

ELEVATION LIFE TRANSFORMATION UNIVERSITY

WHOLENESS REIMAGINED:

DEVELOPING THE MIND, BODY, AND SPIRIT OF EMERGING ADULTS IN THE 21ST CENTURY

A WORKBOOK FOR YOUNG ADULTS AGES 18-29

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ABSTRACT

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DESCRIPTION:

Young adults in the 21st century face unprecedented levels of emotional fragmentation, spiritual disconnection, and identity confusion, challenges intensified by digital culture, declining faith engagement, and rising mental health concerns. There is a critical need for a Christ-Centered, developmentally informed model that addresses the emotional, spiritual, and relational gaps hindering transformation in emerging adults.

This capstone revisits and modernizes the 1990's workbook ***Wholeness: Mind, Body & Spirit***, originally created to help young adults cultivate balance, faith, and personal growth. Integrating contemporary research on emotional intelligence, trauma-informed discipleship, and spiritual formation, the updated model provides a framework for holistic development tailored to today's educational, digital, and cultural realities. This project argues that a biblically grounded, psychologically informed wholeness model can effectively equip emerging adults to develop integrated identities, resilient emotional patterns, and spiritually aligned lives.

This "re-imagined" curriculum offers practical tools, reflective exercises, and transformative coaching methods that support spiritual maturity, emotional regulation, character formation, and purpose development. Ultimately, the project demonstrates that

wholeness is not merely a personal aspiration but a Christ-Centered process that empowers young adults to flourish in mind, body, and spirit.

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Table of Contents

SECTION 1: ABSTRACT & INTRODUCTION	7
SECTION 2: LITERATURE REVIEW.....	11
1. Biblical Foundations of Wholeness.....	11
2. Human Development and the Whole Person	14
3. Faith-Based Wholeness vs. Secular Wellness	15
4. Educational and Coaching Frameworks for Transformation	17
SECTION 3: HISTORICAL FOUNDATION	20
Overview of the Original Workbook	20
Format and Educational Design	21
Audience and Reach	22
Evaluation of the Original Program	23
SECTION 4: WHOLENESS: PERSONAL DEVELOPMENT (Original Content)	27
Legacy Lesson 1: Becoming the Best You.....	27
Legacy Lesson 2: Ten Ways to Build Confidence.....	32
Legacy Lesson 3: Personal Development Self-Evaluation Worksheet.....	38
SECTION 4: WHOLENESS: BUILDING CHARACTER (Original Content)	43
Legacy Lesson 1: Integrity — The Foundation of Wholeness	43
Legacy Lesson 2: Responsibility — Owning the Gift of Your Life	47
Legacy Lesson 3: Respect — Honoring God, Yourself, and Others	51
Legacy Lesson 4: Self-Control — Mastering the Power Within	56

SECTION 4: WHOLENESS: SETTING AND ACHIEVING GOALS (Original Content).....	61
Legacy Lesson 1: Purpose Alignment — Living in Sync with God’s Design	61
Legacy Lesson 2: Vision Casting — Seeing What God Sees	65
Legacy Lesson 3: Accountability — Walking with Purpose and Partnership.....	70
SECTION 4: WHOLENESS: ETIQUETTE (Original Content)	75
SECTION 5: WHOLENESS REIMAGINED (Updated Model)	77
Overview.....	77
Identity	81
Emotional Intelligence	84
Mental Health.....	87
Spiritual Growth	90
Building Character – Integrity	95
Resilience	99
Compassionate Leadership.....	102
Purpose Alignment	106
Vision Casting	108
Accountability	110
Digital Citizenship.....	112
Professionalism.....	113
Cultural Humility	115
Summary:	119
From Wholeness to Implementation	119

SECTION 6: IMPLEMENTATION & EVALUATION PLAN.....	120
Overview.....	120
Implementation Model.....	121
Evaluation Plan.....	125
Expected Outcomes	126
SECTION 7: REFLECTION & CONCLUSION	129
My Journey Toward Wholeness.....	129
Theological Reflection:.....	130
The Holy Spirit’s Guidance in Transformation	130
Conclusion: A Call to Wholeness for a Fragmented Generation	132
SECTION 8: BIBLIOGRAPHY	135
SECTION 9: APPENDIX & TOOLS	138

SECTION 1:

ABSTRACT & INTRODUCTION

Abstract

Young people today are bombarded with social pressures, digital overstimulation, and conflicting cultural messages that pull them away from discovering who they really are. While schools and society focus on academic success, digital performance, and workplace training skills, few spaces intentionally teach students how to mature emotionally, live with spiritual wholeness, and develop integrity, identity, and self-awareness as part of their God-given purpose which grounds them for success and stability.

If we reimagine wholeness for young people by teaching them how to align their mind, body, and spirit through character-building, emotional intelligence, and biblical self-awareness, they will grow into whole individuals — capable of leading, healing, and transforming their world. This project proposes to resolve the problem by using a **discipleship-through-identity** model, not merely a foundation for workforce training or academic improvement, but a sound approach to developing the mind, body, and spirit of emerging adults in the 21st century for holistic success.

This capstone revisits a 1990s workbook originally titled ***Wholeness: Mind, Body & Spirit*** designed to help young adults cultivate balance, faith, and personal growth. This updated study reimagines this curriculum for a 21st-century audience by integrating new findings in emotional intelligence, trauma-informed discipleship, and spiritual formation. It

offers a Christ-Centered model for holistic development within modern educational, digital, and social contexts.

Background of the Study

In the late 1990s, while mentoring young adults through church and community programs, I observed a deep hunger among young people emerging as leaders unequipped for their generation. God allowed me to see them, *not just their needs* and gave me a desire to help them understand who they were in Christ and how to live whole, purpose-driven lives. Out of that experience, I developed a workbook titled ***Wholeness: Mind, Body & Spirit***, designed to help young adult individuals ages 18 to 29 explore spiritual identity, emotional growth, and personal discipline. The material combined vocabulary development, self-evaluations, biblical reflection, and practical exercises to encourage balanced living. One student not only completed the program but testified that it transformed her sense of self-worth and life direction, affirming the workbook's impact.

Over the past 25 years, cultural, technological, and psychological landscapes have shifted dramatically. Digital media, social pressures, and decreasing engagement in faith-based communities have created new obstacles for young adults seeking wholeness. Mental health concerns—such as anxiety, depression, and identity confusion—have reached historic levels, and many emerging adults struggle to integrate their faith with real-life challenges. Despite these changes, the human need for connection, purpose, and spiritual grounding remains unchanged.

Need Statement

Today's emerging adults require a holistic, Christ-Centered developmental model that integrates spiritual formation, emotional intelligence, and trauma-informed practices to help them navigate the complexities of identity, mental health, and purpose in a rapidly evolving world. Contemporary wellness movements offer fragments of support, yet few provide a comprehensive approach rooted in Scripture, emotional resilience, and whole-person transformation. As society grows more interconnected yet emotionally disconnected, young adults need tools that address both the spiritual and psychological dimensions of their development.

Thesis Statement

This dissertation proposes that a reimagined, biblically anchored, psychologically informed wholeness curriculum—integrating mind, body, and spirit—can effectively equip emerging adults to achieve holistic development, emotional stability, and spiritual maturity in the 21st century. This thesis asserts that transformation occurs when biblical truth is harmonized with evidence-based practices, reflective learning, and coaching methods that empower emerging adults to grow in identity, character, emotional intelligence, and purpose.

Purpose of the Study

The purpose of this project is to update and expand the original *Wholeness: Mind, Body & Spirit* workbook into *Wholeness Reimagined*—a modern spiritual formation

curriculum integrating new insights from emotional intelligence, trauma-informed care, adult learning theory, and contemporary cultural analysis. The reimagined model equips young adults ages 18 to 29 to navigate modern pressures while fostering Christ-Centered identity, emotional resilience, spiritual growth, and purpose alignment.

Significance of the Study

This work contributes to the fields of Christian leadership, coaching, and education by offering a framework that addresses the whole person—mind, body, and spirit. In an era marked by internal fragmentation and cultural instability, ***Wholeness Reimagined*** provides a practical and theological roadmap for emerging adults who desire spiritual depth, emotional wellness, and purpose-driven living. This dissertation proposes that developing the mind, body, and spirit through a wholeness-based discipleship model is essential for emerging adults to thrive personally, relationally, and spiritually. Through structured curriculum, biblical integration, and growth tools, the project reimagines how to support wholeness in young people navigating today’s complexities. The project explores a new modern framework, ***Wholeness Reimagined***, integrating biblical identity, emotional intelligence, physical health awareness, and spiritual transformation. Practical applications include tools for self-assessment, spiritual coaching, and mentorship within school, church, or community-based programs. The goal is to guide emerging adults toward self-awareness, healed identity, and God-given purpose.

