

Ministry Leadership Foundations CLD 510
ACTS Seminaries: Langley and Edmonton
October 25-29, 2010
Syllabus
Professor of Record: Daryl Busby, PhD

Christian leadership development forms part of the distinctive “DNA” of ACTS Seminaries and this course represents the gateway to this Christian Leadership Development (CLD) focus. It is an introductory course and provides students with a foundation for the ACTS Seminaries shared Theology 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; and therefore, introduces students to learning and working in teams called Affinity Groups.

Dr. Busby brings years of educational and local church experience to the classroom. He has taught here for thirteen years and pastored numerous churches across western Canada. He holds the Master of Divinity from Trinity Evangelical Divinity School as well as the PhD from Trinity International University in Chicago. He and his wife Shirley have three adult daughters and one grandchild.

Other presenters will be introduced during the course.

Christian Leadership Development Track Overview:

The sequence of CLD courses includes the following:

- 1. CLD 510 -- Christian Leadership Foundations (3 credits)**
- 2. Subsequent courses may include all or some of:**

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. 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 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 532 Christian Leaders and Power, Change, and Conflict; Mentored Ministry (3 credits). Power relationships and the ongoing need for change exist in all organizations. Furthermore, change often upsets delicate power balances and can result in conflict. Conflict can arise for many reasons but often accompanies the transitions, or the resistance to changes, that result from new visions. 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. Equipping others remains the primary mandate of effective leaders, regardless of their context. 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.

C. CLD 510 Course Outcomes

Upon completing this specific course, the student will have:

1. An understanding of and passion for a “Theology of Christian Leadership” that undergirds any contextual or cultural approach to leadership;
2. An introduction to the cohort methodology;
3. An understanding of leadership principles appropriate in churches and other Christian non-profit organizations;
4. A personal vision for development as a leader in Christian ministry as well as a plan for continued growth and development;

5. Insight into her or his personal leadership strengths, weaknesses, gifts, style, and core values;
6. An understanding of the larger CLD track and its vital mentoring component;
7. Experience in team-building principles and exercises; Built bonds of Christian fellowship and support with other members of the cohort working across lines of culture and gender, enhancing interpersonal skills as part of the process.

D. CLD 510 Team Exercises

An evening of team building exercises and debriefings will take place on one evening, for the purpose of building knowledge about 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.

E. 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; in Langley this represents one week, in Edmonton some adaptation to the process is included. Please consult the Director of the Journey for details of the delivery model in Edmonton. The course runs from 8:30 AM to 5:00 PM daily. On one evening, the course also includes a complementary (and mandatory) dinner and evening of team building. The course ends no later than Friday at 3:00 PM. Students are responsible to provide their own lunch each day.

F. CLD 510 Required Reading

Buckingham, Marcus. *Now, Discover Your Strengths*. New York: NY: Free Press, 2001.

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

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

Kouzes, James and Barry Posner. 2003 *Leadership Practices Inventory Self assessment Third Edition* (San Francisco: Pfeiffer)

ibid *Leadership Practices Inventory Observer*

ibid *Leadership Practices Inventory Participant's Workbook (approx 100 pages)*

G. Writing Standard

All writing must be type written. All hard copy submissions must be stapled and include a cover page (include student ID). All hard copy writing must be double-spaced; font must be Times New Roman 12. The style guide for writing submitted in the CL track is Turabian. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/.

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. Students may request one extension of seven days (no questions asked) for post-course Assignment. The request for an extension must be received by email before the due date (the answer will be yes); print out and append my response to the paper when it is submitted. Unexcused late assignments will be reduced by 2% per day.

H. CL 500 Course Assignments (if possible have completed even before course begins):

1. Required Texts (30% of final mark): Note: With a single title page and one staple, submit reading responses to *Review Leadership* and *a Work of Heart* together. Be sure to include your name on the cover page.

(15%) BEFORE THE COURSE: Annotated response to *Life@Work on Leadership*: Following Turabian format, write a ca. 150-word response to each chapter. 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. Note that one does not quote material in annotated responses.

(15%) AFTER THE COURSE: Reflecting upon the *Review of Leadership* AND the class presentations, choose six concepts that you believed about leadership that have been either challenged or affirmed during this course. 750 words

Due Date:

- 2. Assessment Instruments:** Three or Four assessment instruments form the basis of four afternoon sessions and **require completion during and after the course**. It can take 2-3 weeks to complete the assessments, depending on how quickly the observers you select return materials to you.

