

“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 DEVELOPMENT LEAD 0510 SECTION 2
Date and Time	SEPTEMBER 15 – DECEMBER 8, 2021 Wednesdays 8:15 – 11:05 AM
Instructor	REV. MARILYN DRAPER, PhD Telephone/voice mail: (416) 226-6620 Ext. 2185 Email: mdraper@tyndale.ca
Class Information	The classes will be livestreamed on Wednesdays 8:15 – 11:05 AM Office Hours: Wednesdays from 11:15 to noon, or at a separate time by appointment. Periodic Zoom meetings will be held with the small groups throughout the term. Dates and times will be determined early in the semester.
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. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Leadership development is a foundational and introductory course that seeks to develop biblical-theological, historical and cultural understandings of leadership in the church, ministry organizations and the marketplace. Students will gain insight into their leadership potential, gifts, values, preferences, style, and skill levels. They will grow in the ability to think and respond as leaders in whatever settings they serve. Students will implement their understanding of leadership and reflect on those implementations.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Construct, through creative reflection on course materials, a biblical, theological, theoretical, and practical appraisal of leadership.
2. Create a case study to analyze a leadership situation and provide potential and practical ways of encouraging change.
3. Describe their personalized leadership approach through the identification of character strengths, explanation of their personality profile, identification of calling, and recognition of growth challenges.
4. Collaborate creatively with others in a team setting through a varied approach to team dynamics recognizing that leadership is lived out in community.
5. Design a plan to grow in ability and confidence in essential leadership skills built on their identity in Christ, including communication and personal management.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. 2nd ed. Downers Grove, IVP, 2018. (ISBN 978-0830846450)

Heifetz, Ronald A., and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Change*. Boston, MA: Harvard Business School Press, 2017. (ISBN 978-1633692831)

Ledbetter, Bernice M., Robert Banks, Robert, and David C. Greenhalgh. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. 2nd ed. Grand Rapids: Baker Academic, 2016. (ISBN 978-0801036293)

REQUIRED SELF-EVALUATION ASSESSMENT TOOLS

[Personality Preference and Temperament Test](#)

If you have already completed an official Myers-Briggs Temperament Instrument test, then post the results on the course page and bring them to class. If you haven't completed this test, please take the free test and read the evaluation report. Post results and bring to class.

[Emotional intelligence Evaluation](#)

Complete the free test and bring the results to class and submit them on the course page. If you have purchased the Emotional Intelligence book (not required) listed below in the Recommended Reading section, there is a link and a password to the official EI test. If you have completed it using the book, use those results and submit them on the course page.

[Via Institute for Character Strengths](#)

This is a helpful way to identify some of the key values you hold. Again, complete the test and bring it to class and submit your results on the class page by due date.

[Spiritual Gifts Test](#)

Complete the test and submit results on the class page by due date and bring results to class.

[Cultural Profile Assessment](#)

Complete the test and submit results on the class page by due date and bring results to class.

[Fivefold Ministries Inventory](#)

This highlights leadership areas listed in Ephesians 4 (apostle, prophet, evangelist, pastor/shepherd, teacher). Complete the test and submit results on the class page by due date and bring results to class.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Brown, Brene. *Dare to Lead*. New York: Random House, 2018.

Dawn, Marva. *The Sense of the Call: A Sabbath Way of Life for Those Who Serve God, the Church, and the World*. Grand Rapids: Eerdmans, 2006.

Branson, Mark Lau and Alan Roxburgh. *Leadership, God's Agency & Disruptions: Confronting Modernity's Wager*. Eugene, OR: Cascade, 2020.

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 HYBRID COURSE REQUIREMENTS

- Livestream attendance 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

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

1. Class Engagement: 10% of final grade.

Students are asked to prepare for each class session as outlined by completing reading from the textbooks, other assigned readings, and watching videos on occasion. As well, there are personal assessments to complete in order to provide insight into the student’s unique personality, values, and approach to leadership. Students will also meet in their small groups to prepare for the group presentation.

Basis of grade: This mark will reflect attendance, in-class engagement, small group comments, completion of the assigned readings, and assessments. Every absence and lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy. This requirement is relevant to all outcomes.

