

## **LEAD 511: Leadership – Making Human Strength Productive**

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(Contributors: James F. Engel, Terry Sparks, and Jane Overstreet.)

The church and its agencies worldwide are facing growing challenges to an effective ministry in a rapidly-changing world. When asked what the root causes are, the most often given answer focuses on ineffective leadership. The felt need for change in this crucial area is widespread, especially among younger, emerging leaders. For this to happen, however, existing theological premises, cultural mores, and leadership practices must be challenged radically from scriptural perspectives as well as the learned lessons from the broader world of management and the behavioral sciences. The servant leadership exemplified by the Lord Jesus Christ is the central organizing paradigm for this module.

### **Learning Outcomes:**

- A thorough understanding of servant hood in theological and historical context.
- A personal assessment and appropriation of the foundational principles of servant hood.
- A comprehensive application to one's present or proposed ministry.

### **Required Readings:**

Main Text: Anthony D'Souza, *Being A Leader* (Africa Christian Press, 1990)

Other readings are incorporated into the units of this course:

- Foster, Richard J., "Destructive Power" from *Money, Sex & Power* ()
- James F. Engel, "Clarification of Mission"
- Ted Engstrom and Ed Dayton: *Christian Leadership Letter*
- Job Descriptions, *Feb, 1975*; Motivation, *July/August 1975*; "...a Word of Appreciation, *Dec, 1974*
- Denny Genderson, *Through the Dust*, Chapter 1
- Dr. Edward Hayes, "Effective Boardsmanship"

### **Module Units:**

Unit 1: O Lord—Can I Be a Leader?

Unit 2: Leader—Know Thyself

Unit 3: Power

Unit 4: Adrift in a Sea of Change

Unit 5: If we don't know where we're going, we'll never get there

Unit 6: The Right Person for the Right Job

Unit 7: Motivating Individual Excellence and Fulfillment

Unit 8: Developing Others

Unit 9: Team Building

Unit 10: Organizational Accountability

## **LEAD 522: Teaching and Learning for Impact**

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The purpose of this course is to prepare Christian leaders to facilitate training like DAI's course material in their own context so that it results in changed hearts and practice that is consistent with an adult learning methodology. Part of the job of a leader is to enable others and to help them grow. Teaching adults is not simply about passing on the information and knowledge that we have but primarily about enabling and empowering others.

### **Learning Outcomes:**

By the end of this course you should be able to

- Plan, prepare and facilitate a learning experience for a group of at least 8 learners
- State what we can learn about teaching methods from Jesus and describe how we can apply them in our own facilitation of learning
- Identify and describe the five key factors that make learning happen and demonstrate how as a facilitator of learning you can help your learners address each of these factors
- Describe why selecting learning outcomes is important in the learning process and how to express effective learning outcomes
- List a variety of different methods which are available to the facilitator of learning and assess when it is appropriate to use which method
- Describe a variety of different settings for the learning environment and be able to select an appropriate set-up for the learning outcomes which have been selected

### **Required Textbook:**

Phil Race, *Making Learning Happen*, Sage Publications, London, 2005

### **Module Units:**

Unit 1: Introducing Teaching and Learning  
Unit 2: What we know about adult learners  
Unit 3: Understanding Learning Styles  
Unit 4: Factors underpinning Effective Learning  
Unit 5: Facilitating Effective Learning  
Unit 6: Communication and Learning Methods  
Unit 7: Designing and Delivering Learning  
Unit 8: Listening and Asking Questions  
Unit 9: Learning through Feedback  
Unit 10: Evaluating Learning

## **LEAD 521: Strategic Thinking**

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(James F. Engel and David A. Fraser)

Strategic thinking is concerned with discovering those paths and actions that an organization and a leader can take that will bring them successfully to their major goals and objectives. It answers the question: what are we to do so that the future is changed in ways that conform to what we believe to be God's will for us and our organization? How do we manage the opportunities, capitalize on our strengths, compensate for our weaknesses and address the threats to our best future? Strategic thinking is discovering, through a disciplined pattern of thinking, what we together believe is God's best future and the steps and resources needed to move from where we are to where we believe God wants us to be.

