



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

LS5114 Creating and Sustaining Effective Teams

3 credit hours.

👤 On Campus "A" Live-Stream 📺 Video on Demand

August 29 – September 2, 2022
Module A
Monday-Friday, 9am-4pm

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Course Goals

Introduction

“Teams have more talent and experience, more diverse resources, and greater operating flexibility than individual performers. So why do so many teams either struggle unpleasantly toward an unsatisfactory conclusion – or, worse, crash and burn shortly after launch?” This statement and question set the stage for J. Richard Hackman’s pioneering study of teams (2002). He argues that effective leadership will create the conditions for team success and lead to ‘great performances’ comparable to a symphony that has been released but continues to be supported by the conductor.

Course Description

Through a study of biblical examples, contemporary models and successful organizational practices, this course focuses on how effective teams are created and sustained in ministry and marketplace settings. It also examines the nature of emotional intelligence and its impact on teams.

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 nurturing the development of personal leadership skills towards the creation, effective implementation, and ongoing relevance of teams in ministry and other organizations.

Course Competencies and Learning Outcomes

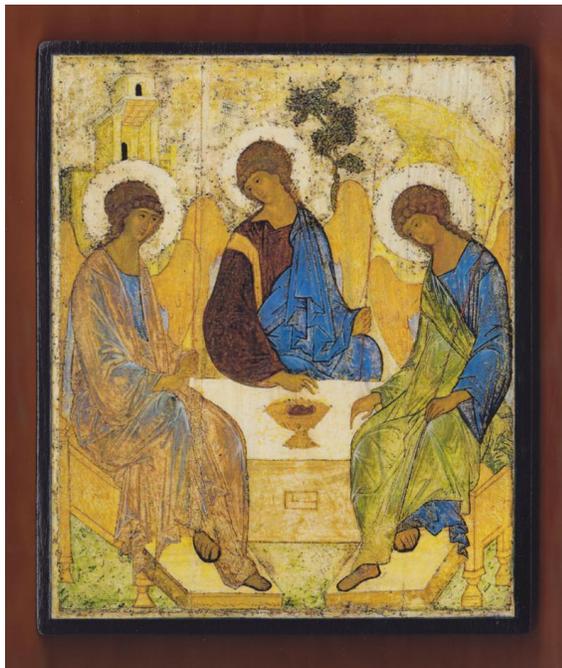
Student learning outcomes for this course include the following:

1. To examine contemporary models and strategies that promote the effectiveness of a team approach to work and ministry.
 - *Assessment:* Oral Debrief on Critical Review of *The Best Team Wins*; Class Presentation

2. To engage with biblical and theological input towards the value of teams, empowering individuals, and fulfilling the purposes of a ministry organization.
 - *Assessment:* Personal Reflection on *Leveling the Church*; Personal Reflection on *Leading the Team-Based Church*
3. To assess common elements and dysfunctions that inhibit teams from achieving potential strength and effectiveness.
 - *Assessment:* Critical Review of “Interview;” Video - Critical Assessment of *Smart Teams*; Personal Reflection on *Leveling the Church*
4. To apply principles and practices of effective team development to the contexts of personal life, ministry, and work.
 - *Assessment:* Personal Reflection on “Who Left the Gate Open?”, Class Presentation

Course Work

Required Readings



Cladis, George. *Leading the Team-Based Church: How Pastors and Church Staffs Can Grow Together into a Powerful Fellowship of Leaders*. San Francisco: Jossey-Bass, 1999. ISBN: 978-0787941192. (150 pages).

*A thought-provoking proposal by the author – that “the theological model of God as Trinity” offers a vivid example of team ministry in action. Cladis incorporates the concept of perichoresis (‘circle dance’) from John of Damascus, a Greek theologian, to explain the relationships amongst the Trinity and uses Andrei Rublev’s Icon of the Holy Trinity (c.1410) as a powerful visual image of this majestic, unified team. He proceeds to document seven attributes of a “graceful ministry team” that are modeled in the Trinity and the Scriptures.

Crowley, Dermot. *Smart Teams: How to Work Better Together*. Melbourne: Wiley, 2018. ISBN: 978-0730350033. (170 pages).

*A very practical approach to a wide array of variables that affect the effectiveness of teams. Crowley addresses issues and activities with a ‘boots on the ground’ mentality around the themes of *Communicate, Congregate, and Collaborate*.

