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DIPLOMA IN DIVINITY COURSE: BIBLICAL STUDIES

This is the first of three courses for the **Diploma in Shepherding**:

Biblical Studies	18 Credits
Expository Preaching	20 Credits
Systematic Teaching	<u>22 Credits</u>
Total credits	60 Credits

This course consists of four modules:

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1. Old Testament Survey	3
2. New Testament Survey A	5
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4. Jesus – His Person	9

- In the Old Testament Survey you venture out on the interpretation and application of the Old Testament to everyday living.
- In the New Testament Survey A you will study how the kerygma embodies the gospel message in both the Synoptic Gospels and the Gospel of John.
- In the New Testament Survey B you will focus on the teachings of the Apostle Paul according to his epistles.
- xxxIn Christian Ethics you will learn how to apply the Biblical principles and Lordship of Christ on the tough issues of our day.

Introduction

This course reflects important aspects pertaining to the foundation of every believer's life, namely the Scripture. Studying the New Testament can be an exciting – and intimidating – experience. On the one hand it gives you direction and comfort. On the other hand it is so overwhelming because there is so much to learn.

The Bible is a high stake Book. Those who believed in the Bible as God's Word have risked their lives for it by either refusing to hand it over to hostile authorities or by taking risks to smuggle Bibles to eager readers behind the Iron Curtain. More copies of the Bible have been printed than any other single book in human history. The reason Christians take the Bible seriously is because they believe it has shaped the world in which we live and no one is free from its influence. And the simple fact that you are taking this course is a proof that you are also taking it seriously.

The reason why studying the New testament is worthwhile is twofold: **Firstly**, the New Testament is the fulfilment of God's saving work which started in the Old Testament to undo sin's consequences. The New Testament is God's new covenant with His children through Jesus Christ who came as the Saviour the Old Testament awaited. **Secondly**, study of the New Testament is important because it mediates God's presence, is of ultimate personal significance and is foundational to cultural literacy.

Studying Scripture will help you avoid misinterpretations based on preconceived ideas and what is erroneously attributed to reliance on the Holy Spirit, and to have the appropriate historical foundation for understanding and applying its teachings.

Assignments

Candidates are required to submit **one written assignment** in article format for each of the four modules of this course. Two assignments are posted for each module and candidates select which one of the two they will do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The Tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition to this, a considerable collection of relevant sources from the Internet has been included on the course's accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 1: Old Testament Survey

Course: Biblical Studies

Outcome

The candidate knows how to interpret and apply the Old Testament to everyday living.

Objectives

At the end of this module the student must be able to:

- Recognize the unity of the Old Testament in terms of its message.
- Demonstrate an understanding of the Old Testament as prelude to the New Testament.

Introductory notes

Of all the literature that has come to us from the world's ancient civilizations, none is as fascinating - or as provocative - as the Hebrew Bible. It is highly esteemed by three of the world's great religions - Islam, Judaism, and Christianity - and yet to many people it seems perplexing to read, and difficult to understand.

So how can we make sense of its contents in a way that says something to people living at the beginning of the twenty-first century? Ever since the Enlightenment, generations of experts have tried to answer that question in relation to the needs of their own day. But they also emphasized that, if we are to understand the books of the Hebrew Bible at all, then we must begin by asking what they originally meant when they were written.

This module to the Old Testament takes full account of all these developments and we trust that at the end you will have acquired extensive knowledge on the Old Testament.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- All CLT study guides on the Old Testament (E123).

Other books

- ARCHER, GLEASON L 1994. A survey of the Old Testament Introduction. (Revised and Expanded). Chicago : Moody Press.
- MEARS, HENRIETTA C 1983. What the Bible is all about. California : Regal Books.
- DRANE, JOHN 1987. Introducing the Old Testament. England : Lion Publishing.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following **two** topics and then do the required assignment on **ONE**:

- 1.1. Write an essay on the book Exodus as narrative literature. Use the following headings as a guideline: (a) The content of Exodus; (b) The structure of Exodus (to understand the meaning of the book); (c) The message of Exodus.

- 1.2. Discuss the righteousness of God according to the book Job. What message does this book convey?

Reading topics

Read up on **ONE** of the following three topics:

- 1.3. The content and meaning of Esther as post-exilic historical book.
1.5. 1.4. The aim and message of Isaiah.

Guidelines for the assignments

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the reader does not know anything about the subject. This will help you to clearly formulate your sentences.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 2: New Testament Survey A

Course: Biblical Studies

Outcome

The candidate is able to explain how the kerygma embodies the gospel message in both the Synoptic Gospels and the Gospel of John.

Objectives

At the end of this module the student must be able to:

- Explain the emphasis each evangelist puts on his Gospel.
- Explain in which way the Gospel of John differs from the Synoptic Gospels.

Introductory notes

New Testament Survey A will focus on the introductory questions (authorship, date, place of writing, outline, purpose and characteristics) and the theology (central themes, Christology, Pneumatology, Eschatology) of the Synoptic Gospels and the Gospel of John.

The Bible has shaped the world in which we live, and no one is free from its influence. The New Testament is the testament of God's saving work in more recent times and announces the Saviour the Old Testament awaits. Study of the New Testament is important because it mediates God's presence, is of ultimate personal significance, and is foundational to cultural literacy. The New Testament canon is an authorized collection of writings that came together over a span of three centuries. It was given to the church for teaching, for reproof, for correction, and for training in righteousness (2 Tm 3:16). One should study the New Testament in order to avoid misinterpretation based on preconceived ideas and what is erroneously attributed to reliance on the Holy Spirit, and in order to acquire the appropriate historical foundation for understanding and applying its teachings.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- All CLT study guides on the New Testament (E125, E125B, E126, E127).

Other books

- DRANE, JOHN 1987. *Introducing the New Testament*. England : Lion Publishing.
- GUTHRIE, DONALD 1966. *Gospels and Acts. New Testament Introduction*. London : Tyndale Press.
- CONZELMANN, H and LINDEMANN, A 1985. *Interpreting the New Testament. An introduction to the principles and methods of N.T. Exegesis*. Massachusetts : Hendrickson Publishers.
- MEARS, HENRIETTA C 1983. *What the Bible is all about*. California : Regal Books.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 2.1. Write an essay on **ANY ONE** of the Synoptic Gospels and give attention to the following: (a) The authorship of the Gospel; (b) The date and place of writing; (c) The outline of the Gospel; (d) The purpose and characteristics of the Gospel.
- 2.2. Explain the synoptic problem by using the following three headings: (a) The nature of the problem at the hand of the following Scriptures: Matthew 8:23-27; Mark 4:35-41; Luke 8:22-25; (b) The origin of this "problem"; (c) The lesson you have learned from the synoptic problem.

Reading topics

Read up on **ONE** of the following two topics:

- 2.3. The main characteristics and objectives of the Synoptic Gospels and the Gospel of John.
- 2.4. The Pneumatology of the Synoptic Gospels and the Gospel of John.

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 3: New Testament Survey B

Course: Biblical Studies

Outcome

The candidate is able to explain the life and teachings of the Apostle Paul.

Objectives

At the end of this module the student must be able to:

- Comprehend the aim and message of Paul's letters.
- Discuss Paul's position on legalism.
- Summarize Paul's teaching on redemption, the cross and the resurrection.
- Illustrate how Paul related ethics to theology.

Introductory notes

New Testament Survey B will focus on the introductory questions (authorship, date, place of writing, outline, purpose and characteristics) and the theology (central themes, Christology, Pneumatology, Eschatology) of the Pauline Epistles.

VERY IMPORTANT: You should familiarize yourself with Paul's missionary journeys in order to understand how his epistles fit into the picture. It will help you understand the circumstances of the assemblies and why he addressed the epistles to them.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- All CLT study guides on the New Testament (E129, E130, E131, E132, E133, E134, E135, E136, 137, E138).

Other books

- DRANE, JOHN 1987. *Introducing the New Testament*. England : Lion Publishing.
- GUTHRIE, DONALD 1966. *The Pauline Epistles. New Testament Introduction*. London : Tyndale Press.
- CONZELMANN, H and LINDEMANN, A 1985. *Interpreting the New Testament. An introduction to the principles and methods of N.T. Exegesis*. Massachusetts : Hendrickson Publishers.
- MEARS, HENRIETTA C 1983. *What the Bible is all about*. California : Regal Books.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 3.1. Write an essay on the Apostle Paul's missionary travels. Give attention to the following points: (a) How Paul's letters fit into his travels; (b) State in short the reason for writing each of the letters, the problem Paul addressed as well as the message of each of the letters.

3.2. Discuss Paul's view on grace and law according to the book of Galatians.

Reading topics

Read up on **ONE** of the following two topics:

- 3.3. The Apostle Paul's view on the Second Coming of Christ as expressed in the books of Thessalonians.
- 3.4. Discuss the following statement: "Paul's letters go beyond theological teaching and religious directives. Principles and precepts regulating practical behaviour, both individual and social, permeate his writings." [This statement refers to Paul's view on ethics!]

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 4: Jesus – His Person

Course: Church Leadership

Outcome

The candidate is able to explain the importance of Jesus as God and man.

Objectives

At the end of this module the student must be able to:

- Explain the controversies and outcomes of the Church Councils regarding the humanity and Deity of Christ and the doctrine of the Trinity.
- Give an account of the Biblical perspective on the question “Who is Jesus?”.
- Demonstrate an understanding of the contribution “modern” theologians (after Chalcedon) made to the Christological and Trinity doctrine.

Introductory notes

One of the most crucial moments in the Gospels is Peter's confession: 'You are the Christ, the Son of the living God' (Mt. 16:16; if. Mk. 8:29; Lk. 9:20). Jesus himself calls for this confession. He knows that people often talk about him and that many regard him as an extraordinary person. This is shown by the answer to the first question he asks: 'Who do men say that the Son of man is?' The answer given by the disciples indicates that there is a great variety of opinions among the people: 'Some say John the Baptist, others say Elijah, and others Jeremiah or one of the prophets.' Then Jesus goes on to ask: 'But who do you say that I am?' This is the heart of the matter. In the final analysis every one has to give his own personal answer and make his own personal confession. In recent years this question has again been very much at the centre of theological discussion. The answers given, however, are generally quite different from those given by the Christian church throughout the centuries.

The great battle over Christology was fought in the ancient church.

In recent years, however, we observe the remarkable fact that the ancient dogma is opposed by people who up till now were never regarded as liberal. Many contemporary theologians, from both orthodox Protestant and Roman Catholic backgrounds, are of the opinion that the Christology of the ancient creeds is no longer tenable.

It may be helpful to spell them out a little more explicitly. The following three matters must be mentioned, because they are found – albeit with a differing degree of emphasis – in nearly every modern Christology: **Firstly**, there is *the exegetical angle*. It is claimed that modern historical-critical exegesis of the New Testament has shown that there is a plurality of Christologies within the New Testament; therefore it is not correct to say that one particular Christology, namely, the high, incarnational Christology of the creeds, is *the* New Testament Christology; **Secondly**, it is argued that the creeds as they stand are not only couched in the *Greek Philosophical language* of the early centuries, but are also deeply influenced and contaminated by the metaphysical modes of thinking of that period. For this reason the Christology of the creeds cannot be regarded as the Christology, which is binding on the church of all ages; **Thirdly**, we are told that the ancient Christology does not mean anything to people of this age. We no longer think primarily in **ontological categories**, but modern thinking is functional in nature. The basic question is not: 'Who is Jesus Christ and what, therefore, has he done for us?', but rather: 'What has he done and who, therefore, is he for us?' Moreover, can we really visualize anything at all, when we

use such terms as 'incarnation'? The question is: 'Are we sure that the concept of an incarnate being, one who is both fully God and fully man, is after all an intelligible concept?'

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- All CLT study guides on God, Jesus Christ, the Holy Spirit and Church History (E90, E91, E96, E98, E101, E102).

Other books

- BRAY, GERALD 1984. *Creeds, Councils and Christ*.
- RUNIA, KLAAS 1984. *The Present-day Christological debate*. England : Inter-Varsity Press.
- MAIMELA, SIMON and KÖNIG, ADRIO 1998. *Initiation into Theology. The rich variety of Theology and Hermeneutics*. Pretoria : J.L.Van Schaick.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 14.1. Describe the doctrinal construction in the Ancient Church on the two natures of Christ (324 A.D.), until the completion of the doctrine of the Trinity (431 A.D.).
- 14.2. Discuss the following title of Christ: (i) Son of Man; (ii) Son of God; (iii) Son of David; (iv) Lord (Kùrois); (v) Messiah.

Reading topics

Read up on **ONE** of the following two topics:

- 14.3. The approach to the creeds the following theologians had: Karl Barth, Jürgen Moltmann and Wolhart Pannenberg.
- 14.4. The Christological functions with reference to the images of Christ (e.g. Head of the Church, Lamb of God)

Guidelines for the assignment – See previous module(s).

