COURSE DESCRIPTION
The primary goal of the course is to create a transformational peer learning environment in which self-leadership and other-leadership are integrated fully with Pentecostal spirituality. Significant time is also spent orienting the participants to the unique dynamics and requirements of Doctor of Ministry education. The course requires the implementation of a three-month self-development plan.

COURSE METHODOLOGY AND SCHEDULE
The course employs a variety of teaching methods including lecture, dialogue, small group interaction, personal assessments and reflection, as well as reading and writing assignments to facilitate the discovery and integration of the subject matter.

The course meets Monday–Friday. Hours: Monday: 1:00 p.m.–5:00 p.m.; Tuesday–Thursday: 8:00 a.m.–5:00 p.m.; Friday: 8:00 a.m.–noon. (Note: The Doctor of Ministry Office may schedule an orientation session on Monday morning prior to class for new participants to the program.)

COURSE OUTLINE
Monday
Unit I: Who Am I?
   Included in this unit is an introduction to the cohort, the doctoral program, and various expectations

Tuesday
Unit II: The Credible Leader: Earning Other-Leadership
   Part 1: Who is a Christian leader? (Defining Question: Am I worth following?)
Part 2: What is Christian leadership? (Defining Question: What do Christian leaders offer that the smartest atheist in town cannot?) Included in this unit are the following:
- What Is It Like to be Led by Me?
- Leadership Theories and History
- Leadership Models and Metaphors
- Leadership Skills and Styles
- Leading Laterally and Upward

Wednesday
Unit III: How Has Followership Changed? (Defining Question: What is different these days?)

Thursday
Unit IV: The Spirit-Filled Leader: Developing a Pentecostal Leadership Spirituality
  (Defining Question: Do we make it happen or let it happen?)
- Power, Process and a Third Way
- Adventuring with the Holy Spirit
- The Life of Connecting with God
- Scriptural Perspectives Regarding the Spirit’s Work in Leadership
- Roles in the 5-fold Ministry

Friday
Unit V: The Led Leader: Practicing Self-Leadership (Defining Question: Am I worth following?)
  Part 1: Moral Integrity in Ministry (Defining Question: How does who I am influence those I lead?)
  Part 2: Being Safe in the Led Life (Defining Question: What must I put into place to stay healthy and spiritually intact in every way?)

COURSE REQUIREMENTS
Pre-Session:
1. Read: The reading will be completed in three different sections. Read ALL of the following to total 1850 + pages: 1) Do all of the required common reading of 1,152 pages. (See Pre-Session Reading, page 10). 2) Also, read one book of your choice from the Spiritual and Leadership Discovery listing (pages 10-11) and complete all testing and exercises related to that book. 3) Finally, read at least one book from each of the other three lists (pages 11-16): The Other-Leadership list, the Self-Leadership list, and the Leadership Spirituality list with a total of 650 pages read from those lists combined. Participants will submit a reading report (pages 19-20) on the first day of class indicating how much of the reading has been completed (total of 1850 pages minimum). Full credit requires all reading be complete. (100 points)

NOTE: It is a violation of academic policy to claim credit for books read prior to the course. Substitute books for the Required Reading (i.e., you have already read one or more of those books) may be chosen from the other lists.
2. **Write**: Prepare a 5-page reflection paper synthesizing the 3-5 ideas from the readings that made the greatest impact on you and how those ideas apply to your ministry context. You will give a brief oral presentation of your paper during one of the class sessions (30 points). The paper (70 points) will be turned in during the first day of class. It is preferable to use Turabian 9th edition to footnote and the AGTS D.Min. paper template (available on the AGTS website under Doctor of Ministry resources). There will be no deduction for this first paper, however, if this is not followed, though there will be a deduction for post-session papers in this regard. (100 points total)

3. **Spiritual Assessment and Analysis**: On the web go to the following site and take all or most of the tests: [http://assess-yourself.org](http://assess-yourself.org). Score your own tests and study the results.

