



Master of Arts and Related Programs

PC761-4
Leadership and Management
in Christian Ministry

Unit Guide

Semester 2, 2017

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

PC761 is offered by Malyon College as part of the Master of Arts and Related Programs authorized for contact delivery by *Malyon College*. It is an accredited award of the Australian College of Theology (ACT).

MALYON COLLEGE

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

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 Australia 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.

UNIT DETAILS

Purpose

This unit contributes to the professional and vocational development of graduate students by examining theories and principles of leadership, appraising their own leadership development, and developing further leadership skills.

Teaching Aims

The unit will cover theoretical bases for understanding the dynamics of the leadership development process, leading the students to analyse their personal development patterns. It will enable students to manage people better by training them in the use of tools for a better understanding of personality types and for recruiting, team building, counselling, conflict management, and other interpersonal dynamics.

Credit Points

This unit is valued at 4 credit points.

Co- and Pre-Requisites

None

Exclusions

None

Unit Content

1. Theoretical and theological base: defining leadership and management, theories of leadership and management, biblical and theological base for leadership and management, leadership principles, theological reflection on leadership principles.
2. Process of leadership development: Clinton's theories, other processes of personal leadership development, character in leadership, developing emerging leaders, mentoring and coaching.
3. Power and authority: nature of power, power bases, spiritual authority, abuse of power, empowerment and motivation.

4. Leadership style: trait approaches, attitudinal approaches, situational approaches, complementary approaches, servant leadership.
5. Personality in leadership and management: personality types, tools for personality type identification and analysis, personality type in relation to pastoral role, spiritual formation, conflict resolution, team building and stress management.
6. Contemporary leadership issues, & Issues in forming missional leaders: postmodernism and leadership, team leadership, networking, creativity in leadership, & missional leadership.
7. Management skills: strategic planning, developing vision, clarifying values and purposes, implementing strategy, planning, organising, budgeting, staffing, decision making.

Unit Outcomes

On successful completion of this unit, students will be able to:

A. Know and understand

1. Practical and theological issues in Christian leadership and management

B. Be able to

1. Evaluate theories and principles of leadership with a view to assessing and modifying the candidates' leadership practices in ministry.
2. Appraise how their own leadership development, styles, and personality impact their current and future leadership practices.
3. Assess the relevance of contemporary theories of the management of organisational structures to Christian organisations like churches.

C. Be in a position to

1. Apply leadership and management theories in their professional and vocational settings as reflective practitioners.

Workload Requirement

A 4-point unit will generally require about 130 hours for contact students or distance students for preparation and study, and assignment work over the semester. This generally should be distributed as follows:

1. Contact students:
 - a. Preparation, reading and Forum Activities – 40 hours (about 3 hours per module);
 - b. Lectures – 30 hours for one week intensive;
 - c. Extra Reading and Assignments – 60 hours.

Learning Guide

The unit is broken up into 13 modules corresponding to the 13 lecture weeks of a semester. Each module has a 'Learning Guide' available from Malyon Moodle. The module Learning Guides are the 'road map' for your learning journey. They contain a number of elements:

1. **Introductory Content:** The lecturer will provide notes and a framework to help you 'get a handle' on the material.
2. **Resources:** The Learning Guides will also refer you to a number of readings (usually a chapter from a book or journal article) or other resources, either downloadable from Moodle or another web site. Read the pages and make notes of the key points.
3. **Additional Resources:** There may also be additional resources. These resources, though optional, are valuable and will help you gain understanding for assignments, if you explore them.
4. **Reflection Activities:** These are learning activities which will help you process the learning materials. Intensive students will do some of these activities during their lectures, and are not required to complete them before the intensive.
5. **Forum Activities:** Intensive students complete the first ten forum activities before the intensive.

Assessment Requirements

The student shall complete the following assessment requirements:

1. *Forum Activity Posts (10%)*
2. *Personal Leadership Reflection (40%)*
3. *Organisational Leadership and Management Principle Evaluation (50%)*

Contact students will be expected to attend all lectures.

Required Resources

In order to complete the unit, the student will be required to have access to the following resource/s:

1. You will need access to reference books to complete the assignment work. There is an extensive bibliography with each section and the set readings should give you some guide to suitable books. If you are without easy access to a library, the article Extra Assignment Resources may provide other options to access books.
2. You will need to reference journal articles in the assignments. You have access to an online database (EBSCO) and other electronic resources through the Malyon Library. Further information is in the Extra Assignment Resources.
3. Further learning resources will be made available on Moodle. These resources may include articles, extracts, notes and other learning resources.