Due Weekly:

- *Reading* (prior to class) the textbook chapters and/or assigned chapters and/or videos to be explored that day *and* coming ready to *discuss*.
- *Assessments:* complete assessment and post results on course page according to the weekly schedule below.

2. Case Study of Leadership and Change: 25% of final grade

Length: 6-8 pages

Date due: October 6

Describe a *real-life* situation in your ministry/work context either where a significant change recently occurred, or one where a significant change *needs* to occur (from your perspective). Choose a challenging situation that caused personal puzzlement and uncertainty. Using the case study guidelines on the webpage complete the four steps: narrate the experience, analyze the experience, reflect theologically on the experience, and then assess the situation

and the role of leadership. What questions about leadership does this situation raise? This requirement is relevant to outcomes 1 and 2.

3. Action Learning Project: 30% of final grade.

Length: 20 minute group presentation – PowerPoint and written document (one per group), plus a 4 page personal reflection on working as a group (one per student).

Date Due: Group Presentation, November 24th

Individual Reflection, December 1st

Students will be expected to work in teams of 4-6 throughout course, reflecting on a specific leadership challenge, scenario, case study or opportunity that must be drawn from the real experience or context of one of the team members. The project topic and focus will be chosen by the group members collectively, and should be a situation one of your group members used in assignment 2. It must be a *real-life* situation where all team members can contribute insight and provides each team member an opportunity to develop their own leadership capacity while cooperating as a team. All team members will be accountable to monitor and encourage the full participation and contribution of other team members. Teams will make a 20-minute presentation of their project to the class – also handing in a hard copy of their presentation (one per team). More specific presentation and hard copy guidelines will be discussed during class and available on the course page. The other members of the class (those not in the presentation group) will participate by being the audience and asking questions and then analyzing the presentations.

The four page individual reflection will analyze the way the group worked together. Through interaction with the class texts and through the lens of the topics discussed in class, the student will reflect upon their growing understanding of leadership. The following questions may assist in reflection: What did this experience teach me about leadership? What did I appreciate about the others in my group? How did my growing leadership skills contribute to the development of the presentation? What went wrong? What would I do differently next time? How might I apply what I have learned?

Basis of grade: 70% of the grade will emerge from the student's individual reflection. The remaining 30% will reflect the quality of the presentation and the hard copy submitted. This requirement is relevant to outcomes 1 and 4.

4. Summative Leadership Reflection Paper: 35% of final grade

Length: approximately 10-12 pages

Date due: December 10th

This leadership essay is an autobiographical, summative, reflective paper that requires you to discern the growth and change that is occurring in your life as you learn to be a leader whose identity is found "in Christ." The essay should focus on your understanding and personal integration of the various self-assessments conducted during the course and other material drawn from the course lectures, discussions and readings and your experience in your group. You will describe how this new learning will be integrated into your life as a Christian leader and how it may now affect the discernment of your vocation, understanding of biblical

leadership, future mission, and ministry. Conclude with observations of where you need to grow as a leader and some specific steps you plan to take or practices you will adopt to achieve that growth. You may want to come up with a personalized list of key leadership principles that apply specifically to you (your own Habits, Disciplines, Styles or Practices). Think of this paper as the foundation for a personal theology of leadership or philosophy of ministry. Sources, including course material, must be cited using Chicago style. The use of personal pronouns is permitted and encouraged.

Basis of grade: Demonstrated self-awareness and personal growth (movement) in the understanding of personalized leadership principles, the capacity to engage in theological reflection on union with Christ and the application of the assessment tools to personal and leadership development. This requirement is relevant to all outcomes.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Engagement	10 %
Case Study of Leadership and Change	25 %
Action Learning Project	30 %
Summative Leadership Reflection Paper	35 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

- For reflection and research papers, a clear thesis and a straightforward line of reasoning
- For the Action Learning Project, follow the template provided on class webpage
- Appropriate use of reference material in Chicago citation style
- Willingness to examine and be critical of your own views and practice
- Creativity, interact with new ideas

2. Unless otherwise indicated, use full sentences and paragraphs written in Times New Roman 12 point font, with 1 inch margins. There should be no extra spaces between paragraphs, instead each new paragraph should be indented. The number of pages listed does not include the title page or bibliography (which should be included). Footnotes are to be included, rather than endnotes.