SECTION 2:

LITERATURE REVIEW

1. Biblical Foundations of Wholeness

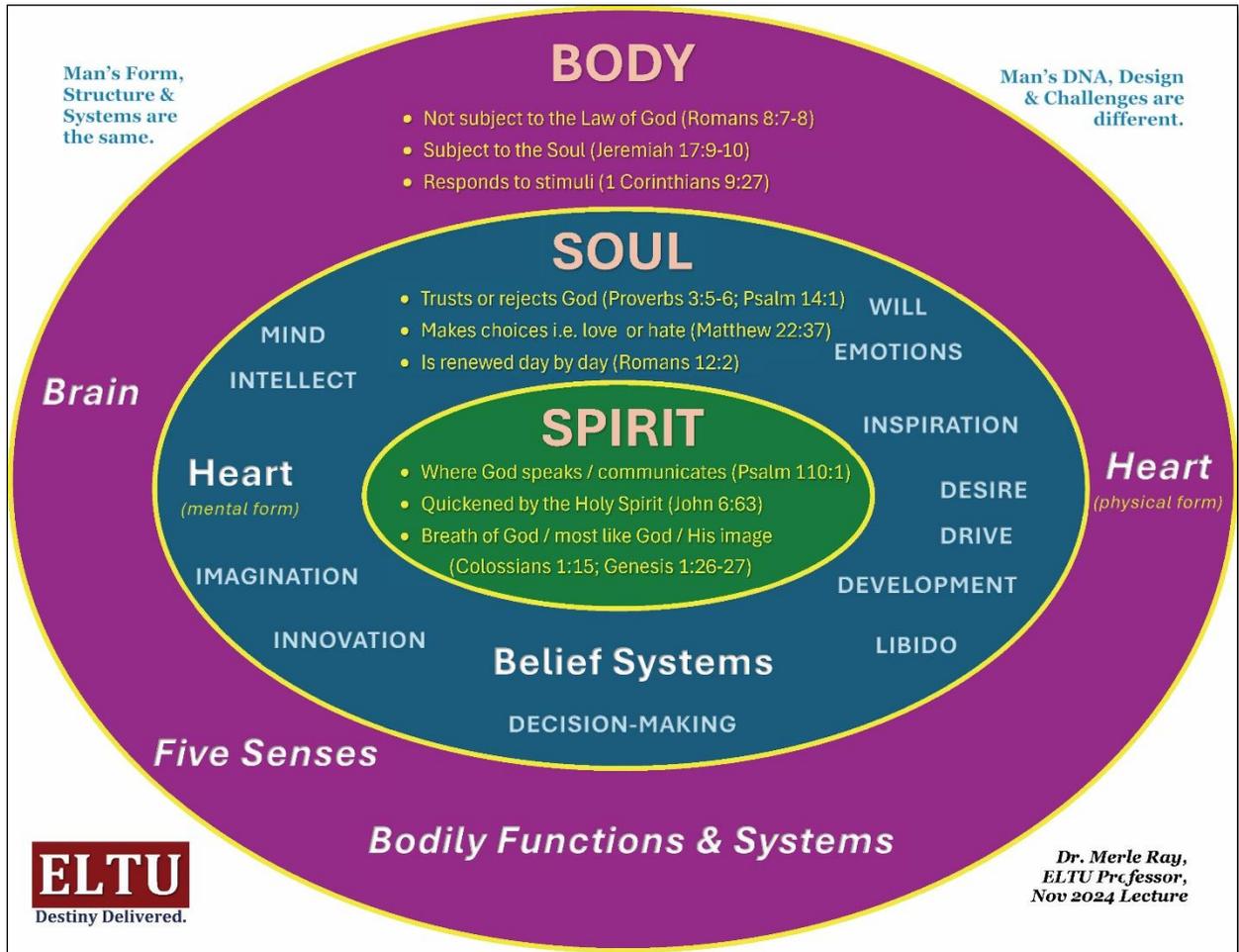
Scriptural View of Mind, Body, and Spirit Integration

The biblical understanding of wholeness originates in God’s holistic design of humanity — a unified being composed of spirit, soul, and body. Scripture consistently presents the human person as an integrated creation, not a collection of separate parts. Genesis 2:7 declares, “Then the Lord God formed man of the dust of the ground and breathed into his nostrils the breath of life; and man became a living being.” This act of divine breath established an inseparable connection between the physical and the spiritual.

The Apostle Paul later echoed this integrated view when he prayed, “May your whole spirit, soul, and body be kept blameless at the coming of our Lord Jesus Christ” (1 Thessalonians 5:23). Paul’s emphasis on wholeness reveals that sanctification involves the total person — spiritual renewal, mental transformation, and physical discipline. This triune wholeness mirrors the nature of God Himself: Father, Son, and Holy Spirit in perfect unity (Blackaby, 1998).

From a biblical standpoint, Dr. Merle Ray, ELTU Professor, teaches bible scholars that the mind is not merely an intellectual organ but a spiritual battleground (Ray, 2024). This organ must be renewed daily through the Word of God (Romans 12:2). The body is the temple of the Holy Spirit (1 Corinthians 6:19), a sacred vessel for divine purpose. The spirit is the

divine connector, uniting the believer with God’s will and power. Together, these dimensions express a theology of integration — an acknowledgment that true transformation requires harmony among faith, thought, and action.



(ELTU Body, Soul, & Spirit Chart – used by permission)

The Concept of Shalom as Divine Wholeness

The Hebrew word *shalom* extends far beyond the modern notion of peace as the absence of conflict. In Scripture, *shalom* refers to a state of completeness, harmony, and

well-being in every aspect of life — spiritual, emotional, relational, and physical. It is God’s original intention for creation, a condition where all things flourish under divine order (Isaiah 26:3).

Jesus reaffirmed this holistic concept in the New Testament, declaring, “Peace I leave with you; my peace I give you” (John 14:27). His peace, or *shalom*, was not circumstantial but covenantal — a restoration of right relationship with God that brings healing to every fragmented part of the human experience.

Scholars such as Cloud and Townsend (1992) note that boundaries, when rooted in biblical wisdom, protect *shalom* by maintaining emotional and relational order. Likewise, Van der Kolk (2014) emphasizes that healing from trauma requires restoring harmony between the body, brain, and spirit — a principle that mirrors the divine blueprint of wholeness found in Scripture.

Thus, *Wholeness Reimagined* builds upon this biblical foundation, teaching that *shalom* is not only a theological idea but a lived reality accessible through Christ. When the believer abides in Him, internal and external peace align, producing the fullness of life promised in John 10:10.

John 10:10 (King James Version)

¹⁰ The thief cometh not, but for to steal, and to kill, and to destroy: I am come that they might have life, and that they might have it more abundantly.

2. Human Development and the Whole Person

Emotional Intelligence and Identity Formation

Emotional intelligence (EQ) has emerged as one of the most influential constructs in modern psychology, yet its essence was long anticipated in biblical wisdom. Daniel Goleman (1995) defined EQ as the ability to recognize, understand, and manage one's own emotions and those of others. These dimensions — self-awareness, self-regulation, empathy, motivation, and social skills — correspond directly to spiritual maturity principles found in Scripture.

For instance, Proverbs 16:32 declares, “Better a patient person than a warrior, one with self-control than one who takes a city.” Emotional regulation, a core aspect of EQ, is portrayed here as a virtue surpassing even strength. Similarly, Galatians 5:22–23 outlines the fruit of the Spirit — love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control — demonstrating that emotional maturity is the product of spiritual alignment.

Identity formation, especially in young adults, occurs when individuals internalize a coherent sense of who they are and why they exist. In Christ-Centered psychology, identity is not self-constructed but divinely revealed (Ephesians 2:10). Emotional intelligence serves as the bridge between self-awareness and spiritual awareness, allowing individuals to discern their calling and manage the emotions that accompany transformation.

When paired with biblical formation, EQ becomes more than a professional skill; it becomes a vehicle for sanctification — training the believer to “feel and think like Christ” (Philippians 2:5).

Gen Z and Alpha Generational Challenges

Today's emerging adults — members of Generation Z and Generation Alpha — face unprecedented mental, emotional, and cultural challenges. Raised in a hyperconnected, image-driven world, they struggle with anxiety, depression, and identity confusion at record levels. Studies by Barna Group (2019) reveal that over 70% of young adults report feeling overwhelmed by stress and uncertain about their purpose.

Technology, while connecting people globally, has also isolated them emotionally. The constant comparison of social media distorts self-worth and replaces authentic community with digital validation. Van der Kolk (2014) links such constant overstimulation to heightened levels of stress and disassociation, confirming that trauma is not only physical but societal.

Wholeness Reimagined directly addresses these generational needs by providing spiritual grounding and emotional tools rooted in Scripture. It empowers young adults to reclaim identity, manage emotional overload, and restore relational balance — integrating faith with the psychological tools needed to thrive in a complex age.

3. Faith-Based Wholeness vs. Secular Wellness

Contrasts Between Christian Sanctification and Self-Help Philosophy

In contemporary society, wellness has become a multibillion-dollar industry promising peace, balance, and success through personal empowerment. While such approaches can offer temporary relief, they often rest on human effort rather than divine grace. The biblical model of wholeness, by contrast, is rooted in **sanctification** — the

process of being made holy through relationship with God and the indwelling of the Holy Spirit (1 Thessalonians 4:3).