DIPLOMA IN DIVINITY

COURSE: EXPOSITORY PREACHING

You are now embarking on the second of the three courses for the **Diploma in Divinity**:

Biblical Studies 18 Credits

Expository Preaching	20 Credits
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Systematic Theology	<u>22 Credits</u>
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Total credits	60 Credits
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This course consists of five modules:

Module	Page
5. Hermeneutics – Interpretation of Scripture	13
6. Homiletics – Preaching the Word	15
7. World Missions – Biblical foundation and strategy	17
8. World Missions – The message of Christ	19

Introduction

This subject reflects important aspects pertaining to the **"go"** part of the Great Commission (Matt. 28:19-20 & Mark 16:15).

- In Hermeneutics you will study the historical development and practical application of principles and skills in the interpretation of Scripture.
- Homiletics will equip you to communicate the messages of Scriptures in various proven ways that have developed with time.
- The three modules on World Missions will inform you of important realities of the missionary's challenges and will also equip you with the important underpinning knowledge and skills that are needed by those involved in missions.

The question may arise as to why World Missions are included in, and even make up the larger portion of the Diploma in Shepherding. Modern communication and travel systems have made the world of today a much smaller place than before. Social, economical, political and other patterns have changed dramatically. The church environment has not been free of the radical changes in its environment and composition over the last decades. Different cultures are coming into close contact at a faster rate and larger measure than ever before.

Even though you may never become a "professional missionary" in a foreign country, your close surroundings probably already display a remarkable cultural and religious diverse composition. This will in itself pose challenging demands to the knowledge and skills of probably the church as a whole, but most certainly to that of church leadership.

Assignments

Candidates are required to submit **one written assignment** in article format for each of the five modules of this course. Two assignments are posted for each module and candidates select which one of the two they will do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition, a considerable collection of relevant sources from the Internet has been included on the course's accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 5: Hermeneutics – Interpretation of Scripture

Course: Expository Preaching

Outcome

The candidate has an understanding of the history and development of Biblical hermeneutics and is able to apply hermeneutical principles in order to rightly divide the word of truth (2 Tim. 2:15).

Objectives

At the end of this module the candidate should be able to:

- explain basic hermeneutical problems regarding the interpretation of Scripture.
- provide an overview of the scientific development of the discipline of hermeneutics.
- demonstrate basic skills in the interpretation of Scripture within the context of Bible exegesis.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The following CLT student guides:

- *Biblical Principles of Interpretation* (E85s)
- *The Art of Interpretation* (E85 & E86)
- *Systematic Theology* (E95 up to E104)

Other books

- VAN DYK, P.J. 1997. *How To Analyse The Bible*. Pretoria: Van Schaik.
- MAIMELA, S. & KÖNIG, A. 1998. *Initiation Into Theology*. Pretoria: Van Schaik.
- *Vine's Expository Dictionary* (Any edition – see for example computer Bible programs)
- *Strong's Concordance* (Any edition – see for example computer Bible programs)

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 5.1 Write an article on the development of Biblical hermeneutics as a science and present an historical outline in a graphic way.
- 5.2 Write an article on the relevance of hermeneutics for our understanding of Scripture and illustrate the application of hermeneutical principles by doing a short exegesis of the following two concepts:
 - (a) Water baptism (Rom. 6:3-4 and 1 Cor. 10:1-2)
 - (b) Sanctification (Eph. 5:26; 2 Thess. 2:13, & Heb. 13:12)

Reading topics

Read up on **ONE** of the following two topics:

5.3 The differences in the two stories of creation (Gen. 1 & 2)

5.4 The Immanuel sign and its fulfilment (Is. 7:14-16 & Matt. 1:22-23)

Notes

Hermeneutics has two legs:

- It is a science (you need to understand it critically)
- It is an art (you need to develop your skills in practising it)

Focus

This means that you have to concentrate on the explanation of the key words with reference to the provided pericopes.

Think critically

There are problem issues you need to discern, formulate and solve.

Act intuitively

This means that you have to depend on the impulse of the Holy Spirit to guide you and also to act creatively.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Graphic historical outline (5.1)

Use your judgment to structure your graphical outline in a simple way. You may, for example, use a flow chart or a table. **Limit the outline to 2-3 pages.** You may want to use an A3 paper size and include it as a foldout annexure to your article.

Exegesis of concepts (5.2)

If you select to do assignment 5.2, it is important that you illustrate to the markers that specific hermeneutical principles have been applied in the exegesis of the two concepts. You may do this in different ways. One approach would be to do so by way of the physical structure and headings you use. Another approach would be to assimilate specific indications to this effect in the body of your text.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 6: Homiletics – Preaching the Word

Course: Expository Preaching

Outcome

The candidate has an understanding of the different types of sermons and is able to prepare and deliver a sermon effectively within the context of public speaking.

Objectives

At the end of this module the candidate should be able to:

- prepare different types of sermons on specified topics by using the Bible and other relevant research material.
- analyse a sermon by distinguishing the different divisions and elements.
- evaluate a sermon in terms of effectiveness and discern which kind of sermon is suitable for a particular situation.
- deliver a sermon effectively.

Introductory notes

This module serves as the foundational work for your one practical task – the **assessment sermon** – in addition to the written assignment candidates are required to do.

Sermons are categorised in different ways by authors and scholars of homiletics. The different kinds of sermons are simply different ways of doing the same thing. Usually the intention of the preacher will determine what type of sermon is used.

Whatever type of sermon is used, it should be designed to turn the thoughts and hearts of the hearers to the Scriptures and to the Lord Jesus Christ.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The CLT student guide:

- *The Art of Preaching* (E87)

Other books

- RICHARD, RAMESH. 1995 *Scripture Sculpture*. Grand Rapids: Baker Books.
- NORRINGTON, D.C. 1996. *To Preach Or Not To Preach? The church's urgent question*. Carlisle, Cumria: Paternoster.

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 6.1 Characterise different **types of sermons**: (a) Topical; (b) Textual; (c) Expository.

- 6.2 Using the outline of your assessment sermon, elaborate on the following:
- (a) The **theme**: Definition, characteristics, how it directs the sermon plan, and how it affects preparation.
 - (b) **Divisions** of the sermon: Text, theme, introduction, divisions and conclusion.

Reading topics

Read up on **ONE** of the following two topics:

- 6.3 What is preaching, with specific reference to **matter** (scope, extent, authority), **manner** (speaker & audience), and **method** (familiar, rhetorical, argumentative)?
- 6.4 Charles Spurgeon preached his first sermon at the age of sixteen and became the pastor of a church at the age eighteen. He published over thirty-five hundred sermons and is called the "Prince of Preachers". Read at least three of Spurgeon's sermons.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Attach sermon outline

If you select to do assignment 6.1 remember to attach the full sermon outline to your assignment. The outline is not to be taken into account for the purpose of calculating your assignment length.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Sermons of Charles Spurgeon

It would serve little purpose to treat the reading of these sermons as a superficial exercise to simply make up numbers for the prescribed reading record. What can you learn from them to enhance your own skills in the compilation of sermons?

Module 7: Introduction to Missions

Course: Expository Preaching

Outcome

The candidate has an understanding of the Biblical foundation of missions.

Objectives

At the end of this module the candidate should be able to:

- Explain the Biblical basis for missions by relating Bible texts to mission practice.
- Provide on a personal testimony basis, a spiritual understanding of the role of prayer, dedication, fasting, and devotion in the context of missions.
- Show the importance of technology for the deployment of a mission strategy by indicating how technological helps can make the proclamation of the Gospel more effective.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

- SMITH, OSWALD. *The Challenge Of Missions* (OM literature).
- WINTER, RALPH D. & HAWTHORNE, STEVEN C (editors). 1999. *Perspectives on the World Christian Movement*. Carlisle, Cumbria: Paternoster.
- WAGNER, C. PETER. 1992. *Warfare Prayer*. Ventura, California: Regal Books.

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 7.1 Discuss the Biblical basis for missions.
- 7.2 Explain the missionary principles we learn from Paul's **life** and **teachings**.

Reading topics

Read up on **ONE** of the following two topics:

- 7.3 The role of **prayer**, **spiritual warfare** and **training** in missions.
- 7.4 The nature and importance of **research**, **goal-setting** and the compilation of a clear **mission plan**, also taking into account the importance of technology such as the printed media, sun-powered radios, radio stations, computers and other special equipment.

Guidelines for the assignment

Preparation

If you do not have first hand experience of going on a mission trip, it would be wise to enquire by **interviewing** missionaries about their reasons for going on a mission trip, as well as their experiences. Ask them questions such as the following:

- Can they give a Biblical foundation for their actions?
- How did they turn their situations into strategic benefits?
- What specific advice could they give you on your intended assignment?

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 8: World Missions – The Message of Christ

Course: Expository Preaching

Outcome

The candidate can develop a sound missionary strategy for different cultural environments.

Objectives

At the end of this module the candidate should be able to:

- Outline the process of developing a mission plan for a country.
- Design a strategy for winning people to Christ cross-culturally.
- Provide a means of networking with other organisations in order to promote missions through synergy and the serving of mutual interests.
- Show an understanding of using printed media and technological advantages in missions.

Introductory notes

At the heart of missions lies the **Great Commission** (Matt. 28:18-20; Mark 16:15-18). Jesus did not merely command His followers to make **believers** of all the nations, but to make **disciples**. The implications go far beyond moving someone to recite the so-called sinner's prayer and labelling them as **reborn** at the close of the prayer!

Sheep can only reproduce sheep. In the same way believers will only be able to reproduce believers. **Disciples are needed to make disciples!**

It is important for candidates to have a clear understanding of the concept of discipleship within the context of the culture(s) the Bible was written in, in order to honestly establish their own position in this regard.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The following CLT student guides:

- *Gospel Survey* (E125 and E125B – or other NT survey)
- *Gospel of John* (E126 and E127 – or other gospel commentaries)

Other books

- HUNTER, A.M. *Introducing New Testament Theology*. (This book is seemingly out of print, but that does not cancel out the possibility of finding it in a library).

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 8.1 Describe **personal discipleship** as followers of the Christ in the gospels.
- 8.2 Give an exposition of the Sermon on the Mount: **The rules of the kingdom proclaimed**.

Reading topics

Read up on **ONE** of the following two topics:

- 8.3. How did Jesus demonstrate God's **love** and **forgiveness** by His life?
- 8.4. Identify the **holiness content** in Jesus' message.

Assignment guidelines

Preparation

If you have first hand experience of going on a mission trip, consider your experience on how you and colleagues conveyed the gospel message.

If you do not have such first hand experience, enquire by **interviewing** missionaries about their experiences. Ask them questions such as the following:

- How do they convey the gospel message?
- Which difficult questions are asked about Jesus and His message?
- What specific advice could they give you on your intended assignment?

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

DIPLOMA IN SHEPHERDING

COURSE: SYSTEMATIC TEACHING

This is the third of three courses for the **Diploma in Shepherding**:

Biblical Studies	18 Credits
Expository Preaching	20 Credits

Systematic Teaching	22 Credits
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Total credits	60 Credits
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This course consists of three modules:

Module	Page
9. Christian Ethics	25
10. Creation Theology	25
11. Pneumatology	29
12. Christian Education	31

- In Creation Theology your focus will be on understanding that science is not in opposition to the teaching of the Bible concerning creation.
- The module on Pneumatology you will guide you to take a fresh look at the Holy Spirit as the Spirit of God the Father and God the Son.
- Christian Education will help you to apply the principles of didactics in formal and informal teaching situations.

Introduction

This course is meant to help you to develop your practical ability to apply your Biblical Studies and Expository Preaching knowledge. The three modules are almost a summary of our statement of faith. In **Creation Theology** we believe in God who created the earth in His Almighty. In **Pneumatology** we believe in the power and work of the Holy Spirit who leads and empowers me to translate my belief into deeds and **Christian Education** has everything to do with our Christ-like life as His disciples to teach others to obey all He has commanded.

When Thielicke¹ (1998 : 33) writes on God as Creator He says that the only way we can understand God is because He was so interested in me that He became small. And then he says: "Today we face the frightening and exciting fact that knowledge is indeed power, and that we men have actually become very powerful. But the problem is that we are not mature enough for our own knowledge and ability, and that ... the unleashed powers of nature threaten to outgrow us. God is also Lord in the world of knowledge and technology. We must learn again to recognize that in reality. Not only is God involved in our eternal blessedness, but, since he is involved with that, he is also concerned with laboratories, test tubes, and computers" (Thielicke, 1998 : 39) Do not be afraid to study the factual evidence of creation. God wants you to understand how big He is and how vast His creation is. And yet, He allows us to search His creation in depth!

The work of the Holy Spirit can be summed up in Thielicke's words (1998 : 218): "In plain words, that means that the miracle of the Spirit takes place in this way: the word which I

¹ THIELICKE, HELMUT 1998 (1968). *I Believe. The Christian's Creed*. Great Britain : Paternoster Press.

have believed to be dead and which I have carried about, apparently useless, in my memory since my confirmation, suddenly comes to life.”

