

THE CHRISTIAN LEADER AS COMMUNICATOR
CL650
(Personally and Organizationally)
Gordon-Conwell Theological Seminary—Charlotte
January term, 2012

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Class Schedule: Jan. 23-27, 2012 from 9:00 am to 4:30 pm

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 a vision for 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 Curriculum

CL 650 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 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 builds a healthy culture in doing so.

COURSE OBJECTIVES

1. Understand your unique personality style as well as communication style
2. Understand the need for and characteristics of a culture which allows for open communication.
3. Be aware of the dynamics of change and its effect upon communication
4. Understand the process for developing an effective mission/vision statement
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
10. Recognize the importance of metaphor and narrative in communicating vision
11. Develop the skills of running an effective meeting

COURSE REQUIREMENTS AND ASSIGNMENTS

Students will keep a record of time spent on each course-related task, and will submit a final report, as above, with their actual hours spent on each task listed.

Course assignment:	Expected time	Student's actual time
Leadership Comm. Paper	20 hrs	
Group Presentation	15 hrs	
Reading log	55 hours	
Metaphor Presentation	05 hours	
Narrative Story	5 hours	
Class	30 hours	
Web site visits	5 hours	

Reading Assignments:

The student is to read 1000 pages of additional reading from the bibliography and suggested articles. Keep a reading log and make brief comments concerning your learning from ALL OF THE READING (REQUIRED INCLUDED). DUE: FEB. 29, 2012

Web Site visits (DUE FEB. 29, 2012)

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.

PAPER

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.

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 organizations 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 organizations 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 organizations 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.

CLASS PRESENTATIONS

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.

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. **PRESENTATION AND PAPER: JAN., 27TH**

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 outreaching 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 Change Plan as a leader's roadmap to your ministry's desired organizational future.

METAPHOR PRESENTATION (DUE: JANUARY 25TH, 2012)

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

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 Gospel's to illustrate his points. **DUE: FEBRUARY 29TH, 2012**

Bibliography

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

REQUIRED TEXTS

Akerson, Alan and Mai, Robert. *The Leader as Communicator: Strategies and Tactics to Build Loyalty, Focus Effort, and Spark Creativity*. New York: Amacom Press, 2003. ISBN: 9788120331112

Borden, Paul. *Direct Hit*. Nashville: Abingdon Press, 2006. ISBN: 9780687331949

Clarke and Croosland. *The Leader's Voice*. Select Books: New York, 2002. ISBN: 9781590790168

Finzel, Hans. *Change is Like a Slinky*. Northfield Publishing, 2004. ISBN: 9781881273684

Schein, Edgar. *Organizational Culture and Leadership*. Jossey-Bass, 4th edition, 2010. ISBN: 9780787975975

Recommended:

Harvard Business Review on Effective Communication.

1. Leadership Communication Paper—Organizational Culture	25%
2. Group Presentation---Organizational Change Case Study	25%
3. Completion of All reading:	30%
4. Metaphor Presentation	10%
5. Narrative story	10%

TIMELINESS OF WORK: Work not submitted in a timely fashion will receive a deduction of 5% each late day. Please note, that extreme situations will be considered as

exceptions to this policy. Examples of extreme situations are a death in the family or hospitalization.

ATTENDANCE POLICY

Unless arranged prior to class there will be no excused absences. If a student misses a day of class then the class should be dropped as we have only 5 days together.

GRADING PHILOSOPHY AND POINT CRITERIA

A total of 100 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” (95-100) 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” (85-87) is reflective of an average demonstrated quality level for graduate studies for these categories. A final grade of “C” (75-77) 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:

A.....95-100	B+.....88-91	C+.....78-81	D+.....68-71
A-.....92-94	B.....85-87	C.....75-77	D.....65-67
	B-.....82-84	C-.....72-74	D-.....62-64
			F.....Below 62

GRADING CRITERIA FOR PAPERS AND ASSIGNMENTS

Here are some hopefully “objective” criteria to guide the 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 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, 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?

Introduction to Leadership Communication Suggested Articles

Baldoni, John. (2002). Effective leadership communication: It's more than talk. *Harvard Management Communication Letter*, 3-5

Horowitz, Steve. (1997). From vision to victory: Communication key to effective leadership. *Thrust for Educational Leadership*, 27, 31-32.

Kinni, Theodore. (2003). Is one-dimensional communication limiting your leadership? *Harvard Management Communication Letter*, 3-5.

Lee, Thomas J. (1997). The twelve dimensions of strategic internal communication. *Strategic Communication Management*, 28-33

Lee, Thomas J. (1998). Communication as a function of leadership. *Strategic Communication Management*, 22-27.

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Lee, Thomas J. (1999). Individual and team accountability in communication. *Strategic Communication Management*, 26-32.

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Michaels, Cathleen L. (1989). Circle communication: An old form of communication useful for 21st century leadership. *Nursing Administration Quarterly*, 26, 5, 1-10.

Obuchowski, Janice. (2003). Three keys to leadership communication today. *Harvard Management Communication Letter*, 3-4.

Remland, Martin. (1981). Developing leadership skills in nonverbal communication: A situational perspective. *The Journal of Business Communication*, 18, 3, 17-29

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Robertson, Ed. (2001). Strategies for leadership communication: Five strategies for engaging leaders in the communication process. *Strategic Communication Management*, 22-26

Walker, Gloria. (1997). Communication in leadership: Why leadership is now the principle of organization. *Strategic Communication Management*, 22-27.

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Leadership Communication in Organizational Change

Kotter, John P. (1995). Leading change: Why transformation efforts fail. *Harvard Business Review*, March-April, 59-67.

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Armour, Michael C. and Don Browning. *Systems-Sensitive Leadership: Empowering Diversity Without Polarizing the Church*. Joplin: College Press Publishing Company, 1995.

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Blanchard, Kenneth and Michael O'Connor. *Managing By Values*. San Fransisco: Berrett-Koehler Publishers, 1997.

Blanchard, Kenneth and Spencer Johnson. *The One Minute Manager*. New York: Berkley Books, 1982.

Bolman, Lee G. and Terrence E. Deal. *Modern Approaches to Understanding and Managing Organizations*. San Francisco: Jossey-Bass, 1988.

Bradley, John, with Dave & Neta Jackson. *Switching Tracks*. Grand Rapids: Fleming H. Revell, 1994.

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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 cancellation 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 "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 twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal 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.

Returned Work

Submitted course work will be returned to the student provided s/he provides a self addressed and postage paid envelope with his/her final work. Work submitted without the appropriate envelope will be destroyed once the grade has been assessed and issued.