ACTS
S E M I N A R I E S

Associated Canadian Theological Schools
of Trinity Western University

CLD 510: Foundations of Christian Leadership

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Leadership and Practical Theology
Spring - 2018
3 credit hours
Course Fees - $40

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Course Duration: Jan. 8 – Apr. 7, 2018
Course Module: Feb. 1-2, 2018
(9:00 am – 4:00 pm)

Note: This course has both a live-stream option and an online option. Students may participate by attending classes in person on campus, through interactive online live-streaming of class sessions or in a forum-based online format (you must register for one of these three options). For those who attend on campus, the class experience will be essentially like that of any other course. For those who plan to join by live-streaming, please see a more detailed description with guidelines and participation requirements in Appendix B at the end of this syllabus. Online students will watch recordings of the class modular content and then participate in the forums like the rest of the class.

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Note: Click on links to go to those sections in the syllabus.

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Course Description

Christian leadership development forms part of the distinctive "DNA" of ACTS Seminaries and this course represents the gateway to this Christian Leadership Development (CLD) focus. In this course, students will explore six key dimensions of leadership: a growing relationship with God, character, calling, community, team and context-appropriate competencies. Scripture plays an essential role in informing the nature and expression of these dimensions. Cultivating an emotionally healthy spirituality through a robust Rule of Life is an important part of developing a growing relationship with God. Christ-like character often naturally emerges from an increasingly intimate relationship with God; yet, it is important that we intentionally focus on character development as sometimes life's activities can distract us from becoming more Christ-like at the heart level. Understanding our personal, God-given calling helps us to stay focused on doing what is most important in God's eyes. Keeping our calling in the forefront of our thinking helps us to engage in joy-filled, sustainable service for God even when we face significant challenges. In addition, it is important to be able to build strong teams that function well. However, even people who dislike each other can learn to work together effectively. As Christian leaders, we want to help our teams move beyond functionality and become loving communities where members serve each other well. Finally, it is important that we engage in lifelong learning – to continually grow our competencies so that we can live out God's calling on our lives more effectively. As we grow in these six dimensions of leadership, we will position ourselves to serve as godly and competent servant leaders in the places of God's choosing. To assist in this growth process, students will explore various leadership approaches and construct a biblically-based theology of leadership. Students will gain greater awareness of their own strengths and leadership tendencies. They will create a personal leadership development plan for helping them maximize their strengths while shoring up areas of weakness, as appropriate. This plan along with their Rule of Life and theology of leadership will frame the discussions that students have with their mentors throughout the semester. CLD 510 helps learners strengthen their leadership foundations and thus is the prerequisite entry course to the CLD track.

Objectives

This course will help students:

➢ Formulate a theology of leadership that undergirds their approach to leadership and serves as a grid for assessing the appropriateness of various leadership practices.

➢ Appraise their personal strengths and growth areas particularly related to their ability to lead.

➢ Design and begin implementing a robust personal growth plan that focuses on developing personal strengths, maximizing leadership tendencies, increasing emotional intelligence and initiating/expanding disciplines that will encourage long-term sustainable growth.

> ➢ Evaluate their progress in implementing their personal growth plan in the context of a mentored relationship.

> ➢ Assess their own style of leadership and gain an appreciation for other styles of leadership.

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Course Textbooks and Online Inventories

Required Textbooks

Blackaby, Henry and Richard Blackaby. *Spiritual Leadership: Moving People unto God's Agenda.* Revised and Expanded. Nashville, TN: B&H Publishing Group, 2011. 373 pages

McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders.* Updated Edition. San Francisco, CA: Jossey-Bass Publishers, 2011. 192 pages.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership.* New York: Crossroad Publishing Company, 1989. 101 pages.

Required Inventories

Note: Make sure that you buy new copies of the *Emotional Intelligence 2.0* and *Living Your Strengths* books as they contain access codes for the online inventories.

