



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

P431 Training Leaders in Ministry Organizations

3 credit hours. Prerequisites: G149 Foundations of Leadership.

 On Campus  Live-Stream  Video on Demand

August 30 – September 3, 2021

Module

Monday-Friday, 9am-4pm

Ron Kadyschuk, PhD

rkadyschuk@horizon.edu

***NOTE: This course includes student participation in a local church leadership training seminar in Saskatoon on Saturday, September 11. Zoom and VOD students who are not able to participate in the Saskatoon seminar need to contact Dr. K. to arrange a comparable activity in their own local setting.**

Course Goals

Course Description

This course facilitates growth towards participation and leadership in a local church or other ministry organization. Topics include a) identifying foundational elements for leadership training to ensure ongoing health of the organization; b) analyzing differences in human characteristics that impact how people respond to organizational involvement; c) recognizing principles and practices of effective teambuilding and the realities of team dysfunctions. As a practicum experience to reinforce awareness and skills, students prepare and present a live teaching session at a local church leadership training seminar and engage in a process of self-assessment.

Relationship to Horizon's Mission

The mission of Horizon College and Seminary is to *Advance God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. This course contributes to that mission by enhancing the ability to recognize, engage, and empower leadership ability in others within a ministry organization.

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 Tim 2.2).

Core Competencies and Learning Outcomes

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

1. Appraise personal characteristics and strengths orientations that influence the student's response to, and participation in, the dynamics of organizational life.
 - *Assessment:* 'Leading from Your Strengths Assessment' and Online Report; Written Personal Response to the Report
2. Identify leadership qualities and training activities that contribute to positive participation and personal development of individuals within a ministry organization.
 - *Assessment:* Leadership Development: A Class Presentation; Written Report: A Leadership Development Proposal
3. Develop and teach a session as part of a live leadership ministry training seminar at a local church.
 - *Assessment:* Leadership Development: A Live Seminar Teaching Session; Self-Evaluation of Teaching Presentation; Written Reflection on Seminar Experience; Oral Debrief Session
4. Discover principles and practices for the formation and development of effective (functional) teams to enhance the fulfilment of organizational vision, mission, and goals.
 - *Assessment:* Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team; Oral Discussion of Written Report

Course Work

Required Readings

Books

Hughes, Bryn. *Leadership Tool Kit: Biblical-based Management Practice for Your Church*. Eastbourne, England: Kingsway Communications Ltd, 1998. ISBN: 978-1842910511 (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.

"Leading from Your Strengths Assessment." Online questionnaire available at <https://www.ministryinsights.com/product/leading-from-your-strengths-profile/>.

- The inventory is connected to *Leading from Your Strengths: Building Close-Knit Ministry Teams*. Revised edition by Rodney Cox (Broadman and Holman, 2018).

Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass, 2002. ISBN: 978-0787960759 (220 pages).

- This 'little' book is one of the best available for outlining with clarity the major dysfunctions that inhibit effectiveness in teams. Lencioni presents a Fable to illustrate the principles then summarizes the integration of principles into a Model.

Rainer, Thom. *I Could. I Might. I Can. I Should. I Will!: Nine Traits of the Outwardly Focused Christian*. Nashville: B & H Publishing, 2015. ISBN: 978-1433687297 (110 pages).

- In his earlier book, *I Am a Church Member*, Rainer explored the question, “What attitude should I have to be a biblical and joyous church member?” In *I Will!*, he says, “We now move to the next and critical step of being a part of the body of Christ. We move from a right attitude (“I am”) to right actions (“I will”).” Writing in a very personal and conversational style, Rainer examines core elements that impact a local church’s ability to see God’s people find, grow into, and fulfil their call to ministry as members of the body of Christ.

Chapters (available on Populi)

Barna, George. “Why Teams are Scarce (and Why They Shouldn’t Be).” Pages 63-82 in George Barna, *The Power of Team Leadership: Finding Strength in Shared Responsibility*. Colorado Springs CO: Waterbrook Press, 2001. (20 pages).

Ogden, Greg. “A Biblical Vision of an Equipping Ministry.” Pages 131-155 in Greg Ogden, *Unfinished Business: Returning the Ministry to the People of God*. Grand Rapids: Zondervan, 2003. (26 pages).

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy’s Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Written Report: A Leadership Development Proposal; Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team (Part A Only); Leadership Development: A Live Seminar Teaching Session (Assignment 4A; includes Video, Visual Aids, and 2-Page Handout); and Written Reflection of Seminar Experience (Assignment 4C).* These assignments must be edited and submitted to Ministry Development e-Project in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

Pre-Module

1. a) ‘Leading from Your Strengths Assessment’ and Online Report
b) *Written Personal Response to Report*
 - Purchase and complete the inventory at: <https://www.ministryinsights.com/product/leading-from-your-strengths-profile/>. It is not required but you may decide to purchase the textbook for personal reference as it explains all of the elements within the inventory.
 - Email me a copy of your inventory report.
 - Write a personal response to the details of the report. Starting with ‘Your Natural Strengths Chart’ there are 15 mini-sections to the report. Include some commentary for each of these sections. For some sections you may have only a few sentences of commentary whereas for others you may have a paragraph or two. Remember that you have the right to disagree with things said in the report.
 - During class and small group discussion we will debrief the inventory and your results.
 - Related learning outcome(s): #1.

