


*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>PASTORAL THEOLOGY: A PENTECOSTAL PERSPECTIVE</b> PENT 0502 1B & 1S
<b>Date, Time, and Delivery Format</b>	5-FRIDAYS BLENDED WITH SYNCHRONOUS ONLINE OPTION  JANUARY 24 TYNDALE CAMPUS/ONLINE FEBRUARY 7 ONLINE ONLY FEBRUARY 28 TYNDALE CAMPUS/ONLINE MARCH 14 ONLINE ONLY APRIL 4 TYNDALE CAMPUS/ONLINE
<b>Instructor</b> 	<b>REV. KAARINA HSIEH</b> Email: <a href="mailto:khsieh@tyndale.ca">khsieh@tyndale.ca</a>  <b>Office Hours: Please contact to arrange meetings.</b>  Class Assistant: Samantha Jagan, M.T.S. Email: <a href="mailto:sjagan@mpseminary.com">sjagan@mpseminary.com</a>
<b>Class Information</b>	The classes will be livestreamed (via Zoom) / in-person on 5 Fridays listed above from 9:00 AM – 4:00 PM.  Office Hours: Please contact to arrange meetings.
<b>Course Material</b>	Access course material at <a href="http://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course examines the theological and practical aspects of pastoral ministry. Pastoral Theology is the integration of theory and practice. In addition to an examination of the matters that pertain to pastoral ministry in general, this course prepares students for ministry in a

Pentecostal Assemblies of Canada (PAOC) church through a consideration of such issues as PAOC polity, Pentecostal worship and the pastoral implications of Pentecostal distinctives.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Demonstrate and practice pastoral ministry in a manner consistent with biblical teaching as a result of integrating lecture material, classroom discussions and related readings;
2. Distinguish, examine and combine biblical principles of ministry in ways appropriate to the geographic location, social, cultural and Pentecostal context of any given church through the writing of a major research paper;
3. Evaluate and interpret through lecture content that the challenges and rewards of ministry are possible because of the enabling of the Holy Spirit;
4. Formulate an approach to ministry and a philosophy of ministry with servant leadership that encourages a congregation to grow spiritually and numerically through written responses to books about pastoral leadership.
5. Assess an individual foundation for sustainable ministry that is Pentecostal and missional.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

1. DeGroat, Chuck. [\*Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life.\*](#) Grand Rapids, MI: Eerdmans, 2014. ISBN 978-0802871435.
2. Epperly, Bruce G and Katherine Gould. *Tending to the Holy: The Practice of the Presence of God in Ministry*. Herndon, VA: Alban Institute, 1989. ISBN 978-1-56699-391-3.
3. Nouwen, Henri. [\*In the Name of Jesus: Reflection on Christian Leadership.\*](#) New York: Crossroad, 1989. Reprint edition (October 1, 1992). ISBN-10-0824512596 [e-Book version of original 1989 edition in Tyndale Library]
4. Peterson, Eugene. [\*Under the Unpredictable Plant: An Exploration on Vocational Holiness.\*](#) Grand Rapids, MI: Eerdmans. 1994. ISBN 0802808484

OR

Barton, Ruth Haley. [\*Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry\*](#). Downers Grove: InterVarsity Press. 2018. ISBN 083084645X

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Barton, Ruth Haley. [\*Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry\*](#). Downers Grove: InterVarsity Press. 2018. ISBN 083084645X

Cloud, H. *Boundaries for Leaders*. New York: HarperCollins, 2013. ISBN: 0062206338

Fisher, D. [\*The 21<sup>st</sup> Century Pastor: A Vision Based on the Ministry of Paul\*](#). Grand Rapids, MI: Zondervan. 1996. ISBN: 0310877342

Hunter, T. [\*Giving Church Another Chance: Finding New Meaning in Spiritual Practices\*](#). Downers Grove, IL: IVP Books, 2010. ISBN: 0830837485

McIntosh, G. *Overcoming the Dark Side of Leadership*. Grand Rapids, MI: Baker, 2007 (rev. ed). ISBN: 0801068355

Miller, C. [\*The Empowered Leader: 10 Keys to Servant Leadership\*](#). Nashville: Broadman & Holman, 1995. ISBN: 0805410988

Nouwen, H. *The Wounded Healer*. New York: Image Books, 1990. ISBN: 0385028563

Peterson, Eugene. [\*The Pastor: A Memoir\*](#). New York, NY: HarperCollins, 2011. ISBN 978-0061988202.

