

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

<b>Course</b>	<b>LEADERSHIP DEVELOPMENT</b> LEAD 0510 1P
<b>Date, Time, and Delivery Format</b>	SEPTEMBER 11 – DECEMBER 4, 2024 WEDNESDAYS 8:15 – 11:05 AM IN-PERSON ONLY
<b>Instructor</b>	<b>Rev. DR. MARILYN DRAPER, PhD</b> Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: <a href="mailto:mdraper@tyndale.ca">mdraper@tyndale.ca</a>
<b>Class Information</b>	The classes will be in-person on Wednesday mornings, from 8:15 – 11:05 AM  Office Hours: Wednesdays, from 11:15 – noon (immediately after class), or at separate time by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

Leadership development is a foundational and introductory course that 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:

1. Construct, through creative reflection on course materials, a biblical, theological, theoretical, and practical appraisal of leadership.
2. Create a case study to analyze a leadership situation and provide potential and practical ways of encouraging change.
3. Describe their personalized leadership approach through the identification of character strengths, explanation of their personality profile, identification of calling, and recognition of growth challenges.
4. Collaborate creatively with others in a team setting through a varied approach to team dynamics recognizing that leadership is lived out in community.
5. Design a plan to grow in ability and confidence in essential leadership skills built on their identity in Christ, including communication and personal management.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. 2nd ed. Downers Grove, IVP, 2018. (ISBN 978-0830846450)

Heifetz, Ronald A., and Marty Linsky. [Leadership on the Line: Staying Alive through the Dangers of Change](#). Boston, MA: Harvard Business School Press, 2017. (ISBN 978-1633692831)

Ledbetter, Bernice M., Robert Banks, Robert, and David C. Greenhalgh. [Reviewing Leadership: A Christian Evaluation of Current Approaches](#). 2nd ed. Grand Rapids: Baker Academic, 2016. (ISBN 978-0801036293)

#### REQUIRED SELF-EVALUATION ASSESSMENT TOOLS

##### [Personality Preference and Temperament Test](#).

If you have already completed an official Myers-Briggs Temperament Instrument test, please feel free to use those results as your reference point. If you haven't completed this test (there is an embedded link in the title), please take this free test and read the evaluation report. Please bring the results to class, ready to reflect and discuss.

##### [Emotional Intelligence Evaluation](#)

Please complete the free test and bring the results to class, ready to reflect and discuss.

#### [Via Institute for Character Strengths](#)

This is a helpful way to identify some of the key values you hold. Please complete the free test and bring the results to class, ready to reflect and discuss.

#### [Spiritual Gifts Test](#)

Please complete the free test and bring the results to class, ready to reflect and discuss.

#### [Fivefold Ministries Inventory](#)

This highlights leadership areas listed in Ephesians 4 (apostle, prophet, evangelist, pastor/shepherd, teacher). Complete the test and submit results on the class page by due date and bring results to class.

#### [Cultural Profile Assessment](#)

Please complete the free test and bring the results to class, ready to reflect and discuss.

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

Branson, Mark Lau and Alan Roxburgh. [Leadership, God's Agency & Disruptions: Confronting Modernity's Wager](#). Eugene, OR: Cascade, 2020.

Brown, Brene. *Dare to Lead*. New York: Random House, 2018.

Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Grand Rapids: Eerdmans, 2006.

Other relevant articles will be linked under the appropriate date in Moodle.

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. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each

other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **D. ASSIGNMENTS AND GRADING**

### **1. Class Engagement: 10% of final grade.**

Students are asked to prepare for each class session as outlined by completing reading from the textbooks, other assigned readings, and watching videos on occasion. As well, there are personal assessments to complete in order to provide insight into the student’s unique personality, values, and approach to leadership. Students will also meet in their small groups to prepare for the group presentation.

*Basis of grade:* This mark will reflect attendance, in-class engagement, small group comments, completion of the assigned readings, and assessments. Every absence and lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy. This requirement is relevant to all outcomes.

