



TYNDALE
Seminary

**Course Syllabus
Fall Semester 2012**

**LEADERSHIP DEVELOPMENT
LEAD 0510 02 WEEKEND FORMAT**

SEPTEMBER 21 – DECEMBER 1, 2011

WEEKEND COURSE—FRIDAYS 6:30-9:20; SATURDAYS 9:00 A.M.-3:50 P.M.

INSTRUCTOR: DR. ARTHUR BOERS, DMIN

Telephone number: 416.226.6620, ext. 2157

Address (for students mailing assignments): 25 Ballyconnor Court, Toronto,
Ontario M2M 4B3

Email: aboers@tyndale.ca

Course Resource Page: <http://class.tyndale.ca>

Fax number: 416.226.9464

Office Hours: Wednesdays 9:30 a.m. to noon; Thursdays 1:00 to 2:30 p.m., or by appt.

I. COURSE DESCRIPTION

This foundational and introductory course seeks to develop biblical-theological, historical and cultural understandings of leadership in church, ministry organizations, workplace, and marketplace. Students will gain insight into their own 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.

II. LEARNING OUTCOMES

Upon successful completion of the course the student will demonstrate:

- I. biblical, theological, and imaginative reflection on Christian leadership.
- II. self-awareness of personal leadership style – strengths, shadows, challenges.
- III. collaboration with others in a team setting.
- IV. growing ability and confidence in essential leadership skills and identity, including communication and personal management.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTBOOKS

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*.
Herndon, VA: Alban, 1999. ISBN 1-56699-218-4

Hallie, Philip. *Lest Innocent Blood Be Shed: The Story of the Village of Le Chambon and How Goodness Happened There*. New York: Harper, 1994. ISBN 978-0060925178

Heifetz, Ronald A. and Marty Linsky. [Leadership on the Line: Staying Alive through the Dangers of Leading](#). Boston, MA: Harvard Business School Press, 2002. ISBN 1-57851-437-1

Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing, 1989. ISBN 0-8245-1259-6

Myers-Briggs Step II (see memo below from Tyndale counselling services).

Intercultural Development Inventory. Each student must bring \$10 to class to be enrolled for this Inventory. Students will be sent the personalized Invite doc with username and password. Results produce a class profile. (There is an extra fee for students who want individual consultations.)

B. SUPPLEMENTARY/RECOMMENDED/RESERVED READING

Various readings distributed in class, in library reserve or on MyTyndale.ca).

Boers, Arthur Paul, "The Pastor as Spiritual Orienteer: A Pastoral Theology Approach," in *The Heart of the Matter: Pastoral Ministry in Anabaptist Perspective*. Edited by Erick Sawatzky. Telford, PA: Cascadia, 2004.

Heifetz, Ronald A. [Leadership Without Easy Answers](#). Cambridge, MA: Belknap Press of Harvard University Press, 1994.

Mouw, Richard J. and Eric O. Jacobsen. *Traditions in Leadership: How Faith Traditions Shape the Way We Lead*. Pasadena, CA: DePree Leadership Center, 2006.
This book may help you understand *your* tradition's theology of leadership.

DVD. *Weapons of the Spirit*. Call number: D 804.3.W4 2007

C. ASSIGNMENTS AND GRADING

1. Class Participation: 10% of final grade.

Students prepare carefully for each class session as outlined below. Preparation is reflected in intentional and quality class engagement.

Participation is graded on a scale; (D): present, not disruptive; responds when called on but not offering much; infrequent involvement; (C): adequate preparation, but no evidence of interpretation or analysis; straightforward information; contributes moderately when invited; (B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; (A): excellent preparation, offers analysis, synthesis, evaluation; contributes significantly to ongoing discussion.

Do not enter class after the devotional has begun; wait until the devotional is finished. Three tardies/lates equals an absence; tardies adversely affect participation grade.

Basis of grade: Class interaction and on-line with your learning team.

This requirement is relevant to all outcomes.