4. Then go to the following websites. Choose at least two to three of these sites and take the spiritual assessment tests provided:

   * [http://elmertowns.com/spiritual_gifts_test](http://elmertowns.com/spiritual_gifts_test) (Elmer Towns, Spiritual Gifts Assessment)
   * [http://www.umc.org/site/c.lwL4KnN1Lth/b.1355371/k.9501/Spiritual_Gifts.htm](http://www.umc.org/site/c.lwL4KnN1Lth/b.1355371/k.9501/Spiritual_Gifts.htm)
   * [https://www.uniquelyyou.com/about.php](https://www.uniquelyyou.com/about.php) (Dr. Mels Carbonell)
   * [http://www.cce-global.org/org/bemis](http://www.cce-global.org/org/bemis) (Behavioral Management Information System, Center for Credentialing and Education).
   * [https://www.gallupstrengthscenter.com/Purchase](https://www.gallupstrengthscenter.com/Purchase) (Gallup/Clifton StrengthsFinder. There is a fee for this test)
   * [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp) This is a free Myers Briggs test.
   * [www.insightsinternational.com](http://www.insightsinternational.com) Leading from Your Strengths (Ministryinsights.com) by Madars Bitenieks (Costs some $ but students felt it was worth it.)

   * [http://leadtool.educationnorthwest.org](http://leadtool.educationnorthwest.org) Situational Leadership Style assessment (LEAD)

   You will incorporate these various findings from 3. and 4. above in the second post-session writing project (What Is It Like to Be Led by Me?). Also, include in that writing project the insight and information you received from the book you selected and the assessment(s) you completed in the Spiritual and Leadership Discovery section. Additionally, you should be prepared to discuss your learning in class. Bring along the results of your survey and assessment findings to the class.

**Session:**

1. **Attendance** at all class sessions and activities
2. **Active contribution** to the peer learning environment, including discussion, integration of pre-reading, and relationship-building.

3. **Writing Workshop:** Dr. Lois Olena will provide a writing workshop during class time. This session will provide you with resources, tools and instruction that will position you for success in writing your papers throughout your academic journey. To further aid you in developing your writing skills and to acquaint you with the expectations of writing at the doctoral level, you are required to submit your “Pentecostal Spirituality” post-session paper to her at our current D.Min. editors’ rate. Dr. Olena or her chosen editor will provide helpful evaluation and feedback of great value for your future writing. More is explained below under **Writing Process:** Coaching and Editing on page 8 regarding this. Bring along a piece of your writing for this session.

**Post-Sessions:**

1. **Personal retreat:** Prior to beginning the Post-Sessions Writing Project, each participant is required to take an individual spiritual retreat of at least one day in length. The purpose of the retreat is prayer, Scripture study and meditation, journaling, and reflection on the participant’s life and ministry. This is to be a time of disconnection from the outside world, offering God an opportunity to speak to us about our leadership and our lives. Reflections developed during the personal retreat should be integrated into the Writing Project.

2. **Accountability Partner:** All course participants are required to maintain or begin a rigorous and regular accountability relationship (outside of their home) **in order to pass the course.** This relationship may be either with a trusted individual or with a group. The existence and effectiveness of the relationship will be reported in the Post-Sessions Writing Project.

3. **Post-session Writing Projects** (800 points):

   In writing these two projects, refer only to essential sources and Scriptures, but these are **not** primarily library research pieces. I am looking for what you think and why, not for your ability to quote what someone else thinks.

   **A) Pentecostal Spirituality:** This 10-page paper should deal with the question of what it means to lead “Pentecostally.” That is, to what extent, if any, does Pentecostalism contribute uniquely to the leadership arts for individuals and organizations? For example, do we “make it happen” or “let it happen?” (300 points)

   **Due date for post-session paper #1:** Email no later than December 5, 2018.

   [I am **not** looking for a repetition of our class discussion, a defense of Pentecostal doctrines, a spiritual autobiography, or a sermonic recitation of Pentecostal virtues. Rather, write a thoughtful and practical treatment of how Pentecostalism influences the art of leading.]
B) Leadership Development: This 20-page paper deals with the question, “What is it like to be led by me?” (500 points). Utilize the outline provided exactly in this order.

