



*Proposal for:*  
Leadership Development

*Prepared for:*

## **ABC Denomination**

**Submitted by:**

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## ***Introduction***

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We understand that The Denomination is seeking opportunities to impact the leadership capacity within key member churches. Congratulations for having the courage and vision in these challenging times to recognize the need to find new ways to support the mission of The Denomination. The challenge to think and operate in new ways has never been greater. To thrive in these difficult times, organizations must not only build the individual capacity of leaders but also their collective capacity to be change agents at a systems level. This commitment to leadership development is consistent with the most current trends in leadership theory and practice (Avolio, 2008).

## ***Key Outcomes***

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Tyndale is Canada's largest trans-denominational evangelical Christian seminary and has been a leader in the development of academically sound, faith-based leadership programs. We believe that our experience in designing high impact leadership development across a spectrum of faith-based organizations in Canada will deliver very specific, tangible results, including:

- A comprehensive, collaboratively designed strategy that will ensure an innovative and inspirational leadership culture within key churches as well as the head office;
- Engagement with recognized and respected leaders in the Christian community setting;
- A high degree of system engagement;
- A comprehensive coaching strategy to support individual performance improvement based on the competencies;
- Short- and long-term evaluation design.

## ***Design Considerations***

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We have used the following considerations in our design approach:

- *An "Inside Out" Approach.* We hold with Heifetz' compelling metaphor that leaders today must not only be able to lead on the dance floor, where

they are aware of their own movement, but simultaneously from the balcony where they are aware of being influenced by the movement of the whole dance, or system (2009).

- *A Complex, Adaptive Systems Approach.* When we say “system” we do not mean relatively simple mechanistic systems. We believe that looking at organizations as complex, adaptive systems rather than industrial age “machines” is the key to developing a robust, agile and adaptive culture. Order in complex adaptive systems emerges when the system has the space for self-correction and when change and compliance are self-generated, based on a clearly defined “boundary”. This leads to an ethic of commitment rather than command-and-control rigidity. It also leads to the reduction of quick-fix problem-solving as people learn to listen much more closely to the system (Kelly and Allison, 1998; Marion and Uhl-Bien, 2007; Wheatley 1994)
- *Collaborative Approach.* Whenever possible we look for the active involvement of key people with the Denomination in the design of all elements of our approach. This ensures that there is a healthy balance between external and internal voices, so that the full system can benefit. We would welcome active participation from The Denomination’s senior leaders in the delivery of program elements.
- *Affective Learning Strategies.* Our experience in working with a variety of organizations is that the combination of five elements leads to the most significant and sustained behavior change. These elements include:
  - *Measurable results.* The investment of time and resources in an initiative such as this must be carefully measured in terms of the impact on individual as well as system impact. We have several assessment tools that we will use during the program, one of which, the Organizational Resilience Assessment (Dickens, 2015), measures the capacity of an organization to demonstrate the resilience and flexibility to facilitate emergent change, a key capacity in complex adaptive systems.
  - *A cohort-based learning environment* in which participants meet on a regular basis with subject matter experts to expand their awareness and understanding of different aspects of leadership. Based on transformative learning theory (Mezirow, 1991), we feel it is our responsibility to *inform* participants, based on the most recent literature on leadership and change and to develop *trust* by ensuring that the materials are well researched and based on current scholarship and not the popular press. It is then the participants’ responsibility to *choose* to

apply the information to their own situations and behaviors: A process that will be guided and supported through effective coaching.

- *Self-reflection, mindfulness and prayer.* Through journaling, dialogue and other approaches, participants engage in various processes to help them think through their learning and make conscious choices about change (Boyatzis,2005).
- *Action learning projects.* Participants work in teams to apply their learning to specific opportunities that can then be operationalized to improve key organizational priorities. This approach is aligned with the concepts of action research as prime organization development strategy (Torbert, 2004). Action learning projects are intended to provide participants with a direct, specific and real-life opportunity to apply their learning. Projects are selected by the participants. Projects are intended to *be the work* of participants, not over and above their work. Participants are encouraged to work with their colleagues from the same church so that the participant’s leadership skills can be used as effectively as possible.
- *Coaching.* We have found that effective coaching is a critical implementation mechanism for the new learning because, in combination with the workshop content and the individual reflection, it helps each participant make effective choices. In one study, the authors found that while their training intervention with managers increased manager productivity by 22 %, adding a one-to-one (8-week) coaching intervention to the training pushed productivity to 88% (Olivero et al, 1997).

## ***Detailed Methodology***

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In order to meet the needs of The Denomination, we recommend the following steps in the order in which they are presented.