Bradberry, Travis and Jean Greaves. *Emotional Intelligence 2.0.* San Diego, CA: TalentSmart, 2009.

Frazee, Randy. *The Christian Life Profile Assessment Tool: Workbook*. Connecting church resource. Grand Rapids, MI.: Zondervan, 2005.

Winseman, Albert L., and D.Min. *Living Your Strengths: Discover Your God-given Talents and Inspire Your Community*. New York, NY: Gallup Press, 2004.

Ministry Match at http://www.go-cce.com/ministry_match.php (after you register on the site, go ahead and purchase the Lay Version of the test)

Note: If you have done any of the required inventories for this course within the past two years, you do not need to redo them. However, I will still expect you to reflect on the results of past inventories and use them to inform your personal growth plan.

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Course Assignments

The assignments for this course include a personal assessment assignment (a summary of the results of four of the inventories and completion of the *Understanding Your Personal Calling* workbook), a mentoring assignment (with two parts), a personal leadership development plan, a theology of leadership, a ministry/work experience journal and completing the course evaluation. If you ever have an idea for an alternative assignment that you believe would have greater personal value and would still meet the objectives of the course, feel free to talk with me about it. In addition, feel free to use other formats (e.g. PowerPoints, Prezi, storyboards, videos) for your assignments. Please double-space all written assignments.

Assignments are due by midnight (your time) on the day they are due (except the personal assessment assignment, which is due by 9:00 am on the first day of the modular part of the course). I would ask that you submit your assignments in the online learning classroom accessible through MyCourses. When you go to the online classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the online classroom where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. This does not include assignments due at the end of the course. I will also consider extensions in exceptional circumstances such as a medical emergency (when a doctor's note accompanies the request). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Here is an overview of all the assignments followed by a detailed description of them (you can click on the assignment links to go right to the description).

Overview of Assignments (click on link to go to description)

Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
February 1	Personal Assessment Assignment: Four Inventories and Understanding Your Personal Calling Workbook	10%	10%
February 5-10	Online Forum Week #1	5%	15%
February 10	Part One of the Mentoring Assignment: Mentor Contract		
February 19-24	Online Forum Week #2	5%	20%

March 3	Personal Leadership Development Plan	15%	35%
March 5-10	Online Forum Week #3	5%	40%
March 24	Theology of Leadership	30%	70%
March 26-31	Online Forum Week #4	5%	75%
April 7	Part Two of the Mentoring Assignment: Mentoring Analysis Paper	10%	85%
April 7	Ministry/Work Experience Journal	15%	100%
April 7	Course Evaluation		100%

Personal Assessment Assignment: Inventories and *Understanding Your Personal Calling* Workbook (10% of the final grade)

There are three parts to this pre-course assignment:

Part One – Four Inventories

For this part, you will do four of the five inventories for this class (you will work on the fifth one, the Rule of Life, during and after the modular part of the course):

1. StrengthsFinder – The online access code for this inventory is in the *Living Your Strengths* textbook.

2. Ministry Match Lay Leader version at http://www.go-cce.com/ministry_match.php (you will need to register on the site before you can purchase the assessment)

3. Christian Life Profile – The assessment is in the *Christian Life Profile* course text. Make sure that you do the self-assessment and have others complete the three "other-assessments."

4. Emotional Intelligence 2.0 – The online access code for this assessment is in the textbook with the same title.

After doing the four inventories, fill out the inventory template posted in the online classroom (the template helps you to organize your results for comparison purposes) and submit the filled-in template along with your inventory results in the online classroom. At this point, you do not have to comment on the results (this analysis will come later). Please note that your assigned leadership coach for this course (see the coaching session description in the Personal Leadership Development Plan assignment) will receive these inventory results as important reference material for the coaching session.

Note: Make sure that you bring the template and the full results of the inventories to class, as we will spend time processing the results together. As mentioned previously, if you have done any of these assessments within the last two years, you do not have to redo them. However, you should still submit the results from the assessment(s) you did previously for this assignment.

