

*“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.”*

<b>Semester, Year</b>	<b>WINTER, 2026</b>
<b>Course Title</b>	<b>LEADERSHIP DEVELOPMENT</b>
<b>Course Code</b>	<b>LEAD 0510 1A/2A</b>
<b>Date</b>	From January 12 to April 12, 2026
<b>Delivery Format</b>	ASYNCHRONOUS ONLINE
<b>Class information</b>	The course is web-based asynchronous with no fixed class time.
<b>Instructor</b>	<b>CLINT MIX, DMin</b> Email: <a href="mailto:cmix@tyndale.ca">cmix@tyndale.ca</a>
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://TyndaleOne">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## 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 their 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:

1. Evaluate theological doctrines and biblical texts concerning leadership, empowerment, servanthood, Appreciative Inquiry, the mission of God, and the nature of the church
2. Assess significant works in church and organizational leadership, distilling approaches to be appropriated in their own leadership context
3. Formulate growth in their mission, personality type, spiritual gifts, leadership skills, and Emotional Intelligence
4. Employ a process for facilitating communal discernment of God’s mission for a church or mission/ministry/marketplace organization
5. Demonstrate adaptive leadership skills necessary to lead a church or ministry organization towards participating with God in his mission
6. Apply the course material, in a team setting to an actual ministry challenge

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

*It is expected that you will follow (complete) the reading schedule outlined in this syllabus.*

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

Haley Barton, Ruth. [Pursuing God's Will Together, a Discernment Practice for Leadership Groups](#). Intervarsity Press, 2012. ISBN: 978-0-8308-3566-9

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

Lencioni, Patrick. [The Advantage: Why Organizational Health Trumps Everything Else in Business](#). Jossey-Bass, 2012. ISBN: 978-0-470-94152-252795

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

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – 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. Graded Forum Activity: (Units 4-11). Due: Weekly as Outlined Below. Value: 30%**

Discussion forums are a key aspect of this course. They are your opportunity to wrestle with the relevant chapters under consideration and to share your ideas with your peers and participate in the evolving group consensus.

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.

Forum posts will be broken into five self-explanatory categories.

- All Class Forum

- Small Group Forum Minor Post
- Small Group Forum Major Post
- Small Group Forum Response to the Major Post
- Small Group Forum Summation Post

Students are expected to answer all posts in all units. While most of the grading will come from the interactions with the Small Group Forum Major Post, grades will be deducted for any missing posts or enhanced by greater levels of academic rigor in the minor post (s).

Posting grades for Units 1-3, and 12 are given only a “C” completion, or “0” grade. If the work is not completed the “0” will factor into overall posting grade.

Students are expected to stay current and in sync with the weekly posting rhythm. A major part of the learning that takes place in this online course is the interaction with your classmates. The course works very well when students commit to following the weekly rhythm as outlined in this syllabus. It is essential that you align with the weekly posting deadlines. Those who fail to post every week will be responded to in a manner consistent with the student handbook. **If students miss three weeks of posting, they will be given a failing grade for the course.**

After Unit Two, students will be divided into small groups (Action Learning Project Teams). (Note that the small group forum work starts with Unit Four). Each group is responsible for sharing their opinions on a given question with the class. Each student is expected to make a useful contribution, either in the form of opinions proffered, critical engagement, relevant contribution from a key secondary source, or responses to comments from the group.

You can expect to spend about two hours in the discussion forums every week and to contribute an initial response to the discussion questions, plus other (a few to several) meaningful and constructive responses to the group. You can plan your activity according to the following schedule:

- Day 1 (Monday) – Review the discussion question and use this to focus and complete your reading. Begin the unit and you may want to respond to some of the minor forum questions.
- Day 2 (Tuesday) – The assigned student will post their initial response to the major discussion forum by midnight EST.
- Days 3 – 5 (Wednesday-Friday) – Group members respond to the initial major forum post.
- Days 6-7 (Saturday-Sunday) – The student who crafted the initial post will draft a summary response.
- Day 8 (Monday) – The Professor posts a summative response and provides individual grades. Students can respond to the summation.

