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ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: CLD 531 OL

Course Name: Theology & Practice of Spiritual Leadership

Semester and Year: SU22

Instructor: Roger Helland, DMin
Prayer Ambassador, [Evangelical Fellowship of Canada](#)

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Course Instruction: May 2 – June 25, 2022

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 you:

- ⇒ 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.

Required Texts

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

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

(Available thru Amazon or <https://www.duewelliteraturetrust.org/books/>)

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

(Available from the instructor for \$25.00 includes postage, or from Amazon or Kindle)

Course Instructional Content

You are expected 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.

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). Extensions will be considered for exceptional circumstances such as a medical emergency, personal tragedy, critical stress, etc.

Week	Due Date	Assignments	% Final Grade	Cumulative %
1	May 2	Pre-Reading and Reading Critiques	5%	5%
1	May 2-4	Live Zoom Introduction (TBD)	Recommended	
1	May 7	Part 1: Mentoring Assignment, Mentor Contract	2%	7%
2	May 11-16	Forum Community #1	3%	10%
3	May 21	Personal Leadership Development Follow-up Plan	3%	13%
4	May 25-30	Forum Community #2	3%	16%
5	May 30-June 1	Live Zoom Introduction (TBD)	Recommended	
5	June 6	<i>Authority to Heal</i> Training Manual or Book Review & Report	20%	36%
6	June 6-13	Forum Community #3	3%	39%
6	June 13	Personal Reflection & Response Paper	20%	59%
7	June 20	Principles of Spiritual Renewal and Revival	18%	77%
8	June 25	Part 2: Mentoring Assignment, Mentoring Analysis Paper or Presentation	8%	85%
8	June 25	Ministry\Work Experience Journal	15%	100%

1. Pre-Course Reading and Assignment (worth 5% of final grade).

The following required readings are available on the Course Moodle site Home page:

Read: Selected Old and New Testament passages that depict the work of the Spirit with leaders of God's people.

Read: Lance Ford, *The Un-Leader*, Introduction: Not So Among You, and Chapter 1: Leaderholism: The Addictive Obsession.

Read: David Huffstutler, *Spiritual Leadership: A Biblical Theology of the Role of the Spirit in the Leadership of God's People*. Introduction, pages 1-12 only.

Read: Alan Nelson, *Spirituality & Leadership, A Call for Spiritual Leadership*.

Take time to reflect on this pre-reading. In 4 pages (1200 words) *summarize* and *critique* the central ideas, of each of the four readings (1 page each). Also spend some quality time in prayer for your learning journey in this course into the biblical nature of spiritual leadership. **(4 pages total, Due May 2).**

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

The Setting: You are expected to secure a mentor for eight weeks during the course. You should take into consideration 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: You are expected to meet with your leadership mentor weekly for eight weeks for at least one hour per meeting. These meetings should primarily feature discussion of the your personal and leadership development with a special focus on your learnings from the course lectures and assignments. Prayer should be prominent. You should view these meetings as opportunities to benefit from your mentor's experience and guidance. The mentoring assignment has two parts:

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

You and your mentor will establish a **Mentoring Contract** (see [Appendix A](#)) at the first meeting, outlining your eight-week goals and how these will be accomplished; both of you will sign the contract. Please submit a scanned copy in the online classroom by May 7.

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

After the seventh mentoring session is complete, you are expected to submit a 1,500-word analysis of the mentoring experience (5 pages) to the leadership mentor in the eighth session or a 15-minute video or audio recording. 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 and include citations that clearly show the sources of the ideas)? 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, view or listen to the analysis, making comments in the margins (either electronically or on a hard copy that you scan), sign and return the paper to the student, who will then submit the signed copy in the Moodle classroom by June 25. 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 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. (Total assignment due June 25).

3. Personal Leadership Development Plan Follow-up Assignment (3% 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 two 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 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. 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 (focused on one clearly defined area)

Masurable (be able to chart your progress to know when you have achieved the action step)

Achievable (be able to achieve the action step within the stated time frame)

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

Time-framed (with a completion date so you have a clear target to complete the action step)

4. Online Forum Participation (worth 9% of final grade, 3% each).

For this course I encourage you to participate in two live 90-minute Zoom interactions with other course participants and the professor: one during the first week of the course and another during the fifth week, midway through the course.

