







P221 Introduction to Pastoral Life and Leadership

3 credits. Prerequisites: none.

 Mississauga Campus  Livestream  Video on Demand

 Saskatoon Campus with Remote Prof

March 3–7, 2025
Module D
Monday–Thursday, 10am–5pm ET,
(9am–4pm SK)

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Care for the flock that God has entrusted to you. Watch over it willingly, not grudgingly—not for what you will get out of it, but because you are eager to serve God (1 Pet 5:2 NLT).

Please note: This course includes reading before and during the module as well as the completion of a brief personality profile. See assignments one and two for details.

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 MCS-Horizon's Missions

Pastoral leadership, whether formal or informal, is essential to the mission of the church. Pastors must know, lead, feed, and guide their people in our rapidly changing world. This course will train future pastors to competently handle the complex challenges of life and ministry.

Core Competencies and Learning Outcomes



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

1. Identify their personality type and discuss how it will impact their approach to life and ministry.
 - *Assessment:* 16 Personalities Profile and Report
2. Design an effective pastoral approach to a complex situation.
 - *Assessment:* Case Study Response



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

3. Examine and prepare core pastoral functions including communion and water baptism.
 - *Assessment:* Sacraments
4. Describe the ministry characteristics found in healthy, vibrant, missional churches.
 - *Assessment:* Integrative Paper



To demonstrate competency in *Spiritual Maturity*, students will

5. Reflect holistically on how the student's personality will support their pastoral leadership.
 - *Assessment:* 16 Personalities Profile and Report, Integrative Paper, Burning Quotations

Course Work

Required Readings

Collier, Winn. *A Burning in My Bones: The Authorized Biography of Eugene H. Peterson*. New York: WaterBrook, 2021. ISBN: 9780735291621

[DTL Link](https://thedtl.on.worldcat.org/oclc/1243533339): <https://thedtl.on.worldcat.org/oclc/1243533339>

Nelson, Tom. *The Flourishing Pastor: Recovering the Lost Art of Shepherd Leadership*.

Downers Grove, IL: InterVarsity Press, 2021. ISBN: 9781514001235

DTL: <https://thedtl.on.worldcat.org/oclc/1261775331>

**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.

Course Assignments and Activities

1. *Burning Quotations* – 0%

For each of the three parts of *A Burning in My Bones*, students will post two quotations in the class discussion in Populi. These posts will be marked as complete or incomplete and must be completed to pass the course.

Students should arrive at class on the scheduled dates prepared to discuss the book. This assignment will enable students to increase their competency in spiritual maturity by developing empathy as they examine the spiritual life of a modern-day pastoral leader and by reflecting on that life in community.

- **Related learning outcome:** #5.
- **Assignment length:** Two quotations.
- **Due dates:**
 - Part 1 (chs. 1–7) Monday March 3, 2p ET, 1p SK (before class 2).

- Part 2 (chs. 8–14) Wednesday March 5, 10a ET, 9a SK (before class 5).
- Part 3 (chs. 15–17) Thursday March 6, 2p ET, 1P SK (before class 8).

2. *16 Personalities Profile & Report* – 20%

God has created us in unique ways with unique personalities. To understand how personalities impact life and ministry, students will complete this two-part assignment. This assignment will enable students to increase their competency in both leadership and administration, and spiritual maturity, by learning about their personality type and considering the ways that their personality can be both a strength and weakness in ministry.

Part One—16 Personalities Profile (0%) Students will sign up for a free account and complete their personality profile at <https://www.16personalities.com> and [share the link to their results](#) on Populi before class. Time will be set aside in class for teaching on the various personality types as well as for group discussion. This assignment will be marked as complete or incomplete and must be completed to pass the course.

Part Two—16 Personalities Report (20%) Students will submit a video report that responds to the following scenario: You are a newly hired staff pastor at a multi-staff church. The pastoral team has held a staff development day where they discussed their personality profiles. You have five minutes to share with the rest of the pastoral team how your personality type will impact your ministry. You should be honest and specific about the strengths and weakness of your personality and suggest ways that the team can best help you to thrive. To prepare for this report, please read the 16 Personalities article that corresponds to your personality type: [Analysts](#), [Diplomats](#), [Sentinels](#), or [Explorers](#). The video should be uploaded to a cloud service of the student's choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly.

- Related learning outcomes: #1, 5.
- **Assignment length:**
 - Profile: Approximately 20 minutes to complete.
 - Report: 5-minute video (acceptable range: 4:30–5:30).
- **Due dates:**
 - Profile: Tuesday March 4, 10a ET, 9a SK (before class).
 - Report: Friday March 14, 11:59p ET, 9:59p SK.

