CL 650: THE CHRISTIAN LEADER AS COMMUNICATOR  
(Personally and Organizationally)  
GORDON-CONWELL THEOLOGICAL SEMINARY-CHARLOTTE  
Spring 2016  
January 19 – May 7, 2016  
Residency (Mandatory): March 14-16, 2016  
Course Designer: Rodney L. Cooper, Ph.D  
Course Instructor: Eugene A. Heacock, D.Min.  
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Phone Office Hours: By Appointment.  

COURSE SYLLABUS  

COURSE DESCRIPTION  
The purpose of this course is to address the essential elements of leadership communication. Key principles and models will be presented for leadership communication personally and organizationally. Students will be equipped and challenged to process a wide range of material related to the foundations of leadership communication, organizational culture and organizational change. The student will also be given the opportunity to make presentations in class concerning various issues of leadership e.g. casting vision, stating mission, core values, preparing a time line and communication strategy to implement change, listening styles etc.  

GORDON-CONWELL MISSION  
CL650 relates to Gordon-Conwell’s mission by preparing the student to provide leadership for shaping a healthy culture within the church which will in turn impact the community in which the church is a witness. This course will also help the student in formulating God’s redemptive work through the church by equipping the church to maintain its core values while changing methodologically to impact the changing world around it.  

RELATION TO THE CURRICULUM  
CL650 relates to the curriculum in that it will equip the student to think biblically about the change process within the church context as well as discerning the difference to bring about change for change’s sake or whether to avoid change in some areas to maintain the purpose of the church. The student will be able to think strategically, biblically and bring about and communicate change wisely as well as build a healthy culture in doing so.
COURSE OBJECTIVES

1. Understand the need for and characteristics of a culture which allows for open communication.
2. Be aware of the dynamics of change and its effect upon communication.
3. Understand the process for developing an effective mission/vision statement.
4. Recognize the importance of metaphor and narrative in communicating vision.
5. Recognize and implement the process necessary to bring about healthy change.
6. Understand and apply the key components needed to communicate said mission/vision statement.
7. Recognize the process for developing an open system for clear communication.
8. Develop key skills for listening.
9. Develop key skills for obtaining and giving feedback.

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Time Estimates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Estimated Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings (including additional readings)</td>
<td>28 hours</td>
</tr>
<tr>
<td>Online Lessons/Activities/Videos</td>
<td>35 hours</td>
</tr>
<tr>
<td>Leadership Comm. Paper</td>
<td>20 hours</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>15 hours</td>
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<tr>
<td>Metaphor Presentation</td>
<td>5 hours</td>
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<tr>
<td>Narrative Story</td>
<td>5 hours</td>
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<tr>
<td>Web Site Visit</td>
<td>5 hours</td>
</tr>
<tr>
<td>Residency</td>
<td>22 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>135 hours</strong></td>
</tr>
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</table>

Required Texts


Recommended Readings

Harvard Business Review on Effective Communication

Reading Assignments

The student is to read 500 pages of additional reading from the bibliography and suggested articles. Keep a reading log and make brief comments concerning your learning from ALL THE READING (REQUIRED INCLUDED). Submit your log to Sakai. 100 points. Due May 7, 2016.

Web Site Visits

Please visit a minimum of 10 sites related to the field of leadership communication by the second weekend of the course. This assignment is designed to expose you to the many resources available throughout the Internet. This activity is graded within the course’s Lessons.

Leadership Communication Paper: Organizational Culture

Based on the course presentations, and your personal research of an organization, please evaluate the identity and culture of a church or non-profit ministry. Your evaluation must include three parts: Analysis, Evaluation and Recommendations. The paper should be 15-20 pages. 250 points. Due May 7, 2016.

Analysis

This phase of analysis is information gathering. In this portion of your paper, you will need to provide a concise overview of the organizations identity and culture. At a minimum, please identify or address the following items related to the organization: 1) What are the organization’s purpose, mission, strategy, values and vision? 2) Is there continuity or discontinuity between the organizations spoken or public identity and the actual cultural ethos of the organization 3) How does the organization organize its leadership and personnel, and what is the relationship between the organization’s governance and program areas? And 4) who in the organization is responsible for defining the organization’s identity and culture, and who in the organization is responsible for communicating the organizations identity and culture?

