



TYNDALE
Seminary

**Course Syllabus
Winter Semester 2012**

**LEADERSHIP DEVELOPMENT
LEAD 0510**

**JANUARY 10 – APRIL 10, 2012
TUESDAYS, 6:30 – 9:20 PM.**

PROFESSOR ARTHUR BOERS, DMin

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Office Hours: Tuesdays 2:00 to 5:00 p.m.; Wednesdays 11:00 a.m. to 12 noon.

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:

1. biblical, theological, and imaginative reflection on Christian leadership.
2. self-awareness of personal leadership style – strengths, shadows, challenges.
3. collaboration with others in a team setting.
4. 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).

B. SUPPLEMENTARY/RECOMMENDED/RESERVED READING

Various readings distributed in class, in library reserve or on Moodle (class.Tyndale.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; 15% 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:

- (i) 5 minutes presenting and describing a leadership scenario – either one that involved you, one that you witnessed, or one that you know of through reading, history, scriptures, fiction, or film. The best learning scenarios are often ones of *failure*, possibly your own. Or you might consider scenarios where you felt puzzled, confused, or frustrated.
- (ii) 5 minutes succinctly summarizing the key points of the chapter.

- (iii) Remaining time analyzing and interpreting the presented situation by means especially of the latest chapter of Heifetz/Linsky. (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 17 Jan 2012 (theological biblical reflection on leadership); 14 Feb (reflection on Myers-Briggs); 5% each for 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 28 Feb 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. 40% of final grade. *Note: Failing this exam automatically entails failure of the course.*

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Papers should meet graduate level academic research standards of Tyndale. *Use Turabian for formatting, title page, footnotes, bibliography.* 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. 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, submit papers as Word.doc attachments to the professor by email (aboers@tyndale.ca). This facilitates checking for plagiarism.

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	15 %
Reflection Papers	10 %
Leadership Analysis Essay	25 %
Final Exam	40 %
Total Grade	100 %

Memo

Date: Summer 2011

To: Leadership Development (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 which provides more detailed results.

About a month before the scheduled MBTI class, (held on either Saturday, Oct. 22nd/ Monday, Oct. 31st) 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 comfortable self (i.e. the “real me”). You should not answer the questions in terms of what you think you should be, wish to be, or based on what others think. The best choices however 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 the instrument has been completed, a PDF copy of your scoring report will be sent to you within 2-3 days via email. You will receive a colour print-out of this scoring report at the interpretation class.

Please note the cost of the MBTI Step II is \$56.50 (including tax). Payment will be due on or before Friday, September 30th and should be submitted to Rebecca Chase, Counselling Services Coordinator (rchase@tyndale.ca / ext. 2123).

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 in the week/s after the date under which they fall. See, for example, entries under 10 January. You are not expected to read Hallie until *after* we have had that 10 January class together.)

Class #1 (10 Jan, 2012) Introductions: Course, Issues, Each Other

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

Reading: Begin reading Hallie, *Lest Innocent Blood Be Shed*. Pay attention to Trocmé's leadership. Complete book by 13 Feb. (You may supplement reading by viewing the DVD documentary, *Weapons of the Spirit*, library course reserve.)

Read Introduction and ch. 1 in [Leadership on the Line](#)

Assignment: Write a three-page paper interweaving these themes: your 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:** 6:30 p.m. on 17 January.

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

Class #2 (17 Jan, 2012) Biblical and Theological Understandings

Key leadership themes in the scriptures
Adaptive leadership
Boers presents ch. 1 of Heifetz/Linsky

Due Today at 6:30 p.m.: Leadership definition paper.

Reading: Continue reading Hallie, *Lest Innocent Blood Be Shed*. Pay particular attention to the kind of leadership exhibited by Trocmé.

Read Nouwen, *In the Name of Jesus* and be prepared to discuss in next 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?

Read ch. 2 in [Leadership on the Line](#)

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?

Class #3 (24 Jan, 12) Biblical and Theological Understandings (contd)

Leadership and spiritual orientation
Discuss Nouwen book
Student presentation on Heifetz Linsky ch. 2

Reading: Read ch. 3 in [Leadership on the Line](#)

Class #4 (31 Jan, 12) **Biblical and Theological Understandings (contd)**

Student presentation on Heifetz/Linsky ch. 3

Assignment: Complete and score self-scorable MBTI. Be prepared to discuss results in 6 Feb class.

Class #5 (7 Feb, 12) **Myers-Briggs Analysis**

Sheila Stevens—Director of Counselling Services, Tyndale

Reading: Read ch. 4 in [Leadership on the Line](#).

Assignment: 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:** 14 Feb.

Reflection Suggestions: 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?

Class #6 (14 Feb, 12) **Defining Leadership**

Various approaches to defining leadership
Transformational, adaptive, missional
Student presentation on Heifetz/Linsky ch. 4

Due today at 6:30 p.m.: Leadership analysis essay

Reading: Finish reading Hallie book.
Read ch. 5 in [Leadership on the Line](#)

Reflection Suggestions: 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?

Class #7 (21 Feb, 12) **Surveying Leadership Theory**

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

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

Class #8 (28 Feb, 12) Surveying Leadership Theory continued

Due today at 6:30 p.m.: Leadership analysis essay

Reading: Read ch. 6 in [Leadership on the Line](#).

Class #9 (6 Mar, 12) Tensions, Dilemmas, Paradoxes in Leadership

What are key dilemmas for leaders?
Where are there role confusions?
What does it mean to be a “balanced” leader?
Student presentation on Heifetz Linsky ch. 6

Reading: Read ch. 7 in [Leadership on the Line](#)

Reflection Suggestions: Where have you seen leaders struggle with tensions and dilemmas discussed in class? Where have you struggled with them? Does insight about such tensions give you deeper empathy for leaders you criticized previously?