Secular wellness emphasizes self-optimization, teaching that fulfillment comes through mindfulness, manifestation, or mental discipline. While these methods have psychological value, they fall short of addressing the spiritual core of human brokenness. The self cannot heal the self apart from the Creator. As Blackaby (1998) asserts in *Experiencing God*, true transformation occurs only through obedience to divine revelation, not through human striving.

Christian wholeness recognizes the necessity of surrender. Jesus declared, “Apart from Me you can do nothing” (John 15:5). This statement dismantles the illusion of self-sufficiency and calls the believer into relational dependence. Whereas secular wellness seeks self-realization, sanctification seeks God-realization — the awakening to His image within us.

Integrating Grace, Healing, and Renewal

The integration of grace and healing forms the distinctive strength of faith-based wellness. Cloud and Townsend (1992) emphasize that boundaries rooted in grace enable individuals to grow responsibly while relying on divine strength. Grace does not eliminate discipline; it empowers it.

Healing, both emotional and spiritual, flows from this grace. Van der Kolk (2014) shows that trauma lives in the body until it is safely expressed and reinterpreted. Scripture parallels this concept through confession, prayer, and community — all of which facilitate emotional release and renewal (James 5:16).

Renewal, in biblical theology, is not a single event but a continual process (Romans 12:2). Through the renewing of the mind, believers experience the restoration of purpose, peace, and power. Thus, *Wholeness Reimagined* presents wholeness not as a static condition but as a dynamic journey of grace — a process of becoming whole through continuous communion with Christ.

4. Educational and Coaching Frameworks for Transformation

Transformative Learning (Mezirow, Knowles)

Educational theorists such as Jack Mezirow (1991) and Malcolm Knowles (1980) laid the foundation for adult learning models that emphasize reflection, experience, and self-directed growth. Mezirow's theory of **transformative learning** asserts that genuine change occurs when individuals critically examine their assumptions and reframe their perspectives. Similarly, Knowles' concept of **andragogy** focuses on the self-motivation and lived experience of adult learners.

Wholeness Reimagined adapts these frameworks within a Christ-Centered context, where reflection is guided by the Holy Spirit and transformation is measured not merely by knowledge acquisition but by inner renewal. The program encourages participants to examine belief systems that hinder growth — replacing limiting thoughts with biblical truth. Reflection journals, group coaching, and experiential learning methods mirror Mezirow's approach but with divine revelation as the ultimate agent of transformation.

In this sense, *Wholeness Reimagined* serves as a bridge between secular adult learning theory and spiritual formation, translating psychological reflection into spiritual revelation.

Faith-Based Coaching and Mentoring Models

Faith-based coaching aligns with the biblical concept of discipleship — guiding others toward divine purpose through accountability, prayer, and partnership. Unlike traditional counseling, coaching emphasizes forward movement, helping clients discover God’s design rather than merely diagnosing dysfunction.

In a Christian context, coaching becomes a ministry of encouragement and empowerment. Jesus modeled this approach with His disciples, asking transformative questions (“Who do you say that I am?”) that provoked reflection and growth. Modern coaching frameworks such as those taught by the International Coaching Federation (ICF) complement this approach by focusing on active listening, powerful questioning, and goal alignment — all adaptable for spiritual transformation.

When paired with Mezirow’s reflection model, faith-based coaching produces measurable behavioral change while preserving theological integrity. As Cloud and Townsend (1992) note, growth thrives in the context of grace and truth. The coach becomes a conduit of both — extending grace to nurture identity and speaking truth to provoke accountability.

Through the integration of adult learning theory, biblical mentoring, and spiritual coaching, *Wholeness Reimagined* creates a sustainable model for holistic discipleship that empowers individuals to think, feel, and live as whole persons.

Summary

The literature affirms that wholeness is both a divine design and a developmental journey. Scripture provides the blueprint, psychology provides the language, and education provides the framework. When these are harmonized under the guidance of the Holy Spirit, transformation becomes both practical and supernatural. *Wholeness Reimagined* stands at this intersection — where faith meets formation, and divine purpose meets human potential.

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SECTION 3:

HISTORICAL FOUNDATION

Overview of the Original Workbook

Origin and Inspiration

In the mid-to-late 1990s, *Wholeness: Mind, Body & Spirit* was born out of a deep burden I carried for young adults who were navigating the complexities of identity, self-worth, and moral development in a rapidly changing world. At that time, I was mentoring a small group of emerging adults through church programs, workshops, and community outreach. I noticed a common thread among them — they were spiritually aware but emotionally fragmented. Many loved God but struggled with focus, purpose, and the ability to live consistently from their faith in practical areas such as relationships, decision-making, and self-discipline.

This inspired me to create a structured workbook that could guide them into deeper self-understanding through a biblical lens. The 1990s were a decade of transition in youth culture — technology was emerging, moral values were being challenged, and the pace of life was accelerating. I felt a divine calling to write a resource that would serve as both a devotional and developmental guide. The result was *Wholeness: Mind, Body & Spirit*, a training manual designed to bridge faith and personal growth for ages 18 to 29.

Each chapter in the workbook was designed to meet the needs of a generation seeking direction, discipline, and divine connection. It invited young people to pause, reflect, and renew their commitment to God and themselves. The ultimate goal was not simply

education, but transformation — to teach that true success comes from a balanced and spiritually centered life.

Format and Educational Design

The structure of the original workbook was intentional and multi-layered. It mirrored a teaching rhythm that moved from concept to comprehension to application. Each major section — **Personal Development, Building Character, Setting and Achieving Goals**, and **Etiquette** — followed a consistent seven-part sequence:

- 1) **Vocabulary Words** – Introducing key terms to expand language, literacy, and understanding of moral and spiritual principles.
- 2) **Definitions** – Providing precise explanations to promote clarity of thought and alignment with biblical truth.
- 3) **Narrative Teaching** – Offering real-life stories, parables, or analogies to make principles relatable.
- 4) **Discussion Prompts** – Encouraging peer dialogue and self-expression to deepen learning.
- 5) **Review Questions** – Testing comprehension and reinforcing key lessons.
- 6) **Biblical Perspectives** – Connecting every principle to Scripture for moral grounding.
- 7) **Exercises & Application Projects** – Challenging students to live out what they learned through journaling, acts of service, and personal reflection.

This design combined intellectual engagement with spiritual reflection — an approach that was both pedagogical and pastoral. It reflected my belief that learning should touch the *whole person*: mind, body, and spirit.

Audience and Reach

The primary audience for *Wholeness: Mind, Body & Spirit* was **young adults between ages 18 and 29** — a demographic often described as “the in-between generation.” Many were transitioning from adolescence to adulthood, facing new responsibilities without clear moral anchors. The workbook gave them language to describe what they were feeling, faith to confront what they were facing, and structure to support their transformation journey.

The lessons were delivered in small group formats — through church youth fellowships, women’s ministries, and community workshops. The workbook provided young adults with spiritual vocabulary and life tools rarely offered in traditional Sunday school or secular personal development programs.

One particular student became the embodiment of the workbook’s purpose. She was a quiet, thoughtful young woman who had grown up in a broken home and struggled with low self-esteem. Through the guided exercises and self-evaluation projects, she began to see her worth through God’s eyes rather than through the lens of her past. Over several months, she completed every section, journaling her reflections and applying the lessons in her daily life. When she graduated from the program, her testimony was powerful: she had found direction, peace, and confidence in who God made her to be. Her success became the inspiration that confirmed the workbook’s impact and future potential.

Evaluation of the Original Program

Program Strengths -

The original *Wholeness: Mind, Body & Spirit* workbook had several defining strengths that made it both timeless and transformative:

1. Faith-Based Foundation:

Every lesson was rooted in Scripture and reinforced the understanding that true transformation flows from a relationship with God. This foundation gave the program moral authority and spiritual authenticity. It equipped students to discern truth amid a culture of confusion, anchoring them in biblical values such as integrity, humility, and perseverance.

2. Moral and Character Development:

The workbook placed strong emphasis on personal responsibility and ethical conduct. It taught students that character is the evidence of faith lived out daily — that honesty, purity, and self-control are not outdated virtues but enduring spiritual strengths.

3. Structured Learning Design:

The workbook's sequential, layered format created a logical and repeatable learning experience. Each module built upon the last, leading participants from self-awareness to skill development to faith integration. Its predictable rhythm gave learners confidence and continuity.

4. **Accessibility and Simplicity:**

The language and examples were accessible to both churched and unchurched audiences. It required no theological background, making it adaptable for different settings — from youth ministries to adult small groups.

5. **Holistic Perspective:**

Long before “holistic health” became a trend, the workbook recognized that emotional, physical, and spiritual wellness are interconnected. It encouraged exercise, self-care, and emotional reflection alongside prayer and Scripture meditation.

Through these strengths, the original *Wholeness* model cultivated transformation that was both personal and communal — touching hearts, reshaping mindsets, and nurturing lifelong faith.