The following items must be utilized in the process of your analysis: First, design a questionnaire to be used in an interview with a leader in the organization. The questionnaire should seek to access the information noted in the above paragraph. You may use this questionnaire with as many people as you would like, but it must at least be used in an interview with a leader in the organization who is well acquainted with the
core identity and culture of the organization (i.e. elder, board member, pastor, ministry leader, executive director, etc.) Please attach this questionnaire as an appendix to your paper. Second, please gather essential printed/published materials that will assist you in your analysis (i.e. key documents from the organization, brochures, web pages etc) You will not need to turn these in, but please list the item you referenced in your bibliography.

**Evaluation**

Once you have provided a sufficient analysis of the organization’s identity and culture, please evaluate your findings based on your course reading, presentations and your personal observations. At a minimum, please address the following considerations in your evaluation: 1) Has the organization adequately defined its organizational culture and identity? Does the organization have a biblically consistent and theologically informed understanding of their purpose, mission, strategy, values and vision as an organization? 2) Has the organization adequately communicated this identity and culture both inside and outside of the organization? Has the organization utilized methods consistent with current communication theory? 3) Are there any oversights, gaping holes, or unanswered questions related to the organization’s culture and identity? What has led to these oversights, or what has led to the organization’s thoroughness in addressing these issues? And 4) what is the leadership ethos of the organization? Has the organization developed an open or closed system?

**Recommendation**

Based on your analysis and evaluation of the organization, please develop a set of conclusions and recommendations for improving the organization’s identity and culture. Please base these conclusions and recommendations on your course reading, course presentations and personal observation and experience.

Your recommendations may be written up in any form, but they should be thorough enough to provide clear and insightful direction to the current leadership of the organization. Please assert your recommendations, providing support and rationale for these conclusions and recommendations. If no recommendations are offered (this would be very rare) please provide a thorough rationale for why you see no or very little, room for improvement of the organizational culture.

**Appendix and Bibliography**

Please be sure to include your organizational culture questionnaire as an appendix. Also, be sure to cite your sources and include a bibliography of all materials referenced.

**Group Presentation – Organizational Change Plan**

**Assignment Overview**
Based on your course reading and your personal research of the organizational change process, please design an Organizational Change Plan that will be submitted in the form of a PowerPoint presentation and presented toward the end of the course. You will have two case study options. The first option will be to design an Organizational Change Plan for the described fictional organizational case study listed below. The second option will be for you to design an Organizational Change Plan for an existing organization you have contact with (this may be a church, a nonprofit organization, or a significant ministry or program within a church or non profit organization). Please be sure to address each of the categories listed in the option of your choice. **200 points. Due March 13, 2016.**

**Format Overview**

Please format your presentation as if you were an organizational consultant presenting your Organizational Change Plan to the organizational leaders of the community for whom you are designing the plan. Because this is a course dealing with communication, this assignment provides a place for you to refine your presentation preparation skills by designing a PowerPoint presentation. Your presentation must include many of the same features of a quality academic paper (e.g. substantive content, in-depth interaction with the course reading and literature of the field, etc) but will also be assessed for the quality and creativity of the presentation. While there is not an assigned number of slides, you should design your presentation for a 25 minute consultative presentation time slot. Be sure to pay attention to issues of presentation organization and flow. Also, be sure to demonstrate that your Organizational Change Plan is grounded in the literature of the field and be sure to cite your sources with either footnotes or endnotes that are included on the presentation slides.

**Option A – Fictional Case Study**

You have just entered into a new ministry setting as a leader. The ministry site (church, non-profit organization, or key ministry of the church or organization) you have come to is marked by the following characteristics. First, the ministry is defined by a transactional ethos and culture. Second, the ministry is very top-down in its decision-making and ministry implementation. And third, there is a lack of involvement by the general membership as participants in the ministry of the organization; because of this, there is an expectation that the professional ministry staff will do the work of the ministry.

In light of this transactional, top-down, non-participatory environment, you have been given the task of designing an Organizational Change Plan that will be utilized in the process of transitioning the organization into a transformational environment that is marked by a team based approach.

Working within these parameters, please describe in further detail the following items: Current Situation, Desired Change, and Detailed Change Plan.

**Description of Current situation:**
Describe the key factors surrounding the current situation for the ministry. Further, please address in detail the reasons why the current situation is in need of change.

**Description of Desired Change**

After addressing the ministry’s current situation, please clearly articulate the desired change to be pursued. What makes this change necessary? What makes this change desirable?