Part Two – *Understanding Your Personal Calling* Workbook

For this part of the assignment, prayerfully work through the *Understanding Your Personal Calling* workbook posted in the online classroom. I would encourage you to spread out this exercise over several days to give yourself a chance to reflect on the questions and ideas that emerge. Please note that you will have an opportunity to share your life purpose, core values and vision statement (the three key components of your personal calling statement that you will articulate in the workbook) in small groups during the modular part of the course.

Part Three – Read the *Dimensions of Christian Leadership* Article

In the online classroom, you will find the *Dimensions of Christian Leadership* article. It gives an overview of the leadership framework we will follow during the course. Please make sure that you have read it before the modular part of the course.

This assignment is due February 1 by 9 am (PDT).

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Mentoring Assignment (worth 10% of the final grade)

The Setting: Students are required to secure a mentor for eight weeks during the course. The student should take into consideration the following criteria when selecting a mentor:

- ❖ mentor and protégé must be one in Christ
- ❖ the mentor is considerably more experienced in leadership than the protégé
- ❖ the protégé respects the mentor (i.e. if you turned out just like your mentor, you would be happy with that outcome)
- ❖ the mentor is willing to invest meaningful time into the life of the protégé

The Leadership Mentor: Students are required to meet with their leadership mentor weekly for eight weeks following the module for at least one hour per meeting. These meetings should primarily feature discussion of the student's personal and leadership development with a special focus on the protégé's personal leadership development plan, Rule of Life, personal calling statement and theology of leadership. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor's experience and guidance.

The mentoring assignment has two parts:

Part One - Mentoring Contract (worth 20% of the assignment's value)

The student and mentor will establish a **Mentoring Contract** (see Appendix A) at the first meeting, outlining their eight-week goals and how these will be accomplished; both will sign the contract. Please submit a scanned copy in the online classroom by February 10

Part Two - Mentoring Analysis Paper (worth 80% of the assignment's value)

> After the seventh mentoring session is complete, I would ask that you submit a five-page analysis of the mentoring experience to the leadership mentor in the eighth session. How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in our class discussions and through the readings for the course (be specific about these connections)? What are the some of the blessings and challenges you experienced during your times with your mentor? How did you grow? Please include a schedule of your mentoring meetings and the amount of time you spent in each one. The mentor will read the analysis, making comments in the margins, sign and return the paper to the student, who will then submit a scanned version of the signed copy in the online classroom by April 7. In addition, please ask your mentor to complete the online mentor survey at https://www.surveymonkey.com/r/actsmentor by April 7. The survey results help us to know how the mentoring experience went and how we might strengthen it in the future.

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Online Forum Participation (20% of the final grade)

This course has four online forum weeks where you will have an opportunity to interact with others in the class around key questions, assignments and/or additional lecture material. You should plan to invest approximately four hours into each forum week. Each forum is worth 5% of your final grade.

Here is when the forum weeks will happen (please note that the forum weeks start on a Monday and end on a Saturday):

- February 5-10

- February 19-24

- March 5-10

- March 26-31

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) per forum week. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To

create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

❖ Providing and developing a new thought, idea, or perspective.
❖ Citing an experience or example of what we are learning and showing how it applies.
❖ Adding a new twist on a perspective.
❖ Critically reflecting on an idea/concept.
❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
❖ Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

❖ Very basic comments such as "I agree" or "I disagree."
❖ Restating what someone has said *(unless there is a direct purpose in doing so).*
❖ Disrespectfully disagreeing.
❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

❖ What would happen if...
❖ Other times it may be helpful to...
❖ It is my understanding...what is your experience with this?
❖ You might approach this from...
❖ Is it possible that...
❖ Would you consider...
❖ Maybe...
❖ Possibly...
❖ Sometimes...
❖ I'm wondering if...
❖ Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

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Leadership Development Plan (20% of the final grade)

The results from the assessment tools showed you some of your strengths, practices and tendencies that will help you live out your calling. Yet, all of us are in process. We have strengths

that we can develop even more. We have weaker areas that may require our attention. The key is to understand what God desires of us (our personal calling) and then, in His strength, take the necessary steps to be the kind of leader He wants us to be and to do the tasks He wants us to do. This is a lifelong process.

