

Associated Canadian Theological Schools of Trinity Western University

CLD 531 OL: Theology and Practice of Spiritual Leadership

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Fall 2020, 3 credit hours
Prerequisite: CLD 510

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Instructional Content:
September 1 – October 24, 2020

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Course Description

This course builds on *CLD 510: Foundations of Christian Leadership*. The vast topics of leadership and spirituality are often studied in isolation with some integration. Christian servant and shepherd leaders must nurture their inner spiritual life as well as cultivate good outward leadership skills. While we can learn from secular or natural leadership sources, we must first establish the practices of spiritual leadership from biblical theology. We must learn how Christian spirituality and leadership interact. In this course, we will seek to articulate a biblical theology of spiritual leadership and its passionate practice. Effective Christian leaders require spiritual resources and practices that will cultivate, guide, and empower the personal, corporate, and missional dimensions of their leadership.

They must learn how to grow in Christ-like character, holiness, and wisdom, walk in the filling, fullness, and fruit of the Holy Spirit, be a servant and slave, devote to prayer and to the ministry of the word, preach and teach with anointing, inquire of and hear from God, be armed for spiritual conflict and kingdom ministry and praying for the sick and oppressed, care for God's flock, make disciples, equip the saints, and follow the Spirit in mission and evangelism. We will explore a theology and practice of Trinitarian Christ-centered leadership, shaped, led, and empowered by the Holy Spirit for God's ministry and mission in the church and the world. We will also explore key features of spiritual renewal and revival.

Course Objectives

This course is designed to help students:

- ⇒ Evaluate some of the key current challenges and complexities of the practice of “leadership,” and articulate a Trinitarian biblical theology of spiritual leadership that is Christ-centered, Spirit-empowered, and Gospel-oriented.
- ⇒ Cultivate spiritual practices for the inner life that will help them grow in character, holiness, and wisdom, lead in the filling, fullness, and fruit of the Spirit, serve, overcome dark sides of leadership, and preach and teach Scripture with the anointing of the Spirit.
- ⇒ State and apply principles in how to inquire of and hear from God.
- ⇒ Arm for spiritual conflict and kingdom ministry and praying for the sick and oppressed.
- ⇒ Express principles for devotion to prayer and to the ministry of the word, care for God’s flock, making disciples, equipping the saints, missional church leadership, and revival.
- ⇒ Describe and commit to key features to facilitate spiritual renewal from Pietist practices.

Course Textbooks

Blue, Ken. *Authority to Heal*. InterVarsity Press, 1987.

Duewel, Wesley L. *Ablaze for God*. Zondervan, 1989.

Helland, Roger. *The Devout Life: Plunging the Depths of Spiritual Renewal*. Wipf & Stock, 2017.

Course Assignments

Assignments are due by midnight (your time) on the due date. Submit your assignments in the online Moodle through MyCourses. You will see assignment folders where you can submit assignments. Once graded, they will appear in your grade book in the Moodle where you can check your grade and review the comments (you will receive an automatic notification whenever a graded assignment appears in your grade book). Normally there will be a deduction of 5% of an assignment’s total value for each day for late assignments. Extensions will be considered for exceptional circumstances such as a medical emergency, personal tragedy, critical stress, etc. For the times when a student is permitted to rewrite an assignment, 10% will generally be deducted from the assignment’s value before assigning a grade for the final rewritten assignment.

Assignments Chart

Due Date	Assignments (click link to go to section)	Percentage	Cumulative Percentage
September 2	Live Skype or Zoom Introduction With Course Participants & Professor	Required	
September 5	Read Huffstutler, Biblical passages, Ford, Nelson chapters, in pdf and Amazon	Required	
September 5	Part One of the Mentoring Assignment: Complete Mentor Contract	2%	
September 8	Read Ablaze for God text	Required	
September 14	Online Forum Participation 1	3%	5%
September 22	Read the Books of Luke & Acts & Blandino pdf	Required	
September 28	Online Forum Participation 2	3%	8%
Week of September 29	Live Skype or Zoom Conversation With Course Participants and Professor	Required	
September 30	Read Authority to Heal textbook Write Training Manual or PPT or Book Review	14%	22%
October 6	Read "Listening Prayer" pdf	Required	
October 6	Write Personal Leadership Development Plan	10%	32%
October 12	Online Forum Participation 3	3%	35%
October 15	Read The Devout Life textbook Write Three Chapter Reflection Paper	14%	49%
October 19	Online Forum Participation 4	3%	52%
October 20	Part Two of the Mentoring Assignment: Write Mentoring Analysis Paper	8%	60%
October 24	Write Integrative Paper: The Role of the Holy Spirit in Spiritual Leadership	25%	85%
October 24	Ministry/Work Experience Journal, Video or Audio and Timesheet	15%	100%
	Course Outline and Assignment Templates		
	Appendix A: Mentoring Contract	Required	

