

Associated Canadian Theological Schools of Trinity Western University

Graduate Course Syllabus

Course Number: CLD 532 OL

Course Name: Power, Change, and Conflict

Semester and Year: Spring, 2024

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Pre-requisites: CLD 510

Semester Hours: 3

Online Portion: March 4 – April 27, 2024

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Course Description

Power relationships and the need for change exist in all organizations. Change often upsets delicate power balances and can result in conflict. As organizations attempt to respond to change, leaders must understand the role of power in the change process and how to mobilize the power of leadership in a healthy and godly manner. Conflict can arise for many reasons but often accompanies the transitions that result from change. Few interpersonal exchanges have as much catalytic potential for good as healthy conflict. By addressing and transforming their

conflicts, individuals and groups of people develop an internal rigor, enhance mutual understanding, sharpen their mandates and deal proactively with important issues in their lives.

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Objectives

This course will help students:

- Assess the power dynamics in their organizations and to acquire greater skill in using and helping others use power in equitable and God-honouring ways.
- Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.
- Design an approach to leading positive and sustainable change within their organization.
- Strengthen skills in analyzing conflicts and use response strategies designed to transform conflict into personal, interpersonal, and organizational growth.
- Interrogate their ethical framework for making decisions and construct a more robust ethical approach that not only helps them discern what is right, but what is also best.
- Reflect knowledgably and constructively on their personal experience in real time ministry.
- Assess and revise their personal leadership development plan.
- Benefit from the intentional guidance of experienced mentors.
- Apply the lessons learned in the classroom in real-time ministry settings.

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Course Learning Outcomes

Knowledge and its Application

- Demonstrate an in-depth understanding of organizational power dynamics, the process of leading organizational change, and engaging with conflict situations in a transformational ways.
- Apply knowledge about power, change, and conflict to solve organizational problems.
- Identify and interpret new ideas and research related to power, change, and conflict.

Cognitive Complexity

- Engage in academic research, writing, and communication as skilled practitioners who think critically and deeply about issues related to power, change, and conflict.
- 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 power, change, and conflict.

Inter- and Intra-personal Wellness

- Appreciate the role of community in wellness.
- Employ skills that address abuses of power and unhealthy conflict in organizational settings.
- Demonstrate increased professional capacity and autonomy as leaders who increasingly manage power, change, and conflict 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 power, change, and conflict 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 recognize and navigate group and organizational power dynamics with wisdom, courage, and love.
- Develop skills in leading organizational change in collaborative and sustainable ways.
- Demonstrate peacemaking skills that promote transformational change in individuals, relationships, and groups.

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Course Textbooks and Inventory

Herrington, Jim, Mike Bonem and James H. Furr. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco, CA: Jossey-Bass, 2020. 208 pages

Note: If you would prefer to read a book that has a broader focus on leading organizational change (and not just change within the church), you can substitute the Herrington, et al. book with the following:

Kotter, John P. and Dan S. Cohen. *The Heart of Change: Real-Life Stories of How People Change Their Organizations*. Boston, MA: Harvard Business Review Press, 2012. 224 pages

Patterson, Kerry. *Crucial Conversations: Tools for Talking when Stakes are High*. 3rd ed. New York: McGraw-Hill Education, 2021. 304 pages.

Sande, Ken. *The Peace Maker: A Biblical Guide to Resolving Conflict*. Grand Rapids, MI: Baker Books, 2004. 317 pages.

Thomas-Kilmann Instrument (TKI) - <https://kilmanniagnostics.com/assessments/thomas-kilmann-instrument-one-assessment-person/>

Note: The TKI will help you discover the degree to which you use the five conflict modes (accommodation, avoidance, collaboration, compromise, and competition) and how you might improve your approach to resolving conflicts and problems.

Wolff, Randy. *Navigating Church Politics: A Church Leader's Guide for Managing Conflict and Power Struggles while Leading Organizational Change*. San Bernardino, CA: Amazon Digital Services LLC, 2017. 218 pages.

Total = 1,047 pages

Note: If you have read one or more of these books, please contact me so that we can arrange alternative readings.

