

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

Course	LEADERSHIP DYNAMICS IN CONGREGATIONAL LIFE LEAD / PAST 0668 1P & 1S
Date, Time, and Delivery Format	SEPTEMBER 10 – DECEMBER 3, 2024 TUESDAYS, 2:15 PM – 5:05 PM IN-PERSON WITH SYNCHRONOUS ONLINE
Instructor	FREDERICK W. PENNEY, DMin Email: fpenny@tyndale.ca
Class Information	The classes will be livestreamed & in-person on Tuesday from 2:15 – 5:05 PM. Students can only attend one delivery format/section. Switching section will have to be done through Registration before add/drop deadline. 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

This course explores what makes for vital congregations. The normative form of Christian existence is the local congregation where God’s people are gathered, built up in faith, and sent into the world as witnesses to God’s reconciling action in Jesus Christ. Topics include the critical role of pastoral leadership and practices that contribute to pastoral spirituality; understanding congregations through the lenses of theology, social science and family systems theory; the necessity of team leadership; and critical elements that contribute to congregational vitality.

Prerequisite: LEAD 0510 Leadership Development

II. LEARNING OUTCOMES

At the end of the course, by:

1. Writing a reflective paper on **spiritual practices** for pastoral ministry,
2. Researching and presenting a study of a congregation based on the five analytical frames derived from social science,
3. Participating in **congregational case studies** with colleagues,
4. Developing and writing a **summative essay** on a theology of the local congregation and pastoral leadership in Canada, and
5. Reflecting upon course materials (lectures, handouts, textbooks, additional readings)

Students will be able to:

1. **Explore spiritual practices** that can sustain a distinctly pastoral spirituality.
2. Demonstrate skill in describing a Canadian congregation through the use of five analytical “frames” (**ecology, theology, culture, process and resources**).
3. Explain the values and challenges of forming and maintaining a **leadership team**, with special reference to pastors and church boards.
4. Articulate the basic dynamics of understanding the **congregation as a family system** and healthy ways of dealing with **church conflict**.
5. Describe **key (biblical) images of pastoral leadership** in a congregation (missional guide, multicultural shepherd, and multigenerational steward) and explore which images are most appealing to them.
6. Formulate their own emerging **biblical theology of the congregation** as a Spirit-led, missional community that serves God’s mission in its local context.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Ammerman, Nancy, Jackson Carroll, Carl Dudley, and William McKinney. *Studying Congregations: A New Handbook*. Nashville: Abington, 1998. ISBN: 978-0-687-00651-9 [The library has a print copy, but the book has no available eBook license.]

Heuser, Roger, and Norman Shawchuck, [*Leading the Congregation: Caring for Yourself while Serving the People, Revised Edition*](#). Abingdon, 2010. ISBN-13: 987-1426711398. [The library has both print copy and unlimited user eBook.]

Peterson, Eugene. *Under the Unpredictable Plant: An Exploration in Vocational Holiness*. Grand Rapids, Eerdmans Press, 1992. ISBN 0-8028-0848-4

Van Gelder, Craig. [*The Ministry of the Missional Church: A Community Led by the Spirit*](#). Grand Rapids: Baker, 2007. ISBN-13: 978-0801091391. [The library has a print copy and provides simultaneous eBook access to multiple users.]

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Allen, Holly Catterton, ed. [*InterGenerate: Transforming Churches through Intergenerational Ministry*](#). Abilene, TX: Abilene Christian University Press, 2018. [The library has a print copy and has unlimited eBook user access.]

Branson, Mark, and Juan F. Martinez. [*Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*](#). Downers Grove, IL: IVP Academic, 2011. [The library has a print copy and has unlimited eBook user access.]

McAlpine, Bill, Joel Thiessen, Keith Walker, and Arch Chee Keen Wong. *Signs of Life: Catholic, Mainline, and Conservative Protestant Congregations in Canada*. Toronto: Tyndale Academic Press, 2021. ISBN-13: 978-1990103025. [The library has print copy, but the book has no available eBook license.]

Rah, Soong-Chan. [*Many Colors: Cultural Intelligence for a Changing Church*](#). Chicago: Moody, 2010. [The library has a print copy and has access to six simultaneous eBook users.]

Rendle, Gilbert. *The Multigenerational Congregation: Meeting the Leadership Challenge*. Bethesda, MD: Alban, 2002. [The library has a print copy.]

