

Unit Outline



CITY to CITY
AUSTRALIA

PC740 Cultivating a Gospel Spirituality for Leadership

QUEENSLAND THEOLOGICAL COLLEGE

About this Unit Outline

This unit outline contains information essential to finding your way around the unit **Gospel Spirituality for Leadership**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

UNIT OUTLINE **SEMESTER 1 2016**

Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at www.actheology.edu.au

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (See also the QTC Student Handbook) All essays should comply with these standards.

Information about this unit

Unit description

This unit outline has been adapted, with permission, from course materials developed initially by *City to City*.

This unit seeks to equip students with an understanding and practice of a gospel-centred personal spirituality as the foundation for their ministry leadership.

The purpose of this unit is to equip students with the perspective of the gospel as a dynamic in life, which in turn shapes ministry and personal practice, not just the forgiveness of sins.

Learning outcomes

Students completing this Unit should:

- Exhibit a grasp of the gospel of grace as a 'dynamic' in life, not just having sins forgiven.
- Be able to articulate the broad scope of the gospel as it relates to life and ministry
- Be able to describe the "two thieves of the gospel" and which he/she tends toward
- Be able to describe the difference between "the gospel" and a moralism or self-esteem approach to personal growth
- Grasp how the gospel affects the 'what', as well as the 'how' of doing ministry
- Exhibit a bias toward action, consistently executing evangelistic, cultural and ministry plans.
- Constantly assesses the environment, see needs, learn from failure, and get the new information, skill set, resource or personnel that the job requires. (Though 'Learning agility' cannot be trained into a person, we can encourage the development of some skills that help the planter to be a more agile learner)
- Know the unique temptations of a leader and embody a servant-model of leadership that encompasses the role of suffering, spiritual conflict, authority, humility and love in the leader's life (Gospel-based leadership)
- Continue to grow in personal transparency as well as gospel renewal in his own life
- Be able to explain the role of idols and can identify his own tendency toward idolatry
- Practice a lifestyle of repentance and faith, growing confidence and joy in Christ
- Be able to lead others into a discovery of both their idolatry and what gospel repentance looks like.
- Understand how to use the CLI to develop personal learning motivation and objectives.
- Exhibit a passionate prayer life, both personally and corporately and train others in kingdom prayer
- In his leadership, know how to bring prayer to bear on strategic ministry initiatives
- Be equipped to develop a workable Action plan that is realistic, comprehensive, and contextualized.

How this Unit Contributes to the Course

This unit is taught at the MA (700) level, and if successfully completed is worth 8 credit points towards the Australian College of Theology's Master of Arts (Theology) and Master of Arts (Ministry) courses. QTC offers a regular series of MA units which provide the opportunity to complete the MA (Theology) over 2 years full-time or up to 8 years part-time as well as selected units towards the MA (Ministry). Further details regarding the MA in Theology at QTC are available at: <http://www.qtc.edu.au/master-of-masters-theology/>. It may be possible for students to apply the credit gained from completing this unit to MA-level qualifications beyond the Australian College of Theology (ACT). Students should contact the relevant non-ACT provider for details.

Pre-requisites and Co-requisites

Students need to have previously completed the equivalent of at least three years full-time theological study previously, such as a BTh, MDiv, BD, BMin or equivalent, from the Australian College of Theology, Moore Theological College, or another recognized provider. Students who are enrolled in the MDiv and have completed 64 credit points may enrol in this unit with the permission of QTC.

The unit is delivered as an ACT MA-level course, coded PC740.

How this unit is organized & what we expect of you

This unit will be taught across four Fridays in the first half of 2016: 12th February, 4th March, 15th April, 13th May. Each day's lectures will be held in Seminar Room 1 at Emmanuel College. Each teaching day will run from 9am to 5pm.

Teaching sessions will be conducted as interactive workshops in which you engage with recent perspectives on the topics covered by the unit. We will consider key theories, insights and literature on the topics covered in the light of practical application in the Australian context.

To complete the unit, students need to attend the intensive classes, complete the set pre-reading before the relevant teaching days, complete any set reflection or practical tasks prior to each teaching session, and submit all assignments at a satisfactory level. Full details regarding study at QTC and on matters such as using the QTC Library and applying for extensions on assessment due dates can be found in the QTC Student Handbook, available on the QTC website.

Teaching staff

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Please feel free to contact us if you have any questions (particularly with regards to assessment) or concerns about the unit.

Unit timetable: topics & teaching and learning activities

Each meeting day will be broken into three primary sections:

- Building Gospel Community,
- Thinking Theologically about Ministry and
- Ministry Training.

The following topics (Incubator Modules) will be covered on the teaching days:

12 February 2016, 9am – 5pm

Module 1: Gospel theology - Understanding the gospel

This module focuses on understanding how the work of Jesus Christ changes everything we are and do, as individuals, as a community, and as ministers of God's grace. It is the message of redemption that we always preach as well as the dynamic that causes on-going redemption in our lives and communities.

