Course Syllabus

Foundations for Leadership (CL/MC503)

Dr. Steven Klipowicz, Professor
Dr. Ron DeFord, Professor

2016 Web-Enhanced Version:

Class Dates: May 16-August 20, 2016

Charlotte Residency Dates

July 20-22, 2016
1:30 p.m. - 5:30 p.m (7/20); 9:30 a.m. - 8:30 p.m (7/21); 9:30 a.m. - 4:30 p.m (7/22)

Contact Information

Dr. Steve Klipowicz
704-527-9909 (phone)
704-527-8577 (fax)
sklipowicz@gordonconwell.edu

Dr. Ron DeFord
ron.deford@me.com

Technical Helpdesk

helpdesk@gordonconwell.edu (For assistance with Gordon-Conwell systems)

Web-Enhanced Version

This course will be conducted in a Web-enhanced or hybrid mode. Students will be required to attend a three day residency on July 20-22, 2016. Beginning May 16, 2016, required web-based modules will guide student learning and interaction with other students, the instructor, and teaching assistant.

A significant part of this course will be conducted on the SAKAI platform at https://sakai.gcts.edu/xsl-portal/. Lesson modules, course documents, resources, calendar and other support will be provided on the SAKAI learning management platform. Students enrolled in the class should be able to access this site by using their student GCTS username and password. Further help can be obtained from the Online Student Support Specialist.
Course Description:

This course is designed to equip persons to serve effectively as reflective leaders in the contemporary church and related Christian ministries. The course includes a comprehensive and holistic overview of factors inherent to the practice of Christian leadership and ministry in the local congregation and in other settings. Researched based theories and models of leadership, organizational design, and administrative principles will be discussed and evaluated from biblical-theological and cultural perspectives. CL503 includes a significant developmental component to enable participants to conceive and implement a plan for personal and vocational formation during their tenure in theological education.

Gordon-Conwell Mission:

Gordon-Conwell Theological Seminary seeks to train and encourage students in cooperation with the Church to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills, and attitudes integrated into the person who leads and ministers. CL503 focuses upon achieving learning outcomes to further this process.

Relationship to Curriculum:

As a foundational course in the Division of Church Ministry, MC/CL503 is required for the Master of Divinity (M.Div.), the Master of Arts in Christian Ministries (MA-CM), the Master of Arts in Religion, Christian Ministry Concentration (MAR-CM) and Master of Arts (MA-CL) in Christian Leadership degree programs. This course can also serve as a ministry option in the Master of Arts in Christian Counseling program and a general elective in all other degree programs. Students in the counseling program can arrange with the professor to develop a bibliography and projects that will correspond with the counseling degree. Students in other degree programs may enroll in this course as a general elective if required.

Course Objectives:

The goal of this course is to develop a foundation for personal development in the student as a Christian leader in ministry or other callings and proficiency in vocational performance as a reflective, theologically-based leader - practitioner. After adequate completion of class assignments, projects, readings, and class activities students will be able to demonstrate the following learning outcomes.

1. Clearly define the nature of leadership and state implications of this understanding for their practice of leadership.
2. Develop and communicate a biblical and theological foundation for their practice of Christian leadership.
3. Learn to analyze incidences in ministry through a case study format and use a case study exercise as a means of personal reflection and collaborative learning in the practice of leadership or ministry.

4. Demonstrate growing self-awareness as a leader by identifying and articulating personal and contextual characteristics that shape their current practice of leadership.

5. Demonstrate critical understanding of major theories of leadership and their applicability to the student’s own practice of Christian leadership and ministry.

6. Learn and apply relevant organizational models for the purpose of analyzing organizational, social, and cultural factors in promoting adaptive change in their vocational contexts.

7. Develop enhanced self-awareness and integrity by creating a comprehensive personal leadership development plan for their vocations that will serve as a framework for formation during seminary studies and beyond.

Course Requirements:

Achievements of this course objectives will be measured through a variety of assignments and activities as described below. The successful completion of these activities will require student will spend approximately 137 hours devoted to coursework, both in and out of class. The following chart indicates how these hours are distributed across the various course requirements. Descriptions of the assignments are listed below.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Expected Time Commitment (hrs.)</th>
<th>Student’s Actual Time on Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Readings</td>
<td>40 hrs.</td>
<td></td>
</tr>
<tr>
<td>Residency Time</td>
<td>22 hrs.</td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>10 hrs.</td>
<td></td>
</tr>
<tr>
<td>Leadership Development Plan</td>
<td>10 hrs.</td>
<td></td>
</tr>
<tr>
<td>Leadership Philosophy</td>
<td>15 hrs.</td>
<td></td>
</tr>
<tr>
<td>Online Modules</td>
<td>40 hrs.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>137 hrs.</td>
<td></td>
</tr>
</tbody>
</table>

Students should 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 in the last column of the table. Since some of the project work will be completed online in the various modules, the actual composite time for the Case Study and the Philosophy of Leadership papers will be more that what is expected above.