2. Heifetz Application: Due on week assigned; 20% of final grade.

Each week a team of students presents an assigned chapter from Heifetz and Linsky *Leadership on the Line*. Students have up to 45 minutes for three equally important sections:

- (i) presenting and describing a leadership case study – one that involved a member of your group. The best learning scenarios are often ones of *failure*, possibly your own. Or you might consider scenarios where you felt puzzled, confused, or frustrated. Clearly show how you perceived the situation then.
- (ii) succinctly summarizing the key points of the chapter; do not dwell too much on examples in the book.
- (iii) analyzing and interpreting the presented situation by means especially of the latest Heifetz/Linsky chapter. Think of the question: “What do I see now about that situation as a result of studying Heifetz?” (You may incorporate previous H/L learnings as well.) Leave at least 5 minutes for group discussion. Your peers will test your analysis and application.

This requirement is particularly relevant to outcomes 1, 3, 4.

3. Leadership Integration Portfolio: Submit pieces outlined below. *The better you link subsequent pieces to earlier work, the better your grades will be.*

This requirement is particularly relevant to outcomes 1, 2 and 4.

- (i) **Reflection papers:** Due 20 September 2012 (theological biblical reflection on leadership); 16 November (reflection on Myers-Briggs); 5% each (total of 10% of final grade). These brief reflections are due at the beginning of class. Extensions are not an option; assignments are key to the morning’s work. Professor’s responses on these small papers will be instructive in understanding expectations around style, grammar, critical thinking.

Basis of grade: Demonstrated ability to integrate understanding of one’s own experience with understanding of engaged materials.

- (ii) **Leadership Analysis Essay:** Due 21 October 2012; 25% of final grade. Write an analytical, eight page paper on a major leadership book, for example: Warren Bennis and leadership, James Burns, Peter Drucker, Max Depree, Robert Greenleaf, John Kotter, James Kouzes and Barry Pozner, Jean Lipman-Blumen, Reggie McNeal, Eugene Peterson, Daniel Quinn, Joseph Rost, Peter Senge, Margaret Wheatley. Other authors may be suggested but must meet professor’s approval. (Suggestions can be found in the accompanying bibliography.) Students sign up to write about a certain author on a first-come-first-serve basis. (Only one student may write on each author.) This assignment requires carefully reading a central work of the author. Your paper will include the following elements:
 - up to one fourth will be a careful and objective explanation of the theory (you must show by your analysis that you read and understood the literature);
 - up to one fourth will delineate strengths and weaknesses of this theory;

- up to one fourth will be analysis from theological and biblical perspectives and *your own* conclusion about how you regard this body of thought;
- up to one fourth will spell out how you would like what you have learned to inform your own developing leadership and your unfolding theories and theology of leadership.

(Note: In your biblical and theological rationale, go deeper than the “easy out” answer of naming Jesus as “perfect leader.”)

Basis of grade: Demonstrated understanding of theory, acuity of analysis, and relevance to your leadership experience and perspective.

4. Final Exam: To be scheduled by the registrar’s office. 35% of final grade. *Note: Failing this exam automatically entails failure of the course.*

5. Bonus Paper: Due at noon on the day of our last class (1 December). Extensions are not an option. Write an 8 to 10 page paper on one of the following topics and earn up to a 10% bonus:

- (i) Prepare a biblically-based theologically articulated paper on leadership and explain how this understanding will influence your practice of leadership in your anticipated leadership context. The paper should include reflection on your Christian tradition’s understanding of leadership. Show what makes Christian leadership unique.

Or

- (ii) Write a reflective analysis on a leadership narrative. The narrative may be fictional (e.g. a novel) or factual (suggestions for either in syllabus bibliography) or a film (e.g. *The Apostle, Country, Dead Man Walking, Gandhi, Invictus, Long Walk Home, Norma Rae, Take the Lead, To Kill a Mockingbird, The Queen, Silkwood, Twelve Angry Men*). Your focus must be approved by the professor. A primary goal here is to show that you are thinking not just about leadership but beginning to think as a leader. In your analysis of the story you must reflect insights from both Heifetz/Linsky and other themes learned in class.

Or

- (iii) Analyze a leadership scenario that perplexed or still perplexes you. Briefly describe the situation. Apply learnings from the entire sweep of the term class to show how you see the situation now: “What can I see now that I could not see before?” Given what you’ve learned in the class, what might you or the leader in question have done differently? If the situation remains unresolved, what suggestions or ideas do you now have for moving forward?

