ACTS
SEMINARIES

Associated Canadian Theological Schools
of Trinity Western University
CLD 532: Power, Change and Conflict

Randy Wollf, PhD, Associate Professor of
Leadership Studies and Practical Theology
Spring - 2018
3 credit hours
Prerequisite – CLD 510
Course Fees - $100

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Course Duration: Jan. 8 – Apr. 7, 2018
Course Module: Jan. 18-19 (9 am – 4 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 C 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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Course Description

Power relationships and the need for change exist in all organizations. Change often upsets delicate power balances and can result in conflict. As organizations attempt to respond to change, leaders must understand the role of power in the change process and how to mobilize the power of leadership in a healthy and godly manner. Conflict can arise for many reasons but often accompanies the transitions that result from change. Few interpersonal exchanges have as much catalytic potential for good as healthy conflict. By addressing and transforming their conflicts, individuals and groups of people develop an internal rigor, enhance mutual understanding, sharpen their mandates and deal proactively with important issues in their lives

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Objectives

This course will help students:

> ➢ Assess the power dynamics in their organizations and to acquire greater skill in using and helping others use power in equitable and God-honouring ways.

> ➢ Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.

> ➢ Design an approach to leading positive and sustainable change within their organization.

> ➢ Acquire basic skills to analyze conflictive situations and use response strategies designed to transform conflict into personal, interpersonal and organizational growth.

> ➢ Reflect knowledgably and constructively on their personal experience in real time ministry.

> ➢ Assess and revise their personal leadership development plan

> ➢ Benefit from the intentional guidance of experienced mentors

> ➢ Apply the lessons learned in the classroom in real-time ministry settings

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Course Textbooks

1. Patterson, Kerry. *Crucial Conversations: Tools for Talking when Stakes are High.* 2nd ed. New York: McGraw-Hill Education, 2011. 272 pages.

    Note: This book is a "must read" on how to communicate well with those around us, especially when the issues are important. Patterson's book has sold over two million copies and has become a classic in the field of interpersonal communication.

2. Sande, Ken. *The Peace Maker: A Biblical Guide to Resolving Conflict.* Grand Rapids, MI: Baker Books, 2004. 317 pages.

    Note: This book provides a biblical framework for addressing personal conflict and gives much practical advice on the steps to take to implement biblical truths in conflict situations.

3. Wollf, Randy. *Navigating Church Politics: A Church Leader's Guide for Managing Conflict and Power Struggles while Leading Organizational Change.* San Bernadino, CA: Amazon Digital Services LLC, 2017. E-book currently available on Amazon (paperback version will be available by December 1, 2017) Approximately 250 pages.

    Note: As a seminary professor and former pastor, I am keenly aware that many Christian leaders are often ill-equipped to use and help others use power in ways that are of maximum benefit to their ministries. Both paid and volunteer leaders in the church and in other ministries often find themselves wandering blindly through minefields of competing interests. This book takes readers on a yearlong direction-setting journey with a church where I identify nine types of power and how leaders might manage them and make the most of them as they lead positive change in their organizations.

Total = Approximately 839 pages

Note: If you have read one or more of these books, please contact me so that we can arrange alternative readings.

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Tentative Module Schedule

Thursday, January 18, 9:00 AM – 4:00 PM

9:00 – 10:15 am – Introduction to the Course

10:15 – 10:45 am – Break

10:45 am – 12:00 pm – Theology of Power, Change and Conflict

12:00 – 1:00 pm - Lunch (please make your own lunch arrangements)

1:00 – 2:15 pm – Using Power to Accomplish God's Purposes in God's Way (Part 1)

Electrical appliances and organizations both need power to function well. Yet, leaders sometimes struggle with how to use power in ways that benefit the organization and its members in a maximum way. In this session, we will look at a church that went through a year-long direction-setting process. We will see how the leaders in this church navigated power dynamics well and where they could have done better. The desired outcome of this session is that participants would come away with a deeper awareness of power dynamics and how to use power (and mediate its use by others) in ways that serve God's purposes.

2:15 – 2:45 pm – Break

2:45 – 4:00 pm - Using Power to Accomplish God's Purposes in God's Way (Part 2)

Friday, January 19, 9:00 AM - 4:00 PM

9:00 – 10:15 am – Making Change Stick (Part 1)

Most major change initiatives fail or simply fall away over time. How can we discern God's plans for our ministry? What can we do to make sure that we execute those plans well so that they persist over time? In this session, we will look at eight proven steps for leading change. The desired outcome for the session is that participants would be better able to help their teams discern God's leading and to implement plans that persist over time.