- **Assignment Length:** If you can average four sections of the report on a page, aim for about 4 pages (1200 words).
 - VOD students complete this assignment the same as in-class and Zoom students.
 - **Due date:** Friday August 27, 2021, for copy of your inventory report and for your personal response to the report.
2. *Read Barna's "Why Teams are Scarce (and Why They Shouldn't Be)" and Ogden's "A Biblical Vision of an Equipping Ministry."*
- Both chapters are available on populi.
 - There is no formal written response to these readings; however, be prepared to participate in class discussion of the two articles.
 - VOD students: a) Make notes while reading the two articles to highlight significant points of information and personal learning. b) Contact Dr. K. to arrange a Zoom meeting to share your observations and learning.
 - **Due date:** Monday August 30, 2021.

During Module

3. *Leadership Development: A Class Presentation*
- Topics include: What is a Leader? Motivation, Delegation, Communication, Different Learning Styles, etc.
 - Read the selection assigned from the Hughes text for that topic.
 - Prepare a presentation that:
 - a) Briefly summarizes essential information in the selection
 - b) Highlights core issues raised by the author
 - c) Focuses on several key challenges for leadership development related to that area
 - VOD students: Contact Dr. K. to develop a plan for completing this assignment.
 - Related learning outcome(s): #2.
 - **Presentation Length:** 15 minutes maximum.
 - **Due date:** Module week.
4. a) *Leadership Development: A Live Seminar Teaching Session*
- Develop and present a teaching session at a live church leadership training seminar
Note: The church seminar will occur one week after the module week but is considered part of the overall module. I will give you equivalent time off from class during module week so you can work on your seminar session.
 - Expand your classroom presentation into a fuller treatment of the topic for sharing at a local church leadership training seminar.
 - Guidelines (expanded from classroom version):
 - Briefly summarize the assigned material
 - Review the key issues, principles, action points, etc., that are present in the material
 - Raise specific questions, activities, exercises that allow participants to engage with the material
 - Prepare a two-page handout that adds value to your presentation and puts something in the hands of your audience

- Include some visual aids (e.g., PowerPoint slides) to enhance your presentation
- VOD and Zoom students: If you are not able to participate in the Saskatoon local church seminar, contact Dr. K. to develop a plan for completing all parts of this assignment in your own setting.
- Related learning outcome(s): #3.
- **Presentation Length:** TBA. It will depend on the master schedule at seminar. I am assuming about 20 minutes for presentation and 10 minutes for discussion.
- **Due date:** Live seminar date is Saturday September 11. Submit your complete presentation to Dr. K. by Wednesday September 09 to allow for any last-minute adjustments.

b) Self-Evaluation of Teaching Presentation

- You will receive a video of your seminar presentation that you can use in your personal Portfolio.
- View the video.
- Write a self-assessment of positive strengths and areas for personal growth that you perceive from your presentation.
- Related learning outcome(s): #3.
- **Assignment Length:** 1 to 2 pages.
- **Due date:** Wednesday September 15, 2021.

c) Written Reflection on Seminar Experience

d) Oral Debrief Session

- Reflect on the total experience of preparing for, presenting in, and overall observing of the seminar. It would be useful to jot some notes during the actual seminar.
- Write a summary of the personal growth value you have received from the total experience. You can call it “What I have learned from my teaching experience and overall participation in a local church leadership training seminar.”
- Meet with Dr. K. to share your self-evaluation of the video, your overall reflections, and his assessment of your presentation.
- Related learning outcome(s): #3.
- **Assignment Length:** 2 to 3 pages.
- **Due date:** Written reflection: Wednesday September 15, 2021; Oral debrief session: by Wednesday September 22, 2021.

Post-Module

5. *a) Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry 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 will represent an effective (functional) development of their organization’s team and one will represent an ineffective (dysfunctional) situation.
- Apply Lencioni’s model from *The Five Dysfunctions of a Team* to these two situations.

- If it is feasible to talk with anyone else who was involved in those teams, such dialogue would expand the depth of your report.
- Write your analysis as two separate reports, one for each situation.
- Related learning outcome(s): #4.
- **Assignment Length:** 5-6 pages (1250-1500 words).
- **Due Date:** Friday, October 1, 2021
- VOD students: See assignment schedule below.

b) *Oral Discussion of Written Report*

- Arrange a meeting with Dr. K. to debrief your written report and discuss what you have learned from the assignment.
- Related learning outcome(s): #4.
- **Length of Discussion:** 30 minutes.
- **Due date:** by Friday October 08, 2021.
- VOD students: See assignment schedule below.

