

# THE LIFE AND THE CALLING OF A PASTOR

*A grassroots learning response to the well-being of a pastor's family,  
congregation, and calling*

## Facilitator Guide

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### HOW TO USE THIS GUIDE

#### Sessions and your schedule

Right now, the learning response on the Life and Calling of a Pastor has four modules. Each module has a seminar which runs for two and half days. Each seminar is broken down into sessions with an approximate length of time per day.

At the end of each module, you will have post-seminar assignments which are required to be completed before the next module. You are required to complete the post seminar assignments in a period of one to three months. However, you will have to decide when each seminar begins and ends according to your

participants' schedule. For example, if the seminar is nonresidential and is starting at one o'clock in the afternoon and finishes at four, you will only have time for one or two sessions to make sure you allow time for

participants to travel back to their homes in good time.

In the ideal situation, one seminar will last for three days starting in the morning and ending in the afternoon. The full day is approximately six hours. This means that each seminar has a minimum of 18 hours of facilitation.

There are a total of four seminars. This means that you will require 72 hours of facilitation to complete this learning response. Please change this to fit your schedule. The same is true for the number of minutes indicated per session. It is assumed that you will place breaks and meals at the appropriate places between sessions.

## **Reflection for facilitator**

After each session it is important for you as the facilitator to reflect on the session. There are clear outcomes for each module and sessions, which are written as achievement-based objectives (ABO) or as things that the participants do after the session. Please take time when you can to reflect on the outcomes. Reflect on the following key questions: • What went wrong and how can I improve it?

- What went well and how can I maintain it?

## **Assessment**

The aim of the assessment is to find out during and after the seminars the impact that they have on the participants. For the duration of our time together in these seminars, you will be required to do some post-seminar activities which give you the opportunity to apply the knowledge and skills which you are acquiring. These form part of your ongoing assessment.

Your facilitator will provide you with opportunities to record your progress questionnaires for you to record your progress. Of course, your attendance will

also be recorded by the facilitator. Be sure to attend all sessions of each seminar. You will find that the focus of this training is very practical and useful for your daily life and ministry. You will not want to miss any of it.

There is a survey questionnaire attached as handout 4 in the appendix. The aim of the questionnaire is to help you document the changes in participants' knowledge, attitudes and practices before and after the seminars. You are required to administer this questionnaire at the end of module four. However, along the way, you are supposed to collect information on the impact of the seminars on the participants by documenting the most significant stories of change which are happening as a result of this training. Where possible take some pictures of participants attending the seminars and changes which they are showcasing. Remember that "pictures tell more stories than words."

The stories and pictures that you collect can really help us to improve this training and other training that we hope to develop. Thank you in advance for your help!

## **GENERAL OVERVIEW**

This is grassroots learning response on the Life and Calling of a Pastor. The training is aimed at responding to situations which many pastors who serve in rural areas in Africa find themselves in. While they hold the greatest responsibility of leading, teaching, preaching and

counseling God's people, grassroots pastors face huge challenges.

A study conducted in Malawi, Kenya and Congo among grassroots pastors revealed that many grassroots pastors are facing challenges related to:

- Caring of and sustaining their families
- Equipping his congregation for ministry
- Building a balanced life
- Becoming an agent of transformation.

This relates to several factors ranging from lack of salary to poor living conditions of their church members. This module is a learning response aimed at addressing the well-being of a pastor's family, congregation and calling.

## **WHO ARE THE TARGET GROUP?**

The learning response is targeted for grassroots pastors and church leaders. We define grassroots pastors as those who are working in rural areas and have limited support from their sending Churches.

## **LEARNING RESPONSE DESIGN**

The learning response design which will be used is a seminar. This is a twelve-day seminar divided into four three-day circles each with a post seminar assignment. Participants will be required to conduct the post seminar before attending the following seminar. The time required for each post seminar assignment will vary from one to three months.

## **FOCUS AND GENERAL OUTCOMES**

Pastors serving rural areas in Africa face many challenges which negatively affect their families and ministries' well-being. In order for them to be effective in their work they need to balance their obligations to their families, themselves and their ministries. The present learning response is aimed at equipping a pastor to have a balanced life to his or her family, ministry and calling, and to equip others to do the same.

Therefore, by the end of this learning response the pastor would have started to effectively:

1. Meet the needs of his or her family
2. Equip people in his or her congregation for ministry
3. Build rhythm of his or her calling
4. Practice/identify ways to equip others in a balanced ministry life (*2 Tim 2:2*)

These outcomes are achieved through a series of seminars, along with activities after each seminar. The seminar provides a reflective environment for the pastor's situation to be discussed. However, each module is not complete until the participant has

- attended the seminar and
- reflected on and practiced the things learned in the seminar over a period of

three months.

The next seminar begins with a reflection on what has changed in the life of the pastor during the post-seminar period.

## **CONTENTS**

There are four modules

- 1. Pastor caring for and sustaining his family**
- 2. Pastor equipping his congregation for ministry**
- 3. Pastor building a balanced life**
- 4. Pastor becoming an agent of transformation.**

### **MODULE I**

#### **PASTOR CARING FOR AND SUSTAINING HIS FAMILY**

##### **MODULE OVERVIEW**

Have you ever wondered why many pastors' children or siblings will not want to become pastors when they grow up? Recently, I met up with a friend of mine who is a pastor's son. He told me that he does not want to become a pastor because a pastor's family is poor. In many cases, he continued, they fail to support their children and families financially.

Of course, one does not need to be rich to become a pastor. Nor does one become a pastor in order to be rich. The pastoral office is a calling. It is God who calls us to shepherd his flock. However, one the reason pastors fail to make a

significant impact in their communities relates to those pastors not taking responsibility to meet the basic needs of their families.

How do pastors balance their time with their wives or husbands and children? In this seminar, we are going to reflect on our families as pastors. How do we, as pastors serving in rural areas meet the needs of our families spiritually, emotionally, socially and financially? How do we balance our time with our children, spouse and church activities?

## **MODULE 1 OUTCOME**

By the end of this module you will have started meeting effectively the physical, spiritual, emotional and psychosocial needs of your family by implementing plans with your wife and children which are meeting their needs holistically.

## **SEMINAR OUTCOMES**

By the time we come to the end of our time together in this first seminar, you will have:

1. Described how pastors in your area meet the welfare and needs of their families
2. Explained with inference to the story of Pastor Bosco how his situation relates to your own life
3. Identified your family needs and your responsibilities as a Christian parent
4. Evaluated how you are meeting your family needs, physically, spiritually and emotionally
5. Started to align yourself to meeting the need of your family according to God's principles and values
6. Designed better ways on how you can sustain your family in your area