#### **Due Weekly:**

- *Reading* (prior to class) the textbook chapters and/or assigned chapters and/or videos to be explored that day *and* coming ready to *discuss*.
- *Assessments:* complete assessment and post results on course page according to the weekly schedule below.

### **2. Case Study of Leadership and Change: 25% of final grade**

**Length: 6-8 pages**

**Date due: October 2**

Describe a *real-life* situation in your ministry/work context either where a significant change recently occurred, or one where a significant change *needs* to occur (from your perspective). Choose a challenging situation that caused (or is causing) personal puzzlement, frustration and/or uncertainty. Using the case study guidelines on the course webpage complete the four steps: narrate the experience, analyze the experience, reflect theologically on the experience, and then assess the situation and the role of leadership. What questions about leadership does this situation raise? This requirement is relevant to outcomes 1 and 2.

### **3. Action Learning Project: 30% of final grade.**

**Length:** 20-minute group presentation – PowerPoint and written document (one per group), plus a 4-page personal reflection on working as a group (one per student).

**Date Due: Group Presentation, November 20**

**Due Date: Individual Reflection, December 1**

Students will be expected to work in teams of 4-6 throughout the course, reflecting on a specific leadership challenge, scenario, case study or opportunity that must be drawn from the real experience or context of one of the team members. The project topic and focus will be chosen by the group members collectively and should be a situation one of your group members used in assignment 2. It must be a *real-life* situation where all team members can contribute insight. Further, the experience of creating the presentation provides each team member an opportunity to develop their own leadership capacity while cooperating as a team. All team members will be accountable to monitor and encourage the full participation and contribution of other team members. Teams will make a 20-minute presentation of their project to the class – also handing in a copy of their presentation on Moodle (one per team). More specific presentation and copy guidelines will be discussed during class and available on the course page. The other members of the class (those not in the presentation group) will participate by being the audience and asking questions and then analyzing the presentations.

The four-page individual reflection will analyze the way the group worked together. Through interaction with the class texts and through the lens of the topics discussed in class, the student will reflect upon their growing understanding of leadership. The following questions may assist in reflection: What did this experience teach me about leadership? What did I appreciate about the others in my group? How did my growing leadership skills contribute to the development of the presentation? What went wrong? What would I do differently next time? How might I apply what I have learned?

*Basis of grade:* 70% of the grade will emerge from the student's individual reflection. The remaining 30% will reflect the quality of the presentation and the final group copy submitted. This requirement is relevant to outcomes 1 and 4.

#### **4. Summative Leadership Reflection Paper or Interview: 35% of final grade**

Students choose Option A or Option B.

##### **A. Paper Option:**

**Length: approximately 10-12 pages**

**Date due: December 4**

Your key questions to answer include: Who am I as a Christian leader? How am I changing? Who do I want to be as a disciple of Jesus and a leader? This leadership essay is an autobiographical, summative, reflective paper requiring you to discern the growth and change that is occurring in your life as you learn to be a leader whose identity is found "in Christ." The essay should focus on your understanding and personal integration of the various self-assessments conducted during the course and other material drawn from the course lectures, discussions and readings and your experience in your group. You will describe how this new

learning will be integrated into your life as a Christian leader and how it may now affect the discernment of your vocation, understanding of biblical leadership, future mission, and ministry. Conclude with observations of where you need to grow as a leader and some specific steps you plan to take or practices you will adopt to achieve that growth. You may want to come up with a personalized list of key leadership principles that apply specifically to you (your own Habits, Disciplines, Styles or Practices). Think of this paper as the foundation for a personal theology of leadership or philosophy of ministry. Sources, including course material, must be cited using Chicago style. The use of personal pronouns is permitted and encouraged.

*Basis of grade:* Demonstrated self-awareness and personal growth (movement) in the understanding of personalized leadership principles, the capacity to engage in theological reflection on union with Christ and the application of the assessment tools to personal and leadership development. This requirement is relevant to all outcomes.

