

Associated Canadian Theological Schools of Trinity Western University

Graduate Course Syllabus

Course Number: CLD 510 OL

Course Name: Foundations of Christian Leadership

Semester and Year: Summer, 2023

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Pre-requisites: None

Semester Hours: 3

Online Portion: June 26 – August 19, 2023

Course Description

Christian leadership development forms part of the distinctive “DNA” of ACTS Seminaries, and this course represents the gateway to this Christian Leadership Development (CLD) focus. In this course, students will explore six key dimensions of leadership: a growing relationship with God, character, calling, community, team and context-appropriate competencies.

- Scripture plays an essential role in informing the nature and expression of these dimensions. Cultivating an emotionally healthy spirituality through a robust Rule of Life is an important part of developing a growing relationship with God. Christ-like character often naturally emerges from an increasingly intimate relationship with God; yet, it is important that we intentionally focus on character development as sometimes life’s activities can distract us from becoming more Christ-like at the heart level.
- Understanding our personal, God-given calling helps us to stay focused on doing what is most important in God’s eyes. Keeping our calling at the forefront of our thinking helps us to engage in joy-filled, sustainable service for God even when we face significant challenges.
- In addition, it is important to be able to build strong teams that function well. However, even people who dislike each other can learn to work together effectively. As Christian leaders, we want to help our teams move beyond functionality and become loving communities where members serve each other well.
- Finally, it is important that we engage in lifelong learning – to continually grow our competencies so that we can live out God’s calling on our lives more effectively. As we grow in these six

dimensions of leadership, we will position ourselves to serve as godly and competent servant leaders in the places of God's choosing.

To assist in this growth process, students will explore various leadership approaches and construct a biblically-based theology of leadership. Students will gain greater awareness of their own strengths and leadership tendencies. They will create a personal leadership development plan to help them maximize their strengths while shoring up areas of weakness, as appropriate. This plan, along with their Rule of Life and theology of leadership, will frame the discussions that students have with their mentors throughout the semester. CLD 510 helps learners strengthen their leadership foundations and thus is the prerequisite entry course to the CLD track.

Objectives

This course will help students:

- Formulate a theology of leadership that undergirds their approach to leadership and serves as a grid for assessing the appropriateness of various leadership practices.
- Appraise their personal strengths and growth areas particularly related to their ability to lead.
- Design and begin implementing a robust personal growth plan that focuses on developing personal strengths, maximizing leadership tendencies, increasing emotional intelligence and initiating/expanding disciplines that will encourage long-term sustainable growth.
- Evaluate their progress in implementing their personal growth plan in the context of a mentored relationship.
- Assess their own style of leadership and gain an appreciation for other styles of leadership.

Course Learning Outcomes

Knowledge and its Application

- Demonstrate an in-depth understanding of the six practices of Christian leadership (grow a deeper relationship with God, develop godly character, discern and live out personal calling, grow deep communities, build healthy teams, strengthen skills)
- Apply knowledge about the six practices of Christian leadership to strengthen their own and other's leadership
- Identify and interpret new ideas and research related to the six practices of Christian leadership

Cognitive Complexity

- Engage in academic research, writing, and communication as skilled practitioners who think critically and deeply about issues related to the six practices of Christian leadership
- Undertake inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking and risk taking

- Engage in interdisciplinary thinking that bridges multiple disciplines
- Integrate ideas and experiences in a way that generates novel insights related to the six practices of Christian leadership

Inter- and Intra-personal Wellness

- Appreciate the role of community in wellness
- Grow in emotional intelligence
- Demonstrate increased professional capacity and autonomy as leaders who employ the six practices of Christian leadership in ways that strengthen individuals and the groups of which they are a part
- Exhibit superior organizational and time management skills
- Demonstrate academic and personal integrity

Aesthetic Expression and Interpretation

- Consider and practice creative engagement and interdisciplinary thinking
- Demonstrate the ability to engage in a dynamic educational environment within which intellectual and imaginative products are brought into relation with the most pressing human issues of our time

Social Responsibility and Global Engagement

- Analyze, appraise, and evaluate their insights about the six practices of Christian leadership in a social context
- Develop the ability to become socially responsive agents with a commitment to understanding global issues

Spiritual Formation

- Cultivate a growing relationship with God that increasingly manifests itself in godly character, loving relationships, and missional living.
- Demonstrate greater understanding of and active participation in God's work in the world
- Utilize spiritual practices to deepen their love for God and increase their ministry effectiveness
- Exemplify a Christian ethic in pursuit of truth, reconciliation, compassion and hope

Leadership

- Demonstrate a growing capacity to help themselves and others grow in their relationship with God

- In partnership with the Holy Spirit, develop godly character and guide others to do the same
- Discern and live out their God-given calling as evidenced in their biblical purpose, core values, and personal vision
- Participate in and build loving communities that practice the “one another’s of Scripture
- Build healthy teams that work well together to accomplish team goals
- Grow leadership skills and other competencies for living out their calling with devotion and excellence

Course Textbooks and Online Inventories

Required Textbooks

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

Comer, John Mark. *Garden City. Work, Rest, and the Art of Being Human*. Grand Rapids, MI: Zondervan, 2015. 288 pages.

