

Associated Canadian Theological Schools CLD 532: Power, Change and Conflict

Course Preview¹

Randy Wollf, PhD, Assistant Professor
of Practical Theology and Leadership
Studies

Dr. Ed Stuckey, DMin, Journey

Director Spring - 2012

3 credit hours

Prerequisites: CLD 510

E-mail: randy.wollf@twu.ca

Skype: randyman93

Phone: 604.513.2133 (ext. 5)

Dates: January 20-21, 2012

Location: Edmonton - Ellerslie Rd Baptist

Church

Time: 8:30 am – 4:30 pm (each day)

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¹ *NOTE: this is an abbreviated preview, designed to help students plan for upcoming courses. Faculty will make the official course syllabus available to students at the beginning of the semester (normally it will be posted on the MyCourses website the week before classes begin).*

Textbooks and basic assignment structure will not change between the preview and the final syllabus, but you may see some adjustments in the course outline and assignment details.

If you have questions about the course and possible pre-work, please do not hesitate to contact the instructor.

II. Course Description

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 healthy conflict. By addressing and transforming 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.

III. Objectives

This course will help students:

- 1) Assess the power dynamics in their organizations and to acquire greater skill in using and mediating the use of power in equitable and God-honouring ways.
- 2) Discern and appreciate some of the different perspectives that individuals and groups may hold within an organization and how to maximize these differences in a healthy way.
- 3) Design an approach to leading positive and sustainable change within their organization.
- 4) Acquire basic skills to analyze conflictive situations and use response strategies designed to transform conflict into personal, interpersonal and organizational growth.

IV. Course Textbooks

1. Kotter, John P., and Dan S. Cohen. *The Heart of Change: Real-life Stories of How People Change Their Organizations*. Boston, Mass.: Harvard Business School Press, 2002. 190 pages.

Note: This book provides a foundational understanding of change management theory and what it looks like in organizational life. Kotter's eight steps for leading change have informed many writers on organizational change over the last 15 years.

2. Schrock-Shenk, Carolyn and Lawrence Ressler, eds. *Making Peace with Conflict: Practical Skills for Conflict Transformation*. Scottsdale, Pa.: Herald Press, 1999. 194 pages.

Note: This book is a practical guide for transforming conflict into personal and relational growth. The basic premise of the book is that when we address conflict, we need to go beyond conflict management and conflict resolution. The goal is to address conflict in ways that bring about personal, interpersonal and/or organizational growth.

3. Webber, Robert E. *The Younger Evangelicals: Facing the Challenges of the New World*. Grand Rapids, Mich.: Baker Books, 2002. 283 pages.

Note: Webber's book, more than any other, has helped me to understand the cause of many enduring conflicts within the church. Webber does a masterful job of describing three major perspectives within many North American churches and how people with these perspectives view church forms such as worship music, apologetics, communication and leadership. Understanding, respecting and accepting other peoples' perspectives on what the church should look like is an essential part of building a healthy unity that maximizes our differences. As my pastoral mentor said to Lore and I when he was leading us through pre-marital counselling, "If you both were the same, then one of you wouldn't be necessary." Diversity in marriage and in the church can help us experience God and life in a richer way and to ultimately be more effective in our service for God.

V. Course Assignments

There are five categories of assignments for this course: reading reflections, online forum participation, a major project, mentoring and ministry experience. If you ever have an idea for an alternative assignment that you believe would have greater personal value and would still meet the objectives of the course, feel free to talk with me about it. In addition, feel free to use other formats (e.g. PowerPoint, videos) for your assignments. With written assignments, please double-space them and write them using the Turabian *Manual for Writers*. Here is an overview of all the assignments followed by a detailed description of them (you can click on the assignment links to go right to the description).

Overview of Assignments (click on link to go to description)

Due Date	Assignments	Percentage of Final Grade	Cumulative Percentage
February 4	Mentoring Contract		
February 4	Response to <i>Younger Evangelicals</i>	6%	6%
February 6-11	Online Forum #1	5%	11%
February 18	Response to <i>The Heart of Change</i>	7%	18%
February 20-25	Online Forum #2	5%	23%
March 3	Response to <i>Making Peace with Conflict</i>	7%	30%
March 5-10	Online Forum #3	5%	35%
March 24	Major Project	20%	55%
March 26-31	Online Forum #4	5%	60%
April 5	Analysis of the Mentoring Experience	20%	80%
April 5	Ministry Journal and Timesheet	20%	100%

Reading Reflections (worth 20% of final mark)

For these reading responses, I would ask that you integrate other sources into your responses, as appropriate (e.g. Scripture, class discussions, course texts from this or other courses).

