

**Diploma of Ministry
Bachelor of Theology/Ministry
Master of Divinity/Ministry & Graduate Diploma of Divinity/Ministry**

MCP31-51 Foundations of Christian Influence

Unit Guide

**ITERIM UNIT GUIDE ONLY – Make sure you download the final
Unit Guide from the Moodle in February.**

Semester 1 2019

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

MCP31-51 is offered by Malyon College as part of the above degrees and 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.

Contents

Unit Details.....	5
Unit Description	5
Credit Points.....	5
Co and pre-Requisites	5
Exclusions	5
Unit Outcomes	5
MCP31/D	5
MCP51/D	6
Workload Requirement.....	6
Unit Delivery.....	6
Unit Schedule	7
Intensive Schedules.....	7
Intensive 1	7
Intensive 2	8
Required Resources	9
Textbook.....	9
Reflective Small Group.....	9
Mentor/Supervisor.....	9
Unit Assessment.....	10
Assessment Instructions	10
Grade Descriptors	11
Assessment Tasks.....	12
MCP31	12
Task 1 – Reflection and Application Essay 1.....	12
Task 2 – Group Research Presentation	13
Task 3 – Reflection and Application Essay 2.....	14
Task 4 - Personal Influence Essay	14
MCP51	15
Task 1 – Reflection and Application Essay 1.....	15
Task 2 – Group Research Presentation	15
Task 3 – Reflection and Application Essay 2.....	16
Task 4 - Personal Influence Essay	17
Task 5 – Extension Essay	17
Unit Lecturer and Preparer	18
Unit Contribution to Graduate Attributes	19
ACT Policies and Procedures.....	20
Mentor-Student Reflection Form	21

Group Work Evaluation Form22

References.....24

 Standard Resources.....24

 Classic Resources.....24

Unit Details

Unit Description

The vision of Malyon College is “to form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.” This unit is a key formational unit as it exposes students to a range of Christian practices foundational for the type of life and ministry encapsulated by the vision statement. Further, 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 pursuit of effective Christian ministry.

The unit aims to move beyond generic leadership study by focussing on the Gospel, ministry, character, culture and mission. The Gospel is the core of the Christian faith, and its understanding and communication is crucial in developing Christians of influence who do not just lead but do so intrinsically, contextually and missionally. The unit aims to not only inform the students about the theology of ministry but to enable students to be transformed by it and to influence 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

MCP31/D

At the end of this unit students should be able to:

A: Knowledge and Understanding

Know and understand:

- A1 A theology of Christian influence based on grace, servanthood and the mission of God
- A2 The gospel and describe its impact on Christian ministry
- A3 A range of principles of Christian influence

B: Skills

Be able to:

- B1 Reflect on their personal ministry and develop plans for self-development
- B2 Utilise a range of skills appropriate to their context

C: Application

Be in a position to:

- C1 Present the Gospel in a coherent manner
- C2 Exercise Christian influence in their contexts
- C3 Identify their personal style of ministry and how it impacts their context

MCP51/D

A: Knowledge and Understanding

Know and understand:

A1 A mature theology of Christian influence based on grace, servanthood and the mission of God

A2 The gospel in a refined manner and its impact on Christian ministry

A3 The usefulness of a range of principles of Christian influence

B: Skills

Be able to:

B1 Critically reflect on their personal ministry and develop plans for self-development

B2 Reflectively utilise a range of skills appropriate to their context

C: Application

Be in a position to:

C1 Present the Gospel in a coherent and contextual manner

C2 Exercise Christian influence in their contexts

C3 Identify their personal style of ministry and how it impacts their context

Workload Requirement

A unit will generally require about 10 hours per week for classes for contact students or home study for distance/online students, preparation and study, and assessment work over the fifteen weeks of the semester (including the two study weeks in each semester.) Excluding the study weeks, this generally averages out as follows:

- a. Participation in intensives - 28 hours;
- b. Small group discussion of textbook- 9 hours;
- c. Meeting with mentor/supervisor - 4 hours;
- d. Reading, research and reflection – 60 hours;
- e. Assessment – 49 hours.