### **Learning Objectives:**

- To discover the roots of management and strategic thinking lie within scripture.
- To develop a positive attitude toward strategic thinking as a Spirit-led process seeing our ministry and work as based upon a creative partnership between God and an innovative decision maker.
- To be able to outline and explain the various elements of the strategic thinking process.
- To develop a strategic statement on the basis of the steps and process learned in the course.
- To evaluate your approach to strategic thinking, focusing on those areas where you need the most insight, so as to change your pattern of engaging in work or ministry.

### **Required Reading:**

- Edward R. Dayton and David A. Fraser, *Planning Strategies for World Evangelization*, "Perspectives," "Assumptions"
- James F. Engel, "Doing the Right Things to Extend Christ's Kingdom on this Earth"
- James F. Engel, "Clarification of Mission"
- Engel, James F., "The Spiritual Decision Process"
- Engel, James F., "Audience Receptivity"
- Engel, James F., "Using Survey Research to Help Understand Your Target Audience"
- Daniel Rickett, "Seven Mistakes Partners Make and How to Avoid Them"
- Engel, James F. and Dyrness, William A., "A Preoccupation With Numerical Success"
- Plueddemann, James E., "Measurable Objectives, No! Faith Goals, Yes!"
- Engel, James F., "Best Practices in Evangelism: An Evaluation Tool"
- Engel, James F. and Morey, J. Scott, "Impact Evaluation of the Jesus Film Project: Executive Summary"

### **Module Units:**

Unit 1: Seeking Success in a Changing World: The Importance of Strategy

Unit 2: Identity: Calling and Commitments

Unit 3: Seeing Visions and Dreaming Dreams

Unit 4: Help! Everything is Changing: Situational Assessment

Unit 5: Keys to Unlock the Door to Organizational Effectiveness: Strategic Issues

Unit 6: How in the World are we going to get from here to there: Strategy Frameworks

Unit 7: What Do We Plan to Accomplish: Writing Effective Goals

Unit 8: Implementing Strategy: Components, Resources, and Programmes

Unit 9: Here We Go – Action Steps, Policies, Culture and Ethics

Unit 10: Monitoring and Evaluating: Becoming a Learning Organization

Unit 11: So: You're in Charge of Strategic Planning! (yet to be written)

## **LEAD 532: Women in Leadership and Ministry**

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(Co-authors: Maureen Menard, Jane Overstreet and Douglas Sparks)

Among other issues this course deals with women and their role in leadership. It asks the student to think through personal beliefs about God's original plans and purposes in creating man and woman. It allows one to explore reasons behind their beliefs and consider making changes. We believe it sets the stage to discover God's purposes for the Church and His Kingdom here on earth as it relates to the different genders. More than one-half of the members of the body of Christ are women. Their roles as well as the relationships between men and women in the family, civic society, political life, the marketplace and in the church and ministry are crucial dimensions of modeling and extending the Kingdom of God.

### **Learning Objectives:**

- Explore your own assumptions about what the Bible says about women.
- Study the importance of the authority of scripture, yet some of the challenges of interpreting it.
- Learn that changing your beliefs can be biblical.
- Understand the importance of studying the biblical role of women and how this course will approach that study.

### **Required Reading:**

The required textbook for this course is: *God's Women—Then and Now* by Deborah M. Gill and Barbara Cavaness. ISBN: 0974953903 (Grace and Truth: 2004)

### **Modules:**

Unit 1: Choosing the Better Part

Unit 2: God's Perfect Plan for Relating and Working Together

Unit 3: God's Perfect Plan for Us to Rule His Garden

Unit 4: Tragedy and Redemption

Unit 5: How Do We Interpret God's Word for Today?

Unit 6: First Timothy

Unit 7: First Corinthians 7, 11 and 14

Unit 8: Ephesians 5

Unit 9: How Do I Choose the Better Part?

