

# CSP350 Personal and Spiritual Development for Leaders



For the Acadeum Course Sharing Consortium



# Pathways

Powered by Rocky Mountain College

*We're delighted to have you study at RMC! Please note the following policies:*

We try our best to ensure you get the most from the courses in which you are enrolled and welcome your feedback!

### Online Courtesy

As beings created in the image of God, we all deserve to be treated with the utmost respect whether we are a facilitator or a student. Online courses give us the opportunity to encourage social interaction, relationship building and trust between participants which befits our status as image-bearers. Failure to show respect in course interchange, through emails, announcements, discussion forums or instant chat, whether in the form of racism, chauvinism or simple unkindness is ungracious and inappropriate for the health of Christian community. Where mutual respect exists, the possibility of learning is enhanced for all.

Therefore, please remember that there is a person behind every comment on the course website – when you respond, be gracious, give the benefit of the doubt and ask for clarification. Review your comments in the discussion forums for tone before submitting them – sarcasm and jokes often do not translate well in the online environment. Be sure your messages are clear – it is tempting to quickly write a response and submit it but this can lead to confusion if your thoughts are a bit jumbled – take time to polish your remarks. Remember that your comments, whether in emails or discussion forums can become public so act accordingly.

### RMC Grading Policy

#### **Grade GradePoint**

A+	4.0	
A	4.0	A = Excellent - superior performance showing comprehensive understanding of subject matter.
A-	3.7	
B+	3.3	
B	3.0	B = Good - clearly above average performance with knowledge of the subject matter generally complete.
B-	2.7	
C+	2.3	
C	2.0	C = Satisfactory — basic understanding of subject matter.
C-	1.7	
D+	1.3	
D	1.0	D = Inferior work which falls below the expectations of the course but which is of passing quality.
D-	0.7	
F	0.0	F = Failure to meet the minimum standards required for a passing grade.
P	Pass	P = Represents satisfactory work. Given only in courses specially designated for Pass /Fail grading.
IN		Incomplete
VW		Voluntary Withdrawal from a course before the course withdrawal deadline.

### Grading Scale

A+ 97-100	A 93-96	A- 89-92
B+ 85-88	B 80-84	B- 76-79
C+ 72-75	C 67-71	C- 60-66
D 55-59	F 0-54	

## Plagiarism & Academic Misconduct at Rocky Mountain College

### A. Plagiarism Defined

**Plagiarism** - involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Plagiarism exists when:

1. the work submitted was done, in whole or in part, by an individual other than the one submitting the work,
2. parts of the work are taken from another source without reference to the original author,
3. the whole work is copied from another source, and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism is an extremely serious academic offence.

### B. Penalties

1. **Failing Grade** - a student may be given a failing grade in either the assignment or course in which that student is found guilty of plagiarism. Except in circumstances in which leniency is warranted, this penalty will be applied in conjunction with one or other of the other penalties mentioned below.
2. **Disciplinary Probation** - when a student is placed on disciplinary probation, he or she is entitled to proceed with their academic program. If the student is found guilty of a further academic offence the student will be suspended or expelled.
3. **Suspension** - suspension takes place when a student is denied continuance at the college for a specified period of time. A student who has been placed under suspension is eligible to reapply for admission after the end of that specified period of time. Suspension does not imply automatic readmission; a student must satisfy the dean of his/her eligibility for readmission.
4. **Expulsion** - a student who is expelled is dismissed permanently from the college with no right to apply for readmission.

### C. Penalties and Their Application

1. In cases in which the dean is satisfied that a student is guilty of a clear intention to deceive, the normal penalty will be either suspension or expulsion from the college.
2. In cases in which the dean is satisfied that an offence has been committed, but doubt is left as to the existence of a clear intention to deceive, the normal penalty will be disciplinary probation.
3. In cases where a student is found guilty of more than a single offence, the normal penalty will be expulsion from the college.

