



Associated Canadian Theological Schools of Trinity Western University

CLD 533 OL: Mentoring, Team-building and Equipping (Online)

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Leadership Studies and Practical Theology
Fall, 2019 – 3 credit hours
Prerequisite – CLD 510

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Course Duration: Oct. 28 – Dec. 21, 2019

Table of Contents

[Course Description](#)

[Objectives](#)

[Course Textbooks](#)

[Course Instructional Content](#)

[Course Assignments](#)

[Grading Scale](#)

[Important Academic Notes from ACTS](#)

[Appendix A: Mentoring Contract](#)

Note: Click on links to go to that part of the syllabus.

Course Description

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 that help them live out their calling. Mentoring has to do with modelling Christ-likeness, building relationships that encourage and challenge, and helping people take next steps. Team-building focuses on building a strong sense of community and helping people function well together. 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.

[Return to Table of Contents](#)

Objectives

This course will give students the opportunity to:

- Articulate a biblical basis for mentoring, team building, and equipping
- Apply mentoring, team building, and equipping principles and tools to their lives and ministry settings
- Develop a practical model for leadership development that includes mentoring, team building, and equipping
- Apply the concepts of mentoring, team building, and equipping to her/his own life as well as in a real time ministry setting
- 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

[Return to Table of Contents](#)

Course Textbooks

Macchia, Stephen A. *Becoming a Healthy Team: Five Traits of Vital Leadership*. Lti Publications, 2013. 176 pages.

Ogden, Greg. *Unfinished Business: Returning the Ministry to the People of God*. Zondervan, 2010. 271 pages.

Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills to Solve Problems, Reach Goals, and Develop Others*. Active Results LLC, 2014. 180 pages.

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

[Return to Table of Contents](#)

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.

[Return to Table of Contents](#)

Course Assignments

There are a number of assignments for this course: [pre-reading](#), [online forums](#), [mentoring assignment](#), [personal leadership development plan follow-up assignment](#), [equipping theology](#)

[and workshop](#), [becoming a healthy team assignment](#), [coaching assignment](#), [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, feel free to talk with me about it. 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*.

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the Moodle online classroom for this class. When you go to the online classroom, you will see drop-box folders where you can upload your assignments. Once I have marked your assignment, I will put it back in those folders (you will receive an automatic notice when I do so). You will then be able to check your grade and review the comments I made on the assignment. Please note that I will 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). 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	Oct. 28	Pre-reading		
Week 1	Oct. 28 – Nov. 2	Online Forum Week #1 and The COACH Model for Christian Leaders	5%	5%
Week 1	Nov. 2	Mentoring Contract		
Week 2	Nov. 9	Personal Leadership Development Plan Follow-up Assignment	10%	15%
Week 3	Nov. 11-16	Online Forum Week #2 and Unfinished Business	5%	20%
Week 4	Nov. 23	Equipping Theology and Workshop	15%	35%

Week 5	Nov. 25-30	Online Forum Week #3 and Becoming a Healthy Team	5%	40%
Week 6	Dec. 7	Becoming a Healthy Team Assignment	20%	60%
Week 7	Dec. 9-14	Online Forum Week #4	5%	65%
Week 7	Dec. 14	Coaching Assignment	10%	75%
Week 8	Dec. 22	Ministry Experience Journal and Timesheet	15%	90%
Week 8	Dec. 22	Mentoring Analysis Paper	10%	100%
Week 8	Dec. 22	Course Evaluation		

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 October 28 (we will discuss *The COACH Model for Christian Leaders* during the first week in the online forum, so that would be a good one to read first).

[Return to Overview of Assignments](#)

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

- Forum Week #1 - October 28 – November 2 – *The COACH Model for Christian Leaders*
- Forum Week #2 - November 11-16 – *Unfinished Business*
- Forum Week #3 - November 25-30 – *Becoming a Healthy Team*
- Forum Week #4 - December 9-14

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. Please make sure that you spread out your contributions over at least three days during the designated forum weeks so that you engage in the forum conversations at different points.

