**GLOBAL ACADEMY FOR TRANSFORMATIONAL LEADERSHIP**

**HOLISTIC PERSONAL LEADERSHIP (4-credits)**

**COURSE SYLLABUS**

**COURSE PURPOSE:**

This course focuses on character and skill development of the individual leader. Personal call/vocation, values, character, temperament, habits, resource management, holistic living, priorities and life-long growth will be explored and developed, with special focus on dynamics within student’s context of work. Leadership Emergence Theory will provide a framework for principles and processes involved in developing mature and effective leaders over the course of the leader’s lifetime, developing as a leader who invests in others, and impacts the generations that follow.

**COURSE OBJECTIVES:**

By the end of the course, the student will:

1. Have identified his/her calling and giftedness, including spiritual gifts, temperament, natural abilities and acquired skills and experience relevant to leadership;
2. Be able to explain and identify the phases and processes of Clinton’s Leadership Emergence Theory in his/her own life, as well as in the lives of leaders around him or her;
3. Have written his/her own personal vision and mission statement based on their calling;
4. Have identified areas in need of development in personal disciplines and habits, and have developed a plan to promote on-going maturing and skill development as a Christian leader.

**COURSE CONTENT:**

The course will explore the call of a leader, including vocation, process of discernment and guidance, and application in specific contexts; leadership values, the character of a leader; stages of personal leadership development (Leadership Emergence Theory); spiritual gifts, temperament types and implications for leadership, personal disciplines, balance, stress and time management, personal resource management, relational competence, living by priorities, developing personal vision and mission statements, and preparing for succession.

**TEACHING METHODS:**

Lecture notes, Power-Point outlines, self-assessments (Conceptualizing Leadership Questionnaire and Leadership Practices Inventory - LPI), reflection exercises, readings, interview.

**INSTRUCTIONAL MATERIALS:**

Laptop and LCD projector, textbooks, handouts, whiteboard and flipchart.

**COURSE READINGS:**

* Adadevoh, D. (2013). *Personal Life Transformation in Biblical Perspective*. Orlando, FL: International Leadership Foundation.
* Clinton, J. R. (1988). *The Making of a Leader*. Singapore: NavPress.
* Covey, Stephen R. (1989). *The 7 Habits of Highly Effective People*. New York: Simon & Schuster.
* Kouzes & Poser (1995) *The Leadership Challenge*. San Francisco: Jossey-Bass.
* Northouse, Peter G. (2016). *Leadership Theory & Practice*. 7th edition. Thousand Oaks, California: SAGE Publications.

**RECOMMENDED RESOURCES:**

* Lussier, Robert N. & Achua, Christopher F. (2010) *Leadership Theory, Application & Skill Development.* 4th edition. Mason OH: Souther-Western CENGAGE Learning.
* Warren, R. (2002). *The Purpose-driven Life*. Grand Rapids: Zondervan.

**COURSE ASSIGNMENTS:**

***Assignment #1****: Active class participation*. During the 5-day residential course, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 5-page reflection/evaluation paper assessing their journey with GATL (1 page/ day). The assessment can includes major lessons learnt, journal entries, experiences gained, perspectives shaped, attitudes changed, habits developed, key action points, and the strengths in the course: Holistic Personal Leadership. – 20%

***Assignment #2****:* 12-page Book Project *- Leadership Theory and Practice* (Northouse) – 40%

Students are expected to write a 12-page paper on their personal practice of the various leadership theories that you have learnt in this book. Write about your own personal experience where you practiced each of the leadership theories mentioned in this book. You can use both positive and negative experiences from your past. Please include specific examples where you practiced the various leadership theories in your life.

Describe the strength and areas for improvement from the practices of the following leadership theories: trait (Northouse, p. 19-32), skills (Northouse, p. 43-60), behavior (Northouse, p. 70-81), situational (Northouse, p. 93-103), team (Northouse, p. 363-384), transformational (Northouse, p. 161-180) and cultural (Northouse, p. 427-452).