Students will participate exclusively in weekly small-group discussion forums during weeks 4 to 11 of the course. The groups will be assigned randomly before week 3 of the course and will consist of three to four students in each. For groups of three, the number of Major Posts required from each student remains the same: two. For groups of three, the professor will provide two Major Posts for the missing student.

These small groups will also be your Action Learning Project (ALP) Teams. The ALP assignment will be explained below. The weekly format will be as follows:

- **Small Group Major Post:** Each week (for Units 4-11) there will be a Small Group Major Post Discussion Topic related to teaching theme of the week. This writing topic is contained in the “Small Group Major Forum Post.”
- **Student Response (Paper) to the “Small Group Forum Major Post.”** As pre-determined by the Small Group (it will be the same as your Action Learning Project Group – ALP) **one student** from each group will be responsible for **posting one** short academic paper (Major Post) per week.
- The Major Post (short academic paper) should be between 700-1000 words in length (2-3 pages double spaced) and must be **posted by 11:59 pm on Tuesday** of the given week (best done as a .PDF document).
- Students can post directly in the Small Group Forum; however, it is encouraged that you create a .pdf file and attach the paper to the forum by clicking the “Advanced” button which is next to the “Post to forum” and “Cancel” buttons.
- **Each student will be responsible for two Small Group Major Post Papers during the 8 weeks of the discussion forums (Units 4-11).** The group members will decide among themselves who is responsible for which Small Group Forum Major Post. As noted above, for groups of three, the professor will provide any missing Small Group Forum Major Posts.
- It is best to collaboratively decide on a schedule as soon as your groups have been assigned toward the end of week 2. Given the brevity of these Major Post Papers (700-1000 words), it is recognized that they cannot address all aspects of the weekly topic in detail.

**Feedback to the Small Group Major Post Paper:** after the Small Group Forum Major Post Paper has been posted, the remaining members of each group are required to post constructive feedback **by 11:59 pm (EST) on Friday** of the same week. The feedback should focus primarily on issues of content (rather than style) but may address clarity of expression or logical coherence etc. The feedback to the Small Group Forum Major Post Paper should clearly identify the following.

- 2 specific affirmations identifying positive elements or strengths in the Small Group Forum Major Post Paper.
- 2 specific improvement suggestions for enhancing the Small Group Forum Major Post Paper. Examples include:
  - Providing an alternative point of view

- Indicating a way to further strengthen an existing argument
- Providing an additional argument or point of view that would enhance the student response
- Giving additional examples or concrete illustrations where they are relevant to question etc.)
- Response to the Small Group Forum Major Post Paper (Further Instructions):
  - The length of the response posts should be 200-250 words (one page double spaced)
  - They should be placed in the “Message” section of the Small Group Forum Major Post as a direct response to the Small Group Forum Major Post Paper, they should not be attached as a .docx or .pdf
  - Grading will be based on the thoughtfulness of the posts and the academic rigor put into the responses, integration of sources (with citations, with footnotes) from course books, lectures, other credible external sources, and of course, Scripture are a part of the grading criteria
- The Response to the Small Group Forum should be placed within the construct of the following outline with bolded headings and numbered responses:

### **Two Affirmations**

1. A 50–65-word response to something within the Small Group Forum Major Post you resonate with. This should contain your thoughts that are supported by citation (s) with footnotes.
2. A Second 50–65-word response to something within the Small Group Forum Major Post you resonate with. This should contain your thoughts that are supported by citation (s) with footnotes.

### **Two Improvements**

1. A 50–65-word response to something within the Small Group Forum Major Post you believe could be strengthened or you would provide an alternate perspective to. This should contain your thoughts that are supported by citation (s) with footnotes.
2. A Second A 50–65-word response to something within the Small Group Forum Major Post you believe could be strengthened or you would provide an alternate perspective to. This should contain your thoughts that are supported by citation (s) with footnotes.

