

“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.”

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| Course | LEADERSHIP DEVELOPMENT LEAD 0510 NS |
| Date, Time, and Delivery Format | TUESDAY JANUARY 2-SATURDAY JANUARY 6, 2024 9:00 AM – 4:00 PM (EST) SYNCHRONOUS ONLINE |
| Instructor | CLINT MIX, DMin Telephone: 587 284 9973 Email: cmix@tyndale.ca ; clintmix@rogers.com |
| Class Information | The classes will be livestreamed from Tuesday to Saturday from 9:00 AM – 4:00 PM (EST). 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
- 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 reading schedule outlined in this syllabus.

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

Haley Barton, Ruth. [*Pursuing God’s Will Together a Discernment Practice for Leadership Groups*](#). Downers Grove, IL: 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*](#). Boston, MA: Harvard Business School Press, 2002. ISBN 9781422105764

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

McNeal, Reggie. [*Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*](#). San Francisco, CA: 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. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS

- 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 the professor

D. 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.

1. Action Learning Project Team Presentation (30% 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.

- **Due: January 6, 2024**
- **Grade Value: 30%**

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 |
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| 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 | 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 | Opinions and ideas are not substantiated with class material; no reflection and questioning; no integration with one’s ministry context |

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| | | resources; active reflection and questioning; obvious integration with one's ministry context. | resources; active reflection and questioning; obvious integration with one's ministry context. | |
| Integration of Class Books/Lectures and Scripture | A breadth of course books, lectures, and Scriptures are appropriately utilized in responding to the leadership challenge. | There are some references, but they utilized only some of the sources and may be 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. |

2. Understanding Yourself as Leader Paper. (30% of final grade; 5-7 Pages)

The reflective leadership essay is an autobiographical paper that focuses on the first discipline covered in *Practicing Greatness* (self-awareness) and one other discipline (of your choice) covered in McNeal's book. The reflection on self-awareness should include your past awareness of yourself and how this influenced your mission and ministry; the paper should then include new understandings of self from the course and reading material and how the new

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

- **Due January 22, 2024**
- **Grade Value: 30%**

UNDERSTANDING YOURSELF AS LEADER GRADING RUBRIC

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

| Letter Grade/ Criteria | A | B | C | D |
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| 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 and 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 the ministry context for the application heading. The paper is clean, clear, and very limited grammatical, and formatting. | Clear, but can be more concise, with 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. |

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| <p>Integration of <i>Practicing Greatness</i>, other course books/lectures, and Scripture</p> | <p>While McNeal's book 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 are even more used in the New Learnings Section. Scripture is utilized throughout.</p> | <p>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.</p> | <p>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.</p> | <p>Opinions and ideas are not substantiated with class material; no reflection and questioning; no integration with one's ministry context</p> |
| <p>Application</p> | <p>Tangible and concrete, related directly to the course content and Scripture. That is applied directly to the present or anticipated ministry context. First-person ("I will) language is utilized here.</p> | <p>Application is not tied to ministry context and remains somewhat abstract.</p> | <p>Application is missing or limited and is not applied to a specific context.</p> | <p>Limited or no application.</p> |
| <p>Citation</p> | <p>Consistent citation format. For this paper simply citing page numbers from McNeal's book is appropriate. For citing course</p> | <p>Inconsistent citing of sources. Course material or other material not cited.</p> | <p>Limited citations or missing obvious references.</p> | <p>Limited or no citations. Uses endnotes.</p> |

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| | material use: (Mix, Unit 2: Empowering Leadership) | | | |
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3. Fundamental Principles of Christian Leadership Paper. (40% 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)

- **Due: February 19, 2024**
- **Grade Value: 40%**

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 |
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| Clarity of Paper | <p>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)</p> | <p>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.</p> | <p>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.</p> | <p>No introduction, headings, or subheadings. Significant grammatical and spelling concerns throughout the paper.</p> |
| Principles | <p>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.</p> | <p>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/spirit</p> | <p>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.</p> | <p>Principles are difficult to ascertain.</p> |

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| | Principles do not include issues of character and or spiritual disciplines. Principles are those that great leaders can and should integrate. 2-4 Principles. | ual disciplines than effective missional leadership. | | |
| Research/Support | Support for the principles is a thoughtful weaving of Scripture, course lectures/books, other credible sources, and the writer's own thoughts interacting with the other sources and coming to an appropriate conclusion relative to the principle. Each principle has balanced support from ALL the requisite sources. The support given relates directly to the principle. | Support for the principles is unbalanced and relies too heavily on one source. It lacks support from one or more of the requisite sources. Support may be given that supports an implication of the principle rather than the main principle. | The principles are poorly supported and lack 2-3 requisite sources. The support may not directly line up with the principle. | Limited support. |
| Application | After each principle (Major Heading) will be an Application Sub Heading. 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 concreted and attainable. Application is included but difficult to find because it is not set apart with a heading. | Limited and unclear application. | Little to no application was given. |

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| 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. |
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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 (2024) | Value % |
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| Action Learning Project Presentation | January 6 | 30% |
| Understanding Yourself as Leader Paper | January 22 | 30 % |
| Fundamental Principles of Leadership Paper | February 19 | 40 % |
| 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 spaces between paragraphs and sections

- 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)
- 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

- Turabian Citation requested
- No Endnotes
- Other formats 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](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style 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 policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

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

UNIT ONE: COURSE INTRODUCTION (Tuesday, January 2, 9-10:30 AM)

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 (Tuesday, January 2, 10:30 AM-Noon)

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 (Tuesday, January 2, 1-4 PM)

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

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
(Wednesday, January 3, 9-10:30 AM)**

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 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 (Wednesday, January 3, 10:30 AM-Noon)

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

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

UNIT SIX: GROWING IN SELF-AWARENESS THROUGH INCREASED EMOTIONAL INTELLIGENCE (EQ) (Wednesday, January 3, 1-2:30 PM)

This unit will deepen the student's understanding of and growth in 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 (Wednesday, January 3, 2:30-4:00 PM)

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

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)

UNIT EIGHT: GROWING IN YOUR LEADERSHIP CAPACITY THROUGH UNDERSTANDING AND APPLYING THE THINKING AND PROCESS OF “APPRECIATIVE INQUIRY” (AI) (Thursday, January 4, 9:00 AM-Noon)

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

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 (Thursday, January 4, 1:00-4:00 PM)

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

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

UNIT TEN: GROWING IN YOUR LEADERSHIP CAPACITY BY FACILITATING ORGANIZATIONAL CHANGE IN DISCONTINUOUS TIMES BY DISCERNING THE MISSION OF GOD (Friday, January 5, 9:00 AM-Noon)

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 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 (Friday, January 5, 1:00-4:00 PM)

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 CHARACTER BY REVIEWING AND APPLYING THE BIBLICAL QUALIFICATIONS FOR LEADERSHIP (Saturday, January 6 9:00-9:30 AM)

This unit will be a brief reminder about the necessity of “Integrity of Heart,” followed by time for the finalization of the presentations of the ALP teams that will be presented in the last class.

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)

UNIT THIRTEEN: GROWING IN YOUR LEADERSHIP CAPACITY BY INTEGRATING LEARNING IN A TEAM SETTING AND PRESENTING THE WORK OF YOUR ACTION LEARNING PROJECT (Saturday, January 6, 1:00-4:00 PM)

This unit will be the presentations of the ALP teams. Finally, we will tie together/conclude the class.

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](#).)

Allender, Dan B. *Leading with A Limp: Turning Your Struggles Into Strengths*. Colorado Springs, CO: WaterBrook Press, 2006.

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

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