This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name: Paradigms of Leadership  
Unit Code: JM501  
Award: Master of Ministry Leadership  
Core/Elective: Core  
Pre/co-requisites: Nil  
Mode: Intensive  
Delivery/Contact hrs:  
- Class contact during Intensive session: 40 hours  
- Engagement with unit materials/readings: 50 hours  
- Assignment preparation: 50 hours  
- TOTAL: 140 hours  
Unit Coordinator: Ps Sam Hey  
Teaching Staff: Ps Sam Hey  
Unit Rationale:  
Since ancient times, the art of leadership has been a subject of discussion and debate, yet it is mainly since the 20th century that specific theories and models of leadership have been articulated and produced. The difficulty facing the student of ministry leadership is how to appropriate and evaluate this body of knowledge. In using the Anselmian premise of “faith seeking understanding”, an investigation of selected leadership paradigms and emerging issues of ministry leadership is engaged to provide a wider understanding of leadership for ministry. Gayle Avery, in *Understanding Leadership* (2004, p. 17), describes it “as a way of tying together a great deal of theories and research information into one framework”. The ensuing discussion, toward such a framework, will itself utilise various leadership characteristics and traits.

**Contribution to Course Outcomes:**

The unit will provide a wider understanding of leadership models and theories toward the formation of an integrative framework for ministry leadership and personal leadership identity.

**Learning Outcomes:**

On completion of this unit, students will have provided evidence that they have:

1. Identified key biblical, historical and contemporary perspectives on ministry leadership;
2. Evaluated the strengths and limitations of different theories and models for ministry leadership;
3. Described essential leadership behaviours and thought processes;
4. Demonstrated awareness of and an ability to interact with emerging ministry leadership considerations;
5. Analysed their leadership paradigm and formulated an integrative framework for ministry leadership practice;
6. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).

**Content:**

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The nature and importance of leadership</td>
</tr>
<tr>
<td>2</td>
<td>Biblical and historical perspectives on leadership</td>
</tr>
<tr>
<td>3</td>
<td>Models and theories - Trait, Situational, Functional</td>
</tr>
<tr>
<td>4</td>
<td>Models and theories - Transactional, Transformational, Charismatic Leadership</td>
</tr>
</tbody>
</table>
5 Models and theories - contemporary perspectives including Servanthood, Developmental, Emotional Intelligence

6 Leadership - power and influence in ministry contexts

7 Emerging spiritual and religious considerations for ministry leadership

8 Toward an integrative framework for ministry leadership

**Set Text Requirements:**


**Recommended Readings:**


Kearsley, R 2009, *Church, Community and Power*, Ashgate Publishing Limited, Aldershot, GB.


**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Project: Reading Reflection and Moodle Forum</td>
<td>1-8</td>
<td>1-6</td>
<td>1-14</td>
<td>30%</td>
</tr>
<tr>
<td>Leadership Profile (3000 words)</td>
<td>1-8</td>
<td>1, 2, 6</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>Case Study (4000 words)</td>
<td>1-8</td>
<td>3-6</td>
<td>14</td>
<td>40%</td>
</tr>
</tbody>
</table>

**NB:** Students must complete all assessment tasks and parts thereof successfully to achieve a passing grade for this unit.