



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.

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

September 11-October 20, 2023
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)

Please note: This course requires work before the term begins (see Assignment #1).

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:* Online Quiz, 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:* Major Paper
4. Understand the ministry characteristics that are in healthy, vibrant, missional churches.
 - *Assessment:* Major 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:* A Plan for Spiritual Health

Course Work

Required Readings

Nelson, Tom. *The Flourishing Pastor: Recovering the Lost Art of Shepherd Leadership*. Downers Grove, IL: InterVarsity Press, 2021. ISBN: 978-1514001325.

Collier, Winn. *A Burning in My Bones: The Authorized Biography of Eugene H. Peterson, Translator of The Message*. Colorado Springs, CO: Waterbrook. 2021. ISBN: 9780735291645.

**While students have the benefit of accessing many of 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

You should be reading The Flourishing Pastor throughout the course to prepare for Assignment #8 and #10. Do not leave it all for the last minute.

1. *Reading Questions #1.*

Read the material provided in the course Reading Package (Spirituality and Spiritual Growth) from the book *Preparing for Christian Ministry: An Evangelical Approach* chapter 5 (pp. 81-93) to gain an understanding of the most significant contributor to fruitfulness in Christian ministry. Come to class on **Monday, September 11** with five questions from this reading on the pastor's spiritual life and growth. Hand these questions in on Populi before the start of class on Monday, September 11. This assignment will be marked as complete or incomplete, and must be completed to pass the course.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Ask 5 meaningful, relevant, and specific questions.
- **Assignment length:** 5 questions.
- **Due date:** September 11 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, and upload the results to Populi, as well as print a copy to bring to class on **Tuesday, September 19**. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- To complete this assignment, students will follow these guidelines:
 - Upload your results to Populi and print a copy for class.
- Related learning outcome(s): #1.
- **Assignment length:** N/A.
- **Due date:** September 19 at 9am.

3. *A Burning in My Bones Reading and Response Part 1.*

Read the preface, introduction, and Part 1 of *A Burning in My Bones* by **Thursday, September 21**. Come to class with two quotes from this section of the book, typed, and handed in on Populi before the start of class on Thursday, September 21. Come prepared to discuss this section of the book in class on September 21. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Bring two meaningful, relevant, and important quotes from the book.
- **Assignment length:** 2 quotes.
- **Due date:** September 21 at 9am.

4. *Reading Questions #2.*

Read the material provided in the course Reading Package "The Power of Discipline" by Brian Tracy before **Monday, September 25** and come to class on **Monday, September 25** with three questions about the importance of discipline in ministry and leadership. Hand these questions in on Populi before the start of class on Monday, September 25. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.

- Ask 3 meaningful, relevant, and specific questions.
- **Assignment length:** 3 questions.
- **Due date:** September 25 at 9am.

5. *A Burning in My Bones Reading and Response Part 2.*

Read Part 2 of *A Burning in My Bones* by **Thursday, September 28**. Come to class with two quotes from this section of the book, typed, to be handed in on Populi before the start of class on September 28. Come prepared to discuss this section of the book in class on September 28. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Bring two meaningful, relevant, and important quotes from the book.
- **Assignment length:** 2 quotes.
- **Due date:** September 28 at 9am.

6. *Report on MBTI- 25%.*

Complete a written report or video report based on your Myers-Briggs profile, chapter two of *Understanding and Changing Your Management Style*, and the Academy Section of www.16personalities.com by **September 28 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.
- 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.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.

- Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources. For a video, notes when the student is citing a source in the video itself.
- Cite Chapter 2 of *Understanding and Changing Your Management Style* and the Academy Section of www.16personalities.com (video and written).
- Include a bibliography.
- In an introduction, identify your MBTI type and at the end, give a clear conclusion.
- Indicate you have done the required reading on the Title Page, or at the beginning of the video.
- If making a video, submit an outline of the notes on which the video is based.
- Related learning outcome: #1
- **Assignment length:** 4-5 pages (written) or 8-10 minutes (video).
- **Due date:** September 28 at 9am.