3. *Case Study Response* – 30%

Pastoral leadership is often unpredictable. To face the challenges that pastoral leaders encounter, students will learn a four-step practical theological method in class to use when encountering complex situations. In this assignment, students will choose a case study provided on Populi and develop their own response to it by answering four questions:

- a) *What's Going On?* (300 words) Students will briefly describe the situation from the case study as they see it, identifying the key challenges and potential pitfalls. They will also suggest how they would gather more information about the situation.
- b) *Why is this Going On?* (300 words) Students will interpret what's going on by asking the 'why' question. Why might people be acting in certain ways? What broader cultural and

social forces might be impacting the situation? Students must show that they have thought through the situation in all of its complexity.

- c) *What Should Be Going On?* (300 words) Students should consider which biblical and theological approaches should govern their response to the situation. Note that in any situation there are usually multiple biblical approaches. Students will need to show that they have carefully considered the context of the chosen scripture and how it applies to the situation. Focus on one or two key passages that reflect an overarching theological theme and avoid proof-texts.
- d) *How Can We Respond?* (300 words) Students will suggest what practical steps they would take to improve the situation. It is important to be specific. What should be implemented to move from “what’s going on” to “what should be going on?” The missional and discipleship-orientation of the church discussed in class should be kept in mind in the response.

This is not an essay. Students will complete this assignment by responding to the four questions on the template provided in Populi. While there is no formal requirement for additional research, students may benefit from exploring their scripture references in a relevant commentary to ensure that they are handling the passage in context. This assignment will enable students to increase their competency in both leadership and administration, and ministry development, by navigating real life complex ministry scenarios.

- Related learning outcomes: #2, 4.
- **Assignment length:** 1200 words (acceptable range: 1080–1320 words).
- **Due date:** Friday March 21, 11:59 ET, 9:59 SK.

4. *Sacraments* – 20%

During unit two, students will explore various approaches and perspectives on communion and baptism. For this assignment, students will record themselves conducting either a communion or baptism service. If the opportunity arises, this may be a recording of an actual service. However, this is not required. If the recording is not from an actual service, it is important that students treat the recording as if it were being conducted in a live setting. Students should begin their recording by indicating the intended audience (e.g., youth group, general church service, small group, etc.).

The service should include a 5-minute devotional that highlights a theological and practical element of the sacrament along with an appropriate time of prayer. The sacrament itself should also be enacted. For communion, people watching should be invited to eat bread and drink juice with the officiant. For baptism, students should pantomime the actual immersion. (That said, a willing volunteer would add a touch of realism to the recording!)

The video should be uploaded to a cloud service of the student’s choice (e.g., OneDrive, Dropbox, Loom, YouTube, etc.) and the link to the completed video submitted on Populi. There is no need to share this video publicly. This assignment will enable students to increase their competency in ministry development by preparing, practicing, and receiving evaluative feedback on the core sacraments of the Christian faith.

- Related learning outcome(s): #3.
- **Assignment length:** Maximum of 10 minutes including a 5-minute devotional.
- **Due date:** Friday March 28, 11:59ET, 9:59 SK.

5. *Integrative Paper* – 30%

Students will write a paper that draws together the various themes of the course. This paper should centre on the question: How does my unique personality equip me as a pastoral leader to create or sustain healthy worshipping communities? The paper should be organized around the four tasks of pastoral leadership: knowing, feeding, leading, protecting.

Students currently in ministry may choose to orient their reflections toward their current position. Students who have not yet engaged in ministry are free to reflect on their intended future ministry setting. Settings may include traditional pastoral roles in the local church or alternatives such as campus ministry, global work, or chaplaincy.

The paper should draw on four sources:

- a) *16 Personalities Profile*. Draw on insight from the 16 Personalities Profile & Report assignment to customize this plan to suit your own recognized strengths and weaknesses.
- b) *The Flourishing Pastor*. You must read the textbook and use it to inform your plan.
- c) *Pastoral Interview*. Have a conversation with a pastor who has at least 15 years of experience. Ask the pastor what they've learned about longevity in ministry and think through how their advice could be adapted in your life.
- d) *Class Material*. Draw on notes from the course to inform your plan. This may include insight gained from our Burning Quotations class discussions.

Ensure that your work follows the [MCS-Horizon Format Guide](#). Be sure to cite all sources including your pastoral interview and class notes appropriately. This assignment will enable students to increase their competency in ministry development and spiritual maturity by challenging them to think through the ways their personality will support their pastoral leadership style.

- Related learning outcome(s): #5.
- **Assignment length:** 1,500 words (acceptable range: 1,350–1650 words).
- **Due date:** Friday April 4, 11:59 ET, 9:59 SK.

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 different assignment due dates from in-class students.
 - *Burning Quotations*
 - Part 1 (chs. 1–7) Friday March 7, 11:59p ET, 9:59p SK (please complete before watching class 2).