1. Primer Reading, Reflection, and Prayer

Read: David Huffstutler, *Spiritual Leadership: A Biblical Theology of the Role of the Spirit in the Leadership of God's People*. Read the [pdf file here](#).

Read: Selected Old and New Testament passages that depict the work of the Spirit with leaders of God's people. Read and reflect on the [pdf file here](#).

Read: Lance Ford, *The Un-Leader*, Introduction: Not So Among You, and Chapter 1: Leaderoholism: The Addictive Obsession. Read on [Amazon.ca](https://www.amazon.ca).

Read: Alan Nelson, *Spirituality & Leadership*, A Call for Spiritual Leadership. Read on [Amazon.ca](https://www.amazon.ca).

Take notes of the main points, key ideas, and brief quotes of each source above, that will serve as some of your content for the final integrative paper and for the first forum posting. Take time to reflect on this primer reading. Also spend some quality time in prayer for your learning journey in this course into the biblical nature of spiritual leadership. **(Due September 5).**

2. Mentoring Assignment (10% of the final grade)

The Setting: Students are required to secure a leadership mentor for eight weeks during the course. They will meet every two weeks for total of four times, with an initial meeting the first week, which is not part of these four mentoring meetings. The student should consider the following criteria when selecting a mentor:

- ❖ mentor and mentee must be one in Christ
- ❖ the mentor is considerably more experienced in leadership than the mentee
- ❖ the mentee respects the mentor
- ❖ the mentor is willing to invest meaningful time into the life of the mentee

The Leadership Mentor: Students are required to meet with their leadership mentor bi-weekly for eight weeks (total of four times) for at least 60 minutes per meeting. These meetings should primarily feature a discussion of the mentee's personal and leadership development with a special focus on one's personal leadership development plan, Rule of Life, and learnings from the course content and assignments. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor's experience and guidance. The mentoring assignment has two parts:

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

The student and mentor will form a **Mentoring Contract** (see [Appendix A](#)) at an initial meeting in week 1, outlining their eight-week goals and how these will be accomplished, and pray together; both sign the contract. Please submit a scanned copy to Moodle **by September 5**.

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

After the 4th mentoring session is complete, submit a four-page summary of the mentoring experience (one page per experience). How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in the course content and readings (be specific about these)? What were some of the blessings and challenges you experienced during your times with your mentor? How did you grow?

Include a schedule of your mentoring meetings and the amount of time you spent in each one. The mentor will read the analysis, make comments in the margins, sign and return the paper to

the student, who then submits a scanned version of the signed copy to Moodle by **October 20**. Also please ask your mentor to complete the online mentor survey at <https://www.surveymonkey.com/r/actsmentor> by the same date.

3. Online Forum Participation (12% of the final grade)

This course has two *required* live one-hour Skype or Zoom interactions with the professor and other course participants: one on the first week of the course and another during the fifth week of the course (mid-way through the course). In addition, there will be four online forum weeks where you will interact with other course participants and the professor around key questions, assignments and video-lecture material. Plan to invest approximately 2 hours into each forum week. Each forum is worth **3% of your final grade**.

The forum weeks begin on the Monday and end on the Saturday of the respective week.

Students are expected to contribute to the forum discussions by contributing a minimum of **two conversational** posts (worth up to 20 points each) and **two substantive** posts (worth up to 30 points each) per forum week. **You may choose to post two five-minute audio or video presentations instead for the substantive posts.** Spread out your contributions over at least three days during the forum weeks so that you engage in the forum conversations at different points. *Conversational* contributions mean you enter the discussion with shorter responses (e.g. questions, affirmations, thoughts about what someone has posted).

Substantive responses mean those that show a thoughtful processing of relevant ideas (this usually takes 200-300 words). 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:

- ❖ 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.
- ❖ Questioning or challenging a 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 or pat answers.

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...