### ***1. Final Design of Program Structure***

After initial discussions with The Denomination, we favor an approach that brings the full leadership structure of specific churches (Senior Pastor, Key Staff, and Elders) together with a similar team from The Denomination’s head office to form a cohort of 22 – 24. When you think of systems, it can be helpful to think of “nested” systems: the individual nested within a micro-system (their leadership team), nested within a larger a system (their church), nested within a larger system (The Denomination), nested within a even larger

system (the Evangelical Church in Canada), nested within the broader context of Canada and its culture as a system. All levels of the meta-system influence and are influenced by the other elements in a non-linear way. A cohort structure that draws together the first four systems to developed shared language, mental models and approaches could be very powerful. We would need to work with Cabinet to determine the optimum combination of churches and participants, but three churches and The Denomination, with six from each would form a cohort of 24. We would be intentional about providing transfer strategies so that participants could take key elements of their learning back into the their larger system.

We will also need to determine, with The Denomination, the right timing for this program. We would recommend four modules of two or three days each plus a module of one day for the presentation of action learning projects that are spread out over a period of 8 - 10 months. This provides sufficient time for learning to translate into embedded action. Location of the modules is a key consideration as well.

## ***2. Decision on Coaching***

While the evidence for coaching is clear, because of its individualized approach it is also a significant investment. We provide experienced coaches who are committed followers of Jesus Christ, deeply grounded in current leadership theory, and extremely experienced (minimum 2,500 hours). The normal rate for leadership coaching is \$250 - \$300 per session but we have negotiated a rate of \$150 for this project (See Budget Proposal). We can offer various ways to demonstrate the efficacy of coaching.

## ***3. Program Design***

It is our understanding and hope that the design of the development strategy will be a collaborative and iterative process between the Leadership Centre and The Denomination. Based on that assumption the following are some of the Centre's recommendations based on our experience with organizations like IVCF as well as serving as faculty on executive leadership programs in a variety of settings. ***However, it is clearly understood that these elements can be altered at any time throughout the program,*** based on what best meets the needs of The Denomination.

### ***Reflective Learning***

While trying to be respectful of time commitments, we would encourage and provide tools and resources for individual participants to engage in self-directed reflective learning.

### ***Pre-Reading***

Before each module, we will provide participants with electronic copies of articles relevant to the upcoming module. This is for those who have a preference for learning through reading but are not something for which there is any form of “test”. There will also be 2 – 3 books that we will recommend.

#### ***Selection of Fireside Chat Speakers***

At the end of each module, we propose bringing in key leaders from the faith community to engage in an informal conversation with participants that enables them to inquire, in an unstructured way, about the speakers’ leadership journey, their lessons learning, and their views of the church in general.

#### ***Module-Based Learning***

We recommend four modules, each of 2 – 3 days in length. This would allow participants’ time and opportunity for classroom-based learning, interaction with each other and with faculty.

#### ***4. Finalization of Module Content***

In order to honor the “inside out” concept the modules would have the following learning elements (Unless indicated, specific elements would be taught by Dr. Peter Dickens).

##### **Module One: Pre-Work**

Prior to attending the first module, participants will be asked to complete the following self-assessments:

- The Reflected Best Self (RBS) exercise, which allows participants to identify key strengths, based from feedback from colleagues and others who know them well;
- The Myers-Briggs Type Indicator if they have not done so.

They will also be provided with pre-reading that is focused on the development of self as leader.

Each participant will be asked to submit a 750-word reflective leadership essay in which develop their own concept of leadership and provide autobiographical and biblical support for their perspective.

##### **Module One: Orientation to Current Leadership Practice (3 Days)**

The first module will focus on developing a common understanding of the nature of leadership in a faith-based context, including several models of biblical leadership. It should be clearly noted, the orientation of this program is toward leadership, not theology. We anticipate that there will be sufficient theological and biblical knowledge in the room to lead that side of the dialogue. This module would include various aspects of self-awareness and an introduction to systems thinking, starting with family systems theory. It will also provide an orientation to action learning projects. Content would include:

- Program orientation
- Developing cohort norms
- Leadership and learning
- Theological perspectives on leadership (Dr. Gary Nelson)
- Overview of The Denomination's strategic direction
- Development of leadership theory
- Biblical models of leadership
- Leading from who you are: values, mental models, strengths and personality (including a full discussion of the MBTI (Marion Howell) and RBS self-assessments)
- Emotional intelligence and neuroleadership
- Orientation to the coaching relationship (Marion Howell)
- Formation of action learning teams
- Overview of action learning projects

### **Module Two: Pre-Work**

Participants will be provided with 2 - 3 articles specific to the module content.