## **Seminar Preparation and Facilities Setup in Advance**

Preparation

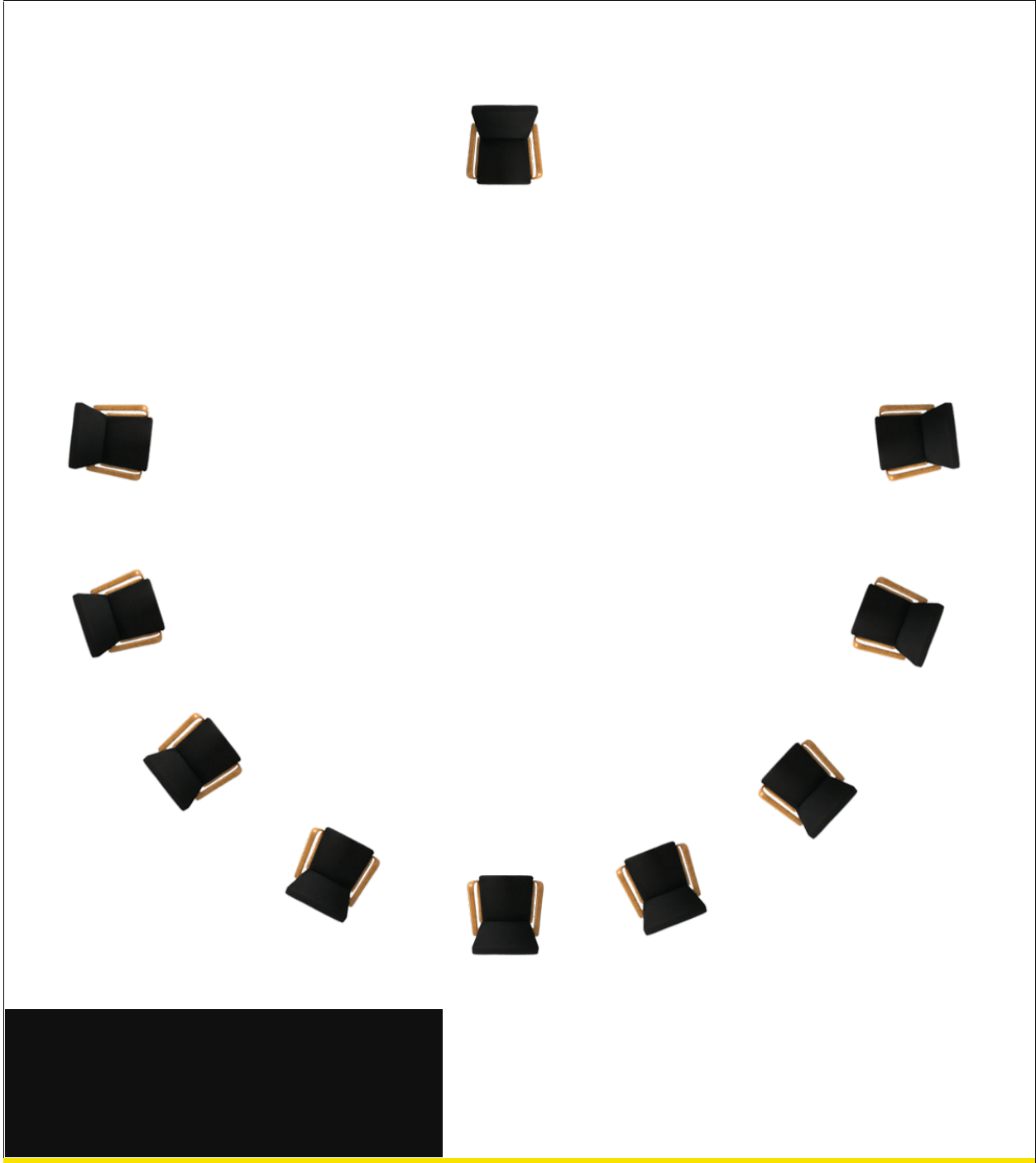
- Write out like four bible passages on cards and give to groups to read and study
  - Review materials
  - Have your Bible in the relevant local dialect

- Prayers
- Have a partner who can co-facilitate the seminar
- Be in the venue early

#### Facilities Setup

- Arrange the class to seat on tables in groups of between four but not more than six (it should not feel like a class room or church)
- Select a secure venue, ensure good lightening and ventilation
- Have a blackboard or whiteboard, or/and flipchart
- Room arrangement example (do not use a classroom arrangement)

## **SEMI-CIRCLE**



## DAY ONE

### Preparation and Materials Needed

- Ask seminar participant to lead devotional on 1 Tim 3
- blackboard, whiteboard or flipchart



- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here.

## Day 1 sessions

Plan your day, including start, finish, lunch, and tea around the sessions as appropriate.

### SESSION 1

*Welcome Remarks and Overview (1 hr)*

### ***Session Outcomes***

By the end of this session, participants will have:

- Introduced themselves by name, church etc
- Expressed their expectations and fears
- Established ground rules to follow during the seminar.

### **Activities**

1. The facilitator welcomes the participant and makes an opening remark: 5 minutes

2. **Devotion** : 15 minutes

The facilitator will ask in advance someone among the participants to prepare a devotion from 1 Tim 3.

3. **Self introduction** : 20 minutes

- In pairs (A and B), every participant introduces himself to another. Each person will introduce to the larger group the other person in their pair. (A will introduce, B, B will introduce A.)

4. **Expectations** : 10 minutes

- Allow participants to freely share their expectations
- The facilitator and the participants agree together and adopt the expressed

expectations

- The facilitator shares with the participants the objectives of the seminar. He should write down the objectives (on a black-board, whiteboard or flipchart).

#### 5. **Ground Rules:** 10 minutes

- Divide participants in 3 groups and ask them to come up with ground rules for the period of the seminar (Ground rules include expected behavior of the participants. For example, no cell phone use during sessions.)
- Each group to share its ground rules and decide which ones to adopt.
- The participants to choose one of them as their representative who will play the role of the leader and timekeeper.

## **SESSION 2**

*Orientation Task (2 hrs)*

### ***Session Outcome***

By the end of this session participants will have:

Described how pastors in their area are meeting the welfare and needs of their families by interviewing at least three people in their community.

- If possible, one of them should either be a spouse or child of a pastor.
- Or you may interview someone who is related or close to a pastor's family.
- Do this activity after you have left the seminar for the day.

### **Activities**

1. Identify two or three people in your community. Find out their observations on how pastors in general are meeting the basic needs of their families. It will be good if these people include pastors' children, wives or siblings etc.

2. Or you may discuss with your own children or wife if possible to find out their general observation on how pastors in general meet the needs of their families.
3. Share your findings with the larger group tomorrow.

The facilitator explains to the participants the importance of this activity:

- The goal of this session is to help you, as a learner, to find out how people in your community or family know about the ways pastors take care of their families.

## **DAY TWO**

### **SESSION 3**

*The Needs of a Pastor's Family (2 hrs)*

#### ***Session Outcome***

When you finish this session, participants will have

- Identified the needs of a pastor's family by brainstorming them in the small groups.
- Discussed how pastors in their areas are meeting the needs of their families.

#### **Activities**

1. In small groups list all the needs of a pastors' family

Organize the groups in a random way depending to the number of the participants. Let the participants count from 1 to 5 to from the groups. Make the list of the needs by category, giving at least 3 needs in each category. The categories are:

- I) spiritual;
- II) financial/material/physical;
- III) emotional;
- IV) relational.

2. Discuss and list how pastors in your area are meeting the needs of their families

As you discuss, consider the categories mentioned in 1. Discuss the way pastors meet the needs of their families category by category. Discuss your findings for 45 minutes.

3. Present your discussions to a larger group

Every group to present its finding. To help the larger group to cluster the way pastors meet the needs of their families, the smaller groups will present one after another the needs by category. This will lead for the group to have one list for the ways pastors meet the needs of their families for the 4 categories. This activity will be done in 60 minutes.

## **SESSION 4**

*Dilemma facing pastors in Africa (1.30 hrs)*

### ***Session Outcome***

By the end of this session participants will have:

Read the story of Pastor Bosco and explained with reference to it how Pastor Bosco's situation relates to their own life or the life of pastors in general in their area.

Preparation and Materials Needed

- Please make sure that everyone has a copy of Pastor Bosco's story, The Dilemma Facing Pastors in Africa found in the resources section

of their workbook.

### **Activities**

1. The facilitator asks participants to read the story of Pastor Bosco in their small groups formed the previous day.

- From the story, bring out the challenges that Pastor Bosco was facing as a minister of God.
  - Reflect also on what could be the consequences of those challenges to Pastor Bosco's ministry.
2. Discuss how his dilemma relates to yours as pastor today and give specific examples, if any.
  3. Present your finding to the rest of the group.

## **SESSION 5**

*Identify important family needs and responsibilities of a pastor as a parent (2 hrs)*

### ***Session Outcome***

By the end of this session participants will have:

Identified the important/crucial needs of a pastor's family by brain- storming them in the small groups.

Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here.

### **Activities**

1. Using the list in Day One, Session three, Activity 1, discuss in your small groups what you consider as important needs of a pastor's family in your area.
  2. In your groups cluster the needs according to their priority
  3. Describe the pastor's role towards meeting his needs as a Chris-

tian parent.

4. Share your discussions with the larger group.

## Reflections for the facilitator

1. The facilitator asks participants to think about the consequences of not meeting the needs of the family and what to do as they go home.
2. What insights did you get from this day? What indication did you see that the participants are aware of the challenges they are facing as pastors? Do you think that you have met the objectives for the sessions of the day? What do you have to consider for the following session?

## DAY THREE

### SESSION 6

*Evaluate ways how Pastors are Meeting the Important Needs of their Families (1.30 hrs).*

### ***Session Outcome***

By the end of this session participants will have:

Evaluated how pastors are meeting their important family needs by using a scale of 1 to 10 where 1 is the lowest score, 5 is medium and 10 is the highest score.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here.

## Activities

1. Using a scale of 1 to 10, where 1 is the lowest score, 5 is medium and 10 is the highest score, evaluate how you as an individual are meeting the important needs of your family as indicated in session three.

Share with your small group reasons why you have scored your abilities in meeting the needs of your family in the following order low, medium, high and explain why?

## SESSION SEVEN

*Bible Study (2 hrs)*

### ***Session Outcome***

By the end of this session, participants will have:

Started to prepare themselves to meet the important needs of their families according to God's principles and values.

Preparation and Materials Needed

- blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here.