Fries, Micah and Jeremy Maxfield. *Leveling the Church: Multiplying Your Ministry by Giving It Away*. Chicago: Moody, 2020. ISBN: 978-0802418777. (190 pages).

*A contemporary study of common hindrances to the fulfilment of the biblical mandate in Ephesians 4.11-16. The authors draw on Jesus, Moses, Paul, and Timothy as effective models for the process of multiplication of ministry.

Gostick, Adrian and Chester Elton. *The Best Team Wins: The New Science of High Performance*. New York: Simon and Schuster, 2018. ISBN: 978-1501179860. (180 pages).

**A strong presentation of five core disciplines for team leaders as well as 101 practical tools for use in the context of modern organizations. It includes an excellent treatment of 'the millennial problem' and multigenerational teams.*

Harvard Business Review. *On Teams: HBR's 10 Must Reads*. Boston: Harvard Business School Publishing Corporation, 2013. ISBN: 978-1422189870. (Interview plus one assigned chapter - 40 pages).

**A selection of 10 articles that the Harvard Business Review (HBR) views as essential reading on the topic of teams. It captures some of the core material HBR published on the topic pre-2013. Although you are required for this course to read only the Interview plus a specific chapter assigned for your class presentation, this volume is a valuable addition to your personal library.*

Additional Resources (not required)

Sinek, Simon. "Chapter 7: Trusting Teams." In *The Infinite Game* by Simon Sinek, 103-130. New York: Portfolio/Penguin, 2019. ISBN: 978-0735213500.

**Sinek demonstrates that the basic elements for creating trusting teams are effective even in the machismo world of deep-sea oil drillers. And the positive results are evident in both the individuals involved as well as the success of the organization.*

Wheelan, Susan, Maria Akerlund, and Christian Jacobsson. *Creating Effective Teams: A Guide for Members and Leaders*. Sixth Edition. Los Angeles: Sage, 2021. ISBN: 978-1544332970.

**The authors provide a thorough analysis of four stages of team development, the leadership challenges at each stage, principles and practices for team members to survive and thrive, etc. Being in its 6th edition is a strong indication of the lasting impact of this volume for use in all types of organizations.*

****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

A seminary course may include about 800 pages of readings and 25-30 pages of written work. Rather than focus all your attention on two or three large written assignments, I have elected for a greater number of assignments with less writing but more reflection across a wider range of topics and modes of response. My hope is that this approach will engage you formatively in more aspects of what teams and team ministry are all about.

Note: All written assignments are to be completed in Times New Roman 12-point font. This font delivers about 300 words per page.

Pre-Module

1. Personal Reflection on *Leveling the Church*.

- The purpose of this assignment and the post-module assignment for *Leading the Team-Based Church* is to center your overall experience of the course within a biblical and theological framework.
- In *Leveling the Church*, the authors examine contemporary obstacles (“dangers”) that hinder the growth of an equipping church. In the face of these ever-present negative influences, they affirm the centrality of the biblical mandate in Ephesians 4.11-16 (i.e., that leaders must equip the church) then proceed to document Jesus, Moses, Paul, and Timothy as powerful examples. This course assumes the creation and growth of team ministry as a pivotal methodology for fulfilment of the biblical mandate today.
- While reading this book, note observations, reflections, and questions that arise. I am interested in the impact of the material on you as a precursor to our course immersion in the theory and practice of teams.
- Write a Personal Reflection to summarize your overall response to the book. See page 8 of this syllabus for more guidelines on how to write a Personal Reflection.
 - Related learning outcomes: #2, 3.
 - **Assignment length:** 3 to 4 pages.
 - **Due date:** Friday, August 26, 2022.

2. Critical Review of Interview “Why Teams Don’t Work.”

- Read the interview with J. Richard Hackman; pages 21-34 in *On Teams: HBR’s 10 Must Reads*.
- Examine the breadth of details discussed by Hackman and their implications for the use and effectiveness of teams.
- Write a Critical Review of the material shared by Hackman to show your understanding of his thesis “why teams don’t work” and what is required for them to work. See page 8 of this syllabus for guidelines on how to write a Critical Review.
 - Related learning outcome: #3.
 - **Assignment length:** 3 pages.
 - **Due date:** Friday, August 26, 2022.

