

“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	FALL, 2026
Course Title	LEADERSHIP DEVELOPMENT
Course Code	LEAD 0510 1S
Date	From September 16, 2026 to December 10, 2026 Every Wednesday
Time	From 6:45 to 9:35 PM
Delivery Format	Synchronous Online
Class information	The classes will be synchronous online on Wednesdays from 6:45 to 9:35pm
Instructor Contact Information	DR. JESSE SUDIRGO, PHD Email: jsudirgo@tyndale.ca Tyndale Phone Number: (416) 226-6620 ext. 2843
Office Hours	Wednesdays after class, or by appointment.
Course Materials	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.

I. COURSE DESCRIPTION

This 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 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 intercultural 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)

Other Articles will be posted on Moodle Class Page

REQUIRED 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.

Fivefold Ministries Inventory

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

Cultural Profile Assessment

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

Self-Differentiated Leadership Assessment

Please complete the free test and bring the results to class for discussion.

Emotionally Healthy Leadership Assessment

Being a non-anxious presence and a positive connector are key aspects of being a self-differentiated leader, complete the assessment for discussion during class time. Take the 5-minute quiz to get a quick look at your Emotional Healthy Leadership. Bring results to class for discussion.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Branson, Mark Lau and Alan Roxburgh. [Leadership, God's Agency & Disruptions: Confronting Modernity's Wager](#). Eugene, OR: Cascade, 2020.

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.

Tyndale recommends [STEPBible](#) – 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

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 (where applicable) or bring results to class for discussion according to the weekly schedule on Moodle.

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

Length: 6-8 pages

Date due: October 7

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 (or is causing) personal puzzlement, frustration and/or 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 18

Due Date: Individual Reflection, November 25

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 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. Further, the experience of creating the presentation 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 copy of their presentation on Moodle (one per team). More specific presentation and 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 final group copy submitted. This requirement is relevant to outcomes 1 and 4.

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

Students choose Option A or Option B.

A. Paper Option:

Length: approximately 10-12 pages

Date due: December 9

Your key questions to answer include: Who am I as a Christian leader? How am I changing? Who do I want to be as a disciple of Jesus and a leader? This leadership essay is an autobiographical, summative, reflective paper requiring 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. 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.

B. Oral Exam Option

Length: 30-45 minutes

Date due: individual times will be set up for December, sign up during class

Participate in a 30-minute summative, integrative Oral Exam that engages you and the professor in a reflective conversation to share how you are discerning the growth and change occurring in your life concerning your leadership development. The conversation will be

structured upon a list of questions that 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. 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) which describe your personal theology of leadership or philosophy of ministry. You can bring in a visual illustration to share with the professor. (In the past students have shared a piece of art or something created to illustrate understanding of leadership and describe their growth).

Here are sample questions that could be included in the Oral Exam:

Discuss actions and attitudes that reflect a biblical approach to leadership that is also informed by current leadership theory and practices.

- *What is leadership? How does scripture describe it or illustrate it?*
- *What is your definition of leadership? How has it changed since starting the course? If it has not changed, why not? Be prepared to explain each phrase and why it is included.*
- *What are 3 aspects of Leadership On The Line that resonated with you?*
- *What are 3 aspects of Strengthening The Soul Of Your Leadership that resonated with you?*

2. Reflect upon your understanding of team dynamics by cooperating with other class members in a team setting.

- *What surprised you? Where do you feel you succeeded? Where could you have done better?*
- *What were the most challenging aspects of working as a team during this semester?*
- *Describe how you went through the stages of team development (forming, norming, etc.).*
- *How did the assessments assist in team development?*
- *What in the classroom material helps you identify challenges and dysfunctions?*

3. Articulate an approach to leadership that reflects the integration of an organic paradigm and the complexity of systems dynamics.

- *How do systems and structures affect your leadership approach?*
- *Describe how you operate in one of the systems in your life (work, church, home, school). Describe what it means to be a non-anxious presence in a system while still remaining connected.*

4. Describe your own personalized leadership approach by identifying character strengths, personality profile, leadership style, and growth challenges based on self-awareness, reflection and feedback.