## Activities

1. Study the following passages in small groups and highlight key roles and responsibilities of pastors towards meeting the needs of their families

***1 Timothy 3 verses 1-16***

***1 Samuel 1 verses 1-7; 8-18; and 19-28 | Samuel 2 verses 11-17; and 18-21***

2. Align what you have highlighted with your priority in session 3.

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## **SESSION EIGHT**

*Discovering ways to sustain your family's needs as a pastor (2 hrs)*

### ***Session Outcome***

By the end of this session participants will have:

Designed better ways on how you can sustain your family's needs as a pastor by planning to meet the needs of your family

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here.

### **Activities**

1. Categorize the important needs of your family into the following areas: spiritual, emotional, financial and relational.
  2. In your small groups, discuss ways on how pastors can sustain the above needs of their families.
  3. Plan on how you will sustain your family as an individual in the above needs
  4. Discuss your plan with your friends in small groups.
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## **Post-Seminar 1 Assignment (1h30)**

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### *Post-Seminar 1 Outcome*

Before the next seminar, participant will have;

- Met the identified needs of his family by implementing something in his plan (every week) in these areas: spiritual, emotional, financial, and relational.
  - Started regular reflection and making progress on his or her plan
  - Find someone with whom he reflects on his or her journey of meeting the needs of the family
    - Started to build a pattern of personal reflection on meeting the needs of his or her family and sharing with others on the changes that are taking place

### **Activities**

The facilitator explains to the participants that the post seminar activities are done before the next seminar. He gives them clear instruction and makes sure that everybody has understood what needs to be done. The activities are:

1. Share the plan with your family and discuss how you are going to implement it as a family. Report how the discussion took place in seminar II. As you share with your family, discuss others in which, as a family, you can reach the goals, reflecting on how pastors' families generally struggle to meet their needs.
2. Conduct weekly reflection meetings with your family members on how you are implementing your plan. Report how the reflection meetings with your family took place in seminar II.

3. Find someone whom you consider as a model and share with him or her areas where you need support to effectively implement your plans. Report how the meeting with your role model took place in seminar II.

4. Conduct regular personal reflections on the changes that you are making in meeting your family needs and share with someone preferably who attended the

seminar. Report on what you have learnt from your personal reflections in seminar II.

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## MODULE II

# PASTOR EQUIPPING HIS CONGREGATION FOR MINISTRY

## MODULE OVERVIEW

Welcome to Module II and the second seminar on Life and Calling of a Pastor's workshop. I hope you enjoyed our time together in the previous seminar. In module I, we reflected on how pastors are balancing their time with their families. We also looked at how they are meeting the basic needs of their families in the following areas: spiritual, emotional, financial and relational. In module II, we are going to reflect on how are pastors balancing their time with Church? And how are they equipping their congregants for effective ministry and wholistic transformation?

## MODULE TWO OUTCOME

By the end of this module the pastor will have started to equip people in his or her congregation for effective wholistic transformation by developing and implementing strategies and plans for equipping members of his or her Church.

## LEARNING OUTCOMES

By the time we come to the end of our time together in the second seminar, you will have:

1. Shared your experiences on meeting the needs of your families. This include (a) your plan and how you had implemented it; (b) Your weekly reflection meetings with your family; (c) changes and challenges that have occurred in your family as result the implementation of your plan. Have there been any changes if any? What were the challenges? How do you plan to address the challenges?
2. Described a biblical understanding of the role of a church in a community from Mathew 5: 13-16

3. Evaluated the role of your local church in your community basing on Mathew 5:13-16 and findings from orientation task

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4. Identified the gifts of three key members of your congregation and how you can develop them using Ephesians 4: 11-16 and 1st Corinthians 12:1-31;

5. Developed a strategy for equipping the saints for ministry in your church and community according to Ephesians 4: 11-16 and 1st Corinthians 12:1-31;

## **SEMINAR PREPARATION AND FACILITIES SETUP**

Same as in Seminar I

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## **DAY ONE**

### **SESSION 1**

*Welcome Remarks and Overview (1 hr)*

### ***Session Outcome***

By the end of this session, participants will have:

- Introduced themselves by name, church etc.
- Expressed their expectations and fears
- Established ground rules to follow during the seminar Preparation and

#### **Materials Needed**

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen

### **Activities**

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1. The facilitator welcomes the participant and makes an opening remark: 5 minutes

2. **Devotion** : 15 minutes

The facilitator will ask the seminar organizer (the contact person on the field) to request someone among the participants, in advance, to prepare a devotion from 2 Tim 2:2.

3. **Self introduction** : 20 minutes

- In pair (A and B), every participant introduces himself to another. If both attended the first seminar, they will tell each other how they have been.
- (A) will then introduce (B) to the group and (B) will introduce (A)

4. **Expectations** : 10 minutes

- Allow participants to freely share their expectations
- The facilitator and the participants agree together and adopt the expressed expectations

• The facilitator shares with the participants the objectives of the seminar. He should write down the objectives (on a blackboard, whiteboard or flipchart).

5. **Ground Rules** : 10 minutes

- Divide participants in 3 groups and ask them to come up with ground rules for the period of the seminar
- Each group to share its ground rules
- The participants to choose one of them as their representative who will play the role of the leader and timekeeper.

## **SESSION 2**

*Sharing Experiences on Post Seminar I Assignments*

*(2 hrs)*

## ***Session Outcome***

By the end of this session participants will have:

- Shared their experiences on Post Seminar I Activities. In their sharing the participant should include the following things

(a) The plan and how they implemented it

(b) changes and challenges that have occurred in the participant's family as result of the plan towards meeting the needs of his or her family.

You should also share how you intend to address the challenges if any in future.

### Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

## **Activities**

1. The facilitator asks every participant to share their experiences from post seminar I on how they met the needs of their respective families. In the sharing, they should include;

1. Their plan and how they implemented it
2. Changes and challenges which have occurred

in their family as result of implementing their plan towards meeting the needs of their family.

c. Share how they addressed or intend to address the challenges which they faced, if any, in the future.

## **SESSION 3**

*Orientation Task (2 hrs)*

### ***Session Outcome***

By the end of this session you would have:

- Interviewed two or three people in your community and find out from them what they consider as the role of a church in a community.
- Find out also if local churches in their community are carrying out those roles.

(To be done between first and second day of Seminar II.)

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

### **Activities**

1. Interview two or three people in your community and find out from them what they consider as the role of a church in a community. Find out also if local churches in their community are carrying out those roles (To be done between first and second day of Seminar II).

2. Report back to the larger group on second day of Seminar II. Directions

1. Identify the people to interview

2. Introduce yourselves to them and state the purpose of the interview

3. Ask the following questions:

(a) How many churches do you see in this community? Can you mention them?

(b) Apart from the Sunday services and the weekday services in those churches, what are things that they are doing in the community? If they are doing anything, why? If not, why?

(c) Can you give an example of what the church has done, if any, in your community? Are you satisfied with it?

(d) What is the role that you would want the church play in your community?

## **Reflections for the facilitator**

What insights did you get from this day? What indication did you see that the participants are aware of the roles the church has to play in the community? Do you think that you have met the objectives for the sessions of the day? What do you have to consider for the following session?

## **DAY TWO**

### **SESSION 4**

*Nature and Role of a Church in a Community (2hrs)*

### ***Session Outcome***

By the end of this session the participants will have:

Described the role of a church in a community by sharing what they learned from the Orientation Task, and in light of Mathew 5: 13-16. Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.



## Activities

1. Study Mathew 5: 13-16 in small groups and discuss the role of the church as salt and light of the world.

The facilitator should refer to Module I to explain the role of the small groups and form the groups considering the number of the participants.

2. Share with the rest of the participants your discussions from your groups on the role of the Church as salt and light of the World. (Facilitator will record responses on a whiteboard or flipchart.)

- Every group should give at least 2 roles of the church in the community.
- The groups should not give or repeat the same roles.
- In the larger group, participants will make together a list of the roles of a church in the community.

## SESSION 5

*Evaluating the Role of the Local Church in his or her Community (2 hrs)*

### ***Session Outcomes:***

By the end of this session participants will have:

- Evaluated how your local church is making an impact being the salt and the light of the world in light of Mathew 5:13-16 and the list made by the larger group.
- Made a plan on how your local churches will be involved in the community matters as salt and light of the world

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

## Activities

1. In small groups evaluate how your own local church is carrying out its roles as salt and light of the world in your communities based on Mathew 5:13-16 and findings from the orientation task.

2. This activity is to be done individually or in pairs considering the church from where participants come. It means, if 2 or more participants come from the same church, they will work together. In case the participant is alone, he will be faithful to do the evaluation as an individual.

