

*“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 and Time</b>	JANUARY 10 – APRIL 3, 2024 WEDNESDAYS, 6:45 – 9:35 PM IN-PERSON ONLY
<b>Instructor</b>	<b>DR. MICHAEL KRAUSE, DMin</b> Telephone number: 416 226 6620 ext. 2239 Email: <a href="mailto:mkrause@tyndale.ca">mkrause@tyndale.ca</a>
<b>Class Information</b>	The classes will be in-person on Wednesdays from 6:45 to 9:35pm. Students may connect in-person before or after class. Students may also make an appointment anytime to set up an in-person or live-stream meeting.
<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

This foundational and introductory course seeks to develop a biblical-theological, historical and cultural understanding of the best principles and practices of leadership in the church, ministry organizations and the marketplace. Each student 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 demonstrate:

1. actions and attitudes that reflect a Biblical approach to leadership that is also informed by current leadership theory and practices.
2. an understanding of team dynamics by cooperating with other class members in a team setting.
3. an approach to leadership that reflects the integration of an organic paradigm and the complexity of systems dynamics.
4. their own personalized leadership approach by identifying their character strengths, personality profile, leadership style, and growth challenges based on self-awareness, reflection, and feedback.
5. their modified leadership approach as they accomplish Kingdom work on a regional, national, or international level in a ministry or marketplace setting.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING AND SELF-EVALUATION ASSESSMENT TOOLS

All titles are available as e-books from the Tyndale library (hyperlink will require signing into the library with your Tyndale email and password). A limited number of print copies of all books are also available through the library.

#### BOOKS

Banks, Robert, Bernice M. Ledbetter, and David C. Greenhalgh. 2016. [\*Reviewing Leadership: A Christian Evaluation of Current Approaches\*](#). Edited by William Dyrness & Robert K. Johnston. 2<sup>nd</sup> ed. Grand Rapids, MI: Baker Academic. (ISBN: 9780801036293)

Barton, R. Ruth. 2008. [\*Strengthening the Soul of Your Leadership: Seeking Finding God in the Crucible of Ministry\*](#). Downers Grove, IL: IVP Books. (ISBN: 9780830823864)

Heifetz, Ronald A. and Marty Linsky. 2017. [\*Leadership on the Line: Staying Alive through the Dangers of Leading\*](#). Boston, MA: Harvard Business School Press. (ISBN: 9781633692831)

Other short readings or videos may be assigned and posted on the [classes.tyndale.ca](https://classes.tyndale.ca) course page.

#### SELF-EVALUATION ASSESSMENT TOOLS

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

If you have already completed an official Myers-Briggs Temperament Instrument test, then post the results on the course page and bring them to class. 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. Post results and bring to class on indicated date.

### [Emotional Intelligence Evaluation](#)

Complete the free test and bring the results to class and submit them on the course page. If you have purchased the Emotional Intelligence book (not required) listed below in the Recommended Reading section, there is a link and a password to the official EI test. If you have completed it using the book, use those results and submit them on the course page.

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

This is a helpful way to identify some of the key values you hold. Again, complete the test and bring it to class and submit your results on the class page by due date.

### [Spiritual Gifts Test](#)

Complete the test, submit results on the class page and bring results to class.

### [Cultural Profile Assessment](#)

Complete the test and submit results on the class page by due date and bring results to class.

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

Bradberry, Travis, and Jean Greaves. 2009. [Emotional intelligence 2.0](#). San Diego, CA: Talentsmart. (ISBN: 9780974320625)

Lencioni, Patrick. 2002. [The Five Dysfunctions of a Team: A Leadership Fable](#). 1st ed. Business Book Summary. San Francisco, CA: Jossey-Bass. (ISBN: 9780787960759)

McNeal, Reggie. 2006. [Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders](#). San Francisco, CA: Jossey-Bass. (ISBN: 9780787977535)

Nelson, Gary and Peter Dickens. 2015. [Leading in Disorienting Times](#). Atlanta, GA: TCP Books. (ISBN: 9780827221765)

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. ONSITE COURSE REQUIREMENTS

- Be on-time and ready for class at 6:45, return promptly from breaks.
- Lectures will have PowerPoint slide notes that will normally be posted before class starts on the day of class.
- Interaction is expected, group work is required, and questions are welcomed.
- Come prepared with assessments done before class starts.
- In the case of inclement weather, Tyndale University will post a notice of cancelled in-person classes by mid-afternoon. Check the website for announcements. If possible an online synchronous class will be arranged and links provided on the class page.