6. *Written Report: A Leadership Development Proposal*

- As you read Rainer's book *I Could. I Might. I Can. I Should. I Will:*
 - a) Think about how the "nine traits of the outwardly focused Christian" relate to the challenge of engaging and training leaders in the local church.
 - b) Make notes to indicate:
 - i) What the problem/hindrane is in that trait that holds people back from engaging meaningfully with the community of the local church.
 - ii) How you, as a leader, might go about developing a process for helping individuals to move to "I Will!" in these nine traits.
- Organize your thoughts and ideas into something that could be used to 'kickstart' a process of engagement and empowerment of attendees in a local church who are presently disengaged or are 'on the periphery' as spectators.
- Write up these thoughts and ideas into 'A Leadership Development Proposal'
- Related learning outcome(s): #2.
- **Assignment Length:** 5 to 6 pages (1250-1500 words).
- **Due date:** Friday, October 15, 2021.
- VOD students: See assignment schedule below.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the *same* and *different* assignment due dates as in-class students, as listed below:
 - Leading from Your Strengths Assessment and Online Report: due August 27, 2021.
 - Written Personal Response to Report: due August 27, 2021.

- Barna and Ogden Reading and Notes completed, and Debrief Zoom meeting arranged: due Monday, August 30, 2021.
 - Leadership Development: A Class Presentation: due September 30, 2021.
 - Leadership Development: A Live Teaching Seminar, Self-Evaluation of Teaching Presentation, Written Reflection on Seminar Experience, and Oral Debrief Session: due October 7, 2021.
 - Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team and Oral Discussion of Written Report: due October 11, 2021.
 - Written Report: A Leadership Development Proposal: due October 15, 2021.
- VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module according to the following schedule:
 - Day 1 Lectures & Zoom Call: Completed by September 6 at 11:59PM.
 - Day 2 Lectures & Zoom Call: Completed by September 11 at 11:59PM.
 - Day 3 Lectures & Zoom Call: Completed by September 16 at 11:59PM.
 - Day 4 Lectures & Zoom Call: Completed by September 21 at 11:59PM.
 - Day 5 Lectures & Zoom Call: Completed by September 25 at 11:59PM.
 - According to the schedule directly above, VOD students have a Zoom call with the professor where they will 1) affirm that he/she has watched the required recording for the last seven days, 2) summarize one thing he/she learned that week that will help him/her reach the course learning outcomes, and 3) explain at least one question he/she had after watching the class recording. The exact time of the meeting can be negotiated between the professor and the student.
 - In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

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

	Reading	Assignment Completion	Due Date
Classroom time		30	
Online inventory	-		
*Do the inventory		1	Friday August 27
*Write personal response	-	2	Friday August 27
Barna and Ogden chapters	5	-	Monday August 30
Class Presentation	2	3	Module Week
Church Seminar			
*Attendance at seminar	-	6	Saturday September 11
*Prepare teaching session	2	6 [+5 hrs in module week]	Wednesday September 09
*Self-evaluation	-	1	Wednesday September 15
*Written reflection	-	2	Wednesday September 15
*Oral debrief session	-	1	Wednesday September 22
Report -Role of Leadership	16	6	Friday October 01

Oral debrief session	-	1	Friday October 08
Report -Leadership Development Proposal	10	6	Friday October 15
Total =	100 hrs		

Course Outline / Class Schedule

A Biblical Vision of an Equipping Ministry

Why Teams are Scarce (and why they shouldn't be)

Leading From Your Strengths

- The significance of personality orientations of leaders and team ministry members in achieving successful end goals for an organization.

Key Aspects of the Leadership Development Process

- Topics include: What is a Leader? Motivation; Delegation; Communication; Feedback and Appraisals; Different Learning Styles; etc.
- Classroom presentation on one of these topics

The Nature of Teams and Team Development

- Stages of Team Development
- The Power of Teams for Ministry Organizations

Core Functions (and corresponding dysfunctions) in Organizations and Ministry Teams

Principles and Practices for Effective Leadership Development

Lessons on Team Development from *Raccoons on Ice* (animated movie)

Practicum – Participation in a Local Church Leadership Training Seminar

- Preparation and presentation of a teaching session based on expansion of the classroom presentation
- Self-assessment and reflections for personal growth and ability to train others
- First submissions of assignments will not be accepted after October 15, 2021.

Date	Revisions Due
Monday, October 18	Resubmissions of <i>Written Personal Response to the Report</i> (as necessary) Resubmissions of <i>Leadership Development: A Class Presentation</i>
Tuesday, October 19	Resubmissions of <i>Leadership Development: A Live Seminar Teaching Session</i> (all parts—as necessary) Resubmissions of <i>Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team</i> (both parts—as necessary)
Wednesday, October 20	Resubmissions of <i>Written Report: A Leadership Development Proposal</i> (as necessary)
Thursday, October 21	Secondary resubmissions (as necessary)
Friday, October 22	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after October 22, 2021.

Assessment Rubrics

The rubrics for course assignments are in populi under the ‘Lessons’ tab. Assessments are entered into the course gradebook 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.

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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor’s instructions and making significant progress toward achieving competency.

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 exceeded competency requirements for more than 40% of the 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 met competency requirements for all learning outcomes and may have exceeded in 40% or less.	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 beginning to meet competency requirements for any one or more 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 not yet meeting competency requirements for one or more 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 College [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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@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.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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