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Papers should meet graduate level academic research standards of Tyndale. Use Turabian/Chicago for formatting, title page, footnotes, bibliography (see the [Chicago-Style Quick Guide](#) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#)).

Consult the current Academic Calendar for policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

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. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Consequences of plagiarism can range from failing an assignment to failing the entire course. The Academic Calendar is posted at tyndale.ca/registrar/calendar. An excerpt is attached with this syllabus for ease of reference.

As well as submitting papers on hard copy, *always simultaneously submit papers as Word.doc attachments to the professor by email (aboers@tyndale.ca)*. This facilitates checking for plagiarism. Papers that have not been submitted both both in hard and soft copies will not be graded.

Students are encouraged to print papers double-sided.

Grades for papers submitted late without advance permission are lowered at the rate of one grade per week or fraction thereof (i.e. 7 days late moves grade from A- to B-).

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	10 %
Heifetz Application	20 %
Reflection Papers	10 %
Leadership Analysis Essay	25 %
Final Exam	35 %
Total Grade	100 %

Memo

Date: Fall 2012

To: Leadership Development Class (0510)

Re: Myers Briggs Type Indicator (MBTI) Step II

The Myers Briggs Type Indicator (MBTI) is the most frequently used personality preference assessment tool of its type in the world. Even if you have completed a similar tool in the past you are encouraged to complete the one indicated at this time. Step II is a newer version of the MBTI which provides more detailed results. As well as providing you with a four letter type (Step I), your results will also include 20 facets further clarifying your type (Step II). (If you have completed the MBTI Step II in the past, please bring your results to class on ???.)

About 3-4 weeks before the scheduled MBTI class, (scheduled for ???) you will be notified by a CareerID email alert (*sent to your mytyndale.ca email account*) that the assessment is ready to be taken. This email will include a username and password for you to use when logging in to the CareerID website.

The instrument includes instructions, but the following information may further assist you in completing it:

- When answering the questions you should answer in terms of your **most comfortable self** (i.e. the “real me”) or the choice that is most natural for you. You should not answer the questions in terms of what you think you should be, wish to be, or based on what you think other people think about you. The best choices are those that appeal to you, upon first reading, when you are in a relaxed state of mind, in a non-distractive environment.
- It is important that you not ask anyone else’s opinion while you complete the instrument. The instrument is meant to measure preferences so only your opinion is important at this stage. There are no “right” or “wrong” answers.
- Usually it takes under an hour to complete the form.
- Once you have completed and sent your responses to the questions on-line, your instrument will be computer scored and the results received by Azeb Jones, Coordinator of Tyndale Counselling Services. **You will receive a 17 page colour print-out of your results on ???when Sheila Stevens, Director of Tyndale Counselling Services, will lead a group interpretation.**

Please note the cost of the MBTI Step II is \$56.50 (including tax), please pay by exact cash or cheque and make cheques payable to Tyndale University College and Seminary. Payment is due on or before ??? and should be submitted to Azeb Jones, Counselling Services Coordinator (ajones@tyndale.ca / ext. 2123). Your results cannot be printed until payment is received. For the group interpretation on ??? to be useful to you and the group it is important to have completed and paid for your results by the deadline.

IV. COURSE OUTLINE, SCHEDULE, CONTENT AND REQUIRED READINGS

(Schedule and topics may be subject to some slight modifications)

(Note: Readings, Assignments, Reflection Suggestions are pursued after the date under which they fall. For example, under 21 September, you are not expected to read Hallie until *after* 21 September.)

Pre-Class Work: Before class, read Introduction and chapter 1 of Heifetz/Linsky.

Read Nouwen, *In the Name of Jesus* and be prepared to discuss in class. How does he *define* leadership? What are strengths and limitations of his definition?

Read Boers, "Pastor as Spiritual Orienteer." What do you affirm about this metaphor? Question? Dispute? Which metaphor do you find more fitting for leadership?

Assignment: Write a three-page paper interweaving these themes: succinct definition of leadership ("succinct" means stated in a sentence and then explained in a paragraph or two), one Biblical text that informs this understanding and explain how it informs your definition, and a reflection on a personal experience or observation of leadership (i.e. your experience as a leader or your observation about someone else's leadership) tested against your definition. **Due:** 9:00 a.m. on 22 September.