## **LEAD 531: Integrity and Finance**

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(Wolfgang Reidner)

Most who find themselves in positions of Christian leadership throughout the world have little or no background in managing personal and organizational finances from a scriptural perspective. The purpose of this module is to develop scriptural principles of integrity and financial stewardship so as to apply to both personal and organizational financial contexts. The learner will develop competencies in understanding basic book keeping, interpretation of financial statements, financial integrity and credibility.

### **Learning Objectives:**

- To be able to state the need for integrity in society and the life of the church.
- To define integrity and show how it is relevant to many contexts of life, including finances.
- To describe how one can develop a character of integrity that is biblically based.
- To be able to describe the enemies of integrity and how to avoid them.
- To be able to create and interpret a basic budget.
- To understand and be able to interpret the meaning of basic financial spreadsheets and financial ratios.

### **Required Reading:**

- Kouzes and Posner, *Credibility*, Jossey Bass, 2003

#### Additional Resources For Further Study:

- Joel A. Freeman, *Living with your conscience without going crazy*, 1989
- Michael S. Josephson & Wes Hanson, *The Power of Character*, Jossey Bass 1998
- Josephson Institute for Ethics, The Six Pillars of Character:  
<http://www.josephsoninstitute.org/MED/MED-6pillars.htm>
- Center for Character Development: <http://www.charactercenter.com>
- The Content of our Character Project: <http://www.contentofourcharacter.org/toolkit.html>
- Allen Verhey, *Remembering Jesus*, Erdmans 2002
- Leading with Integrity : <http://www.teal.org.uk/dl/integrity.htm>

### **Module Units:**

Unit 1: The Importance and Meaning of Integrity

Unit 2: Values: The Foundation of Integrity

Unit 3: Conscience: The Inner Compass to Keep us on the Track of Integrity

Unit 4: Personal Accountability

Unit 5: Motivation and Rewards for Integrity

Unit 6: Leading with Integrity

Unit 7: Money and Stewardship

Unit 8: Debt and Contentment

Unit 9: Financial Policies, Procedures and Statements

Unit 10: Financial Planning and Budgeting

## **LEAD 533: Introduction to Research Methodology**

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(Stan Nussbaum and David A. Fraser)

Research Methodology develops practical skills that help students become informed researchers in the process of strategic planning and evaluation. This is accomplished through the experience of actual participation in all stages of research design. In the process students are exposed to research applications in a variety of contexts, developing practical working knowledge of research terms and concepts. Students are equipped to undertake relatively uncomplicated research studies in practical contexts.

### **Learning Objectives:**

- To be able to state the value and components of empirical, field research.
- To demonstrate the basic skills of field research by writing a mini-project involving all the elements of the research process.
- To position oneself to write the final Master's thesis project.

### **Required Reading:**

Most of the reading is built into the Units

Recommended Reading:

- Dr. Stan Nussbaum, *Breakthrough! Steps to Research and Resolve the Mysteries in Your Ministry* (GMI, 2007)
- Viggo Sogaard, *Research in Church and Mission* (William Carey Library, 1996)
- Colin Robson, *Real World Research*, 2<sup>nd</sup> Edition (Blackwell, 2002)

### **Module Units:**

Unit 1: Starting Where You Are

Unit 2: Selecting and Clarifying the Concern Behind Your Thesis

Unit 3: Selecting a Focus for Your Mini-Project

Unit 4: Evaluating Other People's Research

Unit 5: Designing Your Strategy

Unit 6: Drafting, Refining and Testing Your Field Questions

Unit 7: Doing Your Field Research

Unit 8: Writing Your Mini-Project Research Report

Unit 9: Writing Your "So What" Document

Unit 10: Building from Your Mini-Project to Your Full Thesis

Unit 11: Ending Where You Want to Be: as a Different Kind of Leader

## **LEAD 541: Spiritual Formation**

© Dr. David A. Fraser and Development Associates International, Version 2.2, 2003, 2008  
(Authors: David A. Fraser and Chris Hall)

Spiritual Formation for Christian Leaders is designed for Christian leaders who have settled many of the basic issues of Christian discipleship, who find themselves longing for increased depth and authenticity in their relationship with Christ and who are willing to take costly steps to open themselves in new ways to allow God to meet and transform them. The units are designed to engage the learner by involving thoughtful performance in written and audio materials and the intentional practice of spiritual exercises. A weekly journal is kept and periodic reflective writing focuses and expresses new learning and commitments. (This course is designed to be delivered over a 12 month period.)

