TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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."

Semester, Year	Winter 2027
Course Title	**LEADERSHIP DEVELOPMENT**
Course	**LEAD 0510 1S**
Date **Time** **Delivery Format**	JANUARY 11 – APRIL 5, 2027 MONDAYS 8:15 – 11:05 AM SYNCHRONOUS ONLINE
Class Information	The classes will be livestreamed on Mondays, 8:15-11:05 AM from January 11 to April 5, 2027. Students may connect before or after, and outside of class sessions. Students may also make an appointment.
Instructor	**REV. DR. LISA PAK, DMin** Email: lpak@tyndale.ca
Office Hours	By appointment only.
Course Material	Access course material at classes.tyndale.ca 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

This foundational and introductory course 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 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.

II. LEARNING OUTCOMES

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

1. Construct actions and attitudes that reflect a Biblical approach to leadership that is also informed by current leadership theory and practices.
2. Develop an understanding of team dynamics by cooperating with other class members in a team setting.

3. Formulate their own approach to leadership that reflects the integration of their own spiritual formation, personal leadership journey, and their ministry context, including an understanding of systems dynamics.
4. Identify their own personalized leadership approach by exploring their character strengths, personality profile, leadership style, and growth challenges based on self-awareness, reflection, and feedback.
5. Demonstrate their ability to adapt their leadership approach through reflective practices in their continued leadership journey.

IV. COURSE REQUIREMENTS

A. REQUIRED READING & SELF-ASSESSMENT TOOLS

Barton, Ruth. *Strengthening the Soul of Your Leadership: Seeking Finding God in the Crucible of Ministry.* Downers Grove, IL: IVP Books, 2008. (ISBN: 9780830835133)

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Expanded Edition. Downers Grove, IL: IVP Press, 2018. (ISBN: 9780830873876)

Coleman, Kate. *7 Deadly Sins of Women in Leadership*. Grand Rapids, MI: Zondervan Reflective, 2021. (ISBN: 9780310120186)

Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business.* San Francisco, CA: Jossey Bass, 2012. (ISBN: 9781118266038)

Shanko, Bekele. *Never Alone: From Ethiopian Villager to Global Leader.* Orlando, FL: Global Church Movements, 2021. (ISBN: 9781098394554)

Yeo, Tony. *Leading Beyond the Second Chair: A Certain Kind of Leadership.* Singapore: Covenant Evangelical Free Church, 2015. (ISBN: 9789810714055)

SELF-EVALUATION ASSESSMENT TOOLS

Personality Preference and Temperament Test.

If you have already completed an official Myers-Briggs Temperament Instrument test, please feel free to use those results as your reference point. If you haven't completed this test (there is an embedded link in the title), please take this free test and read the evaluation report. Please bring the results to class, ready to reflect and discuss.

Emotional Intelligence Evaluation

Please complete the free test and bring the results to class, ready to reflect and discuss.

Via Institute for Character Strengths

This is a helpful way to identify some of the key values you hold. Please complete the free test and bring the results to class, ready to reflect and discuss.

Spiritual Gifts Test

Please complete the free test and bring the results to class, ready to reflect and discuss.

Cultural Profile Assessment

Please complete the free test and bring the results to class, ready to reflect and discuss.

B. SUPPLEMENTARY / RECOMMENDED READING

Brafman, Ori and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations.* New York, NY: Penguin Group, 2006. (ISBN: 9781101216408)

Kotter, John P. *Leading Change.* Boston, MA: Harvard Business Review, 2012. (ISBN: 9781422186442)

Lencioni, Patrick. *The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues.* San Francisco, CA: Jossey Bass, 2016. (ISBN: 9781119209614)

Pak, Su Yon, and Jung Ha Kim, eds. *Leading Wisdom: Asian and Asian North American Women Leaders*. 1st edition. Louisville, Kentucky: Westminster John Knox Press, 2017. (ISBN: 9780664263324)

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. ASSIGNMENTS AND GRADING

ASSIGNMENT #1: Anecdotal Reflection Paper – 2-3 pages (500-750 words). 10% of final grade. Due: Jan 27th, 2027.

Write about your most fulfilling and most challenging encounters with leadership. Consider why each experience left such an impression on you and draw on Biblical texts to help you process through a theological lens. If it helps, choose a Biblical character whose spiritual journey encouraged you in yours. As you explain why, be thoughtful about your answers and, if necessary, please use pseudonyms as appropriate. The purpose of this assignment is self-reflection not criticism. This assignment is related to outcomes 1, 2, 3, 4, 5.

ASSIGNMENT #2: Required Reading Comparison & Contrast Paper – 4-5 pages (1000-1250 words). 10% of final grade. Due: Feb 17th, 2027.

Using two (2) of the Required Reading texts, write a paper that compares similar principles and explores the differences in leadership approach and theory. Include your experience and/or view on teamwork and group dynamics, in addition to a critical analysis of both books. What are the books' respective strengths and limitations? With what do you agree and why? With what concept(s) do you disagree and why? What is one new insight you hope to remember well? This assignment is related to outcomes 1, 3, 5.

