



# TYNDALE

• SEMINARY •

## Course Syllabus

**WINTER 2019  
LEADERSHIP DEVELOPMENT  
LEAD 0510W**

**JANUARY 14 – APRIL 12  
ONLINE**

**INSTRUCTOR: DR. CLINT MIX**

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Access course material at <http://classes.tyndale.ca/>

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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.

### **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: (THESE ARE TO BE FULLY READ)

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](http://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

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 and applied to the current or potential

context of service. Also, grading will take place on how clearly the student has articulated their own understanding and approach to leadership.

Attendance in this course is demonstrated by regular log-ins and up-to-date participation in forums.

### **1. Forum Activity (30 % of final grade)**

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 on a weekly basis will be responded to in a manner consistent with the student handbook.

**Basis of grade:** Participation (does the student give timely responses to ALL of the discussion questions) and the quality of the postings and responses.

**Due date:** Each unit's posting work is due on the Sunday night of the week.

### **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 course material, should be cited.

**Basis of grade:** Demonstration of past and new awareness (new awareness gained through the course) of the disciplines and application of the disciplines to the current or future ministry context of the student.

**Due date:** March 17, 2019

### **3. 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 market place context that the student is or anticipates serving in. Ideally these principles should be applicable in any context that they serve/lead in and as such could guide them throughout their future ministry. 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.

**Due: April 21, 2019**

### **4. 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 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.

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

**Due: April 7, 2019**

## **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, DUE DATES AND GRADING

Assignment	Due Date	% of Grade
Forum Participation and Required Reading	Throughout	30%
Understanding Yourself as Leader Paper	March 17	20%
Action Learning Project Team Presentation	April 7	20%
Fundamental Principles of Christian Leadership Paper	April 21	30%
Final		100%

#### F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

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

Students are encouraged to consult [writing resources](#).

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 approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; [aa@tyndale.ca](mailto:aa@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 14-20)

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 14-20)**
  - 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 21-27)**

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 21-27)**
  - Your response to the questions posed by the instructor
  - Your interactions with your classmates' postings

## **UNIT THREE: BECOMING AN EMPOWERING LEADER (January 28- February 3)**

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 28-February 3)**
  - 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 4-10)**

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 <http://www.16personalities.com/free-personality-test>
  
- **Post (during the week of February 4-10)**



- 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 11-17)**

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 <http://giftstest.com/> 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 11-17)**
  - Your response to the questions posed by the instructor
  - Your interactions with your classmates' postings

**FEBRUARY 18-24 READING WEEK (NO CLASS WORK)**

**UNIT SIX: GROWING IN SELF AWARENESS THROUGH INCREASED EMOTIONAL INTELLIGENCE (EI) (February 25-March 3)**

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
    - [https://www.youtube.com/watch?v=hoo\\_dIOP8k&list=PL178CA240E1F56721&index=7&feature=plpp\\_video](https://www.youtube.com/watch?v=hoo_dIOP8k&list=PL178CA240E1F56721&index=7&feature=plpp_video)
- 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 <http://www.ihhp.com/free-eq-quiz/> read and reflect on the report
- **Post (during the week of February 25-March 3)**
  - Your response to the questions posed by the instructor
  - Your interactions with your classmates' postings

**UNIT SEVEN: GROWING IN SELF AWARENESS THOUGH DISCERNING YOUR LIFE MISSION ( March 4-10)**

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 4-10)**
  - 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 11-17)**

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

**Work to be completed before you begin your posting work**

- Preview
  - <https://www.youtube.com/watch?v=ZwGNZ63hj5k&t=391s>
  
- 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 11-17)**
  - 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 18-24)**

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 18-24)**
  - 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 25-31)**

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 25-31)**
  - 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 ( April 1-7)**

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 April 1-7)**
  - Your response to the questions posed by the instructor
  - Your interactions with your classmates' postings
  - **By April 7, post your ALP Presentation**

**UNIT TWELVE: GROWING IN YOUR LEADERSHIP CAPACITY BY INTEGRATING LEARNING IN A TEAM SETTING AND PRESENTING THE WORK OF YOUR ACTION LEARNING PROJECT (April 8-12)**

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 July April 8-12)**
  - 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](#).)

### A. GENERAL REFERENCE

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