Instructor: Nicole Massie Martin, DMin.
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Office: 704-499-6802

Class Meeting Times: February 12-13, March 18-19, April 8-9
Friday Night: 6:30pm to 9pm, Saturday: 9:00am to 4pm
Office Hours: by appointment

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.

GORDON-CONWELL MISSION
This course satisfies the following institutional learning objectives:

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

COURSE LEARNING OBJECTIVES
By the completion of this course, students will be able to:
• Understand the history, trends, and characteristics of Christian leadership
• Define and articulate the redemptive leadership model

• Understand their unique leadership strengths and attributes
• Understand the importance of emotional health in leadership development
• Cultivate a community of individuals that will aid in the development of the leader as a follower of Christ
• Gain insight and develop an intentional plan to work with “Dark Side” issues and personal obstacles that would inhibit a leader from growing

REQUIRED TEXTBOOKS


COURSE REQUIREMENTS

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<tr>
<th>Course Assignment</th>
<th>% of Grade</th>
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<tr>
<td>Family History Paper</td>
<td>15%</td>
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<td>Leadership Strengths Paper</td>
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<td>Dark Sides and Doubt Paper</td>
<td>15%</td>
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<tr>
<td>Reading Log</td>
<td>10%</td>
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<td>Final Presentation</td>
<td>45%</td>
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Papers:
Family History
Write a paper on your family. Focus on how your family shaped your worldview in the following areas: 1. VIEW OF HUMANITY 2. VIEW OF THE WORLD 3. RULES CONCERNING LIFE ITSELF 4. RULES CONCERNING RELATIONSHIPS. This paper should be between 5-10 pages. Be prepared to share your findings in class. Due February 12, 2016. 15% of grade.
Leadership Strengths
Complete the Strengths Finder assessment (code and instructions found in the back of the Strengths Based Leadership book). In 5 pages or less, 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. Due: March 18, 2016. 15% of grade

Dark Sides and Doubt
Based on the two books, Overcoming the Dark Side of Leadership and Listening for God, 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. Due: April 8, 2016. 15% of grade

Reading Report:
Students should keep a log of all of the assigned readings PLUS one of the recommended readings from the attached list. The reading report will make up 10% of the final grade and will be reported in writing via email: nmartin2@gordonconwell.edu

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. Due: April 8-9, 2015. 45% of Grade.

ADDITIONAL GUIDELINES
Grading criteria for written work:
Promptness, organization, comprehensiveness and content concerning the topic. Writing style, gender-inclusive language, practicality and evidence of personal impact.

Late work:
All late work will be penalized the equivalent of one letter grade per day beyond the due date. If you anticipate a problem, contact the professor as soon as possible.
Please note that common colds, computer breakdowns and printer problems do not count as life circumstance issues. No work will be accepted after the last day of class.

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.

Attendance:
Class participation is essential for the format of this course. Attendance and active participation are required for all class sessions. According to seminary policy, a letter grade penalty will be assessed for an absence of more than 3 hours.

RECOMMENDED READING


**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 “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.

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 for more information.