

Associated Canadian Theological Schools of Trinity Western University

Graduate Course Syllabus

Course Number: CLD 534 OL

Course Name: Vision, Strategic Planning, and Organizational Leadership

Semester and Year: Spring, 2022

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Pre-requisite: CLD 510

Semester Hours: 3

Online Portion: February 28 – April 23, 2022

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Course Description

This course provides Christian leaders with a biblical perspective on planning within ministry organizations, an understanding of ministry governance models, the skills to develop a shared vision for ministry, and a set of practical planning tools for making progress towards that vision.

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Objectives

This course will give students the opportunity to:

- Appreciate and make the most of the unique design that God gives to each ministry
- Strengthen their philosophy of strategic planning that includes the development of mission and vision through to formulation and implementation of ministry goals
- Practice various strategic planning skills by designing and implementing a strategic planning process for their ministry
- Evaluate various models of ministry governance and apply contextually-appropriate models or parts of models to their ministry context
- 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 the theory and practice of vision, strategic planning, and organizational leadership
- Apply knowledge about vision, strategic planning, and organizational leadership to strengthen their own and other's leadership
- Identify and interpret new ideas and research related to vision, strategic planning, and organizational leadership

Cognitive Complexity

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

Inter- and Intra-personal Wellness

- Appreciate the role of community in wellness
- Grow in emotional intelligence
- Demonstrate increased professional capacity and autonomy as leaders who employ vision, strategic planning, and organizational leadership best practices in ways that strengthen individuals and the groups of which they are a part
- Exhibit superior organizational and time management skills

- Demonstrate academic and personal integrity

Aesthetic Expression and Interpretation

- 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 vision, strategic planning, and organizational leadership in a social context
- Develop the ability to become socially responsive agents with a commitment to understanding global issues
- Build healthy multicultural teams that allow diversity to flourish

Spiritual Formation

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

Leadership

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

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Course Textbooks and Inventory

Addington, T. J. *High Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders*. Colorado Springs, CO: NavPress, 2010. 212 pages.

Note: I have a PDF version of this book given to me by the author that I will make available in the Moodle classroom for free as sometimes the hard copy is hard to obtain.

Grant, Adam. *Think Again: The Power of Knowing What You Don't Know*. New York: Viking, 2021. 320 pages.

Mancini, Will. *Church Unique: How Missional Leaders Cast Vision, Capture Culture, and Create Movement*. San Francisco, CA: Jossey-Bass, 2008. 271 pages.

McChesney, Chris, Sean Covey and Jim Huling. *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals*. 2nd edition. New York: Simon and Schuster. 2021. 336 pages.

[Risk-taking Test](#) by Psychology Today

Note: When it comes to discerning vision and engaging in strategic planning processes, it's important to understand one's capacity for risk-taking. This test will help you gain a better understanding of your risk tolerance. Make sure that you order the full report (\$4.95 USD) after doing the free version. You will have an opportunity to integrate the results of the test and your subsequent reflections into some of the assignments for this course.

Total = 1,139 pages

In addition, if you have read one or more of these books or would prefer textbooks that do not focus on church leadership (i.e. you are not in church leadership and do not see yourself moving into that kind of role), please let me know so that we make appropriate substitutions.

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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 the videos and audio podcasts will be posted in the Moodle online classroom.

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Course Assignments

There are a number of assignments for this course: [online forums](#), [mentoring assignment](#), [design a strategic planning or evaluation process](#), [personal leadership development plan follow-](#)

[up assignment](#), [a major project](#), [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 (Pacific Standard 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	Mar. 5	Mentoring Contract	2%	2%
Week 1	Mar. 5	Design a Strategic Planning or Evaluation Process	15%	17%
Week 2	Mar. 7-12	Forum Week #1 and Church Unique	5%	22%
Week 3	Mar. 19	Personal Leadership Development Plan Follow-up Assignment	10%	32%
Week 4	Mar. 21-26	Forum Week #2 and Think Again	5%	37%
Week 6	Apr. 4-9	Forum Week #3 and The 4 Disciplines of Execution	5%	42%
Week 7	Apr. 11-16	Forum Week #4 and High Impact Church Boards	5%	47%

Week 8	Apr. 23	Major Project	30%	77%
Week 8	Apr. 23	Ministry Experience Journal and Timesheet	15%	92%
Week 8	Apr. 23	Mentoring Analysis Paper	8%	100%
Week 8	Apr. 23	Course Evaluation		

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 #1 - March 7-12 – *Think Again*
- Forum #2 - March 21-26 – *Church Unique*
- Forum #3 - April 4-9 – *The 4 Disciplines of Execution*
- Forum #4 - April 11-16 – *High Impact Church Boards*

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 respond to the first forum discussion question by Tuesday, the second one by Wednesday, and the third one by Thursday. This will give everyone a chance to read and respond to your initial substantive posts.

