



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **P331 Training Leaders in Ministry Organizations**

3 credits. Prerequisites: *none*.

September 9-13, 2019  
Module A  
Monday-Friday, 9am-4pm

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### **Course Content and Goals**

#### **Course Description**

Ministry organizations, including local churches, have a strong mandate for leadership training that will ensure the ongoing health of the organization and its ability to fulfil the stated purposes for its existence. This course will examine models for leadership development, elements of teambuilding (and team dysfunction), as well as roles and responsibilities of effective leadership within a ministry organization.

\*\*The course includes student participation in a local church leadership training seminar on Saturday September 14. See below for details.

#### **Relationship to Horizon's Mission**

In relation to the mission of Horizon College and Seminary, and the core competencies of its competency-based curriculum, this course provides support for two primary competencies:

- Ministry Development
- Leadership and Administration

Paul said to young pastor Timothy, "And the things you have heard me say in the presence of many witnesses, entrust to reliable people who also will be qualified to teach others" (2 Timothy 2.2). Your experience with this course should be a building block in your ability to fulfill that Scripture.

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in **Ministry Development**, students will:

1. Develop, teach, and evaluate leadership training in the context of a local church ministry
  - *Assessment:* Seminar Development, Video: A Teaching Session, Self-Evaluation of Presentation, Written Reflection

To demonstrate competency in **Ministry Development and Leadership and Administration**, students will:

2. Examine technical and human characteristics (i.e., 'hard' and 'soft' elements) of effective organizations and incorporate them into a personal model for leadership development in a local church or other ministry organization
  - *Assessment:* Written Report: A Proposed Model
3. Explore the core elements of any team (e.g., purpose, values, diversity of strengths) and the role of leadership for creating, developing, and making changes as necessary to enhance team effectiveness and avoid team dysfunctions
  - *Assessment:* Online Inventory, Written Report: A Study of the Role of Leadership & Oral Discussion

## **Course Work**

### **Required Readings**

Hughes, Bryn. *Leadership Tool Kit: Biblical-based Management Practice for Your Church*.

Eastbourne, England: Kingsway Communications Ltd, 1998. (Selections - 100 pages)

- This book is out of print and sometimes difficult to get. I will supply you with the portions required for this course.

Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass, 2002.

- In this course we focus on The Model (pages 185-220) which will be provided for you in class. However, if you are building your personal library, this 'little' book is one of the best available for outlining with clarity the major dysfunctions that inhibit effectiveness in teams.

Malphurs, Aubrey and Mancini, Will. *Building Leaders: Blueprints for Developing Leadership at Every Level of Your Church*. Grand Rapids: Baker, 2004.

- This book is a comprehensive model for leadership development in a local church. You will use it in combination with classroom material for fulfilment of your proposed model for leadership development.

Trent, John, et.al. Online inventory questionnaire. From *Leading from Your Strengths: Building Close-Knit Ministry Teams*. Revised edition. Nashville: Broadman and Holman, 2018.

- For this course, purchase just the online inventory at Horizon College General Office. The online access code will be available in class. You may decide to purchase the textbook at a later date for personal reference.

**\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.**

### **Course Assignments and Activities**

**Portfolio Components.** *Written Report: A Proposed Model, Written Report: A Study of the Role of Leadership, Video: A Teaching Session, and Written Reflection.* This assignment

must be edited and submitted to the Ministry Development *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: “What Goes in My Portfolio” for further information.

1. *Written Report: A Proposed Model for Leadership Development in a Local Church/Ministry Organization.*

The report will be based on readings and classroom discussion of all textbook materials as well as learnings from participation in the local church training seminar.

- Related learning outcome(s): #1.
- **Assignment Length:** 6-8 pages (250 words per page). **Due date:** October 18, 2019.

2. *Online Inventory.*

From text: *Leading from Your Strengths* (LFYS)

- Completion of the online inventory
- An oral response and assessment of your inventory results
- Participation in class discussion that applies the implications of the LFYS material to the challenges of building an effective team and ‘job sculpting’ the roles and responsibilities of team members
- Related learning outcome(s): #2.
- **Assignment Length:** N/A. **Due date:** Module Week.

3. *Written Report: A Study of the Role of Leadership in an Effective and an Ineffective (dysfunctional) Team & Oral Discussion.*

From text: *The Five Dysfunctions of a Team*. Select two leaders (or two organizations) that you have been associated with or have been in close enough proximity to use for this study, one that represents an effective (positive) and one that represents an ineffective (negative) development of their personnel resources. Your report will apply Lencioni’s model to these two situations. An oral discussion of the Written Report: A Study of the Role of Leadership will be on telephone or Facetime (if in-person is not possible) with Dr. K. to debrief what you have learned from the assignment.

- Related learning outcome(s): #2.
- **Assignment Length:** 5-6 pages + discussion. **Due date:** October 10, 2019.

4. *Seminar Development.*

Participate in class preparation of topics, schedule, and feedback instrument for leadership training seminar at a local church.

- Related learning outcome(s): #3.
- **Assignment Length:** N/A. **Due date:** Module Week.

5. *Video: A Teaching Session at a Local Church Leadership Training Seminar.*

Prepare a teaching plan for your assigned topic at the seminar; hand in notes and visuals prior to seminar; present your session at the seminar.

