

Associated Canadian Theological Schools
CLD 531 Christian Leadership and Spiritual Formation
Syllabus

Roger Helland, D.Min.
 District Executive Coach
 Baptist General Conference in Alberta
 Spring 2011
 3 credit hours (18 class hours face to face)

View YouTube Promo:
http://www.youtube.com/watch?v=B2_gXO-CYmE

roger@bgcalberta.ca
 403-975-8927

Class Dates:

March 10: 6:00pm-9:45pm

March 11 & 12: 8:30am-4:45pm

Class Location:

Office of BGCA ,11525-23 Ave. Edmonton

I. COURSE DESCRIPTION

The spiritual life is the surrendered life. The spiritual growth of the Christian leader is intentional and developmental. Guided and empowered by the Holy Spirit, it shapes all aspects of a leader's life—in spiritual formation, virtue, and relationships, from a missional perspective.

Regarding spiritual formation, the interior life of a Christian leader is foundational. The *unseen* foundation of an iceberg (character) will determine the stability of the *seen* (conduct). This unseen foundation is the basis for effective Christian leadership practices and ethics.

At the core of Christian leadership integrity and ethics is *virtue*—moral excellence. What a leader *is* (being) flows into what a leader *does* (doing). Christian leaders will bear the fruit of virtue and ethical integrity to the extent they live in “union with Christ.”

Furthermore, leaders develop and function in relation to others. Relationships with family, other leaders, friends, followers, unbelievers, the community, and culture, are the proving ground for their character, ethics, and missional effectiveness. This course will explore all these areas.

II. OBJECTIVES

By the end of this course, you should be able to:

1. Describe the vital relationship between Christian leadership, virtue, spiritual formation, and relationships.
2. Provide critical evaluation of the challenges to Christian leadership and spiritual formation that are derived from modern business, therapeutic, and secular models.
3. Delineate theological foundations and missional practices for Christian leadership and spiritual formation.
4. Describe how to grow in your walk with God.
5. Recall and reflect critically on key biblical texts that deal with Christian leadership, virtue, spiritual formation, and relationships.
6. Integrate spiritual formation, ethical integrity, and relationships as core aspects of your leadership formation and experience personal growth in a communal setting.
7. Design and implement a working *Rule of Life and Leadership*.

III. COURSE TEXTBOOKS

- Roger Helland, *The Journey: Walking with God* (Sovereign World\Regal Books, 2000), 200 pgs.
 (Supplied by the instructor at the first class for \$10.00 per copy paid to the instructor)
- James Bryan Smith. *A Spiritual Formation Workbook, revised ed.* (HarperCollins, 1999), 90 pgs.
 And **one** of the following . . .
- Joan Chittister, *Wisdom Distilled From the Daily: Living the Rule of St. Benedict Today*
 (HarperOne, 1991), 212 pgs. **or**
- Alan Nelson, *Spirituality and Leadership* (NavPress, 2002), 172 pgs. **or**
- Henri Nouwen, *Spiritual Direction: Wisdom for the Long Walk of Faith* (HarperSanFrancisco,
 2006), 160 pgs. **or**
- N.T. Wright, *After You Believe: Why Christian Character Matters* (HarperOne, 2010), 284 pgs.

IV. COURSE ASSIGNMENTS

1. Pre-Class Reading and Paper: **Due March 7** **(25% of Total Grade)**

Read the following five chapters and watch the following two short videos online:

(A pdf file of these chapters will be emailed to each student upon registration)

Dallas Willard, *The Spirit of the Disciplines* (Harper & Row, 1988), chaps. 2 & 3 (31 pgs)

Dallas Willard, *Transforming the Will Part 1 & 2*, (accessed online):

<http://www.youtube.com/user/renovareusa#p/u/6/VBaEq6MKm7k> (Part 1)

<http://www.youtube.com/watch?v=wj5UaLzIiDA> (Part 2)

David Fitch, *The Great Giveaway* (Baker Books, 2005), chaps. 3 & 7 (40 pgs.)