7. *A Burning in My Bones Reading and Response Part 3.*

Part 3 of *A Burning in My Bones* by **Thursday, October 5**. Come to class with two quotes from this section of the book, typed, to be handed in on Populi before the start of class on Thursday, October 5. Come prepared to discuss this section of the book in class on October 5. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Bring two meaningful, relevant, and important quotes from the book.
- **Assignment length:** 2 quotes.
- **Due date:** October 5 at 9am.

8. *A Plan for Spiritual Health- 25%.*

Based on your reading of *The Flourishing Pastor*, interviewing a pastor with a minimum of 15 years of pastoral experience, material discussed in class, Chapter 5 from the book *Preparing for Christian Ministry: An Evangelical Approach*, write out your plan for maintaining spiritual health and vibrancy for the rest of your college journey and as you enter Christian ministry. The plan should be specific, relevant, and meaningful for your spiritual health at this stage in your life.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Cite the above sources.
 - Indicate you have done the pastoral interview and read the required readings on the Title Page.
- Related learning outcomes: #5
- **Assignment length:** 750-900 words (3-3.5 pages).
- **Due date:** October 9.

9. *Pastoral Functions Plan -20%.*

Discuss and develop a 2-page written plan, in the “Ministry Development Small Group” you are placed in, for one of the core pastoral functions (such as communion, baby dedication, water

baptism, pastoral prayer, and worship service planning) that your group is assigned. Present or conduct the core pastoral function to the class.

Those attending via Zoom should contribute to the group preparation of the assigned core pastoral function and prepare a video for the pastoral function including an introduction, the actual function, and a closing. These should be submitted on Populi. The video can be uploaded to a content-hosting site like YouTube, and then the link can be submitted on Populi.

VOD students will film and submit a video of the core pastoral function and submit the written plan outlining the format followed during this presentation. These should also be submitted on Populi. The video can be uploaded to a content-hosting site like YouTube, and then the link can be submitted on Populi.

- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
- Related learning outcome(s): #2
- **Assignment length:** Video/presentation + 2-page written plan.
- **Due date:** as assigned (by October 12)

10. *Ministry Health Paper*- 30%.

Prepare a written paper between 2250 and 2500 words using the ORCA PRINCIPLE OF LEADERSHIP on the subject “Maintaining Health in Ministry” that addresses how to nurture and sustain both the spiritual and organizational health of the church. This paper should be based on what you observed from reading Collier’s book *A Burning in My Bones*, from reading chapter 8 (The Church and Its Ministry) included in the course Reading Package, from interviewing a pastor (who is not a relative or relative by marriage) with a minimum of 15 years of ministry experience, from classroom teaching and discussions, and from Nelson’s book *The Flourishing Pastor*. (Leader and Administrator), and observations from your own local church. 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.
- To complete this assignment, students will follow these guidelines:
 - Follow the Horizon Format Guide.
 - Cite the sources listed in the description.
 - Appear to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Include a bibliography.

- Indicate you have done the pastoral interview and read the required readings on the Title Page.
- Related learning outcome(s): #3 and 4.
- **Assignment length:** 2250-2500 words.
- **Due date:** October 13.