**Guidelines for your seminar presentation** include:

- Length: 30 minutes (including discussion)

- Content:
  - a) Briefly summarize the assigned material
  - b) Review the key issues, principles, action points, etc., that are present in the material
  - c) Raise specific questions, activities, exercises that allow participants to engage with the material
- Handout: Prepare a two-page handout that adds value to your presentation and puts something in the hands of your audience
- Visuals: Prepare some visual aids to enhance your presentation
  
- Related learning outcome(s): #3.
- **Assignment Length:** 30 minutes. **Due date:** Module Week.

6. *Self-Evaluation of Presentation.*

View video of your presentation, reflect on the total experience of the church training seminar, and write a 2 to 3-page summary of the personal growth value of the experience including a self-assessment of your presentation; meet with Dr. K. (via telephone or Facetime if in-person not possible) to share your reflections and his evaluation of your presentation.

- Related learning outcome(s): #3.
- **Assignment Length:** 2 to 3 pages. **Due date:** September 17, 2019.

7. *Written Reflection.*

Write a personal response to the experience of participation in the seminar - *What I have learned from my teaching experience and overall participation in a local church leadership training seminar.*

**Guidelines for your personal response to the experience of participation** in the seminar include:

- Share your own experience of preparation, presentation, overall observations, and personal learning from being part of the training seminar
- Include reference to your self-evaluation after viewing the video of your session
- Length: 2-3 pages (500-750 words)
- Note: During the seminar, you should be jotting personal notes for this report
  
- Related learning outcome(s): #3.
- **Assignment Length:** 2-3 pages (500-700 words). **Due date:** September 20, 2019.

**Estimate of Time Investment** (individual time investments may vary)

Readings	20 hrs	See Assignments
Classroom time	30 hrs	N/A
1. Written Report: A Proposed Model	14 hrs	Oct. 18
2. Online Inventory	1 hr	Module Week
3. Written Report: A Study of the Role of Leadership & Oral Discussion	7 hrs	Oct. 10
	12 hrs	Module Week
4. Seminar Development	(cont.)	Module Week

5. Video: A Teaching Session	5 hrs	Sept. 17
6. Self-Evaluation of Presentation	(cont.)	Sept. 20
7. Written Reflection		
Total =	89 hrs	

### Assessment Rubrics

The rubric for each course assignment can be found at the course site in populi under the 'Lessons' tab.

The course assignments and final course assessment are entered into the course gradebook on populi as described below:

#### Group 1: Course Assignment Rubrics

In this group the course assignments have equal value. The marks total from the assignments in Group 1 are not used to determine your final course assessment. That assessment comes from Group 2.

#### Group 2: Final Course Rubric (Assessment)

Each of the four course assignment rubrics provides an assessment of **E** (Exceeding), **M** (Meeting), **BTM** (Beginning to Meet), or **NYM** (Not Yet Meeting) expectations.

Using the 'Horizon College Assessment of Student Work' table below, I will combine the four assignment assessments on the CBE scale to render your final course assessment.

For example, if on the four assignments you get two 'Exceeding' and two 'Meeting' assessments, your final course assessment will be an 'Exceeding' (which is in the 'A' letter-grade category on the course transfer marks scale).

In the event of a need for transferability of the course outside of Horizon College, the Group One final course assessments will be converted, using the table below, to obtain a percentage or letter grade.

### Course Outline / Class Schedule

Classroom content for this course is drawn from the following topics:

- Orientation to focus of course; definition of 'ministry organization'
- Vision, mission, and core values of organizations
- Technical and Human elements of organizational systems and functions
  - Recruiting, training, and placement
  - Communication, motivation, and delegation
  - Structures, job descriptions, supervision, feedback, and appraisals
  - Individual growth, organizational needs, and necessary endings
- Nature of teams and team development

- Stages of team development
  - A leader's responsibility for 'job sculpting' the roles of team members
  - Organizational and team dysfunctions
  - Leaders who develop others and leaders who don't
  - Models for leadership development in ministry organizations
  - Practicum: preparation, presentation, and assessment of a live leadership training seminar at a local church
  - Practicum: proposed model for leadership training
- First submissions of assignments will not be accepted after Friday, October 18, 2019.

<b>Date</b>	<b>Revisions Due</b>
Monday, October 21	Video: A Teaching Session
Tuesday, October 22	Self-Evaluation of Presentation and Written Reflection
Wednesday, October 23	Written Report: A Study of the Role of Leadership & Oral Discussion
Thursday, October 24	Written Report: A Proposed Model
Friday, October 25	

- No resubmission of assignments will be accepted after Friday, October 25, 2019.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### **Resubmission of Assignments**

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of

another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### **Disability Services Information**

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

### **Bibliography**

A Bibliography is available on the populi course site.

Christianity Today and other vendors have extensive resources available on many topics related to ministry development in the local church.

On the populi course site, I have included a number of sets of 'Training Packs' from Christianity Today's Building Church Leaders resource center. Each pack is a collection of practical information and activities for use by a leader who is training people for leadership and ministry:

- Building a Team
- Caring for Church Workers
- Cultivating Long-Term Volunteers
- Cultivating Team Unity
- Developing Leadership Gifts Assessment Pack
- Developing Your Volunteers Assessment Pack
- Leadership Styles
- Making Teams Work
- Recruiting and Staffing
- Secrets of Effective Communication
- Secrets of Recruiting and Keeping Volunteers
- Small Group Leader Orientation Guide
- To Delegate or Not to Delegate
- Training New Leaders
- Volunteer Development
- Volunteer Motivation