

## CL630 Semlink: The Person of the Christian Leader | Spring 2020

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Dr. Brad Howell

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Credit Hours: 3

This course occurs completely online with no scheduled classroom time.

### Course Information

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#### Office Hours

Your instructor is available for email correspondence. If you have a question about the course, you can contact your instructor via email.

#### Technical Support

Gordon-Conwell Theological Seminary offers technical support during regular business hours. If you have a technical issue with your course, please email [servicedesk@gordonconwell.edu](mailto:servicedesk@gordonconwell.edu).

#### Course Description

According to research from the Barna group, a little more than half of all American Christians see themselves as leaders. At the same time, 82% of those same respondents believe that the United States is in a leadership crisis due to a lack of leaders. As Jesus declared “the harvest is plentiful, but the laborers are few” (Matthew 9:37, Luke 10:2).

The modern landscape of life and faith around the world requires and even demands redemptive Christian leaders who are confident in God’s calling and willing to lead in the midst of troubling times. This course will dive into the character, calling, and consciousness of the Christian leader in a way that equips individuals to respond to the current leadership crisis.

This course helps the student examine the integrity and spiritual vitality necessary to be a godly leader. Various areas such as family, marriage and the “dark” side of leadership will be discussed.

#### Gordon-Conwell Mission

This course satisfies part of the following institutional learning objective:

- **Article 2:** To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines.
- **Article 3:** To train and encourage students, in cooperation with the Church, to become skilled in ministry.

#### Course Learning Objectives

Upon successful completion of this course, students will have demonstrated:

1. An understanding of the history, trends, and characteristics of Christian leadership.
2. An ability to define and articulate the redemptive leadership model. (See Barna Group. (June 19, 2013). A Missing Link in Christian Leadership. Retrieved from <https://www.barna.com/research/a-missing-link-in-christian-leadership/>)
3. An understanding of their unique leadership strengths and attributes.
4. An understanding of the importance of emotional health in leadership development.
5. A plan to cultivate a community of individuals that will aid in the development of the leader as a follower of Christ.
6. Insights through the development of an intentional plan to work with “Dark Side” issues and personal obstacles that would inhibit a leader from growing.

## Required Materials

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Before enrolling in this course, you must ensure that you have regular access to the required materials you will use in this course.

## Reading

Links to catalog items are provided. E-book editions may be available in GCTS collections, so check the library catalog link to see if electronic resources are available.

- Benner, David. [\*The Gift of Being Yourself: The Sacred Call to Self-Discovery\*](#). Downers Grove: IVP, 2015. (128 pages)
- Goffee, Rob and Jones, Gareth. [\*Why Should Anyone Be Led by You?: What It Takes to Be an Authentic Leader\*](#). Harvard Business Review Press, 2015. (256 pages)
- McIntosh, Gary and Rima, Samuel. [\*Overcoming the Dark Side of Leadership: How to Become an Effective Leader by Confronting Potential Failures\*](#). Baker Books, 2007. (256 pages)
- Palmer, Parker. [\*Let Your Life Speak: Listening for the Voice of Vocation\*](#). San Francisco: John Wiley & Sons, Inc., 2000. (128 pages)
- Placher, William C. [\*Callings: Twenty Centuries of Christian Wisdom on Vocation\*](#). Eerdmans, 2005, (200 pp. assigned).
- Phillips, Susan. [\*The Cultivated Life: From Ceaseless Striving to Receiving Joy\*](#). IVP, (125 pp).
- Sczerro, Peter. [\*The Emotionally Healthy Leader\*](#). Zondervan, 2015. (336 pages)
- Rath, Tom and Conchie, Barry. [\*Strengths Based Leadership: Great Leaders, Teams, and Why People Follow\*](#). Gallup Press, 2008. (266 pages)

## Technology

You will need regular access to the following equipment to complete this course:

- A computer with high-speed internet and capable of downloading files and streaming multimedia presentations
- Microsoft Word or comparable word processor

## Required Activities

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To demonstrate achievement of course objectives, you will participate in various required activities:

### Weekly Discussions

Part of your education is what you give to each other. This is a learning community that everyone is contributing to and benefiting from. If you do not participate in a timely manner with the rest of the class, we all miss out.

A note on diversity: Gordon-Conwell students come from many different cultural, theological, and national backgrounds. As faculty, we value that diversity. In this course, we will seek to explore and draw on that diversity as it relates to the subject of the Person of the Christian Leader.

Note: One lowest grade in this category will be tossed out of the final grade computation.