STRUCTURE OF THE UNIT

Lecture Schedule

Day	Section	Module
Mon Aug 28	1. Leadership	Introduction 1. Introduction to Christian Leadership 2. Perspectives on Christian Leadership Interview
Tue Aug 29	1. Leadership	3. Theological Reflection on Leadership Principles 4. Personal Leadership Development 5. 21 st Century Leadership Interview
Wed Aug 30	1. Leadership	6. Styles of Leadership 7. Personality Types and Leadership 8. Developing Leaders Interview
Thu Aug 31	2. Management	9. Strategic Planning 10. Organisational Momentum 11. Structure and Size (a) 11. Structure and Size (b)
Fri Sep 1	2. Management	12. Organisational Life Cycles 13. Practical Management Reflection and Review

Daily Lecture Program

9.30 – 11.00	Lecture 1 (1.5 hours)
11.00 – 11.15	Morning tea
11.15 – 12.30	Lecture 2 (1.25 hours)
12.30 – 1.15	Lunch
1.15 – 2.15	Lecture 3 (1 hour)
2.15 – 3.00	Chapel & Afternoon tea (when required)
3.00 – 4.00	Lecture 4 (1 hour)

Overall Structure of the Intensive Unit

1. *Pre-Intensive Preparation.* Before the Intensive, you will need to read all the lecture material on Moodle, and complete the first 10 Forum Activities (but not the Reflection Activities). Just follow the Module Guides and they will tell you when to read the articles and complete the Forum Activity.
2. By the time you attend the Intensive, you should have a grasp of the lecture content and should be personally reflecting on this content in your ministry context.
3. *Intensive Week.* This involves a solid week (26 hours) of lectures. The lectures include input and explanation of the content, but mainly involve reflection on the content and reading, with discussion and application facilitated by the lecturer. Almost all students have been or are involved in vocational ministry, so extensive effort is made to draw on the experience of the students. The main purpose of the lecture component of the unit is to help you grapple with the content, grasp its application to various ministry contexts, and begin to integrate your personal learnings into your leadership ministry.
4. *Post-Intensive Reflection.* Further reflection on the unit materials and assignments will be facilitated through two compulsory webinars.
 - Mon Sep 18 (the best time will be negotiated in class)
 - Mon Oct 16 (the best time will be negotiated in class)
5. *Post-Intensive Assignments.* The 2 post-intensive assignments will be completed through the rest of the semester. They are designed to help you critically evaluate the input and apply your learning to your own leadership ministry.

UNIT LECTURER AND PREPARER

Lecturer/Preparer

The content in this Unit was prepared by Rev Dr John Sweetman:

John Sweetman is the Principal of Malyon College. John was in pastoral ministry from 1979 to 2001, ministering in two Brisbane churches, Kenmore Baptist (for 9 years) and Bracken Ridge Baptist (for 14 years). In both these churches, John developed and led a biblical, contemporary ministry and he remains passionate about developing churches that can effectively grow God's kingdom in the 21st century. John has been a part-time faculty member at Malyon College since 1993 and became Principal in 2002. He lectures in the field of pastoral ministry. In 1999, John completed a Doctor of Ministry through Denver Seminary in which he majored on leadership and pastoral ministry. His thesis explored the development of leaders through mentoring.



John Sweetman can be contacted at the College from Monday to Thursday if you wish to discuss an issue or a problem.



07 3354 5656



john@malyon.edu.au



PO Box 6166, Mitchelton QLD 4053

UNIT ASSESSMENT

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 Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. 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.
4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, 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.
5. 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 and subsequent levels – 2%
 - b. List of References and referencing:
 - i. 1st level – 1%
 - ii. 2nd and subsequent levels – 2%

Grade Criteria

Coursework Masters (700) Units

Candidates will be expected to demonstrate *superior knowledge* and skills in their analysis of texts and ideas, and to arrive at independent judgments appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Pass

- demonstrates pronounced ability in engaging primary sources and understands their setting and historical context
- evidences a sound grasp of features of the discipline as they intersect with a select area of study
- shows an ability to evaluate critically a range of scholarly viewpoints with empathy

