"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 0510 1A / 2A
Date, Time, and Delivery Format	JANUARY 13 – APRIL 13, 2025 ASYNCHRONOUS ONLINE
Instructor	**CLINT MIX, DMin** Email: cmix@tyndale.ca
Class Information	The course is web-based asynchronous with no fixed class time. 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.

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:
- 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 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 Emotional Intelligence

Revised: November 4, 2024

- Employ a process for facilitating communal discernment of God's mission for a church or mission/ministry/marketplace organization
- Demonstrate adaptive leadership skills necessary 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 follow the <u>reading schedule outlined</u> 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.* Josey-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 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. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself on 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 for 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.

D. ASSIGNMENTS AND GRADING

1. **Graded Forum Activity: Due Units 4-11 (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 three self-explanatory categories.

- All Class Forum
- Small Group Forum
- Small Group Forum Major Post

Students are expected to answer all posts in all units. While the majority of the grading will come from the interactions with the Small Group Forum Major Post, grades will be deducted for any missing posts.

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. 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 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 groups. (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 – Review the discussion question and use this to focus your reading. Begin the unit and you may want to respond to some of the minor forum questions. All forum questions need to be responded to by Sunday midnight.

Day 2 – The assigned student will post their initial response to the major discussion forum.

Days 3 - 5 – Group members respond to the initial major forum post.

Days 6-7 – The student who crafted the initial post will draft a summary response.

Day "8" (Monday) – The Professor posts a summative response. Students can respond to the summation.

Students will participate 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 'official discussions' are only required on 6 of the 8 weeks, the professor will endeavor to have an initial post for the 3 students to work with on the remaining two weeks). The duration of each discussion will be one week. This may vary depending on class size.

The format will be as follows:

(a) '_Discussion question_': Each week the **instructor** will post a discussion question related to some aspect of the lecture or assigned reading.

(b) '_Student response_' (Main Post): **one student** from each group will be responsible for posting a 'student response' to the discussion question. The response should be approximately 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). Each student will be responsible for two 'student responses' during the 8 weeks of the discussion forums. The group members will decide among themselves who is responsible for the 'student response' on any given week (it is best to decide on a schedule as soon as your groups have been assigned toward the end of week 2). Given the brevity of these 'student responses' (700-1000 words), it is recognized that they cannot address all aspects of the weekly question in detail.

(c) '_Feedback to student response_': after the 'student response' has been posted, the **remaining members** of each group are required to post constructive feedback **by 11:59 pm on**

Thursday 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. With this in mind, the 'feedback' to the student responses should identify at least the following (best done in a list/point format with headings):

- 2 specific affirmations identifying positive elements or strengths in the 'student response'
- 2 specific suggestions for enhancing the 'student response' (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.)
    - The length of the response posts should be 200-300 words.
    - Grading will be based on the thoughtfulness of the posts and the academic rigor put into the responses. Citations from course books, lectures, other sources, and of course, Scripture are a part of the grading criteria.

(d) '*Final post*': once the feedback has been given, the same student who posted the initial 'student response' will provide one final 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 as a result of the feedback received. 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.

The initial 'student response' and 'final post' (provided by one group member each week) will be graded according to the following rubric:

Grade	Student Response and Final Post-Grading Rubric
A	*Student response*: demonstrates a sophisticated grasp of the posted question and responds insightfully in light of the reading and lecture material. Response supplemented with insight from up to 5 additional secondary sources (scholarly articles, books, and essays beyond the course texts) and is written in a clear and concise form with no/few grammatical and stylistic errors. *Final post*: demonstrates a clear grasp of the 'feedback' from remaining members of the group. Identifies and succinctly summarizes where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same (giving reasons).
B	*Student response*: demonstrates a clear grasp of the posted question and responds insightfully in light of the reading and lecture material. Response supplemented with insight from up to 2 additional secondary sources (scholarly articles, books, and essays beyond the course texts). Clearly written with relatively few grammatical and stylistic errors. *Final post*: demonstrates a good grasp of the 'feedback' from remaining members of the group. Identifies and adequately summarizes where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same (giving reasons).

