

**Associated Canadian Theological Seminaries (ACTS)
Syllabus; Fall 2009
CLD 531 Personal Dimensions of Leadership Development
Three Semester hours**

A. Delivery format:

Instructional Team: Daryl Busby; Justin Dennison, Roland Lewis and Affinity group leaders

Course: Sept. 20-Dec 5, 2009; Module: Sept 24-26, 2009

Prof of Record: Daryl Busby, PhD;

Thurs. 1-7:45 PM; Fri. 8:30 AM-8 PM, Sat. 8:30 AM-3 PM email: daryl@twu.ca

Prerequisite: CLD 510

B. Course Description: “ *It takes time, and the penetration of the truth, to make a mature saint.*” Richard F. Lovelace. Stories of fallen Christian leaders abound. We each know of one...or more. However, we also celebrate Godly leaders who remain faithful for many decades; and like them, we all want to serve and finish well. The spiritual growth of the Christian leader cannot be left to chance. Such progress is intentional, developmental, and cumulative; guided by the Holy Spirit, and nurtured among other believers.

The development of the leader’s inner life is foundational for all capacity that a Christian leader will ever generate (‘the breadth and depth of the base determine 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. Their relationships with their spouses, children, other leaders, friends, workmates and followers become the proving ground for their character and ethics.

The three-day module that begins this learning experience is wrapped around twelve hours of plenary lectures and several hours of Affinity Group interactions. The module is followed by projects, assignments, and mentored ministry completed between the September module and December 5, 2009. The course is designed in such a way that a student will be on campus for the September module; and possibly, four subsequent mentoring sessions with an Affinity Group (the latter requirement is altered on a case-by-case basis for students residing outside the Fraser Valley);

All other requirements can be satisfied online and in the student’s personal ministry setting. All students will be placed into Affinity Groups numbering between three and eight persons. A key component of this course is real time ministry in a mentored setting concurrent to the course.

The student is required to serve seven hours weekly in a ministry setting between September 20 and December 7, 2009, with a view to exploring issues related to personal dimensions of leadership development. A website guides the away-from-ACTS mentor in maximizing the mentoring relationship with the ACTS student (www.mentorwise.ca).

C. Course Outcomes: Upon completing this course, the student will be able to:

1. Acquire a brief overview of the history of spiritual formation;
2. Reflect upon the meaning and means of spiritual formation for Christian leaders;
3. Have opportunity to renew her/his commitment to personal spiritual and character formation;
4. Discern factors that influence individual spiritual and ethical decision making processes;
5. Establish a high personal standard for ethical decision making in Christian leadership;
6. Deeply value both the uniqueness of spiritual disciplines for each person; but also, the consistent patterns that attend the development of Christian leaders;
7. Reflect knowledgably and constructively on her or his own personal experience in real time ministry.

D. Module Schedule (September 24-26, 2009)

September 24: 1: 00 pm to 7:45 pm

1:00 pm to 3:30 pm

A. Foundations: Scriptures and Early Church.

1. Spirituality in the Testaments.
2. The Foundation: A Thorough Conversion (1)

B. Six Myths of Spiritual Formation:

C. Spirituality in Church History. (A very, very short overview)

1. The Monastic Paradigm: 300-1150.
2. Spirituality in the City: 1150-1450.
3. Spiritualities in the Age of Reformations: 1450-1700.
4. Spirituality in an Age of Reason: 1700-1900.
5. Modernity to Postmodernity: 1900-2000.

4:00 to 5: 00 pm Looking for Patterns:

D. How to Assess Spiritual Writings.

Dinner together

6:30 pm to 7:45 pm...Practical Spirituality for Christian Ministry (Dinner Together).

- E. Prayer Life of the Leader (Dr. Roland Lewis). Personal Reflection groups

Friday, September 25th Practical Spirituality Part Two.