Credit

- demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context
- evidences a confident grasp of the features of the discipline as they intersect with a select area of study
- exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level

Distinction

- demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context
- evidences a confident grasp of the features of the discipline as they intersect with a select area of study
- exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking

High Distinction

- demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas and understands their setting and historical context
- evidences a confident grasp of the features of the discipline as they intersect with a select area of study
- exhibits genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study

ASSESSMENT REQUIREMENTS

Requirement 1: Forum Activities

Your responses to the Forum Activities in the first 10 modules need to be posted on Moodle. This will help you see what others are thinking and will allow the opportunity to interact with other students. Students will be assessed according to the quality of their reflections and the quality of their interactions with the posts of other students.

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

1. **READING & CONTENT.** Students are required to show that they are aware of and can insightfully interact with the content of the module in their *Forum Activity* post.
2. **EVALUATION.** Where appropriate, students are required to evaluate lecture content and other resources and arrive at their own thoughtful, well-founded conclusions.
3. **APPLICATION.** Where appropriate, students are required to show how the principles derived from a module can be applied effectively to their personal life and/or ministry.
4. **INTERACTION.** Where appropriate, students are required to interact thoughtfully with the forum responses of other students.
5. **WORD LIMIT.** Words limits for the forums are in place to force students to conceptualise and concisely express their learning. Consequently, word limits should be strictly adhered to.

Length: 10 hours (1000 words equivalent)

References: Not required

Due: Sat 26 Aug

Mark allocation: 10%

Requirement 2: Personal Leadership Reflection

In the light of biblical prescriptions for leaders, concepts of leadership development, reflection on leadership approaches and styles, understanding of your ministry context, and tools for assessing leadership stage, style and type, evaluate your leadership strengths and growth areas (2000 words) and develop a plan for the development of your leadership (500 words).

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

1. READING & CONTENT

Students are required to read and interview widely in order to encounter a range of disparate views in biblical, theological and/or ministry concepts, models or approaches. This reading must encompass ideas and perspectives not dealt with in detail in the lecture content. Sources should include journal articles (available through online journals) and must be accurately referenced.

2. ANALYSIS

Students are required to logically analyse the various elements of the differing concepts or views, keeping conflicting views in tension. They should recognize the basic distinctives of the concepts or views and discern any essential common ground and/or incompatible differences.

3. EVALUATION

Students are required to evaluate the strengths and weaknesses of the various concepts or views, with particular reference to their biblical foundations and to the different contexts that may account for their development. Students should also evaluate the degree of application that could be made in real ministry contexts.

4. SYNTHESIS

On the basis of their analysis and evaluation, students are required to synthesise their own concept or model of operation, with particular reference to its application to either their current ministry context or a number of other real ministry contexts. Students need to indicate their own position.

5. IMPLEMENTATION

Students are required to show how their particular concept or model could be implemented in a specific ministry context. A presentation of clear, realistic, practical steps is required.

6. PRESENTATION

Students need to fulfil the conventions required of essays at a post-graduate level of study. They include formatting, referencing, bibliographical, and structural conventions.

Length: 2500 words / 25 hours

References: 12+ books or articles

Due: Sat 30 Sep by electronic submission on Moodle

Mark allocation: 40%

Requirement 3: Critique of Principles of Leadership/Management

Critically evaluate one significant principle or practice of organisational leadership and/or management (2000 words) and analyse and discuss how each principle is being and/or could be applied to the leadership and management of a specific church or organisation (1000 words).

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

1. READING & CONTENT

Students are required to read and interview widely in order to encounter a range of disparate views in biblical, theological and/or ministry concepts, models or approaches. This reading must encompass ideas and perspectives not dealt with in detail in the lecture content. Sources should include journal articles (available through online journals) and must be accurately referenced.

2. ANALYSIS

Students are required to logically analyse the various elements of the differing concepts or views, keeping conflicting views in tension. They should recognize the basic distinctives of the concepts or views and discern any essential common ground and/or incompatible differences.

3. EVALUATION

Students are required to evaluate the strengths and weaknesses of the various concepts or views, with particular reference to their biblical foundations and to the different contexts that may account for their development. Students should also evaluate the degree of application that could be made in real ministry contexts.