3. Share your observations with the larger group;

4. Based on your observations in Task 1, make a plan on how your

local church will address its gaps in being the salt and light of the world in your community;

5. As a body of Christ identify critical issues in your community and come up with a plan on how you can make an impact as salt and light of the world in your community in light of those critical issues;

6. If you are come from the same village or area, discuss how you might partner to be salt and light.

This activity is to be done in small groups, shared in the larger group and the plan adopted.

## ***Session Outcome***

By the end of this session participants will have:

Developed a strategy on equipping the saints for effective ministry in their churches in light of Ephesians 4:11-16 and 1 Corinthians 12:1-31 Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks

- Add what you think goes here
- Notebook and pen.

## **Activities**

1. Study Ephesians 4:11-16 and 1 Corinthians 12:1-31 in small groups. Focus on the spiritual gifts and their importance for the growth of the church as the body of Christ. Discuss also why considering the spiritual gifts in equipping the saints is crucial.
  2. In light of the above passages develop a strategy on how you will equip the saints for effective ministry
    3. Share your strategy to the larger group;
    4. In the larger group, participants will adopt a common strategy
- as fruit of their findings from the Bible study.

## **SESSION 6**

*Mentoring others in their Spiritual Gifting (2hrs)*

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## **Reflections for the facilitator**

What insights did you get from this day?

What indication did you see that the participants have caught the importance of equipping others for the ministry and the importance of considering the spiritual gifts.

Do you think that you have met the objectives for the sessions of the day?

What do you have to consider for the following session?

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# DAY THREE

## SESSION 7

*Equipping the Saints for Ministry in your Church or Community (2hrs)*

### ***Session Outcome***

By the end of this session participants will have:

Identified three members of their congregation and developed a strategy for equipping them towards effective ministry using Ephesians 4: 11-16, 1 Corinthians 12:1-31 and evaluation of their local church as salt and light of the world.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

### **Activities**

Individually

1. With reference to Ephesians 4: 11-16 and 1 Corinthians 12:1-31 and your evaluation of how your local Church is making an impact in your community as salt and light in the world, identify three people in your Church whom you will develop for effective ministry. The criteria of identification should take in consideration the needs in the church, the gifts of those people, and their current involvement in the church.
2. Develop a strategy on how you will equip them towards effective ministry considering the criteria above.

With your group

3. Share the strategy with your smaller group.

4. From the findings of the groups, participants to come up with a common strategy based on the realities from where they come.

---

## **Post Seminar II Assignment**

### *Post Seminar II Outcomes*

Before the next seminar participants will have:

- Met three people you they identified in Session seven and planned with them on how to equip them for effective ministry;
- Implemented the strategy for equipping the three members of the church and meeting the needs of your family effectively.
- Started building a pattern of personal and shared reflection on the changes which you are making.

### **Activities**

1. Using the strategy that you have developed on equipping the saints for effective ministry, meet the three people you have identified in your congregation and develop a plan with them on how you are going to equip them for ministry using their gifts;
  2. Implement your strategy and plan as developed in post-seminar assignment
    1. Conduct weekly personal reflections on how you are equipping the three people identified for effective ministry.
  3. Consider the changes and challenges that you are facing in your life and ministry as a result of implementation of the plan. Share the changes and challenges with someone preferably who attended the seminar.
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## MODULE III

# PASTOR BUILDING A BALANCED LIFE

## MODULE OVERVIEW

Welcome to Module III and third seminar on the Life and Calling of a Pastor's learning response. I hope you have enjoyed the two modules and you are experiencing significant changes in your time with family and church. As you recall, in module I, we reflected on how pastors are balancing their time with their families and meeting their family physical, spiritual, emotional and psychosocial needs. In module II, we looked at how pastors are balancing their time with church related activities. In this module, we are going to reflect on how pastors are balancing their time with self. How are pastors in your area building rhythm of time with family, church and self for effective ministry?

## MODULE III OUTCOME

By the end of this module the pastor will have started to build rhythm in his or her life by taking care of himself in the areas of his health and heaven (body and spirit) and delegating responsibilities to others where necessary to avoid burning out.

## LEARNING OUTCOMES

By the end of our time together in this seminar you will have:

1. Evaluated your own life and identified some of the negative effects of an unbalanced life on your calling, ministry and family using graph.
2. Discussed your role as pastor, leader, preacher and counselor in light of Ezekiel 34 and John 10: 1-10
3. Created a plan that includes time for self, family, and ministry.

4. Identified three people in your congregation whom you will be able to delegate some of your responsibilities.

## **SEMINAR PREPARATION AND FACILITIES SETUP**

The same as in the previous seminar.

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## **DAY ONE**

### **SESSION 1**

*Welcome and Overview (1 hr)*

### ***Session Outcomes***

By the end of this session, participants will have:

- Introduced themselves by name, church etc
- Expressed their expectations and fears

Preparation and Materials Needed

- 

The facilitator will ask the seminar organizer (the contact person on field) to request someone among the participants, in advance, to prepare a devotion from Genesis 2:2-3 and Mark 6:31. This also needs to go in the preparation section.

### **Activities**

1. The facilitator welcomes the participant and makes an opening remark: 5 minutes

2. **Devotion** : 15 minutes

The facilitator will ask the seminar organizer (the contact person on field) to request someone among the participants, in advance, to prepare a devotion from Genesis 2:2-3 and Mark 6:31. This also needs to go in the preparation section.

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### 3. **Self-introduction** : 20 minutes

. In pairs (A and B), every participant introduces himself to another.

If both attended the first seminar, they will tell each other how they have been.

.(A) will then introduce (B) to the group and (B) will introduce (A)

### 4. **Expectations** : 10 minutes

Allow participants to freely share their expectations

The facilitator and the participants agree together and adopt the expressed expectations

The facilitator shares with the participants the objectives of the seminar. He should write down the objectives (on a blackboard, whiteboard or flipchart).

### 5. **Ground Rules** : 10 minutes

- Divide participants in 3 groups and ask them to come up with ground rules for the period of the seminar
- Each group to share its ground rules
- The participants to choose one of them as their representative who will play the role of the leader and timekeeper.

## ***Session Outcome***

By the end of this session participants will have:

Shared their experiences on equipping others for effective ministry conducted in post seminar assignment II. In their sharing they should include the following

- plan or strategy which they developed and how they implemented it;
- changes and challenges which have occurred in their ministry as well as family as result of their plans towards equipping others for effective ministry in their Church.
  - They should also have shared how they intend to address the challenges if any in future.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what



kind?)

- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

## **SESSION TWO**

*Post Seminar II Assignment Report (2 hrs)*

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### **Activities**

Participants are asked to share their experiences from post seminar II on how they equipped three people in their church for effective ministry. Every participant will be given time to share his experience. In the sharing, they should include:

- The plan/strategy and how they implemented it
- Changes and challenges which have occurred in their family as result of implementing their plan towards meeting the needs of their family.
- Share how they addressed or intend to address the challenges which they faced if any.

Close this session with a time of prayer, thanking God for what has changed and asking him for more transformation and improvement/ sustainability.

### ***Session Outcome***

By the end of this session you will have:

Shared your experiences in pairs of two people on how you spend your time.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
  - Markers (for each group, only for facilitator? i.e., how many and what kind?)
-

- Set up tables
- Arrange snacks
  
- Add what you think goes here • Notebook and pen.

## **SESSION 3**

*Orientation Task (1.30hrs)*

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### **Activities**

1. In pairs of two people, share your experiences on how you spend your time daily.
2. Discuss the expectations of your church members. What do they expect from you most of the time? Do you meet those expectations? If yes, how? If not, why?
3. Report back to the larger group the experiences of your colleague.

## **SESSION 4**

*Identifying Negative Effects of Unbalanced Life (2hrs)*

### ***Session Outcome***

By the end of this session you will have:

Evaluated your own life and identified some of the negative effects of an unbalanced life on your calling, ministry and family using a graph.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
  - Markers (for each group, only for facilitator? i.e., how many and what kind?)
  - Set up tables
  - Arrange snacks
-

- Add what you think goes here
  - Notebook and pen.
- 

## **Activities**

The facilitator requests the participant to do the following:

1. Reflect on your daily life and activities as a pastor in the last week and describe how you have spent your time in the following ways:
  - a. Your time with yourself, daily devotional time with God;
  - b. Time with your family (children and wife);
  - c. Church activities;
  - d. Community activities.

How much time did you spend on each of these activities? Consider the following: When does your day start? When does it end? How did you spend your time?

2. Create a graph to analyze and describe how you are using your time with your family, church related activities, devotions and self. Be willing to share with the rest of the participants;
3. Using the overview of how you spent your time in the last week, describe the negative effects of unbalanced life on your family, Church and personal devotion.

