



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 at International Worship Centre, Winnipeg

Friday & Saturday, Sept. 30 & Oct. 1, 2022

Ron Kadyschuk, PhD

Friday & Saturday, Nov. 4 & 5, 2022

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9:00am to 5:00pm daily

**\*NOTE: This course may include student participation in a leadership training seminar at a local church in Winnipeg on Saturday November 5.**

**The course includes approximately 7 hours of pre-course work.**

### **Course Goals**

#### **Course Description**

To facilitate growth for leadership in a local church or other ministry organization, this course examines: a) leadership elements required to ensure ongoing health of a ministry, b) individual needs and differences in how people respond to organizational involvement, and c) principles and practices of effective teambuilding and the challenges of team dysfunctions. To reinforce awareness, skills and self-assessment, students prepare and present a live teaching session at a local church staff leadership training seminar.

#### **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 students' growth to recognize, engage, and empower leadership ability in individuals within a ministry organization.

Paul said to young pastor Timothy, "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:* Core Elements of Leadership Training: A Class Presentation; Written Report: A Leadership Development Proposal
3. Develop and teach a session for a ministry leadership training seminar.
  - *Assessment:* Ministry Leadership Development: A Seminar Teaching Session; Self-Evaluation of Teaching Session; 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

#### Online Inventory

"Leading from Your Strengths Assessment." Purchase the inventory 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 (Nashville: Broadman and Holman, 2018). While the textbook is not required for the course, you may decide to purchase the textbook for personal reference as it explains the elements within the inventory.*

#### Books

Horsager, David. *Trusted Leader: 8 Pillars that Drive Results*. Oakland, CA: Berrett-Koehler, 2021. ISBN: 978-1523092994 (160 pages).

*This book is a new feature for the course in Fall 2022. It addresses the crucial issue of Trust. In the face of a continuous stream of ministry leadership failure and scandal, people who want to be 'plugged in' to church and ministry are asking the question, "Can I trust you?" Horsager describes 8 leadership qualities that will enhance your chances to become a trusted leader in any organization: Clarity, Compassion, Character, Competency, Commitment, Connection, Contribution, and Consistency. He organizes his book like Patrick Lencioni's style: first a conversational fable to illustrate all the concepts then a more technical deep dive into the theoretical and practical details.*

Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Jossey-Bass, 2002. ISBN: 978-0787960759 (190 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, 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")." Rainer writes in a personal and conversational style to examine core elements that influence a leader's ability to nurture God's people to discover, grow into, and fulfil their call to ministry as members of the body of Christ.*

**Chapter** (available on Populi)

An assigned chapter from Bryn Hughes, *Leadership Tool Kit: Biblically Based Management Practice for Your Church*. Eastbourne, England: Kingsway Communications, 1998. ISBN: 978-1842910511 (18 pages)

**Additional Readings** (not required)

**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 (Assignment 6a).*
- *Ministry Leadership Development: A Seminar Teaching Session (Assignment 5a; includes Video, Visual Aids, and 2-Page Handout).*

These assignments 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.

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

### **Prior to Weekend One**

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/>. 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 to show how you are receiving the feedback. 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 discussion we will debrief the inventory and your results.
  - Related learning outcome(s): #1.
  - **Assignment length:** If you average four sections of the report on a page, aim for about 4 pages.
  - **Due date:** Thursday, September 29, 2022, for: a) copy of your inventory report and b) your written personal response to the report.
2. *Prepare Class Presentation on a Core Element of Leadership Training*
  - Read your assigned chapter from the Hughes text (about 18 pages). Chapter topics include motivation, delegation, communication, different learning styles, etc.
  - Prepare a class presentation that includes:
    - a) A summary of essential information in the chapter
    - b) Highlights of core issues and material raised by the author
    - c) Focus on several key challenges for leadership development that are related to that topic
  - Related learning outcome(s): #2.
  - **Presentation length:** 15 minutes presentation and 5-10 minutes discussion.
  - **Due date:** Friday, September 30, 2022.

### **Weekend One** – September 30 and October 01, 2022

3. *Core Elements of Leadership Training: A Class Presentation*
  - Present to class the Hughes chapter assigned above.

