

## Associated Canadian Theological Schools

### CLD 533 Mentoring, Team building, and Equipping; Mentored Ministry

Jim Lucas DMin  
 Fall Semester '10  
 3 semester hours  
 Prerequisite: CLD 510  
**Lab fee: \$20.00**

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 (604)513-2044 ex.3867  
 Course Duration: Sept 23 – Dec 1, 2010  
 Instructional Team Course Module:  
**Sept 23-25 (Thurs.1-8:00 pm; Fri. 8:30  
 am-8 pm; Sat. 8:30 am-3 pm)**

#### 1. Course Description

The era of the do-it-all “super-leader” is over. While leading remains a prerequisite to effective oversight of a ministry, equipping, mentoring, and team building are the means by which effective leading occurs. Equipping has to do with ensuring that believers gain capacity and skills 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.

The three-day module which begins this semester-long course is wrapped around twelve hours of plenary lectures and six hours of Affinity Group interactions. The twelve plenary hours on Thursday and Friday are the sole opportunity of the course for content delivery; given the size of the class and the fact that students are not required to read the texts before the module, the format of the Plenary Sessions is primarily lecture. The six hours of Affinity Group on Saturday become the occasion to begin examining the implications of the lectures in small working groups.

The module is followed by a series of projects, assignments, and mentored ministry completed between September 23 and December 1, 2010. The course is designed in such a way that a student will be on campus for the September 23-25 module and for four subsequent mentoring sessions with an Affinity Group (students residing outside the Fraser Valley are connected by telephone); all other requirements can be satisfied 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 CLD 533 is real time ministry concurrent to the course. The student is required to serve seven hours weekly in a supervised ministry site between September 29 and November 28, 2010, with a view to exploring issues related to mentoring, team building, and equipping in that setting.

## 2. Course Outcomes

This course provides the student with the understanding and skill to develop and organize individuals into effective teams for the accomplishing of Kingdom goals, as follows:

- a. articulate a biblical basis for mentoring, team building, and equipping;
- b. learn mentoring, team building, and equipping principles and tools;
- c. develop a practical model for leadership development that includes mentoring, team building, and equipping;
- d. apply the concepts of mentoring, team building, and equipping to her/his own life as well as in a real time ministry setting.

## 3. Required Reading

- a. Macchia, Stephen A. *Becoming a Healthy Team: Five Traits of Vital Leadership*. Grand Rapids, MI: Baker Books, 2005.
- b. Mallory, Sue. *The Equipping Church: Serving Together to Transform Lives*. Grand Rapids, MI: Zondervan, 2001.
- c. Stanley, Paul D., and J. Robert Clinton. *Connecting: The Mentoring Relationships You Need To Succeed In Life*. Colorado Springs, CO: NavPress, 1992.

## 4. Module Schedule (September 23-25, 2010)

### **Thursday 1:00 – 8:00 PM**

- 1:00-5:00 Plenary Session 1: Equipping
- 5:30-8:00 Dinner & Team Building

### **Friday 8:30 AM - 8:00 PM**

- 8:30-12:30 Plenary Session 2: Mentoring
- 1:30-5:30 Plenary Session 3: Team Building
- 6:00-8:00 Seminary Dinners (students will be the guests of their respective seminaries)

### **Saturday 8:30 AM - 3:00 PM**

- 8:30-3:00 Affinity Groups

## 5. Post-Module Assignments

### **a. Journal (15% of final mark):**

- i. **Part 1. Journaling**. The student is required to journal 300 words per week for eight consecutive weeks reflecting on mentoring, teambuilding, and equipping realities in the away-from-ACTS ministry setting; devote an equal amount of reflection to each of the three foci. The journal entries should affirm, probe, name, evaluate, analyze, raise questions, theologize, etc. Be encouraged to use the weekly writing of the journal as preparation for the weekly meetings with the away-from-ACTS mentor. Date each entry, and 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. **Due Date: Weekly**

- ii. **Part 2: Journal Summative Analysis.** After the eighth journal entry, and using the journal as the sole supporting document, the student is to write a 1,000 word paper summarizing and analyzing journal reflections regarding mentoring, teambuilding, and equipping in the away-from-ACTS ministry setting. Articulate and defend a thesis statement that characterizes your perception of the practice of each area—mentoring, teambuilding, and equipping—in the away-from-ACTS ministry setting. Submit the Summative Analysis and actual Journal to the Prof of Record. **Due Date: Dec. 1, 2010**

**b. Reading Responses (20% of final mark):** For each text, complete the following (submit all three responses under one cover page):