### **Module Two: Influence and Impact (Three Days)**

The second module will focus on the leader's capacity to have a broader impact. We will focus on how leaders create a positive environment for others, helping overcome whatever barriers there may be to growth and change. Content would include:

- Reflections on learning to date.
- The paradoxes of Christian Leadership (Dr. Janet Clark)
- The art of dialogue
- Social intelligence (Marion Howell)
- Developing an interculturally aware church (Dr. Robert Cousins)
- Communal discernment

- Thinking strategically versus strategic planning. How to engage in the crafting of strategy in a way that engages others
- Developing shared purpose and values
- People as active “agents” in the system
- Leading change
- Giving and receiving feedback
- The leader as coach
- Family systems theory (Dr. Marion Goertz)

### **Module Three: Pre-Work**

Participants will be provided with 2 – 3 articles specific to the module content. Each participating organization will be invited to complete the ORA Assessment between module two and three. This is a validated on-line assessment that provides insights into the presence or absence of seven key factors that facilitate emergent change.

### **Module Three: Seeing Systems (Three Days)**

The third module will focus on the nature of leadership in complex, adaptive systems. We will look at the key elements of a complex, adaptive system. Content would include:

- Effective governance in a faith-based environment (Steve Holmes, Chair of the Board of Tyndale)
- Decision-making in times of uncertain times
- The role of metaphor in shaping our assumptions and perceptions of our environment.
- Systems thinking
- Leadership in complex, adaptive systems
- Self-organization, emergence and non-linear change
- Toward a “theology of complexity”
- Factors that facilitate emergent change

### **Module Four: Pre-Work**

Participants will be provided with 2 – 3 articles specific to the module content.

### **Module Four: Adaptive Action (Two Days)**

The fourth module will focus on turning an emergent understanding of systems into specific strategies to engage the system in change. Content would include:

- Opening reflection

- Reflections on learning to date
- Adaptive action
- The effective use of liberating structures
  - 1-2-4-All
  - TRIZ
  - 15% Solutions
  - Wise Crowds
  - 25/10 Crowd Sourcing
- Scaling up change

**Module Five: Wrap Up, Reflection and Presentation of Projects (One Day)** The focus of the final module will be the presentation of action learning projects on which participants have been working since the inception of the program. This will be done in a 18 - 20 minute presentations to peers, with an opportunity for group discussion. It will also include:

- Actively reflect on their individual and team learning
- Develop strategies to “cascade” their learning through the organization and with their physician colleagues
- Collaborate on the design of an on-going learning community

#### ***5. Assessment and Personal Learning Plan***

After the first coaching conversation, a personal learning plan will be developed with each participant. The participant will then be held accountable to that learning plan. Following the project presentations, each participant will complete a second assessment so that the degree of change could be evaluated. The impact and efficacy of the action-learning projects would also be assessed.

We believe that the balance of cohort, team-based and individual learning opportunities using a range of delivery mechanisms will provide the optimum learning opportunities and will have greatest impact on The Denomination.

## ***Investment***

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### ***Costing Assumptions:***

- The Leadership Centre’s administrative, material preparation, and travel costs are included in the pricing quoted;
- There will be no increase or decrease in services provided without the express confirmation of the Executive Director;
- All quoted figures are in Canadian funds, exclusive of HST;

- The Denomination is responsible for providing facilities for each module and for providing catering for meals and snacks;
- Our facilitation/teaching rate is \$2,000 per day, including guest speakers and fireside chat guests;
- The rate for coaching is \$150/session and we recommend six sessions per participant. The budget assumes 24 participants;
- Payment terms are net 30. All work is billable at the end of the month in which the work is completed.

***Budget***

<b>Item</b>	<b>Description</b>	<b>Cost</b>
Program Design	Engagement with The Denomination in the final design, structure and content of the program.	N/C
Materials	Preparation of modular learning resources, including of copies of slides, binders, pre-reading material	N/C
Module 1	Three days facilitation	\$6,000
Module 2	Three days facilitation	\$6,000
Module 3	Three days facilitation	\$6,000
Module 4	Two days facilitation	\$4,000
Module 5	One day facilitation	\$2,000
ORI	Provision and analysis of four surveys (one for each participating group)	\$1,500
Coaching	24 participants receive six sessions each	\$18,000
On-going	Evaluation, adjustment and consultation with design team	N/C
<b>Total</b>		<b>\$43,500</b>

## *References*

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