

Associated Canadian Theological Schools

**Syllabus**

October 6, 2007

***CLD 510 -- Christian Leadership Foundations***

*(Print and bring syllabus to class)*

January 3-5 and 11-12, 2008 (8:30 AM – 5:00 PM daily; also see E. below)

Instructors: Team

Prof of Record: Doug Berg Ph.D..

3 Semester Hours

**Lab Fee: \$90.00**

email: doug.berg@twu.ca

**NOTE—This class includes pre-course work; please email Gwen Nickel ([Gwen.Nickel@twu.ca](mailto:Gwen.Nickel@twu.ca)) immediately upon registering for CLD 510, in order to receive the Assessment Instruments (H.2. below).**

**A. Overview of Christian Leadership Development track**

**CLD 510 -- Christian Leadership Foundations (3 credits)** CLD 510 is the gateway to ACTS' larger Christian Leadership Development (CLD) track. It is an introductory course and has the objective of introducing Master of Divinity and Master of Arts students to the 12 elements of ACTS' Philosophy of Christian Leadership. Each morning of this five-day modular course is devoted to leadership theology, theory and praxis; afternoons are comprised of self-assessment, panel discussions, and team building. CLD is cohort-based; CLD 510 introduces students to learning and working in teams called Affinity Groups. CLD is a mentored program; CLD 510 introduces students to mentoring objectives and begins the mentoring process. CLD 510 is the prerequisite entry course to the CLD track. **Note that extensive course work is to be completed *BEFORE* the module begins.**

**CLD 531 Personal Dimensions of Leadership Development; Mentored Ministry (3 credits)** 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 in Christian leaders in three areas: spiritual formation, ethical integrity, and relationships. Regarding spiritual formation, 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"). This foundation becomes the basis upon which Christian leaders make ethical decisions. Furthermore, the growth of a leader never occurs in a vacuum. Leaders develop in relation to others. Their relationships with their spouses, children, other leaders, friends, workmates, followers, etc. become the proving ground for their character and ethics.

**CLD 532 Christian Leaders and Power, Change, and Conflict; Mentored Ministry (3 credits)** 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 resolved conflict. By addressing and resolving 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 and societies.

**CLD 533 Mentoring, Team building, and Equipping; Mentored Ministry (3 credits)** The era of the do-it-all “super-leader” is over. While leading remains a prerequisite to effective oversight of a ministry, equipping, mentoring, and team building are the means by which effective leading occurs. Equipping has to do with ensuring that believers gain capacity and skills commensurate with their calling and tasks; mentoring has to do with showing the way, building relationships that encourage and challenge, and character-building; and team building has to do with relating cooperatively and effectively with others who seek the same goal. The legacy of a leader is largely determined by the degree to which that individual effectively equips, mentors, and builds people into a cohesive team.

**CLD 534 Leading Groups to Establish Strategic Thinking and Planning Processes; Mentored Ministry (3 credits)** While leaders may on occasion and in limited ways exercise unilateral leadership, the missions of the ministries they lead are rarely accomplished unilaterally or in isolation. Rather, the purpose of a given ministry is achieved when individuals are helped to work together cooperatively and interdependently. This course is designed to provide Christian leaders with a biblical perspective on planning within ministry organizations, the skills to develop a shared vision for ministry, and a set of practical planning tools for making progress toward that vision.

**CLD 535 Multicultural Leadership Encounter (1 credit)** Effective Christian leaders have an understanding of, and appreciation for, the nature and role of Christian leadership and ministry in multicultural settings. CLD 535 is not an apologetics course, nor does it attempt to conclusively define and/or locate the religious convictions of the respective people groups encountered. This “school on wheels” provides first-hand exposure to leadership realities encountered in Canadian multicultural settings.

#### **B. General CLD Requirements**

**MDV students/MACS students in the Church Ministry specialization:** After completing CLD 510, these students will take CLD 531-534 in sequence, remaining in their Affinity Group throughout: CLD 510 (Jan 08); CLD 532 (Spring ‘08); CLD 533 (Fall ‘08); CLD 534 (Spring ‘09) CLD 531 (Fall ‘09);. CLD 535 Cross Cultural Leadership is taken concurrent to, or after, the student’s last CLD course.