- E. (8:30 am-11:30 am Disciplines of the Spiritual Life (Justin Dennison).
- F. Personal Reflection in Groups
- G. (1:00 PM to 3:30 PM) Pastoral Ethics. Making Good Decisions
- H. Theological Reflection: Personalizing Ministry

5:00 - 8:00 Seminary Dinners (students will be the guests of their respective seminaries)

Saturday 8:30 AM - 3:00 PM

8:30 – 10: 00 am Finishing Well, what have we learned

10:00 am to 3:00 Pm. Listening to Each other

E. Summary of Assignment Due Dates and Values:

1. **Journal** (15%)
Journaling—Weekly
Summative Analysis—Nov 29
2. **Reading Responses** (20%)—Nov 1
3. **Course Project** (25%)—Nov 29
4. **Mentoring at ACTS** (10%)
Analysis—Dec 5.
5. **Mentoring away-from-ACTS** (30%)
Contract—Oct 1; Analysis—Dec 5

F. Required Reading (Note options.)

Several articles will be sent to the student or posted on the website www.missionalchurch.ca for downloading. Please have these read before the beginning of the course

By the End of the course, read three of the following:

MacDonald, Gordon. *Restoring Your Spiritual Passion.* Nashville, TN: Oliver-Nelson Books, 1982. (A classic). MacDonald wrote three books and this was one of the trio. Despite deep personal failures in his own life, his candor and insights have made these books enduring works

McIntosh, Gary and Samuel Rima. *Overcoming the Dark Side of Leadership.* Grand Rapids, Mi: Baker Books, 2007. A Methodist (McIntosh) and a Pietistic Baptist (BGC) combined to write this book. While the stories are unabashedly American, they provide insights into the role that our life story might play in our ministry styles. The self assessments of this book may trigger a need for personal counseling to address these issues; but the risk is worth the read and reflection.

Mulholland, Robert. *Invitation to a Journey* Downers Grove: I.V.P., 1993. In Each of us walks into spiritual formation with a personality designed by God. We are called to be spiritually formed for the growth of others. While this is one of the older books, it is compact and discerning.

Willard, Dallas. *Spirit of the Disciplines: Understanding how God changes lives.* San Francisco, CA: HarperCollins, 1988. This text formed the foundation for much of the current evangelical discussions on spiritual formation and the disciplines. While no agreed “set” of personal spiritual disciplines is realistic, Willard draws attention to basic attitudes and actions.

Thrall, Bill, Bruce McNicol, and Ken McElrath. *The Ascent of a Leader: How Ordinary Relationships Develop Extraordinary Character and Influence.* San Francisco, CA: Jossey-Bass, 1999. Drawing primarily from stories out of the public and private “for profit” sectors, this book addresses the ever present challenge of climbing the corporate ladder. The principles are easily applied to ministry, both local church and para-church. Choose your ladder carefully.

Recommended also: **Spiritual Formation as if the Church Mattered:** Jim Wilhoit (Grand Rapids: Baker) 2008.

G. Post-Module Assignments

a. Journal (15% of final mark):

Weekly Journal. The student is required to journal 300 words per week for eight consecutive weeks regarding how

- i) spiritual formation,
- ii) ethical formation,
- iii) and capacity building for meaningful relationships;

The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize.

Date each entry. **When the assignment is handed in at the due date, include a written statement affirming that the journal entries were made weekly in accordance with the course**

requirement (a letter grade will be lost if this notation does not accompany the Summative Analysis).

Some specific questions could include:

1. What events or issues in my life have emerged from my readings and reflections that have bearing upon my ministry and relationships?
2. How do I discipline myself for the journey of ministry? What is unique about my need and discipline for spiritual growth? Where do I need work?

Summative Analysis. After the eighth journal entry—using the journal as the sole supporting document—the student is to write a 1,000 word paper that articulates and defends thesis statements (one for each of the three foci) that characterize your perception of how your own i) spiritual formation, ii) ethical formation, and iii) capacity building for meaningful relationships occurs in ministry leaders in the student’s away-from-ACTS ministry setting. Submit the Summative Analysis *and* actual Journal to the Prof. **Due Date: Nov 29, 2007**

b. Reading Responses (20% of final mark):

Write an interview or report that allows your chosen authors and books to “talk” with each other about their perspectives on spiritual formation. The interview/report will raise questions about the themes they share in common but also the distinctive issues each book addresses. The conclusion will include your principles on character and spiritual formation that you have discerned in light of the readings and other course discussions. Finally, devote 200 words to identifying the impact of the readings on yourself. **Due Date: Nov 1, 2007**