## D. ASSIGNMENTS AND GRADING

1. **Book Summary and Evaluation:** Due on February 7, 2024; 10% of final grade (1000 words, 5 double-spaced pages)

Using Heifetz and Linsky's *Leadership on the Line*, provide a brief overview of the book and interact with the concepts described. What are the strengths and limitations of the book? Describe and explain one concept you agree with or resonate with in this book? With what concept(s) do you have disagreements? What is one new insight you hope to remember well? (If you're already familiar with this text, you may choose a different recently published leadership or management book. It may be written from a Christian or secular viewpoint. A bibliography will be posted on the class website.)

*Basis of grade:* critical reflection, understanding and integration of the concepts in the book. This requirement is relevant to outcomes 1, 3 & 5

2. **Assessment Tools – Completion and Reflection:** Various due dates; 10% of final grade

This grade will reflect the completion of five easy-to-complete assessment tools (listed above in the *Required Readings and Self-Evaluation Assessment Tools* section), three short two-page reflective assignments, and ongoing in-class individual and group reflective experiences. Details and due dates can be found on the course schedule outlined below and on the [classes.tyndale.ca](https://classes.tyndale.ca) class page.

*Basis of grade:* completion of class-to-class reflective assignments and posting results on the course page as indicated. This requirement is relevant to outcomes 4 & 5.

3. **Case Study on Change:** Due on February 14, 2024; 25% of final grade (1500-2000 words or 8 pages double-spaced max.)

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). This could involve a change in leadership or staffing, launching a new program or product, a “bad boss” situation, or a relationship challenge. Employing information from the class lectures and experiences, and from your reading, assess the situation. Describe the situation, analyze what happened, suggest what needs to happen and how will that change come into being? What is the problem? Who has the problem? What role should leadership play in seeing change happen? How would you lead the required change? Who needs to change? This assignment should conform to the case-study guidelines posted on the course page and insight gained in class and the readings. The case study should not be longer than 2000 words in length or eight double-spaced pages. While not intended to be research-focused, sources, including course material, must be cited using Chicago/Turabian style. More specific guidelines will be provided in class.

*Basis of grade:* The ability to accurately describe the situation, understand the problems and systems involved and provide clear analysis based on theological reflection, leadership principles and learning from the course. This requirement is relevant to outcomes 1, 3 & 5.

#### **4. Action Learning Project/Presentation:** Due on April 3, 2024; 20% of final grade

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 shall be a situation one of your group members used in Assignment #3 (Case Study on Change) and will be chosen by the group members collectively. It must be a *real-life* situation where all team members can contribute insight and which 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 15-20 minute presentation of their project to the class during one of the last four sessions of the term. More specific presentation 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 and grading the presentations. Presentation slides and notes (PowerPoint, Prezi, etc.) must be handed in to complete the assignment. Only one submission per group is required.

*Basis of grade:* Quality of teamwork as evidenced throughout the class schedule (groups will be formed in week one), quality and creativity of team presentation and quality of integrating the class material presented during the course. All team members will receive the same grade. This requirement is relevant to outcomes 1, 2 and 3.

**5. Summative Leadership Reflection Paper:** Due on April 3, 2024; 35% of final grade (2500 words)

This leadership essay is a summative, integrative reflection paper that requires you to discern the growth and change that is occurring in your life. 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 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). This may also become the foundation for a personal theology of leadership or philosophy of ministry. While not intended to be research-focused or highly academic, sources 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 and the application of the assessment tools and course material to personal and leadership development. This requirement is relevant to all outcomes.

## 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:

Book Summary and Evaluation (Due October 30)	10 %
Assessment Tools – Completion and Reflection (various due dates)	10 %
Case Study on Change (Due October 16)	25 %
Action Learning Project/Presentation (Due November 20 or 27)	20 %
Summative Leadership Reflection Paper (Due December 4)	35 %
<b>Total Grade</b>	<b>100%</b>

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

Papers should meet graduate level academic research standards of Tyndale.

### **1. Your work should demonstrate the following characteristics:**

- A clear thesis and a straightforward line of reasoning
- Appropriate use of reference material in Chicago citation style
- Willingness to examine and be critical of your own views and practice
- Creativity

### **2. Matters of Style:**

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 if references are used). Footnotes are to be included, rather than endnotes.

Use Turabian or Chicago style guide for formatting, title page, footnotes and bibliography. 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”](#).

### **3. Submission of Work:**

All written papers should be submitted as a MS Word document on the Tyndale LEAD 0510 online course (Moodle) page. PDF documents are also acceptable. Submit assignments in the following way: YourlastnameYourFirstnameAssignmentname.docx. For example: SmithJohnReflectiveLeadershipEssay.docx. In-class assignments should also be submitted electronically to the class page using the same naming format. Smaller assignments requiring diagrams may be handwritten (or drawn), but then should be scanned and submitted electronically to the class page as PDF's. (Note: students can scan and email documents—to themselves or to others—from any photocopier at Tyndale.) Self-evaluation assessment test results may be submitted as a “screen capture” image and submitted electronically to the class page.