**Final Summation Response Post:** once the feedback (Response to the Small Group Forum Major Post) has been given, the same student who posted the initial Small Group Forum Major Post Paper will provide one final summation post in which they respond to the feedback received from the other members of the group. This post will briefly indicate in what ways his or her thinking has been enriched or challenged because of the feedback received

- This final response should be 150-200 words (less than one page)

- The final response should be a “Reply” within the same thread as the Small Group Forum Major Post, not an attached document or a new post
- Grading is also based on appropriate integration of the classmate’s input
- Grading is also based on academic sources (footnoted citations) in the Final Response Post
- This final response must be posted **by 11:59 pm on Sunday** of the given week

**Note:** since this is a group forum, late responses will not be considered in relation to grading.

**Grading Rubric:** Grading Rubric for Small Group Forum Major Post, Response Posts and Small Group Forum Summation Post are located on the course Moodle site in the Course Administration Section [classes.tyndale.ca](https://classes.tyndale.ca).

Normally, students will receive feedback and grading for their week’s posting work on the Monday following the week.

Please note that while the bulk of your grade is based on the Small Group Forum Major Post Paper/Feedback, all forum questions are required to be responded to. If the minor posts are not completed, they will be factored into your posting grade for that unit/week.

**2. Understanding Yourself as Leader Paper. Length: 5-7 Pages. Value: 20% of final grade.**  
**Due: March 9, 2026**

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 *Practicing Greatness*, course lectures, and other course books, and how the new self-awareness will shape your future mission and ministry. For the second discipline reflects on how you have practiced this discipline in the past; the paper should then include new insights and understandings gained from the course lectures and books how this new learning will be integrated into your future mission and ministry. This paper is autobiographical and as such “I” is permitted and encouraged. While not intended to be highly academic sources, including McNeal and course material, should be cited.

**Grading Rubric:** The Grading Rubric and Exact Expectations for Understanding Yourself as Leader document is located on the course Moodle site in the Course Administration Section [classes.tyndale.ca](https://classes.tyndale.ca).

**3. Action Learning Project Team Presentation (20% of final grade, 15-18 minutes). Due: April 5, 2026.**

Students will be arbitrarily assigned groups (Action Learning Project Teams; ALP) of 3-4 (these are the same as your Small Groups. 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 actual (not theoretical) experience or context of one 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 email the instructor a YouTube link to a 15 - 18-minute presentation of their project which will be uploaded to the course page on Moodle by the instructor. Group size and presentation timeframe may vary depending on the size of the class.

**Basis of Grade:** Quality of teamwork as evidenced throughout the group online interaction, quality, and creativity of team presentation, and quality of integrating and applying the class books/material presented during the course.

**Grading Rubric:** The Grading Rubric for your Action Learning Project is located on the course Moodle site in the Course Administration Section [classes.tyndale.ca](https://classes.tyndale.ca).

**4. Fundamental Principles of Christian Leadership. Length: 8-10 Pages. Grade Value: 30%. Due: April 17, 2026.**

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 textbook (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 focus 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 (course textbooks are counted as a part of the ten) in addition to the text of Scripture and the course material (lectures) 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.

**Grading Rubric:** The Grading Rubric and Exact Expectations for Fundamental Principle of Leadership document is located on the course Moodle site in the Course Administration Section [classes.tyndale.ca](https://classes.tyndale.ca).

**Penalty for late submission:**

For every **week** late, the grade will be reduced by 5 %, a half a letter grade (i.e. one week late: 82 % A- becomes 77 % B+; two weeks late, 82 % becomes 72 % B-, etc.). Please note that the deduction is accumulated **weekly**, not daily, and so a student will receive the same penalty whether the assignment is one or six days late.