### **Reflections for the facilitator**

What insights did you get from this day? What indication did you see that the participants have the need of having a balanced life? Do you think that you have met the objectives for the sessions of the day? What do you have to consider for the following session?

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## **DAY TWO**

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## **SESSION 5**

*Creating a plan that includes time for self, family, and ministry (1 hr)*

### ***Session Outcome***

By the end of this session you will have

- Created a plan that includes time for self, family, and ministry by reflecting on your roles and responsibilities as pastor, teacher, counselor and preacher.
- Created a plan that includes equipping others to share the ministry so that you are not alone in these plans. (This is similar to your role as a pastor teacher—to equip the saints for the work of the ministry.)

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

### **Activities**

1. With reference to session four, individually, create a weekly plan that includes time for self, family and ministry.
  2. Share how you plan to share it your family and church leaders.
  3. Share your plan with your smaller group.

## **SESSION 6**

*Key roles and responsibilities of a Pastor (1 hr)*

### ***Session Outcome***

By the end of this session participants will have:

Discussed their roles and responsibilities as pastors, leaders, preachers and counselors.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

## **Activities**

1. In small groups, discuss the roles and responsibilities of a pastor using Ezekiel 34 and John 10:1-10.
2. After the study, find out what you have discovered and its importance for you in the ministry.
3. Share your findings with the larger group.

## **SESSION 7**

*Delegating Some Responsibilities in the Church (1hr)*

### ***Session Outcome***

By the end of this session you will have

Identified three people in your congregation whom you will be able to delegate some of your responsibilities

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks

- Add what you think goes here
- Notebook and pen.

## **Activities**

1. Facilitator to ask the participants to freely share what they feel when they do almost everything alone and its outcomes on themselves, their families, and their ministries.
2. Individually, study Exodus 18 carefully and reflect on the negative effects of doing all things alone and the importance of delegating some of your responsibilities to men and women in your congregation. Consider also some of the characteristics of people whom you can delegate.
3. Using the characteristics of people whom you can delegate, identify people in your congregation whom you can delegate some of the responsibilities and which responsibilities can you delegate to them. Share the plan with other participants in your group.

## **Post Seminar III Assignment**

### *Post Seminar III Outcomes*

Before the next seminar, participants will have

- Evaluated your own life's negative effects of an unbalanced life on your family, ministry and self and share your experience with your colleagues
- Implemented plans on equipping the members of your church, meeting the needs of your family and self.
- Pastor has started to build a pattern of personal and shared reflection on the changes he is making and is equipping other pastors to do the same

## **Activities**

1. Share the plan that you have created with your family members and church members. Discuss with them the plan and how you think the plan will contribute to the well-being of your ministry, family and self.

2. Meet with three people that you have planned to delegate some of your responsibilities to. Share with them your plan and discuss how you intend to implement it with them. The plan involves equipping them for effective ministry.

3. Conduct weekly personal reflections on the changes that you are making on living a balanced life in your time with self, family and church. What are the changes and challenges that you are facing in implementing your plan and share with someone preferably who attended the seminar

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## **MODULE IV**

# **PASTOR BECOMING AN AGENT OF TRANSFORMATION**

## **INTRODUCTION TO SEMINAR IV**

You are now familiar with the process used in this training. The term to define it is called ARA. Acting-Reflecting-Acting (ARA) learning methods are aimed at bringing transformation of the whole person and his or her situations. They focus on transforming the learner's head, heart, hands and community. However, a successful implementation of ARA based-learning methods depends among other things on a successful facilitator. In this seminar you are going to be introduced to ways on how you can become a good ARA facilitator.

## **MODULE IV OUTCOME**

When you finish this seminar, you will have acquired basic facilitation skills to facilitate ARA seminars on life and calling of a pastor's learning response. These skills will help you to become an agent of transformation who equips others to transform their situations.

## **LEARNING OUTCOMES**

By the time we come to the end of our time together in this fourth seminar, you will have:

1. Celebrated transformation that occurred in your life by sharing your stories of changes
2. Identified good facilitation skills in facilitating transformation situation learning responses
3. Described best traditional ways how people learn in your community
4. Described your best examples of traditional learning experiences
5. Discussed the roles of a facilitator in a facilitation workshop
6. Practiced facilitation skills by using the previous seminars' tasks



and evaluated a facilitation session;

7. Identified people who need to have a balanced life in ministry and make plans to equip them to do so.

## **DAY ONE**

### **SESSION 1**

*Welcome and Overview of Seminar IV (Ihr)*

#### ***Session Outcome***

By the end of this session, you will have:

- Welcomed participants and introduced them by name, church etc
- Shared expectations and fears of participants
- Introduced objectives and learning outcomes for Seminar IV Preparation and Materials Needed
  - Blackboard, whiteboard or flipchart
  - Markers (for each group, only for facilitator? i.e., how many and what kind?)
  - Set up tables
  - Arrange snacks
  - Add what you think goes here
  - Notebook and pen.

#### **Activities**

1. The facilitator welcomes the participant and makes an opening remark:  
5 minute

2. Devotion : 15 minutes

The facilitator will ask the seminar organizer (the contact person on field) to request someone among the participants, in advance, to prepare a devotion from Luke 19:1-10.

### 3. Self-introduction : 20 minutes

- In pair (A and B), every participant introduces himself to another. If both attended the first seminar, they will tell each other how they have been.
- (A) will then introduce (B) to the group and (B) will introduce (A)

### 4. Expectations : 10 minutes

- Allow participants to freely share their expectations
- The facilitator and the participants agree together and adopt the expressed expectations
  - The facilitator shares with the participants the objectives of the seminar. He should write down the objectives (on a blackboard, whiteboard or flipchart).

## **SESSION 2**

*Celebrating Stories of Transformation (Time: 2hrs)*

### ***Session Outcome***

By the end of this session you will have:

Shared your stories of transformation which have occurred in your life as a result of the seminars on the Life and Calling of a Pastor. In your sharing include

- a. Your experiences on meeting the needs of your family, equipping members of your church and self for effective ministry.
- b. How you implemented your plans and changes which have occurred in your family, church and life as a result of those plans.
- c. Challenges if any. How you addressed them or intending to address them.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks

- Add what you think goes here
- Notebook and pen.

## **Activities**

Here, the facilitator asks every participant to share what has changed in his life and ministry after he has attended the three seminars. This sharing is to be done in the larger group.

Share your experiences from post seminar assignments I, II and III with a larger group. In your sharing include:

- a. Your plans on meeting the needs of your family, equipping members of your church and self for effective ministry and how you implemented them.
- b. Changes and challenges which have occurred.
- c. How you addressed the challenges or intend to address them.
- d. What has happened after you have equipped some church members for effective ministry?
- e. Describe how your life looks after learning about a “balanced life”.

## **SESSION 3**

*Maintaining Transformation (Time: 1hr)*

### ***Session Outcomes***

By the end of this session will have:

- Made plans on how to maintain the transformation which they have experienced
- Discussed how to effectively use the product they gained (knowledge and transformation) in daily life.

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

## **Activities**

1. Ask participants to discuss, in their small groups, how to maintain the transformation which they have experienced and discuss how to add value to the product which they have gained as a result of the transformation.

This discussion must lead to practical things to do to maintain the transformation that has occurred.

2. Ask each participant to make a plan on how he or she will maintain the transformation experiences and add value to the products gained.

3. Each group will present the summary of the plans of its participants to the larger group.

## **Closing the day**

Under the direction of the facilitator, participants will praise God for what he has done in their lives and take time to pray to maintain transformation that occurred in their lives.

## **Reflections for the facilitator**

From the sharing, what insights did you get from this day and the seminars? What indication did you see that the participants have experienced transformation and are committed to work to maintain it? Do you think that you have met the objectives for the sessions of the day? What do you have to consider for the future?

## ***PLEASE NOTE:***

*The next sessions are for potential facilitators. The facilitator should allow others to leave.*

# DAY TWO

## SESSION 4

*Biblical Foundation of Facilitation (Time: 2hrs)*

### ***Session Outcome***

By the end of this session you will have:

Evaluated biblical foundations for facilitating transformation responses using Genesis 3: 8-14

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

### **Activities**

1. In small groups, read Genesis 3: 8-14 and discuss the following questions:
  - a. What are some of the things that reflect the qualities of a facilitator than that of a teacher?
  - b. What skills of a good facilitator are represented in this passage?
  - c. What would God have done if he were a teacher here rather than a facilitator?
  - d. Suppose this was a learning experience. Discuss how the interaction between God, Adam, Eve and the serpent reflects on this statement about facilitation "Facilitation is more concerned with the learners' transformation or change through acting and reflecting than on them receiving expert knowledge or truth"?
  - e. Still in your small groups, look for another scripture where you can find the qualities of a facilitator.
  - f. Share your findings with the large group.