ASSIGNMENT #3: Case Study on Leadership and Change – 4-5 pages (1000-1250 words). 20% of final grade. Due: Mar 3rd, 2027.

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). This could involve a change in leadership or staffing, launching a new program or product, a "bad boss" situation, or a relationship challenge. Employing information from the class lectures and experiences, and from your reading requirements, assess the situation. Describe the situation, analyze what happened, suggest what needs to happen and how will that change come into being? What is the issue at hand? What role should leadership play in seeing change happen? How would you lead the required change? Who needs to change? What leadership lessons have you learned through this experience? This assignment is related to outcomes 1, 2, 3, 4, 5.

ASSIGNMENT #4: Action Learning Project/Presentation. 25% of final grade. Due: April 5th, 2027.

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 shall be a situation one of your group members used in Assignment #3 (Case Study on Change) and will be chosen by the group members collectively. It must be a real-life situation where all team members can contribute insight, and which 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 mins presentation of their project to the class during one of the last four sessions of the term. Presentation slides and notes (PowerPoint, Prezi, etc.) must be handed in to complete the assignment. Only one submission per group is required. This assignment is related to outcomes 1, 2, 3, 4, 5.

ASSIGNMENT #5: Summative Leadership Reflection Paper – 6-7 pages (1500-1750 words). 35% of final grade. Due: April 6th, 2027.

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 in addition to your experience in your group. Please describe how this learning might be integrated into your life as a Christian leader and how it may influence 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. This assignment is related to outcomes 1, 2, 3, 4, 5.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Value	Due Date
Anecdotal Reflection Paper	10%	JAN 27, 2027
Required Reading Comparison and Contrast Paper	10%	FEB 17, 2027
Case Study on Leadership and Change	20%	MAR 3, 2027
Action Learning/Project Presentation	25%	APR 1, 2027
Summative Leadership Reflection Paper	35%	APR 6, 2027
Total Grade	100%	

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. A clear thesis and a straightforward line of reasoning;
   b. Appropriate use of reference material in Chicago citation style;
   c. Willingness to examine and be critical of your own views and practice;
   d. 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 Chicago style guide for formatting, title page, footnotes and bibliography. For proper citation style, consult the tip sheet, "Documenting Chicago Style" (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 from the Chicago Manual of Style or reference the tip sheet, "Citing Sources in Theology".

3. **Submission of Work:**
   All written papers should be submitted as a MS Word document on the Tyndale LEAD 0510 online course (Moodle) page. PDF documents are also acceptable. Submit assignments in the following way: YourlastnameYourFirstnameAssignmentname.docx. For example: SmithJohnReflectiveLeadershipEssay.docx. 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 as required.

   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.

A note about AI-generated content: Students may use AI content generators (like ChatGPT) to help with gathering ideas, outlining a paper, or to assist students to translate their work into English. However, all uses of AI generated material must be noted, documented, and referenced. Students may not pass off AI generated work as their own. If undocumented AI generated content is identified, it will be considered plagiarism and penalized as such (resulting in assignment or course failure).

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS (Subject to change)

See the class page (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 – Class Orientation & Introductions - "Charting Our Course" (Jan 11)

IN-CLASS VIDEO – "What is Christian Leadership?". Every Nation.

- Orientation & Introductions.
- The definition and nature and purpose of leadership in church, society, and culture and the state of leadership today.
- Group formation and an overview of leadership concepts from selected biblical texts; a portion of the class will be allotted for group meeting time. Groups can also schedule additional meeting times outside of class as necessary.

Week 2 – The Heart & Soul of Leadership (Jan 18)

Texts: Barton, Coleman, Lencioni.

- Emotional Intelligence Evaluation Please complete the free test and bring the results to class, ready to reflect and discuss.
  Via Institute for Character Strengths This is a helpful way to identify some of the key values you hold. Please complete the free test and bring the results to class, ready to reflect and discuss.
- Spiritual health; recognizing the arc of God's hand in your life.
- Our leaderships encounters and what we can learn.
- Who we were, who we are, who we are becoming; bringing your full self to your leadership (Consider the story of Joseph in Genesis)

Week 3 – Leadership Theories, Biblical Models, Group Dynamics (Jan 25)

Texts: Barton, Coleman, Lencioni, Yeo.

- The models in which you were brought up and by which you were influenced.
- Understanding the model and structure you're currently serving in.
- What is good about it and where can it be improved?

→ **Assignment #1 Due on Jan 27.**

Week 4 – Leadership Preferences (Feb 1)

Texts: Barton, Coleman, Lencioni, Yeo.

- Personality Preference and Temperament Test. If you have already completed an official Myers-Briggs Temperament Instrument test, please feel free to use those results as your reference point. If you haven't completed this test (there is an embedded link in the title), please take this free test and read the evaluation report. Please bring the results to class, ready to reflect and discuss.

- Knowing yourself and understanding your context (1 Chronicles 12:32).
- The difference between preference and bias and how we can learn through both.
- Review of Weeks 1-4.