This assignment has six parts:

Part One - Your Personal Calling Statement (two pages – worth 10% of the assignment's value)

For this part, refine (or restate if no refinement is necessary) your personal calling statement with its biblical purpose, core values and vision statement from the *Understanding Your Personal Calling* workbook that you did for the Personal Assessment Assignment. Include at least one jpeg-type picture that captures the heart of your personal calling. Give a brief explanation of how the image connects with your personal calling.

Part Two - Rule of Life (two pages – worth 15% of the assignment's value)

During the modular course, you were introduced to the Rule of Life template (it's in the online classroom). This part of the Personal Leadership Development Plan gives you an opportunity to review your responses for that exercise and to develop it further. Make sure that you describe what you are already doing in each of the 12 areas of the Rule of Life and what you could add or change that would strengthen your leadership foundations and better position you to live out your personal calling. If you are not doing something in a particular area and don't think you should, that's fine. In addition, feel free to add other areas that you have found helpful. The approximate length of this part is two pages.

Part Three - Inventory Reflection (three pages – 40% of the assignment's value)

For this assignment, take up to three pages to reflect on the results of the assessment tools you completed for this course: Ministry Match, Emotional Intelligence 2.0, StrengthsFinder, Rule of Life and the Christian Life Profile. Make sure you include insights from your coaching session. Here are some specific questions I would like you to tackle in the reflection process:

1. What are some common themes that seem to emerge from the results?

2. How do some of the results from the inventories build upon each other? For example, how might your top spiritual gifts in the Ministry Match assessment add to your understanding of your top five signature strengths from the StrengthsFinder assessment (and vice versa)?

3. Where do the inventory results seem to contradict each other (or your own view of yourself)? How might you explain these apparent contradictions?

4. What opportunities for living out your calling more effectively do you see coming out of these results? For this question, I expect to see a detailed integration of your personal calling assignment into the discussion.

Part Four - Coaching Session (5% of the assignment's value)

After you have reflected on the inventory results, I would ask that you meet with your assigned leadership coach for a one-hour meeting to discuss the results and your reflections (I will assign you a coach during the modular part of the course). The leadership coach will have access to your inventory results that you submitted for the first assignment. The purpose of the coaching session is to help you formulate your strategic plan (part five of this assignment). Here are some questions to think about before the coaching session:

    a.   Thinking about your Rule of Life, what are one or two changes that you could make to help you grow even more in your relationship with God this semester?
    b.   Based on what you saw in the inventories you did for this class, what are some of your top strengths?
    c.   What are some of your growth areas?
    d.   As you think about achieving your personal calling, which strengths could you maximize to help you do so?
    e.   Which growth areas could you strengthen to help you better live out your calling?

Note: Your coach may invite you to participate in further discussions; these additional meetings are not required for this course, but you can participate in them if you think it would be helpful for your leadership development.

Part Five - Strategic Plan (three pages – 30% of the assignment's value)

After you have reflected on the results of each inventory, establish three strategic objectives that will promote your development as a Christian leader over the next six months. Indicate the rationale for selecting each objective (why is the objective important in light of your calling as articulated in this class and your inventory results). In addition, identify at least five key action steps for each objective, which will help you take steps toward achieving the objective over the next four months (make sure that these actions steps are SMART – specific, measurable, attainable, realistic and time-framed). At the end of this section, include a one-page summary of your prioritized objectives and action steps that you and your mentor can use as a quick reference guide. Recognizing that it is difficult to work on three major objectives at the same time, I have asked you to prioritize them in your one-page summary. Make the first one your top priority. You can move on to another objective once you feel you have made reasonable progress on the previous one. The approximate length of this section is three pages.