Limitations of the Original Program

While the workbook was effective in its time, several limitations have emerged when viewed through the lens of today’s educational and cultural context:

1. **Lack of Technology Integration:**

In the 1990s, learning was paper-based and classroom-centered. The workbook’s design did not anticipate the digital revolution that now shapes how young adults communicate, learn, and connect. The absence of multimedia engagement — videos, podcasts, or interactive platforms — limited its scalability and adaptability for the modern learner.

2. Limited Trauma Awareness:

Though spiritually grounded, the workbook lacked the trauma-informed insights now considered essential in youth and adult education. It assumed readiness for growth without addressing underlying emotional wounds or psychological barriers that often impede transformation.

3. Cultural and Generational Shifts:

Since the 1990s, societal values and challenges have evolved dramatically. Conversations about identity, gender, race, and emotional well-being now require greater sensitivity and inclusivity. The original program, though moral and scriptural, did not account for the complexity of these modern realities.

4. Minimal Coaching and Reflection Practices:

The original design emphasized teaching and discipline but not as much on dialogue, coaching, or reflective questioning. It focused more on impartation than activation — on giving answers rather than facilitating discovery.

5. Limited Data and Outcome Tracking:

While qualitative testimonies proved its success, the program lacked formal evaluation tools, measurable outcomes, or long-term follow-up mechanisms to document growth over time.

Despite these limitations, the heart of *Wholeness: Mind, Body & Spirit* remains timeless: to help individuals live integrated lives grounded in faith, wisdom, and self-awareness. Its limitations have not diminished its value; rather, they have clarified the need for reimagining — creating a new model that merges biblical timelessness with contemporary relevance.

Conclusion of The Wholeness Workbook - Historical Foundation

The *Wholeness: Mind, Body & Spirit* workbook laid the groundwork for what has now become *Wholeness Reimagined (2025)* — a modern spiritual development model that integrates emotional intelligence, digital ethics, and holistic wellness with unchanging biblical principles. The foundation built in the 1990s provided structure and strength; the reimagined model adds flexibility and depth.

Looking back at the workbook’s origin reveals not only the faithfulness of God but the evolution of vision. What began as a simple church resource for moral growth has now become a transformational curriculum for global impact. The 1990s model planted the seed; *Wholeness Reimagined* nurtures the harvest. In the next section 4: Wholeness – I will reveal ten lessons from the original content that I was able to keep from first Wholeness project; this content still benefits participants today. I call these “Legacy Lessons.”

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SECTION 4:
WHOLENESS: PERSONAL DEVELOPMENT
(Original Content)

Legacy Lesson 1: Becoming the Best You

Introduction

The original *Wholeness: Mind, Body & Spirit* workbook began with the topic “*Becoming the Best You.*” Written in the late 1990s, it invited young adults to explore how faith in Christ shapes personal growth, purpose, and discipline. While the cultural context has shifted dramatically since that time, the message remains timeless: each individual is called to live authentically, stewarding their gifts with excellence and grace.

In this 2025 integration, the lesson is reframed to speak to a generation navigating identity, comparison, and digital overload — yet still searching for meaning and fulfillment. It carries the same truth as the original: becoming your best self begins with becoming *God’s* version of you. Here are our talking points for this Legacy Lesson – **Becoming the Best You.**

1. The Divine Blueprint for Self-Discovery

Becoming the best version of yourself does not begin with ambition — it begins with alignment. Psalm 139:14 declares, “*I praise You because I am fearfully and wonderfully made; Your works are wonderful, I know that full well.*” This verse reveals that wholeness is

not about striving to become someone better; it is about awakening to who you already are in God’s design.

In the original workbook, I wrote, “*You are a unique design, handcrafted by the Master Creator. No two fingerprints are alike; no two purposes are the same.*” This truth remains the cornerstone of Christian personal development. Today, neuroscience affirms what Scripture declared centuries ago — that identity and behavior are shaped by what we believe about ourselves (Van der Kolk, 2014).

In *Wholeness Reimagined*, this principle becomes the first lesson in self-awareness. Students are guided to replace external definitions of worth with internal conviction grounded in Scripture. A reflective prompt asks:

“What have I been taught to believe about myself that God never said?”

Through this reflection, learners discover that becoming their best self requires *unlearning* cultural lies and *relearning* spiritual truth.

2. Excellence Without Comparison

In 1998, I wrote, “*To be your best, stop looking at who others are and start looking at who you were created to be.*” This message is even more urgent in 2025, when social media tempts young adults to measure success by visibility rather than value. The pursuit of excellence must be rooted in purpose, not performance.

Philippians 3:14 provides a timeless framework: “*I press toward the mark for the prize of the high calling of God in Christ Jesus.*” Excellence, then, is not perfectionism but

persistence. It is the daily choice to grow in grace, steward gifts, and walk in integrity even when no one is watching.

To cultivate this mindset, participants complete a journaling activity called “*The Comparison Detox*.” They list three areas of life where they feel pressured to compete, then rewrite each with an affirmation rooted in truth (e.g., “I am uniquely equipped for my journey” or “My pace is perfect for God’s plan”).

As Daniel Goleman (1995) observed, emotional intelligence — especially self-awareness and self-regulation — is foundational for growth. When paired with spiritual identity, it frees believers to pursue excellence without envy and purpose without pride.

3. Building Daily Disciplines

One of the original workbook’s strengths was its practical, habit-based teaching. I emphasized the role of *discipline* as “the bridge between dreams and reality.” That principle still holds. However, modern research on habit formation (Clear, 2018) and emotional resilience affirms that discipline must now be framed as *grace-based consistency* rather than rigid rule-keeping.

Students are encouraged to adopt what the reimagined model calls the “*4Ds of Wholeness Practice*”:

Devotion – Begin the day aligning with God through prayer and Scripture.

Discipline – Structure time intentionally, avoiding distractions that drain energy.

Determination – Press forward even when motivation wanes.

Delight – Celebrate small wins as evidence of growth and grace.

This approach transforms discipline into delight, reminding learners that success is not instant but incremental. As Galatians 6:9 teaches, “*Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.*”

4. The Role of Self-Reflection

In the 1990s workbook, reflection was encouraged through weekly journaling prompts such as “*What did I learn about myself this week?*” This remains a cornerstone of spiritual growth. The 2025 edition deepens this practice by integrating the ICF Core Competency of **Evoking Awareness** — helping learners not only describe their behavior but discern the beliefs driving it.

A new guided activity called “*Mirror Moments*” invites students to write three affirmations that align with Scripture (e.g., “I am complete in Christ” – Colossians 2:10). They read these aloud daily for 21 days to rewire mental patterns and strengthen spiritual confidence.

As Cloud and Townsend (1992) observed in *Boundaries*, growth requires responsibility for one’s inner life. Reflection transforms reaction into revelation, allowing the Holy Spirit to renew the mind and reshape self-perception.

5. The Fruit of Becoming

Ultimately, *becoming the best you* is not about personal improvement but spiritual embodiment. It is about living in harmony with divine purpose and allowing the Holy Spirit to shape character, mindset, and action.

Romans 12:2 captures this transformative journey: “*Do not be conformed to this world, but be transformed by the renewing of your mind.*” Transformation occurs when knowledge becomes understanding, and understanding becomes obedience.

The outcome of this process is not achievement but alignment. A whole person does not chase success — they carry it. They become vessels of peace, creativity, and influence because they live from a place of inner balance.

My original lesson concluded with a charge that still resonates today:

“You are not waiting to become great — greatness is already within you. God placed it there. Your task is to develop it.”

That declaration remains the prophetic heart of *Wholeness Reimagined* — to awaken divine greatness in every student and guide them toward the fullness of their God-designed potential.

Suggested References

- Blackaby, H., & Blackaby, R. (1998). *Experiencing God: Knowing and Doing the Will of God*. B&H Publishing.
- Cloud, H., & Townsend, J. (1992). *Boundaries: When to Say Yes, How to Say No to Take Control of Your Life*. Zondervan.
- Clear, J. (2018). *Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones*. Avery.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.
- Scripture: Psalm 139:14; Philippians 3:14; Galatians 6:9; Romans 12:2; Colossians 2:10.

Legacy Lesson 2: Ten Ways to Build Confidence

When I first taught the *Wholeness: Mind, Body & Spirit* course in the late 1990s, one of the most popular topics was “*Ten Ways to Build Confidence*.” I can still remember the eager faces of young adults in my church and community groups — bright, gifted, full of potential, yet quietly wrestling with insecurity. Back then, I believed that confidence was something we *developed* through courage and practice. Today, after walking with God for many more years, I understand that true confidence is something we *receive* through revelation.

Confidence, as I now teach it, is not the absence of fear; it is the presence of faith. It’s knowing who you are and Whose you are, even when circumstances shake your sense of certainty. Over the years, I’ve updated these ten principles to align with both biblical truth and modern understanding of emotional resilience. They are as relevant now as they were decades ago — maybe even more so for this generation living in the glare of constant comparison and digital noise. Here are our talking points for Legacy Lesson 2 – Ten Ways to Build Confidence.