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Course Instructional Content

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

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Course Assignments

There are several assignments for this course: [pre-reading](#), [online forums](#), [mentoring assignment](#), [personal leadership development plan follow-up assignment](#), [navigating power dynamics while leading change](#), [transforming conflict](#), [ministry/work experience journal and timesheet](#), and [course evaluation](#). If you ever have an idea for an alternative assignment that you believe would have greater personal value and would still meet the objectives of the course, please let me know what you're thinking. In addition, feel free to use other formats (e.g. PowerPoint, videos) for your assignments. With written assignments, please double-space them and follow the guidelines in the *Turabian Manual for Writers* or the *APA Publication Manual*.

Assignments are due by midnight (Pacific Standard Time) on the day they are due. I would ask that you submit your assignments in the online Moodle classroom accessible through MyCourses. 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 link to go to description)

Week	Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
Week 1	Feb. 26	Pre-reading		

Week 1	Feb. 26 – Mar. 2	Online Forum #1 and Navigating Church Politics	5%	5%
Week 1	Mar. 2	Part One of the Mentoring Assignment: Mentor Contract	2%	7%
Week 2	Mar. 9	Personal Leadership Development Plan Follow-up Assignment	10%	17%
Week 3	Mar. 11-16	Online Forum #2 and Leading Congregational Change or The Heart of Change	5%	22%
Week 4	Mar. 23	Navigating Power Dynamics While Leading Change	20%	42%
Week 5	Mar. 25-30	Online Forum #3 and The Peace Maker	5%	47%
Week 6	Apr. 6	Transforming Conflict	25%	72%
Week 7	Apr. 8-13	Online Forum #4 and Crucial Conversations and Thomas-Kilmann Instrument (TKI)	5%	77%
Week 8	Apr. 20	Ministry/Work Experience Journal and Timesheet	15%	92%
Week 8	Apr. 20	Part Two of the Mentoring Assignment: Mentoring Analysis Paper	8%	100%
Week 8	Apr. 20	Course Evaluation		

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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 February 26 (we will discuss *Navigating Church Politics* during the first week in the online forum, so that would be a good one to read first).

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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 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/inventory for each week (please note that the forum weeks start on a Monday and end on a Saturday):

- Forum Week #1 – *Navigating Church Politics*
- Forum Week #2 – *Leading Congregational Change or The Heart of Change*
- Forum Week #3 – *The Peace Maker*
- Forum Week #4 – *Crucial Conversations* and *Thomas-Kilmann Instrument (TKI)*

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 (think about asking open-ended coaching questions that help people think in new and deeper ways):

- ❖ 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!

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Mentoring Assignment (worth 10% of final grade)

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

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

The Leadership Mentor: Students are required to meet with their leadership mentor weekly for eight weeks following the module for at least one hour per meeting. These meetings should primarily feature discussion of the student’s personal and leadership development (particularly related to spiritual formation, relationships and ethics) rather than the discussion of ministry details. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor’s experience and guidance. Your reflections in your Ministry/Work Experience Journal (see description below) may provide some topics for discussion during your mentoring times. In addition, insights gleaned from your mentor will likely inform some of your reflections in your journal. You can also go to <https://worldcampusequip.com/cld-532/> to find

questions related to the course topics, some of which you might want to address during your times together.

The mentoring assignment has two parts:

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

The student and mentor will establish a **Mentoring Contract** (see [Appendix A](#)) at the first meeting, outlining their eight-week goals and how these will be accomplished; both will sign the contract. Please submit a scanned copy in Moodle by March 2.

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

After the seventh mentoring session is complete, I would ask that you submit a 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)? 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, sign and return the paper to you. I would then ask that you submit a scanned version of the signed copy in the online classroom by April 20. In addition, please ask your mentor to complete the online mentor survey at <https://www.surveymonkey.com/r/actsmentor> by the same date. The survey results help us to know how the mentoring experience went and how we might strengthen it in the future.

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

In CLD 510, you articulated a personal leadership development plan. The purpose of this plan was to help you articulate key objectives for developing as a godly and effective servant leader. In this assignment, you will have the opportunity to review and revise your objectives and specific action steps from CLD 510 (or a follow-up plan that you articulated in another CLD course). There are four parts to this assignment:

Part 1 – Review Your Progress (two pages)

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

Where have you been unable to apply practices/skills in your life and ministry, as you would like?