### **Learning Objectives:**

- Explore the nature and depth of the longing for God and a more vital and effective life in Christ;
- Learn the complexity of the reasons Christians experience “mid-life crises” in their spiritual lives;
- Experience anew or for the first time the full range of classic spiritual disciplines;
- Describe and evaluate the spiritual disciplines as hard work and as an expression of God’s grace;
- Begin self-examination as you begin to identify weaknesses and habitual patterns of sin;
- Be able to diagnose one’s “spiritual health” and plan for regular, disciplined spiritual exercises;
- Analyze the call to discipleship by focusing on key areas where Christ calls us to continuing development and change;
- Learn to replace bad habits with new and to understand the cost such activity exacts;
- Record how God’s provision has been linked to your spiritual giftedness, vocation and gift of years;
- Learn to distinguish true from false forgiveness;
- Explore the wholeness of life that is involved in becoming a person of integrity;
- Explore catastrophic loss as God’s strange means to take us through suffering to new levels of engagement with God and the business of God’s Kingdom;
- Identify six important activities that, if done regularly, would make a significant, positive difference in your spiritual and vocational life.

### **Required Reading:** (in addition to readings in the units)

*Revised and Expanded Devotional Classics: Selected Readings for Individuals and Groups*, edited by Richard Foster and James Bryan Smith, published by HarperSanFrancisco, 2005. ISBN: 0-06-077750-0.

### **Module Units:** (with associated spiritual discipline)

Unit 1: Thirsty for God: Restoring our Passion for God (Solitude and Silence)

Unit 2: Images of Spiritual Formation: What is the Goal of Life in Christ? (Study)

Unit 3: The ABCs of Spiritual Formation: Reviewing the Foundation (Prayer)

Unit 4: Obstacles: Why Aren’t We Making It All the Way? (Fasting)

Unit 5: Spirituality: What It Is and What It Is Not (Service)

Unit 6: The Spiritual Aspects of the Disciplines (Meditation)

Unit 7: The Hard Work of Spirituality (Submission)

Unit 8: Person, Place and Provision (Celebration)

Unit 9: The Cardinal Sins: Radical Solutions for Radical Sins (Simplicity)

Unit 10: Forgiveness and Reconciliation: Remedies for Individuals and Communities (Confession)

Unit 11: The Life of Integrity: Discernment, Steadfastness and Forthrightness (Guidance)

Unit 12: Adversity and Crisis: Getting Ready (A week without Disciplines)

Unit 13: Getting Ready for the Rest of Life (Worship)

## **LEAD 542: Conflict Management and Resolution**

© Drs. Thomas and Sandra Wisley and Development Associates International, Version 1.7, 2006  
(Drs. Thomas and Sandra Wisley)

Every organization and group of people experiences conflict. To be a successful leader one needs to know how to use it constructively. This module addresses the individual and group dynamics of getting to common ground. It analyzes the nature of conflict and how it develops in individuals, relationships, and within an organization. Students examine methodologies for constructively intervening and managing conflict.

### **Learning Objectives for the course:**

- Learn the problems and potentials in managing and resolving conflict in the context of ministry and organizational leadership.
- Examine case studies as examples for evaluation and learning how to deal with conflict through actual events and histories that demonstrate the models used in the course. The names, locations, and some facts have been altered to protect identities.
- Examine relevant Biblical texts for the purpose of managing conflict and working toward resolution of issues from a Biblical perspective.
- Consider the significance of understanding human cultures in conflict management.

