addresses all parts of question (s); meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors in spelling and grammar	Unclear, poor spelling and grammar in most posts
Critical engagement with class material (lectures, readings) and Scripture	Thoughtful; opinions and ideas are substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active reflection & questioning; obvious integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active reflection & questioning; obvious integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context

Promptness & quality of responses	Posting on time; responds to all group members' postings in timely manner; thoughtful responses	Posting on time; responds to most postings in timely manner; somewhat thoughtful responses	Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses	Late posting; rarely responds to group members' postings; responses not thoughtful
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2. Understanding Yourself as Leader Paper. (20% of final grade; 5-7 Pages)

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 the new self-awareness will shape your future mission and ministry. For the second discipline reflect on how you have practiced this discipline 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 paper is autobiographical in nature and as such "I" is permitted and encouraged. While not intended to be highly academic sources, including McNeal and course material, should be cited.

- **Due: March 14, 2021**
- **Grade Value: 20%**

UNDERSTANDING YOURSELF AS LEADER GRADING RUBRIC

(Additionally, please review the document: "Understanding Yourself as Leader" Paper under the Administration section on the course website)

Letter Grade/ Criteria	A	B	C	D
Self-Reflection	Honest and appropriately vulnerable with short narratives about actual events.	Self-reflection that stays relatively shallow and doesn't explore the "why" behind events.	Some self-reflection but much of the paper is abstract or theoretical	Rarely reflects on self, focuses on others.
Clarity of Paper	Clear, succinct introduction that ONLY gives what is coming in the paper.	Clear, but can be more concise, a few grammatical or spelling errors.	Somewhat clear, but with significant number of errors in spelling and	No introduction, headings, or subheadings. Citations are

	Headings and subheadings in the paper correlate directly to the introduction. The introduction includes ministry context for the application heading. Paper is clean, clear, and very limited grammatical, formatting.	A rambling introduction. Limited use of headings and sub-headings.	grammar. Some headings.	missing and inconsistent. Significant grammatical and spelling concerns throughout the paper.
Integration of <i>Practicing Greatness</i> , other course books/lectures, and Scripture	While McNeal's books is the main text for this paper, it is expected that class material (books/lectures) are integrated and cited. Multiple book/course references are used to context past awareness and even more used in the New Learnings Section. Scripture is utilized throughout.	Thoughtful; opinions and ideas are occasionally substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active reflection & questioning; obvious integration with one's ministry context.	Less thoughtful; opinions and ideas are sometimes substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active reflection & questioning; obvious integration with one's ministry context.	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context
Application	Tangible and concrete, related directly to the course content and Scripture. That is applied directly	Application is not tied to ministry context and remains somewhat abstract.	Application is missing or limited and is not applied to a specific context.	Limited or no application.

	to present or anticipated ministry context. First person (“I will”) language is utilized here.			
Citation	Consistent citation format. For this paper simply citing page numbers from McNeal’s book is appropriate. For citing course material use: (Mix, Unit 2: Empowering Leadership)	Inconsistent citing of sources. Course material or other material not cited.	Limited citations or missing obvious references.	Limited or no citations. Uses endnotes.

3. Action Learning Project Team Presentation (20% of final grade)

Students will be arbitrarily assigned groups (Action Learning Project Teams; ALP) of 4-6. The instructor will facilitate ALP online team discussion groups in the “ALP Group Forums” section of the website to enable the students to complete this assignment. The ALP Team will select 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 the team’s choosing but must provide each team member an opportunity to develop their own leadership capacity. Teams will post a 15 - 18 minute presentation of their project to the class.

Please note that the groups will be assigned after the class has begun, normally after Week 2.

Basis of grade: Quality of teamwork as evidenced throughout the groups on line interaction, quality and creativity of team presentation and quality of integrating and applying the class books/material presented during the course.