Extensions will be considered only in cases such as a death in the family, the hospitalization of yourself or a member of your immediate family, or an illness for which you require treatment by a physician. Reference to heavy workload, other assignments, professional or ministry obligations, or holidays do not constitute legitimate grounds for an extension.

Requests for extensions must be submitted in writing to the instructor explaining the reason why the extension is needed. Such requests need to be submitted at least 72 hours prior to the due date.

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Assignment	Length	Due (2026)	Value
1. Forum Posting Work	As noted in Syllabus	Throughout	30%
2. Understanding Yourself as Leader Paper	5-7 Pages	March 9	20 %
3. Action Learning Project Presentation	15-18 Minutes	April 5	20%
4. Fundamental Principles of Leadership Paper	8-10 Pages	April 17	30 %
<b>Total Grade</b>			<b>100%</b>

**IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS****UNIT ONE: COURSE INTRODUCTION (JANUARY 12-18)**

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 this unit:****Read and reflect on**

- Psalm 78:72
- Matthew 20:20-28

- Matthew 25:14-30
- Course Book: *Practicing Greatness*, Forward – Introduction (up to page 8)

## **UNIT TWO: LEADERSHIP FOUNDATIONS (JANUARY 19-25)**

This unit will explore the biblical, theological, and current understandings of leadership.

### **Work to be completed before this unit:**

- **Read and reflect from the lens of leadership on the following Scriptures/Theology**
  - Matthew 3:13-4:11
  - Psalm 78:70-72
  - Matthew 20:20-28
  - 1 Samuel 9-17 (scan these chapters, giving attention to the contrast between David and Saul)
  - Daniel (not expected to read the whole book but scan it for leadership insights)
  - Esther (not expected to read the whole book but scan it for leadership insights)
  - The Trinity: How does (or should) the model of leadership with the persons of the Trinity influence our leadership models today?
  - Course Book: *Leadership on the Line*, Introduction – Chapter Three (up to page 74)
  - Course Book: *Pursuing God's Will Together*, Introduction (up to page 16)
  - Optional Course Book: *In the Name of Jesus*, (Nouwen), the whole book

## **UNIT THREE: BECOMING AN EMPOWERING LEADER (JANUARY 26-FEBRURAY 1)**

This unit will explore a leadership model of empowerment.

### **Work to be completed before this unit:**

- **Read and reflect from the lens of empowering leadership on the following Scriptures/Readings**
  - Exodus 18
  - John 3:22-36
  - John 15:1-17
  - Galatians 2:20
  - Ephesians 4:11-15
  - Colossians 3:3
  - 2 Timothy 2:1-2
  - Course Book: *Leadership on the Line*, Chapter Six (pages 123-139)
  - Course Book: *The Advantage*, Introduction to Chapter Two (pages i-18)

## **UNIT FOUR: GROWING IN SELF-AWARENESS THROUGH DISCOVERING YOUR SPIRITUAL GIFTS (FEBRUARY 2-8)**

This unit will enable you to grow in your self-awareness by discovering your spiritual gifts and equipping you to help others do the same.

### **Work to be completed before this unit:**

- **Read and reflect from the lens of self-awareness and spiritual gifts**
  - Exodus 31:1-11
  - Romans 12
  - 1 Corinthians 12-14
  - 2 Timothy 1:3-6
  - 1 Peter 4:7-11
  - Course Book: *Practicing Greatness*, Chapter Three (pages 61-80) and Chapter Six (pages 121-142)
  - Course Book: *The Advantage*, Discipline One: Build a Cohesive Team (pages 18-72)
- Complete your [Spiritual Gift assessment test](#) and review the definitions of all the gifts, reflect on how this may shape your leadership (link in Moodle)
- 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

## **UNIT FIVE: GROWING IN SELF-AWARENESS THROUGH UNDERSTANDING YOUR PERSONALITY TYPE INDICATOR (FEBRUARY 9-15)**

This unit will help you grow in your awareness of self and others by learning about your MBTI type.