In addition, there will be three 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. Please note that the forum weeks start on a Monday and end on Saturday. Each forum is worth **3% of your final grade**.

*Plan to contribute to the forum discussions with **two** substantive posts (worth up to 30 points each) and **two** conversational posts (worth up to 20 points each) per forum week.*

You may choose to post two ten-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:

- ❖ Cite an experience or example of what you are learning and showing how it applies.
- ❖ Critically reflect on an idea or offer a new twist.
- ❖ Question or challenge a perspective and give reasons for your questions.
- ❖ Integrate 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...
- ❖ Maybe..., Possibly..., Sometimes..., I'm wondering if..., Do you think...

5. Explore Kingdom Ministry and Prayer for The Sick and Oppressed (worth 20% of final grade).

Part 1: Read Ken Blue, *Authority to Heal* textbook. Develop a Training Manual **or** PowerPoint presentation that you can use to outline the basic teaching of each chapter for an 8-week training series on healing (half page per chapter, including the Introduction, *single-spaced* for a total of 8 pages) or 16-20 PowerPoint slides.

Or, write a 6-page book review (1800 words) that presents your summary and *critical interaction* of the key ideas of the book and its application to your practices of kingdom ministry. Use the Template available in the Moodle classroom for the Training Manual or Book Review.

Part 2: Part of this assignment is for you to 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 by praying for someone who is sick, injured, or oppressed, if appropriate.

Report on at least two “care-receiver” situations where you pray for someone, if appropriate, who requires and desires prayer for physical, emotional, or spiritual healing, ideally with another spiritual leader who serves with you. On two pages **or** on two 10-minute video or audio presentations, (1 page or 1 presentation for each situation), summarize the process and outcome of these situations. Submit Parts 1 and 2 as one file. **(Total assignment Due June 6).**

6. Personal Spiritual Leadership Reading and Reflection (worth 20% of final grade).

Part 1: Read: Wesley Duewel, *Ablaze For God*. You will read a section of this book each week during the course. For each of the six sections, offer a one-page reflection with your responses to the central content and practices that inform your spiritual leadership. (6 pages total).

Part 2: Read: 1) 1 & 2 Samuel, 2) 1 & 2 Chronicles, 3) Ezra, 4) Nehemiah, 5) Luke, 6) Acts. Prayerfully read these six sections of biblical narrative along with the sections of Duewel, *Ablaze for God* each week. For each of the six sections, offer a one-page reflection on the central content and practices that inform your spiritual leadership, which will also include certain aspects that might reflect *unspiritual* leadership (6 pages total).

Part 3: Read: David John Smith’s, *Listening Prayer: Listening to God for Life & Ministry*. Explore the theology and practices for weeks 5 and 6. In two pages, summarize the main practices for listening prayer. In two pages summarize your practice and your reflections about your exploration of listening to God for life and ministry. (4 pages total). Submit Parts 1,2,3, as one file. **(12 Total pages. Due June 13).**

7. Explore Principles of Spiritual Renewal and Revival (worth 18% of final grade).

Part 1: Read *The Devout Life* by Roger Helland (Foreword, Introduction & Conclusion).

- A. Write a succinct book report (3 pages) that states the primary point, purpose, and plan of the Introduction, 10 chapters, and Conclusion. Use the book report template in the Moodle Classroom.
- B. Then write a 1-page summary (including key quotes) for each of Chapter 6 and two other chapters of your choice (1 page per chapter, for a total of 3 pages).
- C. Complete one question or exercise at the end of the three chapters (not the Conclusion) (2\3 of a page per chapter, for a total of 2 pages). **(The total pages for Part 1 of this assignment is 8 pages).**

Part 2: Read Roger Helland, “Spiritual Renewal of Leaders and Flourishing Churches.”