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

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

Total pages = 954

Required Inventories

Note: Make sure that you buy a new copy of the *Emotional Intelligence 2.0* books as it contains an access code for the online inventory. Some students have found that it’s hard to get the access code with the Kindle version of the book, so getting a hard copy is advisable.

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

Frazee, Randy. *The Christian Life Profile Assessment Tool: Workbook*. Grand Rapids, MI.: Zondervan, 2015.

CliftonStrengths (formerly called StrengthsFinder). You can get the student rate for the Top 5 assessment here: <https://store.gallup.com/p/en-ca/10265/cliftonstrengths-for-students-top-5>.

Ministry Match at <https://theministrymatch.com/cceindex.php>. After you register on the site, go ahead and purchase the Lay Version of the test.

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

Course Instructional Content

You are required to watch, listen to, and/or read the course instructional content and interact with 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

The assignments for this course include pre-reading, a personal assessment assignment (a summary of the results of four of the inventories and completion of the *Understanding Your Personal Calling* workbook), participation in online forums, a mentoring assignment (with two parts), a personal leadership development plan, a theology of leadership, a ministry/work experience journal and completing the course evaluation. In addition, feel free to use other formats (e.g. PowerPoints, Prezi, storyboards, videos) for your assignments. Please double-space all written assignments.

Assignments are due by midnight (Pacific Standard Time) on the day they are due. I would ask that you submit your assignments in Moodle. When you go to the Moodle classroom, you will see assignment folders where you can submit assignments. Once I have marked your assignment, I will put it in your grade book in the Moodle classroom, where you can check your grade and review the comments I made on the assignment (you will receive an automatic notification whenever I put a graded assignment in your grade book). Please note that I will typically deduct 5% of an assignment's total possible value for each day that it is late. Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty) when you inform me of your need for an extension before the due date for that particular assignment. 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 the link to go to the description)

| Week | Due Date | Assignments | Percentage of Final Grade | Cumulative Percentage |
|--------|----------|--|---------------------------|-----------------------|
| Week 1 | June 26 | Pre-reading | | |
| Week 1 | June 26 | Personal Assessment Assignment | 10% | 10% |

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|--------|----------------|---|-----|------|
| Week 1 | June 26-July 1 | Online Forum #1 and <i>In the Name of Jesus</i> | 5% | 15% |
| Week 1 | July 1 | Part One of the Mentoring Assignment: Mentor Contract | 2% | 17% |
| Week 3 | July 10-15 | Online Forum #2 and <i>Spiritual Leadership</i> | 5% | 22% |
| Week 4 | July 22 | Personal Leadership Development Plan | 15% | 37% |
| Week 5 | July 24-29 | Online Forum #3 and <i>A Work of Heart</i> | 5% | 42% |
| Week 6 | Aug 5 | Theology of Leadership | 30% | 72% |
| Week 7 | Aug 7-12 | Online Forum #4 and <i>Garden City and Emotional Intelligence 2.0</i> | 5% | 77% |
| Week 8 | Aug 19 | Part Two of the Mentoring Assignment: Mentoring Analysis Paper | 8% | 85% |
| Week 8 | Aug 19 | Ministry/Work Experience Journal | 15% | 100% |
| Week 8 | Aug 19 | Course Evaluation | | 100% |

Pre-reading

Due to the condensed nature of the online portion of the class, I would ask that you read at least one of the course textbooks by the start of week one (we will discuss *In the Name of Jesus* during the first week in the online forum, so that would be a good one to read first). In addition, you should start working ahead on the Personal Assessment Assignment described below.

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

There are three parts to this pre-course assignment:

Part One – Four Inventories

For this part, do the four inventories for this class:

1. CliftonStrengths (formerly called StrengthsFinder) – As mentioned above, you can get the student rate for this assessment here: <https://store.gallup.com/p/en-ca/10265/cliftonstrengths-for-students-top-5>.

