ACTS
SEMINARIES

Associated Canadian Theological Schools of Trinity Western University

CLD 534 OL: Vision, Strategic Planning, and Organizational Leadership

Randy Wollf, PhD, Associate Professor of
Practical Theology and Leadership Studies
Kevin O'Coin, MDiv, Teacher's Assistant
Spring, 2019 – 3 credit hours
Prerequisite – CLD 510

E-mail: randy.wollf@twu.ca
Phone: 604.513.2133 (ext 45)
Course Duration: Jan. 8 – Apr. 20, 2019
Online Portion: Feb. 25 – Apr. 20, 2019

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Note: Click on links to go to that part of the syllabus.

Course Description

This course provides Christian leaders with a biblical perspective on planning within ministry organizations, an understanding of ministry governance models, the skills to develop a shared vision for ministry, and a set of practical planning tools for making progress towards that vision.

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Objectives

This course will give students the opportunity to:

- ➢ Evaluate various models of ministry governance and apply contextually-appropriate models or parts of models to their ministry context
- ➢ Appreciate and make the most of the unique design that God gives to each ministry
- ➢ Strengthen their philosophy of strategic planning that includes the development of mission and vision through to formulation and implementation of ministry goals
- ➢ Practice various strategic planning skills by designing and implementing a strategic planning process for their 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

Addington, T. J. *High Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders.* Colorado Springs, CO: NavPress, 2010. 212 pages.

Mancini, Will. *Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement.* San Francisco, CA: Jossey-Bass, 2008. 271 pages.

McChesney, Chris, Sean Covey and Jim Huling. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. Simon and Schuster. 2012. 353 pages.

Note: If you have trouble obtaining the Addington text (sadly, it's out of print but still available on Amazon and some other places), you can substitute it with the following:

Hotchkiss, Dan and Anthony B. Robinson. *Governance and Ministry: Rethinking Board Leadership*. Rowman and Littlefield Publishers, 2016. 264 pages.

In addition, if you have read one or more of these books or would prefer textbooks that do not focus on church leadership (i.e. you are not in church leadership and do not see yourself moving into that kind of role), please let me know so that we make appropriate substitutions.

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Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact about the content in the online forums. The full instructional script along with links to the videos and audio podcasts will be posted in the Moodle online classroom.

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Course Assignments

There are a number of assignments for this course: online forums, mentoring assignment, pre-reading and strategic planning process, personal leadership development plan follow-up assignment, a major project, 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 Moodle 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 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). 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
Mar. 2	Mentoring Contract		
Mar. 2	Pre-reading and Strategic Planning Process	15%	15%
Mar. 4-9	Online Forum Week #1	5%	20%
Mar. 16	Personal Leadership Development Plan Follow-up Assignment	10%	30%
Mar. 18-23	Online Forum Week #2	5%	35%

Apr. 1-6	Online Forum Week #3	5%	40%
Apr. 8-13	Online Forum Week #4	5%	45%
Apr. 20	Major Project	30%	75%
Apr. 20	Ministry Experience Journal and Timesheet	15%	90%
Apr. 20	Mentoring Analysis Paper	10%	100%
Dec. 22	Course Evaluation		

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):

- Week 2 - March 4-9

- Week 4 - March 18-23

- Week 6 - April 1-6

- Week 7 - April 8-13

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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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 for at least one hour per meeting. These meetings should primarily feature discussion of the student's personal and leadership development (particularly related to vision, strategic planning, and organizational leadership) 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/cld534 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 March 2.

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 20. In addition, please ask your mentor to complete the online mentor survey at https://www.surveymonkey.com/r/actsmentor by the same date. The survey results help us to know how the mentoring experience went and how we might strengthen it in the future.

Note: It is your responsibility to make sure that you and your mentor meet the required number of times. If, for some reason, this is not likely to happen, please contact me to discuss alternative strategies.

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Pre-reading and Strategic Planning Process (worth 15% of final mark)

For this assignment, I would like you to carefully read the three course textbooks before the start of the online portion of the class. Then, choose one of the following options:

Option #1 – Design a Strategic Planning Process

For this option, I would like you to design an in-depth strategic planning process for your ministry (e.g. your church, youth ministry, parachurch ministry, small group Bible Study, Sunday School class). Make sure that you design the process in consultation with your ministry team (working collaboratively with team members to design the process will help them own it and engage the process in a more meaningful way). Using the course texts and the discussions with your ministry team as a guide, create a three-month process with your team that will help your ministry clarify its vision and take steps to achieve that vision. If others from your ministry are taking this course, you may do this assignment together. Be realistic as to what you think you could actually accomplish in three months. You do not have to execute the process at this point, although you will implement part of it between now and the due date for the major project. Of course, you are free to start implementing the plan before the due date for this assignment.

OR

Option #2 – Develop an Evaluation Process

For this option, you would develop a process for evaluating a ministry or program that incorporates key ideas from the course texts, instructional content, and discussions. To what extent is your ministry actually accomplishing its mission? Then, for the major project, you would report on the findings of the evaluation and the steps you plan to take based on the evaluation results.