Include your personal findings from taking the below “Conceptualizing Leadership Questionnaire. “

**Conceptualizing Leadership Questionnaire**

Purpose:

1. To identify how you view leadership.

2. To explore your perception of different aspects of leadership.

Directions:

1. Consider for a moment your own impressions of the word “leadership.” Based on your experiences with leaders in your lifetime, what is leadership?
2. Using the scale below, indicate the extent to which you agree or disagree with the following statements about leadership.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1. When I think of leadership, I think of a person with special personality traits. | 1 | 2 | 3 | 4 | 5 |
| 1. Much like playing the piano or tennis, leadership is a learned ability. | 1 | 2 | 3 | 4 | 5 |
| 1. Leadership requires knowledge and know-how. | 1 | 2 | 3 | 4 | 5 |
| 1. Leadership is about ‘what people do’ rather than ‘who they are’. | 1 | 2 | 3 | 4 | 5 |
| 1. Followers can influence the leadership process as much as leaders. | 1 | 2 | 3 | 4 | 5 |
| 1. Some people are born to be leaders. | 1 | 2 | 3 | 4 | 5 |
| 1. Some people have the natural ability to be a leader. | 1 | 2 | 3 | 4 | 5 |
| 1. The key to successful leadership is having the right skills. | 1 | 2 | 3 | 4 | 5 |
| 1. Leadership is best described by ‘what leaders do’. | 1 | 2 | 3 | 4 | 5 |
| 1. Leaders and followers share in the leadership process. | 1 | 2 | 3 | 4 | 5 |
| 1. A person needs to have certain traits to be an effective leader. | 1 | 2 | 3 | 4 | 5 |
| 1. Everyone has the capacity to be a leader. | 1 | 2 | 3 | 4 | 5 |
| 1. Effective leaders are competent in their roles. | 1 | 2 | 3 | 4 | 5 |
| 1. The essence of leadership is performing tasks & dealing with people. | 1 | 2 | 3 | 4 | 5 |
| 1. Leadership is about the common purposes of leaders & followers. | 1 | 2 | 3 | 4 | 5 |
| 1. People become great leaders because of their traits. | 1 | 2 | 3 | 4 | 5 |
| 1. People can develop the ability to lead. | 1 | 2 | 3 | 4 | 5 |
| 1. Effective leaders have competence and knowledge. | 1 | 2 | 3 | 4 | 5 |
| 1. Leadership is about how leaders work with people to accomplish goals. | 1 | 2 | 3 | 4 | 5 |
| 1. Effective leadership is best explained by the leader-follower relationship. | 1 | 2 | 3 | 4 | 5 |

Scoring:

1. Sum scores on items 1, 6, 11 and 16 (trait emphasis)
2. Sum scores on items 2, 7, 12 and 17 (ability emphasis)
3. Sum scores on items 3, 8, 13 and 18 (skill emphasis)
4. Sum scores on items 4, 9, 14 and 19 (behavior emphasis)
5. Sum scores on items 5, 10, 15 and 20 (relationship emphasis)

Total Scores:

1. Trait emphasis:
2. Ability emphasis:
3. Skill emphasis:
4. Behavior emphasis:
5. Relationship emphasis:

Scoring Interpretation:

The scores you received on this questionnaire provide information about how you define and view leadership. The emphasis you give to the various dimensions of leadership has implications for how you approach the leadership process. For example, if your highest score is ‘trait emphasis’, it suggests that you emphasize the role of the leader and the leader’s special gifts in the leadership process. However, if your highest score is ‘relationship emphasis’, it indicates that you think leadership is centered in the communication between leaders and followers, rather than on the unique qualities of the leader. By comparing your scores, you can gain an understanding of the aspects of leadership that you find most important and least important. The way you think about leadership will influence how you practice leadership.

Northhouse, Peter G. *Introduction to Leadership Concepts and Practice* (Thousand Oaks, CA: Sage, 2009), p. 6-7.

***Assignment # 3:*** *Leadership Interview* – 40%

You are to identify a Christian leader you respect in any field, (and who is not a family member), and interview them to learn from their life, personal leadership development, and leadership skills and principles. The leader is to be one known to be living out his or her faith with integrity as a Christian leader. You are to contact this person and arrange a personal interview with him or her, to learn about his or her development as a leader up until this point in their lives.