### GRADING RUBRIC For Written Work

Criteria	Excellent (A+ to A)	Very Good (A- to B)	Acceptable (B- to C+)	Fair (C or below)
Completeness	Addresses all parts of question; comprehensive response; submitted on time	Addresses all parts of question; somewhat Comprehensive; submitted on time	Addresses some parts of question; incomplete in some manner; or marks deducted for lateness	Misunderstands purpose of assignment; incomplete or irrelevant to course material
Clarity and Specificity	Clear and concise; grammatically correct with rare misspellings; provides introduction and logical sequence of thought, moves beyond generalities to specific arguments and illustrations	Clear, but can be more concise or precise; a few grammatical or spelling errors; generally follows a logical sequence from paragraph to paragraph, but may be lacking in detail or specificity	Somewhat clear, but with significant number of errors in spelling and grammar; too general; lacks logical cohesion	Unclear, poor spelling and grammar, makes over-generalized assumptions

Critical engagement with class material, shows integration with lectures, readings and life	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection; helpful questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material and outside resources; some reflection; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material, but lacks use of outside resources; insufficient reflection; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection; no integration with one's ministry context
Style and quality of responses	Written in an engaging, scholarly manner, appropriate and accurate style in footnotes and bibliography	Written in an interesting manner, some mistakes or omissions with footnotes and bibliography	Harder to follow writing that is less engaging, many mistakes and/or omissions with footnotes and bibliography	Difficult to read and follow the train of thought, lacking in scholarship, footnotes or bibliography are lacking

## B. Oral Exam Option

**Length: 30-45 minutes**

**Date due: individual times will be set up for December, sign up during class**

Participate in a 45-minute summative, integrative Oral Exam that engages you and the professor in a reflective conversation to discern the growth and change that is occurring in your life. The conversation will be structured upon a list of questions that focus on your understanding and personal integration of the various self-assessments conducted during the course and other material drawn from the course lectures, discussions and readings and your experience in your group. You will describe how this new learning might be integrated into your life as a Christian leader and how it may now affect the discernment of your vocation, theology of leadership, and future missional efforts. Conclude with observations of where you might need to grow as a leader (in your context) and outline some specific steps you plan to take or practices you will adopt to achieve that growth. You may want to come up with a personalized list of key leadership principles that apply specifically to you (your own Habits, Disciplines, Styles or Practices) which describe your personal theology of leadership or philosophy of ministry.

Here are sample questions that could be included in the Oral Exam:

- 1. Discuss actions and attitudes that reflect a biblical approach to leadership that is also informed by current leadership theory and practices.**

*What is leadership? How does scripture describe it or illustrate it?*

*What is your definition of leadership? How has it changed since starting the course? If it has not changed, why not? Be prepared to explain each phrase and why it is included.*

*What are 3 aspects of Leadership on The Line that resonated with you?*

*What are 3 aspects of Strengthening the Soul of Your Leadership that resonated with you?*

**2. Reflect upon your understanding of team dynamics by cooperating with other class members in a team setting.**

*What surprised you? Where do you feel you succeeded? Where could you have done better?*

*What were the most challenging aspects of working as a team during this semester?*

*Describe how you went through the stages of team development (forming, norming, etc.).*

*How did the assessments assist in team development?*

*What in the classroom material helps you identify challenges and dysfunctions?*

**3. Articulate an approach to leadership that reflects the integration of an organic paradigm and the complexity of systems dynamics.**

*How do systems and structures affect your leadership approach?*

*Describe how you operate in one of the systems in your life (work, church, home, school).*

*Describe what it means to be a non-anxious presence in a system while still remaining connected.*

**4. Describe your own personalized leadership approach by identifying character strengths, personality profile, leadership style, and growth challenges based on self-awareness, reflection and feedback.**

*What is your preferred leadership approach?*

*What values do you consider most important in your life and in your work as a leader?*

*State your purpose or sense of calling in one sentence and explain what it means.*

*What does it mean for you to be comfortable in your own skin?*

*What did you learn about yourself?*

**5. Explain your modified and/or developing leadership approach as you participate in Christ to accomplish Kingdom work on a regional, national or international level in a ministry or marketplace setting.**

*How will you take your understanding of leadership into your ministry and into the world?*