**MACS students in other specializations (i.e., chaplaincy):** Other specializations will take minimally CLD 510 and any two consecutive CLD 531-534 courses. CLD 535 Cross Cultural Leadership is not a requirement in this program, but can be taken concurrent to, or after, the student’s last CLD course.

#### **C. CLD 510 Course Outcomes**

Upon completing this course, the student will have:

- an understanding of ACTS’ Philosophy of Christian Leadership and an introduction to the ACTS cohort methodology;
- an understanding of leadership principles appropriate in churches and other Christian non-profit organizations;
- a personal vision for development as a leader in Christian ministry as well as a plan for continued growth and development;
- insight into her or his personal leadership strengths, weaknesses, gifts, style, and core values;
- an understanding of the larger CLD track and its vital mentoring component;
- learned team-building principles and exercises;
- built bonds of Christian fellowship and support with other members of the cohort working across lines of culture and gender, enhancing interpersonal skills as part of the process.

**D. CLD 510 Team Exercises**

An evening of team building exercises and debriefings will take place on Friday, January 4, 2008. These are designed to build knowledge of how teams function generally and how the student's personal leadership style emerges in teams. These exercises will require light physical activity; only normal strength and health are required, and no student will be required to participate in activities that they do not feel prepared to undertake. Students with any special health concerns should discuss these with the Prof of Record.

**E. CLD 510 Schedule and Meals**

The schedule for CLD 510 is unique. Please familiarize yourself with these dates and attendance requirements. Attendance at all sessions is required.

CLD 510 is conducted over five days: January 3-5 and January 11-12, 2008. The course runs from 8:30 AM to 5:00 PM daily. On Friday, January 4, the course also includes a complementary (and mandatory) dinner and evening of team building. The module ends on January 12 at 4:00 PM.

Students are responsible to provide their own lunch each day. Lunch may be purchased from the cafeteria in the Reimer Student Centre on campus.

**F. CLD 510 Required Reading**

Buckingham, Marcus. *Now, Discover Your Strengths*. New York, NY: Free Press, 2001.

Graves, Stephen R. and Thomas G. Addington, eds. *Life@Work on Leadership: Enduring Insights for Men and Women of Faith*. San Francisco, CA: Jossey-Bass, 2002.

McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass Publishers, 2000.

**G. Writing Standard**

All writing must be type written. All hard copy submissions must be stapled and include a cover page (include student ID). All hard copy writing must be double-spaced; font must be Times New Roman 12.

The style guide for writing submitted in the CLD track is Turabian. Grades will be reduced if the Turabian style format is not used (unless otherwise specified). Students are encouraged strongly to use RefWorks (available through the library home page [www.twu.ca/library](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting bibliographies (as an example of Turabian bibliography format, note the format of the three course texts in this syllabus). Be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note in RefWorks that the styles to be used are either Turabian (Notes) 6th edition or APA – American Psychological Association, 5th edition. If citing, sources should be cited in the body of the paper, and footnotes are preferred over endnotes. Marks will be deducted for poor writing standards at the Masters level.

Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.

An essential discipline in the academic process is that of academic honesty. Students are expected to be familiar with the requirements of academic honesty and to adhere to the principles of academic honesty. Further details about this subject can be found in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) and the handbook is at [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html). Plagiarism will be treated as a serious offence and may result in failure of the course; every detected occurrence of plagiarism will be reported to the ACTS Registrar and noted in the student's record.

Students may request one extension of seven days (no questions asked) for post-course Assignment I (PLDP). The request for an extension must be received by email before the due date (the answer will be yes); print out and append my response to the paper when it is submitted.

Unexcused late assignments will be reduced by 2% per day.

## H. CLD 510 Pre-Course Assignments

1. **Required Texts (20% of final mark):** Note: With a single title page and one staple, submit reading responses to *Life@Work on Leadership* and *Work of Heart* together. Be sure to include your student identification number on the cover page.

