Graduate Diploma of Divinity/Master of Divinity/Master of Ministry

MCP51/D
Foundations of Christian Influence
(Missional Leadership)

Unit Guide

Semester 1 2016

Malyon College
is an approved institution of the
Australian College of Theology

MCP51/D is offered by Malyon College as part of the Master of Divinity/Ministry and Graduate Diploma of Divinity authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
MALYON COLLEGE
(www.malyon.edu.au)

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

THE AUSTRALIAN COLLEGE OF THEOLOGY
(www.actheology.edu.au)

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
(1) the Anglican Primate of Australian and the Dean of the ACT,
(2) the principals of 10 Anglican Theological Colleges,
(3) 21 persons elected by the House of Bishops of the General Synod,
(4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
(5) 5 graduates holding an ACT research degree,
(6) 5 graduates holding any other degree of the ACT.
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UNIT DETAILS

UNIT DESCRIPTION
The mission of Malyon College is the “development of Christians of Influence for the 21st Century.” This unit is a core 1st year unit for all students to give them an understanding of the values of the college and set the focus of your entire degree. The unit will strike a keynote for the rest of the course by modelling a process of integration of theology with personal formation and practice in the context of leadership.

The unit aims to move beyond the generic leadership study by focussing on the gospel and mission. The gospel is the core of the Christian faith, and its understanding and communication is crucial in developing leaders of influence who do not just lead but do so missionally. The unit aims to not only inform the students about the theology of leadership but to enable students to be transformed by it and to lead missionally as an application of it.

CREDIT POINTS
This unit is valued at 4 credit points.

CO- AND PRE-REQUISITES
None

EXCLUSIONS
None

UNIT OUTCOMES
At the end of this unit students should be able to:
Knowledge (know and understand):
   a) Describe a mature theology of Christian leadership based on grace, servanthood and the mission of God (missio Dei.)
   b) Define the gospel in a refined manner and describe its impact on Christian leadership and ministry
   c) Utilise, and the evaluate usefulness of, a range of leadership principles
Skills (be able to):
   d) Analyse and describe a ministry context and develop an informed strategy to lead it in a missional way
   e) Critically reflect on their leadership practice and develop plans for self-development
   f) Reflectively utilise a range of leadership skills appropriate to their context
Application (and be in a position to):
   g) Present the Gospel in a coherent and contextual manner
   h) Exercise missional leadership in their contexts of personal influence
   i) Critique their personal style of leadership and how it impacts their ministry context
WORKLOAD REQUIREMENT

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and study, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

a. Lectures/Learning Guides - 39 hours (3 hours per week);
b. Assignments – 65 hours (5 hours per week);
c. Group work, supervision, forums & reflection – 26 hours (2 hours per week).

UNIT DELIVERY

On Campus Mode:
Class Activities
• Session 1 – Biblical and Theoretical Foundation (Content)
• Session 2 – Implications & Skills (Workshop)
• Session 3 – Application (Tutorial groups)
In-Context Activities
• Reflection on set text
• Supervised fieldwork
• Reflection with Mentor

Distance Mode:
Learning Guide Activities
• Biblical and Theoretical Foundation (Content)
• Implications & Skills (Personal Reflection)
• Application (Weekly Forum Participation)
• Webinar Participation
In-Context Activities
• Reflection on set text
• Supervised fieldwork
• Reflection with Mentor
## UNIT SCHEDULE