Grades for papers submitted late without advanced permission are lowered at the rate of one third of a grade per day to a maximum of one grade per week for each week late (e.g., 1st day

late is 1/3 off ["A" to "A-"], 2nd day is an additional 1/3 off, 3rd to 7th day late moves mark one whole grade lower ["A+" to "B+" or from "B" to "C"]. Each subsequent week the mark will be lowered by an additional grade.

#### **4. Back Up of Work:**

Until you have received confirmation of your final grade, students are required and may be asked to produce backup copies of their assignments. In addition, computer crashes, lost files, etc., will be deemed as an inadequate reason for not submitting a paper on time. Students are strongly advised to regularly back up their work in a secure manner.

#### **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. Tyndale uses "[Turnitin](#)" as a tool to help students identify the level of copied material in their own work and to give professors a guide to evaluate student work. [Avoiding Plagiarism tip sheet](#).

**A note about AI-generated content:** Students may use AI content generators (like ChatGPT) to help with gathering ideas, outlining a paper, or to assist students to translate their work into English. However, all uses of AI generated material must be noted, documented, and referenced. Students may not pass off AI generated work as their own. If undocumented AI generated content is identified, it will be considered plagiarism and penalized as such (resulting in assignment or course failure).

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.

*Tyndale's policy for class attendance states: Three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course. Excused absences include death in the family, hospitalization of yourself or a member of your immediate family, a prolonged illness for which you require treatment by a physician, and COVID symptoms. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.*



## **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. This will not be required for this course.

## **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 (Subject to change)**

See the class page ([classes.tyndale.ca](http://classes.tyndale.ca)) for the up-to-date schedule of classes and assignments. Week to week content may not be exactly as described because of extended class discussions or adjustments based on class feedback.

### **Week 1**

#### **A Leadership Definition**

The definition and nature and purpose of leadership in church, society and culture. Group formation and an overview of leadership concepts from selected biblical texts. Groups will schedule their meeting times.

#### **Read for Week 2:**

Heifetz & Linsky, Intro and Chapters 1-2;

Banks & Ledbetter, Chapters 1-2

30 Ways to Define Leadership

#### **Assignments for Next Week**

**Complete Assignment 2a (2%): Leadership Definition**

Write a one to two-page paper interweaving: your succinct definition of leadership (stated in a sentence and explained in a paragraph), one Biblical text that informs this understanding and how it informs your definition, and a personal experience or observation/example of leadership (i.e. your experience as a leader or your observation about someone else's leadership) tested against or illustrating your definition.

## **Week 2**

### **The Nature of Leadership**

Myths of leadership, Images of leadership from popular culture and biblical sources, changing visions of leadership. Fundamental changes in society, church, and Christian leadership, discontinuous change, adaptive challenges.

### **Read for Week 3:**

Heifetz & Linsky, Chapters 3, 4 & 5;

Banks & Ledbetter, Chapters 3-4

### **Assignments for Next Week**

#### **Complete Assignment 2b (1%): Organizational Structure**

Diagram your own church's leadership structure or the leadership structure of the organization you work for. Bring it to class for week 3 ready to share and discuss. Scan and submit it as a PDF on the course page as well.

## **Week 3**

### **The Nature of Your Own Church or Leadership Setting**

Biblical descriptions of "polity," popular church models, church "types." In class assignment around identifying your local leadership structure and context. Seeing your church or organization as a system

### **Assignments for Next Week**

#### **Complete Assignment 2c (1%): 16 Personalities Assessment**

Complete the [Personality Preference Assessment Tool](#). Take a screen shot of your results and submit it on the course page. If you have recently completed the Myers-Briggs Temperament Instrument and are confident of your results, please submit those results on the course page.

## **Week 4**

### **Leadership Preferences: 16 Personalities Interpretation**

Developing an awareness of your personality profile and its implications for leadership and group work.

### **Read for Next Week:**

Nelson and Dickens chapter on servanthood posted on course page.

## **Assignments for Next Week**

### **Complete Assignment 2d (2%): Preference Reflections**

Write a one to two-page (250-500 words) reflection paper employing what you have learned from the personality preference test. Show how this new knowledge helps you interpret a situation, event, or relationship differently. Explain the implications of your new learnings for how you might act in this situation, event, or relationship.

### **Complete Assignment 3 (25%): Case Study on Change**

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). Employing information from the class and from your reading, assess the situation. What has happened, what needs to happen and how will that change come into being? What role should leadership play in seeing that change happen? How would you lead the required change? Work from the understandings discovered so far through the class and the case-study guidelines posted on the course page to develop a workable solution to the issue. The case study should be about 2000 words in length or eight double-spaced pages.