Peterson, Eugene. [\*Working the Angles: The Shape of Pastoral Integrity\*](#). Grand Rapids, MI: Eerdmans. 1993. ISBN 9780802802651.

Sample, T. *Ministry in an Oral Culture: Living With Will Rogers, Uncle Remus, and Minnie Pearl*. Louisville, MO: Westminster Press, 1994. ISBN: 066425506X

Stanley, Andy. *Not in It to Win It*. Grand Rapids, MI: Zondervan 2022. 978-0310138921

Stevens, T. *Fairness is Overrated*. Nashville, TN: Thomas Nelson, 2015. ISBN: 1400206545

Trask, Thomas., ed. *The Pentecostal Pastor: A Mandate for the 21<sup>st</sup> Century*. Springfield, MO: Gospel Publishing House. 1997.

**Note on e-books.** E-books can be accessed through the Tyndale library system. Viewing an e-book allows multiple users to access the book at the same time. If you choose to “download” and “check out” the book, then in some cases others have to wait for you to “return” the book before they can access it. Best practice is the “view” the e-book when you need it to allow as many users as possible to access materials.

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### **C. INTERACTIVE LIVESTREAM AND/OR BLENDED COURSE REQUIREMENTS**

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

All students will have access to our course page located at [classes.tyndale.ca](http://classes.tyndale.ca) and each week the PowerPoint slides that the professor will be using in class will be available for you to download.

### **D. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

### **E. ASSIGNMENTS AND GRADING**

Please email all assignments to Samantha at: [sjagan@mpseminary.com](mailto:sjagan@mpseminary.com).

#### **1. TEXTBOOK READINGS AND REPORTS: 30% (3 x 10%)**

(3 book reports 10% each, Late Penalty 2/3 grade point each week late, after 9am on date due considered as late)

The readings are intended to complement the lectures, reinforcing central ideas as well as providing perspectives that supplement the classroom interaction. [towards learning outcomes #1-5]

For each assigned reading write a 5-7 page (double-spaced) response paper with 4 sections each as outlined below.

**Book Report #1: Due by 9am January 7,2025 (10%):**

Nouwen, Henri. *In the Name of Jesus*. Crossroad. Reprint edition (October 1, 1992). ISBN-10-0824512596

Four sections:

**Section One:** I have read this book completely, Yes or No.

**Section Two:** Include a short biography on the author, describing what the author has attempted to do and how he went about it. Please write in such a way that your explanation would be clear to someone unfamiliar with the book.

**Section Three:** The theme of servant leadership is evident throughout this short but robust book. Using principles from his book, highlight why this is an important read for a local church pastor in our times.

**Section Four:** Summarize the temptations that arise in the life of a pastoral leader according to this book. Please identify how the principles and values outlined in this book informs the role of a pastor.

**Book Report #2-Due: By 9am February 21, 2025 (10%):**

DeGroat, Chuck. [\*Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life.\*](#)

Four sections:

**Section One:** I have read this book completely, yes or no.

**Section Two:** Creatively and concisely summarize the primary themes in the assigned reading, exploring what DeGroat teaches about self-awareness, soul care, pastoral leadership and dealing with people in the church.

**Section Three:** Develop one or two key questions from the text that would serve to help you and others examine and assess the effectiveness of ministry in the context of interpersonal relationships within the church context (related to the practical implications of the themes DeGroat raises).

**Section Four:** Where do you sense resonance and dissonance in the themes presented by DeGroat as you consider your own ministry context?

**Book Report #3- Due: By 9am March 14, 2025, (10%):**

Epperly, Bruce G and Katherine Gould. *Tending to the Holy: The Practice of the Presence of God in Ministry.*

Four sections:

**Section One:** I have read this book completely, yes or no

**Section Two:** Creatively summarize the key themes in the text commenting on what it means for the pastor to practice the presence of God in ministry.

