



Mentoring, Team-Building & Equipping LDR 533 OL

The mission of MB Seminary is to educate and equip men and women to help lead the church in reaching Canada and beyond with the Good News of Jesus Christ.

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Office Hours: By appointment
Credit Hours: 3
Prerequisites: none
Course Term: June 29 - August 29, 2026

Course Instruction

This course is an asynchronous online course offering. There are no in-person requirements. You are required to watch or listen to the course videos and instructional content that is posted in the Populi classroom.

Course Description

The era of the do-it-all “super-leader” is over. While leading remains a prerequisite to effective ministry oversight, equipping, mentoring, and team building are the means of effective leading. Equipping involves ensuring that believers gain the capacity and skills to live out their calling. Mentoring involves modelling Christ-likeness, building relationships that encourage and challenge, and helping people take next steps. Team-building focuses on building a strong sense of community and helping people function well together. The legacy of a leader is largely determined by the degree to which that individual effectively equips, mentors, and builds people into a cohesive team.

Course Objectives

This course’s theme and content are consistent with, and taught through the lens of, the Mennonite Brethren Confession of Faith. Upon successful completion of this course, you will be able to:

- Articulate a biblical basis for healthy teams, including aspects of mentoring, team building, and equipping
- Apply mentoring, team building, and equipping principles and tools to their lives and ministry settings

- Develop a practical model for building healthy teams.
- Apply the concepts of mentoring, team building, and equipping to her/his own life as well as in a real-time ministry setting
- Reflect knowledgeably and constructively on their personal experience in real-time ministry

The most effective learning occurs as you carefully process information through higher-order thinking skills. Your performance and evaluation in this course will be based on demonstrating your engagement and learning, not simply repeating basic facts. In all that you do in this class, you should use higher-order thinking skills, as described below:

- Comprehension: demonstrates the ability to grasp meaning, explain, and restate ideas,
- Application: demonstrates the ability to use learned material in new situations,
- Analysis: demonstrates the ability to separate material into component parts and show relationships between the parts.
- Synthesis: demonstrates the ability to put together the separate ideas to form a new whole, to establish new relationships, and
- Evaluation: demonstrates the ability to judge the worth of material against stated criteria.

Required Texts

- Lencioni, Patrick. *The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues*. Hoboken: Jossey-Bass, 2016. 218 pages.
- Macchia, Stephen A. *Becoming a Healthy Team: Five Traits of Vital Leadership*. LTI Publications, 2014. 176 pages.
- Ogden, Greg. *Unfinished Business: Returning the Ministry to the People of God*. Zondervan, 2003. 271 pages.
- Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills to Solve Problems, Reach Goals, and Develop Others*. (Revised and Expanded Edition). Morgan and James Publishing, 2019. 210 pages.
- The Table Group: Ideal Team Player Self-Assessment - Paid self-assessment for you (and your team). If the link doesn't work, go to <https://www.tablegroup.com/ideal-team-player-self-assessment>
- Executive Co: Five Dysfunctions Assessment - free self-assessment for you (and your team). If the link doesn't work, go to <https://www.executiv.co/resources/five-dysfunctions-of-a-team-self-assessment>

Assignments and Evaluation

This course has several assignments, including significant participation in the online learning community. For all written assignments, please double-space your papers and follow the guidelines in the *Turabian Manual for Writers*.

Assignments are due by midnight (Pacific Standard Time) on the due date. Please submit your assignments in the online classroom—make sure to include your last name in your file, for example, **Anderson-Theology of Equipping.docx**.

Please note that I will deduct 5% of an assignment's total possible value for each day that it is late. Having said that, if you cannot complete an assignment on time, I will grant you one extension (of up to one week) for one assignment during the course (without penalty), provided that you request the extension in advance of the deadline date.

I will also consider extensions in exceptional circumstances, such as a medical emergency (when a doctor's note accompanies the request). When I allow a student to rewrite an assignment, I generally deduct 20% of the assignment's value before assigning a grade to a rewritten assignment.

Overview of Assignments

Week	Due Date	Assignments	% of Grade	Cumulative %
1	Jun 29-Jul 3	Discussion Forum #1 (Mentoring)	5%	5%
1	Jul 4	Mentor Contract Due		
2				
3	Jul 13-18	Discussion Forum #2 (Coaching)	5%	10%
4	Jul 20-25	Discussion Forum #3 (Team-building)	5%	15%
5	Aug 1	Becoming a Healthy Team	25%	40%
6	Aug 3-8	Discussion Forum #4 (Equipping)	5%	45%
7	Aug 15	Equipping Theology & Presentation	25%	70%
8	Aug 19-22	Coaching Assignment, Reflection & Discussion	10%	80%
9	Aug 29	Mentoring Analysis Reflection	20%	100%
9	Aug 29	Course Evaluation		

Learning Community Forums

This course has four regular online discussion forums where you can interact with others in the class about key questions, assignments, course readings, and additional lecture material. These forums are opportunities for you to share thoughts and experiences and gain insights from others in the class. They are an integral part of our class together.