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 professor

D. 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.

E. ASSIGNMENTS AND GRADING

Primary assignments for this course include required readings and forum discussions; livestream class participation; a reflective paper; a book review, a group presentation based on your analysis of a congregation; and a final summative essay on your own emerging theology of pastoral leadership in a congregation. Attendance is mandatory and grade may be reduced for unexcused absences.

- 1. Required Reading, Livestream Class Participation, and One-On-One Coaching: 10% of final grade (note: actual percentage of required weekly reading submitted at course page every Tuesday.)**

Blessed is the student who invests the necessary time to read the assigned texts in advance of class! As you read, jot down your questions and observations which will become a part of our weekly conversation. Three or more unexcused absences will constitute grounds for failing the course. Excused absences cannot be granted from ministry responsibilities, mission trips, etc. Actual percentages of weekly required reading (according to the class schedule) will be submitted at the course page on the day the reading is due.

The students will also have a one-hour, one-on-one, outside-of-class time with the instructor, as part of a face-to-face coaching or mentoring opportunity. The students can choose whatever leadership dynamic in congregational life that relates to their personal ministry, mission, or leadership context and that they want to be coached about (note: the one hour is coaching time, not counseling time).

This assignment is related to Outcomes #4 and #6.

- 2. Forum Discussions: 15% of final grade [3 X 5% = 15% of final grade].** Forum #1 (Sep. 26-Oct. 1); Forum #2 (Oct. 10-15); Forum #3 (Nov. 7-12).
This assignment is related to Outcomes #1 and #4.

Educational research reveals that maximum benefits in online instructional formats result when students take personal responsibilities to complete readings, engage actively (e.g., forums), and consciously contribute to a virtual learning community through a spirit of collaboration, openness and encouragement. “Attendance” in this course is demonstrated by regular log-ins and up-to-date participation in forums or wait for further instructions.

Individual Posts & Responses: There will be **three forums in total** and each forum will have two questions. The questions will be available on a Thursday morning and students will post their responses by the following Saturday, and comment on the posts of other students by Tuesday night. Your post for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrating critical thinking (e.g., further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a “late post” of any member.

Penalty for late work:

“Late posts” will be noted by the instructor, and the penalty is one-mark deduction for every hour late. The total number of “late hours” will be recorded at the end of the course and your grade for the “forum assignment” would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).

If there is “no post” after 11:59 pm for that day, the student will receive a “zero” for that forum. If there are specific reasons for late posts (as stated in “Late Papers and Extension Policy,” Seminary Academic Calendar), the student is to email the instructor directly.

FORUM DISCUSSION GRADING RUBRIC ABCD

% Completed post	Addresses all parts of question; meets and did not exceed limit; comprehensive response	Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive	Addresses some parts of question; shorter length; incomplete post	Rarely addresses question; far too short or far too long; incomplete post
Clarity of post	Clear and concise posts; grammatically correct with rare misspellings	Clear, but can be more concise; a few grammatical or spelling errors	Somewhat clear, but with significant number of errors	Unclear, poor spelling and grammar in most posts

			in spelling and grammar	
Critical engagement with class material (lectures, readings)	Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context	Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context	Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context	Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context

3. Reflective Paper on Spiritual Practices for Pastoral Leaders. Due week 5 (Oct. 8). 15% of final grade.

Write a 5-page reflective paper on spirituality for pastoral leaders.

- What does pastoral spirituality look like? Is it distinct from the spiritual practices of other Christians?
- How does one's sense of call and vision influence spiritual practices?
- Left unchecked, what "shadow side" of pastoral leadership (dramatic, suspicious, detached, depressive, compulsive) might you project upon a congregation?
- In light of recent pastoral leadership scandals in Canada and the global church, what are some helpful ways to guard against and address clergy sexual abuse?
- What practices can help nurture and energize pastoral spirituality?

Make good use of Peterson text and the Shawchuck and Heuser text (chapters 1-7) and the handout on "Facing Clergy Sexual Abuse: The Cost of Lost Integrity"). Submit your paper by uploading it to the Class page in the appropriate location.

This assignment is related to Outcome #1.

4. Congregational Analysis and Presentation using Ammerman's Five "Frames" Model and Presentation. Due week 10 (Nov. 19). 25% of final grade.

Undertake an 8-10-page double-spaced study of your own congregation, making use of the five "frames" analytical tool (theology, ecology, culture, process, and resources frames) in Ammerman, et. al's *Studying Congregations: A New Handbook*.