- Part 2 (chs. 8–14) Monday March 17, 11:59p ET, 9:59p SK (please complete before watching class 5).
 - Part 3 (chs. 15–17) Sunday March 23, 11:59p ET, 9:59 SK (please complete before watching class 8).
 - *16 Personalities Profile and Report*
 - Profile: Wednesday March 12, 11:59p ET, 9:59p SK (please complete before watching class 3).
 - Report: Wednesday March 19, 11:59p ET, 9:59p SK.
 - *Case Study Response*
 - Wednesday March 26, 11:59p ET, 9:59p SK (please watch class 6 before completing this assignment).
 - *Sacraments* (same due date as in-class students)
 - Friday March 28, 11:59p ET, 9:59p SK (please watch class 5 before completing this assignment).
 - *Integrative Paper* (same due date as in-class students)
 - Friday April 4, 11:59p ET, 9:59p SK (please watch all classes before completing this assignment).
- Students will watch the lectures according to the following schedule:
 - Day 1:Classes 1–2:** Lectures and Report due Saturday March 8, 11:59 ET, 10:59 SK
 - Day 2:Classes 3–4:** Lectures and Report due Thursday March 13, 11:59 ET, 9:59 SK
 - Day 3:Classes 5–6:** Lectures and Report due Tuesday March 18, 11:59 ET, 9:59 SK
 - Day 4:Classes 7–8:** Lectures and Report due Monday March 24, 11:59 ET, 9:59 SK
 - Day 5:Classes 9–10:** Lectures and Report due Saturday March 29, 11:59 ET, 9:59 SK
 - VOD students will submit a 2–3 minute Padlet video report that 1) affirms you have watched the required recordings, 2) summarizes one thing you learned that week that will help you reach the course learning outcomes, and 3) ask one question you had after watching the class recording.
 - In order to pass the course, VOD students must submit all of their VOD weekly Padlet 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)

Readings	27 hrs	N/A	Assignment Weighting
Classroom time	30 hrs	N/A	
1. Burning Quotations			0%
a. Part One	½ hr	Mar 3	
b. Part Two	½ hr	Mar 5	
c. Part Three	½ hr	Mar 6	
2. 16 Personalities Profile and Report			20%
a. Profile	½ hr	Mar 4	
b. Report	8 hrs	Mar 14	
3. Case Study Response	8 hrs	Mar 21	30%
4. Sacraments	8 hrs	Mar 28	20%
5. Integrative Paper	12 hrs	Apr 4	30%
Total =	95 hrs		

All assignments are due at 11:59pm *ET*, unless otherwise indicated.

Assessment Rubrics

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

Course Outline

Unit	Class	Topic
Intro	Class 1: Mon Mar 3 morn Day 1	<ul style="list-style-type: none"> Colossians and pastoral identity (Col 3:1–4) Syllabus review The four tasks of pastoral leadership
Unit 1: Knowing	Class 2: Mon Mar 3 aft Day 1	<ul style="list-style-type: none"> <i>A Burning In My Bones</i> Part 1 Discussion Pastoring = Shepherding How to fight loneliness
	Class 3: Tues Mar 4 morn Day 2	<ul style="list-style-type: none"> 16 Personalities Membership, visitation, and spiritual care
Unit 2: Feeding	Class 4: Tues Mar 4 aft Day 2	<ul style="list-style-type: none"> Hilkiah, Shapan, Huldah, and the Book (2 Chron 34:14–28) Social media Service Planning: From the Welcome to the Response
	Class 5: Wed Mar 5 morn Day 3	<ul style="list-style-type: none"> <i>A Burning In My Bones</i> Part 2 Discussion Baby dedications Baptism Communion
Unit 3: Leading	Class 6: Wed Mar 5 aft Day 3	<ul style="list-style-type: none"> A practical approach to complex situations Healthy churches are Spirit-led and missional
	Class 7: Ths Mar 6 morn Day4	<ul style="list-style-type: none"> Leading teams with guest teacher Rev. Jamie Shepherd
	Class 8: Ths Mar 6 aft Day 4	<ul style="list-style-type: none"> <i>A Burning In My Bones</i> Part 3 Discussion Healthy churches are discipleship-oriented Healthy churches are servant-led
Unit 4: Protecting	Class 9: Fri Mar 7 morn Day 5	<ul style="list-style-type: none"> Bombastic nonsense and licentious desires (2 Pet 2:1–22) The value of guardrails: embracing the creeds Savage wolves . . . from within (Acts 20:25–35) The use, misuse, and abuse of power
	Class 10: Fri Mar 8 aft Day 5	<ul style="list-style-type: none"> Protecting yourself and your family Time management and habit formation Professional development

- **First submissions of assignments will not be accepted after April 11, 2025**
- **Revision Week April 14-17*** Your instructor may also request revisions on some assignments before revision week. ***(April 18=Good Friday)**
- **No resubmission of assignments will be accepted after April 17, 2025**

Academic Policies

General Assignment Guidelines

Please see the [MCS-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 Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

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.

MCS-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.

MCS-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
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all 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 MCS-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 one or more 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

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of

Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@horizon.edu).

Class Attendance (On Campus and Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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

MCS-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 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.

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