Part Six - Setting up Supportive Accountability

For this part, give the entire assignment to your mentor for this course. Include a note at the end of your assignment saying that you have distributed a copy to your mentor as directed.

The maximum length of this assignment is 10 pages. Due date: March 3.

Note: In subsequent CLD courses, you will have the opportunity to revisit your three objectives and action steps to assess your progress in achieving them and to modify them, as necessary. In those courses, you will entrust your list of developmental objectives to your affinity group

leader and away-from-ACTS mentor who will be able to provide additional support as you seek to grow as a leader.

A Theology of Leadership (30% of the final grade)

For this assignment, I want you to carefully read one or more of the Gospels and the course texts in their entirety (*Spiritual Leadership: Moving People unto God's Agenda, A Work of Heart: Understanding How God Shapes Spiritual Leaders,* and *In the Name of Jesus: Reflections on Christian Leadership).* By submitting the assignment, you are declaring that you have completed the required reading (if this is not the case, please indicate how much of the course texts you read).

The assignment has two parts:

Part One – Written Analysis

Based on your reading, the course content and other insights, develop a biblically sound and personally relevant theology of Christian leadership. Your theology of leadership should include what you consider are the non-negotiable aspects of leadership. Some of the questions you will want to cover are: what is Christian leadership, what kind of character should a Christian leader have, how does a Christian leader lead, and what can we learn from Jesus and other biblical characters about Christian leadership? I expect a rigorous interaction with Scripture, the course lectures/discussions, and the course texts. The maximum length is seven pages.

Part Two – Submitting Assignment to Mentor

As a final part of this assignment, give a copy to your mentor and include a note with this assignment that you have done so.

The assignment is due March 24.

Ministry/Work Experience Journal and Timesheet (15% of final mark)

For the *Ministry/Work Experience Journal and Timesheet* assignment, students will serve at least **seven hours per week** (voluntary or paid) in a significant ministry (e.g. church, parachurch organization, ACTS, mission agency, hospital, prison) and/or work setting for eight weeks. The ministry/work experience should afford students the opportunity to explore their leadership calling and gifting under the direction of experienced mentors who will commit to investing the time and energy necessary to interact in significant ways with students. Ideally, the mentor you select for the mentoring assignment should be in your ministry/work setting. The factor that makes a placement significant is not primarily the ministry/work the student will do. Rather, the key factor is the impact of significant mentoring on the student by an effective leader while the student serves. Make sure that you keep track of when you serve and what you do in a detailed timesheet that you will submit as a part of this assignment (see description below).

The student is required to journal one page per week for eight weeks regarding how the six dimensions of leadership (a growing relationship with God, godly character, calling, community, team and skills/knowledge) from the modular part of the course and other ideas from the course texts intersect with the student's ministry/work setting (you could also do a one to two-minute audio or video reflection each week, or even reflective entries in a personal blog). Make sure that you date each journal entry. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Make sure that you connect your reflections with key ideas from Scripture, mentoring discussions, the course texts, class discussions, and other sources. Be encouraged to use the weekly writing of the journal as preparation for the meetings with your mentor.

Submit the eight weeks of journal entries along with a detailed timesheet of your ministry/work involvement in the online classroom by April 7. The timesheet should clearly show when you served, what you did in your ministry/work setting and the total number of hours you served during the semester (if you already work a quarter-time or more in the ministry/work setting as a paid staff member, simply include a note to that effect).

As a final part to this assignment, I would ask that you complete the online CLD surveys, which gives you an opportunity to assess your personal leadership development, your mentoring experience and your ministry/work experience. I will post the links in the online classroom. Please include a note at the end of your assignment stating that you have completed the CLD surveys.

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Course Evaluation

During the semester, you will receive a notice from the ACTS office about how you can complete the course evaluation for CLD 510. Because your feedback is very important to me (I will often change future offerings of a course based on the feedback I receive from students), I have made the course evaluation a required part of the course. Once you have completed the course evaluation (by April 7 or the deadline specified by the ACTS office), please email me (randy.wolff@twu.ca) to let me know.