This activity measures Learning Objectives 1-6; assignment assessment will be based on how attainment of those objectives has been demonstrated.

### The Call to Leadership Paper

Write a paper on the journey of your calling to leadership. Be sure to include the following areas:

1. Your definition of leadership
2. Your journey of leadership from childhood to present
3. The role of your family in shaping your identity as a leader
4. Experiences that have either reinforced or challenged your definition of leadership
5. The importance good leadership for the church and world today

This paper should be between 2,000 and 2,500 words.

This activity measures Learning Objectives 1-6.

Due by midnight on February 20, 2020.

### Leadership Strengths Paper

Complete the Strengths Finder assessment (code and instructions found in the back of the Strengths Based Leadership book).

In approximately 2,500 words (total), respond to the following questions:

1. What did you discover about yourself?

2. What surprised you?
3. What was confirmed?
4. How do you see your strengths playing out in ministry?

Summarize the impact that this assessment has on who you are and how you operate as a leader.

This activity measures Learning Objectives 3.

Due by midnight on March 9, 2020.

## **Group Presentation**

There will be team presentations dealing with an issue concerning leaders and their own personal development. Such issues could be: sexuality and leaders, isolation and leaders, developing accountable relationships as leaders, etc. Each team is to do significant research (no less than 20 key sources including articles, websites, books, etc.). A bibliography showing said sources will be handed in at the time of the presentation. The presentation is to be done in PowerPoint or Prezi.

This activity measures Learning Objectives 1,2&4; assignment assessment will be based on how attainment of those objectives have been demonstrated.

Due: April 16, 2020.

## **Dark Sides and Doubt Paper**

Based on the two books, *Overcoming the Dark Side of Leadership* and *Let Your Life Speak*, write a reflective paper on your journey toward overcoming dark sides and doubt. For example, which styles resonate with your own personality? Describe how you have wrestled through times of silence and doubt in your relationship with God. Notes are to be concise and reflective in nature, not repeating what the books say, but recording crucial reflections on new insights gained, questions you have, or issues to be explored and probed further itself in your ministry context. This paper should be between 5-10 pages.

This activity measures Learning Objectives 5-6.

Due by midnight on April 30, 2020.

## **Reading Log**

The reading log should consist of 125-word summaries of each of the required textbooks. The log should be summative and reflective in nature, not simply repeating what the author says, but adding in critical thought, questions, differing views, and/or questions. All papers must be submitted in 12-pt font with footnotes and annotated bibliography.

This activity measures Learning Objectives 1-6; assignment assessment will be based on how attainment of those objectives has been demonstrated.

Due by midnight on April 30, 2020.

## Grading

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Your assignments are categorized and weighted for grading as follows

Course Assignment	% of grade
Weekly Discussions	25%
The Call to Leadership Paper	10%
Leadership Strengths Paper	10%
Group Presentation	35%
Dark Sides and Doubt Paper	10%
Reading Log	10%

Students must complete ALL course requirements in order to pass the course including and not limited to all course readings, assignments, lectures, and activities.

Late Work: Getting work in on time is not an outcome of the course, it is simply an expectation. For some students, online courses and procrastination can easily go hand in hand. It takes personal discipline to stay on top of the work. Keeping to the due dates provide students with the freedom to do well in the course. Deadlines are the allies of the students, because without them, the course will be burdensome within a week and potentially overwhelming within two. Additionally, the professor has required grading deadlines to meet; holding students to due dates aid in meeting those due dates too. So, it is really for the health and well-being of everyone involved that due dates will be strictly enforced. Therefore, without advanced arrangements made for an alternative due date, ***an assignment is deemed late if it is time stamped by Canvas after the posted due date and will receive a zero in the course grade book.*** Since all of the entire quarter's assignments are available to students from the outset of the class, advanced planning is recommended. If there truly is a conflict and a student cannot get the assignment in early, please contact the professor well in advance of the due date.

Work Students facing extreme circumstances may email the professor to request an extension. Extensions are not guaranteed and may be granted entirely upon the discretion of the professor.

## Grading Papers

Each paper will be graded for the following elements:

- The extent to which it meets or exceeds the related course learning objectives: 80%
- Writing (i.e. meets assignment parameters, properly cited, paragraphs are clear/one main idea): 20%

**Formatting Requirements:** All work is to be done according to your particular discipline, i.e. A.P.A. for counseling students and Turabian for all others. Papers should be submitted in 12- point font, footnoted and with an annotated bibliography or works cited at the end.