**Section Three:** Reflect on how the authors champion spiritual health of the leader as key for healthy pastoral leadership.

**Section Four:** While this book is not written from the perspective of our Pentecostal tradition, the spirit of the text and its themes are helpful as we consider pastoral ministry. Where do you sense resonance and dissonance in the themes presented in *Tending to the Holy* as they relate to your own understanding of spiritually healthy pastoring?

**Book Review Evaluation Rubric**

Areas of Evaluation/ Demonstrated Level	50-59%	60-69%	70-79%	80-100%
<b>1. Reading Comprehension</b>	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.

<b>2. Critical Analysis</b>	Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/ applicability of the text and to use textual examples to illustrate analysis.	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/ applicability of the text is vague and there are little to no textual examples to illustrate analysis.	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/ applicability of the text but too few textual examples to illustrate analysis.	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/ applicability of the text and using textual examples to illustrate analysis.
<b>3. Unity &amp; Organization</b>	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/ applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/ applicability of the text) is weak.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/ applicability of the text.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/c content/ applicability of the text.
<b>4. Grammar and Style</b>	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

**2. CHURCH OVERVIEW ANALYSIS: 25%; Due by March 21<sup>th</sup>, 2025, 11:59pm**

(Late Penalty 2/3 grade point each week late, after 11:59pm on date due considered as late)

Please read EITHER Eugene Peterson’s *Under the Unpredictable Plant* OR Ruth Haley Barton’s *Strengthening the Soul of Your Leadership*.

Write a 7-10 page report, double-spaced including the points below.

**Section 1**

What parts of the book did you sense resonance or dissonance? Explain why and how you feel this book speaks to the inner life of the pastor.

How does this book speak to some of the greatest challenges in pastoral leadership today. How is this written as both challenge and encouragement?

**Section 2**

After reading the book, conduct an interview with the lead pastor of your church.

Please indicate three of the biggest challenges of pastoral ministry today. Provide a summary of the 3 challenges, but do not include personal individuals or church names in your report.

You can include the size of the church for context. (If you are the lead pastor of your church

then interview another lead pastor within a radius of 50 miles.). Please see page 18 to complete the statement of consent with the interviewee prior to conducting the interview. You do not need to submit this statement with your assignment, but do keep a copy for your own records and provide a copy to the interviewee as needed.

How do the themes and subject matter of Eugene Peterson's or Ruth Haley Barton's book intersect with the challenges raised and identified through your interview?

### **Section 3**

Identify three or four key principles in this text and how can they be applied to your local church setting to add to its health as an assembly?

Evaluation criteria:

- 1) Understanding the point of the book.
- 2) seeing and identifying the key principles and a key problem it identifies in many local churches;
- 3) how the argument presented in the book might be used to strengthen the individual life of a believer and the health of a local church.

**3. INTEGRATION PAPER: 40%; Due 11:59pm April 11<sup>th</sup>, 2025; 20 pages; double-spaced.**  
(Late Penalty 2/3 grade point each week late, after 11:59pm April 11<sup>th</sup> considered as late)

### **CHOOSE 1 OF THE FOLLOWING 2 OPTIONS:**

This portion of the course creates the opportunity for the student to pursue at length, through research and writing, an area within pastoral ministry of personal interest. It is intended that the student will use the benefits gained from the research in an actual ministry context.  
[towards learning outcomes #1 and 2]

For this assignment you will need to use the lecture notes, class texts, a Bible, and additional sources. At least 8-10 sources are required. Please provide proper footnotes and a bibliography.

#### **OPTION 1: Write a paper titled "Why Pastor?"**

##### **Section 1**

In this research paper examine the idea of a personal call, a Biblical exposition on pastoral ministry and what is required of today's pastor.



## **Section 2**

From lecture materials and academic research indicate the privileges and challenges of pastoral ministry.

Examine the joy of ministry, the cost of ministry, the sustainability of ministry, the greatest challenges of ministry, the cross-cultural nature of ministry, and the influence of Pentecostalism on ministry. Integrate the mission of the church and how to keep that at the forefront of pastoral ministry.

## **Section 3**

Conclude the assignment with a determination as to how to influence a new generation to consider Pentecostal pastoral ministry.