You should plan to invest approximately 4 hours per forum week. Please ensure you do the prescribed reading and watch the instructional videos (or access the instructional content in other ways) for each forum week to participate meaningfully in the forum discussions.

Each forum week starts on Monday and ends on Saturday. Students are expected to contribute to the forum discussions by posting one substantive contribution per question and three conversational posts per forum week. Within each forum, there will be due dates for your substantive posts (i.e. question #1 is due Tuesday, question #2 by Wednesday, and so on). Points are deducted for late entries.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said). I'd encourage you to ask good coaching questions or share experiences that invite others in the class to think more deeply or differently. Conversational contributions are worth 30% of the forum's mark.

By substantive responses, I mean responses that show a deep processing of relevant ideas (200-400 words). This is a tremendous opportunity to build on one another's knowledge, insights, and experience, and our collaboration will deepen and broaden our learning. We may also respectfully challenge one another, but we must build a supportive subculture that encourages and, if necessary, ministers pastorally to one another. Substantive contributions are worth 60% of the forum's mark.

Forum discussions are a best practice in online learning and are meant to replace classroom discussions with your peers. They are opportunities to consider a topic more deeply and synthesize ideas, perspectives and experiences as a class. Your level of engagement and contribution to enriching your own and others' learning is worth 10% of the forum's mark.

Coaching Assignment, Reflection & Discussion

For this assignment, I would ask that you coach someone one-on-one for at least four one-hour sessions using the COACH Model by Keith Webb. After each session, take time to reflect on your coaching conversation by answering the following questions:

- What areas did you do well in?
- Where could you improve?

In week 8, you will have the opportunity to share about your coaching practice in a discussion forum. In addition to synthesizing your weekly answers to the questions above, share how you saw your coaching ability grow. How did you see your coaching impact your coachee? What will you try to do differently as you incorporate coaching into your ministry? For context, (and if you can), please provide a sense of who you coached (e.g., a friend or colleague) and the topic of your conversation, but do not share identifying details that break confidentiality.

Please write 400-500 words describing your experience. Remember to focus on your coaching approach rather than the details of any coaching conversations. I encourage you to integrate Scripture and or our texts into your reflection. As you respond to others, please remember to respond pastorally as necessary.

Your written post and your responses to others comprise 10% of your mark. Please post your reflection in the online classroom by **August 19** and at least two responses to others by **August 22**.

Mentoring Assignment

Students are required to secure a mentor for eight weeks during the course and meet with them weekly (in person or virtually). These meetings should primarily feature discussion of the student's personal and leadership development (particularly related to mentoring, team-building, and equipping) rather than the discussion of ministry details. Prayer should be prominent. Students should view these meetings as opportunities to benefit from their mentor's experience and guidance in the course themes.

The mentoring/coaching assignment has two parts:

Part 1 - Mentoring Contract

- a. The student and mentor will establish a Mentoring Contract (see Appendix A) at the first meeting, outlining their eight-week goals and how these will be accomplished; both will sign the contract.

Please submit a digital copy to the online classroom by **July 4**.

Part 2 - Mentoring Analysis Reflection

After the seventh mentoring session is complete, submit a 1,500-word analysis of your mentoring experience to the leadership mentor in the eighth session. Your reflection should move beyond mere description into analysis. Some questions you will want to consider include:

- How did your discussions support, challenge and/or add to the key principles that emerged in our class discussions and through the readings for the course (be specific about these connections and include citations that clearly show the sources of the ideas)?
- How did those discussions impact your thinking or practice?
- What are some of the blessings and challenges you experienced during your time with your mentor?
- How did you grow as a person or leader because of your mentor's influence?

You will want to rigorously interact with Scripture and the course themes and texts (with citations). Please include a schedule of your mentoring meetings and the time you spend in each. Please have your mentor read your analysis, make comments in the margins (either electronically or on a hard copy that you scan), and sign your paper.

Please submit a digital copy to the online classroom by **Aug 29**.

Note: It is your responsibility to ensure that you and your mentor meet the required number of times. If, for some reason, this is not likely to happen, please contact me to discuss alternative strategies.

Becoming a Healthy Team

This assignment has four required parts:

Part One – Principles for Healthy Teams

Based on a careful read of *Becoming a Healthy Team* and *The Ideal Team Player* texts, your 5 Dysfunctions and *Ideal Team Player Assessments*, and an integration of key ideas from other sources, develop a set of 10 principles for healthy teams in the form of a team covenant. In addition, include a clear description of each principle. As always, draw on other sources to deepen your theological understanding (e.g., how would a theology of team-building informed by Scripture inform your list of principles for healthy teams, and how would theoretical engagement with the relevant issues shape your thinking?).