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 and different* assignment due dates as in-class students. Adjustments are as follows:
 - **Report on MBTI due October 4 at 11:59PM.**
- By Tuesday at 11:59pm each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's classes. They will address the following:
 - 1) affirm they have watched the required recording for the last seven days
 - 2) summarize one thing they learned that week that will help them reach the course learning outcomes
 - 3) explain at least one question they had after watching the class recording.'
- The medium by which this reporting occurs will vary from week to week. The posts on the Populi Discussion Boards should be 250-300 words:
 - Week 1 Lectures and Report via Discussion Board: Report on Populi Discussion Board due by September 19 at 11:59PM.
 - Week 2 Lectures and Report via Zoom Call: Zoom Call with Professor due by September 26 at 11:59PM.
 - Week 3 Lectures and Report via Discussion Board: Report on Populi Discussion Board due by October 3 at 11:59PM.
 - Week 4 Lectures and Report via Discussion Board: Report on Populi Discussion Board due by October 10 at 11:59PM.
 - Week 5 Lectures and Report via Zoom Call: Zoom Call with Professor due by October 17 at 11:59PM.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are 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 Weighting |
|--|---------|----------------|-----------------------------|
| Readings | 26 hrs | Throughout | |
| Classroom time | 30 hrs | N/A | |
| 1. Reading Questions 1 | 1 hr | Sept 11 at 9am | - |
| 2. Online Quiz | 1 hr | Sept 19 at 9am | - |
| 3. A Burning in My Bones Part 1 Reading Response | 1.5 hrs | Sept 21 at 9am | - |
| 4. Reading Questions 2 | 0.5 hrs | Sept 25 at 9am | - |
| 5. A Burning in My Bones Reading and Response Part 2 | 1.5 hrs | Sept 28 at 9am | - |
| 6. Report on MBTI | 8 hrs | Sept 28 at 9am | 25% |
| 7. A Burning in My Bones Reading and Response Part 3 | 1.5 hrs | Oct 5 at 9am | - |
| 8. A Plan for Spiritual Health | 8 hrs | Oct 9 | 25% |
| 9. Pastoral Functions Plan | 3 hrs | As Assigned | 20% |
| 10. Ministry Health Paper | 16 hrs | Oct 13 | 30% |
| Total = | 98 hrs | | |

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

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 Spirituality, Spiritual Growth, Spiritual Health
- 1.3 The call to ministry
- 1.4 Issues in ministry
- 1.5 The Breadth of Ministry Responsibility
- 1.6 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 Time Management
- 4.6 The Sixteen Personality Types and Pastoral Leadership
- 4.7 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

7.0 Governing

- 7.1 The Importance of Governing
- 7.2 Governance and Meetings
- 7.3 Church Budgets

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 may also include presentations from guests presenters who will bring their perspective on pastoral life and leadership.

- First submissions of assignments will not be accepted after October 13, 2023.

| | |
|-----------------------|--|
| Monday, October 16 | Resubmissions of <i>Report on MBTI</i> (as necessary) |
| Tuesday, October 17 | Resubmissions of <i>Pastoral Functions Plan</i> (as necessary) Resubmissions of <i>A Plan for Spiritual Health</i> (as necessary) |
| Wednesday, October 18 | Resubmissions of <i>Major Paper</i> (as necessary) |
| Thursday, October 19 | Secondary resubmissions (as necessary) |
| Friday, October 20 | Additional resubmissions (as necessary) |

- No resubmission of assignments will be accepted after October 20, 2023.

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 on Populi](#) 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by

assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

| Horizon CBE Scale | | Descriptor | Letter Grade | Grade Point | U of S Equivalency |
|-------------------|------------------------|---|--------------|-------------|--------------------|
| E | Exceeding expectations | Student demonstrated exceptional achievement of the learning outcomes. | A+ | 4.0 | 90-100 |
| | | | A | 4.0 | 85-89 |
| | | | A- | 3.7 | 80-84 |
| M | Meeting expectations | Student demonstrated good achievement of the learning outcomes. | B+ | 3.3 | 77-79 |
| | | | B | 3.0 | 73-76 |
| | | | B- | 2.7 | 70-72 |

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

| | | | | | |
|-----|--------------------------------|---|----|-----|-------|
| BTM | Beginning to meet expectations | Student was beginning to meet learning outcomes. | C+ | 2.3 | 67-69 |
| | | | C | 2.0 | 63-66 |
| | | | C- | 1.7 | 60-62 |
| NYM | Not yet meeting expectations | Student made insufficient progress toward meeting learning outcomes. | D+ | 1.3 | 57-59 |
| | | | D | 1.0 | 53-56 |
| | | | D- | 0.7 | 50-52 |
| | | | F | 0.0 | 0-49 |

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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

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 are a broad range of materials available on the internet through web searches using relevant key words.

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