**Annotated response to *Life@Work on Leadership*:** Following Turabian format, write a ca. 150-word response to each chapter; do not exceed word limits. The structure of the response will be as follows: in one succinct sentence note the thesis of the chapter (use this format: "*Author's name* thesis is..."); devote the remainder of the allotted space to interacting with one significant implication of the chapter for your life and (future) ministry. Note that one does not quote material in annotated responses. **Due Date: January 3, 2008**

**Reading & Response:** Following Turabian format, note McNeal's thesis and supporting arguments (150 words; use this format: "McNeal's thesis is...McNeal's thesis is supported by these arguments:..."). Next, using the ideas and categories presented by McNeal, devote 500-600 words to identifying the influences God is presently using to reshape your life. **Due Date: January 3, 2008**

2. **Assessment Instruments:** Three assessment instruments form the basis of four afternoon sessions and **require completion prior to the start of the course**. It can take 2-3 weeks to complete the assessments, depending on how quickly the observers you select return materials to you. Bring completed assessments to the first day of class.

**Assessment Instrument 1:** An online Access Code is provided (inside the dust jacket covering the book) with the purchase of the Buckingham text, *Now, Discover your Strengths*. Complete the assessment instrument online, print it out, and bring to class. **Due Date: January 3, 2008**

**Assessment Instruments 2 & 3:** All officially registered CLD 510 students (i.e., course tuition fees paid) will receive Assessment Instruments 2 and 3 by emailing Gwen Nickel ([gwen.nickel@twu.ca](mailto:gwen.nickel@twu.ca)). The instruments are in PDF format. Print, complete, and bring results to class. Students will receive official copies of both instruments during the module (which have been paid for with lab fees). **Due Date: January 3, 2008**

3. **Short Essay (20% of final mark):** Write a 2,000 word essay in the first person (using “I” rather than “the author”) articulating, analyzing, and evaluating the significance of formative influences and life experiences that moved you toward leadership. Since this is your story, no bibliography is required. **Due Date: January 3, 2008**

**I. CLD 510 Post-Course Assignment**

**Personal Leadership Development Plan (50% of final mark):** The major assignment for CLD 510 is the preparation of a “Personal Leadership Development Plan” (**PLDP**) integrating and synthesizing the leadership theory presentations, self-analysis exercises, and assigned readings, making application to your own personal leadership development. This paper should be written in the first person, using the pronoun “I” rather than “the writer.” Include a Table of Contents; bibliography and footnote apparatus is required only if sources are cited. Your **PLDP** should include the following three sections:

**Synthesis of ACTS Philosophy of Leadership Presentations** (weight 40%): In this section write a 250-300 word response to each of the 12 elements of ACTS’ Philosophy of Leadership (do not include the full text of the ACTS document in your paper, merely the headings i.e., Integrity: The Character of Leadership), focusing on one aspect of each element that will be important for your development as a leader.

**Self-Analysis** (weight 30%): In this section, identify key discoveries and observations gained about yourself through each of the three assessment instruments, indicating the way(s) in which the data informs, confirms, or disconfirms previously held understandings about yourself (500 words for each instrument).

**Developmental Objectives** (weight 30%): Using assignment H.1, H.2, and H.3 as supporting data, establish five strategic objectives that will promote your development as a Christian leader over the next twelve months. Indicate how these objectives will be achieved. Indicate the rationale for selecting each objective, and identify several key measurable activities for each which will help you to become a more effective and godly leader (200 words per strategic objective).

**Due Date: February 18, 2008**

**J. General CLD Mentoring . . . VERY IMPORTANT . . . READ CAREFULLY . . . MAKE PLANS . . .**

**This part of the syllabus requires no actual work in connection with this course. Rather, the inclusion of Point #J in this syllabus is intended to alert and prepare the student for the expectations of CLD 533, which begins January 24-26, 2008.**

Our ability to prepare people for Christian leadership in the classroom is limited. It is 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. Therefore, CLD is a mentored track. The mentoring component of CLD gives the student that opportunity, under the direction of an ACTS faculty member (or designate) and an off-campus Christian leader.