H.Course Project (choose one) (25% of final mark):

There are four project options; select and complete **ONE** project. The finished product can be either a soft copy emailed to the professor; or alternatively submitted in hard copy. Either format will be double-spaced, Times New Roman 12 font, stapled, include a cover page (include student identification number), Table of Contents, footnotes (as opposed to endnotes), and bibliography. Each project is 2,000 words in length. The project is **due Nov 29, 2007**

i. Write a paper on ONE of the following:

- 1.The spiritual formation of Christian leaders in ministry setting;

2. The ethical formation of Christian leaders in ministry setting;
3. How To Finish Ministry Well, and how to get there!
4. Capacity building for personal and family meaningful relationships of leaders in ministry setting. Regardless of topic, the following facets shall be included in each paper:

Brief (100 words) articulation of why the topic is relevant in your ministry setting; biblical foundation, based on the biblical text(s) that you believe best addresses your topic; meaningful interaction with a minimum of five relevant authors (some of whom can be the chosen textbooks); development of several meaningful recommendations emerging from your research that proactively and practically enhance personal dimensions of leadership development in your ministry setting.

OR...

ii. **Critically Evaluate Conference:** Locate and attend a relevant conference that is consistent with the course outcomes (#2, p. 1) of this syllabus. Students must seek pre-attendance approval from the Prof of Record, by submitting in writing (email) a brief pre-attendance description of the conference and its merit. Students attending conferences are encouraged to do so in groups and engage in analysis together. Be sure to check if the conference lists a student or group rate.

Following the conference, submit a critical evaluation of the event. Please note that a critical evaluation is not merely a restatement of where the conference was held or its content, but rather, a probing assessment of the theological and philosophical presuppositions that undergird the conference. A critical evaluation also answers the question regarding whether solutions or ideas being proposed at conferences are faithful to the biblical text and serving the church and/or Christian leaders well in our time. Be aware that it is possible to find conferences providing “answers” to questions attendees are not asking, or that the purported answers are for contexts very different than those experienced by conference attendees. This assignment requires the student to probe beneath the surface of the conference. Draw from the course readings and reflections to assess the event

OR

iii. **You are leading a retreat for a group of church leaders and/or pastors on spiritual formation.** Develop the material and the plan for the weekend (Friday to Sunday) with some opportunity for ongoing connecting points. Provide the theological and educational foundations for how the weekend event will be structured

I. Mentoring:

Our ability to prepare people for Christian leadership in the classroom is limited; therefore students must gain significant “hands on” opportunities to experience Christian leadership prior to

graduation. Good adult learning means we seek to apply classroom learning in the laboratory of life and ministry to others. Therefore, CLD is a mentored track. The mentoring component of CLD gives the student that opportunity, under the direction of an ACTS professor member (or designate) and an off-campus Christian leader (*see 'Addendum: General Mentoring Objectives' p. 8*).

Affinity Group with ACTS Faculty Member (10% of final mark):

Students will be assigned to an Affinity Group, which will be led by an ACTS faculty member (or designate). The Affinity Group may find that its members have much in common (i.e., similar ministry experiences and/or plans) or little (i.e., different denominations, ages, vocational objectives). Regardless of the degree of natural affinity, the Affinity Group is an occasion to explore the course themes in a context where faith is shared and course outcomes are explored in mutually beneficial ways. The Affinity Group will meet four times between Sept 24 and Dec 5 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). If desired, a “blog site” can be used to facilitate a weekly conversation of the Affinity Group around case studies related to course outcomes. The Affinity Group will establish an **Affinity Group Contract** (Form A, p. 9) on Sept 22 outlining goals and how these will be accomplished.

After the final mentoring session is complete, the student will submit a 500-word analysis of the experience to the Prof of Record. **Due Date: Dec 5, 2007 ii. Mentoring in a Ministry Setting Away-From-ACTS (30% of final mark): The Setting:** Students are required to secure a mentor and placement (voluntary or paid) in a significant ministry setting for the duration of the CLD track i.e., for individuals moving toward pastoral ministry, a church; for persons moving toward chaplaincy, a hospital or jail. The mentor is generally part of the significant ministry setting.