10:15 – 10:45 am - Break

10:45 am – 12:00 pm - Session 2 – Making Change Stick (Part 2)

12:00 – 1:00 pm – Lunch (please make your own lunch arrangements)

1:00 – 2:15 pm - Sessions 3 – Making Conflict Transformational (Part 1)

Conflict is a natural and necessary part of group life. In this session, we will look at a theology of conflict, the differences between healthy and unhealthy conflict, and practical steps that we can take to engage in conflict that leads to the transformation of individuals, relationships and organizations.

2:15 – 2:30 pm - Break

2:30 – 3:30 pm - Session 4 – Making Conflict Transformational (Part 2)

3:30 – 4:00 pm – Meet as Affinity Groups

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 Assignments

There are seven assignments for this course: mentoring assignment, personal leadership development plan follow-up assignment, transforming conflict, navigating power dynamics while leading change, affinity group participation, ministry/work experience journal and timesheet, and 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. PowerPoint, videos) for your assignments. With written assignments, please double-space them and follow the guidelines in the Turabian *Manual for Writers*.

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online classroom for this class. When you go to the online classroom, you will see drop-box folders where you can upload your assignments. Once I have marked your assignment, I will put it back in those folders (you will receive an automatic notice when I do so). You will then be able to check your grade and review the comments I made on the assignment. 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). Unfortunately, this does not include assignments due at the end of the semester. 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 3	Part One of the Mentoring Assignment: Mentor Contract		
February 17	Personal Leadership Development Plan Follow-up Assignment	10%	15%

March 10	Transforming Conflict	35%	50%
March 31	Navigating Power Dynamics While Leading Change	20%	70%
April 7	Affinity Group Participation (nothing to hand in with this assignment)	5%	75%
April 7	Ministry/Work Experience Journal and Timesheet	15%	90%
April 7	Part Two of the Mentoring Assignment: Mentoring Analysis Paper	10%	100%
April 7	Course Evaluation		

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Mentoring Assignment (worth 10% of 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 (particularly related to spiritual formation, relationships and ethics) rather than the discussion of ministry details. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor's experience and guidance. Your reflections in your Ministry/Work Experience Journal (see description below) may provide some topics for discussion during your mentoring times. In addition, insights gleaned from your mentor will likely inform some of your reflections in your journal. You can also go to http://ministrylift.ca/cld532 to find questions related to the course topics, some of which you might want to address during your times together.

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 3.

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 you. I would then ask that you 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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Personal Leadership Development Plan Follow-up Assignment (worth 10% of the final grade)

In CLD 510, you articulated a personal leadership development plan. The purpose of this plan was to help you articulate key objectives for developing as a godly and effective servant leader. In this assignment, you will have the opportunity to review and revise your objectives and specific action steps from CLD 510 (or a follow-up plan that you articulated in another CLD course). There are four parts to this assignment:

Part 1 – Review Your Progress (two pages)

In this section, assess the progress you have made on the objectives/action steps in your previous personal leadership development plan. What obstacles have stood in your way? After reflecting on your progress, carefully review the results of the inventories you did in CLD 510. If you did the Emotional Intelligence 2.0 inventory in CLD 510 and it has been at least six months since you did it, I would like you to do it again (the second test is free) as a part of your review of your inventory results. As you review the results of all the inventories, discuss areas where you have seen noticeable growth or increased application of particular practices/skills. Which areas seem to have become weaker? Where have you been unable to apply practices/skills in your life and ministry, as you would like?

Part 2 – Revise Your Plan (two pages)

Based on your review of your progress and your inventory results, what are the three objectives that you think are most strategic in helping you live out your personal calling and develop as a godly and competent servant leader (you may have identified five in a previous CLD course – this assignment focuses on three objectives)? List them in order of priority. What are the steps you will need to take to realize these objectives? Feel free to keep old objectives and actions steps; however, you may find that you have become aware of other objectives and action steps that may be more effective in helping you develop as a leader who can increasingly live out your God-given calling. Alternatively, you may have made significant progress towards accomplishing an objective and would like to focus on a new one. I would encourage you to focus on one objective at a time (trying to achieve all three at the same time could be overwhelming). Make sure that all the action steps are **SMART**:

Specific (i.e. focused on one clearly defined area)

Measurable (i.e. you should be able to chart your progress and know when you have achieved the action step)

Achievable (i.e. you should be able to achieve the action step within the stated time frame)

Relevant (i.e. the action step should actually help you achieve your overall objective)

Time-framed (i.e. you should include a completion date so that you have a clear target for completing the action step)

Part 3 – Plan Summary (one page)

Make a one-page summary of your revised objectives and accompanying action steps.