Write up your findings from the leadership interview in a 12-page assignment, double-spaced, typed, using APA format. You are to include the following:

1. Identify the person interviewed, his or her current leadership role(s) or position and any relevant background information.
2. Discuss the content of your interview, based on the below questions and any other questions you might have asked.
3. From the interview use examples to identify of the various Leadership Theories that the leader practiced.
4. Outline the person’s leadership development timeline, to the best of your ability, using Clinton’s phases of leadership development, including boundary events if known, and process items. Identify where you think this person currently is in their life-long leadership development. Discuss why you think this is so, including examples from his or her life.

Questions to ask:

1. What is your current leadership role or position (primary and secondary roles)?
2. How did you come into this role? Did you always think that someday, you would want to be doing what you are doing now?
3. What preparation was necessary, both formal and informal? (Identify specific requirements, skills and experience, as well as personal events or character development, which prepared you for these responsibilities).
4. Who have been significant people in your life, in your development as a Christian leader?
5. How did your growing up years shape you, preparing you for leadership today?
6. What have been the greatest challenges you have faced as a leader?
7. Do you have a personal vision/mission (purpose) statement? If so, would you be willing to share it with me?
8. What are some guiding principles you keep in mind as you lead or manage others?
9. What do you do to keep your life balanced and growing?
10. What advice would you give to a young and/or potential leader as he or she is seeking to grow in maturity for leadership?

Other questions:

1. Where do you see yourself in the future? Continuing in this role, or do you have other dreams?
2. How would you define leadership? Christian leadership?
3. What do you think are essential skills for effective leaders?
4. What factors have been most motivating for you as a leader?
5. What would you say are your spiritual gifts?

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

Date:

Readings:

Read on Time:

# of Days Finished Late:

# of Pages not Read at All:

On my honor as a servant of God, I declare, without reservation, that what I have written here is true.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature

**Due Date for Assignments**

All assignments are due 1 month before the start of the next cycle of courses. In the case of 2 courses being delivered in a cycle every 6 months, then all assignments for both courses will be due 5 months after the completion of the residential course. In the case of 1 course being delivered every 3 months, then the assignments for the course will be due 10 weeks after the completion of the residential course. The penalty mark for late assignments will be 1-mark deduction for 1-day late past the due date. Please note that all assignments must be at a minimum pass mark of 81%.

**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
3. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM: GATL**

A         95 – 100           B         83 – 86             C         73 – 76  
A-        90 – 94             B-        80 – 82             C-        70 – 72  
B+       87 – 89             C+       77 – 79             D/F       0  – 69

**A work — Outstanding**  
Above and beyond the requirements of the assignment; outstanding effort, significant achievement, and personal improvement are clearly evident.  Some measure of remarkable skill, creativity, or energy is also evident.

**B work – Above Average**  
Fulfills all aspects of the assignment and goes beyond minimum competence to demonstrate extra effort, extra achievement or extra improvement.

**C work – Average**  
Fulfills all aspects of the assignment with obvious competence and grace.  Assignments are completed exactly as assigned.

**D work – Below Average**  
Below average either because some aspect of the assignment has not been fulfilled or because a preponderance of errors (more than one or two per page) interferes with clear communication.  A “D” may also indicate failure to follow directions, failure to follow specific recommendations, or failure to demonstrate personal effort and improvement.

**F work – Not Acceptable**  
Not acceptable, either because the student did not complete the assignment as directed, or because the level of performance is below an acceptable level for college work.

**Late Assignments**  
All assignments are to be completed and submitted via email (unless requested as hardcopy) according to the course schedule in order to receive full credit.  You may send it to the instructor as an email attachment by midnight of the day it is due. Unless arranged with the professor in advance, the penalty mark for late assignments will be a 1% deduction for each day submitted past the due date. Please note that all assignments must result in a minimum final pass mark of 81%.

**Evaluation of papers, presentations and projects**  
Please be aware of the following evaluation criteria:  
>    Following Instructions (syllabus, assignment handouts, & explanations should be followed)  
>    Organization (coherence, logical and substantive progression of ideas)  
>    Content (insightful thinking and ideas)  
>    Comprehension (analysis/synthesis; demonstrated understanding of concepts)  
>    Mechanics (grammar, spelling, appropriate citation format)  
>    Delivery (presence with fellow participants, handouts, AV, activities, creativity)

**SPIRITUAL AND CHARACTER FORMATION**

**4 CREDITS**

**COURSE PURPOSE:**

This class seeks develop a model for spiritual growth that is both theologically grounded and practically applicable to life. Drawing from various traditions of spiritual theology this class will strive to develop an approach to spiritual growth, which considers both the internal issues of motivation, faith and character as well as the external practices of spiritual disciplines that help a person grow fully in his/her relationship with Christ. This class will also address critical issues involved in spiritual warfare against the world, the flesh and the devil as well as the role and importance of biblical community in spiritual development.