## **Prior to Weekend Two**

### 4. *Prepare Ministry Leadership Development Teaching Session*

- During Weekend One I will assign the material from Horsager's *Trusted Leader* text that you will develop into a seminar teaching session.
- Guidelines for preparing your teaching session:
  - Read assigned sections of *Trusted Leader* text.
  - Briefly summarize content of the material.
  - Review the key issues, principles, action points, etc., that are presented by the author.
  - Clearly relate your material to the textbook's overall theme of Trust.
  - Raise specific questions, activities, exercises that allow participants to engage with the material.
  - Prepare a two-page handout that provides a summary of your session as well as 2 or 3 focused questions to stimulate discussion of the material.
  - Prepare visual aids (e.g., PowerPoint slides) to enhance your presentation.
- Related learning outcome(s): #3.
- **Assignment Length:** 20 minutes oral presentation plus 5-10 minutes for discussion.
- **Due date:** Friday, November 04, 2022.

## **Weekend Two** – November 4 and 5, 2022

### 5. a) *Ministry Leadership Development: A Seminar Teaching Session*

- Present the Teaching Session prepared above in Assignment 4.

### b) *Self-Evaluation of Teaching Session*

- View the video of your teaching session.
- Write a self-assessment of positive strengths and areas for personal growth that you perceive from your presentation as well as reflections on personal learning from presentations by other class members.
- Related learning outcome(s): #3.
- **Assignment Length:** 2-3 pages.
- **Due date:** Tuesday, November 08, 2022.

### c) *Oral Debrief Session*

- Schedule and meet with Dr. K. to share your self-evaluation of the video, your overall reflections, and his assessment of your presentation.
- **Due Date:** Thursday, November 10, 2022.

## After Weekend Two

### 6. a) *Written Report: The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team.*

- The goal of this assignment is to write case studies of two different organizations that will represent an effective (functional) team and an ineffective (dysfunctional) team.
- Use Lencioni's model from *The Five Dysfunctions of a Team* to develop a set of interview questions.
- Select at least one leader (preferably two) from each organization and schedule an hour for each personal interview. 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 case.

- Related learning outcome(s): #4.
- **Assignment Length:** 3-4 pages for each case.
- **Due Date:** Monday, November 21, 2022

### 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, November 25, 2022.

### 7. *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.
- **Due date:** Monday, December 05, 2022.

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

Assignment	Reading Time	Assignment Completion Time	Due Date
Classroom time		28	
1. 'Leading from Your Strengths' *Do online inventory *Write personal response	- -	1 2	Thursday September 29 Thursday September 29
3. Core Elements of Leadership Training: A Class Presentation	2	3	Friday September 30
5. Ministry Leadership Development: A Seminar Teaching Session: *Read assigned sections from <i>Trusted Leader</i> text *Prepare teaching session *Self-evaluation *Oral debrief session	10 - - -	- 6 3 1	Friday November 04 Friday November 04 Tuesday November 08 Thursday November 10
6. The Role of Leadership to Build and Sustain an Effective (Functional) Ministry Team *Written Report *Oral discussion	12 -	6 1	Monday November 21 Friday November 25
7. A Leadership Development Proposal (from Rainer text) *Written Report	10	5	Monday December 05
Total =		90 hrs	

**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.

## 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.
- Discussion of individual reports from the *Leading from Your Strengths* online inventory

Key Aspects of the Leadership Development Process (from Hughes textbook)

- 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 – Prepare and Present Teaching Session for Ministry Leadership Training Seminar

First submissions of assignments will not be accepted after **December 9, 2022**.

Date	Revisions Due
Monday, December 12	Resubmissions of <i>'Leading from Your Strengths' Written Personal Response to Report</i> (as necessary) Resubmissions of <i>Core Elements of Leadership Training: A Class Presentation</i>
Tuesday, December 13	Resubmissions of <i>Ministry Leadership Development: A 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, December 14	Resubmissions of <i>Written Report: A Leadership Development Proposal</i> (as necessary)
Thursday, December 15	Secondary resubmissions (as necessary)
Friday, December 16	Additional resubmissions (as necessary)

- No resubmission of assignments will be accepted after **December 16, 2022**.

## 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 <b>exceeded competency requirements for more than 40%</b> 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 <b>met competency requirements for all</b> 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 <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 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](mailto:bwilliamson@horizon.edu); Jessie Lysholm, Associate Dean of Students, at [jlysholm@horizon.edu](mailto:jlysholm@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto: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 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