- *What is your preferred leadership approach? What values do you consider most important in your life and in your work as a leader? State your purpose or sense of calling in one*

sentence and explain what it means. What does it mean for you to be comfortable in your own skin? What did you learn about yourself?

5. Explain your modified and/or developing leadership approach as you participate in Christ to accomplish Kingdom work on a regional, national or international level in a ministry or marketplace setting.

- *How will you take your understanding of leadership into your ministry and into the world? What aspects of yourself, your gifts, your strengths, or your growing edges do you plan on developing over the next year? What is your biggest challenge as you step into what God is calling you to do?*

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
Class Engagement		10 %
Case Study of Leadership and Change	Oct 7	25 %
Action Learning Project	Nov 18 & 25	30 %
Summative Leadership Reflection Paper or Oral Exam	Dec 9 or TBD	35 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1 (September 16):

Playing God: What if the greatest challenge in leadership isn't what we do, but what drives us? In this opening session, we explore the story of Adam and Eve and discover how the first eleven chapters of Genesis expose the hidden impulses that shape the way we lead. Together, we'll begin uncovering what it means to stop playing God.

Read: Genesis 2-3, 10

Week 2 (September 23):

Playing King: What kind of leader do we instinctively look for? Through the rise and fall of King Saul, we'll examine the kind of leadership humanity naturally desires and why it ultimately fails. Then we'll discover how Jesus turns our expectations of power and kingship upside down.

Read: 1 Samuel 8-31, Ledbetter, et al., *Reviewing Leadership*, Chapters 1-2

See other readings on Class Moodle page

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

Week 3 (September 30):**The Courage to Lead within Limits**

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

See other readings on Class Moodle page

Week 4 (October 7):

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? What are the models for leadership being used in your context? How does your personality, culture and posture fit within those models? What other personality assessments might be helpful for me?

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

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

Due: [Personality Preference and Temperament Test](#). 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 14):

CHANGE!: Processes of change, technical versus adaptive challenges, issues of success and failure. How is failure dealt with in my setting?

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

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

Week 6 (October 21):

Challenges: Learning to navigate the opportunities and dangers of leadership; Creating practices 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 WEEK - NO CLASS on October 28**Week 7 (November 6):**

Conflict and Response: How do we handle conflict? Value of perspective, ethics, use of Power, helpful approaches so you can control the temperature and “orchestrate” the conflict.

Read: Barton, *Strengthening the Soul of Your Leadership*, Chapters 7-8

Heifetz and Linsky, *Leadership on the Line*, Chapters 5-6

Week 8 (November 11):

Community Setting and Constructing Teams: How are teams formed? 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 18):

Collaborating Leadership/Team Presentations: Strategies for effecting change wisely

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 10 (November 25):

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: for overview: "[What is Emotional Intelligence?](#)"

for more detail, watch: "[Daniel Goldman Introduces Emotional Intelligence](#)"

Due: Conduct the online [Via Institute for Character Strengths](#) , [Emotional Intelligence Evaluation](#) , [Resilient Leadership](#) and [Self-Differentiated Leadership](#) evaluations. Bring results to class ready to discuss. Submit the results/report on the course page.

Due: Individual reflection on Team Presentation (The four page individual reflection will analyze the way the group worked together. See instructions under Assignment 3. group presentation).

Week 11 (December 2):

Co-operating with God: discernment and being a leader who lives in union with Christ; how do I participate with what God's Spirit is doing in my life and in my context?

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

Week 12 (December 9):

Configuring Compassionate 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, Written assignment, due December 11; for those choosing the Oral Exam, times will be set up between Dec 7 and December 15.

V. SELECTED BIBLIOGRAPHY

Selected bibliography will be posted to Moodle course page at the beginning of the course.

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*
- A commitment to having the camera on to foster community building*

**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 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 academic policies on 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

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

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](#).