- i. complete the reading of each of the books
- ii. an analysis (thesis and supporting arguments) of each book (ca. 150 words);
- iii. an evaluation (critical reflection on strengths and weaknesses) of each book (ca. 250 words);
- iv. a personal statement noting the significance of concepts for yourself in the book and why they were significant (ca. 350 words).
- v. complete bibliographic data (Turabian format) of each book. **Due Date: Oct. 31, 2010**

**c. Course Project in your Ministry Setting (choose one) (25% of final mark):**

- ⌚ There are four project options; select and complete **ONE** project.
- ⌚ The finished product must be double-spaced, Times New Roman 12 font, stapled, include a cover page (include student identification number and student box number), Table of Contents, footnotes (as opposed to endnotes), and bibliography. Grades will be reduced for work that does not conform to Turabian style guide.
- ⌚ Each project is 2,600 words in length.
- ⌚ The project is **due Nov. 19, 2010**

- i. **Project 1, Mentoring:** Assume that you have been given the task of developing a mentoring program in your away-from-ACTS ministry setting (i.e., church, hospital). The primary leader (i.e., pastor, supervisor) is generally aware of the benefits of mentoring, but somewhat unsure as to how to go about establishing the practice of mentoring. Write a project that adheres to each of the following three criteria:

1. **Part One (500 words):** Write Part One in the form of a letter to the primary leader, convincing her or him of the most significant merits, requirements, and likely outcomes of a mentoring program in the ministry setting.

2. **Part Two (900 words):** Having read your letter, your primary leader is inclined to implement a mentoring program of some sort. The leader suggests, however, that an annotated bibliography would be useful to orient mentors and protégés to the field of mentoring. Prepare an annotated bibliography (150 words per source) comprised of three Internet sites and three volumes (do not include our course texts in this annotated bibliography). Indicate the reasons why these sources are substantive and superior. For the purposes of this paper, speed reading the volumes will suffice. Provide complete bibliographic data for both the volumes and Internet sources (include the date sites were accessed).

3. **Part Three (1,200 words):** Establish a brief but fully orb ed biblical base and mandate for mentoring. Include footnotes and a bibliography if works are cited.

*OR*

ii. **Project 2, Team building:** Assume that you have been given the task of developing a more thoroughgoing approach to “teaming” in your ministry setting (i.e., church, hospital). The primary leader (i.e., pastor, supervisor) is generally aware of the benefits and principles of team work, but somewhat unsure as to how exactly to go about building teams. Write a project that adheres to the following three criteria:

1. **Part One (500 words):** Write Part One in the form of a letter to the primary leader, convincing her or him of the most significant merits, requirements, and likely outcomes of work done by teams in the ministry setting.

2. **Part Two (900 words):** Having read your letter, your primary leader is inclined to implement ministry teams. The leader suggests, however, that an annotated bibliography would be useful to orient people in the ministry setting to the field of team building. Prepare an annotated bibliography (150 words per source) comprised of three Internet sites and three volumes (do not include our course texts in this annotated bibliography). Indicate the reasons why these sources are substantive and superior. For the purposes of this paper, speed reading the volumes will suffice. Provide complete bibliographic data for both the volumes and Internet sources (include the date sites were accessed).

3. **Part Three (1,200 words):** Establish a brief but fully orb ed biblical base and mandate for working in teams. Include footnotes and a bibliography if works are cited.

*OR*

iii. **Project 3, Equipping:** Assume that you have been given the task of developing an equipping program in your ministry setting (i.e., church, hospital). The primary leader (i.e., pastor, supervisor) is generally aware of the benefits of equipping, but somewhat unsure as to how to go about establishing the practice of equipping. Select one area of particular interest to you (i.e., staff training, evangelism, new parents, leadership development) and write a project that adheres to the following three criteria:

1. **Part One (500 words):** Write Part One in the form of a letter to the primary leader, convincing her or him of the most significant merits, requirements, and likely outcomes of an equipping program in an area of particular interest to you in your ministry setting.

2. **Part Two (900 words):** Having read your letter, your primary leader is inclined to implement an equipping program of some sort. The leader suggests, however, that an annotated bibliography would be useful to orient people to the field of equipping. Prepare an annotated bibliography (150 words per source) comprised of three Internet sites and three volumes (do not include our course texts in this annotated bibliography). Indicate the reasons why these sources are substantive and superior. For the purposes of this paper, speed reading the volumes will suffice. Provide complete bibliographic data for both the volumes and Internet sources (include the date sites were accessed).