Due date for post-session paper #2: Email to the instructor no later than January 3, 2019.

Evaluate your life as a leader in terms of the following:

Part I. Leadership and Spirituality Self-evaluation:

A. Identify your major leadership strengths and skills

B. Identify your dominant leadership style(s)

C. Evaluate your present influence and effectiveness with relevant groups as they relate to your styles and strengths/weaknesses.

D. Report on your learning from the Personal Retreat (see page 4), especially with regard to issues of character and spirituality.

E. Report your learning from the surveys and assessments you took online. Include your thinking regarding your spiritual wholeness and state of your soul as evidenced through your reflections in class and from readings. Also, include the insight you received from the book you selected on the Spiritual and Leadership Discovery list and the assessment you completed in reading that book. Footnote the assessments and surveys.

F. In a summary section, draw conclusions regarding your leadership and spirituality self-evaluation. Areas of desired growth should be clearly identified. These should then be noticeably addressed in your Growth Plan detailed in Part II.

[Use evaluations done in readings, in class, as well as those assigned prior to class like Assess Yourself, etc. However, be sure to interpret the findings; that is, don’t just report scores from various evaluations; tell me what they mean, why, and whether you agree with them.]

Part II. Leadership Self-Development Plan: Prepare a three-month self-development plan that includes the following:

A. A Personal Vision Statement (with explanation). A good vision statement for yourself has a vivid vision clearly indicating what direction you intend to take. It should be inspiring as well as focused, succinct, and memorable.

B. A Personal Values Statement (with explanation). This should be a clear and succinct statement of what is most important to you.
C. Detailed Growth Plan for Leadership Self-Development. Everything in the paper has led up to this part so do not short-change it. This should be a clear, well-forged-out, and thoughtful plan for enhancing your leadership strengths and improving on weaknesses. Be specific and creative. Charts and checklists may be incorporated. Make the plan useful and worthwhile for you personally. It should relate directly to what you learned in Part I, especially each of your areas for desired growth (Part I:F).

1. Provide information regarding the Growth Plan itself. It should be creative and substantial. It should also be specific and detailed enough so you can clearly evaluate your growth.

2. Identify the resources to be used to support your Growth Plan

3. Explain how you will measure and evaluate your progress

4. Describe how your plan is consistent with your Personal Vision and Values

D. Report on the nature and effectiveness of your accountability relationships.

[See Post-Session Accountability Partner (page 4) above.]

Post-Session Writing Project Evaluation Rubric:
Obviously, all portions of the assignments/papers as prescribed in the syllabus must be included or points will be reduced accordingly. That being a given, writing will be assessed as follows (the first number in parentheses is for post-session paper #1 and the second number of points is for post-session paper #2):

1. Cogency: Are the major assertions clear, specific, and adequately supported by evidence, anecdotes, information, data and/or reasoning? (50/100 points)

2. Creativity: Do the major themes represent engaging, original thinking? Are the ideas presented in fresh ways using creative techniques and other new and insightful ways of seeing things? Although neither of these is a research paper per se, each should still have interesting and relevant outside quotes. Are these included?