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Theme</th>
<th>Session 1 – Biblical and Theoretical Foundation</th>
<th>Session 2 - Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. THE FOUNDATIONS OF CHRISTIAN INFLUENCE</td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>17 Feb</td>
<td>1. Influence through grace</td>
<td>The foundation of grace</td>
<td>Building our relationship with Jesus</td>
</tr>
<tr>
<td>2</td>
<td>24 Feb</td>
<td>2. Influence through Love</td>
<td>Servant leadership</td>
<td>Listening and communication skills</td>
</tr>
<tr>
<td>3</td>
<td>2 Mar</td>
<td>3. Influence through Faithfulness</td>
<td>Character and wisdom</td>
<td>Depth and strength journeys</td>
</tr>
<tr>
<td>4</td>
<td>9 Mar</td>
<td>4. Influence through Hope</td>
<td>Hope, revelation and vision</td>
<td>Strategic leadership</td>
</tr>
<tr>
<td>5</td>
<td>16 Mar</td>
<td>5. Influence through Fruit</td>
<td>Stewardship</td>
<td>The Habits of Effective People</td>
</tr>
<tr>
<td>6</td>
<td>23 Mar</td>
<td>6. Influence through Growth</td>
<td>Personal growth and developing others</td>
<td>Mentoring</td>
</tr>
<tr>
<td>S/W</td>
<td>30 Mar</td>
<td>Study Week</td>
<td></td>
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<tr>
<td>S/W</td>
<td>6 Apr</td>
<td>Study Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>13 Apr</td>
<td>7. Influence through Team</td>
<td>The functioning of the body of Christ</td>
<td>Building a team</td>
</tr>
<tr>
<td>B. THE FOUNDATIONS OF MISSIONAL LEADERSHIP</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>20 Apr</td>
<td>8. The Gospel</td>
<td>Expressions of the Gospel</td>
<td>Sharing the Gospel</td>
</tr>
<tr>
<td></td>
<td>26 Apr</td>
<td>Assessment Requirement 1 Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>27 Apr</td>
<td>9. Missional Values</td>
<td>Missional values</td>
<td>Applying missional values</td>
</tr>
<tr>
<td>10</td>
<td>4 May</td>
<td>10. Leading Missionally</td>
<td>Understanding culture and context</td>
<td>Leading cross-culturally</td>
</tr>
<tr>
<td>C. STYLE AND CONTEXT IN MISSIONAL LEADERSHIP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11 May</td>
<td>11. Personal style</td>
<td>Personality &amp; Leadership</td>
<td>Personality &amp; Leadership #2</td>
</tr>
<tr>
<td></td>
<td>17 May</td>
<td>Assessment Requirement 2 Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>18 May</td>
<td>12. Personal style - styles of Influence</td>
<td>Power and Empowerment</td>
<td>Understanding your SHAPE</td>
</tr>
<tr>
<td>13</td>
<td>25 May</td>
<td>13. Putting It Together</td>
<td>Bringing change</td>
<td>Pioneering</td>
</tr>
<tr>
<td>2</td>
<td>2 Jun</td>
<td>Assessment Requirement 3 Due</td>
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</tr>
</tbody>
</table>

Note: the 3rd session for each module will focus on personal application of the content from the first two sessions.
REQUIRED RESOURCES

Textbook

In order to complete the unit, the student will be required to have access to the following textbook:


Reflective Small Group

In order to fulfil the requirements of this unit, students will be required to meet with at least one other person six times for about 45 minutes to discuss the content of the textbook, *Spiritual Leadership*. The six small group studies at the back of the book will provide the basis of these discussions. Options for students include:

- Reading the book with your spouse or a friend or group of friends from your church and meeting weekly to discuss the questions;
- Setting up a group with other students studying this unit and discussing the questions weekly face to face or utilising Skype or some other media;
- Discussing the questions with your fieldwork supervisor/mentor (see below);
- Launch students will complete this reflection in their own group during the semester.

Mentor/Supervisor

Students will also be required to meet with supervisor/mentor in a leadership position. You will need to meet at least twice with a mentor who has, or will, observe you in ministry leadership to discuss your strengths and weaknesses in leadership. The lecturers are available to help with this arrangement if needed.

Students must access, read and apply the *Malyon College Assignment Writing Guide*, available from the Unit’s Moodle page
UNIT ASSESSMENT

Requirement 1 - Personal Leadership Essay

(a) Identify and discuss what you consider are the three most important aspects of Spiritual leadership identified by the textbook (Sanders) (500 words).

(b) Based on your learning from the unit content (A. The Foundations of Christian Leadership), your reading of the textbook, and your meetings with your mentor, identify a weakness in your leadership that you would like to develop. Describe how this weakness impacts your leadership ministry (200 words).

(c) With reference to Scripture, the textbook and other leadership resources, identify and discuss the leadership skills related to the area of leadership identified in (b) (1500 words).