### 1. Affinity Group with ACTS Faculty Member

Students will be assigned to an Affinity Group, which will be led by an ACTS faculty member or designate. The Affinity Group will meet four times between the January 24-26, 2008 module and the end of the semester, for encouragement, support, and prayer; providing a context for sharing “matters of the heart” is the goal of this assignment (for students residing outside the Fraser Valley this requirement will be satisfied on a case-by-case basis with teleconference calls). The Affinity Group will establish a **Contract** at the first meeting outlining goals and how these will be accomplished.

### 2. Mentoring in a Ministry Setting Away From ACTS

**The Setting:** Students are required to secure a placement (voluntary or paid) in a significant ministry setting for the duration of the CLD track (i.e., for pastors, a church; for chaplains, a hospital). Consulting with the Affinity Group leader, it is the student’s obligation to find a suitable setting and to have the placement pre-approved.

The student will serve at least **seven hours per week** in this significant ministry setting. The placement should afford the student opportunity to fully explore her or his leadership calling and gifting under the direction of an experienced mentor who will commit to investing the time and energy necessary to interact in significant ways with the student. (For ACTS purposes, the factor that makes a placement significant is not primarily the ministry the student will render. Rather, the key factor is the impact of significant mentoring on the student by an effective leader while the student serves.)

**The Leadership Mentor:** The student is required to meet with her or his leadership mentor weekly for eight weeks, for at least one hour per meeting. It is expected that these meetings will feature discussion of the student’s personal and leadership development as a leader rather than for the discussion of ministry details. Prayer should be prominent. The student should view these meetings as opportunities to benefit from his or her mentor’s experience and guidance. The student and mentor will establish a Mentoring Contract at the first meeting outlining their eight-week goals and how these will be accomplished.

**Mentoring Website:** A mentoring website ([www.mentorwise.ca](http://www.mentorwise.ca)) details various important topics to be discussed.

## K. Grading

CLD 510 will be graded as follows:

**Attendance:** There is no grade given for attendance but because attendance is critical, a penalty will be imposed for missing class sessions. If all or part of one day is missed the highest grade that can be obtained will be a B. If two days are missed the highest possible mark will be a C. If more than two days are missed the course must be repeated.

**Participation:** **10% of final mark** will be based on class participation.

### Grading Grid

| <u>First Class</u> | <u>Second Class</u> | <u>Pass</u> |
|--------------------|---------------------|-------------|
| A+ = 100-97        | B+ = 89-85          | C+ = 74-70  |
| A = 96-93          | B = 84-80           | C = 69-65   |
| A- = 92-90         | B- = 79-75          | C- = 64-60  |

**L. Important Academic Notes – 2007/2008**

**Web Support.** On arrival at TWU you will be issued with a username, password and email account. This username and password combination is your key to accessing computers all over campus. The email address that we issue is the one that we have on record and will be used to send all campus notices, grades, statements, lost passwords, signup instructions etc. (You can change the preferences to forward to another email address of your choice). All student online services use our student portal at <https://students.twu.ca>. From there, you can get all Enrolment Services tools, student email, ecourses, and access web support. If you do not know your account or password, there is a link by the login area called "I forgot my password." Going there, you will be walked through retrieving your account information.

**Campus Closure.** In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

**Research Ethics.** Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/research/ethics/Main.asp>. Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

**Equity of Access.** Occasionally a student may enter a class who experiences a learning disability. Students who experience such a disability have a responsibility to inform the ACTS Director of Student before the beginning of the course so that any adjustments can be made to facilitate the student's learning process. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

## **ACTS Philosophy of Christian Leadership**

### **PREAMBLE**

Even though there are many definitions of leadership, ACTS has sought to define a teachable, biblical understanding of leadership that encourages every member of our community to exemplify genuinely Christian leadership within ACTS and our broader ministries.

### **1. DEFINITION: Christian Leadership**

Christian leadership is taking the initiative to know God deeply, to reflect His holy character, to draw together and to influence communities through loving relationships, in order to fulfill His purposes in the world. Leadership of the Christian community involves equipping God's people to develop and achieve a vision for what the Kingdom of God could be in their context by "preparing them for works of service, so that the body of Christ may be built up" (Eph. 4:12).