Henry Scougal, *The Life of God in the Soul of Man*, Part 1: 38-58, (accessed online):

<http://www.ccel.org/ccel/scougal/life.ii.html>

Then, read one of the following books (see Amazon.ca for reviews):

- Joan Chittister, *Wisdom Distilled From the Daily: Living the Rule of St. Benedict Today*
- Alan Nelson, *Spirituality and Leadership*
- Henri Nouwen, *Spiritual Direction: Wisdom for the Long Walk of Faith*
- N.T. Wright, *After You Believe: Why Christian Character Matters*

In your reading ask: what is the book or chapter about, what is being said and how? Determine the main thesis and ideas. Read the table of contents, introduction, and conclusion, and skim each chapter. Then *actively* read each chapter noting the main ideas in each subsection. Note the structure, main ideas, and how they are supported. Use a highlighter and take notes. Begin to form an outline for a paper. Identify the main contours rather than get lost in details.

Now, write a concise 12-page paper (9-page essay plus a 3-page chart of New Testament texts) that answers the following research question derived from the reading and the video:

What are 1) key challenges, 2) theological foundations, and 3) principles for effective Christian leadership and spiritual formation? (3 pages per section; Total of 9 pages)

Come prepared to present a summary of your paper at the first class, March 10.

This **9-page** essay will serve as a concise overview of the main content and themes in the chapters, books, and videos. Then **read out loud**, and reflect on the **twelve** NT texts below.

- Mark 10:42-45; Mark 12:28-34; John 4:27-42; John 15:1-17; Rom. 6:1-14; Gal. 2:20;

- Gal. 5:1-25; Phil. 2:1-13; Col. 1:24-29; 1 Tim. 3:1-7; 1 Tim. 4:7-16; 2 Pet. 1:3-11.

Develop a final **3-page chart** using the acrostic **SOAP**. Write out your specific observations, a personal application from the main point, and a short prayer that expresses your response to the main point and application. Develop your chart to treat **four passages per page**. Attach the 3-page chart to the essay as **one file**. The chart below is the template with Gal. 2:15-21 as a sample.

Scripture	Observations	Application	Prayer
Gal. 2:15-21	- Faith in Christ & not law keeping is the key to a righteous life. - I have been crucified with Christ (past). - Christ now lives in me (present). - I live by faith in Him.	I must daily practice the discipline of awareness that it is Christ who lives in me and that I must live by faith in Him who loved me and gave himself for me, because I was crucified with Him.	Dear Jesus, by faith I choose to submit to you living in me today. May you have your way in my life and leadership. Thank you for loving me and giving yourself for me. Amen.
Mark 10:42-45			
Mark 12:28-34			
John 4:27-38			
John 15: 1-17			
Rom. 6:1-14			
Gal. 2:20			
Gal. 5:1-25			
Phil. 2:1-13			
Col. 3:1-17			
1 Tim. 3:1-7			
1 Tim. 4:7-16			
2 Pet. 1:3-11			

2. During Class Reading: Due March 12 (5% of Total Grade)

Read: (A pdf file of these chapters will be emailed to each student and must be read on the evening of March 11 during the course. Each student must be prepared to critically evaluate the reading and present their perspectives in class the next day)

Roger Helland, *Coming Home: A Missional Spirituality* (In process, IVP Books, 2011), Chaps. 1, 3, 9, 10 (75 pgs.)

and

Marjorie Thompson, “Developing a Rule of Life” (From *Soul Feast*, WJK, 2005, 9 pgs.).

3. Mentored or Small group Experience: Due May 6 (35% of Total Grade)

Work through the following workbook in 7 weeks with a mentor or small group as an expression of communal *praxis*.

James Bryan Smith, *A Spiritual Formation Workbook, revised ed.* (HarperCollins, 1999).

The Setting: Students must secure a mentor or form a small group (with at least 2 other people) and integrate their learning in a communal setting. *A Spiritual Formation Workbook* will serve as the resource for this experience from March 20 – May 6. Learning and spiritual formation best occur in community rather than in isolation, though silence and solitude are important for spiritual growth.