   Here are a few creative techniques you may consider: 1) Slipping in a simile or a metaphor can really help bring interest into writing. It doesn’t take up much space, either. 2) A short anecdote can be helpful in presenting your ideas. It helps the reader understand your point or drive it home. 3) A new way of looking at something may provide a bit of a surprise, a little giggle, a fresh perspective. 4) The reader often enjoys receiving some unknown information or data. 5) Readers also like a phrase that is particularly well worded, nicely summarized, or carefully crafted. It’s the kind of phrase you write down or remember from a book. The use of interesting and precise vocabulary spices up a paper. Use your Thesaurus. (50/75 points)

3. Depth: Are the ideas in the paper important and substantial? Does it evidence reflective thinking? Does it delve into ideas and take the subject matter past the point of shallow and trite ideas? Does the student evidence transparency, authenticity, and a
depth of personal analysis (especially on the second post-session paper)? Are all the sections covered in the second paper? (50/125 points)

4. **Quality:** Is the use of language clear, compelling, and professional? Is the writing well done technically? (50/100 points)

5. **Organization:** Does the paper have a clear structure and a progressive development of ideas? Does the introduction lead the reader into what to expect in the paper, and does the conclusion do a good job of concisely grasping the main ideas in the paper in a memorable way?

   Here are some problems to avoid in the conclusion: 1) It is too short and doesn’t grasp the main points in a memorable way. 2) It is dull and repetitive, providing the previous information in the exact same words that were used before and thereby lacking in freshness, synthesis, and a pulling together of the main thoughts of the paper into cogent statements. 3) It presents new ideas and themes which were never addressed in the body of the paper. 4) It doesn’t make me want to go out there and do anything with this information (thus missing the opportunity to motivate the reader to change). (50/50 points)

6. **Style:** Does the paper conform to the Turabian manual? Is the AGTS website Doctor of Ministry paper template followed carefully? Are all resources cited appropriately, including all of the assessments and surveys in the second post-session paper? (50/50 points)

   **TOTAL:** 800 points (300/500)

**Writing Process:**

1. **Coaching and Editing:** The Pentecostal Spirituality post-session paper #1 is required to be submitted to the Writing Coach before being turned in to the professor. This paper is due to the Writing Coach four weeks following the first day of class (November 12, 2018). The purpose of this requirement is to assess the quality of the participant’s writing so that corrective measures may be taken if necessary and also to provide a coaching/editing experience that will catalyze good writing in the Leadership Development post-session paper #2 and in other writing throughout the remainder of the program. The Coach will charge the participant at the going rate per hour, with the average paper costing $60-$75. Editing costs are not included in the Program Fee. Contact information for the Writing Coach will be distributed in class.

Core 1 is the only course for which coaching/editing is mandatory unless the quality of the writing fails to meet minimum standards. In this case, coaching/editing may be required until the writing improves sufficiently. Optional editing services (charged per hour) are available for all other classes. Contact information for editors is available from the D.Min. Office (OlenaL@evangel.edu).
2. **Style Manual:** All written work is to be formatted according to the *Turabian* style manual, 9th edition: [https://www.amazon.com/Manual-Writers-Research-Papers-Dissertations/dp/022643057X/ref=sr_1_1?ie=UTF8&qid=1528946818&sr=11&keywords=turabian+style+manual&dpID=5182hDpJJ9L&preST=_SY291_BO1,204,203,200_QL40_&dpSrc=srch](https://www.amazon.com/Manual-Writers-Research-Papers-Dissertations/dp/022643057X/ref=sr_1_1?ie=UTF8&qid=1528946818&sr=11&keywords=turabian+style+manual&dpID=5182hDpJJ9L&preST=_SY291_BO1,204,203,200_QL40_&dpSrc=srch)

3. **Expectations:** All papers are to represent original, high-quality, graduate-level work and are to be written in an academic style rather than an oral (sermonic) style. Writing from previous courses may not be recycled.