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 (this usually takes 200-300 words). We have a tremendous opportunity to build upon one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. We anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
- ❖ Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- ❖ Very basic comments such as "I agree" or "I disagree."
- ❖ Restating what someone has said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.
- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?
- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I'm wondering if...

- ❖ Do you think...

Have fun!

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

[Return to Overview of Assignments](#)

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 for at least one hour per meeting. These meetings should primarily feature discussion of the student's personal and leadership development (particularly related to mentoring, team-building, and equipping) 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 <http://ministrylift.ca/cld533> 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 the online classroom by November 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 five-page 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 the some of the blessings and

challenges you experienced during your times with your mentor? How did you grow? Please include a schedule of your mentoring meetings and the amount of time you spent in each one. The mentor will read 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 December 21. In addition, please ask your mentor to complete the online mentor survey at <https://www.surveymonkey.com/r/actsmentor> by December 21. The survey results help us to know how the mentoring experience went and how we might strengthen it in the future.

Note: It is your responsibility to make sure that you and your mentor meet the required number of times. If, for some reason, this is not likely to happen, please contact me to discuss alternative strategies.

[Return to Overview of Assignments](#)

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 (if you have already done it a second time, you can simply reflect on how you think you are doing in the emotional intelligence area). As you review the results of all the inventories, discuss areas where you have seen noticeable growth or increased application of particular practices/skills. Which areas seem to have become weaker? Where have you been unable to apply practices/skills in your life and ministry, as you would like?

Part 2 – Revise Your Plan (two pages)

Based on your review of your progress and your inventory results, what are the three objectives that you think are most strategic in helping you live out your personal calling and develop as a godly and competent servant leader (you may have identified five in a previous CLD course – this assignment focuses on three objectives)? List them in order of priority. What are the steps you will need to take to realize these objectives? Feel free to keep old objectives and actions steps; however, you may find that you have become aware of other objectives and action steps that may be more effective in helping you develop as a leader who can increasingly live out your God-given calling. Alternatively, you may have made significant progress towards accomplishing

an objective and would like to focus on a new one. 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 all the action steps are **SMART**:

Specific (i.e. focused on one clearly defined area)

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

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

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

Time-framed (i.e. you should include a completion date so that you have a clear target for completing the action step)

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, your affinity group leader, 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.

The maximum length of this assignment is five pages and is due November 9.

[Return to Overview of Assignments](#)

Equipping Theology and Workshop (worth 15% of final grade)

This assignment has two parts:

Part 1 – Theology of Equipping (worth 50% of the assignment's value)

Based on *Unfinished Business*, Scripture, the course instructional content, and other sources, develop a concise, three-page theology of equipping. From a biblical perspective, what is equipping, why is it important and how should we equip others?

Part 2 – Equipping Workshop (worth 50% of the assignment's value)

Design and deliver a 30-60-minute workshop where you equip people in some way (e.g. training children's ministry workers on how to manage their classroom, equipping parents to monitor their children's use of social media, training pastoral staff on using social media effectively,

equipping your small group on how to do something that is important for the group like reaching the lost or handling conflict). Beyond the slide content, I would ask that you have instructor notes that provide the necessary commentary to explain the slide content and to show how the slides connect with each other. If you use PowerPoint, you can insert your instructional notes in the notes box below your slides. Anyone should be able to take your presentation and present it with the content you provide. Please include a one-page description of the group who heard your presentation and your assessment of how it went. The maximum length of this part is 10 PowerPoint slides (or the equivalent in Prezi or other presentation software) and a one page description of the presentation.

This assignment is due November 23.

[Return to Overview of Assignments](#)

Becoming a Healthy Team (worth 20% of final grade)

This assignment has five required parts:

Part One – Principles for Healthy Teams (three pages – worth 60% of assignment grade)

Based on a careful read of the *Becoming a Healthy Team* text and an integration of key ideas from other sources, develop a set of 10 principles for healthy teams in the form of a team covenant. In addition, include a clear description for each principle. As always, draw on other sources to deepen your theological (e.g. how would a theology of team-building based on Scripture inform your list of principles for healthy teams) and theoretical engagement of the relevant issues.

