

*“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.”*

<b>Course</b>	<b>LEADERSHIP DEVELOPMENT</b> LEAD 0510
<b>Date and Time</b>	JANUARY 12 – APRIL 6, 2021 TUESDAYS, 8:15 – 11:05 AM
<b>Instructor</b>	<b>DR. MICHAEL KRAUSE, DMin</b> Telephone number: 416 226 6620 ext. 2239 Email: <a href="mailto:mkrause@tyndale.ca">mkrause@tyndale.ca</a>
<b>Class Information</b>	The classes will normally be livestreamed at designated time above.  Students may participate in live-streamed office hours as posted below: Mondays and Wednesdays 10:00am-12:00 noon or make an appointment to set up a personal Zoom meeting.
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="http://Tyndale One">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

This foundational and introductory course seeks to develop a biblical-theological, historical and cultural understanding of the best principles and practices of leadership in the church, ministry organizations and the marketplace. Each student will gain insight into their 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. Students will implement their understanding of leadership and reflect on those implementations.

This will be a “hybrid” course, utilizing various digital platforms. The course will incorporate live weekly Zoom classes held on Tuesday mornings, breakout space for small group discussions during class time, online forum participation, individual study and regular digital office hours (allowing students to more informally interact with the professor).

## II. LEARNING OUTCOMES

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

1. actions and attitudes that reflect a Biblical approach to leadership that is also informed by current leadership theory and practices.
2. an understanding of team dynamics by cooperating with other class members in a team setting.
3. an approach to leadership that reflects the integration of an organic paradigm and the complexity of systems dynamics.
4. their own personalized leadership approach by identifying their character strengths, personality profile, leadership style, and growth challenges based on self-awareness, reflection, and feedback.
5. their modified leadership approach as they accomplish Kingdom work on a regional, national, or international level in a ministry or marketplace setting.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING AND SELF-EVALUATION ASSESSMENT TOOLS

Banks, Robert, Bernice M. Ledbetter, and David C. Greenhalgh. [\*Reviewing Leadership: A Christian Evaluation of Current Approaches\*](#). Edited by William Dyrness & Robert K. Johnston. 2nd ed. Grand Rapids, MI: Baker Academic, 2016.

Heifetz, Ronald A. and Marty Linsky. [\*Leadership on the Line: Staying Alive through the Dangers of Leading\*](#). Boston, MA: Harvard Business School Press, 2017.

McNeal, Reggie. [\*Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders\*](#). San Francisco, CA: Jossey-Bass, 2006.

Other short readings or videos may be assigned and posted on the [classes.tyndale.ca](https://classes.tyndale.ca) Moodle page.

#### [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 this free test and read the evaluation report. Post results and bring to class on indicated date.

### [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.

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Bradberry, Travis, and Jean Greaves, *Emotional Intelligence 2.0*. Talentsmart, 2009.

Nelson, Gary and Peter Dickens. [Leading in Disorienting Times](#). Atlanta, GA: TCP Books, 2015.

Tyndale recommends [www.stepbible.org](http://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. ASSIGNMENTS AND GRADING

### 1. **Class and Forum Participation:** 20% of final grade

Students must prepare for each class session as outlined. Preparation is reflected in consistent, intentional and quality class/forum engagement. Specifics of forum engagement are specified for each week on the course page (Moodle). Course delivery is enhanced by active, ongoing engagement with the lecture content and the readings and with one another. This grade will reflect attendance, engagement, forum participation and the completion of the assigned readings. Absence and lateness will lower this grade. See the [Academic Calendar](#) for the excused absence policy.

*Basis of grade:* Class presence, participation in forum discussions, informed (from the readings and personal reflection) interaction and effective cooperation with your project team. This requirement is related to all outcomes.

### 2. **Assessment Tools – Completion and Reflection:** Various due dates; 10 % of final grade

This grade will reflect the completion of the various easy-to-complete assessment tools (listed above in the *Required Readings and Self-Evaluation Assessment Tools* section), which will include multiple short, one or two-page reflective assignments and in-class individual and group reflective experiences. Details and due dates can be found on the course schedule outlined below and on the [classes.tyndale.ca](http://classes.tyndale.ca) class page.