*Copies of the official policy regarding Plagiarism and other academic crimes can be found on the RMC website. If charged with plagiarism, it would be wise for a student to familiarize themselves with the RMC policy, "Plagiarism, Cheating & Academic Misconduct."*

This policy is based on the University of Calgary policy "Plagiarism, Cheating & Academic Misconduct - 1996-97" Copyright © 1998 University of Calgary

***CSP350 Personal and Spiritual Development for Leaders***  
**Rocky Mountain College**  
**Credits: 3**

**Course Description & Purpose**

In this course, students will explore the connection between Christian Spirituality and Christian Leadership. Attention will be given to various practices, rhythms and dispositions which lead to a healthy life in the Spirit, and how we may lead others under our influence into this flourishing life which God desires for us, and which Christ promised to us.

Course pre-requisites:

- CSP130 Introduction to Christian Spirituality
- HTH274 Leadership Principles

**Texts: Required**

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Finding God in the Crucible of Ministry*. Downers Grove: IVP, 2008.

Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids: Zondervan, 2015.

Shigematsu, Ken. *God in My Everything: How an Ancient Rhythm Helps Busy People Enjoy God*. Grand Rapids: Zondervan, 2013

**Texts: Recommended**

Williams, Rowan. *Being Disciples: Essentials of the Christian Life*. Grand Rapids: Eerdmans, 2016.

**Course Objectives**

Upon successful completion of this course, the student will be able to:

1. Articulate with conviction the critical importance of spiritual strength, integrity and health for the exercise of Christian leadership.
2. Demonstrate familiarity with various spiritual practices or disciplines and describe their impact upon your life.
3. Identify and evaluate leadership lessons from the life of at least one Biblical character and discuss application of these lessons to your own life and leadership context.
4. Exhibit increasing self-awareness, including strengths, weaknesses, family-of-origin issues, temptations, and leadership tendencies.
5. Identify and begin to move with increased intentionality toward an appropriate model of self-care.
6. Develop and begin to live by a personalized rule of life which exhibits healthy rhythms of work and rest, engagement with a range of spiritual practices, appropriate involvement in the community of Christ, and plans for leading others into a flourishing life in Christ.
7. Incorporate these outcomes into your leadership roles with others in your personal life and ministry context, as a spiritual leader and guide.

## Course Outline

	<b>Module</b>	<b>Hours</b>	<b>Assignments</b>
1	Slowing Down to be Christian	7.0	1.3 Reflection essay 1.4 Reflection essay 1.5 Reflection essay 1.6 Reflection essay
2	Learning What Emotional Health Is	6.5	2.3 Scazzero group work
3	The Deep Dive: Facing Your Shadow	7.0	3.2 Scazzero reflection essay 3.3 Scazzero group work 3.6 Chat with the prof
4	Building Ministry and Leadership on Healthy Relational Foundations	14.5	4.3 Scazzero group work
5	Building Ministry and Leadership on Healthy Spiritual Foundations	8.5	5.3 Scazzero group work 5.5 Report on Day Away with God
6	Learning to Practice Sabbath Delight	8.75	6.3 Scazzero group work 6.7 Chat with the prof
7	Leadership: Planning and Decision-Making Out of Intimacy with God	7.5	7.3 Scazzero group work
8	Leadership: Developing Culture and Building a Team Out of Intimacy with God	7.25	8.3 Scazzero group work
9	Leadership: Stewarding Power and Learning Wise Boundaries Out of Intimacy with God	7.5	9.3 Scazzero group work
10	Leadership: Navigating Endings and New Beginnings Out of Intimacy with God	7.5	10.3 Scazzero group work 10.7 Chat with the prof
11	Learning Leadership Lessons from Biblical Mentors	7.0	11.3 Barton paper
12	Constructing the Trellis	14.5	12.2 Rule of Life paper 12.4 Sabbath practice completion 12.5 Chat with the prof
	<b>Total</b>	<b>103.5</b>	

## Course Requirements and Grading

1. **Journaling:** you will be asked to write and submit 3 journal entries of 150-200 words, after watching each of the professor's mini lectures on Rowan Williams' book *Being Disciples*.
2. **Godspeed video:** watch a video entitled *Godspeed*, by Matt Canlis, and then respond to the video with a 500-word reflection paper.
3. **Day Away With God:** after watching the professor's mini-lectures on Rowan Williams' book and watching Matt Canlis' video *Godspeed* (in Module 1), take a personal retreat "Day Away With God" (DAWG day) of 8-10 hours which will allow you to experience several hours of silence, solitude, Scripture reflection and prayer. Write a minimum 250-word personal reflection paper describing the impact of this experience upon you.