Here are some questions to guide the thinking as you complete this assignment:

Why go into vocational ministry? It has been said, “If you can do anything else and be happy do not become a pastor.” If you are already in ministry or sensing the call, feel free to share a short version of the story of your own personal invitation.

If ministry is a calling, then why do so many leave pastoral ministry?

Why does pastoral ministry seem to be so difficult and perhaps not effective?

Identify the number of roles expected of pastors and highlight what could and should be most critical for the health of the church. What is required of a pastor today to be effective?

What are some ways a pastor can stay healthy, committed, challenged, resilient, fruitful and content in their call and ministry as a pastor in 2025?

## **OPTION 2 Write a paper titled “A Portrait of a Pastor’s Life”**

### **Section 1**

In this research paper examine the idea of a pastor spends his/her time. Please ask a minimum of five church congregation members this question and use their input to describe the five or six broad strokes expected of a pastor. Comment on the nature of these expectations and name one or two you believe they have missed. Are there any expectations they have that you find unreasonable? Define the items and what they include.

### **Section 2**

Pastors are often asked to define their vision for the church they serve. The scriptures recommend the great commandment and the great commission as a starting point. From lecture materials and academic/Biblical research indicate what you see as the vision of the

church and how we can keep the mission at the forefront of a local assembly. Provide examples and methods to apply these.

**Section 3**

How do section 1 and section 2 integrate. How do the tasks integrate with the vision?

**Final Paper Evaluation Rubric**

<b>Areas of Evaluation / Demonstrated Level</b>	<b>50-59%</b>	<b>60-69%</b>	<b>70-79%</b>	<b>80-100%</b>
<b>1. Biblical / Theological Reflection</b>	Writing shows little to no biblical/theological reflection (use of appropriate biblical texts and theological positions). Few relevant sources used (1-3).	Writing shows some biblical/theological reflection (use of appropriate biblical texts and theological positions). Some relevant sources used (4-6).	Writing shows solid biblical/theological reflection (use of appropriate biblical texts and theological positions). Good number of varied and relevant sources used (7-10).	Writing shows outstanding biblical/theological reflection (use of appropriate biblical texts and theological positions). Excellent range and number of sources used (10-15).
<b>2. Practical Application</b>	Writing shows little ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows some ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).	Writing shows superior ability to describe how a church might apply a biblical/theological principle (challenges, strategies, specific details).
<b>3. Integration</b>	Writing demonstrates little to no ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates some ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates skillful ability to integrate biblical/theological reflection with the practices of local church ministry.	Writing demonstrates outstanding ability to integrate biblical/theological reflection with the practices of local church ministry.
<b>4. Unity &amp; Organization</b>	Writing is not unified through organized sentences & focus on the goal of this assignment: the application of biblical/theological thought to a local church context.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment: the application of biblical/theological thought to a local church context.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: the application of biblical/theological thought to a local church context.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: the application of biblical/theological thought to a local church context.
<b>5. Grammar and Style</b>	Content rendered unclear and often incomprehensible because of numerous and recurring technical/grammatical issues.	Writing lacks clarity and recurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear, though there are recurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

**4. Participation: 5%; 1% for each class.**

**F. EQUITY OF ACCESS**

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

**G. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based upon the completion of the following assignments:

Book Reports	30%
Church Overview Analysis	25%
Integration Paper	40%
Participation	5%
Total Grade	100 %

**H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

**Late Papers and Extensions Policy**

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless otherwise specified in the syllabus, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”).

Faculty **may not grant an extension beyond the last day of exams** for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at [tyndale.ca/registrar](http://tyndale.ca/registrar). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

##### January 25

About Pastoral Ministry and the ‘State’ of the church  
The Character and Calling of a Pastor  
Pastoring Empowered and Gifted People  
“Big church”, “Small Church”

##### February 7

Polity, church boards and the nature of leadership  
Pastoring in a Pentecostal/charismatic Context

Discussion of Henri Nouwen’s *In the Name of Jesus*

##### February 28

5. Intentional Leadership and the Missional Church
6. Current Trends: The Emerging Church and Pentecostals
7. Discussion of DeGroat, Chuck. *Toughest People to Love: How to Understand, Lead, and Love the Difficult People in Your Life.*

##### March 14

7. Tragedy and Triumph in Pentecostal Ministry
8. Principles and Practices of Corporate Worship
9. Conflict Management

##### April 4

9. Pastoral Counselling
10. Foundations for Ministry: Spirituality & Personal care

#### V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

Aden, L., and J. Ellens. *The Church and Pastoral Care*. Grand Rapids: Baker, 1988.