*Basis of grade:* Completion of class-to-class reflective assignments and posting results on the course page as indicated. This requirement is relevant to outcomes 4 & 5.

### 3. **Case Study on Change:** Due on February 9, 2021; 20 % of final grade (1500-2000 words or 8 pages double-spaced max)

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). Employing information from the class and from your reading, assess the situation. Describe the situation, analyze what happened, suggest what needs to happen and how will that change come into being? What role should leadership play in seeing that change happen? How would you lead the required change? This assignment should conform to the case-study guidelines posted on the course page and insight gained in class and the readings. The case study should not be longer than 2000 words in length or eight double-spaced pages. While not intended to be research-focused, sources, including course

material, must be cited using Chicago style. More specific guidelines will be provided in class.

*Basis of grade:* The ability to accurately describe the situation, understand the problems and systems involved and provide clear analysis based on theological reflection, leadership principles and learning from the course. This requirement is relevant to outcomes 1, 3 & 5.

**4. Action Learning Project/Presentation:** Due on March 16, 23, 30, or April 6, 2021; 20 % of final grade

Students will be expected to work in teams of 4-6 throughout the 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 shall be a situation one of your group members used in Assignment #3 (Case Study on Change). 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 15-20 minute presentation of their project to the class during one of the last four sessions of the term. More specific presentation 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 and grading the presentations. Presentation slides (PowerPoint, Prezi, etc.) must be handed in to complete the assignment.

*Basis of grade:* Quality of teamwork as evidenced throughout the class schedule (groups will be formed in week one), quality and creativity of team presentation and quality of integrating the class material presented during the course. All team members will receive the same grade. This requirement is relevant to outcomes 1, 2 and 3.

**5. Summative Leadership Reflection Paper:** Due on April 6, 2021; 30 % of final grade (2500 words)

This leadership essay is a summative, integrative reflection paper that requires you to discern the growth and change that is occurring in your life. 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 might be integrated into your life as a Christian leader and how it may now affect the discernment of your

vocation, theology of leadership, and future missional efforts. Conclude with observations of where you might need to grow as a leader (in your context) and outline 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). This may also become the foundation for a personal theology of leadership or philosophy of ministry. While not intended to be research-focused or highly academic, sources 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 and the application of the assessment tools and course material to personal and leadership development. This requirement is relevant to all outcomes.

## E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class and Forum Participation	20 %
Assessment Tools – Completion and Reflection (various due dates)	10 %
Case Study on Change (Due February 9)	20 %
Action Learning Project/Presentation (Due March 16, 23, 30 or April 6)	20 %
Summative Leadership Reflection Paper (Due April 6)	30 %
<b>Total Grade</b>	<b>100%</b>

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Papers should meet graduate level academic research standards of Tyndale.

### 1. Your work should demonstrate the following characteristics:

- A clear thesis and a straightforward line of reasoning

- Appropriate use of reference material in Chicago citation style
- Willingness to examine and be critical of your own views and practice
- Creativity

## **2. Matters of Style:**

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 if references are used). Footnotes are to be included, rather than endnotes.

Use Turabian or Chicago style guide for formatting, title page, footnotes and bibliography. 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](#).

## **3. Submission of Work:**

I prefer that all written papers be submitted as a MS Word document on the Tyndale LEAD 0510 online course (Moodle) page. The papers need to be submitted in the following way: YourlastnameYourFirstnameAssignmentname.pdf. For example: SmithJohnReflectiveLeadershipEssay.pdf. In-class assignments should also be submitted electronically to the class page using the same naming format. Smaller assignments requiring diagrams may be handwritten (or drawn), but then should be scanned and submitted electronically to the class page as PDF's. (Note: students can scan and email documents—to themselves or to others—from any photocopier at Tyndale.) Self-evaluation assessment test results may be submitted as a “screen capture” image and submitted electronically to the class page. Grades for papers submitted late without advanced permission are lowered at the rate of one third of a grade per day to a maximum of one grade per week for each week late (e.g., 1st day late is 1/3 off [“A” to “A-“], 2nd day is an additional 1/3 off, 3rd to 7th day late moves mark one whole grade lower [“A+” to “B+” or from “B” to “C”]). Each subsequent week the mark will be lowered by an additional grade.