4. **Submitting Your Paper:** Email both papers to the professor at (drctennant7@gmail.com) no later than midnight on the due date. **No hard copies sent through the mail allowed.**

5. **Title Page and AGTS D.Min. Paper Template:** All papers should include a cover sheet with title, course information, name, address, and e-mail address in the AGTS D.Min. paper template format. This template should be followed carefully in all aspects. See the “Writing, Editorial, and Research Resources” AGTS website: [http://agts.edu/academic-information/dmin-resources/](http://agts.edu/academic-information/dmin-resources/) where the paper template link is the second bullet down from the top. Also, a 34-minute instructional video with Dr. Olena on how to use the template is available here: [https://mediasite.evangel.edu/EUMediasite/Login?ReturnUrl=%2fEUMediasite%2fPlay%2fy%2489b9a86-f1a5-4895-bf46-7d7c1d80f66](https://mediasite.evangel.edu/EUMediasite/Login?ReturnUrl=%2fEUMediasite%2fPlay%2fy%2489b9a86-f1a5-4895-bf46-7d7c1d80f66) where you will need to log in with your Evangel username and password.

**COURSE DUE DATES**
The Pentecostal Spirituality **post-session paper #1** must be delivered to the professor’s email address **no later** than **December 5, 2018**, at midnight. The Leadership Development **post-session paper #2** must be emailed to the professor **no later** than **January 3, 2019**, at midnight. After Core 1, all future post-session work will be completed and due no later than 60 days following the last day of the course.

**COURSE ASSESSMENT, GRADING SCALE AND GRADING PROCEDURE**
All assignments will be assessed using rubrics and grades awarded using the AGTS D.Min. Grading Scale. Grading is a composite of points earned in each phase of the course:

- Pre-Session Reading: 100 points
- Reading Reflection Paper and Presentation: 100 points
- Pentecostal Leadership Post-session Project: 300 points
- Leadership Development Post-session Project: 500 points
- **TOTAL:** 1000 points
**AGTS DMin Grading System**

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<tr>
<td>A-</td>
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<td>939 - 900</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>899 - 870</td>
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<tr>
<td>B</td>
<td>Satisfactory</td>
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<tr>
<td>B-</td>
<td></td>
<td>839 - 800</td>
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<tr>
<td>C+</td>
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<td>799 - 770</td>
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<tr>
<td>C</td>
<td>Poor</td>
<td>769 - 740</td>
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<tr>
<td>C-</td>
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*Impacts eligibility for graduation

**COURSE OUTCOMES**

The objectives of the course are stated in terms of learning outcomes (CLOs). Upon successful completion of the course, the student should be able to:

1. **Perceive** the impact of integrating Pentecostal spirituality into the leadership arts
2. **Assess** leadership attributes in both self and others
3. **Compose** a statement of personal values and vision
4. **Create and implement** a consistent program of leadership self-development based on course materials
5. **Evaluate** the interior life for signs of growth and health and intervene to correct deficiencies
6. **Explain** both the history and current understanding of major leadership theories and models
7. **Maximize** the course content to ensure an optimal D.Min. experience by receiving a basic orientation to the program

**Program Learning Outcomes (PLOs):**

8. **Demonstrate** growth in spiritual maturity by appreciating the historical and theological contributions of the Pentecostal-Charismatic tradition, cultivating disciplines of self-leadership, communicating the role of Spirit-empowered ministry for effective leadership and integrating Pentecostal spirituality into the practice of leadership arts
9. **Utilize** ministry networks through development of mutually beneficial long-term personal connections with other ministry professionals and connecting with resources for ongoing ministry enhancement
COURSE TEXTBOOKS

Pre-Session Reading:

**Required Books (Read All — 1,152 pages)**


**Spiritual and Leadership Discovery Books (Select any one)**


Thomas, Gary L. *Sacred Pathways: Discover Your Soul’s Path to God.* Grand Rapids: Zondervan, 2010. (272 pages)

**Read at Least 650 Pages from the Following Three Lists, But at Least One Book Per List:**

I have inserted an asterisk (*) in front of recommended books former students have particularly enjoyed, but there are plenty of other good ones on this list.

**Other-Leadership Books (Select at least one)**


**Self-Leadership List (Select at least one)**


___________. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World.* Grand Rapids: Zondervan, 2015. (326 pages)


**Leadership Spirituality List (Select at least one)**


(Read no more than two Haley books total for this course.)