C	*Student response*: demonstrates a reasonable grasp of the posted question and responds in light of the reading and lecture material. May lack some clarity and makes no use of additional secondary material (beyond course texts). May contain several/multiple grammatical and stylistic errors. *Final post*: demonstrates a fair grasp of the 'feedback' from remaining members of the group. Identifies and adequately summarizes where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same. Lacks in clarity and or completeness.
D	*Student response*: demonstrates a poor grasp of the posted question and provides a less than adequate/complete response. Makes no use of additional secondary material (beyond course texts). Lacks clarity and contains several/multiple grammatical and stylistic errors. *Final post*: demonstrates a poor grasp of the 'feedback' from remaining members of the group. Fails to adequately identify and summarize where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same.
F	*Student response*: failure to provide 'student response' on time or response fails to adequately address the posted question in all respects. *Final post*: fails to provide a 'final post' on time or completely fails to grasp and interact with 'feedback' from remaining members of the group.

The 'feedback' to the student response (provided by the remaining group members each week) will be graded according to the following rubric:

Grade	Student Feedback Grading Rubric
A	Demonstrates a clear understanding of posted 'student response.' Provides insightful feedback, which clearly and succinctly articulates the required affirmations and suggested enhancements. Makes use of at least one additional secondary source (scholarly article, book, or essay beyond the course texts and those listed in the 'student response').
B	Demonstrates a clear understanding of posted 'student response.' Provides thoughtful feedback, which clearly articulates the required affirmations and suggested enhancements. Is not required to make use of additional secondary sources (scholarly articles, books, or essays beyond the course texts and those listed in the 'student response').
C	Demonstrates a fair understanding of posted 'student response.' Provides feedback but may lack clarity and is not organized according to the required affirmations and suggested enhancements. Is not required to make use of additional secondary sources (scholarly articles, books, or essays beyond the course texts and those listed in the 'student response').
D	Demonstrates a poor understanding of posted 'student response.' Feedback lacks clarity and is not organized according to the required affirmations and suggested enhancements. Is not required to make use of additional secondary sources (scholarly articles, books, or essays beyond the course texts and those listed in the 'student response').
F	Fails to provide feedback on time or feedback fails to address issues raised in the 'student response.'

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

Please note that while all forum questions are not graded, they are required, and if they have not been completed they will be factored into your posting grade as a "0."

2. Understanding Yourself as Leader Paper. Due: March 17, 2025 (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 and as such "I" is permitted and encouraged. While not intended to be highly academic sources, including McNeal and course material, should be cited.

Understanding Yourself as Leader Paper - 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. Headings and subheadings in the paper correlate directly to the introduction. The introduction includes a ministry context for the application heading. Paper is clean, clear, and very limited grammatical, formatting.	Clear, but can be more concise, a few grammatical or spelling errors. A rambling introduction. Limited use of headings and sub-headings.	Somewhat clear, but with a significant number of errors in spelling and grammar. Some headings.	No introduction, headings, or subheadings. Citations are missing and inconsistent. Significant grammatical and spelling concerns throughout the paper.

Integration of *Practicing Greatness,* 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 to present or anticipated ministry context. First person ("I will) language is utilized here.	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.
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. Due: April 6, 2025 (20% of final grade, 15-18 minutes)

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. 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.

Action Learning Project – GRADING RUBRIC
(Additionally, please review the PowerPoint: "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 cannot be addressed with "technical" responses, but 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 reflection and 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 and questioning; obvious integration with one's ministry context.	Opinions and ideas are not substantiated with class material; no reflection and questioning; no 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 misapplied 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, and citations are inconsistent.	Limited citations or missing obvious references.	Limited or no citations.