### **Recommended Reading:** (all required reading is included in the course units)

- Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values & Empowering Change*. Downers Grove, IL. Intervarsity Press. 1991.
- Lingenfelter, Sherwood G. & Marvin K. Mayers, *Ministering Cross-Culturally: An Incarnational Model for Personal Relationships*, Grand Rapids, Baker Book House. 1996.
- Love, Rick. *Peacemaking: Resolving Conflict, Restoring & Building Harmony in Relationships*. Pasadena, CA. William Carey Library. 2001.
- Palmer, Donald C. *Managing Conflict Creatively*. Pasadena, CA. William Carey Library. 1999.
- Sande, Ken. *The Peace Maker: A Biblical Guide to Resolving Personal Conflict*. Grand Rapids, Baker Books. 2005.

### **Modules:**

Unit 1: How Should Christian Leaders Think about Conflict?

Unit 2: What Obstacles do Christian Leaders Face in Handling Conflict?

Unit 3: How Do Christian Leaders Resolve Conflict? Learning to Forgive.

Unit 4: How Do Christian Leaders deal with Conflict?

Unit 5: How do Christian Leaders Manage Socio-political Conflict?

Unit 6: The Incarnation: The Supreme Model for Conflict Management & Resolution

## **LEAD 652: Ethics for Living and Leading**

© Dr. Jack Robinson and Development Associates International, Version 3.0, 2005, 2010

Revised by Dr. David A. Fraser, 2010

(Co-authors: Rev. Dr. Paul Mpindi , Democratic Republic of Congo; Rev. Moussa Bongoyok, Cameroon; Dr. Jack Robinson, USA)

This course on ethics seeks to develop the relevance, foundations, substance and processes of ethical thought and action that need to be understood and practiced by Christian leaders of integrity and spiritual maturity. This course offers insight into the contrasting visions of our world and the alternative systems of moral values resulting from these divergent worldviews. An understanding of these visions and values should help Christians better appreciate why they feel pulled in conflicting moral directions and why it is not always easy to follow Jesus' moral teaching and example. Specific issues that Christians need to confront are discussed in light of biblical teaching and practice. However, the actual process of choosing how to live faithfully as a follower of Jesus also requires wisdom, courage, decisiveness and responsible action by individual Christians as well as Christian communities.

### **Learning Objectives:**

- Make better informed, biblically resourced ethical decisions;
- State the five major patterns for justifying ethical decisions and explain their strengths and weaknesses;
- Write analyses of situations which raise ethical considerations according to the RESOLVEDD method;
- Assess your own ethical "fitness" and state what you can do to increase your ethical fitness level;
- Describe the different biblical resources that are available for developing a Christian approach to ethical issues;
- Explain various ways worldviews influence moral reasoning, determine the worldview of your context, and indicate how this worldview influences how ethical decision making takes place;
- Relate "secularized" general ethical principles (such as the Equal Consideration of Interests) to Christian ethics;
- Articulate considerations important for a wide spectrum of ethical issues that need contextual clarification, appropriate decisions and sustained action by Christian communities if they are to live out the implications of the Gospel;
- Evaluate "codes of conduct" developed by organizations and indicate their role within the process of developing an ethical culture within an organization;
- State the ways in which ethics fits into the role of the transformational or servant leader who is a follower of Jesus Christ.

### **Required Reading:**

John R. W. Stott, *Issues Facing Christians Today*, 4th Edition (Zondervan, 2006).