1. Believe What God Says About You

The foundation of all confidence is belief — not in your ability, but in God’s word concerning you. I remind myself daily that I am “fearfully and wonderfully made” (Psalm 139:14). When I believe what God says, my confidence is anchored in truth rather than performance. I encourage students to write down one Scripture each morning that speaks to their identity and say it aloud until their spirit believes it.

2. Accept Your Uniqueness

In the 1990s workbook, I wrote, “No one else can be you, so stop trying to be someone else.” That truth has not changed. God is not looking for duplicates; He delights in diversity. Your personality, perspective, and purpose were intentionally crafted for your assignment. Confidence grows when we celebrate what makes us distinct instead of apologizing for it.

3. Develop Daily Disciplines

Confidence doesn't come from perfection — it comes from consistency. Every time I honor my own word, I strengthen my sense of trust in myself. Whether it's keeping a commitment, completing a task, or maintaining prayer time, small victories build spiritual and emotional muscle. Galatians 6:9 reminds me, “Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up.”

4. Learn from Failure, Don't Fear It

Failure once intimidated me; now I see it as a teacher. Every mistake carries a message. Instead of labeling myself as inadequate, I ask, “*What is God showing me through this?*” Romans 8:28 assures me that “all things work together for good.” Confidence grows when I stop seeing setbacks as proof of weakness and start viewing them as opportunities for wisdom.

5. Guard Your Inner Conversation

What I tell myself matters more than what anyone else says about me. Scripture warns, “As a man thinketh in his heart, so is he” (Proverbs 23:7). Early in my journey, I learned that my inner dialogue often determined whether I moved forward or held myself back. I now practice replacing self-doubt with faith declarations. When I feel unqualified, I say, “Christ in me is the hope of glory” (Colossians 1:27).

6. Surround Yourself with Uplifting Voices

Confidence is contagious. The people we spend time with either fuel our faith or drain it. In my early teaching days, I told students, “Show me your friends and I’ll show you your future.” That principle still applies. I intentionally stay connected to people who speak life, challenge my growth, and remind me of my calling when I forget. Proverbs 27:17 says, “As iron sharpens iron, so one person sharpens another.”

7. Practice Presence and Gratitude

In the original workbook, I wrote about “being thankful for who you are.” Today, I see gratitude as a spiritual anchor that stabilizes confidence. When I pause to thank God for what’s right — even in seasons of uncertainty — I shift from fear to faith. Confidence is sustained when we practice being present in the moment rather than anxious about the future. Philippians 4:6–7 reminds me to pray with thanksgiving, and peace follows.

8. Step Outside Your Comfort Zone

Growth always requires stretching. Confidence does not come from comfort; it's built in courageous action. Each time I say yes to God's prompting — even when I don't feel ready — my confidence increases. I've learned that obedience unlocks ability. When Peter stepped out of the boat, he didn't walk on water by willpower but by faith in Jesus' word (Matthew 14:29). Confidence grows the same way — step by step, one act of faith at a time.

9. Speak Life Over Yourself

There was a time when I underestimated the power of words. But Proverbs 18:21 declares, "Life and death are in the power of the tongue." What we speak repeatedly becomes what we believe. I now make it a daily practice to bless my own life with my words. Instead of saying, "I can't," I say, "I can do all things through Christ who strengthens me" (Philippians 4:13). I encourage students to write affirmations that begin with, "I am becoming..." and watch how words transform mindset.

10. Stay Rooted in God's Love

Above all, confidence grows from knowing that I am deeply loved. When love is the root, fear loses its power (1 John 4:18). Early in my ministry, I used to strive for approval — to prove I was enough. But God taught me that confidence anchored in His love is unshakeable. Love frees me to show up authentically, to lead with humility, and to rest in who He created me to be.

Reflective Application: My Confidence Check

I often ask myself and my students:

- Which of these ten principles do I live out naturally?
- Which ones do I resist or overlook?
- What would change in my life if I practiced just one of them daily?

Confidence is built one courageous decision at a time. It's not about arriving at perfection but progressing toward wholeness. Every act of faith is a brick in the foundation of divine confidence.

Legacy Reflection

Looking back, I realize that these ten ways were more than practical steps — they were a spiritual roadmap for becoming whole. In 1998, I saw them as behavioral tools. In 2025, I see them as pathways of grace. Each principle is not only psychologically sound but biblically rooted, forming the emotional infrastructure for the life God designed.

I often tell my students, “Confidence is not found in comparison but in communion.” The more time we spend with God, the more we begin to see ourselves through His eyes — capable, chosen, and complete. That revelation remains the heartbeat of *Wholeness Reimagined*.

Suggested References

- Cloud, H., & Townsend, J. (1992). *Boundaries*. Zondervan.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.

- Blackaby, H. (1998). *Experiencing God: Knowing and Doing the Will of God*. B&H Publishing.
- Van der Kolk, B. (2014). *The Body Keeps the Score*. Penguin Books.
- Clear, J. (2018). *Atomic Habits*. Avery.
- Scripture: Psalm 139:14; Proverbs 23:7; Philippians 4:13; Philippians 4:6–7; 1 John 4:18; Galatians 6:9; Matthew 14:29.

Legacy Lesson 3: Personal Development Self-Evaluation Worksheet (Modernized Edition)

When I first created the below shown *Personal Development Self-Evaluation Worksheet* in the 1990s, I wanted young adults to take an honest look at their character, habits, and relationships. The original form asked a series of “yes or no” questions — simple but powerful. Over time, I realized that self-evaluation is not just about measuring performance; it’s about cultivating *awareness*.

In this newly modern version, I invite students to move beyond judgment and into discovery. Instead of labeling themselves as “good” or “bad,” they learn to observe patterns, explore motives, and align their hearts with truth. Growth begins when we can tell ourselves the truth in the light of grace. Here’s a copy of the Self-Awareness Assessment offered to students during our journey.

SELF-AWARENESS ASSESSMENT

Instructions for Use

Use this worksheet as a weekly reflection tool during the *Wholeness Reimagined* journey. Rate each statement from **1 (Rarely true)** to **5 (Consistently true)**, then spend time journaling about your insights and what God may be revealing.

At the end of each section, pause for prayer and invite the Holy Spirit to highlight one area He wants to strengthen next.

Section A: Identity & Inner Awareness

Statement	1	2	3	4	5
I know who I am in Christ and live from that identity daily.					
I view my life through the lens of purpose, not performance.					
I forgive myself easily and release regret quickly.					
I am comfortable acknowledging both my strengths and my struggles.					
I remind myself regularly that my value does not depend on others' opinions.					

 **Reflection Prompt:**

What beliefs about myself still need to be renewed by God's truth?

Section B: Habits & Daily Disciplines

Statement	1	2	3	4	5
I keep commitments I make to myself and others.					
I start each day with time for prayer, gratitude, or Scripture.					
I manage my time intentionally instead of reactively.					
I balance productivity with proper rest and renewal.					
I finish tasks I begin, even when motivation fades.					

 **Reflection Prompt:**

Which daily habits bring me closer to God's peace — and which habits drain my energy or joy?

Section C: Relationships & Communication

Statement	1	2	3	4	5
I express love and respect in my words and actions.					
I listen to others without interrupting or judging.					
I set healthy boundaries and honor those of others.					
I seek reconciliation quickly when conflict arises.					
I am intentional about surrounding myself with uplifting influences.					

 **Reflection Prompt:**

Who in my circle helps me live in wholeness — and who challenges my peace or focus?

Section D: Emotional & Spiritual Maturity

Statement	1	2	3	4	5
I pause to pray before reacting emotionally.					
I can name what I'm feeling and invite God into that space.					
I maintain hope and gratitude in difficult seasons.					
I respond to correction with humility, not defensiveness.					
I continually look for ways to serve others with joy.					

 **Reflection Prompt:**

How has the Holy Spirit been maturing my emotions and character lately?

Section E: Vision & Forward Focus

Statement	1	2	3	4	5
I have a clear sense of purpose for this season of my life.					
I set realistic goals and follow through on them.					
I take bold steps toward my calling, even when I feel afraid.					
I celebrate progress instead of waiting for perfection.					
I regularly review and adjust my goals in prayer.					

 **Reflection Prompt:**

What one area of focus would most honor God if I strengthened it this month?

Integrating Reflection into Wholeness Practice

Once students complete the worksheet, I encourage them to summarize their insights in a short journal entry titled “*What I’m Learning About Myself.*”

This practice transforms evaluation into revelation. It allows participants to see progress not as self-improvement, but as evidence of grace at work within them.

As I tell every student in ***Wholeness Reimagined***:

“You are not being graded; you are being grown.”

Each reflection is a conversation between the learner and the Lord, cultivating both accountability and encouragement — the essence of spiritual coaching.

Suggested References

- Cloud, H., & Townsend, J. (1992). *Boundaries*. Zondervan.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Van der Kolk, B. (2014). *The Body Keeps the Score*. Penguin Books.
- Clear, J. (2018). *Atomic Habits*. Avery.
- Scripture: Romans 12:2; Philippians 1:6; Proverbs 23:7; Galatians 6:9.