(d) Some of the leadership skills you have identified in (c) will emerge from secular leadership scholarship. Critically evaluate the applicability of these secular leadership principles to a Christian ministry context (500 words).

(e) Describe a plan, with specific steps, to develop the area of leadership identified in (b) in your ministry (300 words).

To fulfil this assessment requirement, students will be required to:

I. Meet at least twice with a mentor who has or will observe you in ministry leadership to discuss your strengths and weaknesses in leadership

II. Complete the Mentor-Student Leadership Reflection form in consultation with your mentor and attach it to your assignment submission.

III. Meet with at least one other person six times for about 45 minutes to discuss the content of the book, Spiritual Leadership. The six small group studies at the back of the book will provide the basis of these discussions. Options include:
   a) Reading the book with your spouse or a friend or group of friends from your church and meeting weekly to discuss the questions;
   b) Setting up a group with other students studying this unit and discussing the questions weekly face to face or utilising Skype or some other media;
   c) Discussing the questions with your fieldwork supervisor/mentor;
   d) Launch students will complete this reflection in their own group during the semester.

The key assessment criteria for this requirement are as follows:
The extent to which the student shows evidence of:
1. Interaction with the textbook
2. Interaction with a supervisor/mentor
3. Reflection on personal strengths and weaknesses in leadership
4. Engagement with Scripture relating to the growth area identified
5. Engagement with the textbook relating to the growth area identified
6. Engagement with scholarship relating to the growth area identified
7. Critical evaluation of the applicability of secular leadership principles to a ministry context
8. Development of a plan with specific steps
**Requirement 2 - Missional Leadership Essay**

Choose a church ministry or a Christian ministry with which you are involved or of which you are aware.

(a) Describe this ministry, what it is trying to achieve (200 words).

(b) Discuss the missional effectiveness of this ministry in light of:
   i. the three expressions of the gospel described in module 8
   ii. the principle of contextualisation
   iii. the principles of missional church (800 words).

(c) Critically evaluate the application of missional church principles to this specific ministry context (500 words).

(d) Suggest and explain two ways the missional effectiveness of this ministry could be developed (500 words).

The **key assessment criteria** for this requirement are as follows:

The extent to which the student shows evidence of:

1. A deep understanding of a ministry and what it is trying to achieve.
2. An understanding of the three expressions of the gospel described in module 8.
3. An understanding and application of the principle of contextualisation.
4. An understanding of the principles of missional church.
5. An ability to apply missional principles to a ministry in order to develop the effectiveness of the ministry.
6. Critical evaluation of the application of missional church principles to a ministry context.
**Requirement 3 - Forum Posts**

Complete 3 forums posts in response to the questions in the Learning Guides.

The **key assessment criteria** for this requirement are as follows:

The extent to which the student shows evidence of:

1. An engagement with the content presented in the classes/Learning Guides and readings.
2. A grasp of the foundational features of leadership based on a synthesis of the content.
3. Application of the learning to themselves and their context.

Due: 02-Jun-15 11:55pm

1000 words

References: Nil

15% of assessment

Learning Outcomes e, f, i.
Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current **Assignment Writing Guide** is available to all students on the Moodle site; it should be studied by all students, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The **due date** is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 3% per day. The Assignment Writing Guide contains details of the protocols to be followed.

4. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the **list of references**, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
   a. **Body of assignment**:
      i. 1st level – 1%
      ii. 2nd & 3rd level – 2%
   b. **List of References and referencing**:
      i. 1st level – 1%
      ii. 2nd & 3rd level – 2%
Grade Descriptors

Graduate Diploma and Master’s students at the foundational graduate degree 500-level should note that grades are awarded on the following criteria:

Pass – The candidate demonstrates an engagement with primary sources, has begun to grasp the foundational features of the discipline, and evidences engagement with a range of scholarly viewpoints.

Credit – The candidate demonstrates ability in engaging the primary sources, evidences a grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

Distinction – The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline, and shows promise in the task of critically evaluating a range of scholarly viewpoints.