### **Work to be completed before this unit:**

- **Read and reflect from the lens of self-awareness and spiritual gifts**
  - Psalm 139
  - Course Book: *Practicing Greatness*, Chapter One (pages 9-34)
- Complete your [Personality Type Assessment](#) (The Link is in Moodle) then read and reflect on the report

## **FAMILY DAY HOLIDAY & READING DAYS: FEBRUARY 16-20, NO CLASSES**

## **UNIT SIX: GROWING IN SELF-AWARENESS THROUGH INCREASED EMOTIONAL INTELLIGENCE (EQ) (FEBRUARY 23-MARCH 1)**

This unit will empower you to grow in your emotional intelligence.

### **Work to be completed before this unit:**

- **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 verses 26-27)
- James 1 (pay attention to verse 19)
- Course Book: *Practicing Greatness*, Chapter Two (pages 35-60) and Chapter Seven (pages 143-160)
- Course Book: *Leadership on the Line*, Chapter Four (pages 75-100) and Chapters Eight and Nine (pages 163-206)
- Complete your [Emotional Intelligence assessment test](#) (The Link is in Moodle) then read and reflect on the report.

## **UNIT SEVEN: GROWING IN SELF-AWARENESS THOUGH DISCERNING YOUR LIFE MISSION (MARCH 2-8)**

This unit will enable you to gain greater clarity on God's calling on your life.

### **Work to be completed before this unit:**

- **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
  - Course Book: *Practicing Greatness*, Chapter Four (pages 81-98)
- Complete, "Discerning God's Vision for your Life Worksheet" (On Moodle)
  - (You are not required to post the document; it is a guide to help you answer the post relative to your current understanding of God's call on your life)

## **UNIT EIGHT: GROWING IN YOUR LEADERSHIP CAPACITY THROUGH UNDERSTANDING AND APPLYING THE THINKING AND PROCESS OF "APPRECIATIVE INQUIRY" (AI) (MARCH 9-15)**

This Unit will mark a transition to "Skill of Hand." We will be exploring the paradigm and practices of Appreciative Inquiry.

(Please Note: You are strongly requested to plan ahead and process this unit/material together on a Zoom call with your ALP Team).

### **Work to be completed before this unit:**

- **Read and reflect from the lens of facilitating change in a positive manner**
  - Ephesians 4:29-32
  - Philippians 4:8-9
  - Course Book: *Appreciative Inquiry: A Positive Revolution in Change* (whole book)

**UNIT NINE: GROWING IN YOUR LEADERSHIP CAPACITY THROUGH LAYING THE FOUNDATION FOR FACILITATING ORGANIZATIONAL CHANGE THROUGH COMMUNAL DISCERNMENT (MARCH 16-22)**

This unit will lay the foundation for communal discernment.

**Work to be completed before this unit:**

- **Read and reflect from the lens of discerning God's mission the following Scriptures and Course Books**
  - Genesis 1:27-31
  - Genesis 12:1-3
  - Matthew 28:16-20
  - Romans 12:1-2
  - Colossians 1:15-23
  - Revelation 22
  - Course Book: *Pursuing God's Will Together*. (Part One: Chapters One to Eight; Pages 19-168)
  - Course Book: *Leadership on the Line*, Chapter Seven (pages 141-162)
  - Reflect from the lens of organizational transformation on the following Theological themes
    - The Mission of God
    - The Reign (Kingdom) of God
  - Strongly recommended reading
    - *Fierce Hope*, Michelle Dwyer

**UNIT TEN: GROWING IN YOUR LEADERSHIP CAPACITY BY FACILITATING ORGANIZATIONAL CHANGE IN DISCONTINUOUS TIMES BY DISCERNING THE MISSION OF GOD (MARCH 23-29)**

This unit will simulate a communal discernment experience that you can replicate in your context.