Note: If you are not currently part of a group where you could design and implement a strategic planning process, then I would ask that you do the ministry evaluation option #2 above.

The maximum size for both options of this assignment is five pages. Make sure that you integrate the course texts and other sources into your plans.

Due Date: February 9

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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 at least three 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**:

>   **S**pecific (i.e. focused on one clearly defined area)

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

>   **A**chievable (i.e. you should be able to achieve the action step within the stated time frame)

>   **R**elevant (i.e. the action step should actually help you achieve your overall objective)

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

Here are examples of two SMART action steps:

- I will memorize one verse per day, starting today, for the next three months.
- I will develop my teaching gift by attending the Teaching Adults Effectively conference in March

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 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 March 16.

Major Project (worth 30% of final mark)

For this project, you will have an opportunity to lead your ministry through the start of a strategic planning process that you designed in the *Pre-reading and Strategic Planning* assignment (option #1) or lead your ministry through an evaluation process resulting in a report of the findings with recommendations for moving forward (option #2).

Option #1 – Leading Your Ministry through a Strategic Planning Process

This option has two parts:

Part 1 – Strategic Planning Process

Facilitate the strategic planning process you created for the *Pre-reading and Strategic Planning Process* assignment. Make sure that you take careful notes related to each step.

Part 2 – Analysis of the Process

At the conclusion of the project, craft an eight-page analysis of the process based on your observations and those on your leadership team (it will be important to regularly debrief with others on your leadership team throughout the process). The analysis should incorporate insights about effective strategic planning techniques from the course readings, class discussions and other relevant sources. It should also describe where the process was most successful and where you could have improved it in light of your personal observations, the course instructional content, and what you discover in the literature. It will also be important to include some discussion about possible next steps in the strategic planning process for your ministry. In addition, include any materials that you used during the planning process (you can include any additional materials as appendices - these will not count toward your eight-page limit).

Option #2 – Evaluating Your Ministry and Reporting on the Findings

For this option, you will actually evaluate your ministry using the process that you described in the *Pre-reading and Strategic Planning* assignment (option #2). This option has two parts:

Part 1 – Analysis of the Evaluation Process (two pages)

Describe the process of evaluating the ministry. What worked well? What obstacles did you encounter?

Part 2 – Report on Evaluation Findings (six pages)

For this part, give a detailed report on the evaluation findings. Assess the findings in light of the ministry's mission and core values. What would you recommend based on the findings to help the ministry better achieve its mission? Make sure that you integrate relevant ideas from the course discussions, course textbooks and other sources. How does the literature intersect with and inform the findings?

Please include any additional materials as appendices - these will not count toward your eight-page limit.

The maximum size for the project is eight pages. The due date is April 20.

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 vision discernment, strategic planning, and organizational leadership (particularly board governance) 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 discussions, the course texts, course instructional content, 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 20. 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 World Campus 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 or the deadline specified by the ACTS World Campus 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.

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.

Important Academic Notes from ACTS

Web Support – Student Portal https://students.twu.ca

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") or http://www.sourceaid.com/citationbuilder/

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!!

<u>Course Evaluations</u>

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.

<u>Research Ethics</u>

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.

<u>Academic Integrity and Avoiding Plagiarism at TWU</u>

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: http://acts.twu.ca/community/student-handbook-2011-12.pdf.

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

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 know 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 534 provides students with the opportunity to:

- ➢ Evaluate various models of ministry governance and apply contextually-appropriate models or parts of models to their ministry context
- ➢ Appreciate and make the most of the unique design that God gives to each ministry
- ➢ Strengthen their philosophy of strategic planning that includes the development of mission and vision through to formulation and implementation of ministry goals
- ➢ Practice various strategic planning skills by designing and implementing a strategic planning process for their 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

If you need ideas regarding discussion topics for your mentoring times, please go to www.MinistryLift.ca/cld534.

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.

Note: As our gift to you, we would like to give you free access to Dr. Randy Wollf's presentation on *Turning Conversations into Mentoring Opportunities*. We trust that the tips Randy shares about four essential mentoring skills will help you in your mentoring conversations. You can watch the presentation here: https://bit.ly/2PxhSVs. If you're interested in watching or attending Randy's full coaching/mentoring training, please contact him at randy.wollf@twu.ca.

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. Vision, Strategic Planning and Organizational Leadership (CLD 534) course objectives:

    a. Evaluate various models of ministry governance and apply contextually-appropriate models or parts of models to their ministry context
    b. Appreciate and make the most of the unique design that God gives to each ministry
    c. Strengthen their philosophy of strategic planning that includes the development of mission and vision through to formulation and implementation of ministry goals
    d. Practice various strategic planning skills by designing and implementing a strategic planning process for their ministry
    e. Assess and revise their personal leadership development plan
    f. Benefit from the intentional guidance of experienced mentors
    g. 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 - _____

<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.