- **Due: April 4, 2021**
- **Grade Value: 20%**

ACTION LEARNING PROJECT GRADING RUBRIC

(Additionally, please review the Power Point : “Action Learning Project Review” in the ALP Section of the course website)

Letter Grade/ Criteria	A	B	C	D
Leadership Challenge	The group has chosen a realistic (actual) challenge. One that can not be addressed with “technical” responses, rather one that requires adaptive leadership skills as taught in the course.	The leadership challenge is one that could easily be addressed by technical leadership skills.	The leadership challenge is not clearly outlined and or too simplistic.	The leadership challenge is a challenge to ascertain.
Clarity of Presentation (note it is not necessary to have a didactic presentation like an academic paper to be clear in the challenge and response)	The audience can unmistakably identify the leadership challenge and how the requested sources are being utilized to address this challenge.	The issue is not as clear as it could be and the response of the material to the issue often correlates.	The issue is not clear, and the material does not necessarily relate.	Limited understanding of the issue or response to it.
Creativity of Presentation	The presentation is engaging	Thoughtful; opinions and ideas are occasionally substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active	Less thoughtful; opinions and ideas are sometimes substantiated with Scripture, current and past class material, course textbooks (especially the applicable weekly reading), and additional credible resources; active	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one’s ministry context

		reflection & questioning; obvious integration with one's ministry context.	reflection & questioning; obvious integration with one's ministry context.	
Integration of Class Books/Lectures and Scripture	A breadth of course books, lectures, and Scriptures are appropriately utilized in responding to the leadership challenge.	There are some references, but they utilized only some of the sources and may be miss applied to the issue.	Some integration of sources that may or may not be used according to the intent of the material.	No or limited use of materials. Those used do not fulfill the intent of the material.
Application	An observer of the presentation who is facing a similar issue could take the principles used and apply it in their context.	Application is not tied to ministry context and remains somewhat abstract.	Application is missing or limited and is poorly applied to the leadership challenge being addressed.	Limited or no application.
Citation's (Note: This is not an academic paper, however, it is expected that all materials are cited in the presentation.)	There is a clear system that shows the sources of material utilized. This is done in a way that doesn't hurt the creativity of the presentation.	Some sources are not cited, citations are inconsistent.	Limited citations or missing obvious references.	Limited or no citations.

4. Fundamental Principles of Christian Leadership Paper. (30% of final grade; 8-10 Pages)

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 where applicable, course material (lectures/handouts); course material should be cited, i.e., (Mix, Lead 0510, Unit Two, Empowering Leadership). Each principle should be applied in the mission, ministry, or marketplace context that the student is or anticipates serving in

(please clearly state this context in your paper introduction). Ideally these principles should be applicable in any context that the student serves/leads in and as such could guide them throughout their future ministry. What is NOT being looked for in this paper are practices that good Christians should follow, such as, prayer, integrity, Bible reading etc. While these practices are essential for great Christian leaders, they are not the foci of this paper. This paper should meet graduate level academic research standards of the institution in its approach, quality, length, and style. It is expected that a minimum of ten resources in addition to the text of Scripture and the course material be used to develop the guiding principles.

Basis of grade: The integration of Scripture, class material, course books and other resources into leadership principles that are applied in concrete ways to the present or future context of service.

The course instructor will provide a detailed paper on the course website outlining the exact expectations of this paper.

(Additionally, please review the document: “Exact Expectation for the Leadership Principles Paper” under the Administration section on the course website)

- **Due: April 18, 2021**
- **Grade Value: 30%**

FUNDAMENTAL PRINCIPLES OF CHRISTIAN LEADERSHIP PAPER GRADING RUBRIC

(Additionally, please review the document: “Fundamental Principles of Christian Leadership” Paper under the Administration section on the course website)

Letter Grade/ Criteria	A	B	C	D
Clarity of Paper	Clear, succinct introduction that ONLY gives what is coming in the paper. Headings and subheadings in the paper correlate directly to the introduction. The introduction includes a statement of the	A rambling introduction that fails to provide all the information that is requested in the paper. There is some correlation between the introduction and body of the paper. The paper has some headings and is generally well written.	A rambling introduction, possibly with no heading. One that tells me how important leadership is and a story about someone who greatly influenced your life. Principles are not articulated in the introduction.	No introduction, headings, or subheadings. Significant grammatical and spelling concerns throughout the paper.