4 March 2016, 9am – 5pm

Module 2: Personal Life of the Leader

The effective leader knows how to do self-leadership and self-care before he or she leads others. This module focuses on the character of the leader as well as knowing your unique leadership style so you can manage yourself and others in order to more-effectively engage in the work of the kingdom.

15 April 2016, 9am – 5pm

Module 3: Grace renewal - Experiencing the gospel

It's not enough just to understand the gospel; we need to be constantly experiencing the renewing work of Jesus Christ, making us new and sending us as people in his redemptive mission.

13 May 2016, 9am – 5pm

Module 4: Kingdom-centered prayer

The heart of the ministry of Christ's kingdom is prayer. Since the Holy Spirit is the indispensable agent of any true ministry, the church is called to express its life, and do its' work, through the agency of prayer. Through prayer the gospel renews us, we learn more deeply of God's priorities and we receive new empowerment for what he is sending us to do. These kingdom concerns are reflected in the model prayer of Jesus.

Pre-Reading Requirements

Reading to be completed before each teaching day

All pre-reading for this course (unless otherwise stated at the previous group meeting) is included in the Incubator material which can be accessed through Moodle and the City to City Incubator portal.

In the primary handout for each module, you will find a section that says "Preparation for Module X" which will indicate what needs to be read prior to our group meetings. Where there are variations or extra readings, your facilitator will let you know at the meeting before they will be discussed.

Assessments

Assessments are submitted online via Moodle.

In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.

Late submission of assessment, without prior permission, will be taken into account in determining your mark.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time & within an acceptable length are essential skills.

ASSESSMENT TASKS	DESCRIPTION
<p>Assessment 1 – Essay</p> <p>2500 words total</p> <p>30% of final grade</p> <p>DUE: 17 March 2016</p>	<p>Write a 2500 word essay on ONE of the following topics:</p> <ol style="list-style-type: none"> 1. “The gospel is not just for the beginning of the Christian life, but is the dynamic for the whole of life.” Discuss with reference to both the dynamics of spiritual growth and church ministry design. <p>OR</p> <ol style="list-style-type: none"> 2. Outline the Biblical and practical principles and values that inform your approach to devotional, time management and workflow practice, and produce an indicative weekly schedule embodying these principles and this practice.
<p>Assessment 2 – Essay</p> <p>3000 words total</p> <p>40% of final grade</p> <p>DUE: 5 May 2016</p>	<p>Write an integrative essay of 3000 words focusing on the relationship between the personal life of the gospel-centered leader and personal grace renewal dynamics. The student must demonstrate specific thought to how their learning in this topic integrates with their ministry-mission context.</p>
<p>Assessment 3 – Case Study/Essay</p> <p>2500 words total</p> <p>30% of final grade</p> <p>DUE: 21 June 2016</p>	<p>Write 2500 words on ONE of the following:</p> <ol style="list-style-type: none"> 1. In the form of a case study, describe the process of repentance and faith in relation to an identified ‘idol structure’ in your life or ministry. <p>OR</p> <ol style="list-style-type: none"> 2. Write an essay on: What is Kingdom-centered prayer, and why is it crucial in the life of both the leader, as well as the church? How is this priority expressed in your life and ministry?

Guide to Assessments

General Remarks

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook (beginning on page 31).

Assessment 1 – Essay

This essay requires students to demonstrate that they have grasped and can articulate the core material contained in the reading, class material and lectures. However to obtain a higher mark, it will be necessary to incorporate insights from other biblical and secondary material, and in particular, to apply these insights to a range of contexts (and not necessarily restricted to those discussed together).

Assessment 2 – Essay

Equal weight will be given to the ‘theory’ of personal grace renewal dynamics and the application to the reality of the life of the leader. An ability to reflect on all aspects of life and ministry will be rewarded.

Assessment 3 – Case study or Essay

Candidates should make every effort to ensure that each part of the answer receives similar attention (in terms of ‘repentance’ and ‘faith’ in the first question, and description of ‘kingdom-centered prayer’ and reflection on the extent to which this is a priority in the second). Higher marks will be awarded for the ability to reflect critically on the concepts presented, and the level of self-reflection.

All assignments should be submitted via the QTC Moodle website:

<http://www.qtc.edu.au/moodle/>. Students will be provided with a Moodle account and details of how to access and use this account shortly before the Intensive commences.

Learning Resources

Textbooks and Essential Readings

All essential reading is included in the Incubator material

Further Reading

Marshall, Walter. *The Gospel Mystery of Sanctification*. Grand Rapids, MI: Reformation Heritage Books, 1999.

Brown, Steve. *A Scandalous Freedom: the radical nature of the Gospel*. West Monroe, LA: Howard, 2004.

Brown, Steve. *When Being Good isn't Good Enough*. Grand Rapids, MI: Baker, 1995.

Allender, Dan. *The Wounded Heart: hope for adult victims of childhood sexual abuse*. Colorado Springs, CO: Navpress, 1995.

Watson, Thomas. *The Doctrine of Repentance*. Edinburgh: Banner of Truth Trust, 1987.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4