As you explore and apply *A Spiritual Formation Workbook*, work through Sessions One – Seven (pages 25 – 73) over 7 weeks, read and discuss each chapter with the guided questions, and then select one exercise to practice each week as suggested at the end of each chapter. Read pages 9-25 first before you meet the first time. The mentor or each person in the small group should have his or her own copy of the *Living the Rule* or the *Workbook*.

The Leadership Mentor or Small Group: The student is required to meet with her or his leadership mentor or small group weekly for seven weeks following the first module for at least one hour per meeting. The *Spiritual Formation Workbook* will be the key discussion and application resource that each person in the group should have along with the student. A website has been designed to assist mentors in serving ACTS students, and can be accessed at www.mentorwise.ca The student should view these meetings as opportunities to benefit from his or her mentor’s experience or opportunity for spiritual relationships with others.

4. Course Integrative Project: Due May 13 (35% of Total Grade)

Read:

Roger Helland, *The Journey: Walking With God* (Sovereign World/Regal Books, 2000).

Then, write a 12-page Course Integration Project (or compose a 20 minute podcast):

Based on all your reading, reflections, and class interactions, combined with the above book, write a *concise* 12-page course integrative essay that draws together your learning experience in terms of Christian leadership and spiritual formation. Express key biblical principles and specific practices that will answer this research question:

How can I grow in my walk with God? (8 pages)

Also, develop and include a personal “rule of life and leadership” (2 pages). Then, summarize your reflections on the mentoring or small group experience (2 pages). **The essay, rule of life and leadership, and reflections will total 12 pages.** You may also compose a well-presented 20-minute podcast instead of the paper. It must reflect concise course integration.

V. COURSE OUTLINE

1. Theological Foundations of Christian Leadership and Spiritual Formation
2. The Christian Leader and Spiritual Formation
3. The Christian Leader and Virtue
4. The Christian Leader and Relationships
5. The Christian Leader and Missional Practices and a Rule of Life and Leadership

VI. COURSE ASSIGNMENTS

- | | | | |
|----|---------------------------------|-------|---------------|
| 1. | Pre-Class Reading and Paper | (25%) | Due: March 7 |
| 2. | During Class Reading | (5%) | Due: March 12 |
| 3. | Mentored or Small Group Setting | (35%) | Due: May 6 |
| 4. | Course Integrative Project | (35%) | Due: May 13 |

VII. MISCELLANEOUS NOTES/POLICIES

All assignments must be emailed as a word.doc document to the instructor by 4:00pm on the due date: roger@bgcalberta.ca. For help, Roger can be contacted at: 403-975-8927.

Each essay in the course must be double-spaced, with one-inch margins, Times New Roman 12 font, with a cover page, table of contents, footnotes and bibliography (all of which are NOT part of the page count), according to Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th edition*. For basic formats consult: www.libs.uga.edu/ref/turabian.html.

All writing must be type written, with excellent spelling, grammar, and style. Late assignments will be reduced by one letter grade, and will not be accepted if more than seven days late. Students may request **ONE** extension of seven days for one assignment during this course. The instructor must receive the request for an extension in writing by email before the due date.

☞ FOR GUIDANCE IN HOW TO WRITE AN ESSAY SEE: <http://www.wikihow.com/Write-an-Essay>

Points To Ponder For Papers

1. A good paper will have a clear overall theme (or thesis) and a clear structure. It will make a definite point, and may refute an alternative view. In short, its purpose is not to convey information about a subject, but to present a specific argument, which you should be able to state in a single sentence.
2. A good paper has an introduction, a body, and a conclusion. Write the body first, then the conclusion and, finally the introduction. It is a good idea to begin writing your OUTLINE and tentative theme as soon as possible; you can change it, but it will guide your research, and make your work more efficient.
3. A good introduction establishes the subject of your paper, and briefly sets the context answering the general questions – “What is this paper about?” and “Why is this topic or issue important?” Within the second paragraph, there should be a clear statement of what you intend to prove, as well as a summary of how you intend to do it. A good paper will say this in such a way that the reader can hardly wait to get into it. (Just like those dramatic scenes at the beginning of action movies)
4. A good body will have three to five well-defined sections, which adhere together in some logical way. You might present an alternate view, then respond with your own.
5. A good conclusion includes a summary of your theme and a fresh review of how you proved it. There may well be a statement of some additional conclusions that derive from this as well as some indicator of the significance of what you have just established. (In short, provide your reader an answer to the question, “So what?” “What temporal and/or eternal difference does this make?”)
6. Stylistic matters to keep in mind include:

Avoid contractions (don’t, can’t, won’t, etc.) and slang (“like,” “you know,” “and stuff,” etc.) In your writing, avoid “etc.” Avoid long, tangled sentences, and overly long (or overly short) paragraphs. Just as each sentence should say one thing, each paragraph should deal with one subject, and be somewhat summarized in the first (or second) sentence. Avoid clichés. In general, avoid first person references (e.g. “After reading all this stuff, I think that . . .”). Beyond following the recommended style manual (such as Turabian or APA) for margins, footnoting, and bibliography, do a spell and grammar check. Also, document your research according to academic standards and avoid plagiarism.

Grading Scale

<i>Outstanding</i>	<i>Competent</i>	<i>Minimal</i>
A+ = 97-100	B+ = 85-89	C+ = 70-74
A = 93-96	B = 80-84	C = 65-69
A- = 90-92	B- = 75-79	C- = 60-64

LETTER GRADE	QUALITY CHARACTERISTICS
<p style="text-align: center;">Outstanding</p> <p style="text-align: center;">A category</p> <p style="text-align: center;">90-100%</p>	<p>Outstanding, excellent work: gives evidence of an extensive and detailed knowledge base; exceptional performance with strong evidence of original thinking, good organization, meticulous concern for documented evidence, and obvious capacity to analyze, synthesize, evaluate, discern, justify, and elaborate; frequent evidence of both verbal eloquence and perceptive insight in written expression; a clear authorial voice demonstrated by a strong introduction, a well-defined thesis, an effective body, and a summative conclusion; effective variety in sentence type, length, and structure; demonstrated masterful grasp of subject matter and its implications; is in compliance with Turabian style.</p>
<p style="text-align: center;">Competent</p> <p style="text-align: center;">B category</p> <p style="text-align: center;">75-89%</p>	<p>Good, competent work: laudable performance with evidence of some original thinking; careful organization, with well-developed writing plan; satisfactory critical and analytical capacity; reasonably error-free expository written expression, with clear, focused thesis and well-supported, documented, relevant arguments; good problem-solving ability; reasonably good grasp of subject matter, but an occasional lack of depth of discernment; evidence of reasonable familiarity with course subject matter, including both concepts and key issues; exhibits a serious, responsible engagement with the course content; presence of minor errors which do not detract significantly from the clarity of communication.</p>
<p style="text-align: center;">Minimal</p> <p style="text-align: center;">C category</p> <p style="text-align: center;">60-74%</p>	<p>Minimally acceptable work: relatively weak performance with infrequent evidence of original thinking or ability to analyze or synthesize course material; nominal or weak problem-solving ability; uninspiring written expression with problems in mechanics, syntax and format; written expression frequently exhibits difficulty in articulating an outline, central thesis, or sustaining a coherent argument; sentence fragments, limited or inaccurate word choice; paragraphs inadequately developed; little evidence that work has been proofread; ideas are sometimes trite or juvenile; weak in provision of documented, illustrative, or descriptive evidence; shows inadequate grasp of some basic elements of the course; presence of many grammatical and stylistic errors which detract significantly from the clarity of communication.</p>

SUPPLEMENT: IMPORTANT ACADEMIC NOTES FROM ACTS

Web Support – Student Portal

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information. <https://students.twu.ca>

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University’s switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counseling courses, for which APA format is used and for CanIL courses. Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
or www.dianahacker.com/resdoc/.

Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List. Counseling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> (“Chicago” stands for “Turabian”) or <http://www.sourceaid.com/citationbuilder/> CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact *before the beginning of a course* so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.