Allen, R.B., and G. Borrer. *Worship: Rediscovering the Missing Jewel*. Portland: Multnomah, 1987.

- Anderson, L. *Dying for Change*. Grand Rapids: Bethany, 1990.
- \_\_\_\_\_. *Winning the Values War in a Changing Culture*. Grand Rapids: Bethany, 1994.
- Anderson, R. *The Effective Pastor/A Practical Guide to the Ministry*. Chicago: Moody, 1985.
- Baker, J. *Christian Cyberspace Companion: A Guide to the Internet and Christian Online Resources*. 2d ed. Grand Rapids: Baker, 1997.
- Barna, G. *The Frog in the Kettle*. Ventura, CA: Regal, 1990.
- \_\_\_\_\_. *User Friendly Churches: What People Need to Know About the Churches People Love To Go To*. Ventura, CA: Regal, 1991.
- \_\_\_\_\_. *Leaders on Leadership: Wisdom, Advice and Encouragement on the Art of Leading God's People*. Ventura, CA: Regal, 1997.
- Bauknight, B., and H. Miller. *Body Building: Creating a Ministry Team through Spiritual Gifts*. Leadership Insight Series. Nashville: Abingdon, 1996.
- Bibby, R. *Fragmented Gods*. Toronto: Irwin, 1987.
- Bierly, S. *Help for the Small-Church Pastor: Unlocking the Potential of Your Congregation*. Grand Rapids: Zondervan, 1995.
- Bloede, L. *The Effective Pastor: A Guide to Successful Ministry*. Philadelphia: Fortress, 1996.
- Bratcher, E.B. *The Walk-On-Water Syndrome*. Waco: Word Books, 1984.
- Briscoe, S., et al. *Measuring Up: The Need to Succeed and the Fear of Failure*. Portland: Multnomah, 1993.
- Burt, S. *Activating Leadership in the Small Church: Clergy and Laity Working Together (Small Church in Action)*. Valley Forge, PA: Judson Press, 1987.
- Capps, D. *The Depleted Self: Sin in a Narcissistic Age*. Philadelphia: Fortress, 1992.
- Chandler, R. *Racing Toward 2001: The Forces Shaping America's Religious Future*. New York: Harper Collins, 1992.

- Chaney, C. *Church Planting at the End of the Twentieth Century*. Wheaton: Tyndale, 1987.
- Cloud, H. *Boundaries For Leaders*. New York: HarperCollins, 2013.
- Coleman, R.E. *The Master Plan of Evangelism*. Tarrytown, NY: Revell, 1987.
- Cousins, D., Anderson, L., and DeKruyter, A. *Mastering Church Management*. Portland: Multnomah Press, 1990.
- Covey, S. *Principle-Centered Leadership*. New York: Simon and Schuster, 1994.
- Criswell, W.A. *Criswell's Guidebook for Pastors*. Nashville: Broadman, 1980.
- Easum, W. *How to Reach Baby Boomers*. Nashville: Abingdon, 1991.
- \_\_\_\_\_. *Dancing with Dinosaurs: Ministry in a Hostile and Hurting World*. Nashville: Abingdon, 1993.
- \_\_\_\_\_. *Growing Spiritual Redwoods*. Nashville: Abingdon, 1997.
- Exley, R., et al. *Dangers Toils & Snares: Resisting the Hidden Temptations of Ministry*. Portland: Multnomah, 1994.
- Firet, J. *Dynamics in Pastoring*. Grand Rapids: Eerdmans, 1986.
- Fisher, D. *The 21st Century Pastor: A Vision Based on the Ministry of Paul*. Grand Rapids: Zondervan, 1996.
- Ford, K.G. *Jesus For a New Generation*. Downers Grove: IVP, 1995.
- George, C. F. *Prepare Your Church for the Future*. Tarrytown, NY: Revell, 1991.
- \_\_\_\_\_. *The Coming Church Revolution: Empowering Leaders for the Future*. Tarrytown, NY: Revell, 1994.
- Graf, A. *The Church in the Community*. Grand Rapids: Eerdmans, 1965.
- Hadaway, C.K. *What Can We Do About Church Dropouts?* Nashville: Abingdon, 1990.
- Hansen, D. *The Art of Pastoring: Ministry Without All the Answers*. Downers Grove: IVP, 1994.