4. Explore Kingdom Ministry and Prayer for The Sick and Oppressed (14% of the final grade)

Read Ken Blue, *Authority to Heal* textbook. Develop a Training Manual **or** PowerPoint presentation that you will use to outline the basic teaching of each chapter for an eight-week training series on healing (half page per chapter, including the Introduction, single-spaced for a total of eight pages) or 16-20 PowerPoint slides. **Or**, write a five-page Amazon.com type book review (1500 words) that presents your summary and *critical interaction* of the key ideas of the book and its application to your practices of kingdom ministry. **(Due September 30).**

In section 9 below, you will report on at least two “care-receiver” situations where you pray for someone, as appropriate, who requires and desires prayer for physical, emotional, or spiritual healing, ideally with another spiritual leader who participates with you.

5. Personal Leadership Development Plan Follow-up Assignment (10% of the final grade)

In CLD 510, you designed a personal leadership development plan. The purpose of this plan was to help you form key objectives to grow as a godly, effective servant leader. In this assignment, you will 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 (1 page)

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, 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 (1 page)

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 action 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. 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)

Part 3 – Read and Reflect on [Overcoming the Dark Side of Leadership](#). This is a summary of the book *Overcoming the Dark Side of Leadership*, Revised Ed. (Baker, 2007), by Gary McIntosh and Samuel Rima. Reflect on the material in this pdf file (this includes looking up and reading all the biblical references listed). Then, in two pages, summarize: 1. “Understanding Your Dark Side, 2. “Discovering Your Dark Side”, 3. “Redeeming Your Dark Side.” Identify the one dark side that most applies to you or where you have that tendency and how you will seek to overcome it.

Practice the *Prayer of Examen*. Open your heart and mind in confession and repentance according to Psalm 32; Psalm 66:16-18; Psalm 139:23-24, and listen for the Lord. Journal your reflections as you work through the exercises on “redeeming your dark side.” Yield to the inner witness of the Spirit and then ask for his filling and fullness. **(2 pages)**.

Part 4 – Summarize and Distribute Your Revised Plan **(1 page)**

Finally, provide a one-page summary of your revised plan which may include aspects of overcoming a dark side of leadership. Give a copy of this summary to your leadership mentor. Include a note at the end of your assignment stating that you have distributed this to your mentor. **(5 pages total, Due October 6)**.

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6. Explore Principles of Spiritual Renewal and Revival (14% of the Final Grade)

Read *The Devout Life* by Roger Helland (Foreword, Introduction, 10 chapters, and Conclusion). Select **three** of the ten chapters to explore further. **One** of the three chapters must be **chapter 6**. Present core ideas and key quotes from each of the three chapters (including chapter 6) and the Conclusion. Critically interact with the content. Apply it for spiritual renewal in *your* context.

Then, choose one question or exercise *For Pastors and Church Leaders* at the end of each of the three selected chapters to answer (including chapter 6). If you are not a pastor or church leader choose one of the *For Reflection and Practice* at the end of each of the three chapters. Write one page per chapter for the presentation of key ideas and quotes (3 pages), one page for the end of chapter exercise or reflection in each chapter (3 pages), and 1 page for the Conclusion (**7 pages total, Due October 15**). Then view J. Edwin Orr on the "[Role of Prayer in Spiritual Awakening](#)."

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8. Integrative Paper: The Role of The Holy Spirit in Spiritual Leadership (25% of final grade)

For this assignment, carefully read the following course texts in their entirety: Wesley Duewel, *Ablaze for God* by **September 8**. Read the *Gospel of Luke* and the *Book of Acts* and Stephen Blandino, "[The Holy Spirit's Role in Leadership](#)" by **September 22**. Read Ken Blue, *The Authority to Heal* by **September 30**. As you read Luke-Acts take notes on the *key comments and practices* that pertain to the role of the Holy Spirit in the ministry of Jesus and in early church leaders.

Include some of the most prominent features in Luke-Acts which contribute to your biblical theology of the role of the Holy Spirit in spiritual leadership today. For example Luke notes that "Jesus full of the Holy Spirit returned from the Jordan and was led by the Spirit into the wilderness" (Luke 4:1), and "Jesus returned in the power of the Spirit to Galilee" (Luke 4:14), and "While they were worshiping the Lord and fasting, the Holy Spirit said, 'Set apart for me Barnabas and Saul for the work to which I have called them.' Then after fasting and praying they laid their hands on them and sent them off. ⁴ So, being sent out by the Holy Spirit, they went down to Seleucia, and from there they sailed to Cyprus" (Acts 13:2-4).