### **2. INTEGRITY: The Character of Leadership**

The lives of Christian leaders are marked by love for God and others, holiness and righteousness. Christian leaders are exemplary in their character as defined in 1 Tim. 3:1-7, modeling the way for others and holding themselves responsible to God and to the community they serve. A violation of community trust requires repentance, accountability and hopefully restoration.

### **3. VISION: Its Source and Communal Nature**

Because Christian leadership is understood as moving the community toward the fulfillment of God's purposes in the world, vision originates with God. Vision involves discerning what the character and essence of the local incarnation of the eternal Kingdom of God should be. While leaders often initiate a proposed vision, vision becomes effective only when mutually validated and shared by the community.

### **4. COMMUNITY: Collective Leadership**

Effective Christian leadership is a shared activity and is dependent on the quality of relationships within the community. The church collectively has a leadership responsibility within the world through its community embodiment of the transforming gospel demonstrated in love and in commitment to Biblical truth.

### **5. LEADERSHIP CALL: God's Commission for All His People**

Each follower of Christ has a role in the leadership process of the community, though not all have official leadership positions. Individuals within the Christian community have different functions and gifts, but all growing disciples of Jesus Christ should demonstrate leadership by accepting responsibility for their own growth, by discipling others, and by contributing to the mission of the church according to their ability and circumstances. Christian leaders seek to facilitate the development of others in matters of Christian maturity, ministry, and leadership responsibility. Each individual's specific giftedness for contributing to leadership in the body needs to be discerned and encouraged.

### **6. SERVICE: The Attitude and Manner of Godly Leadership**

Jesus taught His disciples that loving service, as He exemplified it, is the way in which leadership is to be exercised. Jesus' service was sacrificial in obedience to God. He taught that greatness in the kingdom of God is rooted in service.

## **7. SACRIFICE: The Cost of Leadership in a Fallen World**

Every Christian leader requires the presence of the Holy Spirit to stay strong, focused, and courageous, to encourage other believers, and to train others to fulfill their calling in Christ. Christian leadership occurs in the context of a fallen world buffeted by spiritual enemies without and humanity's fallen nature within. Leaders must sacrifice on behalf of others and, at times, they may have to endure suffering for the good of others.

## **8. GRACE: Motivation for Leadership and Service**

The motivation for Christian servanthood and leadership is a personal experience of the grace of God. Mature Christian leaders endeavor to manifest kindness, patience, goodness, self-control and humility, in word and deed, motivating others, not through guilt, but through encouragement, exhortation, forgiveness, and love.

## **9. STEWARDSHIP: Responsibility and Accountability**

Involvement in leadership is a stewardship trust from God and the community. Christian leaders accept accountability for and care of the church through their teaching, preaching, prayer, love, and preparation of believers for service.

## **10. AUTHORITY: A Grant of Responsibility**

*All* authority on heaven and earth belongs to God, and *only* He has inherent authority. Christian leaders recognize that authority is a grant of responsibility to be used in obedient and loving service to God and others. When the exercise of authority is not motivated by either obedience or love, leadership becomes illegitimate and harmful. In such cases it should be surrendered or removed.

## **11. POWER: Its Legitimate Use**

Every Christian leader needs to use the power of position in service to God's purposes and the community. All expressions of power need to conform to high ethical standards and are not to be used for personal benefit or to bring harm to others.

## **12. FLEXIBILITY: The Contextual Nature of Leadership**

Leadership is contextual, which means that different leadership skills and processes are needed in different situations. Christian leaders will manifest various leadership styles due to differences in personality, culture, experiences, giftedness, and gender, but effective leaders will strive to be consistent in implementing Biblically based principles of godly leadership.

## **SUMMARY**

Christian leaders assist the people of God in fulfilling His purposes within the world. Their focus is the actualization of a common vision of the Kingdom of God within a particular context. Christian leadership should be regarded as a service to God and as a shared responsibility within the community.