**Description of Detailed Change Plan**

The third section should form the majority of your Organizational Change Plan. Please provide a detailed plan for how the ministry is to transition from its current situation to its desired future. Your change plan should clearly address the necessary steps in a change process as they specifically relate to your new ministry setting. Be sure to connect your change plan to relevant theoretical underpinnings. Your plan is to reflect the intersection of theory and practice; Please utilize your course readings, course presentations, and personal experience and research to support the process and plan you recommend for use. View your Organizational Change Plan as a leader’s roadmap to your ministry’s desired organizational future. This plan is to include the various ways you would communicate this change process to the constituency.

**Bibliography**

Be sure to cite your sources and include a bibliography of all materials referenced.

**Option B – Self-Selected Case Study**

The Self-Selected Case Study is designed to provide you with an opportunity to create an Organizational Change Plan for an existing church, ministry, or organization with which you are already associated. Please select a focused area of change. Though you are not limited to those items, the following are potential areas of change that may be addressed:
1) Becoming a missional, contagious, or-outreachng community; 2) Becoming a Worshipping community; 3) Becoming a praying community; 4) Becoming a missions sending community; 5) Becoming a transformational (vs. transactional) community; 6) Becoming a reconciling community; 7) Becoming a community of team-based leadership; etc.

After selecting the area of desired change for your ministry, please design your organizational Change Plan around the following items: Current situation, Desired Change, Detailed Change plan and Communications strategy.

**Description of Current Situation**
Describe the key factors surrounding the current situation for the ministry. Further, please address in detail the reasons why the current situation is in need of change.

Description of Desired Change

After addressing the ministry’s current situation, please clearly articulate the desired change to be pursued. What makes this change necessary? What makes this change desirable?

Description of Detailed Change Plan Including Communication Strategy

The third section should form the majority of your Organizational Change Plan. Please provide a detailed plan for how the ministry is to transition from its current situation to its desired future. Your change plan should clearly address the necessary steps in a change process as they specifically relate to your ministry setting. Be sure to connect your change plan to relevant theoretical underpinnings. Your plan is to reflect this intersection of theory and practice. Please utilize your course reading, course presentations, and personal experience and research to support the process and plan you recommend for use. View your Organizational Chang Plan as a leader’s roadmap to your ministry’s desired organizational future.

Metaphor Presentation

Be prepared to present a metaphor that would embody the basic vision, mission and values of A) The organization you are with currently or B) For your own personal mission/vision/values so as to explain it to someone either coming into your organization or for someone wanting to know your ministry philosophy. Here are key essentials of what the metaphor should embody or indicate:

   A. Role of Leadership
   B. The focus of the metaphor
   C. The goals the metaphor indicates
   D. How communication is to be done
   E. Culture of the organization

150 points. Due March 13, 2016.

Narrative Paper

Choose a core value or principle of your organization and then tell a story to illustrate its importance and application. Clarity of the principle as well as demonstrating its importance is key for this assignment. Be creative. Look at how Jesus used stories in the
Gospels to illustrate his points. This paper should be 5-7 pages. **100 points. Due: April 11, 2016.**

**Bibliography**

Be sure to cite your sources and include a bibliography of all materials referenced

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Online Lessons</td>
<td>200 points (50 per Lesson)</td>
</tr>
<tr>
<td>500 Additional Reading Pages (all or none):</td>
<td>100 points</td>
</tr>
<tr>
<td>Organizational Change Case Study Group Presentation</td>
<td>200 points</td>
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<tr>
<td>Metaphor Presentation</td>
<td>150 points</td>
</tr>
<tr>
<td>Narrative Story Paper</td>
<td>100 points</td>
</tr>
<tr>
<td>Leadership Communication Paper – Organizational Culture</td>
<td>250 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1,000 points</strong></td>
</tr>
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**Grading Philosophy and Point Criteria**

A total of 1,000 points is possible. Each assignment/grading category reflects both the percentage of the class grade, as well as the number of points possible for the assignment/category. A final grade of “A” (950-1,000) is reflective of an extremely high demonstrated quality. Level for graduate studies with reference to the areas of (a) class preparation-participation, and (b) accomplishment of the course assignments according to the stated criteria for each assignment. A final grade of “B” (850-870) is reflective of an average demonstrated quality level for graduate studies for these categories. A final grade of “C” (750-770) is reflective of below average demonstrated quality level for graduate studies for these categories.