As you submit this assignment, you are declaring that you have completed the required reading (if this is not the case, please indicate how much of the course texts, article and Luke-Acts you read). Take good notes, identify central themes, offer occasional brief quotes, and submit a practical paper on *The Role of the Holy Spirit in Spiritual Leadership—yours!* This course *integrative paper* should be a minimum of **eight to ten pages (2400-3,000 words)**.

Part One – Written Analysis

Based on the course readings and material, present *The Role of the Holy Spirit in Spiritual Leadership*. Establish the overarching biblical theological themes and practices that pervade the Old and New Testaments (which also includes Luke-Acts) that apply to **your** spiritual leadership

in the church and/or the community and workplace today. Be specific and concise. Avoid citing *long* Scripture passages or long quotes from authors. Develop a Trinitarian biblical theology of spiritual leadership that is Christ-centered, Spirit-empowered, and Gospel-oriented.

1a. In your Introduction, carefully present how Christian spirituality and leadership interact and offer a concise *definition* of spiritual leadership. Alan Nelson’s chapter is helpful here. **(1 page)**

1b. Then present your perspectives and applications to you in your response to some of the key challenges and complexities of the practice of “leadership” today in the church and community. Lance Ford’s chapter is helpful here. **(1 page)**

1c. Then articulate a concise biblical theology of *The Role of the Holy Spirit in Spiritual Leadership* with key spiritual practices. Draw from Wesley Duewel, *Ablaze for God*, the pdf chapter on *Spiritual Leadership*, by David Huffstutler, Ken Blue, *Authority to Heal*, and the books of Luke and Acts, Stephen Blandino’s pdf article, and the course content. **(6-8 pages)**

For example, **highlight crucial roles of the Spirit and key spiritual practices, supported with key Scriptures**, such as being led, filled, and empowered by the Spirit, devotion to prayer and the word, inquiring of and hearing from God, praying for the sick and oppressed, and other spiritual practices. Present the role of the Spirit in the life of New Testament biblical leaders.

In your applications, do not use second or third person pronouns such as *we, us, they, them*. Use first personal pronouns only: *I, my, me, mine*. **Personalize the paper**. Use Times New Roman 12-point font, with one-inch margins, only double spaces between paragraphs (not triple, which Word seems to have as a default at times), half inch indented, with full grammar and spell checks before submitting the paper. Structure the paper with major and minor headings, proper footnote documentation, and page numbering.

Part Two – Submitting Assignment to Mentor

As a final part of this assignment, give a copy of this paper to your leadership mentor and include a note with this assignment that you have done so. **Due October 24.**

9. Ministry/Work Experience Journal or Video or Audio and Timesheet (15% of final grade)

For the *Ministry/Work Experience Journal and Timesheet* assignment, students must serve at least **four hours per week** (voluntary or paid) in a ministry setting (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 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. As part of this assignment, **by week 5 session 13, October 6**, read and begin to explore David John Smith’s, *Listening Prayer: Listening to God for Life & Ministry*: <https://goo.gl/KTu4v6>

Part of this *Ministry/Work Experience* assignment is for you to also meet with one “pastoral care-receiver” (not a relative or classmate) *at least two times for up to 60 minutes each time*. Your goal is to offer spiritual leadership with respect to praying for someone who is sick, afflicted, or oppressed.

Include in your journal report that week, a description of the situation and how you engaged in discernment, prayer for physical and/or emotional or spiritual healing or freedom, and any follow up ministry. Make sure that you keep track of when you serve and what you do in a detailed timesheet that you will submit as a part of this assignment (see description below).

The student is required to journal one page per week for eight weeks regarding how the six practices of leadership related to a growing relationship with God, godly character, calling, community, team and skills/knowledge (from the modular part of the course) and other ideas from the course texts intersect with the student’s ministry/work setting.

Instead of a written journal, you could also submit a five to six-minute audio or video reflection each week, or even reflective entries in a personal blog. Make sure that you date each journal entry. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Make sure that you connect your reflections with key ideas from Scripture, mentoring discussions, the course texts, class discussions, and other sources. You can use the weekly journal writing 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 on Moodle. The timesheet should clearly show when you served, what you did in your ministry/work setting and the total number of hours you served during the semester (if you already work a quarter-time or more in the ministry/work setting as a paid staff member, simply include a note to that effect).