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On the basis of their analysis and evaluation, students are required to synthesise their own concept or model of operation, with particular reference to its application to either their current ministry context or a number of other real ministry contexts. Students need to indicate their own position.

5. IMPLEMENTATION

Students are required to show how their particular concept or model could be implemented in a specific ministry context. A presentation of clear, realistic, practical steps is required.

6. PRESENTATION

Students need to fulfil the conventions required of essays at a post-graduate level of study. They include formatting, referencing, bibliographical, and structural conventions.

Length: 3000 words / 35 hours

References: 15+ books or articles

Due: Sat 28 Oct by electronic submission on Moodle

Mark allocation: 50%

RECOMMENDED READINGS

Specific readings are stipulated in the Learning Guides on Moodle.

Some texts that may be particularly helpful are:

- Banks, Robert and Bernice M. Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches* (Grand Rapids: Baker, 2004).
- Barna, George (ed.), *Leaders on Leadership: Wisdom, Advice and Encouragement on the Art of Leading God's People* (Ventura: Regal, 1997).
- Briggs, J. R. and Hyatt, B. *Eldership and the Mission of God : Equipping Teams for Faithful Church Leadership*. 2015. text. Carroll, J.W., *As One With Authority: Reflective Leadership in Ministry* (Westminster John Knox Press, 1991).
- Collins, Jim, *Good to Great and the Social Sectors* (London: Random House, 2005).
- Dubrin, Andrew J., *Leadership : research findings, practice, and skills* 5th Ed, (Boston, Mass.: Houghton Mifflin, 2007). (The College Library holds this edition. There is a 2nd Asia Pacific Edition, 2012 published.)
- Easum, William M., *Leadership on the Other Side: No Rules, Just Clues* (Nashville: Abingdon, 2000). Gaede, Beth Ann (ed.), *Size Transitions in Congregations* (Bethesda: Alban, 2001).
- Gibbs, Eddie, *Leadership Next: Changing Leaders in a Changing Culture* (Leicester: IVP, 2005).
- Goleman, Daniel, et. al., *The New Leaders: Transforming the Art of Leadership into the Science of Results* (London: Little, Brown, 2002).
- Hill, Graham. *Servantship: Sixteen Servants in the Four Movements of Radical Servantship* (Eugene, OR: Wipf and Stock, 2013).
- Klopp, Henry, *The Ministry Playbook: Strategic Planning for Effective Churches* (Grand Rapids: Baker, 2002).
- Livermore, David A. *Leading with Cultural Intelligence : The Real Secret to Success* [in English]. New York: AMACOM, 2015. eBook.
- Malphurs, Aubrey, and Will Mancini, *Building Leaders: Blueprints for Developing Leaders at Every Level of Your Church* (Grand Rapids: Baker, 2004).
- Malphurs, Aubrey. *Being Leaders: The Nature of Authentic Christian Leadership* (Grand Rapids: Baker, 2003).
- Olsen, David C. *Saying No to Say Yes : Everyday Boundaries and Pastoral Excellence*, 2016. text.
- Olson, David T. *Discovering Your Leadership Style : The Power of Chemistry, Strategy, and Spirituality* [in English]. Downers Grove, IL: IVP Books, 2014. eBook.
- Pettinger, Richard, *Mastering Organisational Behaviour* (Basingstoke: Macmillan, 2000).
- Rainer, Thom S., *Breakout Churches* (Grand Rapids: Zondervan, 2005).

- Root, Andrew. *The Relational Pastor : Sharing in Christ by Sharing Ourselves* [in English]. Downers Grove, Ill: IVP Books, 2013. eBook.
- Saccone, Steve, and Cheri Saccone. *Protege : Developing Your Next Generation of Church Leaders* [in English]. Downers Grove, IL: IVP Books, 2012. eBook.
- Starling, D. *UnCorinthian Leadership: Thematic Reflections on 1 Corinthians* (Eugene, OR: Cascade, 2014)
- Webb, K.E., *The COACH Model for Christian Leaders: Powerful Leadership Skills for Solving Problems, Reaching Goals, and Developing Others* (Active Results LLC, 2012).
- Woodward, J.R. *Creating a Missional Culture: Equipping the Church for the Sake of the World* (Downers Grove: InterVarsity Press, 2012)

ACT POLICIES AND PROCEDURES

Key Policies

Students should take note of the following ACT policies:

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

Accessing Documents

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

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the ACT website.