The student should take into consideration the following criteria when selecting a mentor:

- i. mentor and protégé must be one in Christ;
- ii. mentor is considerably more experienced in leadership than the protégé;
- iii. protégé respects the mentor i.e., if the protégé turned out just like his or her mentor, the protégé would be happy with that;
- iv. the mentor is willing to invest meaningful time in relating to the protégé.
- v. Usually, the mentor is the same gender, considering the type of issues that may be encountered in this discussion

It is the student’s obligation to find a suitable setting and mentor. 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 CLD 531 course outcomes 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 following the module for at least one hour per meeting. It is expected that these meetings will primarily feature discussion of CLD 531 course outcomes in the away-from-ACTS ministry context. A website has been designed to assist away-from-ACTS mentors in serving ACTS students, and can be accessed at www.mentorwise.ca. 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** (Form B, pp. 10-11) at the first meeting outlining their eight-week goals and how these will be accomplished; both will sign the contract, which will be submitted to the Prof of Record. **Due Date: Oct 1, 2007**

After the 7th mentoring session is complete, the student will submit a 1,000-word analysis of the placement and mentoring experience to the leadership mentor in the 8th 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 Prof of Record. **Due Date: Apr 9, 2007**

J. Writing Standard

The style guide for writing submitted in the CLD track is Turabian. Grades will be reduced if the Turabian style format is not used. Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting papers. Be aware of the need to “clean up” most footnotes and bibliographies generated by this program.

Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/eghdamerow/turabian.htm> or www.dianahacker.com/resdoc/. Note in RefWorks that the styles to be used are either Turabian (Notes) 6th edition or APA – American Psychological Association, 5th edition. If citing, sources should be cited in the body of the paper, and footnotes are preferred over endnotes. Marks will be deducted for poor writing standards at the Masters level. Develop the habit of using inclusive language. Failure to do so in writing or in public speaking is often considered offensive in North America, and it is impossible to publish material without using inclusive language. It is therefore a useful habit to develop during graduate studies.

An essential discipline in the academic process is that of academic honesty. Students are expected to be familiar with the requirements of academic honesty and to adhere to the principles of academic honesty. Further details about this subject can be found in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) and the handbook is at www.acts.twu.ca/Handbook.html. Plagiarism will be treated as a serious offence and may result

in failure of the course; every detected occurrence of plagiarism will be reported to the ACTS Registrar and noted in the student's record.

K. Module Attendance

The three-day module depends on process learning, which requires student participation. There is no grade given for attendance but because attendance is critical, a penalty will be imposed for missing sessions. If the three-day module is missed entirely without excuse, then CLD 531 will be considered failed. If one day of the module is missed, the penalty will be one third of a letter grade. Excused absences must be arranged in advance and will only be granted in cases of serious personal emergency.

8. Grading Standard

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

L Important Academic Notes – 2009/2010

Web Support. On arrival at TWU you will be issued with a username, password and email account. This username and password combination is your key to accessing computers all over campus. The email address that we issue is the one that we have on record and will be used to send all campus notices, grades, statements, lost passwords, signup instructions. (You can change the preferences to forward to another email address of your choice.) To access your email account at TWU, please go to the [TWUSA Site](#) and enter your login name and password in the appropriate sign on area using the details provided. This information is all you will need in order to access your TWU student email, [TWU Library](#) pages and logging onto any lab computers on campus.

Campus Closure. Ok, the likelihood of snow in September is remote. And furthermore you may not even read this; but our policy requires this next section is include. So...

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.

CLD 534 Addendum: General Mentoring Objectives

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 person should seek to have three individuals in her/his life. You need a Paul. You need a Barnabas. And you need a Timothy. We need these three mentoring relationships: a Paul, an older man who can build into his life; a Barnabas, a peer, a soul brother to whom s/he can be accountable; and a Timothy, a younger man into whose life s/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 adds 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. It is from this rich history that ACTS borrows in pursuing its mentoring goals and objectives.

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Form A: p. 9

To be Completed by the Affinity Group Leader, in Consultation with the Affinity Group Instructions:

- Have all members fill in contact information (including ACTS Affinity Group faculty leader).
- Utilize a group process to establish the specific terms of the contract.
- Have all group members sign the contract.
- Photocopy the contract and give copy to each member (also one copy to Ron Toews).