	Principles that will be covered, ministry context for the application of the principles, and that the principles are built on the foundation of godly character and spiritual disciplines. (See relevant paper set up paper in the Administration Section of the website)		Limited headings used throughout. Poor to mediocre grammar and spelling.	
Principles	Principles are clearly articulated in sentences, i.e., Principle One: An Effective Missional Leader Empowers those they Serve. They are (with a sub-heading) clearly defined in a short paragraph. Principles do not include issues of character and or spiritual disciplines. Principles are those that great leaders can and should integrate. 2-4 Principles.	Principles are not clearly given and not defined. For example, they may be in a few words or a phrase that is open to ambiguity. They may be more about character/spiritual disciplines than effective missional leadership.	Principles are given in one or a few words which leads to a lack of clarity. Principles reflect character items and or spiritual disciplines (the foundation) that good Christians should integrate in their lives.	Principles are difficult to ascertain.

Research/Support	Support for the principles is a thoughtful weaving of Scripture, course lectures/books, other credible sources and the writer's own thoughts interacting with the other sources and coming to an appropriate conclusion relative to the principle. Each principle has balanced support from ALL the requisite sources. The support given relates directly to the principle.	Support for the principles is unbalanced and relies too heavily on one source. It lacks support from one or more of the requisite sources. Support may be given that supports an implication of the principle rather than the main principle.	The principles are poorly supported and lack 2-3 requisite sources. The support may not directly line up with the principle.	Limited support.
Application	After each principle (Major Heading) will be an Application Sub Heading. Application will be very concrete and directly applicable to the present or anticipated ministry context outlined in the introduction	Application is abstract and altruistic rather than concreted and attainable. Application is included but difficult to find because it is not set apart with a heading.	Limited and unclear application.	Little to no application given.

Citations	In addition to Scripture and Course lectures there are ten or more sources cited (course textbooks can be part of the ten). There are a significant quantity of quality sources.	Inconsistent citing of sources. Course material or other material not cited. Less than 10 sources cited.	Limited citations or missing obvious references.	Limited or no citations. Uses endnotes (bad!) instead of Turabian or Footnotes.
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D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date (2021)	% of Grade
Forum Participation and Required Reading	Throughout	30%
Understanding Yourself as Leader Paper	March 14	20%
Action Learning Project Team Presentation	April 4	20%
Fundamental Principles of Christian Leadership Paper	April 18	30%
Final		100%

Note: It is expected that every assignment be completed. Should a student neglect to submit any assignment it would constitute a fail grade for the entire course.

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

- 12-point font
- Double Spaced

- No extra spaces between paragraphs and sections
- Headings and sub-headings used throughout. Including Introduction, Main Points, Definition (of your principles), Application, and Conclusion
- Title Page requested
- Submit papers via email
 - Paper name will be: lastname, firstname, papername (Mix, Clint, Principles of Leadership.pdf)
 - Paper must be submitted in .pdf (not .docx)
 - Submit paper to: clintmix@rogers.com

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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also 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.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aau@tyndale.ca) before proceeding.

G. 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 link can also be found in the left column on the course page. 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 SCHEDULE, CONTENT AND REQUIRED READINGS

UNIT ONE: COURSE INTRODUCTION (JANUARY 11-17)

Beyond meeting each other the introduction will give an overview of the course including expectations for involvement and what the instructor will be looking for in the assignments that are to be submitted.

Work to be completed before you begin your posting work

- Preview
 - Course introduction video
 - Course overview and syllabus review Power Point

- **Post (during the week of January 11-17)**
 - Your answers to the self-introduction questions provided by the course instructor
 - Your definition of leadership
 - Your interaction with your classmate's definition of leadership

- Read and reflect on: *Connective Leadership*, Preface – Section One (up to page 110)
(This specific reading is recommended but not compulsory)

- Read and reflect on: *Practicing Greatness*, Forward – Introduction (up to page 8)

UNIT TWO: LEADERSHIP FOUNDATIONS (JANUARY 18-24)

This unit will explore a biblical, theological and current understanding of leadership.

