

ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS OF TRINITY WESTERN UNIVERSITY

Graduate Course Syllabus

Course Number: CLD 531 OL

Course Name: Theology and Practice of Spiritual Leadership

Semester and Year: FA23

Instructor: Kevin O'Coin, DMin, Associate Director of Enrolment

Contact Information: kevin.ocoins@twu.ca | O: 604.513.2121 (ext. 3836) | C: 604.842.2958

Pre-requisite: CLD 510

Semester Hours: 3

Course Dates: October 23 – December 16, 2023

Office Hours: Tuesdays and Thursdays from 10am to Noon; at other times by appointment

Course Description

The growth of the Christian leader cannot be left to chance. Christian growth is intentional, developmental, and cumulative; it begins within and emerges to shape all aspects of a leader's life. This course seeks to understand and encourage growth for Christian leaders in spiritual formation; relationships with family, friends, and followers; emotional intelligence; and self-reflection. The development of the inner life of a leader is foundational for any and all capacity that a Christian leader will ever generate ("the breadth and depth of the base determines the height of the tower").

Course Objectives

At the conclusion of this course, a student should be able to:

- Articulate their understanding of their identity as a leader, and how leaders are formed.
- Apply a theological understanding of growth and spiritual formation to their lives and the lives of those they serve.
- Recognize their own leadership biases, analyze different perspectives on leadership, and build a leadership culture that allows themselves and others to flourish.
- Establish healthy and flexible boundaries.
- Plan for growth in emotional intelligence.
- Recognize how their current web of relationships encourages or detracts from their personal and leadership development; establish healthy new relational patterns among family, friends, and followers.
- Establish consistent practices and times for reflection on life and leadership.
- Identify and engage in life-giving spiritual formation habits of particular benefit to leaders.

Course Learning Outcomes

Knowledge and its Application

- Demonstrate an in-depth understanding of the theory and practice of leadership.
- Apply knowledge to strengthen their own and others' leadership.
- Identify and interpret new ideas and research related to leadership.

Cognitive Complexity

- Engage in academic research, writing, and communication as skilled practitioners who think critically and deeply about issues related to leadership.
- Undertake inquiry and analysis to solve problems with a high degree of innovation, divergent thinking and risk-taking.
- Engage in interdisciplinary thinking.
- Integrate ideas and experiences in a way that generates novel insights related to 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 leadership best practices 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

- 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 insights about leadership in a social context.
- Develop the ability to become socially responsive agents with a commitment to understanding global issues.
- Build healthy multicultural discipleship groups that allow diversity to flourish.

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 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 God-given calling as expressed in one's biblical purpose, core values, and personal vision (and help others do the same).
- 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 calling with devotion and excellence.

Textbooks

Early, Justin Whitmel. *The Common Rule: Habits of Purpose for an Age of Distraction*. Downers Grove, IL: InterVarsity Press, 2019. 208 pgs.

Michel, Jen Pollock. *In Good Time: 8 Habits for Reimagining Productivity, Resisting Hurry, and Practicing Peace*. Grand Rapids, MI: Baker Books, 2022. 256 pgs.

Olsen, David C. and Nancy G. Devor. *Saying No to Say Yes: Everyday Boundaries and Pastoral Excellence*. Lanham, MD: Rowman & Littlefield, 2015. 142 pgs.

West, John Lee, Roy M. Oswald, and Nadyne Guzmán. *Emotional Intelligence for Religious Leaders*. Lanham, MD: Rowman & Littlefield, 2018. 128 pgs.

Yung, Hwa. *Leadership or Servanthood?: Walking in the Steps of Jesus*. Carlisle, UK: Langham Publishing, 2021. 166 pgs.

Course Instructional Content

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

Course Assignments

The assignments for this course include a mentoring contract, forum discussions, a personal leadership development plan follow-up, a leadership equipping presentation, a ministry/work experience journal, and a mentoring analysis paper.

Assignments are due by midnight (your time) on the day they are due. Submit your assignments in the Moodle online classroom. When you go to the online classroom, you will see where you can upload your assignments. Once I have marked your assignment, I will put it in your grade book in the online 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), but **only if** you inform me of your need for an extension **before** the due date for that 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 one *full letter grade* (e.g., A- to B-) off the assignment's value after assigning a grade to the rewritten assignment.