2. Ministry Match Lay Leader version at <https://theministrymatch.com/cceindex.php> (you will need to register on the site before you can purchase the assessment)
3. Christian Life Profile – The assessment is in the *Christian Life Profile* course text. Make sure that you do the self-assessment and have others complete the three “other-assessments.”
4. Emotional Intelligence 2.0 – The online access code for this assessment is in the textbook with the same title.

After doing the four inventories, fill out the inventory template posted in the Moodle classroom (the template helps you to organize your results for comparison purposes) and submit the filled-in template in the online classroom. At this point, you do not have to comment on the results (this analysis will come later).

Note: As mentioned previously, if you have done any of these assessments within the last two years, you do not have to redo them. However, you should still enter the results from the assessment(s) you did previously into the template for this assignment.

Part Two – *Understanding Your Personal Calling Workbook*

For this part of the assignment, prayerfully work through the *Understanding Your Personal Calling* workbook posted in the Moodle classroom. I would encourage you to spread out this exercise over several days or longer to give yourself a chance to reflect on the questions and ideas that emerge.

Part Three – Read the Book of Nehemiah

One of our forums during the first week of the course will focus on Nehemiah, so it will be important to have the story fresh in your mind.

This assignment is due June 26.

Mentoring Assignment (worth 10% of the final grade)

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

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

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

The mentoring assignment has two parts:

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

The student and mentor will establish a **Mentoring Contract** (see [Appendix A](#)) at the first meeting, outlining their eight-week goals and how these will be accomplished; both will sign the contract. Please submit a scanned copy in the online classroom by July 1.

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 1,500-word 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 and include citations that clearly show the sources of the ideas)? What are some of the blessings and challenges you experienced during your times with your mentor? How did you grow? You will want at least half of your paper to be a rigorous interaction with specific ideas from Scripture and the course (with citations). 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 (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 August 19. 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.

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, course readings, and/or additional lecture material. You should plan to invest approximately four hours into each forum week. Each forum week is worth 5% of your final grade. Please make sure that you do the prescribed reading and watch the instructional videos (or access the instructional content in other ways) for each forum week, so that you can participate fully in the forum discussions.

Here is a schedule of the forum weeks that shows the required readings for each week (please note that the forum weeks start on Monday and end on Saturday):

- Form #1 - Week 1 – *In the Name of Jesus*
- Forum #2 - Week 3 – *Spiritual Leadership*
- Forum #3 - Week 5 – *A Work of Heart*
- Forum #4 - Week 7 – *Garden City and Emotional Intelligence 2.0* (chapters 1-4)

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. Each forum week has three forums that correspond to the readings and instructional content. The first substantive post for the first forum is due on the Tuesday, the second substantive post for the second forum is due on the Wednesday, and the third substantive post for the third forum is due on the Thursday.

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). I'd encourage you to ask good coaching questions that invite others in the class to think more deeply or in different ways.

By substantive responses, I mean responses that show a deep processing of relevant ideas (200 or more words). We have a tremendous opportunity to build on one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. I 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 important resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

Personal Leadership Development Plan (15% of the final grade)

The results from the assessment tools showed you some of your strengths, practices and tendencies that will help you live out your calling. Yet, all of us are in process. We have strengths that we can develop even more. We have weaker areas that may require our attention. The key is to understand what God desires of us (our personal calling) and then, in His strength, take the necessary steps to be the kind of leader He wants us to be and to do the tasks He wants us to do. This is a lifelong process.

This assignment/essay has five parts:

Part One - Your Personal Calling Statement (600 words – worth 10% of the assignment's value)

For this part, restate your biblical purpose, core values and vision statement from the *Understanding Your Personal Calling* workbook that you did for the Personal Assessment Assignment (I am not looking for a summary of these three Personal Calling elements, but a simple restatement of them). Include at least one visual image (e.g. a jpeg-type picture) that captures the heart of your personal calling. Give a brief explanation of how the image connects with your personal calling. In addition, show how your core values are embedded in both your biblical purpose and vision. One way to do this would be to designate a font colour for each of your core values and then use those font colours to show how parts of your purpose and vision align with your core values. If you do not see some of your core values represented enough in your purpose and vision, you may want to adjust those parts of your calling.