Work to be completed before you begin your posting work

- Preview

- Unit introduction
- Unit teaching
- Read and reflect from the lens of leadership on the following Scriptures/Theology
 - Psalm 78:70-72
 - 1 Samuel 9-17 (giving attention to the contrast between David and Saul)
 - Daniel
 - Esther
 - Mark 10:32-45
 - Leadership within the Trinity
- Read and reflect on: *Leadership on the Line*, Introduction – Chapter Three (up to page 74)
- Read and reflect on: *Leading in Disorienting Times*, Forward - Chapter Two (pages xv-50)
- **Post (during the week of January 18-24)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT THREE: BECOMING AN EMPOWERING LEADER (JANUARY 25-31)

This unit will cover the spiritual character and professional practices that equip a leader to effectively empower others.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - Unit teaching
- Read and reflect from the lens of empowering leadership on the following Scriptures
 - Exodus 18
 - John 3:22-36
 - John 15:1-17
 - Galatians 2:20
 - Ephesians 4:11-15
 - Colossians 3:3
- Read and reflect on: *Connective Leadership*, Chapter Five (pages 113-140)

- Read and reflect on: Leadership on the Line, Chapter Six (pages 123-139)
- **Post (during the week of January 25-31)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT FOUR: GROWING IN SELF AWARENESS THROUGH UNDERSTANDING YOUR PERSONALITY TYPE INDICATOR (FEBRUARY 1-7)

This unit will focus on growth in self-awareness through understanding your Myers Briggs Type Indicator.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - Unit teaching
- Read and reflect from the lens of self-awareness on the following Scripture
 - Psalm 139
- Read and reflect on: *Practicing Greatness*, Chapter One (pages 9-34)
- Read and reflect on: *Connective Leadership*, Chapter Six (pages 141-164)
- Complete your [Personality Type Assessment](#), then read and reflect on the report
- **Post (during the week of February 1-7)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT FIVE: GROWING IN SELF AWARENESS THROUGH SPIRITUAL GIFTS DISCOVERY (FEBRUARY 8-14)

This unit will develop deeper self-awareness through understanding the concept of spiritual gifts and exploring your own spiritual gifts.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction

- Unit teaching
- Read and reflect from the lens of self-awareness on the following Scripture
 - Exodus 31:1-11
 - Romans 12
 - 1 Corinthians 12-14
 - 2 Timothy 1:3-6
 - 1 Peter 4:7-11
- Read and reflect on: *Practicing Greatness*, Chapter Three (pages 61-80) and Chapter Six (pages 121-142)
- Read and reflect on: *Connective Leadership*, Chapter Seven (pages 165-192)
- Complete your [Spiritual Gift assessment test](#) and review the definitions of all of the gifts, reflect on how this may shape your leadership
- Using the definitions provided in the above assignment have three people who know you well identify what they think your spiritual gifts are and why
- **Post (during the week of February 8-14)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

READING WEEK: FEBRUARY 15-21

UNIT SIX: GROWING IN SELF AWARENESS THROUGH INCREASED EMOTIONAL INTELLIGENCE (EI) (FEBRUARY 22-28)

This unit will deepen the students understanding of and growth in Emotional Intelligence.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - Unit teaching
 - [Video: Social Intelligence – Peter Allen](#)
- Read and reflect from the lens of emotional intelligence on the following Scripture
 - Genesis 4:1-12 (pay attention to verse 7)
 - Ephesians 4:17-32 (pay attention to verse 26-27)

- James 1 (pay attention to verse 19)
- Read and reflect on: *Practicing Greatness*, Chapter Two (pages 35-60) and Chapter Seven (pages 143-160)
- Read and reflect on: *Connective Leadership*, Chapter Eight (pages 193-225)
- Read and reflect on: *Leadership on the Line*, Chapter Four (pages 75-100) and Chapter's Eight and Nine (pages 163-206)
- Complete your [Emotional Intelligence assessment test](#) read and reflect on the report
- **Post (during the week of June 8-14)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT SEVEN: GROWING IN SELF AWARENESS THROUGH DISCERNING YOUR LIFE MISSION (MARCH 1-7)

This unit will empower the student to begin to articulate their life mission.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - Unit teaching
- Read and reflect from the lens of your life mission and values on the following Scripture
 - Psalm 139:16
 - Luke 4:14-30
 - Romans 15:14-22
 - Ephesians 2:1-10
- Read and reflect on: *Practicing Greatness*, Chapter Four (pages 81-98)
- Read and reflect on: *Connective Leadership*, Chapter's Nine and Ten (pages 226-285)
- **Post (during the week of March 1-7)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT EIGHT: GROWING IN YOUR LEADERSHIP CAPACITY THROUGH UNDERSTANDING AND APPLYING THE THINKING AND PROCESS OF “APPRECIATIVE INQUIRY” (AI) (MARCH 8-14)

This unit will explore the paradigm and application of Appreciative Inquiry.