Watch Dr. Rob Reimer, “Culture of Revival” sermon given on May 5, 2019, at Kingdom City, Airdrie, AB. Facilitate a 90-minute discussion with at least two or three others (preferably leaders). Have them read the article and view the video together **or** send them the link and have them view it and send you their feedback or discuss over Zoom.

Submit a 4-page paper **or** a 15-minute video or audio presentation that evaluates the article, the sermon, and discussion. (Total is 12 pages, or 8 pages plus 15-minute video and audio recording. **Total assignment Due June 20**).

8. Ministry/Work Experience Journal and Timesheet (worth 15% of final grade).

For the *Ministry/Work Experience Journal and Timesheet* assignment, you are expected to 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 you the opportunity to explore your 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 you.

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 you will do. Rather, the key factor is the impact of significant mentoring on you by an effective leader while the you serve. Make sure that you keep track of when you serve and what you did in a detailed timesheet that you will submit as a part of this assignment (see description below).

You are expected to journal 300 words 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 (you could also do a 3 to 5 minute audio or video reflection each week, or even reflective entries in a personal blog). I

would also ask that you date each journal entry. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc.

Ensure that you connect your reflections with key ideas from Scripture, mentoring discussions, the course texts, instructional content, discussion forums, and other sources. In fact, you will want at least half of your paper to be a rigorous interaction with specific ideas from Scripture and the course (with citations). 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 Moodle by June 25. The timesheet should clearly show when you served, what you did in your ministry/work setting and the total number of hours you served during the semester (if you already work a quarter-time or more in the ministry/work setting as a paid staff member, simply include a note to that effect).

As a final part to this assignment, I would ask that you complete the online CLD surveys listed under the assignment folder in Moodle, which gives you an opportunity to assess your personal leadership development, your mentoring experience and your ministry/work experience. (Total assignment due June 25).

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.

Grading System

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. 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 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.

Course Policies

ADD/DROP POLICY

All ACTS World Campus courses are open for registration until the first day of class. Once the class has begun, students wishing to drop the class must complete a course drop form (<https://www.actsseminaries.com/assets/acts-add-drop-change-of-registration.pdf>) and submit it to the Registrar's Office using the TWU HelpDesk feature (twu.ca/help). Tuition (excluding fees) refund rates are as follows:

Weeks 1-2:	100%
Week 3:	60%
Week 4:	50%
Week 5:	40%
Weeks 6-8:	0%

ACADEMIC INTEGRITY AND AVOIDING PLAGIARISM AT TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

STUDENTS WITH A DISABILITY

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>.

HOSPITALITY IN THE CLASSROOM

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are

thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under- represented groups or those who have been marginalized.

The following policies are optional but recommended, to allow you to respond to student challenges to the syllabus. *Click on these fields and press delete if you do not wish to use them:*

CAMPUS CLOSURE AND CLASS CANCELLATION POLICY

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

COURSE 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.

PAPER FORMATTING

The preferred manner for citations is the Turabian Notes (Bibliography) format. For information and accuracy you may wish to reference the following style guide: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th ed. Students may find the following website helpful: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

LAND ACKNOWLEDGEMENT

We acknowledge that Trinity Western University, Langley campus is located on the traditional ancestral unceded territory of the Stó:lō people.

APPENDIX A - MENTORING CONTRACT
To Be Filled Out With The Mentor in the Leadership Setting Away from ACTS
(Contract for CLD 531 OL)

Responsibilities of the Mentor

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

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

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

The 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.

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

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

**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 Role in Church (if applicable):</i>	<i>Phone:</i>
<i>Address:</i>	<i>Email:</i>
<i>Denominational Affiliation (if any):</i>	

ACTS Student (Mentee)

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

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.

- In accordance with the course objectives, this course gives students the opportunity to:
 - ⇒ 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.

2. Other objectives that you might have for the mentoring experience:

- a. Other objective #1 - _____
- b. Other objective #2 - _____
- c. Other objective #3 - _____
- d. Other objective #4 - _____

Signatures

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

Mentor’s Signature

Date

Mentee’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.