SECTION 4:
WHOLENESS: BUILDING CHARACTER
(Original Content)

Legacy Lesson 1: Integrity — The Foundation of Wholeness

When I wrote the *Building Character* section in the late 1990s, I began with Integrity because it is the foundation of everything else in life and leadership. Back then, I defined integrity as “*doing what’s right even when no one is watching.*” I still believe that — but over the years, I’ve come to see that integrity is not just about what we *do*, it’s about who we *are* when our faith and our choices align.

Integrity, for me, has become the practice of living in wholeness — being the same person in private that I am in public, the same person before God that I am before others. It is not perfection; it’s consistency. The Bible says in Proverbs 10:9, “*Whoever walks in integrity walks securely, but whoever takes crooked paths will be found out.*”

In my early teaching, I encouraged students to think of integrity as a mirror — something that reflects their true character. Today, I understand that this mirror is not meant to condemn but to *reveal*. It helps us see where we are misaligned so that we can grow in grace and truth.

1. Integrity Begins in the Heart

Character is not built overnight; it is formed in the quiet decisions we make daily. I used to teach that integrity means “telling the truth.” But now I see it as *being true* — true to God’s Word, true to your calling, and true to your design.

Psalm 15:2 says, “*He who walks uprightly, and works righteousness, and speaks the truth in his heart.*” Integrity begins inside, in the heart where motives are formed. I often ask myself, “Am I the same person when no one sees me as I am when everyone is watching?”

2. Integrity Builds Trust

When others know they can depend on your word, they see God’s character reflected in you. In the 1990s workbook, I asked students to list five people they trusted and why. Almost every reason came back to one word: *consistency*. Trust grows wherever consistency lives.

In today’s culture — with its social media filters, online personas, and carefully crafted images — integrity means being transparent. It’s choosing truth over popularity, accountability over appearance. Integrity may cost you temporary approval, but it earns eternal credibility.

3. Integrity and Leadership

Integrity has always been God’s qualification for leadership. Titles don’t make leaders — trust does. When I think of the many leadership roles I’ve held, I realize that every opportunity God opened for me came not from ambition but from *alignment*. When people trust your character, they trust your influence.

Young adults today are being called to lead early — in classrooms, in workplaces, even online. My prayer is that they understand what I learned the hard way: you can't separate character from calling. If you lose integrity, you lose your foundation.

4. When Integrity is Tested

Integrity is easy when life is comfortable; it's tested when pressure comes. Over the years, I've learned that tests of integrity are not punishments but invitations — God's way of strengthening our inner structure. In those moments, I pray, "Lord, make my heart steady before You."

James 1:4 says, "*Let perseverance finish its work so that you may be mature and complete, not lacking anything.*" When integrity is tested, perseverance is born. I remind students that the goal of integrity is not to be perfect, but to be *proven*.

5. Living Whole in a Fractured World

The modern world is fragmented — full of contradictions between values and actions. Living with integrity means refusing to live divided. It means showing up authentically in every environment, whether in church, at work, or online. I tell my students: "If it costs you your peace, it's not integrity."

True wholeness is when your words, thoughts, and behaviors all tell the same story. That is integrity — and that is freedom.

Legacy Reflection

When I look back at what I wrote on Integrity in the 1990s, I smile. The message was simple then, but it is sacred to me now. I see integrity not as a moral checklist, but as spiritual alignment. It's being undivided in heart, undistracted in purpose, and unashamed of truth.

Integrity keeps us rooted when everything else is shaking. It holds us steady in seasons of transition. And it reminds me daily that who I am in Christ is far greater than what I do for Him.

Suggested References:

- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.
- Keller, T. (2013). *Every Good Endeavor: Connecting Your Work to God's Work*. Dutton.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Scripture: Proverbs 10:9; Psalm 15:2; James 1:4; 1 Chronicles 29:17.

Legacy Lesson 2: Responsibility — Owning the Gift of Your Life

When I first wrote the *Building Character* section of my workbook, I taught that responsibility was about doing what you are told, following through, and being dependable. It was a simple message then, aimed at helping young adults develop discipline and reliability. But as I've grown, I've discovered that responsibility goes far deeper than duty — it's about **stewardship**.

Responsibility is not just doing what's expected; it's owning the gift of your life. Everything God has entrusted to me — my time, my mind, my relationships, my purpose — is a sacred assignment. To be responsible means to respond faithfully to what God has given, no matter how small it seems. Luke 16:10 says, "*Whoever can be trusted with very little can also be trusted with much.*"

1. Responsibility is Stewardship

Early in my ministry, I used to equate responsibility with hard work. I taught my students, "Show up on time, do your best, and don't quit." Those truths still matter, but now I see that true responsibility is about *how* I manage what's in my hands — not just what I do, but how I carry it.

Everything I have belongs to God. My body, my words, my work, my influence — all of it is on loan from Him. That perspective changes everything. Responsibility is not a burden; it's an act of worship. Colossians 3:23 says, "*Whatever you do, do it heartily, as to the Lord and not unto men.*" When I handle life that way, even the smallest tasks become expressions of love and gratitude.

2. Responsibility and Freedom

I used to tell young adults that responsibility and freedom go hand in hand — but today, I understand that they are two sides of the same coin. Freedom without responsibility becomes chaos; responsibility without freedom becomes bondage. God designed us to live in the balance of both.

When I take responsibility for my thoughts, my emotions, and my actions, I experience freedom. No longer am I blaming others for my delays or my disappointments. I become an active partner with God in shaping my life. That’s what it means to walk in maturity— to stop waiting for someone else to fix what God has called me to steward.

This generation, especially, faces a challenge in this area. The world teaches convenience, not commitment. Yet every great calling requires ownership. When I teach responsibility now, I remind students that growth happens when they shift from asking, “*Who’s to blame?*” to “*What can I learn?*” and “*How can I respond with excellence?*”

3. Responsibility in Relationships

One of the most challenging lessons I’ve learned is that being responsible also means being accountable — not just for what I do, but how I affect others. My words, tone, and presence all carry weight. In the 1990s, I taught that responsibility meant doing your chores or showing up for class on time. Today, I teach that it’s about showing up *with integrity and empathy*.

Ephesians 4:29 instructs us, “*Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up.*” Every conversation is an opportunity

to plant life or drain it. I have learned that when I take responsibility for the atmosphere I bring — whether at home, at work, or in ministry — I become an instrument of peace.

Being responsible in relationships means owning my influence. It means apologizing quickly, listening deeply, and honoring the image of God in others. The more I walk with Christ, the more I realize that maturity is not measured by how I react, but by how I respond.

4. Responsibility as a Pathway to Purpose

Responsibility is what turns potential into purpose. I often tell students, “You can’t manage what you don’t own.” Taking ownership of your spiritual growth, your dreams, and your decisions is what opens the door to destiny.

In *Wholeness Reimagined*, we practice a principle I call **Purpose Accountability** — the idea that God doesn’t bless what we won’t take ownership of. Every calling requires stewardship. Whether it’s writing a book, leading a ministry, or managing your health, God’s favor flows through faithfulness.

I once asked a group of students, “If God gave you a gift, would you take care of it?” Of course, they said yes. Then I asked, “What if that gift was *you*?” The room fell silent. Responsibility starts when we begin to value our own lives as sacred gifts worthy of care and attention.

5. When Responsibility Feels Heavy

There were times when I carried too much — trying to handle everything alone. Over the years, I’ve learned that responsibility doesn’t mean isolation. It means partnership with

God. Matthew 11:28–30 reminds me that His yoke is easy and His burden is light. Responsibility without grace becomes legalism; responsibility with grace becomes freedom. The key is learning to partner, not perform. I often pray, “Lord, teach me to carry what’s mine and release what’s not.” That prayer keeps me grounded and balanced.

Legacy Reflection

When I look back at the original lesson on Responsibility, I see that what began as a simple call to “do the right thing” has matured into a life principle: *faithful stewardship produces divine increase*. Responsibility is not a chore — it’s an honor. Each day, I have the privilege to respond to God’s trust in me. That’s what the word “responsibility” really means — *the ability to respond*. My prayer for this new generation is that they would see their lives as assignments from heaven and treat every opportunity, every resource, and every relationship with care. Because when we are faithful with what we have, God can trust us with more.

Suggested References:

- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Keller, T. (2013). *Every Good Endeavor*. Dutton.
- Scripture: Luke 16:10; Colossians 3:23; Ephesians 4:29; Matthew 11:28–30.

Legacy Lesson 3: Respect — Honoring God, Yourself, and Others

When I first taught *Building Character* in the 1990s, I defined respect as “*treating others the way you want to be treated.*” It was simple, practical, and rooted in the Golden Rule from Matthew 7:12. But over time, I’ve learned that respect is more than manners or politeness — it’s about *recognition*.