Athanasius said: “God became in Christ what we were, so that we can become in Christ what God expects us to be.” That is exactly what Christian Education wants to achieve: teaching Christ’s followers to observe all things whatsoever He has commanded.

Assignments

Candidates are required to submit one written assignment in article format for each of the five modules of this course. Two assignments are posted for each module and candidates select which one of the two they will do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The Tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition, a considerable collection of relevant sources from the Internet has been included on the course’s accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 9: Christian Ethics

Course: Biblical Studies

Outcome

The candidate is able to make a moral difference.

Objectives

At the end of this module the student must be able to:

- Give an exposition of the Bible ethos.
- Demonstrate a sound knowledge of an ethical value system based on the Bible.
- Provide clear guidelines on moral issues, for example abortion, euthanasia, pornography, gambling, sexual matters and homosexuality.

Introductory notes

This module is composed in order to enhance the development of your thinking skills. It is a test to improve your knowledge and understanding of Christian Ethics and its principles. Thinking means research, theorizing, focus, critical evaluation of what others have to say, forming your own motivated opinion, being teachable and to permit yourself to be corrected, openness to change your perspectives, growing by allowing the knowledge to inform and enrich you. For this reason we formulated the assignment in such a way that it will assist you to think and to stretch your mental ability.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Prescribed book

The prescribed book is the only material you should need for this module. However, an adequate collection of writings has been included on the accompanying CD-ROM for you to meet more than the minimum requirement. You may, however, find your own resources.

CAIN, MIRIAM 1999. *Make a difference. A Christian action book for Southern Africa*. Cape Town: Africa Christian Action.

This book should be ordered from the author: (012) 998-4137

See Calvary University website: www.calvaryu.com

Assignment topics

- 4.1. Read Appendix C (“*Essentials of a Christian Worldview*”) in the prescribed book. Write now your own Scriptural founded Ethical Code which you will apply in addressing ethical issues.
- 4.2. Enter into dialogue with the author (Miriam Cain) of the prescribed book and discuss any two moral issues with her.

Dialogue here means that you will reflect on what she is saying and answer her in your assignment.

- Do you agree with her views?
- If you differ on certain issues, can you motivate your arguments?

- Is there anything that you can add to the issues that she is discussing?

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 10: Creation Theology

Course: Systematic Teaching

Outcome

The candidate will have developed the ability to give the world a factual answer concerning the relationship between the scientific and biblical approach toward creation.

Objectives

At the end of this module the student must be able to:

- Discern critically between creationism and evolutionism and be able to point to the implications for our faith in God as Creator.
- Demonstrate a clear understanding of the agenda of science in contrast to the scope of the Bible (with special reference to the importance of the scientific and Biblical sequences of Genesis 1) and be able to explain these logically.

Introductory notes

AN APOLOGETIC VIEW ON RELIGION'S IMPACT ON SCIENCE

It may seem strange that a subject on science be included in theological and ministry training. Dr. James Kennedy² asks: "Hasn't religion always been the enemy of science?" He believes science most likely would never have come into being if Jesus had never been born.

When did modern science come into being?

Many scholars agree that the scientific revolution developed in the seventeenth and eighteenth centuries. We therefore need to consider this period.

The origins of modern science.

What is the purpose of science? It is to inquire, to test hypotheses, and then to apply knowledge. This started some 600 years before Christ when **Greek philosophers** began seeking the function of the natural world" Why did their efforts never develop into anything near to modern science? They were seeking non-theological answers for life and the origin of the world. The world was not to be used or changed, for all they were interested in was Greek reason. Understanding of the world was their debate.

It is also true that science would not have originated through the **Hebrew** people, for all they were interested in was to bring praise to the Creator. "The heavens declare the glory of God" (Ps.19:1).

The **Muslim religion** is dominated by fatalism and, therefore, it holds that there is no point in trying to change things. The conclusion can therefore be made that modern science could not have come into existence amongst the Arabs, in spite of them having kept the writing of Aristotle, which was lost to the Western World.

In a way, the same would apply to the Buddhists and Hindus, for both teach that the physical is unreal. To them, the only reality is that of the world's soul, and the most important truth to learn is that the world is not real.

² Kennedy, D J 1994. *What if Jesus had never been born*. Thomas Nelson Pub.

Modern science could not have developed amongst the animists in central or southern Africa, where living souls are attributed to plants or animals and even among ancestral worshippers.

Christianity moulded different strains together and produced what is known today as 'modern science'. This happened because of the basic teaching of Christianity, which says that God is rational and the source of all truth, and that this world is a rational world held together by scientific laws, i.e. the sun rises every morning.

The **philosophical view** of today is often irrational, and therefore it would be impossible for science to develop in such an irrational setting because **laws and regularities control the universe**.

However, the Christian concept of the God, who created a rational world, made the sixteenth century Christians realise that, because He said in Genesis 1:28 that man is to have dominion over the earth, man was to take and shape the natural things of the earth to the glory of God.

Further to this, **Kennedy** says that the doctrine of sin led to the development of science, because the **Reformers** of the sixteenth and seventeenth centuries realised that man was sinful and that human reason was not to be depended upon. Therefore it was necessary for reason to be backed by experimentation, because science is a combination of reason and experimentation.

Francis Bacon said that there are two aspects to study: firstly, the **Scriptures**, which reveal the will of God and, secondly, **Creation**, which expresses His power. The study of these two aspects gave rise to 'modern science'.

Further, in all of this we may ask the question: "Why should a Christian be concerned with evolution?" Surely, it is much more important to be involved in living a fruitful Christian life than it is to worry about the distant past?

All of this is true. But what are you going to say to your child when he comes home with questions about the dinosaurs, the ape men and who Adam was? The evolutionary philosophy has impregnated the modern intellectual and social climate, and this is part of Man's daily thought and discourse.

The theory of evolution is taught as a fact in schools, colleges and universities. Also, many churches have been occupying themselves revising their theology to fit the evolutionary theory. Evolutionism has contributed more to material philosophy of the world of today than any other influence. It is a serious mistake to ignore the impact evolutionism has had on society.

As a pastor or leader your main emphasis should be to defend and argue for **the validity of the Bible** in the face of a number of prevailing thoughts and therefore the study of **Ex Nihilo** is a must for every leader. Remember Romans 1:20 which says that if we want to see God in his glory and power, we must look at the material things created i.e. the universe and the earth.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guide: (It is of utmost importance that you study this guide thoroughly and that you not just scan it.)

- DE VILLIERS, P R 1999. Creation "Ex Nihilo". South Africa : Christian Life. (E44)

Other books

- DE VILLIERS, P.R. 2007. How God Created? South Africa : Christian Life.
- BEHE, MICHAEL. *Darwin's Black Box*. (Simon and Schuster).
- GISH, DUANE. *Evolution: The Challenge of the Fossil Record*. (Creation Life)
- ROSS, H *The Genesis question*. (Navpress)
- YOUNG, DAVIS. *Christianity and the Age of the Earth*. (Zondervan).
- YOUNG, DAVID. *Creation and the Flood*. (Baker Books).

See Calvary University website:

[www.calvaryu.com\ministry\Creation\Gallery\(Creation\).html](http://www.calvaryu.com/ministry/Creation/Gallery(Creation).html)

Assignment topic

Read up and study the following topic in your prescribed book and then write an assignment on the following topic:

- 10.1. Enter into dialogue with the author of "Ex Nihilo" (Dr. de Villiers – prescribed text book) on the following topic: "Defend both in turn the Young-Earth Theory and the Old Earth Theory. Motivate your answers".

Reading topics

Read up on the following two topics and write a report on **ONE** of them:

- 10.2. Compare the scientific sequence of the fossil record to the Biblical sequence of Genesis 1. (Refer also to the Hebrew words in Gen. 1).
- 10.3. Defend both the Evolutionary Theory and the Creation Model.

NOTES TO THE STUDENT:

- Creationism (God made everything) as opposed to evolution (there is no creator - everything has evolved) takes on various forms. It is a very wide field and completing this assignment will be an excellent introduction to this very important discipline.
- Dialogue here means that you will reflect on what he is saying and answer him in your report whether you agree with his views. If you disagree (which you are free to do), give reasons why and motivate your argument. Be factual. Feelings do not count, irrespective of the positions of other researchers or what organisations may propound.
- It is not acceptable to simply 'spiritualise' issues as your response, where you have no factual evidence. You are not studying a typical 'theological' subject. Science and the Bible as a subject, purposely has 80% science and only 20% Bible focus. You need to understand this to benefit from this study. Marking will concentrate more on the factual and logical reasoning only and not as much on spiritual evidence. This will develop your ability to give the world factual answers. Use this opportunity to critically test your own pet theories. Reading Dakes and listening to Kent Hovind alone is not enough!

Guidelines for the assignments

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the reader does not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 11: Pneumatology

Course: Systematic Teaching

Outcome

The candidate is able to explain to comprehend the complexity of the doctrine of the Holy Spirit.

Objectives

At the end of this module the student must be able to:

- Explain the emphasis the evangelist John places on the work of the Holy Spirit in his Gospel.
- Explain the Holy Spirit within the Trinity.
- Provide teaching on the Baptism of the Holy Spirit.
- Demonstrate a clear understanding of the Holy Spirit in relation to creation, nature, humanity as a whole and the Scriptures.

Introductory notes

Seen from a highly doctrinal standpoint there are very few subjects to present as hard as the Holy Spirit. The doctrine of the Holy Spirit is one of the doctrines on which all other doctrines are built. While He is the Spirit of the Father and the Son, He manifests Himself to and through man. Many people today are taking a sudden new interest in the biblical teaching relating to the ministry of the HOLY SPIRIT. For many Christians there has existed real misunderstanding with regard to the Holy Spirit to the point where some are even in the position of the Ephesians who had not even heard that there was a Holy Spirit (Acts 19:2).

There is currently a great necessity for Pentecostal students to make sound biblical, theological and intellectual impact on the academic world. Students need to address the various aspect of Pneumatology such as: The Holy Spirit in the Old and New Testament, the significance of the Spirit for the Church and its message today, the guidance of the Holy Spirit in the life of the believer and unbeliever and the all-surpassing power of God through the Holy Spirit.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- All CLT study guides on the Holy Spirit (E22, E23, E30, E31, E40, E101, E102).

Other books

- IVERSON, DICK 1976. *The Holy Spirit today*. U.S.A. : Bible Temple Publishing
- LADD, GEORGE ELDON 1974. *A Theology of the New Testament*. Grand Rapids, Michigan : Eerdmans Publishing Company.
- RICHARDSON, ALAN 1969. *An Introduction to the Theology of the New Testament*. London : SCM Press.

- THIELICKE, HELMUT 1968. I Believe. The Christian's Creed. Great Britain: Paternoster Press.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 11.1. Explain the role of the Holy Spirit in the Fourth Gospel. (Ladd, Richardson).
- 11.2. Discuss Thielicke's exposition of the Holy Spirit in relation to God the Father and God the Son.

Reading topics

Read up on **ONE** of the following two topics: (Iverson)

- 11.3. "The Holy Spirit in relation".
- 11.4. "The Baptism with the Holy Spirit".

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 12: Christian Education

Course: Systematic Teaching

Outcome

The candidate is able to understand Christian Education as an extension of Christ's command to teach and observe all things He has commanded.

Objectives

At the end of this module the student must be able to:

- Prepare a lesson on a variety of topics in order to present a lecture to either children of different age groups or adults.
- Demonstrate the ability to do research and show the ability to use research books, dictionaries, and the Bible in giving lectures.
- Demonstrate an understanding of didactics in teaching methods in order to make the lesson/presentation effective and that learning takes place.
- Demonstrate an ability to make use of learning aids like flip charts, overhead projectors, and slide shows/computer aided teaching, white board or black board.

Introductory notes

Much has been written about teaching that is Christian but even a brief survey of the material quickly shows that the literature focuses upon *the content* of what is taught rather than *the communication* of how it is taught. Certainly the basis of all life-change is the truth, which sets one free, but how that truth is communicated has a great deal to do with how much freedom is enjoyed.

Although education frequently focuses on the content, we need to primarily focus upon what you do to teach that content to others. The educating process doesn't actually begin until the teacher begins to teach the students this content. The teacher is the living link between the content and the class and how he or she accomplishes that is the heart of teaching. That process of successfully passing on to the next generation the desired content, character, and conduct is the key responsibility of the teacher. Students come to you needing "to know" or "to be" or "to do" and it is your responsibility to enable them.

To teach people is a Biblical injunction. As Christians we can learn much from educational theories, as long as we adhere to a Christian value system. It is also important to learn how to make use of technology in making our teaching more effective.