Unit Delivery

This unit is delivered in blended mode involving two x 2-day (14 hours each) intensives and various in-context learning experiences. In order to be able to complete the unit requirements students will need to:

1. Participate in the two 2-day intensives either on campus or, in special circumstances, via video conferencing
2. Be performing ministry within a church or other context
3. Reflect with a mentor through the semester
4. Read and reflect on the textbook with at least one other person
5. Complete the assessment tasks.

Unit Schedule

Date	Task
28 Feb – 1 Mar	First intensive
17 March	Assessment Task 1: Reflection and Application Essay 1 due
3 April	Assessment Task 2: Group Research Presentation due
4-5 April	Second intensive
30 April	Assessment Task 3: Reflection and Application Essay 2 due
31 May	Assessment Task 4: Personal Influence Essay due
7 June	Assessment Task 5 (MCP51 only): Extension Essay due

Intensive Schedules

Intensive 1

Thursday 28 Feb	
9:00	Welcome and Introduction to unit
10:00	Experience Grace 1
11:00	Morning tea
11:30	Experience Grace 2
12:30	Lunch
1:30	Show Love 1
2:30	Afternoon Tea
3:00	Show Love 2
4:00	Cultivate Character

Friday 1 March	
9:00	Be Fruitful 1
10:00	Be Fruitful 2
11:00	Morning tea
11:30	Offer Hope 1
12:30	Lunch
1:30	Offer Hope 2
2:30	Afternoon Tea
3:00	Build Team 1
4:00	Build Team 2

Intensive 2

Thursday 4 April	
9:00	Develop Others
10:00	Communicate the Gospel 1
11:00	Morning tea
11:30	Communicate the Gospel 2
12:30	Lunch
1:30	Live Missionally
2:30	Afternoon Tea
3:00	Understand Culture 1
4:00	Understand Culture 2

Friday 5 April	
9:00	Know Yourself 1
10:00	Know Yourself 2
11:00	Morning tea
11:30	Manage Power
12:30	Lunch
1:30	Presentations 1
2:30	Afternoon Tea
3:00	Bring Change
4:00	Presentations 2

Required Resources

Textbook

In order to complete the unit, you will be required to have access to **one** (1) the following textbooks:

Either:

Williams, Pat, and Jim Denney. 2013. *The Difference You Make: Changing your world through the impact of your influence*. Grand Rapids: Revell.

https://www.amazon.com.au/Difference-You-Make-Changing-Influence-ebook/dp/B00AHY0WFM/ref=tmm_kin_title_sr?encoding=UTF8&qid=1538546850&sr=1-1

Or:

Catron, Jenni. 2014. *Clout: Discover and Unleash Your God-Given Influence*. Nashville: Nelson Books.

https://www.amazon.com.au/Clout-Discover-Unleash-God-Given-Influence-ebook/dp/B00DNBE61W/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

MCP51/D students also require access to:

Hirsch, Alan. 2006 or 2017. *The Forgotten Ways: Reactivating the Missional Church*. Grand Rapids: Brazos Press.

(This resource is available as an eBook from the Malyon Library)

Reflective Small Group

In order to fulfil the requirements of this unit, students will be required to meet with at least one other person 12 times for about 45 minutes (or equivalent) to discuss the content of **either** *The Difference You Make* **or** *Clout: Discover and Unleash Your God-Given Influence*. The discussion questions at the end of each chapter of Williams' book or in the Study Guide for Catron's 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 book;
- 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).

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 supervisor/mentor who has, or will, observe you in ministry to discuss your strengths and weaknesses in ministry. The lecturer is available to help with this arrangement if needed.

Unit Assessment

Assessment Instructions

Students should access, read and apply the *Malyon College Assignment Writing Guide*, available from the Unit's Moodle page.