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Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.

A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision *or* references and resources not taken fully into account *or* examples are basic or not completely convincing *or* barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment Assessment

When I assess written assignments and presentations, I tend to look for the following:

➢ Appropriateness – The content matches the requirements of the assignments.
➢ Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond "left brain" thinking that focuses on systematic and logical thinking. Add "right brain" analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way.** Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.
➢ Coherence – The content flows in a consistent and meaningful way.
➢ Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader's attention.

Assignment Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals can be made with the ACTS registrar's office.

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Tentative Module Schedule

Note: Please be aware that you will likely need some time on Thursday evening to complete an in-class assignment for the next day.

Thursday (Feb. 1) – Helping Others Grow in Christ and Developing Godly Character

9:00 – 10:20 – Biblical Leadership Overview

10:20 – 10:40 – Break

10:40 – 12:00 – Developing a Rule of Life

12:00 – 1:00 – Lunch

1:00 – 2:20 – Strategies for Building Christ-like Character

2:20 – 2:40 – Break

2:40 – 4:00 – Why Understanding our Biblical Purpose is So Important (and How to Discern it)

Friday (Feb. 2) – Discerning Personal Calling, Growing Communities and Teams, and Essential Leadership Skills

9:00 – 10:20 – Core Values and Vision: Adding Feet to Our Biblical Purpose

10:20 – 10:40 – Break

10:40 – 12:00 – Strengths-based Leadership: Working with the Strengths You Already Have

12:00 – 1:00 – Lunch

1:00 – 2:20 – Growing Deep Communities and Effective Teams

2:20 – 2:40 – Break

2:40 – 4:00 – Four Skills for Helping People Take Next Steps

Please note that the course module depends on process learning, which requires student participation. Because attendance is critical, I will impose a penalty for missing sessions (5% per session) unless a student has made prior arrangements with me.

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Course Fees

The course fees for this course go towards stipends for coaches (for the coaching requirement), handouts and in-class snacks. A portion of the course fees for students taking the course via live-streaming goes towards live-streaming costs.

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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.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University's campus closure notification message box (604.513.2147) and on the front page of the University's website (http://www.twu.ca – also see http://www.twu.ca/conditions for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at http://libguides.twu.ca/EndNote/) 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 EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats –Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling 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").

CANIL students can locate this on the CANIL intranet, under the "student" side. CanIL students can locate this on the CanIL intranet, under the "student" side.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to

complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

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. Those needing additional clarification may contact the ACTS Academic Dean's office. 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).

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://acts.twu.ca/library/plagiarism.ppt
http://acts.twu.ca/library/Plagiarism.swf (14 minute flash tutorial)
http://acts.twu.ca/library/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.

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Appendix A - Mentoring Contract
To Be Filled Out With The Mentor in the Leadership Setting Away from ACTS
(Contract for CLD 510)

Responsibilities of the Mentor

Our ability to prepare people for Christian leadership in the classroom is limited. It is therefore crucial that students gain significant "hands on" opportunities to experience Christian leadership prior to graduation. Students need to be able to apply their classroom learning in the laboratory of life. The mentoring component of CLD gives the student that opportunity.

CLD is a mentored track. In CLD 531-534, mentoring happens in two settings: in an affinity group with an ACTS faculty leader, and in the student's leadership setting away from ACTS. In CLD 510, students are introduced to mentoring by setting up a mentoring relationship with an away-from-ACTS mentor.

We at ACTS express deep gratitude to individuals in the Christian community who make themselves willing to serve as mentors, guides, and friends to our students. We suspect that mentor-leaders are already busy. Yet, their contribution to ACTS students represents an investment in their growth as servants of Jesus, and to the increase in the number of effective leaders in the church and world. Thank you!

