



P221 Introduction to Pastoral Life and Leadership

3 credits. Prerequisites: none.

 On Campus at Legacy College (Glad Tidings Burlington Church Hub)

March 3 – 7, 2025

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Module D

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Monday-Friday, 10am-5pm ET

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,#3 & #5).

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 and Horizon's Mission

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

Tripp, David Paul. *Dangerous Calling: Confronting the Unique Challenges of Pastoral Ministry*. Wheaton, IL: Crossway, 2012. ISBN: 978-1433535826.
DTL: <https://thedtl.on.worldcat.org/oclc/776532653>

**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

You should be reading The Flourishing Pastor throughout the course to prepare for Assignment #7 and #8. Do not leave it all for the last minute.

1. Dangerous Calling Reading and Response Part 1.

Read the introduction, and Part 1 of *Dangerous Calling* by **Monday, March 3**. Come to class with two quotes from this section of the book, typed, and handed in on Populi before the start of class on Monday, March 3. Come prepared to discuss this section of the book in class on March 3. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- **Assignment length:** 2 quotes.
- **Due date:** March 3 at 10am.

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, March 4**. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- Related learning outcome(s): #1.
- **Assignment length:** N/A.
- **Due date:** March 4 at 10 am.

3. *Dangerous Calling Reading and Response Part 2.*

Read Part 2 of *Dangerous Calling* by **Wednesday, March 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 March 5. Come prepared to discuss this section of the book in class on March 5. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- **Assignment length:** 2 quotes.
- **Due date:** March 5, 10 am.

4. *Pastoral Functions Plan -20%.*

Prepare a 50 minute class presentation (including class feedback and discussion) with the small group you are placed in, demonstrating one of the core pastoral functions (such as communion, baby dedication, water baptism, weddings, or worship service planning) that your group chooses. Present the core pastoral function to the class in a clear, creative and concise way on **Friday, March 7**, and then lead the class discussion. The 2-page written plan should be handed in on Populi before the start of class, March 7. Please ensure your presentation and written report includes:

- Who is your audience?
- What is the purpose of conducting this pastoral function?
- Where and when would you be presenting this pastoral function?
- Are there any factors that affect your pastoral function and how?
- Related learning outcome(s): #2
- **Assignment length:** presentation + 2-page written plan.
- **Due date:** March 7, 10 am.

5. *Dangerous Calling Reading and Response Part 3*

Read Part 3 of *Dangerous Calling* by **Friday, March 7**. 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 Friday, March 7. Come prepared to discuss this section of the book in class on March 7. This assignment will be marked as complete or incomplete and must be completed to pass the course.

- **Assignment length:** 2 quotes.
- **Due date:** March 7 at 10 am.

After the Module Week

6. Report on MBTI- 25%.

Complete a written report or video report based on your Myers-Briggs profile. Read the material from Robert Benfari in chapter two (pp. 23-45) on *Understanding and Changing Your Management Style*, to gain an introductory understanding of how your MBTI affects your leadership style. This should be handed in on Populi by **Friday, March 21 at 10 pm**.

Through the website www.16personalities.com learn 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 MBTI personality type.
- A listing of the strengths associated with your personality type and at least three examples from your life and leadership where you have seen these strengths used.
- A listing of how your personality type often responds under stress, with at least three 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, at least three 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 MCS-Horizon Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources. For a video, note when the student is citing a source in the video itself.
 - Cite Chapter 2 of *Understanding and Changing Your Management Style* and www.16personalities.com (video and written).
 - Indicate you have done the required reading on the Title Page, or at the beginning of the video.
 - Include a bibliography.
 - 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:** Friday, March 21 at 10 pm.

7. Plan for Your Personal Spiritual Health- 25%.

Based on your reading of *The Flourishing Pastor*, then interviewing a pastor (who is not a relative or related by marriage, with a minimum of 15 years ministry experience), and the material discussed in class, including 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 have ten realistic, impactful and relevant steps, that are meaningful for your spiritual health and vibrancy at this stage in your life.

- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-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:** Friday, March 28, 10 pm.

8. *Maintaining Health in Ministry Paper*- 30%.

Prepare a written paper between 2250 and 2500 words 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 Tripp’s book *Dangerous Calling*, from interviewing a pastor (who is not a relative or related by marriage, with a minimum of 15 years of ministry experience), from classroom teaching and discussions, and from Nelson’s book *The Flourishing Pastor*, and observations from your own local church. This paper should:

- Give five observations that clearly indicate 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.
 - 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.
 - Include why these practices will be important to you for maintaining the spiritual AND organizational health of the church with clarity and basic detail.
- To complete this assignment, students will follow these guidelines:
 - Follow the MCS-Horizon Format Guide.
Cite the sources listed in the description.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Indicate you have done the pastoral interview (may be from the same interview as assignment #7) and read the required readings on the Title Page.
 - Include a bibliography.
 - Related learning outcome(s): #3 and #4.
 - **Assignment length:** 2250-2500 words.
 - **Due date:** Friday, April 4, 10 pm.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Reading	20 hrs	Throughout	
Classroom time	30 hrs	N/A	
1. Dangerous Calling Part 1 Reading and Response	1.5 hrs	Mar. 3 at 10 am	-
2. Online Quiz	1 hr	Mar. 4 at 10 am	-
3. Dangerous Calling Part 2 Reading and Response	1.5 hrs	Mar. 5 at 10 am	-
4. Pastoral Functions Plan	4.5 hrs	Mar. 7 at 10 am	20%
5. Dangerous Calling Part 3 Reading and Response	1.5 hrs	Mar. 7 at 10 am	-
6. Report on MBTI	8 hrs	Mar. 21 at 10 pm	25%
7. Personal Spiritual Health	8 hrs	Mar. 28 at 10 pm	25%
8. Ministry Health	16 hrs	Apr. 4 at 10 pm	30%
Total =		92 hrs	

Assessment Rubrics

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

- **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**

Course Outline

Students will be challenged to become proficient in developing and maintaining ministry health as they seek to excel in their personal life, practical life, and professional life. As the student studies various topics in the course, they will be exposed to the differences between large church/multi-staff and small church/solo-pastor settings.

1. Monday
 - a. Morning
 - i. Introductions and Syllabus
 - ii. Spiritual Gifts and Spiritual Disciplines
 - b. Afternoon
 - i. Dangerous Calling – part 1
 - ii. Call and Biblical Character for Ministry
 - iii. Delegating and Working with Volunteers
2. Tuesday
 - a. Morning

- i. MBTI: 16 Personality Types
 - ii. MBTI and Ministry
 - b. Afternoon
 - i. Timothy Principle
 - ii. Managing Time – Ministry / Family / Friends / Self
- 3. Wednesday
 - a. Morning
 - i. Pastoral Care: Corporate and Family Commissioning
 - ii. Strategic Planning: Preaching, Worship, Altar Calls, and Communion
 - b. Afternoon
 - i. Dangerous Calling – part 2
 - ii. Visitation, Baptism, and Membership
 - iii. Weddings and Funerals
- 4. Thursday
 - a. Morning
 - i. Disciple-oriented church
 - ii. Prayer-focused church
 - b. Afternoon
 - i. Missional-led church
 - ii. Organizationally-structured church
- 5. Friday
 - a. Morning
 - i. Class Presentation
 - ii. Class Presentation
 - iii. Class Presentation
 - b. Afternoon
 - i. Dangerous Calling – part 3
 - ii. Use, Misuse and Abuse of Power
 - iii. Maintaining Purity

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

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 Nataliia Khromyak, Horizon's Library Technician and Academic Accommodations Coordinator (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 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.

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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