Part 2 – Revise Your Plan (two pages)

Based on your review of your progress and your inventory results (including the TKI approaches to conflict assessment for this course), 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? List them in order of priority. What are at least three steps you will need to take to realize these objectives? Feel free to keep old objectives and actions steps; however, you may find that you have become aware of other objectives and action steps that may be more effective in helping you develop as a leader who can increasingly live out your God-given calling. Alternatively, you may have made significant progress towards accomplishing an objective and would like to focus on a new one. I would encourage you to focus on one objective at a time (trying to achieve all three at the same time could be overwhelming). Make sure that each of the nine action steps is **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 examples of two SMART action steps:

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

Part 3 – Plan Summary (one page)

Make a one-page summary of your revised objectives and accompanying action steps. It's helpful to keep this document in front of you, so that you have a tangible reminder of these priorities.

Part 4 – Distribute your Revised Plan

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

The maximum length of this assignment is 1,500 words and is due March 9.

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Navigating Power Dynamics While Leading Change (worth 20% of final mark)

For this assignment, you have four options. Each of the options has a maximum length of 1,800 words and is due March 23. Make sure that you specify which option you have chosen in your paper.

Option #1 – Discussing the *Navigating Church Politics* Book

For this option, work through the *Navigating Church Politics* book with a group of people from your church. Meet with the group several times to discuss the questions at the end of each chapter. Obviously, it works best if everyone in the group has read the book prior to the discussions.

In your paper, briefly describe the group that discussed the book and their roles within the church. Then, devote the majority of the 1,800-word paper to summarizing the key insights, themes, and tensions that emerged from your discussions.

OR**Option #2 – Reflecting on a Major Organizational Change Effort**

Think about a major organizational change effort that you have experienced in the past (preferably one in which you were actively involved). Based on principles covered in class and from other sources, how could you have strengthened the change process? What did you do or could have done that adds to or even contradicts what we discussed in class?

Using *Navigating Church Politics* as a guide, explore how power manifested itself during the change process. How did you see some of the nine types of power at work during the process? What other types of power did you witness? Reflect on how you and others might have used and helped others use power in more equitable ways. How might the ideas from *Leading Congregational Change* (or *The Heart of Change*) have strengthened this change process? In what ways did you see your responses to conflict (as described in the TKI you did for this course) play out in this change process?

OR**Option #3 – Design a Change Process**

For this option, you will design a change process for your church (or a ministry within the church) or another organization. The first part of the assignment (300 words) is to describe the context in which the change process will occur. The second part (600 words) outlines the steps you plan to take in the change process (make sure you integrate *Leading Congregational Change* or *The Heart of Change* to help you think about next steps). If possible, include others in the design of the plan so that you gain from their wisdom and can observe some of the power dynamics and conflict associated with developing the plan. In part three, reflect on how power played a role in the design of the plan and how it might influence the implementation of the plan (use the *Navigating Church Politics* text to inform your thinking for this part). Who exerted more influence on the design of the plan (even if they only influenced how you thought about the plan)? How did they exert their influence? What other forces influenced the process in some

way (or might influence the implementation of the plan)? Reflect on how you might have used or helped others use power more effectively. Comment on any conflicts that emerged and how you saw your conflict management tendencies (as seen in your TKI results) surface in the process. How did the conflicts and your responses to them influence the process? What did you and/or others do to address the conflicts? How do the ideas from *Crucial Conversations* and *The Peace Maker* shed light on the conflicts themselves and how they were managed? The third part, which is a reflective piece, should be approximately 900 words.

OR

Option #4 – Create Your Own Power and Change Project

For this option, you can submit a proposal to me for your own self-designed project that focuses on navigating power dynamics while leading change. With your proposal, make sure that you provide a detailed description of the project along with rationale as to how the project will give you an inside look at how to navigate power dynamics while leading change. You should submit your proposal via email by March 9. With this option, I expect that you will meaningfully engage with the course texts (especially *Navigating Church Politics* and *Leading Congregational Change* or *The Heart of Change*), class material and at least five other sources (unless you make an alternative arrangement with me).

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Transforming Conflict (worth 25% of final mark)

For this assignment, you can choose from one of three options. Each one is a maximum of 2,400 words and is due April 6. Make sure that you specify which option you have chosen in your paper.