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!

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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 for at least one hour per meeting. These meetings should primarily feature discussion of the student's personal and leadership development (particularly related to vision, strategic planning, and organizational leadership) 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/cld534> 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 March 5.

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 and include citations that clearly show the sources of the ideas)? What are some of the blessings and challenges you experienced during your times with your mentor? How did you grow? You will want at least half of your paper to be a rigorous interaction with specific ideas from Scripture and the course (with citations). Please include a schedule of your mentoring meetings and the amount of time you spent in each one. The mentor will read the analysis, making comments in the margins (either electronically or on a hard copy that you scan), sign and return the paper to the student, who will then submit the signed copy in the Moodle classroom by April 23. 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.

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.

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Design a Strategic Planning or Evaluation Process (worth 15% of final mark)

For this assignment, you can either design a strategic planning process (see Option 1) or an evaluation process for an existing program, ministry, or other initiative (see Option 2).

Option #1 – Design a Strategic Planning Process

For this option, design an in-depth strategic planning process for your ministry (e.g., your church, youth ministry, parachurch ministry, small group Bible Study, Sunday School class) or work (e.g., workgroup, department). Make sure that you design the process in consultation with your team (working collaboratively with team members to design the process will help them own it and engage the process in a more meaningful way). Using the discussions with your team as a guide and input from other sources, create a two-month process with your team that will help your ministry or workgroup clarify its vision and take steps to achieve that vision (this could focus on several steps of the change process or just one of them). If others from your team are taking this course, you may do this assignment together. Be realistic as to what you think you could actually accomplish in two months. You do not have to execute the process at this point, although you will implement part of it between now and the due date for the major project. Of course, you are free to start implementing the plan before the due date for this assignment.

OR**Option #2 – Develop an Evaluation Process**

For this option, develop a process for evaluating a ministry, program, or activity. To what extent is your ministry, program, or activity actually accomplishing its mission (or operating in alignment with its core values or other guiding principles/goals)? As with option #1, include your team in the design of the process. Integrate other sources that provide insights into these kinds of evaluation processes. Then, for the major project, you would report on the findings of the evaluation and the steps you plan to take based on the evaluation results.

Note: If you are not currently part of a group where you could design and implement a strategic planning process, then I would ask that you do this *Develop an Evaluation Process* option.

The maximum size for both options of this assignment is 1,500 words.

Due Date: March 5

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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 five parts to this assignment:

Part 1 – Complete the [Risk-taking Test](#) and Reflect on the Results (300 words)

After taking the *Risk-taking Test*, make sure that you order the full results (\$4.95 USD). What were your scores in the six key areas (sensation-seeking, harm-avoidance, conscientiousness, locus of control, comfort with ambiguity, and reward orientation)? How have you seen these results played out in your life in the past? What are the implications as you think about discerning vision and leading change in your organization and in other parts of your life?

Part 2 – Review Your Progress (600 words)

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 *Risk-taking Test* 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 3 – Revise Your Plan (600 words)

Based on your review of your progress and your inventory results (including the *Risk-taking Test*), 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 at least three steps you will need to take to realize these objectives? Feel free to keep old objectives and action 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)

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 4 – Plan Summary (300 words)

Make a 300-word summary of your revised objectives and accompanying action steps.

Part 5 – 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 people.

The maximum length of this assignment is 1,800 words and is due March 19.

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Major Project (worth 30% of final mark)

For this project, you will have an opportunity to implement and report on your strategic planning process or evaluation process from the *Design a Strategic Planning or Evaluation Process* assignment:

Option #1 – Implementing Your Strategic Planning Process

This option has two parts:

Part 1 – Strategic Planning Process

Facilitate the strategic planning process you created for the *Design a Strategic Planning or Evaluation Process* assignment (or as much of it as you can). Make sure that you take careful notes related to each step.