**Attendance in an online course:** Course participation is essential for the format of this course. Active participation is required for all weeks that the course meets. Participation will be measured in the course discussions.

Refer to your Student Handbook for point values and grading scale of letter grades.

## Recommended Reading

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Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. Colorado Springs: NavPress, 1988.

Covey, Stephen M. R. *The Speed of Trust: The One Thing that Changes Everything*. New York: Free Press, 2006.

Fluker, Walter Earl. *Ethical Leadership: The Quest for Character, Civility, and Community*. Minneapolis, MN: Fortress Press, 2009.

Hall, Chad, Bill Cooper, and Kathyrn McElveen. *Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith*. Hickory, NC: Coach Approach Ministries, 2009.

Hughes, Kent, and Barbara Hughes. *Liberating Ministry from the Success Syndrome*. Wheaton, Ill.: Tyndale, 1987.

Martin, Nicole. *Made to Lead: Empowering Women for Ministry*. St. Louis: CBP Books, 2016.

Munger, Robert Boyd. *Leading from the Heart: Lifetime Reflections on Spiritual Development*. Downer's Grove, Ill.: InterVarsity, 1995.

Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York, Crossroad, 1989.

Palmer, Parker J. A. *Hidden Wholeness: The Journey Toward an Undivided Life*. San Francisco: Jossey-Bass, 2004.

Peterson, Eugene H. *Five Smooth Stones for Pastoral Work*. Grand Rapids, Mich.: Eerdmans, 1980.

Sandberg, Sheryl. *Lean In: Women, Work, and the Will to Lead*. New York: Knopf, 2013.

Scazzero, Peter. *Emotionally Healthy Spirituality: Unleash a Revolution in Your Life in Christ*. Nashville: Thomas Nelson, 2006.

Scharmer, C. Otto. *Theory U: Leading from the Future as It Emerges: The Social Technology of Presencing*. San Francisco: Berrett-Koehler Publishers, 2009.

Spitzer, Lee. *Endless Possibilities: Exploring the Journeys of Your Life*. Mercerville, NJ: Spiritual Journey Press, 1997.

Weems, Renita. *Listening for God: A Minister's Journey through Silence and Doubt*. Touchstone, 2000. (208 pages)

Williams, Brian. *The Potter's Rib: Mentoring for Pastoral Formation*. Vancouver: Regent College, 2005.

## Course Policies

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### Instructor Feedback

Your instructor will reply to email within 1-2 business days. He will give feedback on assignments within one week of submission and post grades and any additional comments in the course gradebook within two weeks of submission.

### ADA accommodations

Gordon-Conwell is committed to creating a learning environment that meets the needs of its diverse student body. If you have a special need or disability, please refer to the ADA Accommodations section of your home campus's Student Handbook for information about the accommodation process. Students who have a special need are asked to discuss the provisions of their accommodation with the appropriate office at their home campus as soon as possible.

### Violations of Academic Integrity

The seminary considers all breaches of personal and academic integrity to be serious offenses. As such, the seminary has zero tolerance for such behaviors. Cheating involves, but is not limited to, the use of unauthorized sources of information during an examination. Duplication of course requirements involves the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructor. Plagiarism involves the use of another person's distinctive ideas or words, whether published or unpublished, and representing them as one's own instead of giving proper credit to the source (taken from the *Hamilton Student Handbook 2018-2019*– please be sure you understand your campus's most current Academic Integrity Policies).

### Discussion Posts

When quoting from or paraphrasing course readings, provide the author's name and page(s) in parentheses. If quoting from other sources, provide appropriate documentation. Similarly, when referring to a specific lecture, identify it using the title of the segment.

### Netiquette

Gordon-Conwell does not tolerate disruptive or disrespectful behavior in the online communications in any course. Students should review the netiquette policy in the Student Handbook and this website: <http://www.albion.com/netiquette>.

### Extension Policy

Arrangements for submission of late work at a date on or before the "last day to submit written work", as noted on the seminary's Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

## Grades

Grades are posted on-line within one week of receipt from the professor. Students are expected to check their Canvas grade site in order to access posted grades. Those individuals, who need an official grade report issued to a third party, should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

## Seminary Policies

You must be familiar with current seminary policies, which are in place for academic activities. Please refer to the Student Handbook for your home campus to familiarize yourself with policies pertinent to participating in academic activities at the seminary. Policies pertaining to this course would include those on Academic Integrity, Late Work, and Accessibility, among others.

## Virtual Writing Center

Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status. Email [writingcenter@gordonconwell.edu](mailto:writingcenter@gordonconwell.edu) for more information.