As a final part to this assignment, complete the online CLD surveys. The links will be posted in the Moodle classroom. Please include a note at the end of your assignment stating that you have completed the CLD surveys. **Due October 24.**

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Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. Because feedback is very important, the course evaluation is a required part of the course and is tied to the submission of your last assignment. The course evaluation will be integrated into the Moodle classroom in Week 8.

Course Outline

SECTION 1: THEOLOGICAL FOUNDATIONS

Week 1:

- Session 1: Introduction to Theology and Practice of Spiritual Leadership
- Session 2: Biblical Theology of Spiritual Leadership in the Old Testament
- Session 3: Biblical Theology of Spiritual Leadership in the New Testament: Jesus

Week 2:

- Session 4: Biblical Theology of Spiritual Leadership in the New Testament: Early Church
- Session 5: Biblical Theology of Spiritual Leadership for Today
- Session 6: The Centrality of a Trinitarian Biblical Theology and Surrender to Christ

SECTION 2: SPIRITUAL PRACTICES

Week 3:

- Session 7: Grow in Character, Holiness, and Wisdom
- Session 8: Walk in the Filling, Fullness, and Fruit of the Holy Spirit
- Session 9: Overcome the Dark Sides of Leadership, Toxic Power and Control

Week 4:

- Session 10: Be a Servant and Slave
- Session 11: Be Devoted to Prayer and to the Ministry of the Word
- Session 12: Preach and Teach with Anointing

Week 5:

- Session 13: Inquire of and Hear from God
- Session 14: Discern God's Will in Personal and Group Contexts
- Session 15: Arm for Spiritual Conflict and Kingdom Ministry

Week 6:

- Session 16: Make Disciples and Equip the Saints
- Session 17: Care for God's Flock
- Session 18: Follow the Spirit in Mission and Evangelism

SECTION 3: SPIRITUAL RENEWAL

Week 7:

- Session 19: Biblical Piety and Heart Religion
- Session 20: Doctrine and Life and Continuous Christian Conversion
- Session 21: Transformational Use of Scripture and Heart-felt Prayer

Week 8:

- Session 22: Spiritual Priesthood and Christian Life in Community
- Session 23: Peaceful Spirit and The Gospel and Mission
- Session 24: Conclusion to Theology and Practice of Spiritual Leadership

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. Striking 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. Skillful 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 <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> 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 adapted from the one used in the MA in Leadership and MA in Educational Leadership programs at TWU. [Follow the Template, Tips, and Standards for Book Review, PowerPoint, and Final Paper.](#) [Return to Assignments Chart](#)

Assignment Grade Appeals

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

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!!**

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding

all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca).

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

<http://acts.twu.ca/library/plagiarism.ppt>

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

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

Equity of Access

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

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Appendix A: Mentoring Contract

Overview of Mentoring

Howard and William Hendricks, in their book, *As Iron Sharpens Iron: Building Character in a Mentoring Relationship* (78), write:

Every man [and woman] should seek to have three individuals in their 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 or online 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 and online 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 most

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 531 provides students with the opportunity to:

- Articulate a biblical basis for mentoring, team building, and equipping
- Apply mentoring, team building, and equipping principles and tools to their lives and ministry settings
- Develop a practical model for leadership development that includes mentoring, team building, and equipping;
- Apply the concepts of mentoring, team building, and equipping to her/his own life as well as in a real-time ministry setting
- Reflect knowledgeably 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

The mentoring role entails the following:

- Meeting with the student at least four times per course duration for at least 60 minutes 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 fourth mentoring session is complete, the student will submit a four-page summary of the mentoring experience to the leadership mentor. The mentor will read the summary, make 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.

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

Away from ACTS Christian Leader (Mentor)

<i>Name:</i>	<i>Name of Church:</i>
<i>Ministry Position in Church (if applicable):</i>	<i>Phone:</i>
<i>Address:</i>	<i>Preferred Email:</i>
<i>Denominational Affiliation (if any):</i>	

ACTS Student (Mentee)

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

Four Meeting Dates:

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

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. This course gives students the opportunity to:
 - a. Articulate a biblical basis for mentoring, team building, and equipping
 - b. Apply mentoring, team building, and equipping principles and tools to their lives and ministry settings