**Work to be completed before this unit:**

- **Read and reflect from the lens of discerning God's mission the following Scriptures and Course Books**
  - Acts 15:1-35
  - James 1:1-18
  - Course Book: *Pursuing God's Will Together*. (Part Two: Chapters Nine to End; Pages 169-End)
  - Course Book: *Leadership on the Line*, Chapters Ten and Eleven (pages 207-236)
  - Course Book: Read and reflect on: *Practicing Greatness*, Chapter Five (pages 99-120)

## **UNIT ELEVEN: GROWING IN YOUR LEADERSHIP CAPACITY BY PLANNING AND IMPLEMENTING COMMUNALLY DISCERNED PLANS (MARCH 30-APRIL 5)**

This unit will provide you with the skills to move beyond the discernment of God's mission to how you can actively participate with God in that discerned mission.

### **Work to be completed before this unit:**

- **Read and reflect from the lens of participating in God's mission the following Scriptures and Course Books**
  - Proverbs 24:27
  - Habakkuk 2:2
  - Luke 13:6-9
  - Luke 14:25-35
  - James 4:13-17
  - Course Book: *The Advantage*, Discipline Two to End (pages 72-end)
  - Course Book: *Practicing Greatness*: Chapter Five, The Discipline of Decision Making (Pages 99-120)

## **UNIT TWELVE: GROWING IN YOUR LEADERSHIP CAPACITY BY INTEGRATING LEARNING IN A TEAM SETTING AND PRESENTING THE WORK OF YOUR ACTION LEARNING PROJECT (APRIL 6-12)**

This unit will begin with a very short circle back to our theme of "integrity of heart," by reviewing the biblical qualifications for those entrusted with spiritual leadership. The remainder of the unit will be made up of the online presentations from your Action Learning Projects.

### **Work to be completed before this unit:**

- **Read and reflect from the lens of the character of a godly leader, the following Scriptures and course book. Also, read the materials from the lens of participating with God in his mission.**
  - 1 Timothy 3:1-12
  - Titus 1:5-9
  - 1 Peter 5:1-11
  - James 1:22-25
  - Course Book: *Practicing Greatness*, Conclusion (pages 161-162)

## **V. SELECTED BIBLIOGRAPHY**

### **Core Leadership Formation & Spiritual Leadership**

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Terry, Robert W. *Authentic Leadership: Courage in Action*. San Francisco: Jossey-Bass, 1993.

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### Organizational & Adaptive Leadership

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Collins, Jim. *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Harper Collins, 2001.

Drucker, Peter F. *Managing the Nonprofit Organization*. New York: Harper Collins, 1990.

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Cloud, Henry. *Necessary Endings*. New York: Harper Collins, 2011.

DePree, Max. *Leadership Jazz*. New York: Dell, 1992.

DePree, Max. *Leading Without Power: Finding Hope in Serving Community*. San Francisco: Jossey-Bass, 1997.

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Hamel, Gary. *Leading the Revolution*. New York: Plume, 2002.

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### **Cross-Cultural & Contextual Leadership**

Plueddemann, James. *Leading Across Cultures: Effective Ministry and Mission in the Global Church*. Downers Grove, IL: IVP Academic, 2009.

Van Gelder, Craig, and Dwight J. Zscheile. *Participating in God's Mission: A Theological Missiology for the Church in America*. Grand Rapids, MI: Eerdmans, 2018.

Guder, Darrell L., ed. *Missional Church: A Vision for the Sending of the Church in North America*. Grand Rapids, MI: Eerdmans, 1998.

Guder, Darrell L. *The Continuing Conversion of the Church*. Grand Rapids, MI: Eerdmans, 2000.

Gibbons, Dave. *The Monkey and the Fish: Liquid Leadership for a Third-Culture Church*. Grand Rapids, MI: Zondervan, 2009.

Keel, Tim. *Intuitive Leadership: Embracing a Paradigm of Narrative, Metaphor & Chaos*. Grand Rapids, MI: Baker Books, 2007.