Part Two - Rule of Life (600 words – worth 15% of the assignment's value)

In the course instructional content, you were introduced to the Rule of Life template (it's in the Moodle classroom). This part of the Personal Leadership Development Plan gives you an opportunity to review your responses for that exercise and to develop it further. Make sure that you describe what you are already doing in each of the 12 areas of the Rule of Life and what you could add or change that would strengthen your leadership foundations and better position you to live out your personal calling. If you are not doing something in a particular area and don't think you should, that's fine. In addition, feel free to add other areas that you have found helpful. As a way to help you identify which areas should be a top priority for you right now, include a short statement at the end of this part where you identify 2-3 Rule of Life elements that will receive extra attention for the next few months. Include a rationale for why you believe these are especially important for you right now. The approximate length of this part is 600 words.

Part Three - Inventory Reflection (900 words – 40% of the assignment's value)

For this assignment, take up to 900 words to reflect on the results of the assessment tools you completed for this course: Ministry Match, Emotional Intelligence 2.0, CliftonsStrengths, and the Christian Life Profile. Here are some specific questions I would like you to tackle in the reflection process:

1. What are some common themes that seem to emerge from the results?
2. How do some of the results from the inventories build upon each other? For example, how might your top spiritual gifts in the Ministry Match assessment add to your understanding of your top five signature strengths from the CliftonsStrengths assessment (and vice versa)?
3. Where do the inventory results seem to contradict each other (or your own view of yourself)? How might you explain these apparent contradictions?
4. What opportunities for living out your calling more effectively do you see coming out of these results? For this question, I expect to see a detailed integration of your personal calling assignment into the discussion.

Part Four - Strategic Plan (900 words – 35% of the assignment's value)

After you have reflected on the results of each inventory, establish three strategic objectives that will promote your development as a Christian leader over the next three months. Indicate the rationale for selecting each objective (why is the objective important in light of your calling as articulated in this class and your inventory results). In addition, identify at least three key action steps for each objective, which will help you take steps toward achieving the objective over the next four months (this means that you will have at least nine action steps in total). Make sure that all the action steps are **SMART**:

- **Specific** (i.e. focused on one clearly defined area)
- **Measurable** (i.e. you should be able to chart your progress and know when you have achieved the action step)
- **Achievable** (i.e. you should be able to achieve the action step within the stated time frame)
- **Relevant** (i.e. the action step should actually help you achieve your overall objective)
- **Time-framed** (i.e. you should include a completion date so that you have a clear target for completing the action step)

Here are two examples of 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 next month.

At the end of this section, include a one-page summary of your prioritized objectives and action steps that you and your mentor can use as a quick reference guide. Recognizing that it is difficult to work on three major objectives at the same time, I have asked you to prioritize them in your one-page summary. Make the first one your top priority. You can move on to another objective once you feel you have made reasonable progress on the previous one.

Part Five - Setting up Supportive Accountability

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

The maximum length of this assignment is 3,000 words. Due date: July 22.

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

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

For this assignment, I want you to carefully read one or more of the Gospels and the course texts in their entirety (*Spiritual Leadership, A Work of Heart, Garden City, and In the Name of Jesus*). By submitting the assignment, you are declaring that you have completed the required reading (if this is not the case, please indicate how much of the course texts you read).

The assignment has two parts:

Part One – Written Analysis

Based on one or more of the Gospels (and other Scriptures), course instructional content, forum posts, and other resources, develop a biblically sound and personally relevant theology of Christian leadership. Your theology of leadership should include what you consider are the non-negotiable aspects of leadership. Some of the questions you will want to cover are: what is Christian leadership, what kind of character should a Christian leader have, how does a Christian leader lead, and what can we learn from Jesus and other biblical characters about Christian leadership? You're welcome to use these questions as sectional headings, although for some, it may work better to create a seamless theology that answers these questions in a more integrative way. I expect a rigorous interaction with Scripture, the course instructional content, and the course texts. Including insights from other sources would also be advisable. The maximum length is 2,100 words.

Part Two – Submitting Assignment to Mentor

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

The assignment is due August 5.

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

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 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 one to two-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. Make sure that you connect your reflections with key ideas from Scripture, mentoring discussions, 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 August 19. 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 of this assignment, please 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.

Course Evaluation

Because your feedback is very important to me (I will sometimes change future offerings of a course based on the feedback I receive from students), I have made the course evaluation a required part of the course. You will find the course evaluation under the Week 8 tab in Moodle. Once you have completed it, you will be able to submit your Ministry/Work Experience assignment.

Grading Scale

| Letter Grade | Percentage | Description | Grade Point | Meaning in Graduate Work |
|--------------|------------|-------------|-------------|--------------------------|
|--------------|------------|-------------|-------------|--------------------------|

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|----|----------|------------|------|---|
| 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 <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 an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

Assignment Assessment

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

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

Assignment Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. You can make formal course grade appeals through the ACTS registrar’s office.

