

**ACTS Seminars**

OF TRINITY WESTERN UNIVERSITY

**Associated Canadian Theological Schools****Syllabus**

May 11, 2009

***CLD 510 -- Christian Leadership Foundations****(Print and bring syllabus to class)*

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Fall – 2009

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3 Semester Hours

August 31- September 4, 2009 (begins at 8:30 AM daily)

Instructors: Team

**Lab Fee: \$80.00**

**NOTE—The class portion of this course straddles both the summer and fall semesters. The assignment schedule has been set up to have course work done prior to CLD 531 beginning September 24. However, this schedule means three books need to be read and responded to prior to class beginning as well as three assessment instruments need to be processed. Please schedule time during the summer to do this pre-class work. Email Judy Swanson ([Judy.Swanson@twu.ca](mailto:Judy.Swanson@twu.ca)) immediately upon registering for CLD 510, in order to receive two of the Assessment Instruments. (The third assessment instrument is included in the purchase of one of the text books.) Purchase textbooks as soon as possible to begin reading and responding.**

**I. Course Description**

CLD 510 is the gateway prerequisite entry course 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. **Note that extensive course work is to be completed *BEFORE* the module begins.**

**II. Course Objectives**

Upon completing this course, the student will:

- have an understanding of the ACTS Philosophy of Christian Leadership;
- have an understanding of leadership perspectives appropriate in churches and other Christian non-profit organizations;
- be able to construct a personal philosophy of Christian leadership;
- have insight into her or his personal leadership strengths, weaknesses, gifts, style, and core values;

- be able to construct a leadership development plan including continued growth as a Christian leader, increased understanding of leadership and/or further development of leadership skills;
- have an understanding of the larger CLD track, the cohort methodology and the mentoring component;
- learn team-building exercises and principles;
- build bonds of Christian fellowship and support with other members of the cohort working across lines of culture, gender, and denomination enhancing interpersonal skills as part of the process.

### III. Course Textbooks

Banks, Robert and Bernice M. Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Grand Rapids, MI: Baker Academic, 2004. (163 pages)

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. (272 pages)

McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass Publishers, 2000. (213 pages)

Rath, Tom. *Strengths Finder 2.0*. New York: Gallup Press, 2007. (read appropriate sections)

### IV. Course Assignments

#### A. CLD 510 Pre-Class Assignments

1. **Required Texts (40% of final mark)**: Note: Be sure to include your student identification number and student box number on the cover page for each of the following assignments.

**Reading and Response to *A Work of Heart* (15% of final mark)**: 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 1500 words to identifying the influences God has used and/or is using to shape your life toward leadership.

**Due Date: August 31, 2009**

**Reading and Response to *Reviewing Leadership: A Christian Evaluation of Current Approaches* (10% of final mark)**: Write a 250 word summary of the book, including the thesis, and then a 250 word response to each of the six chapters stating significant insights gleaned from the chapter for shaping your understanding of leadership.

**Due Date: August 31, 2009**

**Reading and Annotated response to *Life@Work on Leadership* (15% of final mark):** Write an approximately 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 as well as why it is significant. Note that one does not quote material in annotated responses.

**Due Date: August 31, 2009**

2. **Assessment Instruments:** Three assessment instruments form the basis of four afternoon sessions and **require completion prior to the start of class**. 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 (in a packet at the back of the book) with the purchase of the Rath textbook, *Strengths Finder 2.0*. Complete the assessment instrument online, print it out, and bring to class. Read appropriate sections in the textbook pertaining to your signature themes.

**Due Date: August 31, 2009**

**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 Judy Swanson ([judy.swanson@twu.ca](mailto:judy.swanson@twu.ca)). The instruments are in PDF format. Print, complete, and bring results to class. Students will receive official copies of both instruments on the first day of class (paid for with lab fees).

**Due Date: August 31, 2009**

## B. Class Attendance

**Attendance:** Attendance of the class is critical and therefore 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.

## C. CLD 510 Post-Class 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 and personal model of leadership. 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:

**Application of ACTS Philosophy of Christian Leadership Presentations** (weight 50%): 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 and why it will be important. This section will conclude with a 500 word personal philosophy of Christian leadership through integrating and synthesizing course content.

**Self-Analysis** (weight 20%): In this section, identify key discoveries and observations gained about yourself through each of the three assessment instruments. Indicate the way(s) in which the data informs, confirms, or disconfirms previously held understandings about yourself. State the significance of these key discoveries and observations for leadership development. (500 words for each instrument)

**Developmental Objectives** (weight 30%): Using your application of the ACTS Philosophy of Christian Leadership presentations and your analysis of the assessment instrument data, establish five strategic objectives that will promote your development as a Christian leader, your understanding of leadership and your development of leadership skill over the next twelve months. Indicate action steps for 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 -250 words per strategic objective).

**Due Date: September 23, 2009**

### **Grading Scale**

Letter Grade	Percentage
A+	97-100
A	93-96
A-	90-92
B+	85-89
B	80-84
B-	75-79
C+	70-74
C	65-69
C-	60-64
F	Below 60

## **V. 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: August 31 – September 4, 2009.

Monday, August 31 – 8:30 a.m. – 5:00 p.m.  
Tuesday, September 1 – 8:30 a.m. – 7:45 p.m.  
Wednesday, September 2 – 8:30 a.m. – 5:00 p.m.  
Thursday, September 3 – 8:30 a.m. – 5:00 p.m.  
Friday, September 4 – 8:30 a.m. – 3:00 p.m.

The course runs from 8:30 AM to 5:00 PM daily; except on Tuesday, September 1, the course also includes a complementary (and mandatory) dinner and evening of team building, and on Friday the class ends at 3:00 p.m.

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

An evening of team building exercises and debriefings will take place on **Tuesday, September 1, 2009**. 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.

## **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.

### **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).

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

**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.

## 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 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.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for counselling students, for which APA format is used.

Students are strongly encouraged 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. Students 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](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or

[www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 5th edition.

For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

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. A hard copy is given to incoming students in the fall.

### **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/academics/research/ethics/> 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.

### **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 on pages 21 and 22. The handbook is available online on the ACTS webpage [www.acts.twu.ca/community/student-handbook.html](http://www.acts.twu.ca/community/student-handbook.html).

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://www.acts.twu.ca/lbr/plagiarism.ppt>

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

[http://www.acts.twu.ca/lbr/Plagiarism\\_Short.swf](http://www.acts.twu.ca/lbr/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.

## **Christian Leadership Development Track Overview**

**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.

### 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 (Aug 09); CLD 531 (Fall ‘09); CLD 532 (Spring ‘10); CLD 533 (Fall ‘10); CLD 534 (Spring ‘11); 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.

#### 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 in this syllabus is intended to alert and prepare the student for the expectations of CLD 531, which begins September 24-26, 2009.**

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 September 24-26, 2009 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, prison, etc.). Consulting with the Prof of Record, 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.