



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

P221 Introduction to Pastoral Life and Leadership

3 credits. Prerequisites: none.

Course delivery options:  On Campus  Live-Stream  Video on Demand

September 13-October 22, 2021
Term A
Monday-Thursday, 9am-10:30am

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Be shepherds of God's flock that is under your care, watching over them—not because you must, but because you are willing, as God wants you to be; not pursuing dishonest gain, but eager to serve. (1 Peter 5:2)

Course Goals

Course Description

This course introduces pastoral theology with an emphasis on the health and life of the church and its leadership. Students will examine aspects of a healthy personal life, spiritual maturity, and the practical work of a pastoral leader in a local church.

Relationship to Horizon's Mission

The college's mission is to prepare competent leaders for Spirit-empowered life and ministry. Effective pastoral ministry requires students to be prepared for competent spiritual leadership. Personal spiritual maturity must be foundational in your life and vocational ministry. This course plays an important role in Horizon's mission and curriculum because these emphases involve implications that extend to both personal and congregational benefits (cf. 1 Tim. 4:16). Together, we will pursue the same spirit of instruction that the Apostle Paul gave to his protégé: "Study *and* do your best to present yourself to God approved, a workman [tested by trial] who has no reason to be ashamed, accurately handling *and* skillfully teaching the word of truth. (2 Tim. 2:15, *Amplified Bible*)

Core Competencies and Learning Outcomes



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

1. Identify and understand their personality/psychology type and recognize how it will affect their approach to ministry.
 - *Assessment:* Report on MBTI



To demonstrate competency in *Ministry Development*, students will:

2. Practice core pastoral functions such as communion, baby dedications, water baptism, pastoral prayer, and worship service planning.
 - *Assessment:* Pastoral Function Plans
3. Recognize and explain the importance of the primary ministry functions of a pastoral leader, including discipleship.
 - *Assessment:* Ministry Health Paper
4. Understand the ministry characteristics that are in healthy, vibrant, missional churches.
 - *Assessment:* Ministry Health Paper



To demonstrate competency in *Spiritual Maturity*, students will:

5. Plan for growing and maintaining spiritual, emotional, relational, and family health as a pastoral leader.
 - *Assessment:* Spiritual Disciplines Journal

Course Work

Required Readings

Trask, Thomas E., Bicket, Zenas J., Goodall, Wayde I. *The Pentecostal Pastor: A Mandate for the 21st Century*. Springfield, MO: Gospel Publishing House, 2012. (ISBN-13: 9781607313281)

Wilkerson, Gary. *David Wilkerson: The Cross, The Switchblade, and the Man who Believed*. Grand Rapids: Zondervan, 2014. (ISBN: 9780310326274)

MacDonald, Gordon. *Building Below the Waterline: Shoring Up the Foundations of Leadership*. Peabody, MA: Hendrickson Publishers, 2011. (ISBN-13: 9781598566697)

Reading Package: Available on Populi.

**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. *Report on MBTI.* This assignment must be edited and submitted to the Leadership and Administration *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

Activities (marked as complete or incomplete) & **Assignments** (assessed for competency)

1. Reading Questions #1.

Read from Unit 2 of *The Pentecostal Pastor* the chapter “The Character of the Lord’s Servant” (pp. 109-117). Read pages 83 – 106 in *Building Below the Waterline*. Come to class on **Wednesday morning, September 15** with five questions from these readings on the pastor’s character to use in a class discussion on this subject. Submit your five questions BEFORE the discussion under the assignment “Reading Questions #1” (9am) on Populi.

- **Assignment Length:** 5 questions.
- **Due date:** Wednesday, September 15 at 9am.

2. Online Quiz.

Go to <https://www.16personalities.com> and do the free online Myers-Briggs Personality Quiz. Make sure to save a copy of your results to your computer by Monday, September 20 at 9am.

- **Assignment Length:** N/A.
- **Due date:** Monday, September 20 at 9am.

3. Report on MBTI

A written report or video based on your Myers-Briggs profile, chapter two of *Understanding and Changing Your Management Style*, and the Academy Section of www.16personalities.com is **due Thursday morning, September 23 at 9am**. Read the material from Robert Benfari in the course Reading Package: chapter 2 (pp. 23-45) to gain an introductory understanding of how your MBTI affects your leadership style and study the Academy Section of www.16personalities.com and learn as much about your personality profile as well. Use these sources in your paper or video.

Please ensure your written report or video includes:

- An introduction that clearly identifies your personality type.
- A listing of the strengths associated with your personality type and examples from your life and leadership where you have seen these strengths used.
- A listing of how your personality type often responds under stress, examples from your life of how you have seen these stress behaviors in yourself.
- An action plan to show how you plan to maximize your strengths and minimize the weaknesses of your personality type. Or stated in a different way, the areas to develop in your life and your plan for developing for them.
- A clear conclusion.
- This written report shall be between 1000 and 1200 words in length and formatted according to the Horizon Format Guide.

