



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

## **P205 Models of Ministry**

3 credits. Prerequisites: none

**March 13 – April 21, 2107**

**Term D**

**Mon-Thurs, 9am-10:30am**

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*Ministry proceeds from our worldview, which is defined as “a largely unconscious but generally coherent set of presuppositions and beliefs that every person has that shape how we make sense of the world and everything in it. This in turn influences such things as how we see ourselves as individuals, how we interpret our role in society, how we deal with social issues, and what we regard as truth” (A Dictionary of Environment and Conservation, 2013).*



### **Course Description**

To be an impactful leader in the Church, one has to understand the definition(s) of church from the secular and Biblical perspectives. Moreover, to create an environment where people of all backgrounds will come to encounter God, a church leader has to understand various worldviews and how to use those worldviews to compel people to experiment with God.

Effectiveness in ministry requires that we focus on developing church creatively and instinctually rather than reactively. This his course is designed to help you creatively develop church models by critically analyzing yourself and your gifting, as well as the cultural contexts (worldviews) of the community you are called to reach.

### **About the Instructor**

James Guskjolen has ministered with the PAOC as pastor, church planter and missionary. Since 2007 he has served as Regional Director of Missions in Latin America and the Caribbean. He has served on a variety of national committees and has held several elected offices including District Superintendent of the Saskatchewan District of the Pentecostal Assemblies of Canada for six years. James has traveled extensively to teach and coach leaders in being more effective in their ministries. He and his wife, Colleen, both graduates of Horizon College and Seminary and make their home in Saskatoon, SK.

### **Relationship to Horizon's Mission and Core Competencies**

In order to develop a church model that impacts a community, a competent leaders must develop a clear and critical understanding of oneself and the cultural context to which one has been called to minister. Thus, we will study the realities and practicalities of church models (past/present) through critical analysis, reflection and discussion. Our desire is to formulate new church models that will have impact. Thus, the core competencies emphasized will be to:

- a) **develop ministry and strategies** for healthy church practices and programs with an awareness of key ministry models, and act as a mentor and leader to equip others as ministers in worship, discipleship, training, care, and service to the world.
- b) practice servant **leadership and administration** by using basic planning and management skills, influencing others to achieve a common purpose, and stewarding the resources and polices of an organization that keep it functional, effective, and ethical.

**Essential Elements of Competency.** Elements of competency related to leader/administrator and contextually aware addressed in this course include:

1. Models a commitment to execution, godly relationships, and personal growth
2. Provides the adequate measure of attention to the main areas necessary to lead successful change efforts
3. Demonstrates the character to lead with personal and organizational integrity, humbleness, and faithfulness.
4. Here is where we can address the vital element of critical thinking as applied to this subject.

**Learning Outcomes (LO):** Upon completion of this course, the student will be able to:

1. Assess the essential features of a community that relate to cultural sensitivity and ministry engagement.
2. Construct a ministry philosophy and strategy that is based on a thorough community assessment.
3. Articulate a personal philosophy of ministry based on personal awareness and ministry approach that is best suited to them.

4. Construct a ministry approach that is best suited to the community's needs and his/her personal passions and gifting.

**General Learning Objectives:** Students will be instructed on how to:

- Develop a ministry/church model that is focused on their gifting and the cultural context in which they live.
- Understand the dynamics of various ministry/church models.
- Demonstrate ability in developing an impacting ministry/church model and helping others do the same.
- Focus on a community of their choice and provide a thorough understanding and analysis as it relates to developing a ministry/church model.
- Use the community analysis to formulate an effective and impacting ministry/ church model.
- Analyze current ministry/church models in a community chosen by the student.
- Combine creative and tradition components in developing a strong ministry/church model.

### **Portfolio Components**

This course supports the following portfolio components (See Student Handbook for a further description):

- Philosophy of Ministry paper (see assignment #3)

### **Required Readings**

Junger, Sebastian. *Tribe*. Hachette Book Group, Inc, 2016

Malpurs, Aubrey. *A New Kind of Church: Understanding Models of Ministry for the 21<sup>st</sup> Century*. Baker Books, Grand Rapids, MI, 2007.

Roxburgh, Alan. *Structured for Mission: Renewing the Culture of the Church*. InterVarsity Press, 2015

\*\*Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks. See more information [here](#).

### **Course Activities and Assignments**

1. *Engage in a focused socio-cultural and worldview analysis.* Using a template provided by the instructor, students will analyze a community setting of their choice to determine key social, cultural, and worldview related details that will inform an approach to

ministry. The learning objective is to form analytical ability as well as combine creative and tradition components in developing a strong ministry/church model.

2. *Active reading exercises.* Active reading involves reading a common resource with a determination to understand and evaluate it for its relevance to your needs. Students should especially take note of portions of the textbooks that apply to assignments #1 and #3. The instructor will assist with this during classroom session. The learning objective is to practice exercises that keep students engaged in the reading of a text with particular attention on evaluating it for relevance to the student's situation and needs.
3. *Articulate a personal Philosophy of Ministry.* This document will govern future decisions concerning ministry/church involvement. Using a template provided by the instructor, students will draft a guiding document based on personal awareness and a ministry approach that is best suited to them. The learning objective is to gain greater self-awareness combined with an ability to articulate personal and professional approaches to ministry based on sound research.

## **Course Outline**

### UNIT

- I. Community Analysis
- II. History of Models
- III. Strategies for Successful Models
- IV. Developing Successful Models
- V. Interviews with Leaders of Contemporary Models
- VI. Analysis of Historical and Contemporary Models

## **General Assignment Guidelines**

Please see the Horizon College and Seminary [Format Guide](#) for assignment submission and formatting guidelines as well as policies for late assignments, extensions, and rescheduling of exams.

## **Late Assignments and Extensions**

Students are expected to submit work by the due dates. This expectation is related to developing reliable leadership and administrative competencies. Students are welcome to request extensions from their professor, who may grant them but only in the case of extenuating circumstances.

Furthermore, no extensions will be granted beyond the final day of a term or semester. A first unexcused late submission will be given a warning from the professor. A second unexcused late submission will receive a written warning from the Academic Dean. Further instances of unexcused late submissions may result in academic discipline such as required tutoring, academic probation, or failure to qualify for graduation.

## 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 student mastery of a competency’s essential elements 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 requirements for some</b> elements of competency and met all remaining elements.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student <b>met requirements for all elements of competency</b> 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 requirements for any one or more</b> elements of competency, and met or exceeded competency requirements for all other elements.	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 requirements for one or more</b> elements of competency.	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 have specific physical or mental health conditions or learning disabilities that require accommodations, please contact the Student Life department as early as possible so that your learning and/or physical needs can be met appropriately. You will need to provide current documentation of your disability or condition. For more information, please contact Bob Williamson, Dean of Students, at [bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu) or Sonia Friesen, Associate Dean of Students at [sonia@horizon.edu](mailto:sonia@horizon.edu).

# March 2017

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6	7	8	9	10	11	12
13 Course begins	14	15	16	17	18	19
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27	28	29	30	31		

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**April 2017**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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3	4	5	6	7	8	9
10	11	12	13	14 Last day for first submissions Good Friday	15	16
17 Revision Week Easter Monday	18 Revision Week	19 Revision Week	20 Revision Week	21 Revision Week	22 HCS Graduation	23
24	25	26	27	28	29	30

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