(20%) BEFORE THE COURSE: Assessment Instrument 1: An online Access Code is provided (inside the dust jacket covering the book) with the purchase of the Buckingham text, *Now, Discover your Strengths*. Complete the assessment instrument online, print it out, and bring to class.

Due Date:

Assessment Instruments 2 & 3: All officially registered CLD 510 students (i.e., course tuition fees paid) will receive a Spiritual Gift Inventory and one other Instrument upon arrival. Reflection upon these will be evidenced in assignment three below...

- 3. (35%) AFTER THE COURSE: 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. 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:
 - a. Synthesis of The Journey’s Theology of Leadership Presentations** (weight 40%): In this section write a 250-300 word response to **SIX self chosen elements of the Statement** on 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.
 - b. Self-Analysis** (weight 30%): In this section, identify key discoveries and observations gained about yourself through each of the assessment instruments, indicating the way(s) in which the data informs, confirms, or disconfirms previously held understandings about yourself (750 words total).
 - c. Developmental Objectives** (weight 30%): Using 4 a. and b. as supporting data, establish five strategic objectives that will promote your development as a Christian leader over the next twelve months. 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 (1000 words)

Due Date:

- I. Affinity Group with ACTS Faculty Member:** Students will be connected to an affinity group that will seek to meet either face to face or via conference call during the following two months. Discussion about appropriate mentors will be addressed during the course.
- J. (15% of Final Grade) 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). Consulting with the Affinity Group leader, it is the student's obligation to find a suitable setting and to have the placement pre-approved. The student will serve at least four **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.

The Leadership Mentor: The student is required to meet with her or his leadership mentor at least three times before the end of December, 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.

Mentoring Website: A mentoring website (www.mentorwise.ca) details various important topics to consider in the discussion.

K. Grading

CLD 510 will be graded as follows:

- a. Attendance:** There is no grade given for attendance but because attendance is critical, 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.

b. See specific assignment grades above: Grading Grid

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

A Theology of Christian Leadership (The Journey)

Preamble: Even though there are many definitions of leadership, ACTS Seminaries has sought to define a teachable, biblical understanding of leadership that encourages every member of our community to exemplify genuinely Christian leadership within 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 of 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: Leadership reflects the holiness of God, who Rules over all (Colossians 1:15-20). Therefore, 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 where possible, 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, all effective vision originates with God. Vision involves discerning what God desires to accomplish in a particular context as part of the eternal Kingdom of God. While leaders often initiate a proposed vision, vision becomes effective only when mutually validated and shared by the community that is attentive to God.

Community: Collective Leadership: While a few people have the gift and calling as positional leaders of God's people and work, effective Christian leadership remains a shared activity. It depends on the quality of relationships within the community. The church collectively has a leadership role 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 demonstrate some level of leadership by accepting responsibility for their own growth, by discipling others within their family and community, and by contributing to the mission of the church according to their ability and circumstances. Appointed Christian

leaders seek to facilitate the development of others in matters of Christian maturity, ministry, and leadership responsibility.

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. Christian leaders remain servants of all, but mastered by One.

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 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. Such leaders seek to motivate others, much less through guilt; and much more through encouragement, exhortation, forgiveness, and love.

Authority: A Grant of Responsibility: All authority on heaven and earth belongs to God. He alone has inherent authority. Therefore, Christian leaders recognize that position and authority is a grant of responsibility to be used in obedient and loving service to God, the Ruler of all. For those formally called "leader", within the church, home or society, this represents a stewardship trust from God and the community ("over whom the Holy Spirit made you overseers."). Christian leaders accept accountability for and care of the church through their teaching, preaching, prayer, love, and preparation of believers for service.

Power: Its Legitimate Use: Christian leadership discerns the various types of power or influence in the group or community. Every Christian leader harnesses personal "power" or "influence" as well as that of others to achieve the vision that God has for that setting. All use of power must conform to high ethical standards shall not 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.

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Important Academic Notes – 2007/2008

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 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, ecourses, 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. Daryl Busby or Bruce Guenther. Please allow up to six 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 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.