Part 4 – Distribute your Revised Plan

As an additional step, give copies of your one-page revised summary to your CLD mentor, your affinity group leader, and a trusted friend or family member so that they can support and guide you in accomplishing your objectives. Include a note at the end of your assignment saying that you have distributed copies of your plan to these three people.

The maximum length of this assignment is five pages and is due February 17.

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Transforming Conflict (worth 35% of final mark)

For this assignment, you can choose from one of three options. Each one is a maximum of 10 pages and is due March 10. Make sure that you specify which option you have chosen in your paper.

Option #1 - Personal Conflict Project

Visit for at least one hour with a person with whom you have had a conflict within the last six months. Choose a person with whom you can communicate with some trust and comfort. This will normally rule out a person with whom you are in a current conflict, unless perhaps it is a close friend. Do not choose a family member, but someone with whom you work or interact with in some other capacity. Tell the person, "I am trying to understand my personal reaction to conflict, and I would like you to help me. Remember the conflict we had about . . .? It would really help me if you could describe for me, from your perspective, how I responded to and handled that conflict situation."

Note: Do not challenge or dispute the observations that the person offers! However, you should:

1) Ask for clarification when what the person says is unclear. "Can you explain that last point for me a bit further?"

2) Inquire about how your actions made the other party feel. "How did you feel when I did that?"

3) Ask for advice. "What could I have done to help you respond more positively?"

From this experience, write a two-part paper. In part 1 (two pages), summarize the insights gained from your interview (give an anonymous name to the person with whom you had the conflict) and conclude with key observations about how you can improve your response to conflict. In part 2 (eight pages), use relevant research (from the course texts, class discussions and at least five additional sources) to establish a workable conflict transformation process for interpersonal conflict (i.e. between two people, as opposed to between groups of people). Discuss how following this process would have helped you with the conflict you used as a case study for this paper.

OR

Option #2 - Organizational Conflict Project

Interview two people (ideally from different "sides") who have personal knowledge of an organizational conflict that involved groups of people who had different perspectives about a particular issue or set of issues. Explore how the conflict began, how the two sides responded to it, and how it progressed.

Without betraying confidences, use the information you gather from the interviews to develop a workable conflict resolution process for low to moderate level conflict within a community. Make sure that you integrate insights from Scripture and the course texts (and at least five other sources) into your approach. The maximum length of this paper is 10 pages.

OR

Option #3 – Create Your Own Project on Conflict

For this option, you can submit a proposal to me for your own self-designed project that focuses on transformational conflict. With your proposal, make sure that you provide a detailed description of the project along with rationale as to how the project will help you grow in your knowledge and abilities related to conflict management. You should submit your proposal for this option via email by February 17. With this option, I expect that you will meaningfully engage with the course texts, class material and at least five other sources (unless you make an alternative arrangement with me). An example of an alternative assignment would be to participate in a weekly Freedom Session and reflect on how the sessions help you deal with past and present conflict situations.

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Navigating Power Dynamics While Leading Change (worth 20% of final mark)

For this assignment, you have four options. Each of the options has a maximum length of six pages and is due March 31. Make sure that you specify which option you have chosen in your paper.

Option #1 – Discussing the *Navigating Church Politics* Book

For this option, work through the *Navigating Church Politics* book with a group of people from your church. Meet with the group several times to discuss the questions at the end of each chapter. Obviously, it works best if everyone in the group has read the book prior to the discussions.

In your paper, briefly describe the group that discussed the book and their roles within the church. Then, devote the majority of the six-page paper to summarizing the key insights, themes and tensions that emerged from your discussions.

OR

Option #2 – Reflecting on a Major Organizational Change Effort

Think about a major organizational change effort that you have experienced in the past (preferably one in which you were actively involved). Based on principles covered in class and from other sources, how could you have strengthened the change process? What did you do or could have done that adds to or even contradicts what we discussed in class about making change stick?

Using *Navigating Church Politics* as a guide, explore how power manifested itself during the change process. How did you see some of the nine types of power at work during the process? What other types of power did you witness? Reflect on how you and others might have used and helped others use power in more equitable ways in this particular change process.