Hauerwas S. and W. Willimon. *Resident Aliens: Life in the Christian Colony*. Nashville: Abingdon, 1989.

Hayford, J., et al. *Mastering Worship*. Portland: Multnomah, 1990.

Henderson, R. [\*A Door of Hope: Spiritual Conflict in Pastoral Ministry\*](#). Scottsdale, PA: Herald Press, 1997.

Hiltner, S. *Preface to Pastoral Theology*. Nashville: Abingdon, 1958.

Hull, B. *The Disciple Making Pastor*. Tarrytown, NY: Revell, 1988.

Hunter, R., ed. *Dictionary of Pastoral Care and Counselling*. Nashville: Abingdon, 1990.

Hunter, T. *Giving Church Another Chance: Finding New Meaning in Spiritual Practices*. Downers Grove, IL: IVP Books, 2010

Johnson, D. *Empowering Lay Volunteers*. Nashville: Abingdon, 1991.

Kenneson, P. and J. Street. *Selling Out the Church: The Dangers of Church Marketing*. Nashville: Abingdon, 1997.

Larsen, D. *Caring for the Flock: Pastoral Ministry in the Local Congregation*. Memphis: Good News Publishers, 1991.

Lindgren, A. *Foundations for Purposeful Church Administration*. Nashville: Abingdon, 1965.

Logan, R., and L. Short. *Mobilizing for Compassion: Moving People into Ministry*. Tarrytown, NY: Revell/Baker, 1994.

Malphurs, A. *Developing a Vision for Ministry in the 21st Century*. Grand Rapids: Baker, 1992.

\_\_\_\_\_. *Planting Growing Churches for the 21st Century*. Grand Rapids: Baker, 1992.

\_\_\_\_\_. *Pouring New Wine into Old Wineskins*. Grand Rapids: Baker, 1993.

McGavran, D. *Understanding Church Growth*. 3rd ed. Grand Rapids: Eerdmans, 1990.

\_\_\_\_\_, and G. Hunter. *Church Growth: Strategies That Work*. Nashville: Abingdon, 1980.



- McIntosh, G., and G. Martin. *Creating Community: Deeper Fellowship Through Small Group Ministry*. Nashville: Broadman & Holman, 1997.
- McIntosh, G. *Overcoming the Dark Side of Leadership*. Grand Rapids, MI: Baker, 2007 (rev. ed)
- Miller, C. *The Empowered Leader*. Nashville: Broadman & Holman, 1995.
- Miller, H. *The Vital Congregation*. Nashville: Abingdon, 1990.
- Myra, H., ed. *Leaders*. Waco: Word, 1987.
- Nouwen, H. J. *The Wounded Healer*. New York: Image Books, 1990.
- \_\_\_\_\_. *Creative Ministry*. New York: Doubleday, 1991.
- Oates, W. *Grief, Transition, and Loss: A Pastor's Practical Guide*. Creative Pastoral Care and Counselling Series. Philadelphia: Fortress, 1997.
- O'Grady, J. *Disciples and Leaders: The Origins of Christian Ministry in the New Testament*. New York: Paulist Press, 1991.
- Peterson, E. *Working the Angles*. Grand Rapids, MI: Eerdmans, 1990.
- \_\_\_\_\_. *Five Smooth Stones for Pastoral Work*. Grand Rapids: Eerdmans, 1992.
- \_\_\_\_\_. *The Contemplative Pastor: Returning to the Art of Spiritual Direction*. Grand Rapids: Eerdmans, 1993.
- Powell, M. *God With Us: A Pastoral Theology of Matthew's Gospel*. Philadelphia: Fortress, 1995.
- Richards, L. and G. Martin. *A Theology of Personal Ministry: Spiritual Giftedness in the Local Church*. Grand Rapids: Zondervan, 1981.
- Sample, T. *Ministry in an Oral Culture--Living with Will Rogers, Uncle Remus, and Minnie Pearl*. Louisville: Westminster Press, 1994.
- Sanders, J.O. *Spiritual Leadership*. Chicago: Moody, 1967.
- Schaller, L. *Creative Church Administration*. Nashville: Abingdon, 1975.