Strongly recommended books

The following two books are recommended for reading and completing the assignments:

- HORNE, HERMAN HARRELL 1974 (1920). Teaching Techniques of Jesus. Grand Rapids, Michigan: Kregel Publications.
- WILKINSON, BRUCE 1984. The 7 Laws of the Learner. U.S.A.: Multnomah Press. [Afrikaans and English copies can be ordered from: Walk Thru the Bible, (011) 782-4222, ask for Lynette. Afrikaans title: *Sewe Skrif en Skolingsbeginsels*).

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 12.1. Write an essay in which you give a summary of Wilkenson's technique for applied principles of learning.
- 12.2. Discuss 7 teaching techniques of Jesus, as explained by Horne, and how effective they were for His purpose. How can we apply them in the 21st century?

Reading topics

Read up on the following topic and prepare a seminar paper:

- 12.3. You are asked to give a speech at a youth camp. The topic: "*Preventing aids: safe sex or abstinence? – A biblical perspective*". Prepare an outline (1 page) by making use of Wilkenson's techniques.

Note: *This reading topic must be handed in as an assignment or delivered before a group for evaluation by your tutor.*

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

CERTIFICATE IN SHEPHERDING

COURSE: CHURCH LEADERSHIP

This is the first of two courses for the **Certificate in Shepherding**:

Church Leadership	10 Credits
Pastoral Care	20 Credits
Total credits	30 Credits

This course consists of three modules:

Module	Page
13. Biblical History	35
14. Leadership History	37

Introduction

This course consists of three modules. In **Module 13** attention will be given to the conception of Christianity in the Post-Apostolic age. The implications of their belief in Jesus of Nazareth as the Christ and the Son of God had to be worked out by Christians. In the latter part of the New Testamental period, and in the generation immediately following (up to about 160), a number of Christian writings appeared, which became known as the works of the "apostolic fathers". In all probability some of these writings were produced earlier than some of the books of the New Testament and at times vied for a place in the Christian canon of Scripture. The works of the apostolic fathers were occasional writings rather than systematic theological treatises. They were evoked by contemporary needs and concerned with the practical implications of the faith and with church discipline, order and moral life. These writings include the Didache (60-100?), the letters of (St) Ignatius of Antioch (35-107) and (St) Clement of Rome (c. 96), the epistle of Barnabas (70-100), the second (pseudo) epistle of Clement (before 150), (St) Polycarp's epistle to the Philippians (120-155), the Shepherd of Hermas (140-155) and the Martyrdom of Polycarp (155-156). The emphasis in these works is on preserving and protecting the Christian faith against innovations. Consequently, they very often use traditional ideas and language without much further theological elucidation.

It was with the early apologists that a more "systematic" Christian theology began to appear. In attempting to offer a defence of the Gospel, the apologists had to carefully analyse and articulate the fundamental beliefs and understanding of the Christian community for non-Christians. This meant that they had to do it in a more systematic and complete way than the apostolic fathers had done.

In **Module 14** we will move toward the era of doctrinal construction in the Ancient Church. Two questions will be studied: how the doctrine of the Trinity came to be formulated and the controversies of the one person and two natures of Christ. During this time it was the ecumenical councils who formulated the different doctrines: The first ecumenical council, Nicaea I (325), decided in favour of the theology of Athanasius of Alexandria and against his opponent Arius, who taught that the Logos of God is a creature. It decreed that the Logos or Son of God is uncreated, divine, of one essence (homo-ousios) with the Father and eternally "born" from him, not created; The second ecumenical council, Constantinople I (381), reaffirmed the teaching of the Nicene Council against continuing Arian opposition (the Arians believed that the Logos was created) and proclaimed the

divinity of the Holy Spirit against those who denied it (the pneumatomachi); The Council of Ephesus (431) was the third ecumenical council. It denounced the doctrine of Archbishop Nestorius of Constantinople, who refused to call Mary "Theotokos" (i.e. "birth-giver of God"). The council proclaimed the orthodoxy of (St) Cyril, bishop of Alexandria, who taught that the Son of God and the Son of Mary are one and the same Son, and that consequently, Mary is properly called Theotokos; The fourth ecumenical council, the Council of Chalcedon (451), further clarified the doctrine of the Council of Ephesus. It taught that Jesus of Nazareth is "one person" (or hypostasis) in "two natures", divine and human, which are neither mixed together and confused nor separated and divided.

Module 15 will help you to understand the contribution of leadership that was made in the Early Church (Augustine), the Reformation (Luther and Calvin), the Pentecostal Movement (John G Lake) and in the 21st century (Rick Warren, Christian Schwarz).

Assignments

Candidates are required to submit one written assignment in article format for each of the five modules of this course. Two assignments are posted for each module and candidates select which one of the two they will do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The Tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition, a considerable collection of relevant sources from the Internet has been included on the course's accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 13: Biblical History

Course: Church Leadership

Outcome

The candidate will understand the development of doctrine in the Ancient Church.

Objectives

At the end of this module the student must be able to:

- Explain the contribution of the Apostolic Fathers toward the conception of Christianity.
- Understand the importance of the theological contribution of the Alexandrine Fathers toward the beginnings of the Church's Theology.
- Show how the Apologists and Antignostic Fathers defended the biblical teaching against false doctrine.

Introductory notes

Shortly after the churches were established around the Mediterranean Sea, the first steps were taken by the Apostolic Fathers (±100-150 A.D.) in dogma writing. These "Fathers" have heard the Gospel from the apostles. Their writing were very incoherent but their greatest motive was religious edification and to create enthusiasm for the Gospel and Church. The years ±125-200 A.D. mark the beginning of Church's theology. It was, on the one hand, necessary to assume a positive position against the assaults from without and the efforts of the age to produce a new Christianity. On the other hand, in proportion as Christianity became more widely diffused and as it permeated the thinking of the world, it was compelled to explain what it claimed to possess in its revelation. The Apologists undertook in their biblical writings, to set forth Christianity in forms intelligible to the cultured classes of their age, while at the same time repelling all unjust accusations.

For almost a century Gnosticism had extended its sway before the church met it with a harmonious formulation of her own doctrine. Gnosticism was the most dangerous threat to the Church of the 2nd century. Gnosticism is a religious and philosophical movement among Jews and especially Christians of the 1st to 6th centuries, teaching that man is saved only by a special knowledge of God (GNOSIS), and that the world, though created by a malevolent Demiurge (who is a lowly emanation of the Supreme Deity), has been or can be saved through the secret knowledge of the supreme Deity dispensed by his emissary, Jesus Christ. From the writings of the Antignostic Fathers we are now made familiar with this formulation of the common faith of the church, and also the motives and means for the vanquishing of Gnosticism. Here for the first time a churchly theology comes into conflict with a modern but unchurchly theology. It is during this time (± 140-254) that schools of theology made their appearance: (a) The North-African School with Tertullianus as representative; (b) the Small-Asiatic School where Irenaeus featured prominently and (c) the Alexandrian School with Clement and Origin.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- CLT guide on Church History (E90, E91)

Other books

- RENWICK, A M date. The History of the Church.
- LATOURETTE, KENNETH SCOTT 1970. A History of the Expansion of Christianity. Grand Rapids, Michigan : Zondervan Publishing House.
- DOWLEY, TIM 1977. The History of Christianity. England : Lion Publishing.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 13.1. Discuss the contribution of the following Apostolic Fathers toward the conception of Christianity: (a) Clemens Romanus; (b) Ignatius of Antioch and (c) the Homily of Clement. Give an explanation of their views on Christ, Christ's redemptive work, the Christian life and the Church.
- 13.2. Describe the theological contribution of the Alexandrine Fathers Clemens Alexandrinus and Origen toward the beginnings of the Church's Theology.

Reading topics

Read up on **ONE** of the following two topics:

- 13.3. The Apologist Justin Martyr's portrayal of Christianity.
- 13.4. Tertullian contribution as Antignostic theologian.

Guidelines for the assignments**Reading**

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the reader does not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 14: Leadership History

Course: Church Leadership

Outcome

The candidate is able to identify leadership styles with reference to different church leaders.

Objectives

At the end of this module the student must be able to:

- Critically evaluate the advantages of the different leadership styles in context.
- Relate different leadership styles to respective church movements like the Early Church Movement, the Reformation, Pentecostal Movement, Cell Church Movement and Modern Movement (Present Day approaches).

Introductory notes

One of the finest and most important Theologians of all times from the **Early Church** Movement was Aurelius Augustine. He was a very proficient leader who had an enormous influence on the church. His writings were regarded as very important for the Reformation because of the emphasis he put on Christ. He was, despite his enthusiastic and sensuous temperament and the errors which it led him into, a noble soul, free from everything sordid. He was inspired with an intense yearning after truth and life.

The 16th century was the hour of God's redemption of His church from the bondage of the Roman Church. The **Reformation** placed God's Word in the centre of theologising. The subjection by the reformers of the authority of tradition to that of Scripture meant that Scripture became the authoritative source. The dogmatic principle of the reformers was: Justification by faith alone (Luther) through the sovereign grace of God alone (Calvin), through Jesus Christ as the only Saviour (Luther and Calvin). The 16th century Reformation can be typified by the following 5 word pairs: Sola Scriptura (Scripture alone), Sola Gratia (grace alone), Sola Fide (faith alone) and Sola Christo (by Christ alone) Soli Deo Gloria (glory to God alone).

The **Pentecostal Movement** originated due to the fact that people experienced the truth of the Bible: baptism of the Holy Spirit and the accompanying speaking in tongues and miraculous healing. This movement took a step further than the Reformation by believing that the truth of Scripture is still applicable in the 21st century. The name of John G. Lake must be mentioned.

Although the 21st century of theological thought displays a wide variety of approaches, the focal point was that the truth needed to give an account of the gospel by re-interpreting the significance of the gospel from a specific context. From the wide spectrum we chose Rick Warren. From the Cell Church Movement the name of Christian Schwarz must be taken note of.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

- DOWLEY, TIM 1977. *The History of Christianity*. England: Lion Publishing.
- LAKE, JOHN G 1994. *His Life, His Sermons, His boldness of Faith*. Fort Worth, Texas: Kenneth Copeland Publications.
- MAIMELA, SIMON and KÖNIG, ADRIO 1998. *Initiation into Theology. The rich variety of Theology and Hermeneutics*. Pretoria: J.L.Van Schaick.
- WARREN, RICK 1995. *The Purpose Driven Church*. Grand Rapids, Michigan: Zondervan Publishing House.

See Calvary University website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then write an assignment on **ONE** of your choice:

- 15.1. Prepare an assignment on Aurelius Augustine in which you give attention to his character, role and contribution as leader.
- 15.2. Discuss the character, role and influence of Martin Luther and John Calvin as Reformation leaders.

Reading topics

Read up on **ONE** of the following two topics:

- 15.3. John G Lake as Pentecostal pioneer.
- 15.4. The approach and contribution of Rick Warren.
- 15.5. The Natural Church Development of Christian Schwarz.

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

CERTIFICATE IN SHEPHERDING

COURSE: PASTORAL CARE

This is the second of two courses for the **Diploma in Church Management:**

Church Leadership

10 Credits

Pastoral Care	20 Credits
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Total credits

30 Credits

This course consists of four modules:

Module	Page
15. Psychology-Introduction	43
16. Pastoral Psychology	45
17. Counselling	47
18. Shepherding	49

Introduction

This course consists of four modules. In **Module 16** attention will be given to the fundamentals of Psychology from a Christian Perspective. In studying man, the psychologist knows perfectly well that a person is a "whole" organism. He knows that he cannot study man in a piecemeal fashion without losing the unity of the man he is describing. But he also knows that he cannot achieve any understanding of man unless he proceeds as if man could be studied per piece. He has no choice, for man-as-a-whole is just too big a piece for any scientist to handle with the instruments and concepts available. This bit of scientific fiction has proved to be profitable, not only for psychology but for all sciences. Taking a whole, breaking it down into parts, and studying each part intensively constitutes a common method of science. This is the method of analysis. In studying man, we break down our inquiry into five different parts. **Firstly**, we analyse the operation of hereditary mechanisms and their interaction with environmental factors in order to determine the course of his growth and development. **Secondly**, we turn to the study of his perceptions - how he sees, hears, smells, tastes, and feels the world about him. **Thirdly**, we examine man as he attempts to adapt to the demands made upon him - how he solves problems, learns, remembers, and forgets. **Fourthly**, we concern ourselves with the motives and emotions of man - his needs, desires, aspirations, fears, and loves. **Finally**, we consider man as a unique and whole individual - we look into his abilities and personality and his social relations with other men.

But what the psychologist tears asunder, he also seeks to join together. He uses not only the method of analysis but also the method of synthesis; he puts the analysed parts together to recreate an abstracted but scientifically useful facsimile of the original whole.