## **4. Back Up of Work:**

Until you have received confirmation of your final grade, students are required and may be asked to produce backup copies of their assignments. In addition, computer crashes, lost files, etc., will be deemed as an inadequate reason for not submitting a paper on time. Students are strongly advised to regularly back up their work in a secure manner.

## **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. Tyndale uses “[Turnitin](#)” as a tool to help students identify the level of copied material in their own work and to give professors a guide to evaluate student work. [Avoiding Plagiarism tip sheet](#).

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.

Tyndale’s policy for class attendance states: *Three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course. Excused absences include death in the family, hospitalization of yourself or a member of your immediate family or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.*

## **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](mailto:aa@tyndale.ca)) before proceeding. This will not be required for this course.

## **H. 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 (Subject to change)**

See the class page ([classes.tyndale.ca](http://classes.tyndale.ca)) for the up-to-date schedule of classes and assignments. Week to week content may not be exactly as described because of extended class discussions or adjustments based on class feedback.

##### **Week 1 – January 12**

###### **A Leader's Framework**

The definition and nature and purpose of leadership in church, society and culture. Group formation and an overview of leadership concepts from selected biblical texts.

###### **Read for Week 2:**

Heifetz & Linsky, Intro and Chapters 1-2;  
Banks & Ledbetter, Chapters 1-2  
30 Ways to Define Leadership

###### **Complete Assignment 2a (2%): Leadership Definition - Due: January 19**

Write a one to two-page paper interweaving: your succinct definition of leadership (stated in a sentence and explained in a paragraph), one Biblical text that informs this understanding and how it informs your definition, and a personal experience or observation/example of leadership (i.e. your experience as a leader or your observation about someone else's leadership) tested against or illustrating your definition.

##### **Week 2 – January 19**

###### **The Nature of Leadership**

Myths of leadership, Images of leadership from popular culture and biblical sources, changing visions of leadership. Fundamental changes in society, church, and Christian leadership, discontinuous change, adaptive challenges.

###### **Read for Week 3:**

Heifetz & Linsky, Chapters 3, 4 & 5;  
Banks & Ledbetter, Chapters 3-4

**Complete Assignment 2b (1%): Organizational Structure - Due: January 26**

Diagram your own church's leadership structure or the leadership structure of the organization you work for. Bring it to class for week 3 ready to share and discuss. Scan and submit it as a PDF on the course page as well.

**Week 3 – January 26**

**The Nature of Your Own Church or Leadership Setting**

Biblical descriptions of "polity," popular church models, church "types." In class assignment around identifying your local leadership structure and context. Seeing your church or organization as a system

**Complete Assignment 2c (1%): 16 Personalities Assessment - Due: February 2 (at the beginning of class)**

Complete the [Personality Preference Assessment Tool](#). Take a screen shot of your results and submit it on the course page. If you have recently completed the Myers-Briggs Temperament Instrument and are confident of your results, please submit those results on the course page.

**Week 4 – February 2**

**The Traits of Leaders: 16 Personalities Interpretation**

Developing an awareness of your personality profile and its implications for leadership and group work.

**Read for Next Week:**

Nelson and Dickens chapter on servanthood posted on course page.

**Complete Assignment 2d (2%): Preference Reflections - Due: February 9**

Write a one to two-page (250-500 words) reflection paper employing what you have learned from the personality preference test. Show how this new knowledge helps you interpret a situation, event, or relationship differently. Explain the implications of your new learnings for how you might act in this situation, event, or relationship.

**Complete Assignment 3 (25%): Case Study on Change – Due: February 9**

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). Employing information from the class and from your reading, assess the situation. What has happened, what needs to happen and how will that change come into being? What role should leadership play in seeing that change happen? How would you lead the required change? Work from the understandings discovered so far through the class and the case-study guidelines posted on the course page to develop a workable solution to the issue. The case study should be about 2000 words in length or eight double-spaced pages.