=====

Weekend I – 21-22 Sept

Class #1 (21 Sep, 11)

Introductions: Course, Issues, Each Other

What is leadership? Why do we study it?
Contemporary challenges to leadership

Reflection Suggestions: Where have you observed or practiced leadership? Whom do you admire as a good leader? How would you define poor leadership?

Classes #2 & 3 (22 Sep, 11)

Biblical and Theological Understandings

Key leadership themes in the scriptures
Adaptive leadership
Leadership and Spiritual Orientation
Discuss Nouwen
Boers presents ch. 1 of Heifetz Linsky

Due Today at 9 a.m.: Leadership definition paper.

Reading for Next Class: Read Hallie, *Lest Innocent Blood Be Shed*. Pay attention to Trocmé's leadership. Complete book by 19 October. (You may supplement reading by viewing the DVD documentary, *Weapons of the Spirit*, library course reserve.)

Read chs. 2-5 in [Leadership on the Line](#)

Assignments: Complete and score self-scorable MBTI. Be prepared to discuss results in 20 Oct class.

Complete leadership analysis essay. 21 Oct.

Preparation for Next Class: What made Trocmé a good leader? Where did he exercise poor leadership? What are the shadows of his leadership? How well or poorly does he fit the definition of leadership discussed last week? Was he transformative, adaptive or missional? How well does he fit *your* preferred definition of leadership?

Reflection Suggestions: What other key Biblical texts and/or themes should be considered when attempting to theologize about leadership? How does your particular Christian tradition (e.g. denomination) shape your interpretation of these texts and your understanding of Christian leadership?



Weekend II – 19-20 Oct

Class #4 (19 Oct, 11)

Defining Leadership

Various approaches to defining leadership
Transformational, adaptive, missional
Student presentation on Heifetz Linsky ch. 2-3

Class #5 (20 Oct a.m., 11)

Surveying Leadership Theory

Discussing Trocmé
Historical development of leadership theory
Why the current interest?
Student presentation on Heifetz Linsky chs. 4-5

Class #6 (20 Oct p.m., 11)

Myers-Briggs Analysis

Sheila Stevens—Director of Counselling Services, Tyndale

Reading for Next Class: Read chs. 6-10 in [Leadership on the Line](#).

Read Boers, *Never Call Them Jerks*.

Assignments: Write a three page paper on how the MBTI helps you understand yourself better. What are the particular challenges that your capacities pose for leadership? What are some of your assets? **Due:** 18 Nov at 7 p.m.

Reflection Suggestions: Given our survey of development of leadership theory, what do you now see and understand better than before you began the course?

Where does your understanding of MBTI help you better appreciate some issues involved with your close relationships – friends, parents, siblings, children, or spouse? What more would you like to understand about this theory? How and where would you like to continue to grow as a leader? What might you do to honour this goal?



Weekend III – 17-18 Nov

Class #7 (17 Nov, 11)

Emotional and Relational Intelligence

MBTI Debriefing
Why emotional intelligence matters
Paying attention to emotional hijacking
Schooling the emotions
Student presentation on Heifetz Linsky chs. 6-7

Class #8 (18 Nov a.m., 11)

Interculturally Competent Leadership

Dan Sheffield – Director, Global and Intercultural Ministries,
Free Methodist Church in Canada

Student presentation on Heifetz Linsky chs. 8-9

Class #9 (18 Nov p.m., 11)

Systems Thinking

Student presentation on Heifetz Linsky chs. 8-9

Reading for Next Class: Read ch. 11 in [Leadership on the Line](#).

Reflection Suggestions: Where would you like to grow in your own emotional intelligence? What are some of your blindspots and “buttons”? What can you do to address these blindered areas?

Think about a recent conflict where you may have been involved more calmly if you had been aware of different styles regarding learning, leadership, and change? How might this knowledge have made a difference?

Where does systems theory surprise you? Where does it make sudden sense? What are some of your unresolved questions? What would you like others to know – in your family, church, workplace – about systems theory? What do you see in a new way in any of those locations?



Weekend IV – 1 Dec

Class #10 (1 Dec a.m., 11)

Conclusions and Evaluations

Student presentation on Heifetz Linsky chs. 10-11

Final exam to be scheduled by registrar’s office.