Module 17 consists of the Psychology of Religion and the pastor as nouthetic counsellor. Christianity and psychology are related, including the "psychology against theology" position. This position attempts to apply psychological approaches to the understanding of religion, thus producing what is often called the psychology of religion. The psychology of religion attempts to find psychological factors in religious belief and practice. Scholars in the field of the psychology of religion reacted as follow on the question "why people are converted to Christianity". *Freud* would emphasize the desire for a cosmic father figure, as well as excessive guilt instilled by preachers during sermons, guilt that is then only partially rectified through neurotic compulsive rituals. *Jung*, on the other hand, would say that

people are converted because they are responding to the inherent archetype of God. *Maslow* might describe the act of becoming a Christian as a peak experience, possibly followed by others as a part of one's religion. *Allport* might emphasize that religion validates one's prejudices and that religion may involve a putting down of others in favour of one's own social group.

These views may be contrasted with the theological view that conversion is made up of three components. **First**, the person repents of sin, turning from it in response to conviction by the Holy Spirit. **Second**, there is forgiveness of sin through Christ's work on the cross. **Third**, there is a rebirth, the start of a new life in Christ.

Is the theological view compatible with the four psychological viewpoints?

Freud's theory reminds us that we need to let the Holy Spirit convict sinners rather than manipulate people from the pulpit (Collins 1969, 144-58). *Jung* gives us a motivation for conversion: we lack wholeness apart from God. *Maslow* describes part of the emotional component of faith, even though it is not central to faith. Finally, *Allport's* research reminds us that genuine Christianity moves us away from prejudice.

Jay Adams calls his approach nouthetic confrontation. While psychology gives us insight in human behaviour, religion (our relationship with Christ through His Word) gives us your direction how to admonish people with personal problems.

Module 18 continues module 17 by giving attention to Psychotherapy and Personal Counseling, group and family counselling in which the following will be addressed: personal, developmental, interpersonal, identity, family and drug issues.

The term "psychotherapy" is often used to describe the process of helping people who have severe problems, such as phobias, depression and schizophrenia. Psychotic disorders and other major psychological problems require intensive treatment by professionals who have spent many years learning to deal specifically with those problems. Counselling, on the other hand, is a more general term referring to the process of helping people with more common problems such as marriage and family difficulties. Counsellors may have as many years of training as therapists, but they are less likely to be oriented toward severe mental disorders. Therapy attempts to make relatively permanent changes, while counselling is oriented toward giving advice. Yet the distinction is not that simple, as therapists and counsellors both make use of conversational techniques; they both counsel and thus can each rightly be called counsellors. In addition, counsellors often use therapeutic techniques that were developed from working with the severely disturbed. Generally we can say that therapists are counsellors but that not all counsellors are therapists.

Module 19 will focus on Shepherding. Attention will be given to the shepherd's life and calling and his caring for God's people. The term "pastoral" is a uniquely Christian term that expresses a fundamental concept that is deeply embedded in every biblical portrayal of Christian ministry. The term refers to a rich scriptural figure that finds its beginning and end in God. He, who is the "Shepherd of Israel" (Psalm 80: 1), ultimately demonstrated the meaning of His covenantal love as the Great Shepherd of the sheep by giving His life for them (John 10:11). The figure virtually bursts with significance, far more than didactic statements ever could express.

Assignments, Tutor, Reading Record and Recommended books

Please read the instructions in a previous module.

Module 15: Psychology – Introduction

Course: Pastoral Care

Outcome

The candidate understands the need to have a firm foundation in psychology in order to have a better understanding of people.

Objectives

At the end of this module the candidate should be able to:

- Explain the biological basis of behaviour.
- Understand the importance of sensation, perception and emotion in people's lives.
- Show how our knowledge of psychological issues like motivation, learning, self-esteem and intelligence add to our knowledge of human behaviour within the family, social life and work environment.

Introductory notes

To understand the uniqueness of an individual, we first consider the process of conception and the mechanisms by which the genetic endowments of the parents combine to determine the hereditary base upon which the individual must build. We find here the first clues to the understanding of the two great generalizations that can be made about living creatures: each individual is unique. Since the behaviour of the organism is always limited and directed by its anatomy and physiology, the psychologist's study of the behaviour of the child has gone hand in hand with his study of the biological growth of the child. Out of these studies, conducted in several complementary ways, have come a number of developmental principles relating function (behaviour) to structure. These principles tell the story of the development of the human being in terms of integrated changes in structure and function. And we find that in general the story is also one of gradual, systematic unfolding of more and more complex systems. All of this, and everything that follows, therefore, implies of course the essential role of the brain and nervous system in behaviour. It is, therefore, very important to understand the structure and function of man's nervous system in order to understand behaviour.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying cd-rom for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way to your tutor.

Recommended books

Most introductory readers to Psychology and Counselling should contain the information needed to complete the assignment and reading topics. Additional material has also been included on the B. Min. resources section of the cd-rom.

See Calvary University's website: www.calvaryu.com

Assignment

Do all sections of the assignment. **The idea is for you to comprehend** and not to elaborate on the content of this module:

- 16.1 Give an outline of the brain and nervous system as basis of behaviour. (2-3 pages)

- 16.2 Describe in short the role of sensation and perception in organizing our style of living. (2-3 pages)
- 16.3 What is emotion and how can emotions be utilized in behaviour? (2-3 pages)
- 16.4 Give an outline on what motivates people to do the things they do. (2-3 pages)
- 16.5 Discuss in short the difference and influence of learning and conditioning in human behaviour. (3-4 pages)
- 16.6 How can memory and cognition be implemented in building self-esteem? (4-5 pages)

Reading topic

Search for and read up on the discussion of the question whether Psychology is an acceptable discipline in Biblical terms. How does this influence your personal position in this regard? See the resources on the cd-rom.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all** the topics. It would not be in the spirit of the qualification you are studying for to limit the reading on some of the topics to one or two pages each. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term. Always write as if the reader does not know anything about the subject. This will help you formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. This should give you adequate provision to present a high quality assignment. Please do not exceed the indicated number of pages, excluding your title page and bibliography or list of references.

Module 16: Pastoral Psychology

Course: Pastoral Care

Outcome

The candidate understands that psychology and religion are oth God given instruments to benefit the individual.

Objectives

At the end of this module the candidate should be able to:

- Give a balanced approach toward an understanding of the psychology of religion.
- Explain the nouthetic approach to counselling.
- Demonstrate the ability to solve problems nouthetically.
- Explain the principles of nouthetic techniques

Introductory notes

Pastoral Psychology refers to two components: pastoral, and psychology. The pastoral side refers to the spiritual caring of people. The psychological side refers to the theoretical understanding of people. Both, however, are dependant on a method, a model, a technique and skills to achieve their goal in helping people. The **method or methodology** refers to the procedure that is being followed. The methods that a Christian counsellor uses are very important. Christian methodology involves a moral question that should always be answered by the therapist in practice. What we do to another and how we do it is tightly bound up by what we believe about man. Christian methodology, therefore, is conditioned radically by Christian beliefs. Christians insist that counselling methodology necessarily must grow out of and always be appropriate to the Biblical view of God, man and the creation. Where this is not the case, we find a reaction that insists Psychology and Biblical counselling are mutually exclusive.

Counsellors find themselves in situations where they have to confront, support, enable, advise and empathise. To do so, specific skills are needed. These skills are really answers to "how" questions; they are demonstrated abilities of the counsellor to observe, to enable, and to communicate as well as at the same time to apply different techniques aimed at reaching goals in helping the counsellee.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying cd-rom for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way to your tutor.

Recommended books

- Most introductory readers to Psychology and Counselling should contain the information needed to complete the assignment and reading topics. Additional material has also been included on the B. Min. resources section of the cd-rom.
- ADAMS, JAY E. 1970 (1976). *Competent To Counsel*. USA: Presbyterian and Reformed Publishing Company.

See Calvary University's website: www.calvaryu.com

Assignment

Do all sections of the assignment. **The idea, once again, is for you to comprehend and not to elaborate on the content of this module:**

17.1 Discuss the following:

- a) The development of the concepts of God in infants, preschoolers and primary schoolers.
- b) The facilitation of spiritual growth in infants, preschoolers and primary schoolers. (3-4 pages)

17.2 Give an outline of the different abnormal psychological disorders that can be distinguished. (1-2 pages)

17.3 Explain the nouthetic counselling approach and how the techniques can be utilized in solving problems. (6-8 pages)

Reading topic

The church world seems very much divided on the Theophostic counselling technique popularised by Dr. Ed Smith. Some label it as unbiblical, while others claim positive results leading to the manifest fruit of the Spirit in the lives of those touched by the application of this technique. Search for and read up on the discussion of the question whether Theophostic counselling is an acceptable technique in Biblical terms. How does this influence your personal position in this regard? See the resources on the cd-rom.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all** the topics. It would not be in the spirit of the qualification you are studying for to limit the reading on some of the topics to one or two pages each. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term. Always write as if the reader does not know anything about the subject. This will help you formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. This should give you adequate provision to present a high quality assignment. Please do not exceed the indicated number of pages, excluding your title page and bibliography or list of references.

Guidelines for the assignment – See previous module.

Module 17: Counselling

Course: Pastoral Care

Outcome

The candidate is able to demonstrate an ability to manage a counselling session.

Objectives

At the end of this module the candidate should be able to:

- Explain the basics of counselling therapy by using insights from pastoral theology and basic psychology.
- Keep effective records of case studies.
- Show practical knowledge of specialized counselling.

Introductory notes

The goals of counselling must be based on the needs of counselees. There are two basic goals: **firstly**, one relates to counselees' managing their lives more effectively and **secondly** the other relates to counselees' general ability to manage problems and develop opportunities.

The efficacy of the helping process depends on two reasons: (a) The collaborative nature of the helping process and (b) the competence and commitment of the counsellor.

In counselling we need to take cognisance of the following:

- (a) Counselling is a complex process.
- (b) The process requires us to acquaint ourselves with the issues involved in evaluating the outcomes of helping.
- (c) Counselling poorly done can actually harm others.
- (d) We need to be reasonably cautious as a counsellor.
- (e) To be motivated to become a high-level helper, learning and using practical models, methods, skills, and guidelines for counselling.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying cd-rom for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way to your tutor.

Recommended books

Most introductory readers to Psychology and Counselling should contain the information needed to complete the assignment and reading topics. Additional material has also been included on the B. Min. resources section of the cd-rom.

- COLLINS, GARY R. Revised ed. 1988. *Christian Counseling: A Comprehensive Guide*. USA: Word Publishing.
- MEIER, PAUL D (et. al.). 1983 (1991). *Introduction To Psychology*. Grand Rapids, Michigan: Baker Books.

- GSCHWEND-BOSCH, E. *Help Yourself – Help Others: Practical Biblical Counselling*. Pietermaritzburg: Plumblines.

See Calvary University's website: www.calvaryu.com

Assignment

Do all sections of the assignment:

- 18.1 Distinguish and describe the techniques used by the following counselling methods and give a short description of each: (a) Secular counselling; (b) Christian counselling; (c) Eclectic counselling. (3-4 pages)
- 18.2 Design a form or card on which a counsellor can write the details of counselling sessions or which can be used during the session to help with the analysis of the problem. (2-3 pages)
- 18.3 Write a report on how you would handle three counselling sessions: (a) Parental guidance in child rearing; (b) Homosexuality; and (c) Suicide tendencies. Give details as to how to set up the meeting, method of work, diagnosis [what hurts], and relationship/learning [what heals]. Add whatever you think is necessary. (2-3 pages each)

Note: You may not be a regular counsellor, but we now want you to report on three cases, either people you have counselled yourself or whom someone else has counselled. This assignment is of an academic nature and you may also use your imagination. We would like to see a short footnote on the last page where you explain who you really are and what experience you have with counselling. Remember – you write this from a point of view as if you are a counsellor. You can even write the report from a pure theoretical view.

Reading topic

Search for and read up on the discussion/debate as to whether Psychology is an acceptable discipline for the Christian. Can it be reconciled with the Bible? How does this influence your personal position in this regard? See the resources on the cd-rom.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all** the topics. It would not be in the spirit of the qualification you are studying for to limit the reading on some of the topics to one or two pages each. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term. Always write as if the reader does not know anything about the subject. This will help you formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. This should give you adequate provision to present a high quality assignment. Please do not exceed the indicated number of pages, excluding your title page and bibliography or list of references.

Module 18: Shepherding

Course: Pastoral Care

Outcome

The candidate is able to realize the importance of “shepherding God’s flock”.

Objectives

At the end of this module the student must be able to:

- Relate caring practice to Biblical insights, pastoral theological theory and personality traits and vocational skills;
- Demonstrate an ability to provide leadership, motivation, and teaching relevant to the task of discipling;
- Explain aspects of specialised spiritual caretaking like for example backsliders, the elderly, the sick and the spiritually immature;
- Show competence to incorporate members into the act of shepherding through the development of gifts and empathy.

Introductory notes

In Matthew 9:36, Jesus saw crowds of people in the Jewish community and " had compassion on them, because they were harassed and helpless, like sheep without a shepherd." Today, the same problem exists in the Christian community. In the traditional church, paid pastoral staff is employed to do the work of a shepherd. Usually one pastor is responsible for hundreds of Christians. It is impossible for one shepherd to care for so many sheep. Little attention can be devoted to their spiritual and personal needs. As a result, large numbers of believers are delinquent members of their churches and undeveloped for ministry to others!