1. Response to *Younger Evangelicals* (worth 6% of final mark)

As you think about the descriptions in *Younger Evangelicals*, how would you characterize yourself (traditional, pragmatic, younger evangelical or a combination)? Think about those on your leadership team. How would you characterize each person on the team? Reflect on an ongoing tension in your church (or other ministry). How might Webber's book help you and others to understand the tension and to live with it more productively? In your estimation, where does Webber's book fall short?

Maximum length: 1,000 words (or a 10-minute video or a 10-slide PowerPoint).

Due date: February 4, 2012

2. Response to *The Heart of Change* (worth 7% of final mark)

Think about a major organizational change effort that you have experienced in the past (preferably one in which you were actively involved). How did the change effort align or not align with the eight leading change steps in *The Heart of Change*? Based on principles from the book, how could you have strengthened the change process? What did you do or could have done that adds to or even contradicts what the book recommends?

Maximum length: 1,000 words (or a 10-minute video or a 10-slide PowerPoint).

Due Date: February 18, 2012

3. Response to *Making Peace with Conflict* (worth 7% of final mark)

Based on the principles in *Making Peace with Conflict* (and others that you would like to add), design a one-hour workshop on conflict transformation that you could deliver at your church (or another organization). Make sure that you include instructor notes that provide the necessary commentary to explain the slide content and to show how the slides connect with each other.

Maximum length: 10 PowerPoint slides

Due date: March 3, 2012

Forum Participation (worth 20% of final mark)

For four weeks during the course, you will have an opportunity to interact with others in the class in online forums that will focus on the course assignments and case studies. Here are the forum weeks:

Forum #1 – February 6-11

Forum #2 – February 20-25

Forum #3 – March 5-10

Forum #4 – March 26-31

Students are expected to contribute to each of the four forum discussions by posting a minimum of four conversational and three substantive contributions over at least three different days during the week.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said).

By substantive responses, I mean responses that show a deep processing of relevant ideas. We have a tremendous opportunity to build upon one another's knowledge,

insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. I anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.

What Substantive Participation is NOT:

- ❖ Very basic comments such as “I agree” or “I disagree.”
- ❖ Restating what has been said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.
- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others’ thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?
- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I’m wondering if...
- ❖ Do you think...
- ❖ Perhaps...

Major Project (worth 20% of final mark)

The length of each major project option is approximately 2,500 words. The major project is due March 24, 2012. Please choose **one** of the following options:

Option #1 - Change Research Project

Conduct a one-hour interview with a significant leader in a Christian organization (i.e., church or parachurch, or your mentoring context) in an effort to learn about an impending change within that organization. This church or organization may be one in which you currently participate. Then, using the data that you gathered in the interview as well as your own assessment and based on relevant research (from the course texts, class

discussions and at least five additional sources), design an organizational change process for that organization. Describe the goals of the change project, the steps, stages, and methods to be deployed that will contribute to its success, and the strategies you will use for ensuring the change is positive and long term. Devote 100 or fewer words to describing the history of the organization or the context of the change; both are obviously vital to the organization but a short overview will have to suffice for the purpose of this assignment.

OR

Option #2 - Personal Conflict Research Project

Visit for at least one hour with a person with whom you have had a conflict within the last six months. Choose a person with whom you can communicate with some trust and comfort. This will normally rule out a person with whom you are in a current conflict, unless perhaps it is a close friend. Do not choose a family member, but someone with whom you work or interact with in some other capacity. Tell the person, "I am trying to understand my personal reaction to conflict, and I would like you to help me. Remember the conflict we had about . . .? It would really help me if you could describe for me, from your perspective, how I responded to and handled that conflict situation."

Note: Do not challenge or dispute the observations that are offered! However, you should: 1) Ask for clarification when what the person says is unclear. "Can you explain that last point for me a bit further?" 2) Inquire about how your actions made the other party feel. "How did you feel when I did that?"; 3) Ask for advice. "What could I have done to help you respond more positively?"

From this experience, write a two-part paper. In part 1 (800 words), summarize the insights gained from your interview (give an anonymous name to the person with whom you had the conflict) and conclude with key observations about how you can improve your response to conflict. In part 2 (1,700 words), use relevant research (from the course texts, class discussions and at least five additional sources) to establish a workable conflict transformation process for interpersonal conflict (i.e. between two people, as opposed to between groups of people).