OR

Option #3 – Design and Begin Implementing a Change Process

For this option, you will design and begin implementing a change process for your church (or a ministry within the church) or another organization. The first part of the assignment (one page) is to describe the context in which the change process will occur. The second part (two pages) outlines the steps you took and will likely still need to take in the change process. In part three, you will reflect on how power played a role in both the design and implementation of the plan. Who exerted more influence on the process? What forces constrained the process in some way? Reflect on how you might have used or helped others use power more effectively. Comment on any conflicts that emerged. How did they influence the process? What did you and/or others do to address the conflicts? The third part, which is a reflective piece, should be approximately three pages.

OR

Option #4 – Create Your Own Power and Change Project

For this option, you can submit a proposal to me for your own self-designed project that focuses on navigating power dynamics while leading change. With your proposal, make sure that you provide a detailed description of the project along with rationale as to how the project will give you an inside look at how to navigate power dynamics while leading change. You should submit your proposal via email by March 3. With this option, I expect that you will meaningfully engage with the course texts, class material and at least five other sources (unless you make an alternative arrangement with me).

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Affinity Group Participation (worth 5% of final mark)

The purpose of CLD affinity groups, as extensions of the classroom, is to reinforce, personalize and/or extend the course content within the overall objectives of the course and to do so in the context of caring community.

I will assign students to an affinity group during the modular part of the course. ACTS faculty members, local pastors and/or denominational leaders will lead the affinity groups. The affinity groups may find that their members have much in common (i.e., similar ministry experiences and/or plans) or little (i.e., different denominations, ages, vocational objectives). Regardless of the degree of natural affinity, affinity group members will have the opportunity to explore the course themes in mutually beneficial ways within the context of a shared faith.

Affinity groups will meet five times for encouragement, support, a discussion of issues arising from the course, prayer, and sharing "matters of the heart." Students residing outside the Fraser Valley can join their affinity group via Skype or another internet-based platform.

Affinity groups will establish an **Affinity Group Contract** (see Appendix B) at the first meeting, outlining goals and how the group will accomplish these goals. Affinity group leaders will submit a copy of the signed contract to the professor of record within a week of the first affinity group meeting.

In your Ministry/Work Experience Journal (see next assignment), reflect on how the discussions support, challenge and/or add to the key principles that emerged in our class discussions and through the readings for the course. What are the some of the blessings and challenges you experienced in your affinity group? How did you grow and/or help others grow in your affinity group?

The affinity group leaders will give me an attendance record for their affinity group sessions along with an indication of the extent to which group members participated meaningfully in the discussions. This assessment determines the grade for affinity group participation.

For Online Students Only

Online students are welcome to participate in the affinity groups that meet in real time (you would join the group using an online meeting platform like Zoom or Webex). However, if there are enough students who would find that kind of real time meeting problematic, we can run an online, forum-based affinity group.

If we have an online affinity group, this would be an opportunity to interact with others in the group around key questions, assignments and/or additional lecture material. You should plan to invest approximately two to three hours into each affinity group forum.

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

- January 29 – February 3

- February 12-17

- February 26 – March 3

- March 12-17

Students are expected to contribute to the affinity group 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 affinity group 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 affinity group 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 forums!

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 various facets of power, change and conflict occur in 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 and affinity group 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 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, your affinity group discussions and your ministry 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 this course. 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 would ask that you complete the course evaluation as the final deliverable for this course. Once you have finished the course evaluation (by April 7 or the deadline specified by the ACTS office), please email me (randy.wollf@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.

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 or presentation style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader's attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment in an engaging way.

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. You can make formal course grade appeals through the ACTS registrar's office.

Course Fees

The course fees for this course go towards stipends for affinity group leaders and in-class snacks. A portion of the course fees for students taking the course via live-streaming goes towards live-streaming costs.

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. Information and forms may be found at
http://www.twu.ca/research/research/research-ethics/default.html
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.

Appendix A: Mentoring Contract

Overview of Mentoring

Underscoring a principle that is surely as true for women as it is for men, Howard and William Hendricks, in their book, *As Iron Sharpens Iron: Building Character in a Mentoring Relationship* (78), write:

> Every man should seek to have three individuals in his life. You need a Paul. You need a Barnabas. And you need a Timothy. These three kinds of mentoring relationships a man desperately needs to pursue: a Paul, an older man who can build into his life; a Barnabas, a peer, a soul brother to whom he can be accountable; and a Timothy, a younger man into whose life he is building.

Bobb Biehl, in *Confidence in Finding a Mentor and Becoming One*, says, "Mentoring is a lifelong relationship in which a mentor helps a protégé reach her or his God-given potential" (19). On the same page, he goes on to say that:

> Mentoring is like having an ideal aunt or uncle whom you respect deeply, who loves you at a family level, cares for you at a close friend level, supports you at a sacrificial level, and offers wisdom at a modern Solomon level. Having a mentor is not like having another mother or father. Mentoring is more "how can I help you?" than "what should I teach you?"