A Shepherd is the only person directly responsible for the spiritual growth of his flock! This matter cannot be taken too seriously. In *Go And Make Apprentices*, Philip Vogel writes: "God's aim for the believer is maturity, and the provision He has made of gifts and ministries are for that end. They are given to prepare and repair (literally meaning to mend the nets) God's people for works of service so that the body may be built up and attain that goal of maturity (Eph. 4: 11-16). Just as it is the responsibility of every parent to prepare and guide their children towards maturity, so is it the responsibility of Christian leaders to disciple believers towards maturity. Therefore, as a caring shepherd you will need to:

- Follow the Lord’s example (John 13:15);
- Be a guide for God’s people (Num. 27:15-17);
- Never seek self-exaltation (Matt. 23:5-12);
- Nurture the people (Ps.78:70-72; John 21:15-17);
- Protect the flock (Acts 20:28-32);
- Care for the needs of the people (Ezek.34:2-16);
- Equip the priests for their ministry (1 Peter 2:2-5, 9, 12; Eph.4:11-13);
- Rely on the Head for all sources (Luke 10:3-9).

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Prescribed book

- ADAMS, JAY E 1980. *Shepherding God's Flock. A Preacher's handbook on Pastoral Ministry, Counselling and Leadership*. Phillipsburg, New Jersey: Presbyterian and Reformed Publishing Company.

See Calvary University website: www.calvaryu.com

Assignment topics

Do all assignments. First do the reading and studying and then do the assignment.

- 19.1. Read and study chapter II of the prescribed book and answer the following two questions:
 - (a) What is the Scriptural basis of shepherding? Use the information in the chapter as foundation.
 - (b) Determine the three greatest needs in the church today and how can these needs be met.
- 19.2. Read and study Section One, chapters 3-8 of the prescribed book and answer the following questions:
 - (a) How do your motives measure up before God in preparing for pastoral ministry according to 1 Tim 3 and Tit 1?
 - (b) What, intellectually and physically, are your present capabilities? Are they adequate for the work of pastoral ministry? What do you think God wants you to do to become better suited for His work?
 - (c) List the vital factors you need to take into consideration for pastoral ministry? Give reasons as to why they are important. (Chapters 5 - 8).

Reading topics

Read up on **ONE** of the following two topics:

- 19.3. The importance of the shepherd's call to an assembly.
- 19.4. Special situations (for example: grief and terminal patients) as a Counselling Opportunity.

Guidelines for the assignment

Reading

Your reading should reasonably cover all three the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the assignment on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with you definition(s), they would then have to evaluate the rest of your assignment against your definition of the concept or key term. Always write as if the readers do not know anything about the subject. This will help you to formulate your sentences clearly.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

DIPLOMA IN CHURCH MANAGEMENT

COURSE: MANAGING PEOPLE

You are now embarking on the third of the three courses for the **Diploma in Church Management**:

Managing People	20 Credits
Church Management	21 Credits
Church Administration	<u>19 Credits</u>
Total credits	60 Credits

This course consists of three modules:

Module	Page
19. Human Resources Management A	53
20. Human Resources Management B	57
21. Organisational Behaviour	59

- In Human Resources Management A you will study aspects of human resources planning, organising and development; the recruitment, selection, and compensation of staff; as well as the integration of personal and organisational objectives.
- Human Resources Management B will draw your focus to principles of leadership, motivation, discipline, communication and grievance handling within the church context.
- In Organisational Behaviour you will study different aspects of human behaviour in the context of the church as a formal institution and work environment.

Introduction

Management is a **process** that consists of four basic or generic functions, namely planning, organising, leadership and control. Each of these is influenced by the presence of six intra-generic functions, namely decision-making, delegation, disciplining, communication, co-ordination and motivation.

From the above you will notice that leadership relates to the interpersonal aspects of a manager's job, while the functions of planning, organising and controlling represent the non-personal or mechanical aspects of management.

The church environment is all about people, God's people. It is therefore understandable, and quite rightly so, that we see a universal cry for good church leadership, seeing that the essence of leadership lays in influence over people. Literature presents us with numerous examples of outstanding church leaders. John Maxwell, a world-renowned leader of leaders, has launched a wonderful worldwide initiative in 2004, called The Million Leaders Mandate. This initiative seeks to raise and develop a million Christian leaders worldwide, both in- and outside the church. Maxwell and his team of trainers are continuously being heard to say that everything rises and falls on leadership.

What is often overlooked, however, is that leadership is worthless if it remains in the form of framed slogans against the walls of our offices and boardrooms. Leadership cannot exist in a vacuum, but needs to be translated into action with the aid of other management functions. Bear in mind that people, and here we deal more specifically with staff, are the church's most important resource.

The South African environment (and surely also those of other countries) poses important demands on the church as a formal institution. We cannot, for example, ignore the legislation pertaining to labour relations and basic conditions of service of church staff. Apart from the negative consequences for the leaders personally, the church as a whole suffers when a single congregation and its leaders are taken to task in the public media and the courts. We have a God-commanded responsibility to ensure that our congregations, denominations and church networks are managed well.

Assignments

Candidates are required to submit **one written assignment** in article format for each of the five modules of this course. Two assignments are posted for each module and candidates select which one of the two they will do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition, a considerable collection of relevant sources from the Internet has been included on the course's accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 19: Human Resource Management A

Course: Managing People

Outcomes

- The candidate has an understanding of human resource planning, organising, and development; the recruitment, selection, and compensation of staff; as well as the integration of personal and organisational objectives, within the context of the church as a formal institution.
- The candidate is able to apply his or her understanding of human resource management principles and processes to the practical work environment.

Objectives

At the end of this module the candidate should be able to:

- Compile a plan for organizing human resources in the local assembly.
- Demonstrate knowledge of recruitment and selection procedures for specific tasks in the assembly.
- Explain ways of developing human potential in terms of interests, motivation, self fulfilment, competence, and career progress.
- Integrate personal objectives of human resources with organizational objectives.
- Provide techniques for establishing communication channels and feedback mechanisms between people in the church institution.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.
- MAXWELL, JOHN C. 2004. *The 21 Irrefutable Laws Of Leadership*. Cape Town: Struik.
- NEL, MALAN. 1994. *Gemeentebou*. Halfway House: Orion

(This Afrikaans book has extensive information on matters pertaining to church management, including organisation, strategic and operational planning).

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 20.1. Write an article on human resource planning in the church environment and draw up a human resource plan for a special tent crusade in your town or city. Present your plan in a graphical (organisational structure) format.

20.2. Write an article on employee development in the church environment and draw up an action plan for the next twelve months, for the development of the office staff (existing staff as well as newly recruited) of your church. The following format is a simple, yet effective format in which to draw up an action plan:

ACTION PLAN: EMPLOYEE DEVELOPMENT – XYZ CONGREGATION

OBJECTIVES	ACTION STEPS	RESPONSIBILITY	DUE DATE
1. To train all office staff in the computerised membership system by 31 January 2005.	1.1 Arrange dates.	1.1 Human Resources Manager	1.1 3 January 2005
2. To ...	1.2 Book training officer.	1.2 Secretary	1.2 5 January 2005
	1.3 Arrange venue.	1.3 Secretary	1.3 5 January 2005
Note: Use at least five (5) objectives in your plan.	Note: Each objective should have two (2) or three (3) action steps (also called activities).		

Reading topics

Read up on **ONE** of the following two topics:

- 20.3. Career development with specific reference to further training of church pastors and other leaders.
- 20.4. Integrating personal objectives of staff with organisational objectives. Include the questions of vision and calling in the process. [See the notes on the different levels of objectives on the next page for some guidance in this regard].

Notes

Goals and objectives are used to define the desired results the institution wishes to achieve in the long, medium and short term.

- A **goal** is a broad and general definition of what should be achieved and **is not** expressed in measurable terms. It should not reach too far into the future. The following are examples of goals:
 - To maintain a church complex
 - To keep church funds and books according to law
 - To supervise and control the activities of office staff
 - To reach out to the unchurched
- Goals are followed by objectives, which are more detailed and precise. An **objective** must
 - Be written in **clear, plain language** so that all concerned know what is expected of them.
 - Be **flexible** so that they can be adjusted when circumstances change or unforeseen circumstances arise.
 - Present a **challenge** yet remain **realistic** and **attainable**.
 - Be **ethically justifiable** and correspond to the values and culture of the institution in order to ensure their acceptability.
- Well-formulated objectives will meet the following requirements:
 - Objectives must describe **observable behaviour**. They will contain verbs (or action words) such as collect, do, arrange, train, build, implement or evaluate.

- **Standards** are set to ensure that objectives can be achieved. A standard should indicate a specific time or date by which the task must be completed.
- Where appropriate an objective should reflect the **quality** (how good), the **number of persons involved**, as well as **costs**.
- Every objective should be focussed on **one specific aspect**.
- Objectives define **what** and **when** and not how and why.
- Consider the following examples:
 - To train all office staff in the computerised membership system by 31 January 2007.
 - To repaint the church building interior from 31st January to 4th February 2007.
 - To recruit a fulltime Director of Music by 31st March 2007.

We distinguish four different levels of objectives:

- **Corporate objectives**, which set the overall course for the institution and are set by top management.
- **Functional objectives**, which focus on the development or adjustment of policy in specific functional areas to support corporate objectives.
- **Operational objectives**, which are aimed at the provision and mobilisation of resources so that functional policy and objectives can be carried out.
- **Individual objectives**, which reflect every individual's unique contribution to the achievement of operational objectives.

It is important to bear in mind that objectives at lower levels arise from and must support objectives at higher levels. Wherever people join a congregation's membership with the idea that they can manipulate matters to promote their personal objectives, it is a recipe for disaster. This often seems to happen where a new, small congregation is planted.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources mostly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Graphic historical outline (20.1)

Use your judgment to structure your graphical organisational structure in a simple way. If you have no personal experience in this regard, do not hesitate to seek advice. You may want to use an A3 paper size and include it as a foldout annexure to your article.

Gantt Chart

The format provided for the action plan (assignment 20.2) is a simplified version of a Gantt chart. If you are familiar with the Gantt chart concept, you are welcome to use it for this assignment.

The simple format provided remains a very useful tool in practical situations and provides a good basis for control in order to determine whether the institution and its composite units receive resources as planned and whether these are used efficiently to achieve set objectives.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Reference

The following source was used to compile the notes for this unit:

BRUYNS, H., GERICKE, M., KRIEL, J. & MALAN, G. 1997. *Correctional Management*.
Randburg : Hodder & Stoughton.

Module 20: Human Resource Management B

Course: Managing People

Outcome

The candidate can demonstrate a clear understanding of the interpersonal skills involved in the management of a church institution.

Objectives

At the end of this module the candidate must be able to:

- Apply the principles of leadership, motivation, discipline and communication within a church environment.
- Deal with labour problems according to applicable legal directives of the country.
- Explain the value of human resources within the setting of the local church.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.
- MAXWELL, JOHN C. 2004. *The 21 Irrefutable Laws Of Leadership*. Cape Town: Struik.
- SOUTH AFRICA, REPUBLIC. Department of Labour. 2nd edition. *A Guide To The Labour Relations Act, 1995 (As Amended)*. You will find this guide on the CD-ROM.
- SOUTH AFRICA, REPUBLIC. Department of Labour. *Summary Of The Basic Conditions Of Employment Act, 1997 (Form BCEA 1A)*. You will find this guide on the CD-ROM.
- SOUTH AFRICA, REPUBLIC. Department of Labour. *Basic Conditions Of Employment Act, as amended by the Basic Conditions Of Employment Amendment Act, No. 11 of 2002*. You will find this Act on the CD-ROM.

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 21.1. Write an article on the motivation of church office staff. Differentiate if necessary, between paid and unpaid workers.
- 21.2. Write an article on church leadership with special reference to organisation, communication, structure and levels. You are welcome to address other aspects of leadership you deem necessary as well.

Reading topics

Read up on **ONE** of the following two topics:

- 21.3. The South African Governments expectations of the church as an employer in terms of the Labour Relations Act and the Basic Conditions of Employment Act. (If you are a resident in another country, then use your country of residence's relevant legislation in this regard).
- 21.4. The disciplining of a sinning deacon/elder/worker/leader/pastor in terms of Biblical directives.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources mostly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 21: Organisational Behaviour

Course: Managing People

Outcome

The candidate demonstrates a clear understanding of human behaviour in the context of a formal organisation, with specific reference to the church environment.

Objectives

At the end of this module the candidate must be able to:

- foster relationships with the objective of building strong teams.
- apply principles of conflict handling among (paid and unpaid) workers in the church environment.
- demonstrate a clear understanding of the dynamics of organisation culture and technological advancement.
- demonstrate a clear understanding of the intrapersonal phenomena of frustration, ambition and self-fulfilment in the church organisational environment.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.
- MAXWELL, JOHN C. 2004. *The 21 Irrefutable Laws Of Leadership*. Cape Town: Struik.