- If you are making a video, the video should be 8-10 minutes in length. You will still need to cite the above required sources, and note in your video when you are citing a source. You should also submit an outline of your notes that the video is based on. Upload your video to a free online video hosting page (e.g., YouTube) and submit the link of your video to Populi.
- Related learning outcome(s): #1.
- **Length:** 4 – 5 pages (report) OR 8-10 minutes (video).
- **Due date:** Thursday, September 23 at 9am.

4. *Reading Questions #2.*

On Populi, you will be given a copy of the reading “The Power of Discipline” by Brian Tracy on Thursday, September 23. Come to class on **Monday morning, September 27** with three questions about the importance of discipline in ministry and leadership. Submit your three questions under the Assignment “Reading Questions #2” by 9am on Populi.

- **Assignment Length:** 3 questions.
- **Due date:** Monday, September 27 at 9am.

5. *Pastoral Functions Plan.*

Discuss and develop a written plan, in the “Ministry Development Small Group” you are assigned to, some of the core pastoral functions (such as communion, baby dedication, water baptism, pastoral prayer, and worship service planning). Present or conduct the core pastoral function to the class and submit the 2-page written plan outlining the format followed during this presentation. VOD students will submit this assignment as a video.

- Related learning outcome(s): #2
- **Assignment Length:** presentation + 2-page written plan.
- **Due date:** As indicated during class.

6. *Spiritual Disciplines Journal.*

Keep a journal or diary of the practices you have put into place in your life. This diary should cover the days from September 17-October 8, 2021. For each entry, record the date and time in bold letters, and then write your paragraph underneath. While these disciplines are not the only practices you need to put into your life to ensure emotional, spiritual, relational, and family health, they will provide a healthy foundation upon of daily spiritual communion.

- Related learning outcome(s): #5.
- **Assignment Length:** 1 paragraph (50 words minimum per day).
- **Due Date:** October 8.

7. *Ministry Health Paper.*

Read Gary Wilkerson’s book *David Wilkerson* in its entirety, Part 2 of Gordon MacDonald’s book *Living Below the Waterline*, and 5 chapters of your choice from Unit 2 of *The Pentecostal Pastor*.

Prepare a written paper between 2250 and 2500 words using the ORCA PRINCIPLE OF LEADERSHIP on the subject “Maintaining Health in Ministry,” addressing both the health of the pastor’s ministry and the health of the church. This paper should be based on what you observed from reading Wilkerson’s book *David Wilkerson*, from reading part 2 of Gordon MacDonald’s book *Living Below the Waterline*, from interviewing a pastor who you are not related to and who has a minimum of 15 years of ministry experience, from classroom teaching and discussions, and from reading five chapters of your choice from Unit 2 of *The Pentecostal Pastor*. You will be required to confirm that you have read the required reading on the Title Page of your paper. This paper should:

- Give clear indication of what you observed from each of the sources listed above about maintaining ministry health—both the health of the pastor’s ministry and the health of the church.
- Using the ORCA principle, show very clear comparisons between these sources and some thoughtful insights on how they differed and which you think apply to you most in light of your Myers-Briggs personality type.
- Conclude with a minimum of five key observations from the above sources that you plan on applying to your ministry life in light of your Myers-Briggs personality type and why these practices will be important to you and your ministry fruitfulness.
- Be formatted according to the [Horizon Format Guide](#)
- Related learning outcome(s): #3 and #4.
- **Assignment Length:** 8 – 9 pages.
- **Due Date:** October 13.

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 some different assignment due dates than in-class students. Do your assignments according to the following schedule.
 - Reading Questions #1 (no change)- Wednesday, September 15
 - Online Quiz (no change)- Monday, September 20
 - Report on MBTI (no change)- Thursday, September 23
 - Reading Questions #2 (no change)- Monday, September 27
 - Pastoral Functions Plan (submit as a video to Populi using a video hosting site like YouTube)- Tuesday, October 5
 - Ministry Health Paper (no change)- Friday, October 8
 - Spiritual Disciplines Journal (no change)- Wednesday, October 13
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week’s classes.
- Each week, by Monday at 11:59pm, VOD students will submit a report on Populi (300 written words or 2-3 minutes audio or video). The report must:
 - 1) affirm you have watched the required recording for the last seven days,

- 2) summarize one thing you learned that week that will help you reach the course learning outcomes, and
- 3) explain at least one question you had after watching the class recording.
- Near the end of the class, Pastor John will organize a one-hour Zoom call with the VOD students to debrief the course and to provide space for questions. Stay tuned for more information.
- In order to pass the course, VOD students must complete all of their VOD weekly engagements either via Zoom or by submitting a weekly report. These engagements are marked as pass/fail based on whether or not the student demonstrates thoughtful engagement with the class material.