Mentoring is often thought of as an exchange between an older person and a younger person. And it certainly can be structured in that way. But mentoring can also be a mutual exchange between peers under the guidance of a facilitator. The Bible contains many fine examples of various kinds of mentoring, without ever using the word mentor.

It is from this rich history that ACTS borrows its pursuit of mentoring goals and objectives.

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

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!

In keeping with the course objectives, the mentored component of CLD 532 provides students with the opportunity to:

➢ Assess the power dynamics in their organizations and to acquire greater skill in using and mediating the use of power in equitable and God-honouring ways.
➢ Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.
➢ Design an approach to leading positive and sustainable change within their organization.
➢ Acquire basic skills to analyze conflictive situations and use response strategies designed to transform conflict into personal, interpersonal and organizational growth.
➢ Reflect knowledgably and constructively on their personal experience in real time ministry.
➢ Assess and revise their personal leadership development plan
➢ Benefit from the intentional guidance of experienced mentors
➢ Apply the lessons learned in the classroom in real-time ministry settings

Please make sure that your mentoring discussions relate to these objectives. You can find examples of topics and questions that you might want to use on the MinistryLift website at www.MinistryLift.ca/cld532. There are also questions at the end of each chapter in the course textbook, *Navigating Church Politics*, that may be helpful to discuss in your mentoring times.

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.

▪ During the semester, students will give their mentors their personal leadership development follow-up plan 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 placement and mentoring experience to the leadership mentor in the

eighth 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.

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

Away from ACTS Christian Leader (Mentor)

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

ACTS Student (Protégé)

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

Eight Meeting Dates:

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

Mutual Commitments:

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. Of course, there are other objectives that mentors and their protégés may wish to pursue during their times together and these can be added in the next section.

1. The Power, Change and Conflict (CLD 532) course will give students the opportunity to:

   a. Assess the power dynamics in their organizations and to acquire greater skill in using and mediating the use of power in equitable and God-honouring ways.
   b. Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.
   c. Design an approach to leading positive and sustainable change within their organization.
   d. Acquire basic skills to analyze conflictive situations and use response strategies designed to transform conflict into personal, interpersonal and organizational growth.
   e. Reflect knowledgably and constructively on their personal experience in real time ministry.
   f. Assess and revise their personal leadership development plan
   g. Benefit from the intentional guidance of experienced mentors
   h. Apply the lessons learned in the classroom in real-time ministry settings

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 - _____

Signatures

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 and the CLD professor.

Appendix B: Affinity Group Contract for CLD 531, 532, 533, 534

Instructions:

- ➢ *Have all members fill in contact information (including ACTS Affinity Group faculty leader).*
- ➢ *Utilize a group process to establish the specific terms of the contract.*
- ➢ *Have all group members sign the contract.*
- ➢ *Photocopy the contract and give copy to each member.*
- ➢ *Submit the contract to the CLD professor within a week of the first meeting.*

1. ***Affinity Group Member Contact Information***

Name:	*Identify CLD course being taken (circle one)* CLD 531 CLD 532 CLD 533 CLD 534
Name of Ministry Setting:	*Phone:*
Ministry Setting Address:	*Preferred Email:*
Student's Denominational Affiliation (if any):	
Seminary with which Student is registered at ACTS:	

2. **Terms of the Contract**

Your Affinity Group needs to decide on the ways in which the group will function and how members will serve each other. The following ideas are intended to stimulate your thinking regarding the kind of mentoring experience you wish to have. Your Affinity Group faculty leader will guide you in establishing group goals and objectives.

The ACTS mentoring experience is a blend of questions, storytelling, listening, sharing, and prayer, and is founded on intentionality and trust. Though the number of face-to-face (or technology-assisted) exchanges is limited to five, the intentionality and trust established during these exchanges become the basis on which future relationships are built.

3.   Our Contract (fill in and sign).

We make the following commitments to each other:

Four Meeting dates:

1.   *3.*

2.   *4.*

Mutual Commitments:

- •   •
- •   •
- •   •

1. _____ _____
     Signature   Date

2. _____ _____
     Signature   Date

3. _____ _____
     Signature   Date

4. _____ _____
     Signature   Date

5. _____ _____
     Signature   Date

6. _____ _____
     Signature   Date

7. _____ _____
     Signature   Date

8. _____ _____
     Signature   Date

Please photocopy or scan this contract and give a copy to each member.

Appendix C: 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.