Class #10 (20 Mar, 12) Emotional and Relational Intelligence

Why emotional intelligence matters
Paying attention to emotional hijacking
Schooling the emotions
Student presentation on Heifetz Linsky ch. 7

Reading: Read chs. 8 in [Leadership on the Line](#)
Begin reading Boers.

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?

Class #11 (27 Mar, 12) Learning and Leadership Styles

Importance of understanding one’s learning and leadership styles
Different approaches to initiating and dealing with change
Being called to growth and life-long learning
Student presentation on Heifetz/Linsky chs. 8

Reading: Complete reading Boers
Read chs. 9-10 in [Leadership on the Line](#)

Reflection Suggestions: 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?

Class #12 (3 Apr, 12) Systems Thinking

Temptations of labeling and blaming

Crucial understandings of systems theory
Systems theory shedding light on family and the Bible
Student presentations on Heifetz Linsky chs. 9-10

Reading: Read chs. 11 in [Leadership on the Line](#)

Reflection Suggestions: 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?

Class #13 (10 Apr, 12)

Conclusions and Evaluations

Student presentations on Heifetz/Linsky ch. 11

Final exam to be scheduled by registrar's office.

V. SELECTED BIBLIOGRAPHY

ADAPTIVE LEADERSHIP

- Ford, Kevin G. [*Transforming Church: Bringing Out the Good to Get to Great*](#). Carol Stream IL: Tyndale House, 2007.
- Hawkins, Thomas R. [*The Learning Congregation: A New Vision of Leadership*](#). Louisville KY: Westminster John Knox, 1997.
- Heifetz, Ronald A., Alexander Grashow and Marty Linsky. [*The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*](#). Boston MA: Harvard Business Press, 2009.
- Heifetz, Ronald A. and Marty Linsky. [*Leadership on the Line: Staying Alive through the Dangers of Leading*](#). Boston, MA: Harvard Business School Press, 2002.
- Heifetz, Ronald A. [*Leadership without Easy Answers*](#). Cambridge, MA: Belknap Press of Harvard University Press, 1994.
- Parks, Sharon D. [*Leadership Can be Taught: A Bold Approach for a Complex World*](#). Boston, MA: Harvard Business School Press, 2005.
- Williams, Dean. [*Real Leadership: Helping People and Organizations Face Their Toughest Challenges*](#). San Francisco, CA: Berrett-Koehler, 2005.

CHANGE, TRANSFORMATION, AND INFLUENCE

- Adams, Marilee G. [*Change Your Questions, Change Your Life: 7 Powerful Tools for Life and Work*](#). San Francisco, CA: Berrett-Koehler, 2004.
- Anderson, Terry D. *Transforming Leadership: New Skills for an Extraordinary Future*. Amherst, MA: HRD Press, 1992.
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- Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*. Herndon, VA: Alban Institute, 1999.
- Branson, Mark Lau. *Memories, Hopes, and Conversations: Appreciative Inquiry and Congregational Change*. Herndon, VA: Alban Institute, 2004.
- Bridges, William. [*Managing Transitions: Making the Most of Change*](#). New York: Addison-Wesley Publishing Company, 1991.
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- _____. [*Transitions: Making Sense of Life's Changes*](#). Update Edition. New York: Da Capo Press, 2004.

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- Hadaway, C. Kirk. *Behold I Do a New Thing: Transforming Communities of Faith*. Cleveland, OH: Pilgrim Press, 2001.
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- Kegan, Robert and Lisa L. Lahey. [*How the Way We Talk Can Change the Way We Work: Seven Languages for Transformation*](#). San Francisco, CA: Jossey-Bass, 2001.
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- _____. [*Leading Change*](#). Boston, MA: Harvard Business School. Press, 1996.
- Kotter, John P. and Dan S. Cohen. [*The Heart of Change: Real-Life Stories of How People Change Their Organizations*](#). Boston, MA: Harvard Business School Press, 2002.
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- Long, Jimmy. *Generating Hope: A Strategy for Reaching the Postmodern Generation*. Downer's Grove, IL: InterVarsity Press, 1997.
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- Manion, Jeff. [*The Land Between: Finding God in Difficult Transitions*](#). Grand Rapids, 2010.
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- Olson, E. Edwin and Glenda H. Eoyang. *Facilitating Organization Change: Lessons from Complexity Science*. San Francisco, CA: Jossey-Bass/Pfeiffer, 2001.
- O'Toole, James. *Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom*. San Francisco, CA: Jossey-Bass, 1995.
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- Quinn, Robert E. *Building the Bridge as You Walk on It*. San Francisco, CA: Jossey-Bass, 2004.
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- Zander, Rosamund S. and Benjamin Zander. [*The Art of Possibility*](#). Boston, MA: Harvard Business School Press, 2000.

CROSS-CULTURAL AND MULTICULTURAL LEADERSHIP

Law, Eric H. F., [*The Bush Was Blazing but Not Consumed*](#). St. Louis, MO: Chalice Press, 1996.

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EMOTIONAL, SOCIAL, RELATIONAL INTELLIGENCE AND RESONANT LEADERSHIP

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ETHICAL THEMES

- Badaracco, Jr., Joseph L. [*Defining Moments: When Managers Must Choose between Right and Right*](#). Boston, MA: Harvard Business School Press, 1997.
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GENERAL LEADERSHIP THEMES

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