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 22.1 Write an article on individual differences in terms of personality and abilities. (Focus on the contribution these differences make in following the institution's vision and mission. Consider the differences of personality and abilities of the team Jesus put together to become the Foundational Apostles of the Church).
- 22.2 Write an article on group dynamics and teamwork in the church environment. (What does the Bible say about these concepts?).

Reading topics

Read up on **ONE** of the following two topics:

- 22.3 Interpersonal communication in organisations. (Apply the concepts and principles to the church environment).
- 22.4 The dynamics of organisational culture and technological advancement in the work environment with specific reference to the church environment.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources mostly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

DIPLOMA IN CHURCH MANAGEMENT

COURSE: CHURCH MANAGEMENT

You are now embarking on the fourth of the five courses for the **Diploma in Church Management**:

Managing People

20 Credits

Church Management	21 Credits
Church Administration	<u>19 Credits</u>
Total credits	60Credits

This course consists of three modules:

Module	Page
22. General Management A	63
23. General Management B	67
24. Administrative Management	69

- In General Management A you will study important aspects pertaining to organising, leading and control in the local church, as well as budgeting, and the efficient documentation of all of these aspects.
- General Management B will draw your focus to strategic analyses and plans for the local church.
- In Administrative Management you will study different aspects pertaining to the administrative management of the local church activities, including information management.

Introduction

In the introduction to the previous course (Managing People) it was pointed out that management is a **process** that consists of four basic or generic functions, namely planning, organising, leadership and control. Each of these is influenced by the presence of six intra-generic functions, namely decision-making, delegation, disciplining, communication, co-ordination and motivation.

Whereas the previous course focussed largely on the dynamics of interpersonal relations in the management process, this course will to a larger extent focus on the non-personal or mechanical aspects of management.

Please note, however, that church is all about people. Do not expect, therefore, that there can be a complete and clinically precise separation of the interpersonal dynamics of management from the non-personal aspects in this course. The two are interwoven.

What is often overlooked is that the interpersonal dynamics of the church organisation or institution needs to be translated into action with the aid of the other management functions. Churches cannot afford to run into trouble with government departments, for example, because the non-personal aspects of their management are unsound. This course will help to guide your focus in this regard.

Assignments

Candidates are required to submit **one written assignment** in article format for each of the five modules of this course. Two assignments are posted for each module and candidates must select which one of the two they will do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition, a considerable collection of relevant sources from the Internet has been included on the course's accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 23: General Management A

Course: Church Management

Outcome

- The candidate is able to demonstrate a clear understanding of church organisation, leading and control, and of the budget as a planning and controlling instrument.

Objectives

At the end of this module the candidate should be able to:

- design an organisational plan for the overall structuring of the local church.
- demonstrate the ability to plan, organise, lead and control the management of a local church.
- compile a budget for the local church with respect today to day operations, as well as special projects.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The following CLT student guides:

- Church Documents (E68s)
- Ministry of Leadership Vol. 1 & Vol. 2 (E66 & E67)
- Church Administration (E68)

Other books

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.

For those who understand Afrikaans:

- NEL, MALAN. 1994. *Gemeentebou*. Halfway House: Orion.

(This book has extensive information on matters pertaining to church management, including organisation, strategic and operational planning).

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 23.1. Write a report on how you have or will organise your church. Consider the following four points in the process:
 - (a) What does the concept 'organising' mean?
 - (b) The grouping and allocation of activities to main functional divisions. Draw an organisational chart to indicate the structure and co-ordination.
 - (c) Delegation of authority.
 - (d) Establishment of accountability and control.

23.2. Draw up a plan for a new Bible School and translate the plan into a budget. You may (not compulsory) use the following format for your plan, but add an annexure to show for what and how you calculated the budget:

GOAL 1:.....

OBJECTIVES	ACTION STEPS	RESPONSIBILITY (DELEGATION OF AUTHORITY)	DUE DATE (TIME SCHEDULE)	BUDGET
1. To execute a feasibility study in Modimolle by 31 January 2005. 2. To ... Note: Study the notes again on the requirements for formulating objectives provided for module 20.	1.1 Draw up questionnaire to gauge interest.	1.1 Self	1.1 3 January 2005	R100-00
	1.2 Mail 500 questionnaires according to random sample from the telephone directory.	1.2 Wife	1.2 5 January 2005	R750-00
	1.3 Arrange public meeting.	1.3 Self	1.3 28 January 2005	R300-00
	Note: Each objective should have more than one action step (also called activities).			

Reading topics

Read up on **ONE** of the following two topics:

23.3. The budget as an instrument of planning and control.

23.4. Control as a primary management function.

Notes

Planning is a future-oriented process and is carried out systematically. It leads to effectiveness, to proper structure, to efficiency, and to improved performance. Proper planning improves and facilitates the work of managers because it promotes participation, contributes to staff development and encourages delegation. Control is also facilitated as actual performance is compared with set objectives.

- Effectiveness means doing the right things to achieve the chosen goals and objectives. Efficiency means doing the thing right – in other words, rendering quality services at the lowest possible cost. It involves carrying out tasks as well as possible with the minimum of inputs (labour, material and time).

Planning is a complex task and should never be taken up lightly.

- Strategic plans cover the entire institution, set corporate goals and position the institution in terms of its environment. It is the responsibility of top management. The focus is long term.
- Functional plans focus on the execution of functions and is the responsibility of people on the middle level of management. These plans are aimed at putting corporate objectives, policy frameworks and budgets into practice. The focus is medium term.

- Operational plans describe in detail how objectives are going to be achieved. The focus is detailed planning in the short term.

The planning process takes place systematically. Functional plans are drawn up by using appropriate information from the strategic plan, and operational plans by using appropriate information from both the strategic and functional plans.

Although the planning process takes place as an interwoven whole, it can be divided into six steps for control or checklist purposes:

- Step 1: Formulation of goals and objectives
- Step 2: Gathering information
- Step 3: Analysing the information
- Step 4: Drawing up a plan
- Step 5: Reality testing (evaluating the plan against reality – and Scripture)
- Step 6: Implementing and evaluating the plan

Control is an essential management process through which the manager ensures that activities are carried out as originally planned and occurs at all levels of management.

The primary purpose of control is to determine whether the institution and its composite units receive resources as planned and whether these are used efficiently to achieve the set objectives. Where this is not the case as a result, for example, of changed circumstances, managers can apply corrective actions and make adjustments timeously.

The secondary purpose of control is to provide the information managers need to revise objectives.

Control is a means to an end and should not be allowed to become an end in itself. The focus should be on strategic control points.

Guidelines for the assignment

Preparation

Study the four CLT guides, especially Church Documents with reference to structure election and delegation.

Approach

Assignment 23.1: You write this assignment from the point of view as if you are the senior or only pastor. You may even assume that your church is much larger than it is and may include all the departments and functions you would like it to have. Plan to use equipment you do not really have, etc. Have vision!

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources (and the terminology of the above notes) partly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Because you may be making use of a format such as the suggested one, or perhaps a full Gantt chart, you would probably find that a typed page contains fewer words per page than what would normally be expected. Use your own judgment to adapt the length of your assignment in terms of the number of pages. If you use a computer word processor the word count facility will be a good aid.

Module 23: General Management B

Course: Church Management

Outcome

The candidate can demonstrate a working knowledge of strategic management in the church environment.

Objectives

At the end of this module the candidate must be able to:

- compile a strategic plan for the local church.
- explain the mission statement, strategic goals, vision, value statement and statement of faith of his/her church.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying cd-rom for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof of your reading in the prescribed way to your tutor. Also see the first (generic) cd-rom for resources.

Recommended books

The following CLT guide:

- Church Documents (**E68s**) (supplementary book)

Other books:

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.
- WARREN, RICK. 1995. *The Purpose Driven Church*. Grand Rapids, Michigan: Zondervan.

For those who understand Afrikaans:

NEL, MALAN. 1994. *Gemeentebou*. Halfway House: Orion

(This book has extensive information on matters pertaining to church management, including organisation, strategic and operational planning).

See Calvary University's website: www.calvaryu.com

Assignment

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 24.1 Write an article on the vision of the congregation in which you serve. Give a background description, direction-giving prophecies, calling, purpose, the need of the area. How did the congregation start? Add the following to complete your article:
- a) Summarize the above in a **Vision Statement**.
 - b) Give a 20-50 word **Mission Statement** of the church
 - c) List your **Strategic Goals** (3-12 points: limit each to 1 or at the most, 2 lines).

- d) Enclose the **Statement of Faith** of your church as a one (1) page attachment.
- e) Write a **Value Statement** (your norms, values and principles).
- f) Make a conclusion on the contribution that the above make to the overall management approach of your church.

24.2 Using the same guidelines given above, but write the article on a Bible School you are launching (as Dean) for your local church. Referring to the **Certificate of Registration as a Tuition Centre**, describe how you envision fulfilling each of the agreed conditions (real or ideal).

Read up on **ONE** of the following two topics:

24.3 Changing the course of a local church from a traditional church organisation to a cell-church organisation.

24.4 The home church movement.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying for to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources mostly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 24: Administrative Management

Course: Church Management

Outcome

The candidate is able to apply sound administrative practices in the management of the local church to ensure efficient execution of its different daily functions through the different departments.

Objectives

At the end of this module the candidate must be able to:

- design a plan for the establishment and administrative management of a local church.
- compile a strategy for the caring of members of the congregation, visitors, new converts, the elderly, hospital patients, youth members and the like.
- show how to handle special services like funerals, baptismal services and marriages.
- design an outlay to manage departments like Sunday School, Bible School, etc..

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The following CLT student guides:

- Ministry of Leadership Vol. 1 & Vol. 2 (E66 & E67)
- Church Administration (E68)
- Church Documents (E68s)

Other books:

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.
- MAXWELL, JOHN C. 2004. *The 21 Irrefutable Laws Of Leadership*. Cape Town: Struik.
- NEIGHBOUR, RALPH W, jr. 1990. *Where Do We Go From Here? A Guidebook For Cell Group Churches*. Houston: Touch Publications.

For those who understand Afrikaans:

NEL, MALAN. 1994. *Gemeentebou*. Halfway House: Orion.

(This book has extensive information on matters pertaining to church management).

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 25.1. Write a report on how you use or will use information in your church to follow up on altar calls or salvation lines at a crusade. Points you may consider are collecting, analysing, interpreting, processing, storing and releasing information. Provide the forms that are used or will be used (if necessary design forms for the purpose) as

an annexure to your assignment). Remember to end your assignment by drawing a conclusion.

- 25.2. You have taken over as the pastor of a congregation that has stagnated over many years. All that seems to happen in the course of church life, are the Sunday services, a few marriage services and now and again a funeral service. You realize changes are necessary, but that you would have to approach it very carefully in order not to arouse too much resistance to the changes. Your first point of focus will be the church's administrative systems. Write a report on how you will approach this matter. Describe both the **what** and the **how**.

Reading topics

Read up on **ONE** of the following two topics:

- 25.3. The requirements for registering the congregation as a non profit organization. See the accompanying CD-ROM for relevant documents on the position in South Africa.
- 25.4. An efficient administrative system to manage the home cells or small groups of the church.

Guidelines for the assignment

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources mostly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment 25.1

You could consider discussing aspects such as managing the office environment, managing staff, managing office systems, managing office functions and administrative tasks, administrative methods and techniques, arranging meetings and conferences, cost accounting, facility control, archive control, document duplication, filing and indexing, sorting of incoming and outgoing mail, and control over equipment.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

DIPLOMA IN CHURCH MANAGEMENT

COURSE: CHURCH ADMINISTRATION

You are now embarking on the last of the five courses for the **Diploma in Church Management**:

Managing People	20 Credits
Church Management	21 Credits

Church Administration	<u>19 Credits</u>
Total credits	60Credits

This course consists of three modules:

Module	Page
25. Business Management A	73
26. Business Management B	75
27. Basic Accounting	77

- In Business Management A you will study important aspects pertaining to entrepreneurship within the church environment.
- Business Management B will draw your focus to aspects pertaining to good stewardship in the management of the church institution.
- In Basic Accounting you will study foundational elements and principles of accounting in order to bring home the importance of the proper control of money and to show that people who handle finances hold a very responsible position.

Introduction

The church *per se* is characterised by the absence of a profit motive that is found in profit oriented organizations. Because overall management performance in the church environment cannot be measured against profit results, its financial management generally has a strong normative element.

Being a people intensive institution, the church is often characterised by large budgets and extensive facilities and equipment. These resources should therefore be a strategic focus of control in the basic management process. This responsibility is further compounded by the increasing presence of entrepreneurial units under the church's wing to raise the income necessary for its role as a public benefit organization.