## **SESSION 5**

*Good Facilitation Skills (Time: 1hr)*

### ***Session Outcome***

By the end of our time in this session, you will have:

Explained what you consider as good facilitation skills in facilitating transformation situation learning responses

Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

### **Activities**

1. In small groups identify new learning ways which you have experienced in these seminars compared to others which you have attended or facilitated.

2. Report discussions to the larger group.

3. From your discussions so far, what can you consider as good

qualities of facilitation? Cluster your findings into good facilitation skills that bring about transformation in a learning response.

## **SESSION 6**

*My best learning experience (Time: 2hr)*

### ***Session Outcomes***

By the end of this session, you will have

- Described your best traditional ways of learning you have experienced in your

life so far;

- Compared traditional and ARA learning experiences using your experiences in these seminars.

#### Preparation and Materials Needed

- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

### Activities

1. Think about one of the best things which you have learnt in life. Describe the learning experience? In your description include what you learned, how you learned it and why you consider it as your best learning experience.

2. Share your best learning experience with your friend

3. Report to the larger group what was your friend's best learning

experience. In your description share what your friend learned, how he or she learned it and why she or he consider it as the best learning experience in life.

4. Compare your best learning experience with how you have learnt in these seminars. What are the similarities and differences? List your findings on a flip chart paper

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## SESSION 7

*Qualities of a good Facilitator (Time : 2 hr)*

### ***Session Outcomes***

By the end of this session you will have:

- Described the difference between a teacher and facilitator by comparing the two ;
-

- Described qualities of a good facilitator making a list of them. Preparation and Materials Needed

- 8 jars of equal size, 4 need lids
- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Add what you think goes here
- Notebook and pen.

## Activities

In small groups discuss who is a facilitator and how different is he or she from a teacher or lecturer in delivering learning responses.

- What are the qualities of a good facilitator?
- Present your discussion to the larger group

## Experiment

1. Collect 8 empty bottles of equal size and fill two with water;
2. Cut 4 in equal sizes and fill 2 of them with water. Label the 2 empty cut bottles A & B
3. You will now have 4 empty bottles and 4 bottles filled with water.
4. 2 of the bottles have an open mouth and the other 2 with un-opened mouth;
5. Pour the water in the bottles into the empty bottles (1 in each bottle) and notice what is happening to the water as it is being poured into each of the bottles;

6. a.

b. c.

d.

Observations



What happened to the water as it was being poured in each of the empty bottles?

Which of the bottle was filled and why?

What happened to the water when the mouth of bottles were opened?

How does this exercise teach us about facilitation?

## Qualities of a good facilitator

### 1. Deep Listening

Listening is the bedrock of facilitation. Everything else builds on top of it. A group facilitation involves three types of listening.

#### ***A. Listening to yourself***

This means listening to what is emerging inside of you as you are facilitating the meeting, dialogue or a workshop. Rest assured, this will manifest in some way externally in your facilitation too. At a recent workshop, it was my day 4 of consecutive facilitation and a few minutes into the workshop I became aware that I was not my joyous self—due to fatigue and perhaps repetition. It was clearly affecting my energy and thus the group's too.

#### ***B. Listening to an individual***

This means being 100% present to an individual. Free from external distractions like phone and internal distractions like the chatter in the head saying what will be your response to this person.

this is not explicit.

#### ***C. Listening to the collective***

On paying close attention you will understand that a group has its own voice—this might be in the form of subtle undercurrents which indicate that a group is uncomfortable with a discussion or a certain part of the group is keen to discuss a certain point while the leadership may not be. I find this listening to be hardest as

## 2. Probing

The second component of good facilitation is probing. At times, a facilitator's role is to create a safe space for the group to express themselves and continue to nudge them slightly out of their comfort zone. Thus it is essential to build on the listening to probe both safely and fearlessly. Deep listening is an imperative for the same and there is no way that a facilitator can probe effectively in the absence of the same. Some starting ways to build this skill

The 5-Whys strategy

- Asking open ended questions
- Funneling (Moving gradually from big-picture general to specific questions)
- Asking leading questions (in cases where you want the group to make a choice)

## 3. Synthesizing

During group conversations typically multiple ideas are presented by different people. It might be difficult for people in the conversation to make complete sense or see the bigger picture of what is being said. Synthesis is to express the different points in a succinct manner that allows people to see inter-connections or a connected whole.

This is also applicable in one on one conversations when an individual is thinking-out-loud or sharing disjointed thoughts.

Listening to someone else present the same in a coherent manner helps individuals make sense of their information. Once again deep listening is a necessary condition for synthesis. Synthesis is a skill that goes beyond using simple sentence markers but a couple of simple ways to start practicing this is by stating "So what I am hearing is \_\_\_\_\_" or "I'll synthesize and tell me if I am understanding you right \_\_\_".

## 4. Moderating

The final component of effective facilitation is moderating the conversation. This can be done in four ways.

### ***A. Keeping the main point as the main point***

Group conversations can also end up meandering or going off on a tangent. At such times, a good facilitator will skillfully bring back the discussion to the intended point. I find this hard.

### ***B. Managing energy and time***

Long hours spent in meeting rooms can tire people. A few ways to plan effectively for this is keep a break every 75–90 minutes, celebrating the group's progress every couple of hours to instill a genuine sense of achievement, frequent time checks and having ready access to some healthy snacks in the room.

### ***C. Setting and revisiting norms***

Strong facilitators allow the groups to co create norms for the meetings if required.

### ***D. Including diverse voices in the conversation***

*Each group has the dominant and the quiet voices.* Ensure that you are able to bring in all people into the conversation. If you are actively working on your facilitation, remember each facilitator has his/ her own style. So spend some time thinking about some of the effective facilitators you have seen and how would you define their facilitation style. Then think about your own and how would you define your style.

<https://medium.com/@saahilsood/what-are-the-4-key-traits-of-an-excellent-facilitator-2909661f8ad2>

### **Activity:**

Discuss each of these qualities in your small groups and establish a difference between a facilitator and a teacher. Share your finding in the large group.

## **DAY THREE**

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## SESSION 8

*Practice facilitation using tasks from seminars I, II, and III (6 hrs)*

### ***Session Outcome***

By the end of this session, you will have Practiced facilitation skills using tasks from seminars on Life and Calling of a Pastor's learning response.

Preparation and Materials Needed

- Facilitator guide on the selected topic
- Blackboard, whiteboard or flipchart
- Markers (for each group, only for facilitator? i.e., how many and what kind?)
- Set up tables
- Arrange snacks
- Notebook and pen
- Add what you think goes here.

### **Activities**

1. Choose any seminar and one or two sessions. 2. Take five minutes to prepare.
3. Present the seminar you are facilitating to the larger group for a maximum of 20 minutes.
4. After each presentation, let the participants make their observations. In the observations take note of what went well, what was wrong, how could the session be presented better and give reasons for each observation. Ensure that each of the participants has presented his or her session.

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## SESSION 9

*Closing Remarks and Presentation of Certificates of Attendance*

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At this point, encourage participants to go out and facilitate other pastors using this workshop.

It is our desire to see a movement of ARA agents of transformation transforming their communities in Africa for Christ's sake. Amen

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## Handout 1

The Current Dilemma Facing Pastors in Africa

Real situations from the Democratic Republic of Congo (DRC), Kenya, and Malawi While in the Democratic Republic of Congo in 2017, I spoke with someone I shall call Pastor Bosco. His story poignantly reflects what, unfortunately, is a serious problem among pastors serving in rural areas in Africa. I write the story to show the importance of adjusting the paradigm on how pastors meet the needs of their families, congregations, and self.

It was my first time to meet Pastor Bosco. He was surprised to learn that our ministry centered on facilitating transformational learning responses in the context of problems of dependency on western support and the inadequate financial base of among many churches and church organizations in Africa. His response was instant: "It is amazing that

you have just arrived in time. My wife and I are sitting in the kitchen trying to decide what steps we should take. We have a medical bill of CF 15,000 (Congolese Franc an equivalent of 10 USD), and I do not have a monthly income. Our congregation barely gives \$10 a month in collections. We have three teenagers in school and have had no salary for three years. Some time ago my wife suggested that perhaps we should separate since I insist on staying in

the ministry and obviously can't afford to keep her and the children. Some of my pastor friends can't make ends meet either.

"Some time ago I asked the bishop for a monthly salary since I hadn't had any for three years. Additionally, almost after every year there is reshuffle in my church denomination resulting in me being transferred from one area to another making it hard for me to invest.