Part Two –Team Assessment

The second part of the assignment is to use the principles from part one to assess a team of which you are a part (if you are not currently part of a team, you may assess a previous team). Get the team involved in the assessment (e.g., have a group discussion about how the team is doing on the 10 principles) so they are more likely to own the results. Please include a short description in your paper on how you involved others meaningfully.

Part Three – Strategic Plan for Building a Healthier Team

The third part is to develop a strategic plan for helping the team you assessed in part two to become healthier (you can do this in point form). The strategic plan should include at least three major objectives with three SMART (specific, measurable, attainable, realistic, time-bound) action steps for each objective. If possible, include the team in creating the action plan (make sure you include a short description of how you included them). They are much more likely to act on something that they have helped to create.

Part Four – Mentor Input

Share your ideas as you do the various parts of this assignment with your mentor. Incorporate and cite your mentor's feedback as appropriate. Please include a note that you have

This assignment should be no more than seven pages and is due **August 1**.

Equipping Theology and Workshop

This assignment has two required parts:

Part 1 – Theology of Equipping

Based on Unfinished Business, Scripture, the course instructional content, and other sources, develop a concise, three-page theology of equipping. From a biblical perspective, what is equipping, why is it important, and how should we equip others?

Part 2 – Equipping Workshop

Design and deliver a 30-60-minute workshop aimed at equipping participants in a specific way (e.g., training children’s ministry workers on managing their classrooms, helping parents monitor their children’s social media use, instructing pastoral staff on effective social media use, or guiding your small group on an important task like reaching the lost or managing conflict). Beyond the slides, include instructor notes that offer necessary commentary to explain the slides and demonstrate their connections. You can do this with the “notes” feature of PowerPoint or Keynote, or provide them in a separate document. The key is to present your workshop so that anyone can take your presentation and deliver it using the provided content. Please also include a 1-2-page summary of the group that attended your session, along with your evaluation of the session. This section should be no more than 10 PowerPoint slides plus the summary.

This assignment is due **August 15**.

Course Evaluation

Near the conclusion of this course, you will be asked to complete a course evaluation. This will be integrated into the Populi classroom near the end of the course.

Grading Scale

Letter Grade	Description	Grade Point	Meaning in Graduate Work
A+	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language usage. Makes an original contribution and is potentially publishable.
A	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	Very Good	3.70	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision or references and resources not taken fully into account or examples are basic or not completely convincing or barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.
F	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.

Important Academic Notes

Academic Integrity and Avoiding Plagiarism

As Christian scholars pursuing higher education, academic integrity is a core value of the entire MB Seminary community. Students are invited into this scholarly culture and are required to abide by the principles of sound academic scholarship at MB Seminary. Instances of academic misconduct are taken seriously at MB Seminary, and appropriate consequences for plagiarism and academic fraud will be applied.

Artificial Intelligence

The inappropriate use of artificial intelligence tools also constitutes Academic Misconduct. Generative AI, when properly cited, may support a student's work, but it may not be used to transform it. Therefore,

When students use generative artificial intelligence tools to **research** any course-related work, the generated material must be clearly and correctly indicated and cited using the Chicago/Turabian referencing style for generative AI. Additionally, students must also cite the exact prompts used.

Citation is not required to document the use of simple proofreading. **However, generative AI tools may not be used to translate, paraphrase, or increase the fluency of a student's original work.** Therefore, if the AI tool's results produce material changes to your wording, structure, phrasing, language, or style, you are in contravention of this policy.

Failure to clearly indicate and reference AI-generated material or any use of AI paraphrasing tools that alter syntax, originality and/or clarity will be considered a violation of academic integrity and reported as academic fraud.

For specific issues related to your course, students are encouraged to contact their course professors directly.

Paper Formatting

Students are required to adhere to the Turabian Notes (Bibliography) format for all papers. Please consult the [Turabian Citation Quick Guide](#) for information or:

Turabian, Kate, L. *A Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago, IL: The University of Chicago Press, 2018.

Assignment Grade Appeals

Students can appeal an assignment's grade to the course instructor by stating their reasons for contesting the grade in writing. The deadline for such appeals is one week after the student has received their grade. Formal course grade appeals can be made directly to Dr. Brian Cooper, Director

of Student Development, briancooper@mbseminary.ca. These must be submitted in writing within 14 days of the grade being posted.

Web Support-Student Portal — <https://mbseminary.populiweb.com>

All students at MB Seminary will receive an MBS-Populi username and password. This is determined at the time of an online application. If you have any difficulty with your password or your login credentials, please contact Keith Reed, Director of Church Equipping, keithreed@mbseminary.ca.

Course Intensive/Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate class cancellation information to your church host and contact. You should also check the Populi classroom for updates.

Equity of Access

It is the responsibility of a student with a learning disability to inform the MB Seminary Director of Student Development (briancooper@mbseminary.ca) of this fact **before the start of a course** so that necessary arrangements can be made to support the student's learning. Medical documentation is required, along with a description of the accommodation the student is seeking. Students are encouraged to have any accommodations granted in place well before the start of their course.