*What aspects of yourself, your gifts, your strengths, or your growing edges do you plan on developing over the next year?*

*What is your biggest challenge as you step into what God is calling you to do?*



## GRADING RUBRIC for Oral Interviews

Criteria	Excellent (A+ to A)	Very Good (A- to B)	Acceptable (B- to C+)	Fair (C or Below)
Content	Displayed a broad range of content with detailed articulation, able to remember sources (not page #'s) and content from lectures and readings, answered the questions with relevance and focus	Included broad range of content, made connections to class material that had some relevance	Included some content and made general connections to course material	Wasn't very familiar with or misunderstood course content or was too general or vague when describing course concepts, rambled or drifted off topic, needed frequent prompting to respond to questions
Integration	Was able to describe how concepts fit together and could be applied to various contexts, could show how knowledge learned in class and content from readings was relevant to personal or organizational change	Described how concepts fit together and illustrated some application, sought to reveal integration	Shared some connections, minimal applications and integration	Made unclear or incorrect connections between concepts addressed in class, was unable to see how concepts or principles might apply in different circumstances.
Reflection	Was able to see beyond the surface and describe how the content related to self, and was able to explain how to apply concepts to personal growth, life change, and own sense of calling	Some self-awareness revealed in explanations of personal change and growth	Limited self-awareness revealed	Inability to articulate how concepts related to personal growth or to describe how change might happen in their own lives

Engagement	Was engaged during the interview, provided clear responses, understood the flow of the conversation, listened to the questions, was well-prepared	Good level of engagement, showed preparation and willingness to listen	Somewhat engaged, limited preparation, interrupted questions or appeared somewhat distracted	Seemed distracted or disinterested in the conversation, didn't pay attention, frequently drifted off topic, or was poorly prepared
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### Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

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

### E. 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.

### F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Engagement	10 %
Case Study of Leadership and Change	25 %
Action Learning Project	30 %
Summative Leadership Reflection Paper or Interview	35 %
Total Grade	100 %

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

Your work should demonstrate the following characteristics:

1. Your work should demonstrate the following characteristics:
  - For reflection and research papers, a clear thesis and a straightforward line of reasoning
  - For the Action Learning Project, follow the template provided on class webpage
  - Appropriate use of reference material in Chicago citation style
  - Willingness to examine and be critical of your own views and practice
  - Creativity, interact with new ideas
2. Unless otherwise indicated, use full sentences and paragraphs written in Times New Roman 12 point font, with 1 inch margins. There should be no extra spaces between paragraphs, instead each new paragraph should be indented. The number of pages listed does not include the title page or bibliography (which should be included). Footnotes are to be included, rather than endnotes.

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, “Citing 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](mailto:aa@tyndale.ca)) before proceeding.

## H. 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

**Week 1 (September 11): Calling:** What does it mean to be a leader and what leadership issues come to the forefront? More specifically, what does it mean for you to be a leader following God's call? Setting the stage for a new paradigm for Christian leadership. Overview of syllabus and expectations for the course.

**Week 2 (September 18): Cultural Issues in Leadership:** What are the cultural issues of which I need to be aware in my leadership setting? Special Guest: Dorothy Pang from the TIM Centre  
**Read:** Ledbetter, et al., *Reviewing Leadership*, Chapters 1-2  
**Due:** Complete the [Cultural Profile Assessment](#)

**Week 3 (September 25): Courage (via Vulnerability):** Leadership takes all the courage we can muster, but we have to acknowledge our own "vulnerability" to get there. How does vulnerability relate to the use of "power" in our setting?  
**Read:** Barton, *Strengthening the Soul of Your Leadership*, Introduction, Chapter 1  
See other readings on Class Moodle page  
**Watch:** Brene Brown, "The Power of Vulnerability," TedTalk, 2010.

**Week 4 (October 2): Context:** How might you describe your own setting? What are the implications of your personality type within that setting (or past settings)? How might you work

(well or poorly) with others with differing traits? What are the models for leadership being used in your context? How does your personality, culture and posture fit within those models? What other personality assessments might be helpful for me?