In South Africa, Parliament has amended the legislation on tax exemptions, and the South African Revenue Service is exercising stricter control over the position of churches as tax exempt organizations. Their renewed focus on the church's finances has not become a vindictive one at all; their focus is on the prevention of abuse and other irregularities.

We should realize that a private enterprise with an annual turnover of say R2 million, is likely to ask questions if they perceive a church with the same or better turnover to be in an advantageous position – especially where staff salaries, fringe benefits and other seemingly nice-to-haves are concerned. The same can be said if churches are perceived to be running business enterprises on a basis that gives them an unfair advantage over similar private enterprises.

In all of this the church should never lose sight of the Biblical basis of its existence. Should this happen Satan is offered an easy entrance into the management of a congregation's matters, with the expected devastating results.

Assignments

Candidates are required to submit **one written assignment** in article format for each of the five modules of this course. Two assignments are posted for each module (except for module 28) and candidates select which one of the two they will do. Two reading assignments are also posted (except for module 28), one of which you are to do.

Consult the CLT guide on *Report Writing* when you write an assignment in order to ensure that you do not lose marks unnecessarily because of poor technical care.

Tutor

The tutor is there to guide you. Do not underestimate the importance of his or her role.

Hand in a draft copy of your assignment to the tutor as soon as you have finished, or even when you are half way, in order to receive guidance. Ask him or her specific questions or advice. Remember that the tutor will eventually be one of the role players who determine your assignment mark.

Reading record

Record your reading on the supplied pages, showing proof of reading to your tutor.

Recommended books

Please note that recommended books are just that: recommended, and not prescribed, unless an indication is given to the contrary. You are free to use your own sources. In addition, a considerable collection of relevant sources from the Internet has been included on the course's accompanying CD-ROM for your convenience.

Also remember that a number of books and other material that are applicable to several courses can be found on the first (generic) CD-ROM.

Module 25: Business Management A

Course: Church Management

Outcome

- The candidate is able to demonstrate a clear understanding of the modern church's position relating to business principles and entrepreneurial functions.

Objectives

At the end of this module the candidate should be able to:

- Analyse the prospects of the church within the context of its environment.
- Provide practical guidelines for the establishment of an enterprise.
- Explain in broad terms the principles of the management of an enterprise.
- Demonstrate an awareness of entrepreneurship.
- Analyse the viability of a business idea.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The following CLT student guides:

- Business Management (BM1)

Other books:

- VAN RENSBURG, L.R.J. (ed.). 1997. *Business Management: An Introduction*. Pretoria: Van Schaik.

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 26.1. Write an article on the place and role of enterprise within the modern church environment. Remember to give adequate Scriptural bases for your viewpoints.
- 26.2. Draw up a business plan for a new bookshop for your church. Remember to include foundational aspects such as the type of enterprise (e.g. a close corporation) and its legal requirements.

Reading topics

Read up on **ONE** of the following two topics:

- 26.3 Entrepreneurship in practise.
- 26.4 Opportunities and entrance possibilities for the small business in the church world.

Notes

Although the required written and reading assignments apply to management in the business environment, the principles involved are not new or exclusively modern ones. They were first mentioned in the Bible. The ultimate challenge to you is to find God's commentary on business principles and practices and to build your assignment on that foundation.

Guidelines for the assignment

Preparation

Study the CLT guide on Business Management. If possible also study the recommended book. You may, however, use any other textbooks or articles on his topic.

Approach

Assignment 26.2: The newer Windows programs sometimes include a tool to compile business plans. See also the accompanying CD-ROM for this purpose.

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on. Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Because you may be making use of a special format if you select to do assignment 26.2, you may find that a typed page contains fewer words per page than what would normally be expected. Use your own judgment to adapt the length of your assignment in terms of the number of pages. If you use a computer word processor the word count facility will be a good aid.

Module 26: Business Management B

Course: Church Management

Outcome

The candidate can demonstrate a working knowledge of the management of functional enterprises of the church.

Objectives

At the end of this module the candidate must be able to:

- Explain the need to practice strategic, administrative, financial, marketing, operations, and general management principles of the business world in certain areas of the church world.
- Provide an explanation of the way each of these functional aspects of an enterprise relates to the church in general as well as the local congregation.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way. Also see the first (generic) CD-ROM for resources.

Recommended books

The following CLT guide:

- Church Documents (E68s) (supplementary book)

Other books:

- LOVEMORE, FRED. 1996. *Financial Management Made Easy*. Pretoria: Van Schaik.
- ANGLIN, DAN L. 1997. *A Guide To Strategic Planning For Assemblies Of God Educational Institutions And Ministries In Asia Pacific*. [You will find this guide on the first (generic) CD-ROM].

See Calvary University's website: www.calvaryu.com

Assignment topics

Read up on the following two topics and then select and do the required assignment on **ONE** of them:

- 27.1. Write an article on strategic management of church institutions and its implications for the financial management of church affiliated enterprises.
- 27.2. Write an article on purchasing management in the local church.

Reading topics

Read up on **ONE** of the following two topics:

- 27.3. Public relations management in the church environment.
- 27.4. Marketing management in the church environment.

Reading

Your reading should reasonably cover **all three** the topics. It would not be in the spirit of the qualification you are studying to limit the reading on two of the topics to one page each, for example, and focusing mainly on the topic you choose to write the article on.

Your tutor will be expected to exercise sound judgment in guiding you in this regard, apart from the control that CLT will exercise.

Scripture basis

Although the recommended resources mostly reflect management in the business environment, the principles are not new or modern. They were first mentioned in the Bible. Finding a Scripture basis for any principle means you can have God's commentary on the matter as well.

Definitions

Do not assume that your readers know the meaning of the concept(s) you are writing about. Clearly define your understanding of a concept or key term. Even if the readers (especially the markers) disagree with your definition(s), they would then have to evaluate the rest of your article against your definition of the concept or key term.

Assignment length

A typed page generally contains approximately 250 words. Ten pages would then consist of approximately 2500 words. This should give you adequate provision to present a high quality assignment. Please do not exceed twelve pages or 3000 words, excluding your title page and bibliography or list of references.

Module 27: Basic Accounting

Course: Church Management

Outcome

The candidate is able to apply the principles of accounting in managing a church institution.

Objectives

At the end of this module the candidate must be able to:

- Explain the elements of accounting and the way each aspect relates to real transactions.
- Demonstrate an ability to apply the principles of accounting in keeping financial records, books and accounts.
- Explain the church's position pertaining to income tax and tax exemption, including the differences in the position of the church proper and church enterprises.

Recommended reading

The candidate is required to read a total of at least 70 to 100 pages on the topics for this module. See the assignment guidelines in this regard. An adequate collection of writings has been included on the accompanying CD-ROM for you to meet this requirement. You may, however, find your own resources. Remember that you have to provide sufficient proof to your tutor of your reading in the prescribed way.

Recommended books

The following CLT student guides:

- Basic Accounting (CA1)

Other books:

- LOVEMORE, FRED. 1996. *Financial Management Made Easy*. Pretoria: Van Schaik.

See Calvary University's website: www.calvaryu.com

Assignment

Read the above CLT student guide and record the reading and extra reading if you have found suitable information. With this assignment no options are offered.

BOOKKEEPING

28.1 Name the four **basic groups** that accounts can be classified into.

28.2 In your own words, explain the following:

- (a) Assets = Owner's Equity and Liabilities
- (b) Owner's Equity = Capital + Profit – Drawings
- (c) Profit = Income – Expenses

28.3 Clarify the following items as assets, liabilities, income or expenses.

Bank	Repairs	Capital
Services rendered	Buildings	Discount allowed
Depreciation	Sales	Rent Paid
Salaries and Wages	Stock	Water and Electricity
Transport costs	Debtors	Interest received

Mortgage on land and buildings		Investment
Tithes and Offerings	Donations received	Donations given
Interest paid	Vehicles	Stationary
Discount received	Rates and taxes	Profit
Equipment	Creditors	Bank overdraft
Drawings	Bad debts	

28.4 Indicate the influence of the following **transactions** on the **accounting equation** and state which accounts are involved.

- The church's Treasurer deposits R50 000 into the bank account.
- A vehicle is purchased for R80 000 for the church on credit.
- The church purchases a computer and pays with a cheque of R5 000.
- The pastor of the church purchases furniture on credit from Russell's for R15 000.
- The church needs some building repairs and takes out a long term loan from Absa Bank for R25 000.
- The pastor is given his salary of R12 000 before deductions. The deductions laid down by the Government are deducted. State the final amount and describe the ledger accounts involved.

28.5 Draw up a **trial balance** and prepare an **income statement** and a **balance sheet** using the following balances:

Capital	76 700.00
Vehicles	25 000.00
Tithes and Offerings	12 000.00
Donation made after appeal	8 000.00
Rent Paid (3 months)	6 000.00
Interest Paid	2 000.00
Long Term Loan	30 000.00
Creditors	9 000.00
Water & Electricity (3 months)	500.00
Telephone (3 months)	400.00
Salary (3 months)	9 000.00
Buildings	75 000.00
Investment	10 000.00
Bank	8 000.00
Discount received	200.00

- 28.6 The following transactions occurred in the books of Deeper Life Ministries for one month:
- 1.7.99 Bought a vehicle on credit from Better Car Sales for R14 995. Invoice no. 1213.
 - 2 Paid Salary and Wages with cheque no. 102 for R3 500.
 - 6 Donation received for special appeal, R1 200: Receipt no. A64
 - 7 Sold an old computer and printer for cash at the book value of R650: Receipt no. A65
 - 9 Sold books at a cost price of R120 for R180 on account to the Deeper Life Ministries Bible School: Invoice no. A445.
 - 12 Sold books for cash, R900: cost price was R700, receipt no. A66.
 - 16 Stock bought from Impact Book Distributors had to be returned as the wrong goods were delivered. Credit note was issued for R90.00
 - 18 Bought stock for cash. R2 000; paid by cheque no. 103.
 - 23 The pastor took books for his own use for study purposes at a cost price of R80 and selling price of R95.
 - 24 Bought stationary for the office on credit from Walton's Stationers. R850; invoice W12.
 - 27 Paid 2 000 to a creditor in full settlement of his account of R2 020; paid with cheque no. 104.
 - 28 Bought books from Christian Books Incorporated for R7 000; received his invoice no. C442.
 - 29 Some of the stock received from Christian Books Incorporated was incorrect and had to be returned. Received a credit note no. CT147 for the amount of R250.
 - 30 Sold books with a cost price of R500 to Evangel Outreach for R650; invoice no. A446.
 - 30 Sold books with a cost price of R155 and selling price of R200; rec. no. A67.
 - 31 Evangel Outreach was unhappy with some of the selections we sent them. Sent a credit note no. KTN for the amount of R75. These goods had a cost price of R60.
 - 31 Received R100 from Evangel Outreach towards their account; Rec. no. A68.

The following **list of balances** appeared in the records on 1st July 1999.

Debtors	6 000	
Creditors		7 000
Equipment	8 000	
Capital		15 900
Pastor's account	400	
Book Shop (Stock)	3 000	
Bank	<u>5 500</u>	
	22 900	22 900

Required Assignment:

- (a) Open all books of **prime entry**
- (b) Post the entries to the **general ledger**
- (d) Draw up the new **trial balance**
- (e)

AUDITING

28.7. Answer each of the following questions (\pm 100 words for each question):

- (a) Briefly explain the **procedures** an auditor takes to test records in order to achieve their objective, which is to satisfy themselves that proper records have been kept.
- (b) Explain the kind of **suggestions** an auditor would most probably give to make certain that there are proper control measures in operation in your church.
- (c) In your own words, describe the importance of **Financial Control**.

28.8 Pastor R Blaauw is 40 years old, is married and is employed by Christian Ministries. He has received the following income for the year:

- (a) 1.3.98 – 31.7.98 earned R3 500 per month. From 1.8.98 salary increased to R4 000. He also received R6 000 on 31.8.98 retrospective salary increase for 12 months 1.8.97 – 31.8.98. In December 1998 he received a bonus of R8 000.
- (b) Subsidized allowance of R2 400 toward accommodation.
- (c) Towards travelling expenses – R6 000.
- (d) Paid telephone for the year – R2 300.
- (e) Paid pension contributions – R400 per month.
- (f) Contribution to Medical Expenses – R5 000.
- (g) R9 650 personal income tax deducted.

- (h) Total cost of running car for the year:

Petrol	4 200
Insurance	2 680
Maintenance	<u>450</u>
Total	7 330

Vehicle bought 1st March 1998 for R34 200

Travelled 36 000km

- (i) As a provisional taxpayer during the year Pastor Blaauw paid provisional tax payments. His first payment was R10 000 and the second payment was also R10 000.

Required assignment:

Calculate Pastor Blaauw's taxable income, explaining how you would deal with each section.

COMPUTER ACCOUNTING SYSTEMS

In about 400 words, explain how the computer age has affected bookkeeping and accounting and how it would help your church environment. Mention at least one **accounting package** and how it operates.