**COURSE OBJECTIVES:**

By the end of this class the student should be able to:

1. Understand the role of inner motivations in shaping our external behavior in reaction to the various circumstances of life.

2. Identify the different “idols of the heart” which influence a Christian’s belief system and be willing to repent of these wrong beliefs and embrace God as the true object of his/her trust and worship.

3. Realize the need for complete dependence upon the Holy Spirit for any real growth in grace and be willing to submit to His Lordship and control.

4. Understand the essential truths of a Christian’s identity in Christ in order that he/she may benefit from all God promises them in that crucial union.

5. Recognize the value of an intentional, disciplined, Spirit lead practice of the inner virtues (character qualities) of Christ and be committed to begin this practice as a means of loving God from the heart.

6. Understand the proper use and value of the practice of spiritual disciplines in spiritual formation and be committed to utilizing them to grow in one’s Christian journey.

7. Develop basic competency in the practice of the spiritual disciplines of contemplation, meditation, reflection and worship through the class assignments and workshop times.

8. Implement an effective battle strategy of spiritual warfare against the world, the flesh and the devil.

9. Understand the value of biblical community in spiritual growth and be committed to practicing and pursuing community in one’s Christian relationships.

**COURSE READINGS:**

Cole, Victor Babajide (2006) *Theological Education and Spiritual Formation.* Paper presented at a Workshop of The World Reformed Fellowship 2nd General Assembly,

Johannesburg, South Africa, March 9, 2006.

Foster, Richard (1978) *Celebration of Discipline: The Path to Spiritual Growth.* San Francisco: HarperSanFrancisco.

Tozer, A.W. (1948) *The Pursuit of God.* Harrisburg, PA: Christian Publications, Inc.

**RECOMMENDED READINGS:**

Scazzero, Peter (2006) *Emotionally Healthy Spirituality*. Nashville, TN: Thomas

Nelson Publishers.

Willard, Dallas (2002) *Renovation of the Heart: Putting on the Character of Christ.*

Colorado Springs, CO: Nav Press.

**COURSE ASSIGNMENTS:**

*Assignment #1: Active class participation*. During the 5-day residential course, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 4-page reflection/evaluation paper assessing their journey with GATL in the last six month. The assessment includes major lessons learnt, experiences gained, perspectives shaped, attitudes changed, habits developed, and the strength and weaknesses of the course: Spiritual and Character Formation. – 20%

*Assignment #2: 12-page paper on Spiritual and Character Formation*. Using the life of Joseph (Gen 37, 39-50) as a basis, combined with reflections on Joseph’s self leadership & practice as well as skills of research writing, students will develop a paper that includes: (1) summary of principles & practices of Spiritual and Character Formation from Joseph’s life, (2) characteristics of a leader of integrity, (3) personal philosophy of spiritual leadership that highlights personal resolutions & commitments to live as person of integrity. – 40%

*Assignment #3: 12-page Personal Course Project – 40%*

1. Give a personal definition/description of *Spiritual and Character Formation*. What does it mean to you?

2. What country are you from? In your country, what is the expectation (cultural norm) about the leader’s role in *Spiritual and Character Formation*?

3. Describe an experience you have had with *Spiritual and Character Formation* that you thought was a very effective process. Briefly describe how it was done and what you found effective about the process. Describe what made the process work well. Add comments on what could have made it work even better. Did the outcome (*Spiritual and Character Formation*) help the ministry? If so, how? If not, why not?

4. Describe another experience you have had with *Spiritual and Character Formation* that you thought was a much less effective process. Briefly describe how it was done and what you found ineffective about the process. Describe what prevented the process from working well. How could those problems have been corrected? Did the outcome (the strategic plan) help the ministry? If so, how? If not, why not?

5. Compare and contrast the two approaches to *Spiritual and Character Formation* that you described. Do not simply repeat details from your answers to questions 3 and 4 but go deeper into underlying issues, motivations, values. Please make sure you state the reasons for your opinions – ***why*** was that aspect of the particular approach effective/ineffective? Also note which was closer to the cultural norm.