Tygrett, Casey.  *Becoming Curious: A Spiritual Practice of Becoming Curious.* Downers Grove: InterVarsity, 2017. (192 pages)


**CLASS ATTENDANCE**
Due to the accelerated pace of each course, regular and punctual attendance is expected of each participant for all course activities. Because attendance is such a crucial element of the cohort peer-learning process, a participant cannot be absent for more than four hours of class and still receive credit.

**LATE WORK**
In extreme circumstances, extensions may be requested from the professor. (It is the participant’s responsibility to communicate with the professor.) Each week beyond the due date by which the post-session project is received may reduce its score by one letter grade. Grade deduction for late work is at the discretion of the professor. The maximum extension is 90 days from the original due date.

**ELECTRONIC DEVICES IN THE CLASSROOM**
It is recommended that electronic devices be used during class to support the participant’s learning experience. Out of respect for your fellow participants, as well as the professor, please do not talk on the phone or text during class.
NON-DISCRIMINATORY LANGUAGE
Participants should use non-discriminatory language in all written and spoken communication in this class.

ACADEMIC INTEGRITY
It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own and disrupting classes.

“Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student’s own work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form. Plagiarism is defined as representing the words or ideas of another as one's own in any academic exercise. One who facilitates any of the above is equally responsible with the primary violator.”[1]

Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

DISABILITY ACCOMMODATION
As defined in Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act as amended (ADA), the Assemblies of God Theological Seminary at Evangel University is committed to equal educational opportunities and the provision of reasonable accommodations for students with disabilities. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must set up academic accommodations through Academic Support in the Center for Student Success at 1111 N. Glenstone Ave, Springfield, MO 65802, (417) 865-2815 ext. 8215. Academic Support is the office designated by Evangel University to review disability documentation, determine reasonable accommodations and develop plans for the provision of such accommodations.

COURSE COMMONS
This course may utilize Evangel's learning management system, Course Commons, powered by the Canvas Learning Management System. All participants have access to the Course Commons Student Orientation. If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student. Login to the Student Portal and use your Evangel username and password to login.

To access this course, hover over or click Courses at the top of the page after logging in. See https://help.evangel.edu/hc/en-us/articles/202448915-Course-Commons for additional helpful information, if applicable.

**AGTS MISSION STATEMENT**
The purpose of AGTS is to train men and women to fulfill the mission of the church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.*

**EVANGEL MISSION STATEMENT**
Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

**SPECIFIC DATA**
*Syllabus prepared by Dr. Carolyn Tennant, June, 2018.*
Name (Please print): ___________________________________________

Verify the portions of the assigned “Pre-session Reading Lists” you have read for this course. (Use my page numbering provided in this syllabus since it can differ with e-readers, etc.) Where substitutions for reading have been made because you have read a required book before, note accordingly. This form is to be turned in on the first day of the class.

I. Required common reading:

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<th>Pages Read for Section I</th>
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<tbody>
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<td>Barton</td>
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<td>Miller</td>
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<td>Nouwen</td>
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Total of required books in Section I: 1,152 pages

II. One selected Spiritual and Leadership Discovery book:

______________________________________________________________

Total of pages read for Section II:__________

III. Read a minimum of 650 pages from these three areas with at least one book per category in order to complete Section III.

Area 1: Other-Leadership books

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<th>Pages Read</th>
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Area 2: Self-Leadership books

________________________________________________________________________  ________
________________________________________________________________________  ________
________________________________________________________________________  ________

Area 3: Leadership Spirituality

________________________________________________________________________  ________
________________________________________________________________________  ________
________________________________________________________________________  ________

Total of choice reading for Section III (at least 650 pages): ________

I certify I have read all of the books listed above:

Signature: ________________________________________________________________

Printed Name ____________________________________________________________

GRAND TOTAL PAGES READ FROM SECTIONS I, II and III: ________________ pages
This should be a grand total of at least 1850 pages.

________________________________________________________________________

Points and Grade Awarded by Professor: ____________