To respect someone is to recognize the image of God within them. It’s to honor what He created as valuable. That includes not only how I treat others but also how I treat myself and how I honor God in every word, thought, and action. Respect is the atmosphere where love, trust, and peace can thrive. Here are our talking points for Legacy Lesson 3 – **Honoring God, Yourself, and Others**.

1. Respect Begins with Reverence

The foundation of all respect is reverence for God. When I revere God, I begin to value what He values. That means respecting His Word, His timing, and His creation — including the people around me. Proverbs 9:10 says, “*The fear of the Lord is the beginning of wisdom.*” Reverence births humility, and humility produces true honor.

In my early lessons, I used to tell students, “When you respect God, you’ll automatically respect people.” That truth still holds. Reverence for God teaches me to speak kindly, to forgive quickly, and to handle others’ hearts with care. Respect, in its truest form, is an act of worship — it reflects our awareness of God’s presence in every interaction.

2. Respect for Self

In those early workbook days, I focused on outward respect — things like posture, speech, and dress. Those still have value, but I now understand that self-respect begins *within*. How I think about myself determines how I show up in the world.

Romans 12:3 tells us, *“Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment.”* That means balance — not arrogance, but also not self-hate. Respecting myself means honoring the way God made me — body, soul, and spirit.

When I speak negatively about myself, I dishonor the Creator. Today, I encourage students to replace self-criticism with gratitude. Instead of saying, “I’m not enough,” we declare, “I am God’s workmanship, created for good works” (Ephesians 2:10).

Self-respect looks like caring for your body as a temple of the Holy Spirit, protecting your peace, and setting boundaries that preserve your well-being. It’s not pride; it’s stewardship.

3. Respect for Others

Respecting others means recognizing the divine imprint in every person — even when I disagree with them. It means choosing compassion over contempt. In the 1990s, I used to say, “Respect is not earned; it’s extended.” I still believe that. We don’t show honor because others are perfect; we show honor because God says they are made in His image (Genesis 1:27).

In today’s world, respect has become rare. Online platforms have made it easy to criticize, compare, or cancel one another. But Christ calls us higher. Ephesians 4:2–3

reminds us to “*be completely humble and gentle; be patient, bearing with one another in love.*”

Respect shows up in how I listen, how I disagree, and how I respond when someone wrongs me. It’s choosing restraint instead of reaction, grace instead of gossip, and understanding instead of assumption.

4. Respect in Communication

One of the most powerful ways to demonstrate respect is through our words. Proverbs 15:1 teaches, “*A gentle answer turns away wrath, but a harsh word stirs up anger.*” I’ve learned that respectful communication is not about always agreeing — it’s about always honoring.

In *Wholeness Reimagined*, I teach a practice called **The Pause Principle** — learning to pause before responding. This simple act can save relationships and prevent regret. When I pause, I give space for wisdom to speak instead of emotion.

Respect also shows up in how I listen. Listening is love in action. When I listen to understand rather than to respond, I create an atmosphere of dignity. People may forget what I say, but they will always remember how I made them feel — valued or dismissed.

5. Respect Across Differences

Back in the 1990s, my lessons on respect focused mostly on peers, parents, and teachers. Today, I see that respect must expand to include cultural humility, diversity, and generational differences.

Each person's background carries a story. As I've grown, I've learned that understanding others doesn't mean compromising truth — it means seeing through the eyes of Christ. Respect invites unity without requiring uniformity.

Romans 12:10 says, *“Be devoted to one another in love. Honor one another above yourselves.”* When we live by that verse, we create bridges where walls used to be.

6. Respect in Digital Spaces

Respect in 2025 must include digital citizenship. Our words online carry the same moral weight as those spoken aloud. Before posting, sharing, or commenting, I now ask myself, *“Does this reflect the heart of Christ?”*

Respecting others online means guarding my witness. Every click is a choice between light and shadow. As believers, we have an opportunity to be digital disciples — modeling love, truth, and restraint in a world addicted to outrage.

Legacy Reflection

Looking back, I realize that respect has matured from a rule of behavior to a rhythm of the Spirit. It is no longer about trying to appear polite; it's about living aware — aware of God's presence, aware of my worth, and aware of the sacredness of every person I meet.

Respect creates peace in relationships, unity in communities, and humility in leadership. It invites the Holy Spirit to dwell among us because it mirrors heaven's culture.

I often remind my students: “*You can’t love what you don’t respect, and you can’t respect what you don’t see as valuable.*” When we learn to see others through God’s eyes, respect becomes not just an action — it becomes our nature.

Suggested References:

- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.
- Tannen, D. (1998). *The Argument Culture: Stopping America’s War of Words*. Random House.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Scripture: Matthew 7:12; Proverbs 15:1; Romans 12:10; Ephesians 2:10; Ephesians 4:2–3; Genesis 1:27.

Legacy Lesson 4: Self-Control — Mastering the Power Within

When I first wrote *Building Character* in the 1990s, I taught that *self-control* meant keeping your temper, thinking before you speak, and avoiding negative influences. I was teaching from a place of wisdom I had learned through experience — that discipline protects destiny. But now, decades later, I understand that self-control is not just about restraint; it's about *governance*.

Self-control is the fruit of the Holy Spirit that allows me to manage the power within me so that it serves the purposes of God. Galatians 5:22–23 reminds us, “*The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.*” The more I walk in step with the Spirit, the more control I gain over impulses, attitudes, and emotions that once controlled me.

1. Self-Control is Spirit-Control

I used to believe that self-control depended solely on willpower — that if I tried hard enough, I could master every habit or emotion. But true transformation doesn't come from willpower; it comes from *Spirit power*.

Romans 8:6 says, “*The mind governed by the Spirit is life and peace.*” When the Holy Spirit leads, my emotions become steady, my responses become wise, and my habits become healthy. Self-control isn't suppression — it's surrender. It's letting the Spirit take the driver's seat in my thoughts and decisions.

Every day, I ask, “Holy Spirit, help me to govern myself so I can represent You well.” That simple prayer has become a cornerstone of my wholeness.

2. Managing Emotions with Grace

In my early workbook lessons, I included activities about “keeping your cool” or “counting to ten before reacting.” Those practices still help, but I’ve learned that emotions are not enemies to silence — they are signals to understand.

When I feel anger, frustration, or fear rising, I pause and ask, “What truth am I missing right now?” That shift turns reaction into revelation. James 1:19–20 teaches, “*Everyone should be quick to listen, slow to speak and slow to become angry, because human anger does not produce the righteousness that God desires.*”

Self-control gives me the ability to *respond* rather than *react*. It creates space for the Holy Spirit to speak before I do.

3. Self-Control in Speech

Words are one of the greatest tests of maturity. Proverbs 18:21 says, “*Death and life are in the power of the tongue.*” I’ve learned that emotional discipline and verbal restraint are inseparable.

In the 1990s, I encouraged young adults to “think before you speak.” Today, I remind them to “pray before you post.” Our digital era demands spiritual discipline like never before. What we write, share, or say can either build bridges or burn them.

In *Wholeness Reimagined*, I teach an exercise called **Speak Life Statements** — pausing before responding and asking, “*Will this build up, tear down, or bring peace?*” Practicing that question helps me live out Proverbs 15:28: “*The heart of the righteous weighs its answers.*”

4. Self-Control in Habits and Desires

Self-control also governs our appetites — what we consume physically, mentally, and emotionally. Whether it’s food, entertainment, social media, or spending, everything I allow into my life shapes me.

In the original workbook, I listed practical habits for discipline: “eat healthy,” “get enough rest,” “avoid harmful influences.” Today, I understand those habits through a deeper lens — stewardship of my body as God’s temple (1 Corinthians 6:19–20).

When I practice self-control in my habits, I create space for holiness to thrive. It’s not about deprivation but alignment — aligning my desires with God’s design. I often remind students: *“If it dulls your discernment, it’s not worth it.”*

5. Self-Control as Strength

Many people mistake gentleness and self-restraint for weakness, but I’ve learned that true strength is measured by what you can govern. Proverbs 16:32 says, *“Better a patient person than a warrior, one with self-control than one who takes a city.”*

When I choose peace instead of reaction, patience instead of pride, and forgiveness instead of fury, I’m demonstrating divine strength. It takes more courage to rule your spirit than to conquer your circumstances.

Self-control gives you authority over yourself so that nothing else — no habit, no emotion, no distraction — can rule you. That’s not control born of fear; it’s freedom born of faith.

6. *Renewing the Mind*

Self-control is sustained by renewal. Romans 12:2 reminds us, “*Be transformed by the renewing of your mind.*” Every day, I have to reset my thoughts, detox my emotions, and refresh my focus.

In the *Wholeness Reimagined* program, I ask participants to journal this prompt weekly:

“What am I giving control of my mind to — God’s truth or my feelings?”

This practice keeps the heart aligned with heaven’s perspective. Over time, it produces maturity — not by force, but by fellowship with the Holy Spirit.

Legacy Reflection

When I think back on how I used to teach self-control, I realize it was all about behavior management. Today, it’s about spirit mastery. I no longer see self-control as a list of “don’ts” but as a lifestyle of alignment.