### **Module Units:**

Unit 1: What is Ethics? (What ethics is, and why it matters)

Unit 2: How Do Leaders Become Ethically Fit? (By the long process of discipleship; learning by doing)

Unit 3: Where Do We Find Resources for Ethical Guidance? (The Bible as the foundation for Christian ethics and worldview)

Unit 4: How Do We Make Sense of What to Do in Real Life? (The role and impact of careful analysis and the necessity of wisdom)

Unit 5: How Do We Make Ethical Decisions? (A process for ethical decision making) [RESOLVEDD]

Unit 6: Where Do We Find Dependable Ethical Foundations? (By listening to Moses and Jesus in Scripture)

Unit 7: What is the Central Challenge of Christian Ethics? (How we treat other people)

Unit 8: How Do We Live Ethically In Our Relationships? (Loving others according to the pattern of Jesus)

Unit 9: Ethics and Culture: What's the Difference? (The need for good hermeneutics and careful reading of the Bible)

Unit 10: What is Involved in the Ethics of Organizations? (Instilling a culture of responsibility)

Unit 11: Reviewing the Ethics of Leadership

Unit 12: Readings in Ethics and Worldviews

Unit 13: Resources for Ethics—Codes, Cases and Resources (digital file)

## **LEAD 662: Culture, Ethnicity and Diversity**

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Who are you? The concept of identity and its relationship to self, group, organization and culture is one of the most powerful forces leaders confront today. We see ourselves and are seen by others in a range of dynamic identities: age, gender, race, ethnicity, religion, class, nationality, etc. Identity can change over historical periods, across cultures, and through a life cycle. Managing the tensions between identity and identification is a complex and often unconscious negotiation that leaders must embrace if they are to succeed in multicultural settings and global environment. How do identities take on “currency” that either empowers or excludes? An adept leader in today’s world needs knowledge, experience and skills to facilitate work. But a world-class leader understands unconscious forces that impede work and can deploy strategies to transform them. This module helps to understand these dynamics and offers ways to build understanding and cooperation across cultural or other boundaries.

### **Learning Objectives:**

- Distinguish the complex issues related to culture and ethnic identity – issues like history, sociology, and more.
- Define terms like ethnicity, ethnocentricity, and culture that will be used throughout this course.
- Review five tragedies in recent history that have been influenced by the topic of ethnicity and diversity, especially the of intolerance of people who are different, “the Other.”
- Prepare to enter the process of asking where diversity-training fits in your overall training of others in Christian leadership as well as in your own lifestyle and obedience to Jesus’ Great Commission

### **Required Readings:** Contained in the Module Units (Partial listing)

- o Andrew Walls article, “The Gospel as Prisoner and Liberator of Culture”
- o U.N. Universal Declaration of Human Rights
- o The Willowbank Report: Consultation on Gospel and Culture (Copyright © 1978, LCWE)
- o Biblical Language to Help Understand “Outsiders”
- o *Christianity Today*, October 2, 2000 <http://www.christianitytoday.com/ct/2000/011/2.36.html>
- o Color-Blinded: Why 11 o'clock Sunday morning is still a mostly segregated hour.
  - (An excerpt from *Divided by Faith* by Michael O. Emerson and Christian Smith)

### **Required textbook:**

George Yancey, *Beyond Racial Gridlock: Embracing Mutual Responsibility* (Inter-Varsity Press, 2006).

### **Modules:**

Unit 1: Course Introduction

Unit 2: Creation and Fall

Unit 3: And God Created Diversity

Unit 4: Aliens and Strangers

Unit 5: Blessed to Bless All Nations

Unit 6: What Do We Do With the Past?

Unit 7: Reaching Out to the “Other”

Unit 8: The Church After Pentecost

Unit 9: A Church For All Peoples

Unit 10: Forgiveness and Reconciliation

Unit 11: One New Humanity

Unit 12: Culture, Ethnicity and Diversity in the Future

Unit 13: Intentionality

## **LEAD 653: Fundraising**

© Development Associates International, Version 1.2, 2001, 2003  
(Author: Jane Overstreet)

This course focuses on the design, implementation, and follow up of various methods of fundraising, including issues on proposal writing, and the aspects of raising support locally.