All assessment items are to be submitted through the Unit Moodle page. Assignments can be submitted either as Word or .pdf documents. When saving an assignment for submission, the following file name format is to be used:

Format: Unit Code – Requirement number – Surname, Initial

Example 1: PC434D R1 Smith J

Example 2: PC634 R3 Smith K

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to 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. Assessment requirements are to be submitted through the hyperlinks on the Moodle page. The **Turnitin** software will screen your work for plagiarism. If you are concerned about the Originality Report, contact your lecturer.
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 **word length**, essays must be within a 10% variation of the set length; e.g. a 2000-word essay may range from 1800 words to 2200 words. The word count does not include the title page, abstract bibliography, but does include quotations, footnotes and appendixes. Additional items such as appendixes must not exceed 10% of the word limit. Essays that exceed the word length will be penalised by 10%.
5. With respect to the list of **references**, students should note that:
 - a. Devotional guides are not regarded as academic references.
 - b. Electronic sources should be used critically supplemented with other resources.

Bachelor's students at the foundational undergraduate degree 300-level should note that grades are awarded on the following criteria:

Units at foundational level introduce undergraduate students to the foundational features and principles of a discipline or topic. A foundation for the critical evaluation of ideas is also established.

Pass – The candidate attempts to engage primary sources (or documents), shows an awareness of relevant scholarly viewpoints and evidences a basic understanding of the foundational features of the discipline as that intersects with the topic.

Credit – 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.

Distinction – 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.

High 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.

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.

Assessment Tasks

*****Make sure you complete the correct assessment tasks for your level of study.**

MCP31

Task 1 – Reflection and Application Essay 1

Discuss the theological foundations and skills related to **three** (3) of the practices of Christian influence discussed at the first intensive. Identify a plan for how you will develop these practices in your life.

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. An understanding of the foundational theology related to three practices of Christian influence (20% weighting).
2. Research in, and understanding of, the skills related to three practices of Christian influence (20%).
3. An engagement with the content offered at the intensive (15%).
4. Thoughtful application of the learning to themselves and their context (15%).
5. The ability to express themselves concisely and clearly (10%).
6. The ability to synthesise diverse ideas into a coherent argument (10%).
7. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 17 March

1500 words

References: 3 or more

30% of assessment

Learning Outcomes: A1, A2, A3, B1, C1, C2, C3.

Task 2 – Group Research Presentation

Research a Christian of influence and produce a 10-minute video presentation describing:

1. their influence, and,
2. why they were so influential.

Please note:

- You will be placed in groups of three and allocated a Christian of influence. It is your responsibility to organise yourselves so you are able to show your video presentation at the second intensive.
- There will be at least one book or eBook in the College Library available on each person of influence.
- Make sure you read the “Guide to Group Work” resource at <https://student.unsw.edu.au/groupwork>
- And watch this video on recording video presentations: <https://www.youtube.com/watch?v=L3h828EtWoA>
- You will be assessed on the quality of the content, the video presentation and the contribution you made to the group.
- You are encouraged to make your video as engaging and interesting as possible.

Each student will be required to submit, by the due date, in a single Word or pdf file through Moodle:

1. A link to the video presentation on YouTube or Vimeo.
2. A correctly referenced list of resources used (i.e. books, articles, web pages etc)
3. A referenced 500-word essay on the personal impact of your reading regarding the person of influence.
4. A completed Group Work Evaluation Form (available at the end of this Unit Guide).

The **key assessment criteria:**

Group Work (60%)

1. Evidence of meaningful engagement with three (3) or more resources related to their person of influence (20%).
2. Informed identification of the subject’s influence and why they were influential (20%).
3. The quality of the video presentation (20%).

Individual Work (40%)

1. Meaningful discussion of the personal impact of your reading regarding the person of influence (20%).
2. The individual contribution of each member to the group based the Group Work Evaluation Form from each member of the group (20%).

Due: 11:55pm 3 April

1000 (nominal) words

References: 3 or more

20% of assessment

Learning Outcomes: A3, B2, C2.

Task 3 – Reflection and Application Essay 2

Discuss the theological foundations and practical skills related to **three** (3) of the practices of Christian influence discussed at the second intensive. Identify a plan for how you will develop these practices in your life.