OR

Option #3 - Organizational Conflict Research Project

Interview two people (ideally from different "sides") who have personal knowledge of an organizational conflict that involved groups of people who had different perspectives about a particular issue or set of issues. Explore how the conflict began, how the two sides responded to it, and how it progressed.

Without betraying confidences, use the information you gather from the interviews to develop a workable conflict resolution process for low to moderate level conflict within a community. Make sure that you integrate insights from Scripture, *Younger Evangelicals* and *Making Peace with Conflict* (and at least five other sources) into your approach.

OR

Option #4 – Design and Begin Implementing a Change Process

For this option, you will design and implement a change process for your church (or a ministry within the church) or another organization. The first part of the assignment is to lay out the steps and sub-steps you will likely take in the process. Make sure that you link your plan to *The Heart of Change* and at least five other sources on organizational change. The first part should be approximately 1,200 words. Then, begin to implement your plan (you may be only to implement part of the plan before the course is over – that's fine). In part two, you will reflect on how power played a role in both the design and implementation of the plan. Who exerted more influence on the process? What forces constrained the process in some way? Reflect on how you might have used or mediated the use of power more effectively. Comment on any conflicts that emerged. How did they influence the process? What did you and/or others do to address the conflicts? The second part, which is a reflective piece, should be approximately 1,300 words.

OR

Option #5 – Create Your Own Major Project

For this option, you can submit a proposal to the professor of record for your own self-designed major project that is in keeping with the objectives of the course. With your proposal, make sure that you provide a detailed description of the project along with rationale as to how the project will address one or more of the major emphases of the course. Proposals must be submitted via email by February 29, 2012.

Mentoring (20% of final mark)

The Setting: Students are required to secure a mentor for eight weeks during the course. The mentor is generally part of the significant ministry setting mentioned in the “Ministry Experience” assignment. The student should take into consideration the following criteria when selecting a mentor:

- ❖ mentor and protégé must be one in Christ
- ❖ the mentor is considerably more experienced in leadership than the protégé
- ❖ the protégé respects the mentor (i.e. if you turned out just like your mentor, you would be happy with that outcome)
- ❖ the mentor is willing to invest meaningful time into the live of the protégé

The Leadership Mentor: Students are required to meet with their leadership mentor weekly for eight weeks following the module for at least one hour per meeting. These meetings should primarily feature discussion of the student's personal and leadership development (particularly related to power, change and conflict) rather than the discussion of ministry details. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor's experience and guidance.

a. The student and mentor will establish a **Mentoring Contract** (see [Appendix A](#)) at the first meeting, outlining their eight-week goals and how these will be accomplished; both will sign the contract. Please submit a scanned copy in the online classroom by February 4.

b. After the seventh mentoring session is complete, the student will submit a five-page analysis of the mentoring experience to the leadership mentor in the eighth session. How did the discussions with your mentor support, challenge and/or add to the key principles that emerged in our class discussions and through the readings for the course? What are some of the blessings and challenges you experienced during your times with your mentor? How did you grow? 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 me personally or as a scanned copy in the online classroom by April 5.

Both the mentoring contract and the analysis of the mentoring experience must be submitted to receive a grade for this assignment.

Ministry Experience (20% of final mark)

Note: Students who have at least five years of full-time ministry experience (or its equivalent) or who have been active as a volunteer adult leader in the church for 15 or more years can request permission to do an additional major project from the list above instead of the “Ministry Experience” assignment. Students must submit their requests to the professor of record (Randy Wolff) within a week of the end of the modular part of the course. This second major project would be due by March 31.

Students will serve at least **seven hours per week** (voluntary or paid) in a significant ministry setting (e.g. church, parachurch organization, mission agency, hospital, prison). The placement should afford students the opportunity to fully explore their leadership calling and gifting under the direction of experienced mentors who will commit to investing the time and energy necessary to interact in significant ways with students. Ideally, the mentor you select for the mentoring assignment should be in your ministry setting. The factor that makes a placement significant is not primarily the ministry the student will do. Rather, the key factor is the impact of significant mentoring on the student by an effective leader while the student serves. Make sure that you keep track of when you serve and what you do in a detailed timesheet that you will submit as a final assignment (see description below).

The student is required to journal one page per week for eight weeks regarding how the various facets of power, change and conflict occur in the student’s ministry setting. Make sure that you date each journal entry. 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 your mentor. Submit the eight weeks of journal entries along with a detailed timesheet of your ministry involvement in the online classroom by April 5. The timesheet should clearly show when you served and what you did in your ministry setting. In addition, include the times when you actually met with your mentor.

