"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."

Semester, Year	**FALL, 2025**
Course Title	**LEADERSHIP DYNAMICS IN CONGREGATIONAL LIFE**
Course Code	**LEAD / PAST 0668 1P & 1S** *Students can only attend one delivery format/section.* *Switching section will be through Registrar before add/drop deadline.*
Date **Time** **Delivery Format**	SEPTEMBER 9 – DECEMBER 2, 2025 **Every Wednesday** From 2:15 to 5:05 PM IN-PERSON WITH SYNCHRONOUS ONLINE
Class information	The classes will be IN-PERSON on Tuesday from 2:15 to 5:05 PM.
Instructor	**FREDERICK W. PENNEY, DMin** Email: fpenney@tyndale.ca
Office Hours	By appointment only.
Course Materials	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,

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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.

Heuser, Roger, and Norman Shawchuck, *Leading the Congregation: Caring for Yourself while Serving the People, Revised Edition.* Nashville: Abingdon, 2010.

McAlpine, Bill, Thiessen, Joel, Walker, Keith and Wong, Arch Chee Keen. *Signs of Life: Catholic, Mainline, and Conservative Protestant Congregations in Canada.* Toronto: Tyndale Academic Press, 2021.

Nelson, Tom. *The Flourishing Pastor: Recovering the Lost Art of Shepherd Leadership.* Downers Grove, IL: InterVarsity Press, 2021.

Tizon, Al. *Whole and Reconciled: Gospel, Church, and Mission in a Fractured World.* Grand Rapids: Baker Academic, 2018.

Warren, Rick. *The Purpose Driven Church*. Grand Rapids: Zondervan, 1995.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

Branson, Mark, and Juan F. Martinez. *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: IVP Academic, 2011.

Rah, Soong-Chan. *Many Colors: Cultural Intelligence for a Changing Church*. Chicago: Moody, 2010.

Van Gelder, Craig. *The Ministry of the Missional Church: A Community Led by the Spirit*. Grand Rapids: Baker Academics, 2007.

Tyndale recommends STEPBible – 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. 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.)**
    This assignment is related to Outcomes #4 and #6.

    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 on 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).

2. **Forum Discussions: 15% of final grade [3 X 5% = 15% of final grade]. Forum #1 (Sep. 25-Oct. 1); Forum #2 (Oct. 9-15); Forum #3 (Nov. 6-12).**
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.

3. **Reflective Paper on Spiritual Practices for Pastoral Leaders. Due week 5 (Oct. 7). 15% of final grade.**
This assignment is related to Outcome #1.

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 the Nelson text (Section 2 – chapters 4-6) and the Shawchuck and Heuser text (chapters 1-7) and the article on "Facing Clergy Sexual Abuse: The Cost of Lost Integrity" found on the course page. Submit your paper by uploading it to the Class page in the appropriate location.

4. **Congregational Analysis and Presentation using Warren's 5 Purposes and Ammerman's Five "Frames" Model and Presentation. Due week 10 (Nov. 17). 25% of final grade.**
This assignment is related to Outcomes #2 and #3.

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). *Also make use of Warren's 5 purposes of the church.*

(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); *Compare these with Warren's 5 purposes.*

(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, Missional church, maintenance church, program church or corporate church (Sizing Up a Congregation for New Member Ministry, p. 118);*

(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 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.**
- **Integrate Warren's 5 purposes of the church into your reflections.**
- **Your conclusions can be summarized using the SWOT analysis rubric.**
- **Make recommendations for the future vitality of the church.**

You will be given 15-20 minutes to share your analysis (using PPT or any visual tool), introducing your congregation and summarizing your key findings related to each of the five frames. And the 5 purposes. Group members will then have 10 minutes to respond with questions and observations.

5. **Summative Essay on Congregational Leadership. Due one week after final class (Dec. 9). 35% of final grade.**
This assignment is related to Outcomes #3, #4, #5, and #6.

Prepare a 15-page essay entitled ***"My Understanding of Congregational Leadership."*** It should be biblically grounded and informed by the course readings, lectures, and your own life experience. ***Make judicious use of our readings, with a minimum of 20 references from Nelson, Warren, McAlpine, Tizon, and Heuser***. Be sure to consider 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 does the congregation as a Spirit-led, missional community inform your understanding of ministry? How does Warren's 5 purposes influence your view of the church and its calling? How do these perspectives complement one another as you seek to develop a theology of ministry in your particular congregation?

