



CHRISTIAN HERITAGE COLLEGE

**SO650**

**LEADING RELATIONAL DYNAMICS**

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.

<b>Unit code</b>	SO650
<b>Unit name</b>	Leading Relational Dynamics
<b>Associated higher education awards</b>	Master of Social Science Leadership
<b>Duration</b>	One semester
<b>Level</b>	Advanced
<b>Core/Elective</b>	Core
<b>Weighting</b>	Unit credit points: 10 Course credit points: 120
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <p>Contact hours 39 hours Reading, study, and preparation 59 hours Assignment preparation 52 hours <b>TOTAL 150 hours</b></p> <p><i>External</i></p> <p>Engagement with study materials 90 hours Assignment preparation 60 hours <b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
<b>Delivery mode</b>	Face-to-face on site External
<b>Prerequisites/ Corequisites/ Restrictions</b>	<i>Restriction</i> JM506 Relational Interactions - A Leadership Perspective
<b>Rationale</b>	<p>Leading inevitably engages with people as the outworking of the tasks and roles of leadership. Furthermore, in order to succeed, leaders must be fully engaged with the individuals and teams who make up their professional setting.</p> <p>This engagement can be made more effective by creating rapport, synergy and mutual trust. Such engagement has to build on an understanding of self and others, relational dynamics, and meta-relational motifs such as <i>shalom</i>. It involves relational aspects including professionalism, loyalty, development, empowerment, empathy, optimism, partnering, conflict management, caring, courage, motivation, responsibility and accountability. Meaningful engagement with people as part of 'leading' also has to consider and build on biblical, theological and philosophical reflections on relationships and their importance for leadership, while integrating a Christian worldview.</p> <p>The unit equips students to more fully and meaningfully engage with the individuals and teams they may lead.</p>
<b>Prescribed text(s)</b>	Walker, S. P. (2010). <i>The undefended leader</i> . Carlisle, UK: Piquant. Wright, W. (2009). <i>Relational leadership: A biblical model for influence and service</i> . Downers Grove, IL: Intervarsity.

<p><b>Recommended readings</b></p>	<p><b>Books</b></p> <p>Baker, W.F., &amp; O'Malley, M. (2008). <i>Leading with kindness</i>. New York, NY: AMACOM.</p> <p>Barling, J. (2014). <i>The science of leadership: Lessons from research for organizational leaders</i>. London, UK: Oxford University Press.</p> <p>Bass, M., &amp; Bass, R. (2008). <i>The Bass handbook of leadership: Theory, research, and managerial applications</i> (4th ed.). New York, NY: Free Press.</p> <p>Boyatzis, R., &amp; McKee, A. (2005). <i>Resonant leadership</i>. Boston, MA: Harvard Business School Press.</p> <p>Bryant, J. (2009). <i>Love leadership: A new way to lead in a fear based world</i>. San Francisco, CA: Jossey-Bass.</p> <p>Caspersen, D. (2015). <i>Changing the conversation: The 17 principles of conflict resolution</i>. London, UK: Penguin Books.</p> <p>Covey, S.R. (2008). <i>The speed of trust: The one thing that changes everything</i>. New York, NY: Simon &amp; Schuster.</p> <p>Fowler, S. (2014). <i>Why motivating people doesn't work...and what does: The new science of leading, energizing and engaging</i>. Oakland, CA: Berrett-Koehler.</p> <p>Goleman, D., Boyatzis, R., &amp; McKee, A. (2013). <i>Primal leadership: Unleashing the power of emotional intelligence</i>. Boston, MA: Harvard Business Review Press.</p> <p>Humpfrey, R.H. (2013). <i>Effective leadership: Theory, cases, and applications</i>. Thousand Oaks, CA: Sage.</p> <p>MacArthur, J. (2010). <i>Called to lead: 26 leadership lessons from the life of Paul</i>. Nashville, TN: Thomas Nelson.</p> <p>Rath, T., &amp; Conchie, B. 2009. <i>Strength based leadership</i>. New York, NY: Gallup Press.</p> <p>Townsend, J. (2009). <i>Leadership beyond reason: How great leaders succeed by harnessing the power of their values, feelings and intuition</i>. Nashville, TN: Thomas Nelson.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<ol style="list-style-type: none"> <li>1. Biblical, theological and philosophical reflections on relationships and their importance for leadership</li> <li>2. Towards understanding relational aspects of leading</li> <li>3. Towards understanding people for leadership</li> <li>4. <i>Shalom</i> as teleological and transformational motif for leading people</li> <li>5. Understanding relational dynamics in professional settings: people management</li> <li>6. Leading and emotional intelligence</li> <li>7. Managing and resolving conflict</li> <li>8. Leading and organisational politics: Silos, politics, and turf wars</li> <li>9. Fostering people/personal development and mobilising talent</li> <li>10. Strength based leadership</li> <li>11. Self-management (kubernaο) and the 'cycle of sacrifice and renewal'</li> </ol>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have demonstrated that they have:</p> <ol style="list-style-type: none"> <li>1. analysed and critically reflected on biblical, theological and philosophical perspectives of relationships and their importance for leadership;</li> <li>2. understood relational aspects of leading and how they apply to leadership;</li> <li>3. demonstrated an understanding of people, including their make-up, emotions, needs and personal qualities, and demonstrated an ability to utilise this understanding for leadership action;</li> <li>4. explored the biblical construct of <i>shalom</i> as a unifying integrative teleological and transformational motif for leading people;</li> <li>5. the ability to action a number of core relational leadership functions, including conflict resolution and mediation, managing politics, fostering development and mobilising talent;</li> <li>6. the ability to self-lead and manage in order to be and become better leaders;</li> <li>7. critically evaluated leading relational dynamics against a Christian worldview; and</li> <li>8. communicated at an appropriate tertiary standard with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Discussion Paper</b></p> <p>From your observations of a context where leadership is being enacted, identify and discuss the relational dynamics at play. Include reflections from a Christian worldview.</p> <p>Word Length/Duration: 2,500 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-3, 7, 8</p> <p>Assessed: Week 8</p> <p><b>Task 2: Presentation and Defense</b></p> <p>Using the context of Assessment Task 1, develop a framework of leadership actions and approaches that would address and/or utilise the relational dynamics towards <i>shalomic</i> outcomes.</p> <p>Word Length/Duration: Presentation - 20-25 minutes; 'Q &amp; A' session - 10 minutes</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-8</p> <p>Assessed: Week 13</p>
<b>Unit summary</b>	<p>This unit provides opportunity for students to critically reflect upon and integrate understandings gained from investigating leadership and the relational dynamics involved in leading, equipping them to more fully and meaningfully engage with the individuals and teams they may lead.</p>