Option #1 - Personal Conflict Project

Visit for at least one hour with a person with whom you have had a conflict within the last six months. Choose a person with whom you can communicate with some trust and comfort. This will normally rule out a person with whom you are in a current conflict, unless perhaps it is a close friend. Do not choose a family member, but someone with whom you work or interact with in some other capacity. Tell the person something like, "I am trying to understand my personal reaction to conflict, and I would like you to help me. Remember the conflict we had about . . .? It would really help me if you could describe for me, from your perspective, how I responded to and handled that conflict situation."

Note: Do not challenge or dispute the observations that the person offers! However, you should:

- 1) Ask for clarification when what the person says is unclear. "Can you explain that last point for me a bit further?"
- 2) Inquire about how your actions made the other party feel. "How did you feel when I did that?"
- 3) Ask for advice. "What could I have done to help you respond more positively?"

From this experience, write a two-part paper. In part 1 (600 words), summarize the insights gained from your interview (give an anonymous name to the person with whom you had the conflict), assess how your TKI tendencies surfaced or didn't surface in this conflict (and why you think this was the case), and conclude with key observations about how you can improve your response to conflict. In part 2 (1,800 words), use relevant research (from the course texts, class discussions and at least five additional sources) to establish a workable conflict transformation process for interpersonal conflict (i.e. between two people, as opposed to between groups of people). Discuss how following this process would have helped you with the conflict you used as a case study for this paper.

OR**Option #2 - Organizational Conflict Project**

Interview two people (ideally from different "sides") who have personal knowledge of an organizational conflict that involved groups of people who had different perspectives about a particular issue or set of issues. Explore how the conflict began, how the two sides responded to it, and how it progressed. This first part should be no more than 600 words.

Without betraying confidences, use the information you gather from the interviews to develop a workable conflict resolution process for moderate- to high-level conflict within a group (this part is 1,800 words). Make sure that you integrate insights from Scripture and the course texts (and at least five other sources) into your approach.

OR**Option #3 – Create Your Own Project on Conflict**

For this option, you can submit a proposal to me for your own self-designed project that focuses on transformational conflict. With your proposal, make sure that you provide a detailed description of the project along with rationale as to how the project will help you grow in your knowledge and abilities related to conflict management. You should submit your proposal for this option via email by March 23. With this option, I expect that you will meaningfully engage with the course texts (including your TKI results), class material and at least five other sources (unless you make an alternative arrangement with me). An example of an alternative assignment would be to participate in a weekly Freedom Session and reflect on how the sessions help you deal with past and present conflict situations.

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Ministry/Work Experience Journal and Timesheet (15% of final mark)

For the *Ministry/Work Experience Journal and Timesheet* assignment, students will serve at least **seven hours per week** (voluntary or paid) in a significant ministry (e.g. church, parachurch organization, ACTS, mission agency, hospital, prison) and/or work setting for eight weeks. The ministry/work experience should afford students the opportunity to explore their leadership calling and gifting under the direction of experienced mentors who will commit to investing the time and energy necessary to interact in significant ways with students. Ideally, the mentor you

select for the mentoring assignment should be in your ministry/work setting. The factor that makes a placement significant is not primarily the ministry/work the student will do. Rather, the key factor is the impact of significant mentoring on the student by an effective leader while the student serves. Make sure that you keep track of when you serve and what you do in a detailed timesheet that you will submit as a part of this assignment (see description below).

The student is required to journal 300 words per week for eight weeks regarding how the various facets of power, change and conflict occur in the student's ministry/work setting (you could also do a one to two-minute audio or video reflection each week, or even reflective entries in a personal blog). Please date each journal entry. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Make sure that you connect your reflections with key ideas from Scripture, mentoring discussions, the course texts and TKI assessment, class discussions, 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 April 20. The timesheet should clearly show when you served, what you did in your ministry/work setting and the total number of hours you served during the semester (if you already work quarter-time or more in the ministry/work setting as a paid staff member, simply include a note to that effect).

As a final part to this assignment, I would ask that you complete the online CLD surveys, which gives you an opportunity to assess your personal leadership development, your mentoring experience, and your ministry experience. The links are underneath the assignment submission link in Moodle. Please include a note at the end of your assignment stating that you have completed the CLD surveys.

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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.

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Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style

				and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <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.

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

- Appropriateness – The content matches the requirements of the assignments.
- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic

ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal. In order to get an A on an assignment, **you really need to present your ideas in an integrative and creative way**. Go beyond the stated expectations of an assignment (not in terms of length ☺). Surprise me with a novel combination and/or expression of ideas.

- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing or presentation style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention. By the way, I love creative title pages that introduce a theme or multiple themes from your assignment in an engaging way.

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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 or withdraw from the class must follow course add/drop instructions on the [student forms page](#) on the ACTS Seminaries webpage. **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 efficiently 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.

Land Acknowledgement

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

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Appendix A: Mentoring Contract

Overview of Mentoring

Underscoring a principle that is surely as true for women as it is for men, Howard and William Hendricks, in their book, *As Iron Sharpens Iron: Building Character in a Mentoring Relationship* (78), write:

Every man should seek to have three individuals in his life. You need a Paul. You need a Barnabas. And you need a Timothy. These three kinds of mentoring relationships a man desperately needs to pursue: a Paul, an older man who can build into his life; a Barnabas, a peer, a soul brother to whom he can be accountable; and a Timothy, a younger man into whose life he is building.

Bobb Biehl, in *Confidence in Finding a Mentor and Becoming One*, says, "Mentoring is a lifelong relationship in which a mentor helps a protégé reach her or his God-given potential" (19). On the same page, he goes on to say that:

Mentoring is like having an ideal aunt or uncle whom you respect deeply, who loves you at a family level, cares for you at a close friend level, supports you at a sacrificial level, and offers wisdom at a modern Solomon level. Having a mentor is not like having another mother or father. Mentoring is more "how can I help you?" than "what should I teach you?"

Mentoring is often thought of as an exchange between an older person and a younger person. And it certainly can be structured in that way. But mentoring can also be a mutual exchange between peers under the guidance of a facilitator. The Bible contains many fine examples of various kinds of mentoring, without ever using the word mentor.

It is from this rich history that ACTS borrows its pursuit of mentoring goals and objectives.

Responsibilities of the Mentor

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

CLD is a mentored track. In CLD 510, students are introduced to mentoring by setting up a mentoring relationship with an away-from-ACTS mentor. 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!

In keeping with the course objectives, the mentored component of CLD 532 provides students with the opportunity to:

- Assess the power dynamics in their organizations and to acquire greater skill in using and mediating the use of power in equitable and God-honouring ways.
- Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.
- Design an approach to leading positive and sustainable change within their organization.
- Acquire basic skills to analyze conflictive situations and use response strategies designed to transform conflict into personal, interpersonal and organizational growth.
- Reflect knowledgeably and constructively on their personal experience in real time ministry.
- Assess and revise their personal leadership development plan
- Benefit from the intentional guidance of experienced mentors
- Apply the lessons learned in the classroom in real-time ministry settings

Please make sure that your mentoring discussions relate to these objectives. You can find examples of topics and questions that you might want to use on the MinistryLift website at <https://worldcampusequip.com/cld-532/>. There are also questions at the end of each chapter in the course textbook, *Navigating Church Politics*, that may be helpful to discuss in your mentoring times.

The mentoring role entails the following:

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

and return the paper to the student, who will then submit the signed copy to the CLD professor (mentors can do this on a hard copy or electronically using Word's tracking feature).

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

As our gift to you, we would also like to give you free access to Dr. Randy Wolff's presentation on *Turning Conversations into Mentoring Opportunities* at www.worldcampusequip.com/cld-mentors. 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 or 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. Of course, there are other objectives that mentors and their protégés may wish to pursue during their times together and these can be added in the next section.

1. The Power, Change and Conflict (CLD 532) course will give students the opportunity to:
 - a. Assess the power dynamics in their organizations and to acquire greater skill in using and mediating the use of power in equitable and God-honouring ways.
 - b. Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.
 - c. Design an approach to leading positive and sustainable change within their organization.
 - d. Acquire basic skills to analyze conflictive situations and use response strategies designed to transform conflict into personal, interpersonal and organizational growth.
 - e. Reflect knowledgably and constructively on their personal experience in real time ministry.
 - f. Assess and revise their personal leadership development plan
 - g. Benefit from the intentional guidance of experienced mentors
 - h. Apply the lessons learned in the classroom in real-time ministry settings

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

- a. Other objective #1 - _____
- b. Other objective #2 - _____
- c. Other objective #3 - _____
- d. Other objective #4 - _____
- e. Other objective #5 - _____

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.