Unfortunately, all the churches where I have been are in extremely poor." He explained.

By this time I saw in bold relief the dilemma facing Pastor Bosco and his family. My heart broke as I listened. Is there no meaningful ministry to keep Pastor Bosco occupied? Quite the contrary. He preaches many times in the course of a week and in the Sunday services and any other special occasions in the community. But why doesn't Pastor Bosco's congregation support him? Are they all poverty stricken, unemployed and in need of relief? Actually, yes, they are! The church being in a rural area, church members also are facing the same situation as their pastor.

Unfortunately, Pastor Bosco's situation is not unique in the Democratic Republic of Congo. He is part of the widespread dilemma that has its roots in the dependency syndrome and the way the Gospel was first introduced in Africa by early missionaries. We interviewed over 50 pastors in DRC, Kenya, and Malawi and found Pastor Bosco's situation to be common among rural pastors.

Changing the conditions that perpetuate that syndrome is a major task. More than a Mile Deep (MMD), through its learning approach Acting-Reflecting-Acting (ARA) exists to help others discover how to promote this much-needed change. We seek not only to understand the underlying causes but also how to move on to better days. It is what our seminars are about in Africa. But Pastor Bosco needs more than a seminar in which someone talks about the root causes of a dilemma such as his. He needs a learning community and response that helps him to reflect on his situations and develop insights which empow-

er him to competently address his dilemmas. We must not only say, "Have faith, brother. . ." James 2:16 cautions us against that.

So now that I know firsthand about Pastor Bosco's situation, what am I supposed

to do? Let me tell you what I did. First, I prayed over the situation asking the Lord what my responsibility should be.

Second, I realized the better way to help Pastor Bosco – and others – was to train them. With my team and after a survey in Malawi, Kenya and the DRC, we came up with a series of Acting-Reflecting-and Acting (ARA) seminars on the Life and the calling of a pastor. Pastor Bosco actively participated in the training and started experiencing big changes in his life, his family, and in his ministry. He came up with a clear plan for self-sustainability.

He recalls that from the seminars he opted to do farming. He has learned how to use low cost methods from locally available materials to make composite manure and apply it in his garden. He also learned Biblical principles on how to be a good steward of God's creation by farming God's way. After the first seminar, with his wife, they prepared their first maize garden as a demonstration garden. They made composite manure using cow dung, ashes, and other locally available materials. They also prepared two other gardens which they own as a family. After a period of time their gardens were looking better than the rest of the people in their community. They were able to harvest 60 bags of maize. Out of them, they have given a tithe of six bags to the Lord. This is the first time in their 20 years of marriage to produce such an amount of food to feed their family. They most they had ever managed to produce was 20 bags.

This year, the family of eight will have enough food to eat throughout the year. They will no longer fail to feed their children or beg for food.

Pastor Bosco affirms "I used to think that as a Pastor, I should always be supported by the members of my congregation. But through these seminars, I am now able to support other people in my Church.

After Seminar II, he decided to work with his children. "Usually, I was leaving my family alone and going to serve other people," he said. "I was very tough with my children and they would not be close to me. Through this assignment, I made a plan to work with them. The plan was that I should be close to my children, praying with them every night. Through this, my children have started to be close to me. They have even started praying for me!"

He adds, "After the seminars, I am now able to balance between ministry and family and have resolved

1. To spend time with my family as husband and father; to provide for my family needs as the bread winner. To meet the needs of my family I have established a small business of selling vegetables and raising chicken. Now my children can get eggs every day and I have already sold some chickens to meet other needs of the family.

2. To take total rest with my family on Mondays. I no longer do anything relating to ministry on Mondays; it's reserved as time for my family. When appropriate, I take my family out for lunch or a drink. It is my time to joke with my wife. I have learned to create time for my children, praying for them in the morning before they go to school." Besides farming, Pastor Bosco's wife is running a small business. She explains, "I am now running a food ward; I am a food vendor offering food to one of our schools. Because of what I am doing, I am somehow now financially stable."

## **HANDOUT 2 FACILITATION SKILLS**

### **Introduction**

Action-Reflection-Action (ARA) training system are aimed at bringing transformation of the whole person (Head, Heart, Hands) and the community. But a Successful implementation of ARA based training methods and philosophy depends primarily on a successful facilitator

Group Work 1  
Read the saying, look at the picture, and answer the question to the right.

How many pieces do you see and why?

### **Group Work 2**

1. Who is a facilitator?
2. How is a facilitator different from a Teacher or Lecture?
3. What is facilitation?



4. How is facilitation different from teaching or lecturing in delivering a learning outcome?

5. What are the qualities of a good facilitator?

Definition of Facilitation

According to you, from our early discussion, who is a facilitator?

### 3 Priorities of a Good Facilitator

#### 1. Clearly state outcomes repeatedly

- Be very clear on what transformational outcomes are as stated in the course introduction. Outcomes are listed clearly in the course. It will be necessary to refer these outcomes consistently and confidently throughout the course.

- The facilitator will need to remind the learners that all of the assignments and activities are to help them achieve the stated outcomes, which all relate to seeing transformation in the students and in their community.

#### 2. Focus on learning outcomes

- The orientation tasks and the post-lesson assignments are the main focus of the group time.

- The facilitator will guide the students to report on their learning activities and reflect on what was learned from them.

- The facilitator will encourage discussion but will focus the attention on the tasks required to complete the assignment, not just reflections from reading and study.

#### 3. Ask Good Questions

It really goes without saying that a good facilitator needs good communication skills; however, don't mistake that to mean that he or she talks a lot, or teaches a lot. In contrast, the group facilitator will have an ability to ask good questions that are related to the outcomes.

- Listen carefully and communicate succinctly

- Ask questions that promote discussion. This is an important skill for facilitators.

- Recognize the difference between open-ended and closed-ended questions;

- Use open-ended questions to encourage discussion and interaction within your group.

See examples of closed and open questions below.

### Roles of a Facilitator

- To guide the learners through the course based on the students themselves acting, reflecting, gaining insight, and acting in more appropriate ways
- Focus on the learners gaining insights rather than you teaching your own insights.

### A facilitator

1. Guides
2. Shepherds
3. Mentors
4. Prepares for the meeting
5. Gives direction to the learning process and program
6. Ensures full participation of all learners in the group
7. Creates good group atmosphere
8. Conducts ongoing learner assessments

### Open and closed questions

Asking questions that promote discussion is an important skill for facilitators. Recognizing the difference between open and closed questions. When you use open questions, you will encourage discussion and interaction within your group.

Closed questions can be answered with a short yes, no, or a specific correct answer. They do not foster discussion. Open questions encourage discussion by providing an opportunity for the group member to reflect. The discussion is focused on exploring options, ideas, experiences, and feelings rather than on finding a correct answer.

Here are some examples. Closed Questions

- Did you like the movie?
- Can I help you?
- Where are you going?
  
- What did Jesus say to the leper?
- Don't you think it is time to clean up this room?
- Have you always done it that way?

- What are the names of the books in the New Testament?
- Who is responsible for this surprise?
- How much is 12 x 12?
- Is there anything else we need to buy at the store?
- When Jesus calmed the storm, did that show he has power over nature?

Close-ended questions focus on the facts. The questions may be simple or complex, easy or difficult to answer. If the question can be answered with a specific fact, this is a close-ended question, even if the correct answer is long.

#### Open-Ended Questions

- What happened when I left the room?
- How did you meet your spouse?
- Which person in this Bible story do you relate to most and why?
- What is your favorite memory from your childhood?
- How did you experience the soccer game?
- Tell me about your visit with your father.
- How would you describe the best place to live?
- What can you do to help us solve this problem?
- What tips can you give me to improve my running time?
- What route do you take to get to the capital city from here?
- Describe what the journey to the cross was like.
- How does it make you feel when...?

Open-ended questions encourage dialogue by demonstrating your interest in knowing what others have to say. Remember to ask questions that relate to the learning outcomes.

## Handout

### Life & Calling of the Pastor Workshop Survey

The purpose of this survey is to improve future Life & Calling of the Pastor (LCP) workshops by sharing with the workshop facilitator and writers how your participation has affected you, your family, your life, your ministry, your congregation and/or your community.

The survey is made up of three sections. Section one is about the pastor (or church leader) and his or her family. Section two is about the pastor (or church leader) and the local church. Section three is about maintaining a balanced Christian life. Section four is demographics. Each of the first three sections is divided into two parts. Part A asks you to recall how you responded to circumstances before participating in the workshop. Part B asks you how you are responding to circumstances after the workshop.