The mentored component of CLD 510 provides students with the opportunity to:

- gain crucial experience in the practice of Christian leadership;
- benefit from the intentional guidance of experienced mentors;
- build a philosophy of Christian leadership that grows out of reflection upon their experience;
- experience the blessing of connectedness with a ministering community;
- pursue personal spiritual maturity in a disciplined way;
- determine the ways in which their leadership can be dedicated to fulfilling God's purposes on earth.

The mentoring role entails the following:

- Meeting with the student at least eight times per semester for at least one hour per meeting. It is expected that these meetings will feature discussion of the student's personal and leadership development (particularly related to the objectives of the particular CLD course that the student is taking, which are listed in the mentoring contract) rather than primarily the discussion of ministry details. Prayer should be prominent. The student views these meetings as opportunities to benefit from the mentor's experience and guidance.

- The mentor and the student will establish a mentoring contract at the first meeting outlining goals for the eight weeks and how these will be accomplished; both will sign the contract (please keep a copy for your own records), which the student will submit to the CLD professor.

- Throughout the semester, the student will give the mentor three assignments from the course (personal calling statement, personal leadership development plan and a theology of leadership) for the purpose of discussion. I would encourage mentors to take this opportunity to ask probing questions and to provide supportive accountability as students seek to become more effective as godly and competent servant leaders in the places where God calls them to serve.

- After the seventh mentoring session is complete, the student will submit a five-page analysis of the mentoring experience to the leadership mentor in the 8th session. The mentor will read the analysis, making comments in the margins, sign and return the paper to the student, who will then submit the signed copy to the CLD professor (mentors can do this on a hard copy or electronically using Word's tracking feature).

- After your final mentoring session, please fill out the mentor survey at https://www.surveymonkey.com/r/actsmentor. The survey results help us to know how the mentoring experience went and how we might strengthen it in the future.

- Here are some specific topics that it would be good to cover during the sessions:

  o How you have experienced God's calling in the past (goes along with a discussion of the student's personal calling assignment)?
  o The disciplines and practices that you have found helpful in growing your relationship with God (connects with the Rule of Life part of the personal leadership development plan assignment).
  o The steps you have taken or are taking to develop as a leader (goes along with a discussion of the student's personal leadership development assignment).
  o How God has developed and is developing your character (discussion of some key character qualities for Christian leaders would also be helpful)?
  o Your understanding of Christian leadership (goes along with a discussion of the student's theology of leadership assignment).
  o How can a leader build a caring community where people practice the "one anothers" of Scripture?
  o Your experience in building healthy ministry teams.
  o Key skills for Christian leaders and how to develop them.

I would encourage all mentors and mentees to read the *Dimensions of Christian Leadership* article found on the MinistryLift website (http://bit.ly/2yrXM2g) The article gives a summary of the major emphases of the Foundations of Christian Leadership course thus providing a helpful framework for the mentoring discussions.

Note: All mentors are invited to attend the MinistryLift half-day Coach/Mentor training on January 12 (1:00 – 4:00 pm). As a thank you for mentoring in this course, you can register for free by emailing Keith Reed (Associate Director of MinistryLift) at keithreed@mbseminary.ca.

Contract between the Leadership Mentor and Student (please fill in the following pages)

<u>Away from ACTS Christian Leader (Mentor)</u>

Name:	*Name of Church:*
Ministry Position in Church (if applicable):	*Phone:*
Address:	*Preferred Email:*
Denominational Affiliation (if any):	

<u>ACTS Student (Protégé)</u>

Name:	
Preferred Email:	*Phone:*
Student's Denominational Affiliation (if any):	
Seminary with which Student is registered at ACTS:	

<u>Eight Meeting Dates:</u>

1. _____   2. _____
3. _____   4. _____
5. _____   6. _____
7. _____   8. _____

<u>Mutual Commitments:</u>

Because the Away-from-ACTS mentoring experience is an extension of the classroom, it is expected that the mentoring experiencing will help to achieve the outcomes of the course (listed below) and to help students make progress in realizing their personal leadership development objectives. Throughout the semester, the protégé will submit three documents to the mentor (personal calling statement, personal leadership development plan and a theology of leadership), which should be the focus of the mentoring discussions for at least some of the sessions. Of course, there are other objectives that mentors and their protégés may wish to pursue during their times together and these can be added below.