### **Learning Objectives:**

- Explore Paul's fundraising as a model providing biblical principles for our fundraising
- Learn how leadership impacts fundraising and different models of such leadership
- State the need to be trustworthy and how to ensure accountability, credibility and transparency
- See what scriptural models of fund raising show us about the need for leaders of character
- Learn the fundamental pieces of the communication process that enables relationship building and fund raising no matter who your audience
- Learn and begin to practice the basics of "outcome-based planning for faith missions"
- Learn how to write a case statement for your own ministry
- Explore how fundraising works in your local culture and how to begin there
- Explore a variety of ways to find resources for your work besides money
- Study the biblical basis for personal support raising and consider its benefits.
- Learn what Western Charitable Foundations expect from those requesting funds from them and find out why they say "no" and why they say "yes"
- Reflect on how cultural differences impact relationships in giving and receiving
- Understand the basic components of writing a proposal
- Practice the process of understanding the interests of a charitable foundation and how to craft a proposal to fit their interests and instructions
- Getting an appreciation and understanding the role business plays in the Kingdom of God
- Evaluating new trends to transform societies and nations through business

**Required Reading:** (readings are incorporated into the units)

### **Modules:**

Unit 1: Kingdom Foundations  
Unit 2: Leadership in Fundraising  
Unit 3: Communication in Fundraising  
Unit 4: Strategy and Planning  
Unit 5: Beginning Closest to Home  
Unit 6: Personal Support Raising  
Unit 7: Understanding the Western Donor  
Unit 8: Proposal Writing  
Unit 9: Business as Mission

## **LEAD 523: Mentoring and Coaching**

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The course looks at mentoring and coaching from a biblical and management perspective. By defining the differences between mentoring and coaching it is clear that both are needed in any organization or ministry. The course identifies the roles and competencies of both mentors and mentees (which apply as well to coaching) and helps students to learn skills required in a mentoring or coaching situation, such as listening skills, giving and receiving effective feedback, and using influence and one's own story as a mentoring tool. Based on the theory of multiple intelligences it helps the student to discover his/her different learning styles. Other aspects of the course deal with successful mentoring or coaching relationships and ways to establish formal mentoring programs in an organization. In addition the course gives a clear framework for leadership coaching and many practical tools to use in a coaching relationship.

### **Learning Objectives:**

- To gain a shared understanding and basic definition of mentoring.
- To look at Biblical models of mentoring, both Old and New Testament.
- You will be able to recognize what makes a mentoring relationship effective or ineffective
- You will understand and be able to articulate the different roles that a mentor can play
- Understand the value of storytelling in mentoring
- Learn how to plot and tell your own story
- To expand mentoring skills through empathetic listening & giving and receiving feedback
- Understand how to define expectations in a mentoring relationship
- Learn how to write a development plan
- To understand your personal style of influence within the context of a mentoring relationship.
- Become familiar with and identify your strengths within the Multiple Intelligence Profile
- Evaluate different coaching models and develop your own
- Develop various worksheets used in coaching
- Being able to define the difference between mentoring and coaching
- Differentiate the different forms of coaching
- Learn how to evaluate and pick the right coach

### **Required Reading:** (in addition to readings included in Units)

Mallison, John. *Mentoring to Develop Disciples and Leaders*. Australian Christian Resources, 1998.

### **Module Units:**

Unit 1: Introduction and Case Study – Mama Mary

Unit 2: Mentoring Basics and Examples

Unit 3: Mentoring Roles and Competencies

Unit 4: Your Story as an Effective Mentoring Tool

Unit 5: Mentoring Skills

Unit 6: Mentoring Relationships

Unit 7: Tools for Mentoring and Coaching

Unit 8: Leadership Coaching: Introduction

Unit 9: Leadership Coaching: Frameworks and Outcomes

Unit 10: Leadership Coaching: Different Types of Coaching

Appendix - Developing and Implementing a Mentoring Program

## **LEAD 512: Partnerships**

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The course develops a comprehensive biblical and theological perspective on partnerships and the strategic importance for organizations and ministries to work together. For those organizations considering engaging in a partnership, the course gives clear and comprehensive steps on how to explore partnership opportunities and launch and develop partnerships to operate effectively. This course explores in detail issues that make partnerships work and skills to succeed such as team work, dealing with conflict, and building trust. Finally the course gives advice in evaluating partnership outcomes so as to achieve goals.