Part 2 – Analysis of the Process

At the conclusion of the project, craft a 2,400 word analysis of the process based on your observations and those on your leadership team (it will be important to regularly debrief with others on your leadership team throughout the process). The analysis should incorporate insights about effective strategic planning techniques from the course readings, class discussions and at least five other relevant sources. It should also describe where the process was most successful and where you could have improved it in light of your personal observations, the course instructional content, and what you discover in the literature. How did you notice the primary risk-taking personality traits (sensation-seeking, harm-avoidance, comfort with ambiguity) and mediating personality traits (conscientiousness, reward dependence, locus of control) from the *Risk-taking Test* play into how you engaged with the process? It will also be

important to include some discussion about possible next steps in the strategic planning process. In addition, include any materials that you used during the planning process (you can include any additional materials as appendices - these will not count toward your assignment word limit).

Option #2 – Engaging in an Evaluation Process

For this option, you will actually evaluate your ministry, program, or activity using the process that you described in the *Design a Strategic Planning or Evaluation Process* assignment (option #2). This option has two parts:

Part 1 – Analysis of the Evaluation Process (600 words)

Describe the evaluation process. What worked well? What obstacles did you encounter?

Part 2 – Report on Evaluation Findings (1,800 words)

For this part, give a detailed report on the evaluation findings. Assess the findings in light of the team's mission and core values. What would you recommend based on the findings to help the team better achieve its mission? Make sure that you integrate relevant ideas from the course discussions, course textbooks and at least five other sources. How does the literature intersect with and inform the findings? In addition, how did you notice the primary risk-taking personality traits (sensation-seeking, harm-avoidance, comfort with ambiguity) and mediating personality traits (conscientiousness, reward dependence, locus of control) from the *Risk-taking Test* play into how you engaged with the process?

Please include any additional materials as appendices - these will not count toward your word limit.

The maximum size for the project is 2,400 words. The due date is April 23.

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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 one page per week for eight weeks regarding how the various facets of vision discernment, strategic planning, and organizational leadership (particularly board governance) 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 discussions, the course texts, course instructional content, and other sources. How did you notice the primary risk-taking personality traits (sensation-seeking, harm-avoidance, comfort with ambiguity) and mediating personality traits (conscientiousness, reward dependence, locus of control) from the *Risk-taking Test* play into how you engaged with your ministry/work? 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 April 23. 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, you do not have to include a timesheet but can simply include a note indicating how many hours you typically work per week).

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/work 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.

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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 (and the CLD surveys mentioned in the previous section), 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.

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.

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Important Academic Notes from ACTS

Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student’s responsibility to be informed about what constitutes academic misconduct. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar](#) (p. 47).

<https://prezi.com/od62fxnkbmxh/plagiarism-how-to-get-it-out-of-your-life/> (Prezi presentation)

<http://bit.ly/1p00KX3> (Google Slide presentation offering more comprehensive information)

Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office on their website at: <http://www.twu.ca/student-life/student-success/disabilities-and-equity-access>

Hospitality in the Classroom

TWU is committed to an ethic of inclusion centred on the principles of Christian hospitality, reciprocity and reconciliation. We seek to cultivate generous learning spaces that are based on respect for differences and are open to diverse views, opinions, and identities that are thoughtfully expressed in a collegial manner. We welcome and value all voices, including those from under-represented groups or those who have been marginalized.

Campus Closure and Class Cancellation Policy

In the event of extreme weather conditions or other emergency situations go to the <https://www.twu.ca/campus-notification>.

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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. This continues in subsequent CLD courses.

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 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 534 provides students with the opportunity to:

- Evaluate various models of ministry governance and apply contextually-appropriate models or parts of models to their ministry context
- Appreciate and make the most of the unique design that God gives to each ministry
- Strengthen their philosophy of strategic planning that includes the development of mission and vision through to formulation and implementation of ministry goals
- Practice various strategic planning skills by designing and implementing a strategic planning process for their 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

If you need ideas regarding discussion topics for your mentoring times, please go to www.MinistryLift.ca/cld534.

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.

If you haven't yet seen Dr. Randy Wollf's presentation on *Turning Conversations into Mentoring Opportunities* or read his article on *Growing Leaders: Six Practices of Christian Leadership*, we would encourage you to check them out on the World Campus Equip website (www.worldcampusequip.com/cld-mentors). We trust that the tips Randy shares about four essential mentoring skills in the video will help you in your mentoring conversations. If you're interested, you can order Randy's full coaching/mentoring video training on the World Campus Equip website as part of the Mentoring, Team-building and Equipping course.

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 mentoring experience is an extension of the classroom, it is expected that the mentoring 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.