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2. Understanding Shared Leadership. Reflect on the nature of team leadership. What are the benefits of team leadership? What are the challenges of team leadership? *In your congregation, how is team leadership developed and empowered?* According to your understanding of Scripture and your denominational polity, how should a pastoral leader partner with the leadership board (elders/deacons/etc.)? How is conflict handled by your leadership structure? What are some strategic ways that your team leadership can better resolve conflict? Draw on the insights from your reading and class material.

3.*Transformational Change in the Congregation.* What needs to change in order to facilitate becoming a more flourishing congregation? Draw on the research and insights from "Signs of Life" (McAlpine et al.) *How does the Canadian flourishing congregations construct (as described in McAlpine Figure 1.1 page 14) 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)?*

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Required Reading, Class Participation, and One-On-One Coaching		10%
2. Three Forum Discussions on congregational leadership	Forum #1 Sep. 25- Oct. 1 Forum #2 Oct. 9-15 Forum #3 Nov. 6-12	15%
3. Reflective paper on spiritual practices for ministry	Oct. 7	15%
4. Congregational Analysis - Five "Frames" & 5 Purposes (Presentation)	Nov. 17	25%
5. Summative Essay on Congregational Leadership	Dec. 9	35%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1 (Sep. 9) Course Introduction
Syllabus review; the challenge of congregational leadership in Canada today
    Required Reading: **"Signs of Life"** McAlpine, chs 1-5
    Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Week 2 (Sep. 16)
Understanding Yourself as Pastoral Leader: Pastoral Spirituality, Interior attitudes and God's Call
      Required Reading: T. **Nelson**, Part 1; **Signs of Life**; part 2 (Chs 6-9)
      Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Week 3 (Sep. 23)
Understanding Yourself as Pastoral Leader: Self-knowledge, "Shadow Sides," and Discerning your Life Mission and Priorities
      Required Reading: Heuser and Shawchuck chaps. 5-7; Forum Discussion #1 (Sep. 24-Sep 29)
      Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Week 4 (Sep 30.)
Theological Foundations of a Spirit-Led Community: Spirit-Led Ministry in Scripture and our Contemporary Context
      Required Reading: Nelson ch 4-6
      Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Week 5 (Oct. 7)
Theological Foundations of a Spirit-Led Community: Spirit-Led Ministry in Leadership, Organization, Decision-Making and Growth
      Required Reading: Nelson Part 3.
      Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Reflective paper on spiritual practices on ministry Forum Discussion #2 (Oct. 8-13)

Week 6 (Oct. 14)
Social Science "Frames" that Help Us "See" a Congregation: Ecology and Theology
      Required Reading: Ammerman chaps. Intro, 1 and 2.
      Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Reading Days (Oct. 21-24): No Class on Oct. 21

Week 7 (Oct.28)
Social Science "Frames" that Help Us "See" a Congregation: Culture, Process and Resources

Required Reading: Ammerman chs. 3, 4, 5
Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.
SWOT analysis methodology will be presented in class.

Week 8 (Nov. 4)
Understanding Shared Leadership:
(1) Team Ethos, Formation and Sustaining Practices
(2) Governance Models and Working Fruitfully with Boards
Required Reading: Tizon (Sections 1,2,3); Heuser and Shawchuck chaps. 8, 9 and 12; (review Ch 3 of Signs of Life)
Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Forum Discussion #3 (Nov. 5-12)

Week 9 (Nov. 11)
The Church as a Family System: Understanding Emotional Processes and Dealing with Conflict
Required Reading: Heuser and Shawchuck chaps. 10 & 11
Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Week 10 (Nov. 18)
Congregational Analysis Using Five "Frames" & Presentation

Week 11 (Nov. 25)
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: "Signs of Life." (*McAlpine*) chs 10-12
Be prepared to raise theological reflection on the readings and pose a question for further understanding or application.

Week 12 (Dec. 2)
Towards Congregational Transformation:
(3) The Pastor as Multi-generational Steward and the Congregation's Inter-generational Posture.

V. SELECTED BIBLIOGRAPHY
A list of selected bibliography is uploaded on the course resource page at classes.tyndale.ca.

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- 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

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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

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

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

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

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are

insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.