1. Foundations of Christian Leadership (CLD 510) course objectives:

    a. Formulate a theology of leadership that undergirds their approach to leadership and serves as a grid for assessing the appropriateness of various leadership practices.

    b. Appraise their personal strengths and growth areas particularly related to their ability to lead.

    c. Design and begin implementing a robust personal growth plan that focuses on developing personal strengths, maximizing leadership tendencies, increasing emotional intelligence and initiating/expanding disciplines that will encourage long-term sustainable growth.

    d. Evaluate their progress in implementing their personal growth plan in the context of a mentored relationship.

    e. Assess their own style of leadership and gain an appreciation for other styles of leadership.

2. Other objectives that you would have for the mentoring experience

    a. Other objective #1 - _____

    b. Other objective #2 - _____

    c. Other objective #3 - _____

    d. Other objective #4 - _____

    e. Other objective #5 - _____

<u>Signatures</u>

Mentor and protégé should sign the contract as a demonstration of their commitment to each other and the mentoring experience.

_____ _____
Mentor's Signature   Date

_____ _____
Protégé's Signature   Date

Note: It is the student's responsibility to give a completed copy of the contract to the away-from-ACTS mentor <u>and</u> the CLD professor.

Appendix B: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and also to participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the instructor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow class discussions, posing questions and making comments of their own. They can join in group discussions with other learners when the class breaks into smaller groups. Through internet-based simulcast, they are able to share all the essential elements of the formal class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.

- ***Students must participate in classes in real-time***, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Thursday mornings will be expected to be in that class virtually, or physically, when that class meets. (A live-streaming student who is in the area and able may attend class in person when possible if he/she wishes.)

  ACTS has the capacity to record live-streamed courses for later viewing, but we do not record them as a matter of routine. If it is difficult for students to participate in a class session, they may ask the instructor for permission to watch recorded versions of the class. This will only be granted in exceptional circumstances.

- Participation in a course through live-streaming ***requires a fast and consistent internet connection (ADSL or cable), a reasonably up-to-date computer system, a webcam, and a quality headset with a microphone***. Students must familiarize themselves with the live-streaming software platform and ensure that their link, webcam, and headset are working properly <u>before</u> the first class session.

  Please arrange for a practice run on the system with the instructor prior to class, especially if this is your first live-stream course. This can be arranged by email.

- As much as possible, ***be sure you are fully ready for each class session before the class begins***. To the degree that logging in and connecting with the system can be done from your end, there is some flexibility for you to "arrive" as you are able. But testing the system and other logistics that require faculty assistance should be done before class starts. The instructor will do his/her best to ensure that everything is in place for the live-stream session; but he/she cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session for other students once class begins.

- Arrange a backup plan with your instructor in case of system failure. ACTS uses high-caliber, current equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and do occasionally fail. Your instructor cannot stop class in order to troubleshoot and resolve technical problems in the unlikely event that these occur. To minimize possible disruption in the case of a loss of connection:

  - Provide email, text, or phone contact information so that he/she can contact you at the next natural break in the class.

  - Discuss the possibility of a back-up link to the class in case of system failure. (E.g.: a skype or phone link if the regular link fails.)

  - Have a plan for follow-up contact with the instructor and/or with a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).

Note that under the policy guidelines of our accrediting body, the Association of Theological Schools, live-stream courses are classified as "distance" education and are subject to the normal policies, limitations, and expectations that apply to distance courses. See the ACTS academic catalogue, or consult with the Academic Program Advisor or your Program Chair if you have any questions about the way that distance courses operate within your degree program.