CL 503 Required Readings:


Students should read each of these books in their entirety unless otherwise noted (see above for specific reading assignments). A final letter (signed) or email indicating the extent of the reading should be turned in at the end of the course to obtain the needed grade points as well as the amount of time spent. The amount of points will be pro-rated based upon the percent of the readings completed (Total pages or 40 hours). If a student does not complete all the readings and reads less than 40 hours, a statement stating the exact number of pages will be required.

**Online Course Schedule**

**Module One: What is Leadership?** 5/16-30

**Module Two: What is Christian Leadership?** 5/31-6/13

**Module Three: The Person of the Leader** 6/14-27

**Module Four: Power and Authority** 6/27-7/4

**Module Five: Traditional Theories of Leadership** 7/5-11

**Module Six: Transformational Leadership** 7/12-18

**Charlotte Residency** 7/20-22

**Residency Sessions**
• The Organizational/Social Contexts of Leadership
• Leadership and Culture
• Leadership and Change
• Case Study Sessions

Post- Residency

Students will have the month after the residency to complete their readings, papers, and other assignments.

Class Assignments:

Grading for this course will be based upon the following assignments. Students will complete the following projects and exercises and submit them to the professor by uploading them online by the identified due dates. Grades will be determined by the extent and quality of the work completed. The descriptions of these assignments and grading criteria can be found at the end of this syllabus (see p. 12 - 17). Further explanations of each project will be provided within specific online modules and during the three-day residency.

1. Philosophy of Leadership Paper
2. Case Study Project
3. Personal Development Plan
4. Online Module Assignments
5. Completion of Course Readings

Written Case Study Description

Using the format from Shared Wisdom, complete a case study description (not the full case study project) that will include a case background and case description and not a preliminary analysis, evaluation and theological reflection (see pages 38 – 41 in Shared Wisdom for a model). This should capture an experience in ministry or leadership that you would want to explore at a deeper level and use for your case study project and discussion (which will be conducted during the campus residency. Your case description should be 2-3 pages long and should be written with the lines numbered as reflected in Shared Wisdom. This should be completed and brought to the Charlotte residency on July 20-22.
All work for this course will be due no later than August 20, 2016. Any extensions beyond this date must be determined and approved by the Registrar who will consult with the professor.

Grading:

Grades for the course will be determined by performance on the above exercises and projects. Students can achieve a total of 400 points from course assignments with the following grade scale and assignment weighting:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of Christian Leadership paper</td>
<td>100</td>
</tr>
<tr>
<td>Case Study Project</td>
<td>100</td>
</tr>
<tr>
<td>Personal Development Plan</td>
<td>80</td>
</tr>
<tr>
<td>Online Participation and Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Completion of required reading</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Scoring Scale

- 360 – 400 points  A-/A+
- 320 – 359 points  B-/B+
- 280 – 319 points  C-/C+
- 240 – 279 points  D-/D+

Online Projects and Assignments

Throughout the course, various online assignments will be required to promote deeper thinking on a topic or help prepare students specific elements for the completion of the larger class assignments. Points will be given based upon completion and quality of the online assignments. Each online lesson is worth 20 points for a total of 120 points.

Attendance Policy:

All students **must attend** the three-day residency in Charlotte, NC on July 20-22, 2016. In addition, students are required to complete all online sessions of the course. Incomplete modules will result in a loss of grade points. If for reason of illness or family death or emergency, please contact Dr. Klipowicz regarding these events to determine appropriate make-up activities. For additional information concerning attendance, consult the *Student Handbook* requirements and guidelines.
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 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.
Limited Auxiliary Reading List by Topics:

Leadership


Ministerial Formation and Development


Boa, Kenneth, *Conformed to His Image.* (Grand Rapids: Zondervan, 2001).


Mulholland, M. Robert, Jr. *Invitation to a Journey: A Road Map for Spiritual Formation*. (InterVarsity Press, Downers Grove, IL, 1993).


Ministerial and Leadership Identify


Piper, John. Brothers, *We are NOT Professionals*. (Broadman and Holman, Nashville, TN, 2002).