For proper citation style, consult the [Chicago-Style Quick Guide](#) (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](#).

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. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

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.

I. 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 (September 15): **Calling:** What does it mean to be a leader and what leadership issues come to the forefront? Setting the stage for a new paradigm for Christian leadership. Overview of syllabus and expectations for the course

Week 2 (September 22): **Cultural Issues in Leadership:** What are the cultural issues of which I need to be aware in my leadership setting?

Read: Ledbetter, et al., *Reviewing Leadership*, Chapters 1-2

Due: Complete the [Cultural Profile Assessment](#)

Week 3 (September 29): **Courage (via Vulnerability):** Leadership takes all the courage we can muster, but we have to acknowledge our own vulnerability to get there.

Read: Barton, *Strengthening the Soul of Your Leadership*, Introduction, Chapter 1

Watch: Brene Brown, "[The Power of Vulnerability](#)," TedTalk, 2010.

Week 4 (October 6): **Context:** How might you describe your own setting? What are the implications of your personality type within that setting (or past settings)? How might you work (well or poorly) with others with differing traits?

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapter 2-4

Ledbetter, et al., *Reviewing Leadership*, Chapters 3-4

Due: Conduct the [MBTI-style free personality preference assessment tool](#) and post your results on the course page. Come ready to discuss

Due: Assignment 2, Case Study of Leadership and Change

Week 5 (October 13): **CHANGE!:** technical and adaptive change, issues of success and failure

Read: Ledbetter, et al., *Reviewing Leadership*, Chapters 5-6

Heifetz and Linsky, *Leadership on the Line*, Chapters 1-2

Week 6 (October 20): **Challenges:** Learning to navigate the opportunities and dangers of leadership; value of gratitude

Read: Heifetz and Linsky, *Leadership on the Line*, Chapters 3-4

Barton, *Strengthening the Soul of Your Leadership*, Chapters 5-6

Ledbetter, et al., *Reviewing Leadership*, Chapters 7-8, conclusion

READING DAYS! NO CLASS on October 27!

Week 7 (November 3): **Conflict and Response:** Value of perspective, Issues of Power

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapters 7-8
Heifetz and Linsky, *Leadership on the Line*, Chapters 5-6

Week 8 (November 10): **Community Setting and Constructing Teams:** How are things structured? Working with others -- What is and what ought to be?

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapter 9
Heifetz and Linsky, *Leadership on the Line*, Chapter 7
Hirsch, 5Q, posted on the course page, reading on fivefold ministry.

Due: Complete [Fivefold Assessment](#) and [Spiritual Gifts Test](#). Upload the results on the course page.

Week 9 (November 17): **Character:** key development areas to strengthen your leadership.

Working with your Top Five Signature Themes (VIA Values). Emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapters 10-11
Heifetz and Linsky, *Leadership on the Line*, Chapter 8

Watch: [Dr. Daniel Goleman on EI](#)

Due: Conduct the [online VIA Values](#) and [Emotional Intelligence evaluations](#). Bring results to class 8 ready to discuss. Submit the results/report on the course page.

Week 10 (November 24): **Collaborating Leadership/Team Presentations:** Strategies for effecting change wisely, technical versus adaptive change

Due: Assignment 3. Be prepared to present your project as a team in a way that engages the whole class. As each team presents, the rest of the class will listen and analyze the presentation, asking questions and grading the presentation. Each team will submit one copy of the PowerPoint and written document on the webpage.

Week 11 (December 1): **Co-operating with God:** discernment and being a leader who lives in union with Christ.

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapter 12
Heifetz and Linsky, *Leadership on the Line*, Chapter 9

Nelson and Dickens, chapter posted on the course page, servant leadership

Due: Individual reflection on Team Presentation

Week 12 (December 8): **Configuring Leadership:** Putting all the pieces together – how do I become the Leader God is calling me to be?

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapter 13
Heifetz and Linsky, *Leadership on the Line*, Chapters 10-11

Due: Assignment 4, December 10

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](#).)

Selected bibliography will be posted to the class webpage at the beginning of the course.