High Distinction – The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of critically evaluating and assessing empathetically a range of scholarly points of view.
UNIT LECTURERS AND PREPARERS

LECTURER/PREPARER

Rev Dr Ian Hussey is married to Lynette who is the Principal of a school for disengaged youth. They have two daughters. Between 1993 and 2010 Ian was solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people. Ian has served on the Board of Queensland Baptists, the Administrative Services Group and the QB Consultancy team. He has lectured at Malyon and BST in communication, preaching and leadership. Ian has degrees in science, education, theology and management and a PhD on the topic: "The engagement of newcomers in church attendance: a theological and social scientific examination of churches with high levels of converts." He is an ordained Minister of Queensland Baptists. Prior to pastoral ministry he was a school teacher in NSW and Queensland. His interests include music and swimming.

Contact details:

☎ 07 3354 5668
✉ ian.hussey@malyon.edu.au
Fax 07 3354 5660
✉ PO Box 6166, Mitchelton QLD 4053

LECTURER

Rev Dr John Sweetman is the Principal of Malyon College. John was in ministry from 1979 to 2001, ministering in two Brisbane churches, Kenmore (for 9 years) and Bracken Ridge Baptist (for 14 years). In both these churches, John developed and led a biblical, contemporary ministry and he passionate about developing leaders of influence. John has been a part-time member at Malyon College since 1993 and lectures in the field of pastoral ministry. In 1999 John completed a Doctor of Ministry through Denver Seminary in majored on leadership and pastoral ministry. His thesis explored the development of leaders through mentoring.

Contact details:

☎ 07 3354 5656
☎ Mobile 0407 741143
✉ john@malyon.edu.au
Fax 07 3354 5660
✉ PO Box 6166, Mitchelton QLD 4053
**SAMPLE ASSESSMENT COMMENT SHEET**

<table>
<thead>
<tr>
<th>Key Criteria</th>
<th>F &gt;50%</th>
<th>P 50-57%</th>
<th>P+ 58-64%</th>
<th>C 65-74%</th>
<th>D 75-84%</th>
<th>HD 85%+</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>[--- Criterion 1 ---]</td>
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<td>[--- Criterion 2 ---]</td>
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<td>[--- Criterion 3 ---]</td>
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<td>[--- Criterion 4 ---]</td>
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<td>[--- Criterion 5 ---]</td>
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**General Criteria**

- The question or topic has been well answered
- Identified and interacted with issues relevant to the topic
- Well structured argument and independent thought
- The assignment is well-written; i.e. grammar and spelling

**Specific Comments:**

- 
- 
- 

**Date** | **Lecturer:** | **Percentage:** | **Grade:**

The final grade for the assessment item is not an average of the grades indicated above, as not all criteria are equally weighted and not all equally relevant.
### UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

*Developing Christians of Influence*

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.”

(Jeremiah 3:15)

<table>
<thead>
<tr>
<th>Graduate Attribute 1: Personal Maturity</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Shepherds with God’s heart’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. grows a deepening relationship with Jesus</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>c. is self-aware and maintains self-care</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>d. seeks and builds healthy relationships</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>e. is committed to living with integrity and prayerful dependence on God</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 2: Theological Maturity</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Knowledge and understanding of God’s heart’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. knows and trusts the Bible</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. understands the context of diverse theological ideas</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. forms a personal theology which is both biblical and thoughtful</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. reflects theologically and applies the Bible to real life</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attribute 3: Ministry Maturity</th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Knowledgeable and wise shepherds’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. is able to have a godly influence over others</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. possesses skills needed for chosen ministry path</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
<td>✓</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>d. is able to work with and lead a team</td>
<td>✓</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
<td>✓</td>
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</tr>
</tbody>
</table>

1. A major thrust of this unit should make

2. A contribution that this unit

3. A possible function of this unit, but not targeted

4. An unlikely product of this unit

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**ACT POLICIES AND PROCEDURES**
KEY POLICIES

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

ACCESSING DOCUMENTS

These and other policy documents are publicly available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the ‘Recent Updates’ link found on the home page.*
Mentor-Student Leadership Reflection Form

Student Name: ________________________________________________

Mentor Name: ________________________________________________

Please describe leadership role is the student is performing:

What are the leadership strengths of the student?:

What are the leadership areas that the student could develop?

What are some ways that the student could develop in these areas?