Terms of the Contract

The Affinity Group needs to decide on the ways in which the group will function and how members will serve each other. The following ideas are intended to stimulate the group’s thinking regarding the kind of mentoring experience members wish to have. The Affinity

Group

faculty leader will guide the group in establishing group goals and objectives.

CLD Affinity Group Mentoring Purposes

The ACTS mentoring experience is a blend of questions, story telling, listening, sharing, and prayer, and is founded on intentionality and trust. Though the number of face-to-face (or teleconference) exchanges is limited to four, the intentionality and trust established during these

exchanges become the basis on which future relationships are built.

Sample of Mentoring Contract (make it wallet-sized and carry with you for reference)

Meet 5 times for 90 minutes (dates & times)

Discuss ‘rubber hits the road’ issues

Keep growing in trust toward each other

Create safe place for mutual & honest sharing

Confidentiality in matters of the heart

Pray for each other

Our Contract:

Four Meeting Dates

- 1.
- 2.
- 3.
- 4.

Commitments We Are Making

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Signatures

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10

10

Away-From-ACTS Contract for CLD 531, 532, 533, 534

Form B: pp. 10-11

**To be Completed by the Student, in Consultation with the Away-From-ACTS Mentor
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. Mentoring happens in two settings, in an affinity group with an ACTS faculty leader, and in the student’s leadership setting away from ACTS. This mentoring expectation is a requirement of CLD 531-534. We at ACTS express deep gratitude to individuals in the Christian community who make themselves willing to serve as mentors, guides, and friends to our students. We suspect that mentor-leaders are already busy. Yet their contribution to an ACTS student represents an investment in her or his growth as a servant of Jesus, and to the increase in the number of effective leaders in the church and world. Thank you! A website has been designed to assist away-from-ACTS mentors serve ACTS students, and can be accessed at www.mentorwise.ca. The mentored component of CLD provides the student with

opportunity to:

- gain crucial experience in the practice of Christian leadership;
- benefit from the intentional guidance of experienced mentors;
- build a philosophy of Christian leadership that grows out of reflection upon their experience;
- apply the lessons learned in the classroom in real-time ministry settings;
- experience the blessing of connectedness with a ministering community;
- bless others by providing meaningful service to people;
- pursue personal spiritual maturity in a disciplined way;
- determine the ways in which her or his leadership can be dedicated to fulfilling God’s purposes on earth.

The mentoring role entails the following:

- The creation of an avenue for service in the mentor’s ministry setting (i.e., church, hospital) for the student for the duration of his or her CLD track. The student is expected to devote seven hours per week serving in the mentor’s ministry setting.
- It is expected that these meetings will primarily feature discussion of CLD 531 course

outcomes in the away-from-ACTS ministry context. A website has been designed to assist away-from-ACTS mentors in serving ACTS students, and can be accessed at www.mentorwise.ca. 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** (Form B, pp. 11-13) at the first meeting outlining their eight-week goals and how these will be accomplished; both will sign the contract, which will be submitted to the Prof of Record by Oct 1, 2007.
- After the 7th mentoring session is complete, the student will submit a 1,000-word analysis of the placement and mentoring experience to the leadership mentor in the 8th 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 Prof of Record, by Dec 5, 2007.

11

11

Away-From-ACTS Christian Leader (Mentor) Please Print

Name:

Ministry Setting Position:

Name of Ministry Setting:

Ministry Setting Phone:

Ministry Setting Address:

Preferred Email:

Denominational Affiliation (if any):

ACTS Student (Protégé) Please Print

Name:

Identify CLD course being taken (circle one)

CLD 531 CLD 532 CLD 533 CLD 534

Name of Ministry Setting:

Ministry Setting Phone:

Ministry Setting Address:

Preferred Email:

Student's Denominational Affiliation (if any):

Seminary with which Student is registered at ACTS:

1. General Description of Mentored Ministry Setting and Work the Student will be Doing:

2. Eight Meeting dates:

3. Mutual Commitments:

Mentor and protégé sign contract as a demonstration of mutual commitment.

Mentor's Signature date

Protégé's Signature date

(It is the student's responsibility to give a completed copy of the contract to the away-from-ACTS mentor and the CLD Prof of Record.)