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. An understanding of the foundational theology related to three practices of Christian influence (20% weighting).
2. Research in, and understanding of, the skills related to three practices of Christian influence (20%).
3. An engagement with the content offered at the intensive (15%).
4. Thoughtful application of the learning to themselves and their context (15%).
5. The ability to express themselves concisely and clearly (10%).
6. The ability to synthesise diverse ideas into a coherent argument (10%).
7. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 30 April
1500 words
References: 3 or more
30% of assessment
Learning Outcomes: A1, A2, A3, B1, C1, C2, C3.

Task 4 - Personal Influence Essay

Based on your reading of the textbook, interaction with your mentor and small group, identify and discuss two (2) ways that you can be more influential.

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 to discuss your strengths and weaknesses in ministry.
- II. Complete the Mentor-Student Leadership Reflection form in consultation with your mentor and **include it in your assignment submission.**

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. Interaction with the textbook and small group (20%)
2. Interaction with a supervisor/mentor (20%)
3. Informed reflection on personal growth areas (20%)
4. Development of a plan with specific steps (15%)
5. The ability to express themselves concisely and clearly (15%).
6. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 31 May
1000 words
References: 1 or more
20% of assessment
Learning Outcomes: B1, B2

Task 1 – Reflection and Application Essay 1

Discuss the theological foundations of, and critically evaluate the skills related to, **three** (3) of the practices of Christian influence discussed at the first intensive. Identify a plan for how you will develop these practices in your life.

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. An understanding of the foundational theology related to three practices of Christian influence (20% weighting).
2. Research in, and critical evaluation of, the skills related to three practices of Christian influence (20%).
3. An engagement with the content offered at the intensive (15%).
4. Thoughtful application of the learning to themselves and their context (15%).
5. The ability to express themselves concisely and clearly (10%).
6. The ability to synthesise diverse ideas into a coherent argument (10%).
7. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 17 March
1500 words
References: 3 or more
25% of assessment
Learning Outcomes: A1, A2, A3, B1, C1, C2, C3.

Task 2 – Group Research Presentation

Research a Christian of influence from the list below and produce a 10-minute video presentation describing:

1. their influence, and,
2. why they were so influential.

Please note:

- You will be placed in groups of three and allocated a Christian of influence. It is your responsibility to organise yourselves so you are able to show your video presentation at the second intensive.
- There will be at least one book or eBook in the College Library available on each person of influence.
- Make sure you read the “Guide to Group Work” resource at <https://student.unsw.edu.au/groupwork>
- And watch this video on recording video presentations: <https://www.youtube.com/watch?v=L3h828EtWoA>
- You will be assessed on the quality of the content, the video presentation and the contribution you made to the group.
- You are encouraged to make your video as engaging and interesting as possible.

Each student will be required to submit, by the due date, in a single Word or pdf file through Moodle:

1. A link to the video presentation on YouTube or Vimeo.
2. A correctly referenced list of resources used (i.e. books, articles, web pages etc)
3. A referenced 500-word essay on the personal impact of your reading regarding the person of influence.
4. A completed Group Work Evaluation Form (available at the end of this Unit Guide).

The **key assessment criteria**:

Group Work (60%)

1. Evidence of meaningful engagement with three (3) or more resources related to their person of influence (20%).
2. Informed identification of the subject's influence and why they were influential (20%).
3. The quality of the video presentation (20%).

Individual Work (40%)

1. Meaningful discussion of the personal impact of your reading regarding the person of influence (20%).
2. The individual contribution of each member to the group based the Group Work Evaluation Form from each member of the group (20%).

Due: 11:55pm 03 April
1000 (nominal) words
References: 3 or more
15% of assessment
Learning Outcomes: A3, B2, C2.

Task 3 – Reflection and Application Essay 2

Discuss the theological foundations of, and critically evaluate the skills related to, **three** (3) of the practices of Christian influence discussed at the second intensive. Identify a plan for how you will develop these practices in your life.

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. An understanding of the foundational theology related to three practices of Christian influence (20% weighting).
2. Research in, and critical evaluation of, the skills related to three practices of Christian influence (20%).
3. An engagement with the content offered at the intensive (15%).
4. Thoughtful application of the learning to themselves and their context (15%).
5. The ability to express themselves concisely and clearly (10%).
6. The ability to synthesise diverse ideas into a coherent argument (10%).
7. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 30 April
1500 words
References: 3 or more
25% of assessment
Learning Outcomes: A1, A2, A3, B1, C1, C2, C3.