6. What have you learned from this reflection?

What can you apply to your life and leadership?

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

Date:

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature

**Due Date for Assignments**

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2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
3. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**ADVANCED LEADERSHIP IN THE STEWARDSHIP OF SELF**

**2 CREDITS**

**COURSE PURPOSE:**

The aim of this course is to help students reflect on the Stewardship of Self. The course is intended to enable students integrate the knowledge they have gained in “*Spiritual and Character Formation*” and “*Holistic Personal Leadership*” with their spiritual and intellectual development, personal philosophy of leadership, and their potential contribution in personal life transformation.

**COURSE OBJECTIVES:**

By the end of the course, the student will be able to learn the necessary skills of research and writing an advanced exhaustive study of Stewardship of Self in the context of their personal life and work.

**COURSE CONTENT:**

The course is intended to integrate the skills that students have gained in “*Spiritual and Character Formation*” and “*Holistic Personal Leadership*”. Specifically, the course will explore the concepts of the stages of Leadership Emergence Theory; spiritual gifts, temperament types, personal disciplines, personal vision and mission statements, core values, and personal development plan.

**TEACHING METHODS:**

Self-assessments (Spiritual Gifts Inventory, Spiritual Gifts Profile, Keirsey Temperament Sorter KTS-II, Myers Briggs Temperament Indicator MBTI, and 360-lite feedback), self-reflection exercises, readings and notes from cycle 1.

**COURSE READINGS:**

Vanderstoep, Scott W. and Johnston, Dierdre D. (2009) *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches.* San Francisco, CA: Jossey-Bass.

Students will consult and document relevant resources as they analyze their Personal Leadership Development Plan.

**COURSE ASSIGNMENT:** Personal Leadership Development Plan (20-page)

You are expected write a 20-page research paper based on the courses: Holistic Personal Leadership and Spiritual and Character Formation. You are to include the following sections: (1) Self-Assessment; (2) Personal Gifts and Strengths; (3) Personal Commitments;(4) Feedback from Others (360-lite); (5) Personal Leadership Development Plan.

Please note that the Self-Assessment section, as related to Clinton’s Leadership Emergence Theory, should include the responses to the following questions stipulated in the below 5 Phases:

* *Phase 1: Sovereign Foundations:*
  + Describe your family situation that you were born into.  What was your birth order, and what role did you tend to play in the family?
  + What challenges did you face when you were small, and how did they contribute to whom you are today?  (Certain events, illnesses, physical limitations, people, disappointments, problems…)
  + How did you tend to respond to challenges when you were young?  How do you respond to those same challenges today, as you think back about them?
  + Who were significant people who shaped you during your early years, either negatively or positively?  How did they shape you?  (Teaching you what you did not want to become, giving you positive encouragement through something they did or said, serving as a role model, etc.)
* *Phase 2: Inner-Life Growth:* Give examples in your own life of “integrity checks”, “obedience checks”, and “word checks”.
* *Phase 3: Ministry Maturing:* Which process item is, was, or most likely will be most challenging for you and why?
* *Phase 4: Life Maturing:* Describe a current leadership challenge you have accepted, and how is or was it a challenge in terms of growing you as a leader? What leadership challenges have you personally used to help develop others as leaders?
* *Phases 5-6: Convergence-Afterglow:* At this point in your leadership development, what would you imagine your Convergence phase to look like?
  + Identify one leader (either personally or generally known, either historical or contemporary) who you believe is/was in their later years leading out of Convergence.  Describe why he or she seems to be or have been in the Convergence phase.
  + Name and describe one leader who has achieved Afterglow.  What is their realm of influence?