### **Learning Objectives:**

By the end of this course the student will be able to:

- Develop an argument that working together is a biblical imperative
- Explain the difference between a simple and complex partnership and give examples of both
- Explain the difference between a horizontal and vertical partnership and give examples of both
- Describe the impact of different types of ministry at different stages in the process
- State ways in which you will approach ministry differently as a result of any new understanding you have about what the scripture has to say about partnership
- Describe in outline the three stages of partnership
- Describe three different methods of exploring a partnership and identify success and failure factors for each one
- State the aspects and agenda for meetings to launch a partnership
- List characteristics of effective and ineffective teams
- Describe the eight team roles defined by Meredith Belbin
- Describe how conflict can damage a partnership and what needs to be done to de-escalate conflict
- List ways in which cultural differences can impact a partnership and how to minimize the differences and maximize multi-cultural understanding

### **Required Reading:**

Addicott, Ernie. *Body Matters – a Guide to Partnership in Christian Mission* (Interdev Partnership Associates, 2005).

### **Module Units:**

Unit 1: Partnership – a theological perspective

Unit 2: What do we mean by “partnership”?

Unit 3: The strategic importance of working together in partnership

Unit 4: Exploring a partnership

Unit 5: Launching a partnership 1

Unit 6: Launching a partnership 2: a Reflection and Review

Unit 7: The Operations Stage of a partnership

Unit 8: Developing Effective Groups and Teams in partnerships

Unit 9: Partnerships and Conflict

Unit 10: Trust, Evaluation and other key issues in Partnerships

## **LEAD 651: Development and Social Change**

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Development and Social Change provides a study of the principles and practices of transformational development within the context of a deeper analysis of poverty and the various theories of development.

### **Learning Objectives:**

- State God's concerns for the poor and oppressed, for the entire creation, and how that should impact how we live and what we do
- State how local churches in your context can respond to issues regarding the destruction of the environment, the impact of human violence and oppression, poverty, disease and human suffering and inequality and injustice in your own context
- Describe how scripture records that Jesus and his first disciples indeed acted upon every aspect of his mission
- Describe ways in which segments of the church through the centuries has been faithful to the mission of Jesus, in spite of the fact that much of Christendom has not
- Define what is meant by Integral Mission
- Explain how Integral Mission has the potential of impacting the modern-day church
- Describe how you could encourage an integral approach to ministry in your own community even if existing church leaders are either not interested or resistant
- Describe the function of NGOs in the work of the church and evaluate their contribution to the church's ministry
- List the steps which are required for people to make effective change in their lives and conditions and evaluate a change process which you have undertaken and explain how you would manage the process differently
- List key principles for community transformation
- Identify within a variety of Community Development projects key principles for community transformation
- Define "dependency" and describe what specific issues of dependency should be a concern
- Describe examples of good practice of local community transformation projects
- Describe the characteristics of an effective community transformation facilitator
- Describe what might be an appropriate response to the concerns about un-wise financial dependency – seed money.
- Describe the principle of kingdom mathematics
- Describe ways in which external churches and organizations can best get involved in local community transformation projects

### **Required Reading:**

All the readings for this course are included in the units. Any additional reading will be handed out in class.

### **Modules:**

Unit 1: An Introduction to Development and Social Change

Unit 2: A Theology for Engaging a Hurting World Part 1: God's Original Vision and What Went Wrong

Unit 3: A Theology for Engaging a Hurting World Part 2: God's Perspective on Development and Social Change

Unit 4: Living as Citizens of the Kingdom

Unit 5: How Well Have We Followed in the Footsteps of Jesus?

Unit 6: Emerging Faithfulness: the global Church's response to human need

Unit 7: Transformation - A Kingdom Agenda for Development and Social Change

Unit 8: Principles of Community Transformation

Unit 9: From Kingdom Theory to Kingdom Practice