(a) Theology Frame: answer questions under “Practices” (pp. 34-35): physical space, patterns of worship and gathering, special occasions, and outreach. Under “Texts” (pp. 35-36), describe your congregation based on mission or vision statements, educational curricula, and promotional materials and slogans. Under “Theological Content” (p. 36), answer questions about God, humanity, sin and evil, the congregation, life and its transitions (using your statement of faith);

(b) Ecology Frame: describe the location of your church (neighborhood, city, region province; residential, commercial; urban, suburb, or rural); schools, offices, malls, other Christian churches and other non-Christian religions around the church area); natural (rivers) or human-made boundaries (e.g., railroads, highways); census (population, immigration patterns and shifts); and demographics (e.g., age, household, income);

(c) Culture Frame (one page): describe your congregation using the Congregational Worldviews (sidebar 3.4 in p. 96), Congregational Self-images (sidebar 3.5, p. 98), and by answering Mission Orientation Questions (sidebar 3.6, p. 99);

(d) Process Frame (one page): describe your congregation using the Congregational Core Tasks and Process (sidebar 4.3 in p. 111), Role Expectations (sidebar 4.4, p. 112), Leadership Styles (sidebar 4.5, p. 113), Congregational Life Cycle (sidebar 4.8, p. 118) and by answering if your church is a family church, pastoral church, program church or corporate church (*Sizing Up a Congregation for New Member Ministry*, p. 118); and

(e) Resources Frame (one page): describe your congregation using the Commitment Expectations (sidebar 5.2 in p. 136), and by answering the questions in p. 164): how has your congregation’s resources (countable and relational) been mobilized in the past? When have members shown extraordinary commitment to a special project? Have there been instances when your building (whether owned or rented) met a special congregational or community need? Has a special ministry gift made possible life-changing events that members remember years later?

Conclude with your reflections on your congregation as a result of the five frames analysis (from your perspective).

You will be given 15 minutes to share what you have learned (using PPT or any visual tool), introducing your congregation and summarizing your key findings related to each of the five frames. Group members will then have 10 minutes to respond with questions and observations.

This assignment is related to Outcomes #2 and #3.

5. Summative Essay on Congregational Leadership. Due one week after final class (Dec. 10). 35% of final grade.

Prepare a 15-page essay entitled "My Understanding of Congregational Leadership." It should be biblically grounded and informed by our course readings, lectures, and your own life experience. Make judicious use of our readings, with a minimum of 20 references from Ammerman, Heuser, Peterson, and Van Gelder. Be sure to take into account how your own faith tradition understands the nature and function of congregations. Structure your essay in three sections.

1. Understanding God's People. How can the social science "frames" approach suggested by Ammerman inform your understanding of congregational ministry? How can Van Gelder's perspective on the congregation as a Spirit-led, missional community inform your understanding of congregational ministry? How do these two perspectives complement one another as you seek to develop a theology of ministry in your particular congregation?

2. Understanding Shared Leadership. Reflect on the nature of team leadership in congregation. What are the benefits of team leadership? What are the challenges of team leadership? In your congregation, how is team leadership at work? According to your understanding of Scripture and your denominational polity, how should a pastoral leader work fruitfully with the leadership board (elders/deacons/etc.)? How are conflicts currently handled by your leadership? What are some strategic ways that your team leadership can better resolve such conflicts?

3. Transformational Change in the Congregation. Briefly describe the following three images of pastoral leadership, as evident (or not) in your congregation and explore which images need more development. What can your leadership do in order to facilitate transformational change in pursuing these pastoral images and congregational postures?

- The Pastor as Missional Guide and the Congregation's Missional Posture
- The Pastor as Multicultural Shepherd and the Congregation's Intercultural Posture
- The Pastor as Multigenerational Guide and the Congregation's Intergenerational Posture

How does the Canadian flourishing congregations construct (as described in McAlpine) relate to the realities in your congregation? Which two of these flourishing aspects is your congregation doing well and which two aspects need more transformation (and what two steps can your pastoral leadership take to facilitate change)?

This assignment is related to Outcomes #3, #4, #5, and #6.

F. ASSIGNMENT DUE DATES

- Between Weeks 3 & 4 (Sep. 26 – Oct. 1) Forum Discussion #1
- Week 5 (Oct. 8) Reflective Paper on Spiritual Practices for Ministry
- Between Weeks 5 & 6 (Oct. 10-15) Forum Discussion #2
- Between Weeks 8 & 9 (Nov. 7-12) Forum Discussion #3
- Week 10 (Nov.19) Congregational Analysis using Five “Frames” & Group Presentations
- Week 13 (Dec. 10) Summative Essay on Congregational Leadership

G. 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.

H. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading, Class Participation, and One-On-One Coaching	10%
3 Forum Discussions on congregational leadership	15%
Reflective paper on spiritual practices for ministry	15%
Congregational Analysis Using Five “Frames” & Presentation	25%
Summative Essay on Congregational Leadership	35%
Total Grade	100%

I. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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) before proceeding.