Congregational Leadership


**Organizational and Cultural Dynamics**


**Theological Reflection on Ministry**


**Foundations for Leadership (MC/CL503)**

**Major Course Assignments**

**Assignment #1: Philosophy of Christian Leadership Paper**

The Philosophy of Christian Leadership paper should present a final synthesis of your current thinking and practice of Christian leadership within a pastoral or other identified context. This paper should reflect your personal convictions and opinions as under girded and supported by references that indicate interaction with key biblical, theological, and theoretical models and frameworks. The paper should be at least **15 pages long** (double spaced) and have a bibliography of at least **15 sources** (books, articles from journals, Internet sources, etc). Since it is a personal statement, use of the first person is permitted and encouraged, but the student should maintain quality and precision in writing style and provide ample support from literature for personal positions. Internet sources should be evaluated for quality. Please avoid use of wikipedia.com and other general Internet sources.

**Various online exercises during the semester will provide key elements for this paper and may be used in the writing of this project.**

The paper should discuss the following issues:

- Your definition of leadership and Christian leadership
- A biblical-theological framework for your practice of leadership indicating and discussing key passages and theological themes
- Your understanding of how leadership promotes adaptive change in an organization.
- A review of at least three leadership theories that help describe your current practice of leadership.
- Your sense of vocation/calling and how that shapes your practice of leadership
• Your current leadership context and how organizational factors shape your practice of leadership
• Your personal core values (at least 4) regarding your leadership role and how they influence your practice of leadership
• Reflections on your personality and its influence on your style of leadership

This assignment will be worth a maximum of 100 points and will be assessed on the following criteria:

• Clarity, logical coherence and quality of writing
• Ability to support statements with appropriate citations and references
• Quality and depth of biblical-theological framework
• Length and quality of bibliography
• Ability to synthesize and integrate personal, theological, and contextual factors into a cogent description of your leadership philosophy

This assignment should be turned in together with all other completed assignments by the final due date of August 20, 2016. This can be submitted by email or upload to the SAKAI site.

Assignment #2: Case Study in Leadership/Ministry

The ability to reflect and learn effectively from personal experiences in ministry or leadership is a primary means of personal and vocational enrichment. The ability to develop discernment and wisdom is an outcome from the intentional study of the “texts” of life experience. Writing and discussing case studies provides a proven methodology for developing acumen in ministry and leadership that can enhance competency in practice. The following exercise will provide you with the opportunity to capture an occasion in ministry as a case study text, personally reflect upon your experience, and conduct a process of collaborative learning around the case. This case study approach will utilize the case study model presented in Shared Wisdom by Mahan, Troxell, and Allen.

1. Choose a situation or experience to study.
2. Write up the case study as a text to study according to the format presented in Shared Wisdom.
3. Walk around the case using the following “lenses” to reflect upon the situation in ministry: Biblical, Theological, and your choice of two of your own.
4. Conduct a case study discussion to engage in a collaborative exploration of the case according to guidelines and protocol suggested in Shared Wisdom. These sessions will be held during the three-day residency in Charlotte.
5. Record or collect the insights of the group regarding the case and use these results for your final written report.
6. Complete case study report (below) and submit by August 20, 2016.
Case Study Report

The written case report should be at least 10 pages long and contain the following:

- Case background information
- The actual case report
- Personal reflections on the case around four analytical lenses
- Report on and assessment of the case study discussion process
- Report of insights and themes gleaned from case study discussion
- Final synthesis. What have you learned as a result of your personal and collaborative study of this case? What kind of “futuring” will you do in terms of personal learning and application of outcomes of your study? How will you handle similar situations in the future?

The Case Study Assignment will be worth a maximum of 100 points and will be assessed on the following criteria:

- Ability of the student to capture clearly and succinctly in writing a relevant experience in ministry.
- The completion and proper reporting of all steps of the above process.
- Quality of reflection and interaction with the case from various perspectives of case discussion participants.
- Ability to analyze and reflect on the case from the perspectives of two conceptual or theoretical lenses.
- Ability to reflect biblically and theologically on the case and integrate learning with professional praxis.
- Ability to interact with academic and professional literature in interpreting the case.

Assignment #3: Leadership Development Plan

Formal theological education should present a “season” or opportunity for students to pursue development as a whole person-in-ministry. This is an opportunity to personally address the “integrity gap” in our lives. In addition to academic preparation, students who foresee themselves serving as leaders should intentionally address spiritual and character formation issues, vocational development, and connection with a faith community over their course in seminary. In a sense, students need to see themselves as responsibly working with God and the faith community to “author” this new chapter in their lives by integrating seminary education into a “meta-curriculum” of holistic preparation for leadership in God’s Kingdom. To facilitate this process, students will develop a Personal Development Plan (PDP) that will bridge to the time of graduation and beyond. This part of the project will be explained thoroughly during the class week.