3. **Part Three (1,200 words):** Establish a brief but fully orbbed biblical base and mandate for equipping. Include footnotes and a bibliography if works are cited.

**OR**

iv. **Project 4, Critically Evaluate Conference:** Locate and attend a relevant conference that is consistent with the course outcomes 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 (2000 words). 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.

**d. Mentoring: READ CAREFULLY**

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 (*see ‘Addendum: General Mentoring Objectives’ p. 11*).

**i. 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.

- a. The Affinity Group will meet four times after the September 25 day meeting and November 28 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). A “blog site” can be used to facilitate a weekly conversation of the Affinity Group around case studies related to mentoring, team building, and equipping.
- b. The Affinity Group will establish an **Affinity Group Contract** (Form A, pp. 12-13) at the first meeting outlining goals and how these will be

accomplished. The signed contract will be submitted to the Prof of Record.

**Due Date: Sept 29, 2010**

- c. 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 1, 2010**

**ii. Mentoring in a Ministry Setting Away From ACTS (30% of final mark):**

**a. The Setting:**

- i. 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 prison). The mentor is generally part of the significant ministry setting. The student should take into consideration the following criteria when selecting a mentor:

1. mentor and protégé must be one in Christ;
2. the mentor is considerably more experienced in leadership than the protégé;
3. the protégé respects the mentor i.e., if the protégé turned out just like his or her mentor, the protégé would be happy with that;
4. the mentor is willing to invest meaningful time in relating to the protégé.

- ii. It is the student's obligation to find a suitable setting and mentor and to have the placement pre-approved by the Prof of Record.

- iii. 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.)

- b. **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 the student's personal and leadership development rather than the discussion of ministry details. Prayer should be prominent. A website has been designed to assist away-from-ACTS mentors in serving ACTS students, and can be accessed at [www.mentorwise.ca](http://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. 14-16) 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 4, 2010**

- c. **After the 7<sup>th</sup> 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 8<sup>th</sup> 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: Dec 1, 2008**

## 6. Writing Standard

- a. All writing must be type written. All hard copy submissions must be stapled and include a cover page (include student ID and student box number). All hard copy writing must be double-spaced and employ Times New Roman 12 font.
- b. 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](http://www.twu.ca/library)) as their bibliographical manager and as a tool for formatting papers. 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.bridgew.edu/Library/turabian.cfm>; <http://faculty.ucc.edu/eghdamerow/turabian.htm>; <http://www.wisc.edu/writing/Handbook/DocChicago.html> 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.
- c. 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.
- d. An essential discipline in the academic process is that of academic honesty. Students are expected to be familiar with the requirements of academic honesty and to adhere to the principles of academic honesty. Further details about this subject can be found in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) and the handbook is at [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/Handbook.html). Plagiarism will be treated as a serious offence and may result in failure of the course; every detected occurrence of plagiarism will be reported to the ACTS Registrar and noted in the student’s record.
- e. Late assignments will be reduced by one letter grade, and will not be accepted if more than seven days late. Students may request **ONE** extension of seven days (no questions asked) for any one hard copy written assignment during this course. The request for an extension must be received in writing by the Prof of Record by email before the due date.

## 7. Module Attendance

The three-day module depends on process learning, which requires student participation. Because attendance is critical, a penalty will be imposed for missing sessions. If the three-day module is missed entirely, without excuse, then CLD 533 will be considered failed. If one half of a 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. Attendance of the opening Affinity Group meeting is mandatory.

## 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

## 9. Important Academic Notes – 2008/2009

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

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

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

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

## 10. Summary of Assignment Due Dates and Values

- a. Journal (5.a; weight of 15%)
  - i. Part 1: Journaling (5.a.i)—**Weekly**
  - ii. Part 2: Journal Summative Analysis (5.a.ii)—**Dec. 1, 2010**
- b. Reading Responses (5.b; weight of 20%)—**Oct. 31, 2010**
- c. Course Project (5.c; weight of 25%)—**Nov. 19, 2010**
- d. Mentoring (5.d)
  - iii. At ACTS (weight of 10%)

1. Affinity Group Contract (5.d.i.b)—**Sept. 29, 2010**
  2. Analysis (5.d.i.c)—**Dec. 1, 2010**
  - iv. Away-from-ACTS (weight of 30%)
    3. Mentoring Contract (5.d.ii.b)—**Oct. 4, 2010**
    4. Analysis of Placement and Mentoring (5.d.ii.c)—**Dec. 1, 2010**
- CLD 533 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 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 actually ever using the word mentor.