### **Note: No class on February 21: Reading Week**

## **Week 5**

### **Theories of Leadership, Biblical Models of Leadership, Group Dynamics**

Leadership Theories: Transformational Leadership, Servant Leadership. Leading as a team, stages of group development.

For your interest only you could complete the leadership style questionnaire that matches the chart below on leadership styles. You can [take the quiz](#).

**Due today: Assignment 3 (25%): Case Study on Change – Due: October 16**

## **Assignments for Next Week**

### **Complete Assignment 2g (1%): Cultural Profile**

Complete the free [Cultural Profile Assessment](#) tool found on the Harvard Business Review website. Bring results with you to class for week 6 and submit results on the course page. You may need to submit it as a screen shot.

## **Week 6**

### **The Leader in the Multicultural World - Intercultural Awareness and Engagement**

Understanding intercultural dynamics with guests Dr. Tim Tang

**Due today:**

**Assignment 2g (1%): Cultural Profile**

### **Due Next Week**

**Assignment 1 (10%): Book Summary and Evaluation (10%)**

## **Week 7**

### **The Soul of Leadership**

Seven Disciplines of Leaders (suggested completion of reading of McNeal) - Four key areas: Communication, decision-making, discernment, consensus building. Inner Critic.

**Due Today: Assignment 1 (10%): Book Summary and Evaluation (10%)**

### **Read for Next Week:**

**Optional:** [Watch Dr. Daniel Goleman](#) as he addresses the staff at Google on the Social Intelligence aspects of EI. This video has a high focus on how brain functioning affects EI. Be warned: It is a bit technical at times and comes from a secular scientific viewpoint.

### **Assignments for Next Week**

#### **Assignments 2e (1%): VIA Values**

Conduct the online [VIA Values](#).

#### **Assignment 2f (1%): Emotional Intelligence**

Conduct the [Emotional Intelligence Evaluations](#).

Bring both results to class ready to discuss. Submit the results/report on the course page.

## **Week 8**

### **The Leader's Strengths**

Framing your personal values from a biblical perspective. Leading from your Strengths: Working with your Top Five Signature Themes. Emotional Intelligence and Via Values. Integration of Self in Mission diagram.

### **Due Today:**

**Assignments 2e (1%): VIA Values (at the beginning of class)**

**Assignment 2f (1%): Emotional Intelligence (at the beginning of class)**

### **Assignments for Next Week**

#### **Complete Assignment 2h (1%): Spiritual Gifts**

Conduct the [Spiritual Gifts Test](#): As you do the test try to always answer on the ends of the scale as in "very accurate" or "very inaccurate." Avoid the middle answer "neither accurate or inaccurate." It will help clarify your results and make them more accurate.

Bring results to class ready to discuss. Submit the results on the course page.

## **Week 9**

### **Leading from and through Your Gifts**

Leading from your Spiritual Gifts, Competing priorities

Understanding the actions needed from leaders. Developing an “other-centered” perspective, servant leadership, motivation, inspiration and engagement, coaching others and Influencing change.

### **Week 10**

#### **Leading with Mission, Vision and Values**

Developing a Culture through Mission, Vision and Values

Theology of Leadership, Theological Reflection, dealing with toxic leaders and toxic environments, Expectations, Stress

Vocation and Calling (Vision Board), Leadership Journey (history, ministry map)

### **Week 11**

#### ***Some Leadership on the Line Insights***

#### **Leadership on the Line, Mentoring and Developing other leaders**

Final Insights from *Leadership on the Line*

#### **For this week:**

**Please watch these two videos by Ronald Heifetz on leadership first.**

The first video (Ronald Heifetz: The nature of adaptive leadership, just under 9 minutes) is about the difference between a technical problem and an adaptive problem. The key element is to recognize that in an adaptive situation we need to change our behaviour and the people we lead also need to change their behaviour.

<https://youtu.be/QfLLDvn0pI8>

The second one (Ron Heifetz on Leadership, just over 8 minutes) is about distinguishing leadership from authority and shows how each one of us can exercise leadership no matter what position we hold in our organization. If you replace the word "school" with the word "church" there is almost a direct correlation to church situations.

<https://youtu.be/ioocNc-HvTs>

**Due Next Week: Assignment 5 (35%): Reflective Leadership Essay**

### **Week 12**

#### **Assignment 4 (20%): Team Presentation(s) Today**

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 the manuscript of their presentation (or the presentation slide deck with notes). One submission per team.

**Due today:**

**Complete Assignment 5 (35%): Reflective Leadership Essay**

**V. SELECTED BIBLIOGRAPHY (will be provided in class).**

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