- \_\_\_\_\_. *The Multiple Staff and the Larger Church*. Nashville: Abingdon, 1980.
- \_\_\_\_\_. *Bridges to the 21st Century: The Future of Pastoral Ministry*. Nashville: Abingdon, 1994.
- Sell, C. *Family Ministry*. 2nd ed. Grand Rapids: Zondervan, 1995.
- Shaw, M. *10 Great Ideas from Church History: A Decision-Maker's Guide to Shaping Your Church*. Downers Grove: IVP, 1997.
- Shawchuck, N., and R. Heuser. *Leading the Congregation: Caring for Yourself While Serving the People*. Nashville: Abingdon, 1993.
- \_\_\_\_\_, P. Kotler, B. Wrenn, and G. Rath. *Marketing for Congregations: Choosing to Serve People More Effectively*. Nashville: Abingdon, 1992.
- \_\_\_\_\_, and G. Rath. *Benchmarks of Quality in the Church: 21 Ways to Continuously Improve the Content of Your Ministry*. Nashville: Abingdon, 1994.
- Shelley, B., and M. Shelley. *The Consumer Church: Can Evangelicals Win the World Without Losing Their Souls?* Downers Grove: IVP, 1992.
- Shelley, M., ed. *Building Your Church Through Counsel and Care: 30 Strategies to Transform Your Ministry*. Grand Rapids: Bethany House, 1997.
- Smith, D. *Empowering Ministry: Ways to Grow in Effectiveness*. Louisville, Westminster Press, 1996.
- Steinbron, M. *Can the Pastor Do It Alone?: A Model for Preparing Lay People for Lay Pastoring*. Ventura: Regal, 1987.
- \_\_\_\_\_. *The Lay-Driven Church*. Ventura: Regal, 1997.
- Stevens, T. *Fairness is Overrated*. Nashville, TN: Thomas Nelson, 2015
- Stott, J. *Christian Mission in the Modern World*. Downers Grove: IVP, 1975.
- Trask, T., ed. *The Pentecostal Pastor: A Mandate for the 21st Century*. Springfield: Gospel Publishing House, 1997.

Vaughan, J.N. *The World's 20 Largest Churches*. Grand Rapids: Baker, 1984.

Warren, R. *The Purpose Driven Church: Growth Without Compromising Your Message and Mission*. Grand Rapids: Zondervan, 1995.

White, J. *Rethinking the Church: A Challenge to Creative Redesign in an Age of Transition*. Grand Rapids: Baker, 1997.

White, J. *Excellence in Leadership*. Downers Grove: IVP, 1985.

Wilkins, M. *Following the Master: Discipleship in the Steps of Jesus*. Grand Rapids: Zondervan, 1992.

Wimberly, E. *African-American Pastoral Care*. Nashville: Abingdon, 1991.

\_\_\_\_\_. *Counselling African American Marriages and Families*. Louisville: Westminster Press, 1997.

**TYNDALE SEMINARY**  
**PASTORAL THEOLOGY: A PENTECOSTAL PERSPECTIVE**  
**PENT 0502**  
**INSTRUCTOR: Rev. Kaarina Hsieh**

\*\*\*\*\*

**STATEMENT OF CONSENT TO PARTICIPATE IN PASTORAL INTERVIEW**  
**AS PART OF COURSE REQUIREMENTS**

\*\*\*\*\*

I/We, \_\_\_\_\_ hereby give my/our consent to participate in the pastoral interview carried out by

\_\_\_\_\_ as part of an assignment fulfilling the course requirements for skill development purposes only. I/we understand that anonymity and confidentiality will be respected. Names will not be used. I also understand that all information gathered will solely be used for the assignment.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_