Each assignment has a maximum length. Take this length seriously. More is not necessarily better; in fact, concise writing is usually more striking and persuasive. Be judicious about what you include. **I will stop reading at the maximum page length for a given assignment and will grade you only according to what you have included up to that point.**

Here is an overview of all the requirements followed by a detailed description of each:

Due Date	Assignment	% of Final Grade	Cumulative %
October 23	Class Zoom Meeting	0%	0%
October 29	Mentoring Contract	5%	5%
October 30 – November 4	Forum Discussion <i>Text: Leading or Servanthood?</i>	5%	10%
November 6 – 11	Forum Discussion <i>Texts: Saying No to Say Yes; Emotional Intelligence for Religious Leaders</i>	5%	15%
November 18	Personal Leadership Development Plan Follow-Up	15%	30%
November 20 -25	Forum Discussion <i>Text: In Good Time</i>	5%	35%
November 27 – December 2	Forum Discussion <i>Text: The Common Rule</i>	5%	40%
December 8	Leadership Equipping Presentation	30%	70%
December 16	Ministry/Work Experience Journal	20%	90%
December 16	Mentoring Analysis Paper	10%	100%
December 16	Course Evaluation	0%	100%

Initial Zoom Meeting

Tuesday, October 24 | 7-8pm Pacific Time

This is an opportunity to put some faces to the names of those with whom you will be interacting in class. We will review the course expectations and assignments and make space for any questions. A link to the Zoom meeting will be distributed a few days before the meeting.

Mentoring Contract (5%)

Due: Saturday, October 29

Students are required to meet with a leadership mentor weekly for eight weeks for one hour each time. Ideally, this mentor would be within the same context in which the student is serving for this course. Meetings with the mentor should primarily feature discussion of the student’s personal and leadership development rather than the discussion of ministry/work details. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor’s experience and guidance. Your reflections in your Ministry/Work Experience Journal (see description below) may provide some topics for discussion during your mentoring times. Conversely, insights gleaned from your mentor will likely inform some of your reflections in your journal. You can also go to <http://ministrylift.ca/cld531> to find questions related to the course topics, some of which you might want to address during your times together. The student and mentor will establish a Mentoring Contract (see Appendix A) at the first meeting, outlining the goals for the next seven meetings and how they will accomplish them.

Forums (20%)

For four weeks during the semester, you will have the opportunity to participate in the Moodle forums (each week is worth 5% of your final grade). This will give you a chance to share about and reflect on your leadership experiences, respond to the experiences/reflections of others, and share your insights on the course textbooks and instructional content. 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.

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 (worth up to 20 points each) contributions per forum week. Each forum week has three forums that correspond to the readings and instructional content. The substantive post for the first forum is due on the Tuesday, the substantive post for the second forum is due on the Wednesday, and the substantive post for the third forum is due on the Thursday. Having these posted according to the above timeline allows others adequate time to read and respond to them.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g., questions, affirmations, quick thoughts about what someone has said). By substantive responses, I mean responses that show a deep processing of relevant ideas (**200 or more words**). *Conversational contributions should be responses to others' substantive contributions, and not simply responses to what others have posted in response to your own posts.* All substantive and conversational posts **must** be submitted by the Saturday evening of the relevant forum week.

We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forums. 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 culture 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 question.
- ❖ 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...?

Most importantly: have fun!

Note: You can use any of your forum posts in papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

Personal Leadership Development Plan Follow-up (15%)

Due: Saturday, November 18

Maximum length: five pages

In CLD 510, you articulated a personal leadership development plan. In this assignment, you will have the opportunity to review and revise your five objectives and specific action steps from CLD 510 (or a follow-up plan that you articulated in another CLD course). There are four parts to this assignment.

Part 1 – Review your progress (two pages)

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

Part 2 – Revise your plan (two pages)

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

Specific (focused on one clearly-defined area).

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

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

Realistic (you should be able to do it given your current commitments and other considerations).

Time-bound (you should have a clear time target for completing the action step).