J. 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 (Sep. 10) Course Introduction

Syllabus review; the challenge of congregational leadership in Canada today

Required Reading: E. Peterson. Pages 1-72

Week 2 (Sep. 17)

Understanding Yourself as Pastoral Leader: Pastoral Spirituality, Interior attitudes and God's Call

Required Reading: Heuser and Shawchuck chaps. 1-4; E. Peterson, ch. 3

Week 3 (Sep. 24)

Understanding Yourself as Pastoral Leader: Self-knowledge, "Shadow Sides," and Discerning your Life Mission and Priorities

Required Reading: Heuser and Shawchuck chaps. 5-7 ; E. Peterson chs. 4-5

Week 4 (Oct. 1)

Theological Foundations of a Spirit-Led Community: Spirit-Led Ministry in Scripture and our Contemporary Context

Required Reading: Van Gelder chaps. 1-4; Forum Discussion #1 (Sep. 26-Oct. 1)

Week 5 (Oct. 8)

Theological Foundations of a Spirit-Led Community: Spirit-Led Ministry in Leadership, Organization, Decision-Making and Growth

Required Reading: Van Gelder chaps. 5-7;; Reflective paper on spiritual practices on ministry

Week 6 (Oct. 15)

Social Science "Frames" that Help Us "See" a Congregation: Ecology and Theology

Required Reading: Ammerman chaps. Intro, 1 and 2; Letter to a Friend Explaining *Ministry of the Missional Church*; Forum Discussion #2 (Oct. 10-15)

Reading Days (Oct. 22-25): No Class on Oct. 22

Week 7 (Oct.29)

Social Science "Frames" that Help Us "See" a Congregation: Culture, Process and Resources

Required Reading: Ammerman chaps. 3, 4, 5

Week 8 (Nov. 5)

Understanding Shared Leadership:

(1) Team Ethos, Formation and Sustaining Practices

(2) Governance Models and Working Fruitfully with Boards

Required Reading: Heuser and Shawchuck chaps. 8, 9 and 12; Forum Discussion #3 (Nov. 7-12)

Week 9 (Nov. 12)

The Church as a Family System: Understanding Emotional Processes and Dealing with Conflict

Required Reading: Heuser and Shawchuck chaps. 10 & 11

Week 10 (Nov. 19)

Congregational Analysis Using Five “Frames” & Presentation

Required Reading: None; Congregation Analysis on 5 Frames Paper

Week 11 (Nov. 26)

Towards Congregational Transformation:

(1) The Pastor as Missional Guide and the Congregation’s Missional Posture

(2) The Pastor as Multicultural Shepherd and the Congregation’s Intercultural Posture

Required Reading: Rah chaps. 4 – 6, 9

Week 12 (Dec. 3)

Towards Congregational Transformation:

(3) The Pastor as Multi-generational Steward and the Congregation’s Inter-generational Posture

Required Reading: Allen chaps. 5 – 8; Summative Essay on Congregational Leadership **(Dec. 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](#).)

Akerlund, T. “Missional Leadership: A Critical review of the Research Literature.” *Australasian Pentecostal Studies* 18 (2016): 1-28.

Allen, Holly Catterton, ed. *InterGenerate: Transforming Churches through Intergenerational Ministry*. Abilene, TX: Abilene Christian University Press, 2018.

Ammerman, Nancy, Jackson Carroll, Carl Dudley, William McKinney. *Studying Congregations: A New Handbook*. Nashville: Abington, 1998.

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- Breedt, Jacob J. "Relational Leadership and the Missional Church." *Verbum et Ecclesia* 34.1 (2013): 1-9.
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- Elkington, Robert. "Adversity in Pastoral Leadership: Are Pastors Leaving the Ministry in Record Numbers, and If So, Why?" *Verbum et Ecclesia* 34.1 (2013): 1-13.
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- Foster, Charles. *Embracing Diversity: Leadership in Multicultural Congregations*. Washington, DC: Rowman & Littlefield, 1997.
- Frambach, Nathan. "Congregations in Mission: Rethinking the Metaphor of 'Family'." *Currents in Theology and Mission* 30.3 (June 2003): 220-216.
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