Task 4 - Personal Influence Essay

Based on your reading of the textbook, interaction with your mentor and small group, identify and discuss two (2) ways that you can be more influential.

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

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. Interaction with the textbook and small group (20%)
2. Interaction with a supervisor/mentor (20%)
3. Informed reflection on personal growth areas (20%)
4. Development of a plan with specific steps (15%)
5. The ability to express themselves concisely and clearly (15%).
6. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 31 May
1000 words
References: 1 or more
15% of assessment
Learning Outcomes: B1, B2

Task 5 – Extension Essay

Summarise and *critically* evaluate the application of Hirsch’s (2006 or 2017) “The Forgotten Ways: Reactivating the Missional Church” to a ministry context you are aware of.

(This book is available as an eBook from the Malyon College Library)

The **key assessment criteria** for this requirement are the extent to which the student shows evidence of:

1. Interaction with the book (20%).
2. A good understanding of missional concepts as described in *The Forgotten Ways* (20%).
3. *Critical* application of the concepts to a given ministry context (30%).
4. The ability to express themselves concisely and clearly (15%).
5. The ability to synthesise diverse ideas into a coherent argument (10%).
6. Referencing, spelling and grammatical skills (10%).

Due: 11:55pm 07 June
1000 words
20% of assessment
References: 2 or more
Learning Outcomes: A1, A3, C2.


Unit Lecturer and Preparer

Lecturer/Preparer



Ian Hussey is married to Lynette and 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, including people of 15 different nationalities. Ian commenced at Malyon College in 2012 and is the Director of Postgraduate Studies. He also teaches preaching, pastoral leadership and research methods. Ian is part of Windsor Road Baptist Church, an international church in the inner north of Brisbane and has taught conversational English as a cross-cultural outreach for over 15 years. He has degrees in science, education, theology and management and a PhD on the topic: “The engagement of newcomers in church attendance.” His research interests include church vitality and theological education. Prior to pastoral ministry he was a school teacher in NSW and Queensland. His interests include music, reading novels and swimming.

Contact details:

 07 3354 5668
 ian.hussey@malyon.edu.au
Fax 07 3354 5660
 PO Box 6166, Mitchelton QLD 4053
 www.ianhussey.org
 ian.hussey5

Preparer

Some of the material in this unit was prepared by John Sweetman.

Rev Dr John Sweetman is the recently retired 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 leaders of influence. John was a part-time faculty member at Malyon College from 1993 and lectured 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.



Unit Contribution to Graduate Attributes

Malyon's Vision: To form faithful image-bearers of Christ, who love God, listen to His Word, serve the church, engage their culture, and are committed to the mission of God in this world.

	1.	2.	3.	4.
Graduate Attribute 1: Personal Maturity				
<i>'Shepherds with God's heart'</i>				
a. grows a deepening relationship with Jesus		√		
b. is secure in God's call with a desire and ability to learn and grow		√		
c. is self-aware and maintains self-care		√		
d. seeks and builds healthy relationships		√		
e. is committed to living with integrity and prayerful dependence on God		√		
Graduate Attribute 2: Theological Maturity				
<i>'Knowledge and understanding of God's heart'</i>				
a. knows and trusts the Bible			√	
b. understands the context of diverse theological ideas			√	
c. forms a personal theology which is both biblical and thoughtful			√	
d. reflects theologically and applies the Bible to real life			√	
e. is committed to helping others know God's grace and truth and live God's way			√	
Graduate Attribute 3: Ministry Maturity				
<i>'Knowledgeable and wise shepherds'</i>				
a. is able to have a godly influence over others	√			
b. possesses skills needed for chosen ministry path	√			
c. understands cultures and contexts and is able to minister in a range of contexts	√			
d. is able to work with and lead a team	√			
e. is committed to serving, evangelising and mentoring others	√			
1. A major thrust of this unit		2. A contribution that this unit should make		
3. A possible function of this unit, but not targeted		4. An unlikely product of this unit		

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 publically available in the following handbooks, through links on 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 home page.