Week 5 – Leadership and Change Part 1 (Feb 8)
IN-CLASS VIDEO – Harrell, Taylor, "What Leaders Need to Know about Change," TEDxSDSU.
- Exploring the benefits and challenges of change.
- Exploring people's attitudes and views on change; what can influence this?
- Sharing and discussion on real-life experiences of change.
- Biblical moments of change and transition; where is the world at today.

Week 6 Family Day, NO CLASS (Feb 15)

→ **Assignment #2 Due on Feb 17.**

Week 7 – Leadership and Change Part 2 (Feb 22)
Texts: Bolsinger, Coleman, Shanko.
IN-CLASS VIDEO – Gutmann, Martin, "Why Do We Celebrate Incompetent Leaders?" TEDxBerlin.
- How is the world, and Christian Leadership, changing to embrace global leadership?
- What are some remaining challenges and barriers?
- How can we strategically move forward together? How can you affect change in your current ministry context?

Week 8 – Leadership in a Multicultural World (Mar 1)
Texts: Shanko, Yeo.
- Cultural Profile Assessment Please complete the free test and bring the results to class, ready to reflect and discuss.

IN-CLASS VIDEO – Tan, Kathy, "Cultural Intelligence in Our Society," TEDxIMU.
- Response and Discussion to Video; including personal experiences both encouraging and challenging.
- Why is cultural awareness and cultural intelligence important in Kingdom leadership?
- What are some challenges in leadership in a multicultural city like Toronto, and an increasingly multicultural world?

→ **Assignment #3 Due on Mar 3.**

Week 9 – Generational Leadership (Mar 8)
Texts: Bolsinger, Lencioni, Yeo.
IN-CLASS VIDEO – Sinek, Simon, "Why good leaders make you feel safe." TED

- Identifying generational differences, challenges, and wins.
- Reviewing the generational leadership relational journey from our collective experiences.
- How can we draw strength of all the generations in the Body of Christ?

Week 10 – Leadings From Our Strengths & Spiritual Giftings (Mar 15)

Texts: Barton, Lencioni

- Spiritual Gifts Test Please complete the free test and bring the results to class, ready to reflect and discuss.
- Emotional Intelligence Evaluation Please complete the free test and bring the results to class, ready to reflect and discuss.
- Via Institute for Character Strengths This is a helpful way to identify some of the key values you hold. Please complete the free test and bring the results to class to reflect and discuss.
- How can we make space so that everyone can bring their strengths, passions, and gifts to the community?
- Challenges to team dynamics; how can we be intentional about building trust?
- Examples from our everyday leadership experiences that show what happens when people are at their best, including the leader!

Week 11 – Leadership Insights: The Road We Travel From Here (Mar 22)

Texts: Barton, Bolsinger, Lencioni, Shanko, Yeo.

IN-CLASS VIDEO – Peterson, Jordan. "The Importance of Character in Leadership." WordToTheWise.

- Where do you see yourself in 3, 5, 10 years?
- Who do you want to become? What do we need to do today to get us there?
- Discussion of key principles and learnings that you are intentional about implementing.
- Review of Weeks 1-10.

Week 12 – Small Group Work Session (Mar 29)

- Small group working session.

Week 13 – Group In-Class Presentations – Assignment #4 Due. (Apr 5)

- Small group presentations; Q&A and Discussions.

→ **Assignment #4 Due in class Apr 5.**

→ **Assignment #5 Due on Apr 7.**

V. SELECTED BIBLIOGRAPHY

Barton, Ruth. *Strengthening the Soul of Your Leadership: Seeking Finding God in the Crucible of Ministry.* Downers Grove, IL: IVP Books, 2008. (ISBN: 9780830835133)

Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Expanded Edition. Downers Grove, IL: IVP Press, 2018. (ISBN: 9780830873876)

Brafman, Ori and Rod A. Beckstrom. *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations.* New York, NY: Penguin Group, 2006. (ISBN: 9781101216408)
Coleman, Kate. *7 Deadly Sins of Women in Leadership*. Grand Rapids, MI: Zondervan Reflective, 2021. (ISBN: 9780310120186)
Kotter, John P. *Leading Change.* Boston, MA: Harvard Business Review, 2012. (ISBN: 9781422186442)
Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business.* San Francisco, CA: Jossey Bass, 2012. (ISBN: 9781118266038)
Lencioni, Patrick. *The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues.* San Francisco, CA: Jossey Bass, 2016. (ISBN: 9781119209614)
Pak, Su Yon, and Jung Ha Kim, eds. *Leading Wisdom: Asian and Asian North American Women Leaders*. 1st edition. Louisville, Kentucky: Westminster John Knox Press, 2017. (ISBN: 9780664263324)
Shanko, Bekele. *Never Alone: From Ethiopian Villager to Global Leader.* Orlando, FL: Global Church Movements, 2021. (ISBN: 9781098394554)
Yeo, Tony. *Leading Beyond the Second Chair: A Certain Kind of Leadership.* Singapore: Covenant Evangelical Free Church, 2015. (ISBN: 9789810714055)

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- Student's cameras must be turned on for all or almost all of each online class*

**exceptions with permission from professor*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric, if provided, for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES
Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE
For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.