**Read:** Barton, *Strengthening the Soul of Your Leadership*, Chapter 2-4

Ledbetter, et al., *Reviewing Leadership*, Chapters 3-4

**Due:** [Personality Preference and Temperament Test](#). Conduct the MBTI-style free personality preference assessment tool and post your results on the course page. Come ready to discuss.

**Due:** Assignment 2, Case Study of Leadership and Change

**Week 5 (October 9): CHANGE!:** Processes of change, technical versus adaptive challenges, issues of success and failure. How is failure dealt with in my setting?

**Read:** Ledbetter, et al., *Reviewing Leadership*, Chapters 5-6

Heifetz and Linsky, *Leadership on the Line*, Chapters 1-2

**Week 6 (October 16): Challenges:** Learning to navigate the opportunities and dangers of leadership; Creating practices of gratitude

**Read:** Heifetz and Linsky, *Leadership on the Line*, Chapters 3-4

Barton, *Strengthening the Soul of Your Leadership*, Chapters 5-6

Ledbetter, et al., *Reviewing Leadership*, Chapters 7-8, conclusion

### **READING DAYS! NO CLASS on October 23!**

**Week 7 (October 30): Conflict and Response:** How do we handle conflict? Value of perspective, ethics, use of Power, helpful approaches so you can control the temperature and “orchestrate” the conflict.

**Read:** Barton, *Strengthening the Soul of Your Leadership*, Chapters 7-8

Heifetz and Linsky, *Leadership on the Line*, Chapters 5-6

**Week 8 (November 6): Community Setting and Constructing Teams:** How teams formed? Working with others -- What is and what ought to be?

**Read:** Barton, *Strengthening the Soul of Your Leadership*, Chapter 9

Heifetz and Linsky, *Leadership on the Line*, Chapter 7

Hirsch, 5Q, posted on the course page, reading on fivefold ministry.

**Due:** Complete Fivefold Assessment and Spiritual Gifts Test. Upload the results on the course page.

**Week 9 (November 13): Character:** Key development areas to strengthen your leadership. Working with your Top Five Signature Themes (VIA Values). Emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

**Read:** Barton, *Strengthening the Soul of Your Leadership*, Chapters 10-11

Heifetz and Linsky, *Leadership on the Line*, Chapter 8

**Watch:** for overview: “What is Emotional Intelligence?”

<https://www.youtube.com/watch?v=IBUjfJJEqSM&t=211s>

for more detail, watch: “Daniel Goldman Introduces Emotional Intelligence,”

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

**Due:** Conduct the online [Via Institute for Character Strengths](#) and [Emotional Intelligence Evaluation](#) evaluations. Bring results to class & ready to discuss. Submit the results/report on the course page.

**Week 10 (November 20): Collaborating Leadership/Team Presentations:** Strategies for effecting change wisely

**Due:** Assignment 3. Be prepared to present your project as a team in a way that engages the whole class. As each team presents, the rest of the class will listen and analyze the presentation, asking questions and grading the presentation. Each team will submit one copy of the PowerPoint and written document on the webpage.

**Week 11 (November 27): Co-operating with God:** Discernment and being a leader who lives in union with Christ; how do I participate with what God’s Spirit is doing in my life and in my context?

**Read:** Barton, *Strengthening the Soul of Your Leadership*, Chapter 12

Heifetz and Linsky, *Leadership on the Line*, Chapter 9

Nelson and Dickens, chapter posted on the course page, servant leadership

**Due:** Individual reflection on Team Presentation

**Week 12 (December 4): Configuring Leadership:** Putting all the pieces together – how do I become the Leader God is calling me to be?

**Read:** Barton, *Strengthening the Soul of Your Leadership*, Chapter 13

Heifetz and Linsky, *Leadership on the Line*, Chapters 10-11

**Due:** Assignment 4, Written assignment, due December 6; for those choosing the Oral Exam, times will be set up between Dec 2 and December 13.

## 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](#).)

*Selected bibliography will be posted to the class webpage at the beginning of the course.*