Mentor-Student Reflection Form

Student Name: _____

Mentor Name: _____

Please describe ministry role is the student is performing:

What are the ministry strengths of the student?

What are the ministry areas that the student could develop?

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

Group Work Evaluation Form

Please assess the work of you and your fellow group members by using the following criteria. We will consider your feedback in assigning your grade for the assessment task. Please try to be as honest and fair as possible in your assessment.

5 = Excellent work; was crucial component to group's success

4 = Very strong work; contributed significantly to group

3 = Sufficient effort; contributed adequately to group

2 = Insufficient effort; met minimal standards of group

1 = Little or weak effort; was detrimental to group¹

SELF Evaluation (Your Name: _____):

- Participation in developing ideas and planning project
- Willingness to discuss the ideas of others
- Cooperation with other group members
- Interest and enthusiasm in project
- Participation in discussion
- Completing agreed tasks on time

PEER Evaluation (Group member 1: _____):

- Participation in developing ideas and planning project
- Willingness to discuss the ideas of others
- Cooperation with other group members
- Interest and enthusiasm in project
- Participation in discussion
- Completing agreed tasks on time

¹ An assessment of "1" or "0" requires a written explanation.

PEER Evaluation (Group member 2: _____):

- Participation in developing ideas and planning project
- Willingness to discuss the ideas of others
- Cooperation with other group members
- Interest and enthusiasm in project
- Participation in discussion
- Completing agreed tasks on time

Self-Reflection

What did you learn from the experience of working on this assessment in a group?

What do you think went well? Why?

What do you think did not go so well? Why?

What would you have done differently, given the opportunity?

Do you have any other comments or suggestions about working in this group?

References

Standard Resources

- Cameron, Kim S, and Robert E Quinn. 2005. *Diagnosing and Changing Organizational Culture: Based on the competing values framework*. San Francisco: John Wiley & Sons.
- Choung, James. 2009. *True Story: A Christianity Worth Believing In*. Downers Grove: IVP Books
- Chester, Tim, and Steve Timmis. 2012. *Everyday Church: Gospel Communities on Mission* Wheaton: Crossway.
- Gerzon, Mark. *Leading through Conflict: How Successful Leaders Transform Differences into Opportunities*. Harvard: Harvard Business Press, 2006.
- Hale, Stephen. "Leading Churches Through Change." In *A Passion for Leadership*, edited by Peter Corney and Evonne Paddison. 23-32. Sydney: Arrow, 2009.
- Helland, Roger, and Len Hjalmarson. *Missional Spirituality: Embodying God's Love from the inside Out*. Downers Grove: IVP Books, 2011.
- House, R.J., P.J. Hanges, M. Javidan, P.W. Dorfman, and V. Gupta. *Leadership, Culture, and Organizations: The Globe Study of 62 Societies*. Beverly Hills: Sage Publications, 2004.
- Keller, Timothy J. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2012.
- Lencioni, Patrick. *The Five Dysfunctions of a Team*. San Francisco: Josey-Bass, 2002.
- Nardon, Luciara, and Richard M Steers. 2009. "The Culture Theory Jungle: Divergence and convergence in models of national culture." In *Cambridge Handbook of Culture, Organisations, and Work*, edited by Rabi S. Bhagat and Richard M. Steers, 3-22. Cambridge: Cambridge University Press.
- Spears, Larry C. "Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders." *The Journal of Virtues & Leadership* 1, no. 1 (2010).
- Strauch, Alexander. *A Christian Leader's Guide to Leading with Love*. Littleton: Lewis & Roth Publishers, 2006

Classic Resources

- Covey, S. *The 7 Habits of Highly Successful People*. New York: Fireside, 1989.
- Deal, T. E., and A. A. Kennedy. *Corporate Cultures: The Rites and Rituals of Corporate Life*. Harmondsworth: Penguin Books, 1982
- Kotter, J.P. *Leading Change*. Harvard: Harvard Business Press, 1996
- Schein, Edgar H. "Organizational Culture." *American Psychologist* 45 (1990): 109-19.