1. Self-Assessment
2. Present a timeline of your personal leadership development, divided into phases, using Clinton’s model. How has God been at work in and through your life, as he continues to develop you as a leader? What have been the boundary events between your phases? Give at least three examples of process items you have gone through in each phase, and what lessons have you learned as a result, which have developed you in leadership (in character, knowledge, skills, and/or attitudes)? Include how your life experiences have shaped you as a leader in the areas of: heroes, hard times, high times, heritage and the hand of God.
3. Describe a current leadership challenge you have accepted, and how is or was it a challenge in terms of growing you as a leader? What leadership challenges have you personally used to help develop others as leaders?
4. Are there any special talents, abilities, uniqueness, and/or experiences(s) that can be used as an asset in your leadership roles?
5. What is your temperaments and implications for leadership? Do a SWOT analysis of yourself at this period of time, analyzing your strengths and weaknesses (i.e. internal factors about yourself), your opportunities and threats (i.e. external factors). You may import your matrix from week 9).
6. Outline the areas of your life, which you seek to keep in balance. How are you doing in each? Where could you do better, and how?
7. What is your current context of leadership?
8. Personal Gifts and Strengths
   1. Identify your gift(s)/ strengths, preferably as a mix or cluster. Spiritual Gifts inventory ([www.buildingchurch.net/g2s-i.htm](http://www.buildingchurch.net/g2s-i.htm)), or Spiritual Gifts Profile ([www.layministry.com](http://www.layministry.com/))
   2. Identify your temperament type, using the Keirsey Inventory temperament types. Go to www.keirsey.com.  In the upper right-hand corner, you will see a box "Take the Keirsey Temperament Sorter KTS-II" with a button labeled  "click to take sorter".   Do click on it, and then go through the survey, answering each of the 70 questions. At the end of the survey, you must enter your email address and click to submit your responses. Your results will be emailed to you.  In this email, you will be given 4 letters, with a label of " Guardian" "Artisan" "Idealist" or "Rationalist".   With it will be given a description of your probable type.
   3. Give a description of that type, as it resonates with you. What re the related strengths and weaknesses for your temperament type, and what implications do these have for your leadership?
9. Personal Commitments
   1. Present your personal vision statement, mission statement, core values, and personal life objectives with descriptions if necessary.
   2. List four to five “phrases to live by” which reflect your personal philosophy for life an/or ministry.
   3. Note any key guiding verses or proverbs/sayings for your life, work and/or ministry.
10. Feedback from Others (360-lite)
    1. Ask your friends, colleagues and coworkers for feedback. Begin with these words: *“I am currently trying to establish some areas for personal development. I would be grateful if you could spend a few minutes giving me some feedback on how you have experienced my contribution, strengths and areas for growth”.*
    2. Capture feedback from yourself (1 self), your supervisor (1 director), peers (3 colleagues) and direct reports (3 subordinates). Ask them the following 6 questions:
       1. What do you see as my core contribution as a leader or team member?
       2. What strengths should I try to develop?
       3. What is one thing that I should work on, which is holding me back in effectiveness?
       4. What is my greatest hindrance to being focused?
       5. What progress have you seen me make in the last year?
       6. What people skills or leadership skills should I work on first?
    3. Use the above 6-question feedback to develop your personal leadership development plan.
11. Personal Leadership Development Plan
    1. Describe your “ideal” leadership role in the future based on how God has been at work in your life, and on your vision and mission.
    2. Outline your plan to grow as a leader, presenting goals/objectives, and actions to be taken to achieve the goals/objectives
       1. In the next two months.
       2. For the next five years.
    3. Introduction or background
    4. Summary of personal profile as indicated by various personal assessment tests, daily journal and reflection, time line, and assessment of your leadership development phases.
    5. Summary of daily journaling of the last ninety days
    6. Core values (three to five with brief descriptions)
    7. Personal mission statement with brief description
    8. Leadership development phases and boundary events
    9. Personal development goals (spiritual/vocational, intellectual/mental, emotional/social, physical) for the next five years including critical steps of implementation, mentoring/accountability and measurement processes

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

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Readings:

Read on Time:

# of Days Finished Late:

# of Pages not Read at All:

On my honor as a servant of God, I declare, without reservation, that what I have written here is true.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature

**Due Date for Assignments**

All assignments are due 1 month before the start of the next cycle of courses. In the case of 2 courses being delivered in a cycle every 6 months, then all assignments for both courses will be due 5 months after the completion of the residential course. In the case of 1 course being delivered every 3 months, then the assignments for the course will be due 10 weeks after the completion of the residential course. The penalty mark for late assignments will be 1-mark deduction for 1-day late past the due date. Please note that all assignments must be at a minimum pass mark of 81%.

**Paper/Project Policies**

1. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
2. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below.