The students course grade will be the total of all assignments, based on the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A………..950-1000</td>
<td>B+………..880-910</td>
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<tr>
<td>A-………..920-940</td>
<td>B………..850-870</td>
</tr>
<tr>
<td>B-………..820-840</td>
<td>C-………..720-740</td>
</tr>
<tr>
<td>F………..Below 620</td>
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**LATE POLICY**

No papers will be accepted after the dates in the syllabus unless a crisis has occurred. Crisis does not mean the following: “I didn’t have enough time,” “My printer broke down,” “My
computer died,” etc. Explanations will be allowed in case of a crisis and then appropriate measures will be given—always with a spirit of grace. All papers are to be uploaded to Sakai. Once the syllabus due date has passed, no papers will be accepted in Sakai.

GRADING CRITERIA FOR PAPERS AND ASSIGNMENTS

Here are some hopefully “objective” criteria to guide you in your work as well as to communicate my standards for assigning grades.

1. QUALITY OF WRITING

This is a graduate course. As such, my assignment of a grade to your work will reflect appropriately high standards for (a) clarity of language the development of well-informed arguments, and (c) the documentation of evidence cited for your arguments or position. While this is not a class on writing, it is nonetheless important for you to effectively articulate, develop and defend your ideas and conclusions. Writing is a key form of communication.

WHILE THERE ARE NO SPECIFIC FORMAT REQUIREMENTS, PLEASE OBSERVE THE FOLLOWING:

a) Your papers should be word-processed, double-spaced, and reasonably free of errors of spelling and grammar.

b) Begin each paper with a title page stating your name, address (P.O. Box if applicable) and the title of the assignment. Assignments sent by e-mail should include the student’s name and the title of the assignment in the subject line.

c) Keep paragraphs to a reasonable length. Ten sentences is too many.

d) Document all sources including author, date, publisher and page number or websites, conferences and other sources of information beyond books)

2. QUALITY OF CONTENT:

Your papers will be evaluated on the following content-oriented criteria:

a) The level of analysis of the concerns, problems and questions addressed in your work. For instance, a simple and sure (even though accurate) articulation and application of information learned in class will not meet standards for an “A” on the assignment. An “A” assignment will vigorously process the information learned in class through the framework of the Bible, expert content, and personal values and experience such that issues critical to the assignment are addressed. An “A” paper will demonstrate that you have deeply thought about the issues and questions identified in the assignment.
b) The level of synthesis of course material evidenced by your work. Did you make use of the full range of course material relevant to the assignment, appropriately differentiating, combining, integrating, and applying the material to the issue at hand? Does your work reflect that you have carefully read and thoughtfully integrated all relevant course material, including class sessions?

c) The level of evaluation and critical reflection evidenced in your work. Did you employ appropriate criteria (e.g. Bible, personal values, personal experience, and expert opinion) for making critical judgments and for arriving at considered conclusions with reference to the issues at hand? After being informed by the Bible, expert opinion, class reading and discussions, and personal experience, did you come to a set of biblically-based, well reasoned, and well defended conclusions?

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Lesson Title</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Biblical Basis of Communication and Open Communication in Organizations</td>
<td>January 19-February 8</td>
</tr>
<tr>
<td>2</td>
<td>Metaphors and Leadership Listening Styles</td>
<td>February 9-22</td>
</tr>
<tr>
<td>3</td>
<td>Organizational Doubt and Developing a Healthy Culture</td>
<td>February 23-March 13</td>
</tr>
<tr>
<td>N/A</td>
<td>Residency</td>
<td>March 14-16</td>
</tr>
<tr>
<td>N/A</td>
<td>Paper/Reading Completion Period</td>
<td>March 17-May 7</td>
</tr>
</tbody>
</table>

**LEADERSHIP COMMUNICATION SUGGESTED ARTICLES**


Leadership Communication in Organizational Change


BIBLIOGRAPHY


Leas, Speed. Should the Pastor Be Fired?: How to Deal Constructively with Clergy-Lay Conflict. Alban Institute, 1980.


**Syllabus Addendum**

**Academic Standards**
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. 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. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.
ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the end date for the semester as noted on the seminary’s Academic Calendar are made between the student and professor. Formal petition to the Registration Office is not required in this case. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized end date for the semester must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the stated date. 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
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self-addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.

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 prerequisites 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 for more information.