Part 3 – Summarize and distribute your revised plan (one page)

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

Leadership Equipping Presentation (30%)

Due: Saturday, December 8

You will choose a topic related to personal leadership formation (either one covered in this class, or something else of your choosing) on which to prepare one, 90-minute seminar or workshop for Christian leaders. Be as specific as possible in articulating your intended target audience. As a starting point, I would encourage you to research what resources are already available on this topic for leaders through your ministry organization, denomination, or other leadership networks, so you can be sure you are adding new insights to the conversation or synthesizing the existing materials in a novel way. Presentation materials typically include PowerPoint slides and handouts, with an accompanying script or audio/video recording summarizing the presentation contents; however, feel free to add your own twist and creativity. Be sure to structure interactive elements into your presentation. Your approach should mix biblical/theological foundations and concrete ministry application. Your presentation materials must include a list of works consulted.

Ministry/Work Experience Journal (20%)

Due: Saturday, December 16

Maximum length: two double-spaced pages or five minutes, per week

Students will serve eight or more hours per week (voluntary or paid) in a significant leadership/ministry role (including but not limited to: church, parachurch organization, mission agency, hospital, prison). This role should give you the opportunity to reflect on and implement in real-time what you are learning in the course. Students will craft a reflection on their experiences each week. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Make sure that you connect your reflections with key ideas from the Bible, mentoring experience, the course texts, class discussions, and other sources. These can be written, audio recordings, or video recordings. All entries will be submitted as one on the due date.

Mentoring Analysis Paper (10%)

Due: Saturday, December 16

After the seventh mentoring session is complete, you will submit a five-page analysis of the mentoring experience to the leadership mentor and discuss it in the eighth session. How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in our class discussions and through the readings for the course? Be specific about these connections. What are some of the blessings and challenges you experienced during your times with your mentor? How did you grow? The mentor will read the analysis, make comments in the margins, sign, and return the paper to the student. The student will submit the annotated paper due the due date.

Course Evaluation

At 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

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 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.

When I assess assignments and presentations, I am looking for the following:

- Substantiveness (40%) – The content reveals deep 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. 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.
- Appropriateness (30%) – The content matches all the requirements for the assignment.
- Coherence (20%) – The content flows in a consistent and meaningful way.
- Style (10%) – The written or verbal style does not distract from the content (e.g., grammatical mistakes; unclear or dispassionate speech), but rather engages the reader’s attention. Source materials and quotations are clearly identified, and citations are properly formatted according to Turabian conventions.

Grade Appeals

Students can appeal their grade to me by stating in writing their reasons for contesting the grade. The deadline for such appeals is one week after the student has received grade. Formal course grade appeals can be made with the ACTS Academic Director’s Office.

Academic Notes

Student Portal

All ACTS Seminars students are Trinity Western University students, and as such they have a TWUPass username and password. This is determined at the time of an online application and can be managed through the “Service Hub” (at www.twu.ca/help). Your student email account is also available through this Student Portal and is vital for communication with the university.

Add/Drop Policy

All OL courses are open for registration until the first day of class. Once the class has begun, students wishing to drop or withdraw from the class must contact the Registrar’s Office by submitting a request through the “Service Hub” (www.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 [academic calendar](#) (p. 47ff). Also see <https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/>.

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 Centre for Accessible Learning on their website at: <https://www.twu.ca/learning-commons/centre-accessible-learning/equitable-access-policy-students-disabilities>.

Hospitality in the Classroom

TWU is committed to an ethic of inclusion, centered 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

For more information on what happens in the event of extreme weather conditions or other emergency situations, go to <https://www.twu.ca/about-us/policies-guidelines/university-policies/campus-notification>.

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: <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>.

Land Acknowledgment

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

Name of ACTS student: _____

Name of mentor: _____

Mentor employment/ministry position: _____

Mentor phone #: _____

Mentor email address: _____

Meeting dates:

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

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 and help students make progress in realizing their personal leadership development objectives. There may also be other objectives that mentors and their protégés wish to pursue during their times together and these, such as:

a. _____

b. _____

c. _____

Mentor signature: _____

Date: _____

Student signature: _____

Date: _____