Important Academic Notes from ACTS

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)

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

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.

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>.

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

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

The mentoring role entails the following:

- Meeting with the student at least eight times per semester for at least one hour per meeting. It is expected that these meetings will feature discussion of the student’s personal and leadership development (particularly related to the objectives of the particular CLD course that the student is taking, which are listed in the mentoring contract) rather than primarily the discussion of ministry details. Prayer should be prominent. The student views these meetings as opportunities to benefit from the mentor’s experience and guidance.
- The mentor and the student will establish a mentoring contract at the first meeting outlining goals for the eight weeks and how these will be accomplished; both will sign the contract (please keep a copy for your own records), which the student will submit to the CLD professor.
- Throughout the semester, the student will give the mentor three assignments from the course (personal calling statement, personal leadership development plan and a theology of leadership) for the purpose of discussion. I would encourage mentors to take this opportunity to ask probing questions and to provide supportive accountability as students seek to become more effective as godly and competent servant leaders in the places where God calls them to serve.

- After the seventh mentoring session is complete, the student will submit a five-page analysis of the mentoring experience to the leadership mentor in the 8th session. The mentor will read the analysis, making comments in the margins, sign and return the paper to the student, who will then submit the signed copy to the CLD professor (mentors can do this on a hard copy or electronically using Word's tracking feature).
- After your final mentoring session, please fill out the mentor survey at <https://www.surveymonkey.com/r/actsmentor>. The survey results help us to know how the mentoring experience went and how we might strengthen it in the future.
- Here are some specific topics that it would be good to cover during the sessions:
 - How you have experienced God's calling in the past (goes along with a discussion of the student's personal calling assignment)?
 - The disciplines and practices that you have found helpful in growing your relationship with God (connects with the Rule of Life part of the personal leadership development plan assignment).
 - The steps you have taken or are taking to develop as a leader (goes along with a discussion of the student's personal leadership development assignment).
 - How God has developed and is developing your character (discussion of some key character qualities for Christian leaders would also be helpful)?
 - Your understanding of Christian leadership (goes along with a discussion of the student's theology of leadership assignment).
 - How can a leader build a caring community where people practice the "one anothers" of Scripture?
 - Your experience in building healthy ministry teams.
 - Key skills for Christian leaders and how to develop them.

I would encourage all mentors and mentees to read the *Growing Leaders: Six Practices of Christian Leadership* article www.worldcampusequip.com/cld-mentors. The article gives a summary of the major emphases of the Foundations of Christian Leadership course thus providing a helpful framework for the mentoring discussions. As our gift to you, we would also like to give you free access to Dr. Randy Wolf's presentation on *Turning Conversations into Mentoring Opportunities* on the same webpage. We trust that the tips Randy shares about four essential mentoring skills will help you in your mentoring conversations. If you're interested in watching or attending Randy's full coaching/mentoring training, please contact him at randy.wolf@twu.ca you can purchase access to the videos at <https://worldcampusequip.com/making-disciples-through-coaching/>.

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 (Protégé)

| | |
|---|---------------|
| <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> | |

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. Throughout the semester, the protégé will submit three documents to the mentor (personal calling statement, personal leadership development plan and a theology of leadership), which should be the focus of the mentoring discussions for at least some of the sessions. Of course, there are other objectives that mentors and their protégés may wish to pursue during their times together and these can be added below.

1. Foundations of Christian Leadership (CLD 510) course objectives:
 - a. Formulate a theology of leadership that undergirds their approach to leadership and serves as a grid for assessing the appropriateness of various leadership practices.
 - b. Appraise their personal strengths and growth areas particularly related to their ability to lead.
 - c. Design and begin implementing a robust personal growth plan that focuses on developing personal strengths, maximizing leadership tendencies, increasing emotional intelligence and initiating/expanding disciplines that will encourage long-term sustainable growth.
 - d. Evaluate their progress in implementing their personal growth plan in the context of a mentored relationship.
 - e. Assess their own style of leadership and gain an appreciation for other styles of leadership.
2. Other objectives that you would have for the mentoring experience
 - a. Other objective #1 - _____
 - b. Other objective #2 - _____
 - c. Other objective #3 - _____
 - d. Other objective #4 - _____
 - e. Other objective #5 - _____

Signatures

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

| | |
|---------------------|------|
| Mentor's Signature | Date |
| Protégé's Signature | Date |

Note: It is the student's responsibility to give a completed copy of the contract to their mentor and CLD professor.