Part Two –Team Assessment (two pages – worth 20% of assignment grade)

The second part of the assignment is to use the principles from part one to assess a team of which you are a part (if you are not currently part of a team, you may assess a previous team). Get the team involved in the assessment (e.g. have a group discussion about how the team is doing with the 10 principles), so that they are more likely to own the results (include a note in your paper as to how you involved them in a meaningful way).

Part Three – Strategic Plan for Building a Healthier Team (one page – worth 10% of assignment grade)

The third part is to develop a strategic plan for helping the team you assessed in part two to become healthier (you can do this in point form). The strategic plan should include at least three major objectives with a minimum of three SMART (specific, measurable, attainable, realistic, time-bound) action steps for each objective. If possible, include the team in the creation of the action plan (make sure you include a short description of how you included them). They are much more likely to act on something that they have helped to create.

Part Four – Mentor Input

Share your ideas as you do the various parts of this assignment with your mentor. Incorporate and cite your mentor's feedback, as appropriate.

Part Five – Begin Implementing Your Strategic Plan (one page - worth 10% of the assignment grade)

In this part, reflect on your progress in implementing the strategic plan for building a healthier team you articulated in part three of this assignment. As you may not have been able to fully implement the plan during the course, take time to also discuss potential barriers to implementing it in the future.

This assignment should be no more than seven pages and is due December 7.

[Return to Overview of Assignments](#)

Coaching Assignment (worth 10% of the final grade)

For this assignment, I would ask that you coach someone for at least four one-hour sessions using the COACH Model by Keith Webb. After each session, take a page to reflect on your coaching conversation by answering the following questions:

- What did you do well?
- Where do you think you could improve?
- What will you try to do differently in your next coaching session?

This assignment should be approximately four pages and is due December 15.

Note: You can count the coaching sessions as part of your ministry experience hours.

[Return to Overview of Assignments](#)

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 one page per week for eight weeks regarding how the various facets of mentoring, team-building and equipping 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). Make sure that you date each journal entry. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Make sure that you connect your reflections with key ideas from Scripture, mentoring and affinity group discussions, the course texts, class discussions, and other sources. 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 the online classroom by December 21. 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, your affinity group discussions and your ministry experience. I will post the links in the online classroom. Once you have completed these surveys (and the course evaluation – see note about course evaluation below), you will be able to submit your Ministry/Work Experience assignment in Moodle.

[Return to Overview of Assignments](#)

Course Evaluation

Because your feedback is very important to me (I will often 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 (and the CLD surveys mentioned in the previous section), you will be able to submit your Ministry/Work Experience assignment.

[Return to Overview of Assignments](#) or [Return to Table of Contents](#)

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.

Assignment Grade Appeals

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

[Return to Table of Contents](#)

Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting

bibliographies. They will need to 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://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats –Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the “student” side. CanIL students can locate this on the CanIL intranet, under the “student” side.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

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/research/research-ethics/default.html>

Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the

principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: <http://acts.twu.ca/community/student-handbook-2011-12.pdf>.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

[Return to Table of Contents](#)

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. In CLD 531-534, mentoring happens in two settings: in an affinity group with an ACTS faculty leader (or pastor or denominational leader), and in the student’s leadership setting away from ACTS.

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 know that most 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 533 provides students with the opportunity to:

- Articulate a biblical basis for mentoring, team building, and equipping
- Apply mentoring, team building, and equipping principles and tools to their lives and ministry settings
- Develop a practical model for leadership development that includes mentoring, team building, and equipping;
- Apply the concepts of mentoring, team building, and equipping to her/his own life as well as in a real time ministry setting
- 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

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 at the MinistryLift website (<http://www.ministrylift.ca/cld533>).

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.

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.