## **Week 5 – February 9**

### **Theories of Leadership, Biblical Models of Leadership, Group Dynamics**

Leadership Theories: Transformational Leadership, Servant Leadership. Leading as a team, stages of group development.

For your interest only you could complete the leadership style questionnaire that matches the chart below on leadership styles. You can [take the quiz](#).

**Complete Assignment 3 (25%): Case Study on Change – Due: Today**

**Complete Assignment 2g (1%): Cultural Profile - Due: February 23 (at the beginning of class)**

Complete the free [Cultural Profile Assessment](#) tool found on the Harvard Business Review website. Bring results with you to class for week 6 and submit results on the course page. You may need to submit it as a screen shot.

**February 19 - No Class Today - Reading Week**

## **Week 6 – February 23**

### **The Leader in the Multicultural World - Intercultural Awareness and Engagement**

Understanding intercultural dynamics with guests Dr. Tim Tang

**Read for Next Week:**

McNeal, Chs 1-7

## **Week 7 – March 2**

### **The Skills of Leaders**

Seven Disciplines of Leaders (suggested completion of reading of McNeal) - Four key areas: Communication, decision-making, discernment, consensus building. Inner Critic.

**Read for Next Week:**

**Optional:** [Watch Dr. Daniel Goleman](#) as he addresses the staff at Google on the Social Intelligence aspects of EI. This video has a high focus on how brain functioning affects EI. Be warned: It is a bit technical at times and comes from a secular scientific viewpoint.

**Assignments 2e (1%): VIA Values - Due: March 9 (at the beginning of class)**

Conduct the online [VIA Values](#).

**Assignment 2f (1%): Emotional Intelligence - Due: March 9 (at the beginning of class)**

Conduct the [Emotional Intelligence Evaluations](#).

Bring both results to class ready to discuss. Submit the results/report on the course page.

## **Week 8 – March 9**

### **The Leader as a Person**

Framing your personal values from a biblical perspective. Leading from your Strengths: Working with your Top Five Signature Themes. Emotional Intelligence and Via Values. Integration of Self in Mission diagram.

### **Complete Assignment 2h (1%): Spiritual Gifts - Due: March 16 (at the beginning of class).**

Conduct the [Spiritual Gifts Test](#): As you do the test try to always answer on the ends of the scale as in "very accurate" or "very inaccurate." Avoid the middle answer "neither accurate or inaccurate." It will help clarify your results and make them more accurate. Bring results to class ready to discuss. Submit the results on the course page.

## **Week 9 – March 16**

### **Leadership as Action: Strategies for effecting change**

#### **Assignment 4 (20%): Team Presentation(s) Today**

Leading from your Spiritual Gifts, Competing priorities

Understanding the actions needed from leaders. Developing an “other-centered” perspective, servant leadership, motivation, inspiration and engagement, coaching others and Influencing change.

## **Week 10 – March 23**

### **Challenges of Leaders**

#### **Assignment 4 (20%): Team Presentation(s) Today**

Developing a Culture through Mission, Vision and Values

Theology of Leadership, Theological Reflection, dealing with toxic leaders and toxic environments, Expectations, Stress

Vocation and Calling (Vision Board), Leadership Journey (history, ministry map)

## **Week 11 – March 30**

### **Assignment 4 (20%): Team Presentation(s) Today**

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 complete an executive summary of the Action Learning Project that provides a summary of the case study analysis and the material used for the presentation. See the executive summary guidelines.

### **Complete Assignment 5 (30%): Reflective Leadership Essay: Due April 6.**

## **Week 12 – April 6**

### **Assignment 4 (20%): Team Presentation(s) Today**

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 complete a executive summary of the Action Learning Project that provides a summary of the case study analysis and the material used for the presentation. See the executive summary guidelines.

**Complete Assignment 5 (30%): Reflective Leadership Essay: Due Today.**

### **V. SELECTED BIBLIOGRAPHY (will be provided in class).**

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)