3. Preparation for Class Presentation.

- Consult with me in advance of the module for your chapter assignment from *On Teams: HBR’s 10 Must Reads* (or an alternate chapter).
- Prepare a class presentation on that chapter including the following items:
 - Length of presentation: 20 minutes plus 10 minutes for discussion
 - Briefly summarize essential content
 - Focus on core issues related to the theme of the chapter
 - Identify key questions to stimulate class discussion of the material
 - Package the above items in a handout for class members
 - Length of handout: 3 pages maximum

During Module

4. Class Presentation.

- Fine-tune your preparation of the assigned chapter from *On Teams: HBR's 10 Must Reads* (or alternate chapter). See above guidelines.
- Share your 20-minute presentation and handout with the class and moderate the ensuing discussion of your key questions.
 - Related learning outcomes: #1, 4.
 - **Assignment length:** 20-minute presentation; 10-minute discussion; 3-page (maximum) handout.
 - **Due date:** Module week.

Post-Module

5. a) Oral Debrief on Critical Review of *The Best Team Wins*.

- Read pages 1-182 of Gostick and Elton's book where they outline "The Five Disciplines of Team Leaders."
- While reading the text, make notes to summarize your perceptions, reflections, and assessments of what the authors are sharing. Remember to check with the guidelines for a Critical Review.
- Prepare for an oral debrief session with me where you will share the details of your Critical Review.
- Contact me to set a meeting for our debrief session.
- I do not need to see your notes for the debrief session; however, you do need to hand in your Personal Reflection from b) below before that debrief session.
 - Related learning outcome: #1.
 - **Assignment length:** n/a.
 - **Due date:** Friday September 16, 2022.

b) Personal Reflection on "Who Left the Gate Open?"

- Read "Who Left the Gate Open?" – pages 183-187 in *The Best Team Wins*.
- Ponder deeply (another version of 'deep thinking') the relevance of this brief narrative for your understandings and attitudes regarding everything you have read and thought about from *The Best Team Wins*.
- Write a Personal Reflection to put all these thoughts together. In your narrative, be sure to refer specifically to several of the very interesting items described on pages 183-187.
 - Related learning outcome: #4.
 - **Assignment length:** About 2 pages.
 - **Due date:** Friday September 16, 2022.

6. Video - Critical Assessment of *Smart Teams*.

- Read the Introduction (6 pages) and Chapters 1 through 7 (pages 1-150) in *Smart Teams*.
- Respond to the following questions to demonstrate your understanding of Crowley's perspectives on teams:
 - a) From your awareness and experience, how significant are 'productivity' problems and issues of 'friction versus flow' in teams?

- b) Of what value is Figure 1.2 and the ‘disruptive to super-productive’ elements presented there?
- c) Explain the working relationships amongst the four ‘qualities of a smart team’ and how they are able to ‘change team behaviors’.
- d) Personalize the importance of ‘productivity principles’ in your concepts of what a team is all about.
- e) What do you think of the ‘communication tools’ presented in Figure 4.1? Comment on how well (or poorly) you have seen them in actual practice in teams.
- f) Share highlights that stand out for you from Crowley’s ‘Congregate’ chapter; also comment on the potential effectiveness of his 5Ws model (Figure 5.1) for planning a meeting (and sprinkle in some anecdotes of what you have personally seen and/or experienced regarding effective and ineffective meetings).
- g) To what extent do you think Figure 6.1 is adequate to summarize the essential ‘elements of collaboration’?
- h) What relevance and potential impact do the four ‘key skills for effective cooperation’ have as presented in Chapter 7?
- i) Summarize your overall ‘takeaway’ from *Smart Teams* that you want to take into your future leadership activity?
- As you work through the above list of items, make notes to put together an organized video that provides your critical assessment of the book.
 - Related learning outcome: #3.
 - **Assignment length:** Difficult to say – Some items may solicit less than a minute of commentary while others may demand one, two, or even three minutes. You will decide what areas are of greater interest and relevance to you.
 - Contact me when in the midst of this assignment to establish a sense of how you will approach your response.
 - **Due date:** Friday September 30, 2022.

7. Personal Reflection on *Leading the Team-Based Church*.

- Context for assignment:
 - *Leveling the Church* affirmed the biblical mandate for “equipping the saints for the work of the ministry.” And the purpose of this course has been to affirm teams as a powerful and practical methodology towards this end.
 - In *Leading the Team-Based Church*, Cladis provides input towards a fascinating theological foundation for teams based on the Trinity.
- As you read Cladis’ case study of the First Church of Appleton, note your responses to his Trinitarian perspective on teams and the ensuing seven attributes of an effective team that are modeled by the Trinity and demonstrated throughout Scripture.
- Write a Personal Reflection to describe your experience with this book. Be sure to include reference to major sections and points covered by the author across the full range of the book.
 - Related learning outcome: #2.
 - **Assignment length:** 3-4 pages.
 - **Due date:** Friday October 14, 2022.