The Personal Development Plan provides an exercise to encourage students to intentionally focus on areas needing change or enhancement during the next several years.
of theological education. This document will reflect a three-fold process of 1) assessment, 2) goal setting, and 3) specific development strategies. The student will focus on the following five areas of life and leadership:

1. Spiritual formation
2. Relational health
3. Integrity of character
4. Personal health and well-being
5. Leadership experience and competency

In the Plan, students must develop specific plans for each area with sensitivity to the inter-relatedness of these areas. Each of the areas must be addressed through specific assessment, goal setting and planning. Assessment (How are you doing?) must be specific and provide a basis for determining current levels of development and needed improvement or change. Assessment should indicate the means or basis for evaluation whether to personal reflection, testing, feedback, standards, and norms. Goals (What should I do?) for improvement must be specifically identified. The more concrete and specific the better! Students need to indicate the basis for the direction of change within the goals for each of the above six development areas. Goals should indicate how intended change or improvement will be identified or evaluated. Finally, development strategies (What are you going to do about it?) will detail specific means or practices to be engaged or fostered within each area of personal development. These strategies should indicate stages or phases of change as well as points in time for evaluation and re-assessment (use a minimum development horizon of two years). A series of prompts and generative questions follow to help in reflection on each of the above areas.

The Personal Development Plan will be a narrative document of at least 10 pages of text that addresses the six growth areas in terms of assessment, goals and strategies. Charts, images, and other graphics are welcomed but do not take the place of personal narrative. The Personal Development Plan will be due by August 20, 2016. The Personal Development Project will be worth a maximum of 80 points and will be assessed by the following criteria:

- The level of personal reflection indicated in the narrative in terms of comprehensiveness
- The clarity of writing and development of the plan
- The thoroughness and coherence of the plan in terms of being a well-developed and workable plan with specific and concrete steps for growth and formation
- The ability to frame goals that will be specific, concrete, measurable, and doable

**Provocative Prompts**

The following thoughts and questions are meant to be suggestive of possible ways to assess and develop your life in various areas and aid you in your development plan.
Please do not think you are obligated to respond to all of these or that you are limited to these prompts.

**Spiritual Formation**

What is the nature and quality of your relationship to God? How consistent and vital are your times of intimacy with the Lord? What seems to be lacking and why? How varied and comprehensive are your approaches of spiritual formation? What models of spiritual development and formation guide your devotional practices? How can accountability relationships or spiritual friendships foster your involvement in personal and corporate spiritual disciplines? What are you doing to enhance the spiritual growth of others? What can you do to insure that seminary life does not erode your walk with God? Who do you pray with on a regular basis? Who should your prayer partners? How does your faith help you to trust God in difficult situations, to do things out of your comfort zone?

**Relational Health**

Do you have close friends? Are you satisfied with the quality of your relationships? Do you have anyone that you can confide with about your deepest concerns and struggles? Why not? Are you involved in Christian community (small group fellowship) and to what degree? What is the quality of your relationship to your family and wife (if married)? What can you do to enhance intimacy in your relationship with your spouse or children? Do you have healthy boundaries in your relationships? Do you have problematic relationships? What can you do to reconcile these? Do you have Christian colleagues with whom you can be vulnerable? What will you do to establish and maintain current relationships?

**Integrity of Character**

In what areas of your life do you feel a lack of integrity or personal honesty? Do you have a history of problem with a life controlling behavior such as addiction to sex, substances, money, etc.? What behaviors or attitudes do you feel shame? Do you owe people money? Do you cheat on your finances and taxes? Do you struggle with issues of sexuality or gender preference that might compromise your vocation? Are you who you publicly present yourself to be? What behaviors or attitudes do you feel you have that are not consistent with your sense of calling and vocation? What can you do to change? What kind of support or assistance will you need to improve?

**Personal Health and Well-being**

What concerns or issues has testing revealed about your personality and temperament? Do you have problems with anxiety, depression, impulsivity, or anger? Do you see a counselor or therapist? Are you on medication? Do you feel well most of the time? What problems do you have with your energy levels? Do you sleep well? Do you sleep too much? Not enough? Are you significantly overweight? Do you get enough exercise? Do
you have any health problems that may interfere with your ability to do ministry? Do you have a health condition that could be remedied by medical intervention but have not done anything about it? If you could have an elective medical or dental procedure, what would it be? What do you do recreationally? Do you take enough days off? Why not?

**Leadership Experience and Competency**

How do you evaluate your overall effectiveness as a leader in your primary vocation? In what areas of leadership do you lack experience? What are you going to do to gain more leadership experience? Do you have a leadership or ministry mentor? If so, is this relationship personally helpful and satisfying? If not, what can you do to improve it? What other developmental relationships can you foster to facilitate your growth as a leader? What are your current leadership roles? What do you to refresh or improve your performance in leadership? What cross-cultural leadership opportunities have you had? What types of cross-cultural leadership or ministry would you like to do? What keeps you from them?