Alternatively, you may report verbally via a 5-10 minute video recording. See Module 5, item 5.5 for further description.

4. **Paper on Barton:** After you have completed reading this book, submit a paper of at least 750 words, naming, describing and applying to your own life three leadership lessons you have learned from Moses through reading this book. It is highly recommended that you also respond to the “Practice” exercises at the end of each chapter in this book as you read through it, but you do not need to submit these exercises and will not be graded on them.
5. ***The Emotionally Healthy Leader:*** Carefully read through and process Peter Scazzero’s book *The Emotionally Healthy Leader*, with your team or at least one other person for whom you are a leader/discipler. Complete the personal assessments that are part of each chapter. Listen to the podcast sessions Scazzero has done to help process and augment each chapter. Use *The Emotionally Healthy Leader Study and Discussion Guide* to lead this group through the book. For each chapter, submit a 500-word report. Three times throughout the processing of this book you will be asked to connect with the professor for a live chat by phone or videoconference.
6. ***God in My Everything:*** read this book in its entirety. At the end of each of chapters 4-15, there is an exercise called “Writing Your Rule,” designed to help you apply the learning from that chapter towards the creation of your own Rule of Life. Jot down a few thoughts in response to these exercises as you go through the book. You do not need to submit these jottings for grading; rather, this will enable you to build continuously, throughout the course, toward the creation of your Rule of Life project.
7. **Rule of Life:** after carefully reading all the required texts for the course including Shigematsu’s *God in my Everything*, write your own personal rule of life and submit it for grading. It should be a paper of at least 1,000 words, or you may create a PowerPoint Presentation to convey your content instead. Your rule should include these three elements:
  - a. A biblically based description of how God transforms human lives, and the role of spiritual practices/disciplines in human transformation under the power of the Holy Spirit.
  - b. A brief profile of yourself and the unique shape of your life: strengths, weaknesses, temptations, shadow, leadership challenges. This part should include reflections upon your genogram and report on at least one other instrument for self-knowledge – e.g., the MBTI, StrengthsFinder, Enneagram, etc.
  - c. Your personal plan for your life over the next year, including plans for living with healthy rhythms of work and rest, engagement with a range of spiritual practices, appropriate involvement in the community of Christ, and plans for leading others into a flourishing life in Christ.
8. **Keeping Sabbath:** you are expected to obey the Fourth Commandment – at least, during this course (and hopefully, always!) Keep a weekly Sabbath at least 8 times, and report having done so at the end of the course. If you decide to take this course in less than 8 weeks (which is not recommended) you will still be required to observe, and report on, this minimum number of Sabbaths.

**Grade Breakdown:**

1. Journaling:	90 pts
2. <i>Godspeed</i> reflection paper	75
3. DAWG Day report	75
4. Barton paper	100
5. Scazzero weekly processing/paper:	360
6. Rule of Life project:	250
7. Sabbath reports	50
<b>Total:</b>	<b>1000 pts.</b>

RMC uses APA style for all courses. Our latest style guidelines are available on our website (rockymountaincollege.ca under “Resources” – “RMC Writing Support”)

**Technical Competencies**

Note if students need any competencies other than basic computer and internet use knowledge.

**Facilitator Expectations of Students**

What is expected of the student who wishes to succeed in this course:

- Effective time management
- Regular participation in discussions;
- Regular logging in to course webpage to:
  - check due dates,
  - keep up with readings/videos
  - check messages and announcements;
- That the student seek feedback or clarification from the facilitator regarding questions about assignments, extensions, technical difficulties etc.;
- Ability to communicate effectively in writing
- Ability to regularly access the internet

**Student Expectations of Facilitators**

What you can expect from your course facilitator:

- Prompt response to email messages
- Clear communication about my availability for consultation
- Timely turn around for assignment grading
- Constructive feedback on assignments
- Regular communication
  - Weekly announcements
  - Personal emails
  - Bulletins about recent advances in the field of study
  - Live chat sessions

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