4. Fundamental Principles of Christian Leadership Paper. Due: April 20, 2025. (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 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 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)**

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 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)	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. Limited headings used throughout. Poor to mediocre grammar and spelling.	No introduction, headings, or subheadings. Significant grammatical and spelling concerns throughout the paper.
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	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 into their lives.	Principles are difficult to ascertain.

	character and or spiritual disciplines. Principles are those that great leaders can and should integrate. 2-4 Principles.			
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 Subheading. The 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 concrete 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 was 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 is 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.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date (2025)	Value %
Forum Posting Work	Throughout	30%
Understanding Yourself as Leader Paper	March 17	20 %
Action Learning Project Presentation	April 6	20%
Fundamental Principles of Leadership Paper	April 20	30 %
Total Grade		100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:
- 12-point font
- Double Spaced
  - No extra space between paragraphs and sections
  - Indent paragraphs rather than spacing between paragraphs
- Headings and sub-headings used throughout. Including Introduction, Main Points, Definition (of your principles), Application, and Conclusion (see "Exact Expectations" documents for the two papers)
- Standard margins
- Title Page requested
- Submit papers via the portal in the Administration Section of Moodle
  - File name will be: lastname, firstname, papername (Mix, Clint, Principles of Leadership.pdf)
  - Paper must be submitted in .pdf (not .docx)
- If there is any problem with the online submission students may also be asked to 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 the papers to: clintmix@rogers.com; cmix@tyndale.ca

- No Endnotes
- Other formats are acceptable, must be consistent

For proper citation style, consult the [tip sheet, "Documenting Chicago Style"](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#) or reference the [tip sheet, "How to Cite Sources in Theology"](#).

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

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

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.

I. 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 (2025)

UNIT ONE: COURSE INTRODUCTION (JANUARY 13-19)

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 20-26)

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 27-FEBRUARY 2)
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 3-9)
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 10-16)

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

READING WEEK: (FEBRUARY 17-23)

UNIT SIX: GROWING IN SELF-AWARENESS THROUGH INCREASED EMOTIONAL INTELLIGENCE (EQ) (FEBRUARY 24-MARCH 2)

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 3-9)

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

- o   Romans 15:14-22
- o   Ephesians 2:1-10
- o   Course Book: *Practicing Greatness*, Chapter Four (pages 81-98)
- Complete, "Developing My Personal Vision Worksheet" (On Moodle)

UNIT EIGHT: GROWING IN YOUR LEADERSHIP CAPACITY THROUGH UNDERSTANDING AND APPLYING THE THINKING AND PROCESS OF "APPRECIATIVE INQUIRY" (AI) (MARCH 10-16)
This Unit will mark a transition to "Skill of Hand." We will be exploring the paradigm and practices of Appreciative Inquiry.

Work to be completed before this unit
- **Read and reflect from the lens of facilitating change in a positive manner**
  - o   Ephesians 4:29-32
  - o   Philippians 4:8-9
  - o   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 17-23)
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**
  - o   Genesis 1:27-31
  - o   Genesis 12:1-3
  - o   Matthew 28:16-20
  - o   Romans 12:1-2
  - o   Colossians 1:15-23
  - o   Revelation 22
  - o   Course Book: *Pursuing God's Will Together.* (Part One: Chapters One to Eight; Pages 19-168)
  - o   Course Book: *Leadership on the Line*, Chapter Seven (pages 141-162)
  - o   Reflect from the lens of organizational transformation on the following Theological themes
    - ▪   The Mission of God
    - ▪   The Reign (Kingdom) of God

UNIT TEN: GROWING IN YOUR LEADERSHIP CAPACITY BY FACILITATING ORGANIZATIONAL CHANGE IN DISCONTINUOUS TIMES BY DISCERNING THE MISSION OF GOD (MARCH 24-30)

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 31-APRIL 6)

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 7-13)

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

(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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