Submission and Returning of Assignments

Assignments are due by midnight (your time) on the day they are due. I would ask that you submit your assignments in the online learning classroom for this class (preferably as Word documents). When you go to the online course classroom, you will see assignment folders on the days when assignments are due. Once I have marked your assignment, I will put it in your grade book in the online classroom where you can check your grade and review the comments I made on the assignment. Please note that I will deduct 10% of an assignment's total possible value for each day that it is late. Having said that, if you find that you are unable to complete an assignment on time, I will grant one extension of up to one week for one assignment during the course (without penalty). I will also consider extensions in exceptional circumstances such as a medical emergency (when the request is accompanied by a doctor's note). For the times when I allow a student to rewrite an assignment, I will generally take off 20% of the assignment's value before assigning a grade to the rewritten assignment.

Grading Scale

Letter Grade	Percentage	Description	Grade Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skilful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Note: This grading rubric is an adaptation of the one used in the MA in Leadership and MA in Educational Leadership programs at TWU.

When I assess written assignments and presentations, I tend to look for the following:

- Appropriateness – The content matches the requirements of the assignments.

- Substantiveness – The content reveals deeper level thinking. This may take the form of critiquing existing ideas and proposing new ones. It may involve applying ideas from the readings and class discussions in deeply personal ways. It could also include a novel integration of ideas from various sources. As you think about substantiveness, I would also ask you to go beyond “left brain” thinking that focuses on systematic and logical thinking. Add “right brain” analysis that views concepts in intuitive and more holistic ways. This may involve viewing assignment topics from creative vantage points by using word pictures, analogies, metaphors, pictures, diagrams, drama, poetry, music, and other creative devices that can often enrich conceptual meaning and make it more personal.
- Coherence – The content flows in a consistent and meaningful way.
- Engaging – The writing style does not distract from the content (e.g. grammatical mistakes), but rather engages the reader’s attention.

VI. **Tentative Course Outline**

TBA

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 or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

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) 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 or 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!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

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) at the following link:

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 (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.

Appendix A: 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 ever using the word mentor.

It is from this rich history that ACTS borrows its pursuit of mentoring goals and objectives.

Mentoring Contract
To Be Filled Out With The Mentor in the Leadership Setting Away from ACTS
(Contract for CLD 531, 532, 533, 534)

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 ACTS students represents an investment in their growth as servants of Jesus, and to the increase in the number of effective leaders in the church and world. Thank you!

The mentored component of CLD provides students with the 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 their 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 the CLD track. The student is expected to devote seven hours per week for eight weeks 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 (particularly related to the objectives of the particular CLD course that the student is taking) rather than primarily the discussion of ministry details. Prayer should be prominent. The student views these meetings as opportunities to benefit from the mentor’s experience and guidance.

- The mentor and the student will establish a mentoring contract at the first meeting outlining goals for the eight weeks and how these will be accomplished; both will sign the contract (please keep a copy for your own records), which the student will submit to the CLD professor within two weeks of the end of the modular part of the course.
- After the seventh mentoring session is complete, the student will submit a 1000-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 CLD professor.

Contract between the Leadership Mentor and Student (please fill in the following pages)

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>	

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>	

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Eight Meeting Dates:

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

Mutual Commitments:

Because the Away-from-ACTS mentoring experience is an extension of the classroom, it is expected that the mentoring experiencing will help to achieve the outcomes of the course (listed below) and to help students make progress in realizing their personal leadership development objectives (which they articulated in CLD 510 and which they will give to their mentors during this course). Of course, there are other objectives that mentors and their protégés may wish to pursue during their times together.

1. To focus on one or more of the objectives for this particular CLD course:
 - a. Assess the power dynamics in their organizations and to acquire greater skill in using and mediating the use of power in equitable and God-honouring ways.
 - b. Discern and appreciate some of the different perspectives that people may hold individually or as groups and how to maximize these differences in a healthy way
 - c. Design an approach to leading positive and sustainable change within their organization
 - d. Acquire basic skills in analysis of conflictive situations and the use of response strategies designed to transform conflict into personal, interpersonal and organizational growth
2. To help the protégé make progress on his or her five leadership development objectives for this semester (student should list the objectives below):
 - a. Objective #1 - _____
 - b. Objective #2 - _____
 - c. Objective #3 - _____
 - d. Objective #4 - _____
 - e. Objective #5 - _____