After reading (or listening to) each statement, you will be asked to choose which of four responses best describes you best:

Strongly Disagree, Disagree, Agree, and Strongly Agree.

Mark the corresponding number that best describes you after each statement is read. At the end of each part, you will have a chance to explain your situation in more detail.

## Response Sample

Strongly disagree	Disagree	Agree	Strongly agree
1	2	3	4

## Section 1

### The Pastor and the Family

#### Part A.

Please share about your views on how you responded to the following six situations in your family before participating in the LCP workshop.

- Before participating in the LCP workshop, I responded well to my family's economic needs.
- Before participating in the LCP workshop, I responded well to my family's emotional needs.
- Before participating in the LCP workshop, I responded well to my family's spiritual needs.

- Before participating in the LCP workshop, responded well to my spouse's concerns.
- Before participating in the LCP workshop, I was well aware of my responsibilities to care for my family.
- Before participating in the LCP workshop, I had someone with whom to share my concerns about my family.
- Before the workshop, how many times did you meet with this person during a month? \_\_\_\_

**Please, tell us more.**

Describe in your own words how you responded to your family situation before participating in the (LCP) workshop. Use the back of this sheet if

you need more room. \_\_\_\_\_

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**Part B.**

Now, please share with us how you responded to your family's situation after participating in the (LCP) workshop.

- After participating in the (LCP) workshop, I respond well to my family's economic needs.



# Section 2

## The Pastor and the Congregation

### Part A.

Please share how you prepared your congregants to be active in the work of the ministry before participating in the (LCP) workshop.

- Before participating in the (LCP) workshop, I had a Biblical understanding of the role of a local church in the community.
- Before participating in the (LCP) workshop, I had evaluated the role of the local church in our community.
  
- Before participating in the (LCP) workshop, I had a plan for equipping the congregants in my church to participate in ministry.
- Before participating in the (LCP) workshop, I was working with key members of my church to prepare them to active in ministry.
- Before participating in the (LCP) workshop, I had delegated responsibilities to one or more members of my church.

o Before the workshop, to how many members had you delegated responsibilities? \_\_\_\_

Tell us more.

Describe in your own words the situation of your congregants' active

involvement in ministry before you participated in the (LCP) workshop.

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**Part B.**

Please share how you prepared your congregants to be active in the work of the ministry after participating in the (LCP) workshop.

- After participating in the (LCP) workshop, I have a Biblical understanding of the role of a local church in the community.

- After participating in the (LCP) workshop, I have evaluated the role of the local church in our community as salt and light.

- After participating in the (LCP) workshop, I have a plan for equipping the congregants in my church to participate in ministry.

- After participating in the (LCP) workshop, I have worked with key members of my church to equip them in ministry.

- After participating in the (LCP) workshop, I have delegated responsibilities to one or more members of my church.

o After the workshop, to how many members have you delegated responsibilities? \_\_\_\_\_

Please tell us more.

Describe in your own words the situation of your congregants' active

involvement in ministry after participating in the (LCP) workshop. \_\_\_\_\_

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## Section 3

# The Pastor and a Balanced Christian Life

### Part A.

Please share how you lived a balanced Christian life before participating in the (LCP) workshop.

- Before participating in the (LCP) workshop, I spent a balanced amount of time caring for my personal needs.

- Before participating in the (LCP) workshop, I spent a balanced amount of time caring for my family's needs.

- Before participating in the (LCP) workshop, I spent a balanced amount of time caring for my congregation's needs.

- Before participating in the (LCP) workshop, I had a plan to spend a balanced amount of time for self, family and ministry.

- Before participating in the (LCP) workshop, people who knew me well would comment that I modeled a balanced Christian life.

- Before participating in the (LCP) workshop, my family would say that I modeled a balanced Christian life.

- Before participating in the (LCP) workshop, I had someone with whom to share my concerns about maintaining a balanced Christian life.

- - If you did, what relationship is this person(s) to you? \_\_\_\_\_

- - How many times did you meet with this person during a month:  
\_\_\_\_\_?
- Before participating in the (LCP) workshop, I had been mentoring one or more members in how to live a balanced Christian life.
- If you did, how many times would you meet with this person(s) during a month? \_\_\_\_\_

Tell us more.

Describe in your own words your situation in regard to living a balanced Christian life before participating in the LCP seminar. \_\_\_\_\_

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## Part B.

Please share about how you live a balanced Christian life after participating in the (LCP) workshop.

- After participating in the (LCP) workshop, I spend a balanced amount of time caring for my personal needs.

- After participating in the (LCP) workshop, I spend a balanced amount of time caring for my family's needs.

- After participating in the (LCP) workshop, I spend a balanced amount of time caring for my congregation's needs.
- After participating in the (LCP) workshop, I have a plan to spend balanced amount of time for self, family and ministry.
- After participating in the (LCP) workshop, people who know me well comment that I model a balanced Christian life.
- After attending participating in the (LCP) workshop, my family members say that I model a balanced Christian life.
- After participating in the (LCP) workshop, I have someone with whom to share my concerns about maintaining a balanced Christian life.
  - - If yes, what relationship is this person(s) to you? \_\_\_\_\_
  - - How many times do you meet with this person during a month? \_\_\_\_\_
  - - After participating in the (LCP) workshop, I am mentoring one or more members in how to live a balanced Christian life.

If yes,

- How many times do you meet with person #1 during a month? \_\_\_\_\_
- How many times do you meet with person #2 during a month? \_\_\_\_\_
- How many times do you meet with person #3 during a month? \_\_\_\_\_
- How many times do you meet with person #4 during a month? \_\_\_\_\_

Please tell us more.

Describe in your own words your situation in regard to living a balanced Christian life after the LCP seminar. \_\_\_\_\_

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## Section 4

### Other Experiences

Share your favorite experience as a result of the workshop. \_\_\_\_\_

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Share your greatest challenge as a result of the workshop. \_\_\_\_\_

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Share suggestions that will improve the workshop. \_\_\_\_\_

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Share your favorite testimony as a result of the workshop \_\_\_\_\_

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Share any area of study or challenges in ministry you would like future workshops to cover.

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## Section 5 Demographics

Number of LCP workshops you have attended: 1 Personal

Age: \_\_\_\_

Sex: Male \_\_\_\_ Female \_\_\_\_

Marital Status: Single \_\_ Married \_\_

Divorced \_\_

Number of children: \_\_\_\_

Number of dependents living in your household: \_\_\_\_

I live with my family: 20 days or more each the month \_\_ days/month \_\_

Less than 20

Ministry

Years in ministry: \_\_\_\_\_ Years as lead Pastor \_\_\_ N/A \_\_\_ Roles and Responsibilities (Describe very briefly):

Pastor

\_\_\_\_\_  
\_\_\_\_\_

Bishop \_\_\_\_\_

\_\_\_\_\_

Elder

\_\_\_\_\_  
\_\_\_\_\_

Teacher \_\_\_\_\_

\_\_\_\_\_

Deacon \_\_\_\_\_

\_\_\_\_\_

Leader \_\_\_\_\_

\_\_\_\_\_

Member \_\_\_\_\_

\_\_\_\_\_

Other \_\_\_\_\_

\_\_\_\_\_

2 3 4

Multiple wives \_\_\_ Widow(er) \_\_\_

Number of churches you are currently pastoring: \_\_\_\_\_

**Number of members**

Congregation #1 \_\_\_ Congregation #2 \_\_\_ Congregation #3 \_\_\_ Congregation #4

\_\_\_\_\_

## Average number of Sunday attendees

#1 \_\_\_\_ #2 \_\_\_\_ #3 \_\_\_\_ #4 \_\_\_\_

Estimated area of pastorate \_\_\_\_\_  
\_\_\_\_\_

Number of kilometers from a large city \_\_\_\_\_

Form(s) of transportation used in ministry \_\_\_\_\_  
\_\_\_\_\_

Electronic devices used in ministry:

- Cell phone \_\_\_\_ How many? \_\_\_\_
- SD card(s) \_\_\_\_
- Tablet \_\_\_\_
- Computer \_\_\_\_
- Projector for: Films \_\_\_\_ For Overhead Materials \_\_\_\_

Other \_\_\_\_\_

- None of the above \_\_\_\_\_

Access the Internet: Times per month \_\_\_\_ Is access free? Yes \_\_\_\_ No \_\_\_\_

## Financial

Are you on monthly salary or stipend supported by your sending Church? \_\_Yes /  
No

Percentage of your family financial needs covered by offerings or sti- pend: \_\_\_\_%

Number of household members, not counting yourself, who are earn- ing income:  
\_\_\_\_\_

What form(s) of transportation do you own? \_\_\_\_\_  
\_\_\_\_\_