It is from this rich history that ACTS borrows in pursuing its mentoring goals and objectives.

**Form A: pp. 10-12**

**Affinity Group Contract for CLD 531, 532, 533, 534**

**Instructions:**

1. Have all members fill in contact information (including ACTS Affinity Group faculty leader).
2. Utilize a group process to establish the specific terms of the contract.
3. Have all group members sign the contract.
4. Photocopy the contract and give copy to each member.

**1. Affinity Group Member Contact Information**

<i>Name:</i>	<i>Identify CLD course being taken (circle one)</i>  <i>CLD 531    CLD 532    CLD 533    CLD 534</i>
<i>Name of Ministry Setting:</i>	<i>Phone:</i>
<i>Ministry Setting Address:</i>	<i>Preferred Email:</i>
<i>Student's Denominational Affiliation (if any):</i>	
<i>Seminary with which Student is registered at ACTS:</i>	

**1. Terms of the Contract**

Your 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 your thinking regarding the kind of mentoring experience you wish to have. Your Affinity Group faculty leader will guide you in establishing group goals and objectives.

a. **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.

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

Meet 4 times for 90 minutes (specify dates & times)	<ul style="list-style-type: none"> <li>• Create safe place for mutual &amp; honest sharing</li> </ul>
Discuss ‘rubber hits the road’ issues	<ul style="list-style-type: none"> <li>• Confidentiality in matters of the heart</li> </ul>
Keep growing in trust toward each other	<ul style="list-style-type: none"> <li>• Pray for each other</li> </ul>

2. **Our Contract** (fill in and sign).

**We make the following commitments to each other:**

**Four Meeting dates:**

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

**Mutual Commitments:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |
|---|---|

- |    |                  |  |             |
|----|------------------|--|-------------|
| 1. | <i>signature</i> |  | <i>date</i> |
| 2. | <i>signature</i> |  | <i>date</i> |

3.	_____	_____
	<i>signature</i>	<i>date</i>
4.	_____	_____
	<i>signature</i>	<i>date</i>
5.	_____	_____
	<i>signature</i>	<i>date</i>
6.	_____	_____
	<i>signature</i>	<i>date</i>
7.	_____	_____
	<i>signature</i>	<i>date</i>
8.	_____	_____
	<i>signature</i>	<i>date</i>

*Photocopy contract and give copy to each member.*

<b>Form B: pp. 13-17</b>
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**To Be Filled Out With The Mentor  
In The Leadership Setting Away From ACTS  
(Contract for CLD 531, 532, 533, 534)**

**1. 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](http://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, etc.) 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.

- 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 as a leader rather than primarily for 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 mutual eight-week goals and how these will be accomplished; both will sign the contract (keep a copy), which the student will submit to the Prof of Record **by October 4, 2010.**
- After the 7<sup>th</sup> 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 8<sup>th</sup> 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: Dec. 1, 2010**

#### 5. Away-From-ACTS Christian Leader (Mentor)

<i>Name:</i>	<i>Ministry Setting Position:</i>
<i>Name of Ministry Setting:</i>	<i>Ministry Setting Phone:</i>
<i>Ministry Setting Address:</i>	<i>Preferred Email:</i>
<i>Denominational Affiliation (if any):</i>	

**6. ACTS Student (Protégé)**

<i>Name:</i>	<i>Identify CLD course being taken (circle one)</i>  <i>CLD 531    CLD 532    CLD 533    CLD 534</i>
<i>Name of Ministry Setting:</i>	<i>Ministry Setting Phone:</i>
<i>Ministry Setting Address:</i>	<i>Preferred Email:</i>
<i>Student's Denominational Affiliation (if any):</i>	
<i>Seminary with which Student is registered at ACTS:</i>	

4. Contract between leadership mentor and student (fill in and sign).

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

- |   |  |   |
|---|--|---|
| • |  | • |
| • |  | • |
| • |  | • |

**Eight Meeting dates:**

- |    |  |    |
|----|--|----|
| 1. |  | 5. |
| 2. |  | 6. |
| 3. |  | 7. |
| 4. |  | 8. |

**Mutual Commitments:**

- |   |  |   |
|---|--|---|
| • |  | • |
| • |  | • |
| • |  | • |



## **Supplement: 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 in counselling courses, for which APA format is used and for CanIL courses.

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. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](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.

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

### **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 the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)) at the following link: [www.acts.twu.ca/Handbook.html](http://www.acts.twu.ca/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.