Estimate of Time Investment (individual time investments may vary)

Readings	22 hrs	
Classroom time	28.5 hrs	
1. Activity #1—Reading Questions #1	3 hrs	September 15, 9am
2. Activity #2—Online Quiz	1 hr	September 20, 9am
3. Assignment #3—Report on MBTI	8 hrs	September 23, 9am
4. Activity #4—Reading Questions #2	1 hr	September 27, 9am
5. Assignment #5—Pastoral Functions Plan	In class	During class
6. Assignment #6—Spiritual Disciplines Journal	11 hrs	October 8
7. Assignment #7—Ministry Health Paper	16 hrs	October 13
Total =	90.5 hrs	

Assessment Rubrics

Assignment rubrics will be available by the first day of class on Populi under the lesson “P221 Assessment Rubrics.”

Course Outline / Class Schedule

This course will be designed around the ORCA PRINCIPLE OF LEADERSHIP. Students will be challenged to become proficient using it with a particular emphasis on maintaining personal ministry health as you seek to excel in the four key functions of pastoral ministry; loving, leading, teaching, and governing.

1.0 Introduction

- 1.1 The ORCA PRINCIPLE OF LEADERSHIP.
- 1.2 The call to ministry
- 1.3 Issues in ministry
- 1.4 The Breadth of Ministry Responsibility
- 1.5 Discussion of the importance of character.

2.0 The Foundation of Ministry

- 2.1 Model, Model, Model
- 2.2 Leading from a position of Prayer and Dependency
- 2.3 Understanding the primary tasks
- 2.4 Personal, spiritual, and family life

- 2.5 Leading Through Change
- 2.6 Time Management
- 2.7 Characteristics of Prevailing Churches

3.0 Identifying Your Personality Type

- 3.1 Results from the Myers-Briggs Personality Type Indicator Test.
- 3.2 The Sixteen Personality Types
- 3.3 The Sixteen Personality Types and Pastoral Ministry

4.0 Leading

- 4.1 Four Core Competencies of Leadership
- 4.2 Three Areas of Church Vitality
- 4.3 Relationship with the Church Board
- 4.4 Working with Staff
- 4.5 Centered Leadership

5.0 Loving

- 5.1 Caring as the Foundation of Administration
- 5.2 The Pastor's Family
- 5.3 Pastoral Care, Visitation, and Counselling
- 5.4 Altar Ministry
- 5.5 First Time Attenders
- 5.6 Absentee Follow-up
- 5.7 Connecting with the community
- 5.8 Pastoral Conversation
- 5.9 Taking Advantage of Big Gatherings
- 5.10 The Sixteen Personality Types and Pastoral Care

6.0 Feeding

- 6.1 The Importance of Feeding
- 6.2 The ORCA PRINCIPLE and Developing your Feeding Style
- 6.3 The Goal of Teaching
- 6.4 Teaching Pentecostal Distinctives
- 6.5 The Sixteen Personality Types and Teaching Styles

7.0 Governing

- 7.1 The Importance of Governing
- 7.2 Governance and Meetings
- 7.3 Church Budgets
- 7.4 The Sixteen Personality Types and Governance

Many of these topics will be dealt with during class. Others will be dealt with through the reading of course textbooks and other assigned reading. The course will also include presentations from guest presenters who will bring their perspective on pastoral life and leadership.

- First submissions of assignments will not be accepted after Friday, October 15.

Monday, October 18	Resubmission of <i>Report on MBTI (as necessary)</i>
Tuesday, October 19	Resubmission of <i>Pastoral Functions Plan (as necessary)</i> Resubmission of <i>Ministry Health Paper (as necessary)</i>
Wednesday, October 20	Resubmission of <i>Spiritual Disciplines Journal (as necessary)</i>
Thursday, October 21	Secondary Resubmissions (<i>as necessary</i>)
Friday, October 22	Additional Resubmissions (<i>as necessary</i>)

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

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

The college library has an extensive collection of resources related to pastoral theology. Using the online Library Catalogue system, you can browse these resources at your leisure. Also, there is a broad range of materials available on the internet through web searches using relevant key words.

Anderson, Robert C. *The Effective Pastor: A Practical Guide to the Ministry*. Moody, 1985

Andrews, Andy. *Mastering the Seven Decisions that Determine Personal Success*. Thomas Nelson, 2008.

Barnett, Tommy. *There's a Miracle in Your House*. Strang Communications, 1993.

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership*. InterVarsity Press, 2008.

Blanchard, Ken and Hodges, Phil. *Lead Like Jesus*. Thomas Nelson, 2005.

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Gushee, David P. and Jackson, Walter C. (Eds) *Preparing for Christian Ministry: An Evangelical Approach*. Baker Books, 2004.

Hybels, Bill. *Courageous Leadership*. Zondervan, 2002.

Ingram, Chip. *Good to Great in God's Eyes*. Baker Books, 2007.

Kim, Matthew. *Seven Lessons for New Pastors*. Cascade Books, 2020.

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Zimmerman, T.F., Carlson, G.F., Bicket, Zenas J. (eds). *And He Gave Pastors*. Gospel Publishing House, 1979.