Video-on-Demand (VOD) Student Requirements

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

- For this course, VOD students have the *same* assignment due dates as in class students:
 - Assignment #4, Class Presentation, is **due September 2, 2022**. Contact Dr. K. to develop a plan for completing this assignment.
- 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 5.
 - Day 2 Lectures & Zoom Call: Completed by September 10.
 - Day 3 Lectures & Zoom Call: Completed by September 15.
 - Day 4 Lectures & Zoom Call: Completed by September 20.
 - Day 5 Lectures & Zoom Call: Completed by September 24.
- 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).

Assignment/Activity	Reading Time	Assignment Completion Time	Assignment Weighting
Classroom time		30	
1. <i>Leveling the Church</i> *Reading (190 pp) *Personal Reflection (3-4 pages)	14	6	20%
2. “Why Teams Don’t Work” Interview *Reading (14 pp) *Critical Review (3 pages)	1	3	20%
4. Class Presentation *Reading - <i>On Teams</i> (20 pp) *Preparation for Presentation	2	6	
5a. <i>The Best Team Wins</i> *Reading (180 pages) *Critical Review Notes *Oral Debrief Session	13	5	20%
5b. “Who Left the Gate Open?” *Reading (5 pages) *Personal Reflection (2 pages)	1	2	

6. <i>Smart Teams</i> *Reading (156 pages) *Critical Assessment (Video)	12	5	20%
7. <i>Leading the Team-Based Church</i> *Reading (150 pages) *Personal Reflection (3-4 pages)	12	5	20%
Total =	117 hrs		

Evaluation Summary

- 20% Written Personal Reflection on *Leveling the Church*
- 20% Written Critical Review of Interview “Why Teams Don’t Work;” Class Presentation from *On Teams*
- 20% Oral Debrief on Critical Review of *The Best Team Wins*; Written Personal Reflection on “Who Left the Gates Open?”
- 20% Video - Critical Assessment of *Smart Teams*
- 20% Written Personal Reflection on *Leading the Team-Based Church*

Course Outline

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

A Biblical Vision of an Equipping Ministry

Reflections on Personal Experience with Teams

The Nature of Teams and Team Development

- Stages of Team Development
- Issues in the Team Development Process
- Essential Disciplines of Team Leaders
- Key Enabling Conditions for Team Effectiveness
- Common Dysfunctions in Teams

The Power of Teams for Ministry and Marketplace Organizations

Review of “Why Teams Don’t Work”

Classroom presentation on an assigned topic from *On Teams*

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

Framing Team Ministry Within a Biblical and Theological Context

- Assignments will not be accepted after **October 24, 2022**.

What is a *Critical Review* and a *Personal Reflection*?

A *critical review* is a more objective response to a reading where you fulfil the following criteria:

- Demonstrate your understanding of the author’s purpose for writing and show a clear grasp of the major segments of information and/or arguments used to support his/her views.
- Interact with the material in a manner that assesses the following elements:
 - the relevance and significance of the material, what audience(s) might benefit most from the material, and benefit in what ways
 - any perceived strengths and/or weaknesses you see in the author’s views or conclusions

- Point out any highlight quotations from the content that really resonate with you and explain why. [But – do not quote extensively as I want to hear from YOU not just from the author]
- Raise any observations, questions, concerns, or issues that are evident as you work through the material.
- Share any suggestions you might have to add to or take away from how the author approached the topic and presented his/her material.
- Include enough of the *personal reflection* elements to show how the material has affected you personally.

A *personal reflection* is a more subjective response to a reading where you share these elements:

- practical implications and applications of the material for life, work, and ministry,
- how the material has impacted you personally, and
- ‘what if’ everyone took this material seriously; how might it ‘change the world’.

Both the more objective *critical review* and more subjective *personal reflection* must include enough summary information to give evidence that you have read the material or viewed the presentation. It is essential that you use specific details to illustrate points that you make about the reading/event and cover the full range of the content’s major arguments or emphases. BUT - your writing cannot be just a summary of the material! I have read the book (or can find it if needed) and don’t need you to tell me the whole story over again. As stated earlier, my purpose is to find out what *you* have to say *about* the material.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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 Seminary [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; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full 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 website for this course.