Gibbs, Eddie. *Leadership Next: Changing Leaders in a Changing Culture*. Downers Grove, IL: InterVarsity Press, 2005.

Long, Jimmy. *The Leadership Jump: Building Partnerships Between Existing and Emerging Christian Leaders*. Downers Grove, IL: InterVarsity, 2009.

Hauerwas, Stanley, and William Willimon. *Resident Aliens: Life in the Christian Colony*. Nashville, TN: Abingdon Press, 1989.

Clapp, Rodney. *A Peculiar People: The Church as Culture in a Post-Christian Society*. Downers Grove, IL: InterVarsity Press, 1996.

Posterski, Don, and Gary Nelson. *Future Faith Churches: Reconnecting with the Power of the Gospel for the 21st Century*. Winfield, BC: Wood Lake Books, 1997.

Brake, Terence. *Managing Globally*. London: DK, 2002.

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### **Leadership and Character Formation**

Guinness, Os. *The Call: Finding and Fulfilling the Central Purpose of Your Life*. Nashville, TN: Thomas Nelson, 2003.

Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York: Paulist Press, 1977.

Willard, Dallas. *Renovation of the Heart: Putting on the Character of Christ*. Colorado Springs, CO: NavPress, 2002.

Dickson, John. *Humilitas: A Lost Key to Life, Love and Leadership*. Grand Rapids, MI: Zondervan, 2009.

George, Bill. *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. San Francisco: Jossey-Bass, 2003.

George, Bill. *True North: Discover Your Authentic Leadership*. San Francisco: Jossey-Bass, 2007.

Malphurs, Aubrey. *Values-Driven Leadership: Discovering and Developing Your Core Values for Ministry*. Grand Rapids, MI: Baker Books, 1996.

Wuthnow, Robert. *After Heaven: Spirituality in America Since the 1950s*. Berkeley: University of California Press, 1998.

Niebuhr, Reinhold. *Moral Man and Immoral Society*. New York: Scribner, 1932.

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### **Optional Additions for Broader Perspectives**

Anderson, Leith. *Leadership That Works*. Minneapolis: Bethany House, 1999.

Barna, George, ed. *Leaders on Leadership*. Ventura, CA: Regal, 1997.

Barna, George. *A Fish Out of Water: 9 Strategies to Maximize Your God-Given Leadership Potential*. Nashville, TN: Integrity, 2002.

Blanchard, Ken, and Don Shula. *Everyone's a Coach*. Grand Rapids, MI: Zondervan, 1995.

Lipman-Blumen, Jean. *Connective Leadership*. Oxford University Press, 1996.

Rath, Tom. *StrengthsFinder 2.0*. New York: Gallup Press, 2007.

Rath, Tom, and Barry Conchie. *Strengths-Based Leadership*. New York: Gallup Press, 2008.

Woods, Jeff. *Congregational Megatrends*. New York: The Alban Institute, 1996.

Woods, John. *10 Minute Guide to Teams and Teamwork*. New York: Alpha Books, 1997.

Maxwell, John C. *Thinking for a Change: 11 Ways Highly Successful People Approach Life and Work*. New York: Center Street, 2003.

Slaughter, Michael. *Spiritual Entrepreneurs: 6 Principles for Risking Renewal*. Nashville, TN: Abingdon, 1995.

## **VI. GENERAL REQUIREMENTS FOR ALL COURSES**

### **A. 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.

### **B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*FOR SYNCHRONOUS COURSE ONLY*)**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

*\*exceptions with permission from professor*

## **C. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

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

### **Grading Rubric**

Please consult the rubric provided for each assignment on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### **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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Turnitin Text-Matching Software**

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca). Upon submission, you will receive a summary that includes your submitted

files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### **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 ([seminaryoffice@tyndale.ca](mailto:seminaryoffice@tyndale.ca)) before proceeding.

### **Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application 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 are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

## **E. 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.

## **F. LIBRARY RESOURCES**

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

## **G. GRADING SYSTEM & SCALE**

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).