Work to be completed before you begin your posting work

- Preview
 - [Video: What is Appreciative Inquiry – Jackie Kelm](#)
- Read and reflect from the lens of conflict on the following Scripture
 - Ephesians 4:29-32
 - Philippians 4:8-9
- Read and reflect on: *Appreciative Inquiry: A Positive Revolution in Change* (whole book)
- **Post (during the week of March 8-14)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates’ postings

UNIT NINE: GROWING IN YOUR LEADERSHIP CAPACITY THROUGH UNDERSTANDING PERSPECTIVES AND PROCESS FOR FACILITATING ORGANIZATIONAL CHANGE BY DISCERNING THE MISSION OF GOD (MARCH 15-21)

This unit will explore a perspectives and process for discerning God’s mission for your church or ministry organization. The concepts are also transferable to a marketplace setting.

This Discipline of decision making

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - This will include an interview with Gary Nelson
 - Unit teaching
- Read and reflect from the lens of discerning God’s mission the following Scripture
 - Genesis 1:27-31
 - Genesis 12:1-3
 - Matthew 28:16-20
 - Colossians 1:15-23

- Revelation 22
- Reflect from the lens of organizational transformation on the following Theological themes
 - The Mission of God
 - The Kingdom of God
- Read and reflect on: *Connective Leadership*, Chapter's Eleven and Twelve (pages 285-344)
- Read and reflect on: *Leadership on the Line*, Chapter Five (pages 101-122) and Chapter Seven (pages 141-162)
- Read and reflect on: *Leading in Disorienting Times*, Chapter's Three to Five (pages 51-123)
- **Post (during the week of March 15-21)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT TEN: GROWING IN YOUR LEADERSHIP CAPACITY BY FACILITATING ORGANIZATIONAL CHANGE IN DISCONTINUOUS TIMES BY PARTICIPATING IN THE MISSION OF GOD (MARCH 22-28)

This unit will complete the discerning process and explore how to empower (lead) fruitful participation in the mission of God in your church/organization. The principles are applicable in a marketplace context.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - Unit teaching
- Read and reflect from the lens of discerning God's mission the following Scripture
 - Luke 14:25-35
 - James 4:13-17
- Read and reflect on: *Leadership on the Line*, Chapter's Ten and Eleven (pages 207-236)

- Read and reflect on: *Leading in Disorienting Times*, Chapter's Six and Seven (pages 124-153)
- Read and reflect on: *Practicing Greatness*, Chapter Five (pages 99-120)
- **Post (during the week of March 22-28)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

UNIT ELEVEN: GROWING IN YOUR LEADERSHIP CAPACITY BY UNDERSTANDING AND EMULATING THE CALLING AND CHARACTERISTICS OF A GODLY LEADER (MARCH 29-APRIL 4)

This unit will explore the biblical qualifications for spiritual leadership.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - Unit teaching
- Read and reflect from the lens of the character of a godly leader the following Scripture
 - 1 Timothy 3:1-12
 - Titus 1:5-9
 - 1 Peter 5:1-11
- Read and reflect on: *Practicing Greatness*, Conclusion (pages 161-162)
- **Post (during the week of March 29-April 4)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings
 - **By April 3, Submit your ALP Presentation**
 - **Send a YouTube link to the Professor via email**

UNIT TWELVE: GROWING IN YOUR LEADERSHIP CAPACITY BY INTEGRATING LEARNING IN A TEAM SETTING AND PRESENTING THE WORK OF YOUR ACTION LEARNING PROJECT (APRIL 5-11)

This unit will be the presentations of the ALP teams and tie together/conclude the class.

Work to be completed before you begin your posting work

- Preview
 - Unit introduction
 - ALP Presentation's of your classmates

- **Post (during the week of April 5-11)**
 - Your response to the questions posed by the instructor
 - Your interactions with your classmates' postings

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

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