The Holy Spirit empowers us to walk in balance — not too rigid, not too reckless. That’s where freedom lives. Self-control is not about holding yourself back; it’s about holding yourself together through the power of grace.

I tell my students often: “*You can’t control everything that happens around you, but you can control what happens in you.*” That’s the essence of wholeness — governing your inner world so that your outer world reflects peace.

Suggested References:

- Bridges, J. (2006). *The Pursuit of Holiness*. NavPress.
- Willard, D. (2002). *Renovation of the Heart: Putting on the Character of Christ*. NavPress.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Scripture: Galatians 5:22–23; Romans 8:6; James 1:19–20; Proverbs 16:32; 1 Corinthians 6:19–20; Romans 12:2.

SECTION 4: WHOLENESS

SETTING AND ACHIEVING GOALS

(Original Content)

Legacy Lesson 1: Purpose Alignment — Living in Sync with God’s Design

When I first wrote the Setting and Achieving Goals section of Wholeness: Mind, Body & Spirit, I focused on helping young adults create written goals — spiritual, personal, educational, and career-related. I believed that clarity and commitment were the keys to success. That truth remains, but today, I understand something deeper: purpose must precede planning. Without purpose, goals become projects; with purpose, goals become pathways to destiny. In the 1990s, I taught students to “write the vision and make it plain” (Habakkuk 2:2). That message still stands strong, but now I also teach that before you write the vision, you must receive it. Purpose isn’t invented — it’s revealed. It’s the divine “why” behind every “what.”

1. Purpose as a Foundation for Goals

Every decision I make must align with who God created me to be. Purpose alignment means asking not just, “What do I want to achieve?” but “Why does this matter to God’s plan for my life?”

Romans 8:28 reminds us that “all things work together for good to them that love God, to them who are called according to His purpose.” That verse tells me that purpose is not optional — it’s the framework for wholeness.

When my goals align with divine purpose, I feel peace even when progress seems slow. Peace is always a sign of alignment; anxiety is a sign of misalignment.

2. Discovering the “Why” Within

Back then, I taught goal-setting as a series of steps — define it, write it, work it. Now, I start with reflection: “What fuels my heart? What burden won’t leave me alone? What dream honors God and serves others?”

Those questions reveal calling. When purpose becomes personal, discipline becomes natural. You no longer chase success — you steward assignment.

I encourage students to complete a “Purpose Alignment Map,” identifying three areas:

- Calling: What problem were you born to help solve?
- Competence: What strengths or skills do you naturally excel in?
- Conviction: What values do you refuse to compromise?

When these three intersect, you’ve found your divine lane.

3. From Goals to Growth

In the 1990s, I told students, “Goals give direction.” That is still true — but growth gives endurance. Purpose alignment helps us set goals that stretch us without breaking us.

In Wholeness Reimagined, we use the concept of SPIRIT Goals — an upgrade to the traditional SMART model.

S – Spirit-Led: Does it align with God’s Word and peace?

P – Purpose-Driven: Is it connected to my divine assignment?

I – Intentional: Is there a clear plan of action?

R – Relational: Does it serve others and build community?

I – Impact-Focused: Will it advance Kingdom influence?

T – Time-Bound: Is there a window for accountability?

When goals flow from this framework, they are not just measurable — they are meaningful.

4. Obstacles as Opportunities

I remember teaching about “overcoming excuses.” Today, I frame that as embracing obstacles as opportunities for revelation. Every setback carries a message. Sometimes God delays our goals to deepen our character.

James 1:4 says, “Let patience have her perfect work.” That means I can rest knowing that divine timing is part of divine alignment. I often remind students that delay does not mean denial — it’s just development.

5. Purpose Alignment and Peace

When my goals are misaligned, I feel scattered; when they’re aligned, I feel settled. Peace has become my compass. Philippians 4:7 describes it as “the peace of God, which

transcends all understanding, guarding your hearts and minds in Christ Jesus.” Today, I help students use peace as a decision-making tool. If you lose peace pursuing a goal, pause — alignment may have shifted. God’s will is never frantic; it is always fruitful.

Legacy Reflection

When I first created the “Goal Setting” lessons, I wanted to inspire productivity. Now, I want to cultivate purpose. My understanding has matured: success is not hitting every target — it’s staying aligned with heaven’s plan.

Purpose alignment is the heartbeat of wholeness. It integrates calling, clarity, and contentment into one divine rhythm. I now teach that goals are not destinations but discipleship tools — ways God shapes our obedience, focus, and faith.

My prayer for every reader is simple: “May your goals serve your purpose, and may your purpose serve God.”

Suggested References:

Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.

Keller, T. (2013). *Every Good Endeavor: Connecting Your Work to God’s Work*. Dutton.

Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.

Blackaby, H. (1998). *Experiencing God*. B&H Publishing.

Scripture: Habakkuk 2:2; Romans 8:28; James 1:4; Philippians 4:7.

Legacy Lesson 2: Vision Casting — Seeing What God Sees

When I first wrote the *Setting and Achieving Goals* section in the 1990s, I encouraged students to dream big, plan wisely, and “see themselves there before they arrived.” At the time, I viewed vision as imagination guided by faith — and I still do. But I’ve come to understand that real vision is more than seeing your future; it’s *seeing from God’s perspective*.

Vision casting is not about creating an image of success. It’s about catching a revelation of purpose. It’s the moment when heaven downloads clarity to your heart about who you are, why you exist, and what you’re called to do. Proverbs 29:18 says, “*Where there is no vision, the people perish.*” But the original Hebrew word for “vision” (chazon) means *divine revelation*. Without revelation, we wander; with it, we walk with direction and confidence.

1. Vision is Revelation, Not Imagination

I used to teach that vision comes from setting goals and picturing yourself succeeding. That still matters — but the foundation has changed. True vision begins with *seeking God*, not just setting goals.

When I pray and spend time in His Word, He begins to unveil what He already sees for my life. That revelation doesn’t come all at once. Sometimes it’s a glimpse, a word, or a burden that grows stronger over time. Habakkuk 2:2–3 reminds me to “*write the vision and make it plain... for the vision is yet for an appointed time.*”

I've learned to treasure the "in-between" — those moments when vision is still forming. They are proof that God is working even when I can't see the full picture yet.

2. From Sight to Insight

Sight is natural; vision is spiritual. Sight sees what is; vision sees what can be. I've walked through seasons where sight told me, "You've reached your limit," but vision whispered, "This is only the beginning."

Vision calls us higher than our current circumstances. It invites us to think like Kingdom builders, not just dreamers. In *Wholeness Reimagined*, I teach students to practice **Kingdom Visualization** — prayerfully imagining what it looks like for God's promises to manifest in their lives, families, and communities.

This exercise trains the heart to interpret reality through faith. It transforms daydreaming into destiny-mapping.

3. Vision with Values

In my early workbook lessons, I encouraged young people to pursue vision with passion. But passion without values becomes reckless. Over the years, I've learned that what sustains a God-given vision is not excitement — it's character.

Vision must always align with values. If my vision leads me away from integrity, humility, or love, it's not from God. Philippians 2:5 reminds us, "*Let this mind be in you which was also in Christ Jesus.*" That's the heart of vision casting — not self-exaltation, but transformation into Christ's likeness.

When I align vision with values, my ambition becomes service, and my success becomes stewardship.

4. The Power of Written Vision

I still believe in writing down goals, but now I encourage students to write **vision statements** instead of mere to-do lists. A vision statement answers three key questions:

1. What do I see God doing through me?
2. Who will be impacted by my obedience?
3. What change will remain when I'm gone?

When I wrote my first vision statement decades ago, I never imagined that *Wholeness: Mind, Body & Spirit* would one day become a doctoral project — yet that's the power of written vision. Words create direction. Written vision builds accountability, focus, and faith.

5. Guarding Vision Against Distraction

Every vision will face distraction and delay. I've learned to protect mine by staying focused on the "why." Distraction often disguises itself as opportunity. Not everything good is God.

In moments of delay, I revisit my journal and ask, "Did God say this?" If He did, then my job is to stay faithful until fulfillment comes. Isaiah 55:11 assures me that "*God's Word will not return void.*"

Vision casting is not about striving — it’s about stewarding revelation with patience, prayer, and persistence.

6. Casting Vision for Others

As I’ve grown, vision has become less about *my* future and more about helping others see theirs. Leadership is vision-sharing — seeing potential in others and calling it forth.

I often ask my students, “Who needs to see what you see?” Vision multiplies when shared. God never gives vision for personal glory; He gives it to build His Kingdom through collaboration and community.

When I see others walk boldly in their own divine assignments, I know the vision is expanding beyond me — and that’s the mark of legacy.

Legacy Reflection

Looking back, I realize that vision casting has evolved from personal ambition to prophetic stewardship. What began as “dreaming big” has become “believing bigger.”

The greatest lesson I’ve learned is this: **vision is not something you chase — it’s something you carry.** When you walk with God, the vision unfolds step by step.

I tell my students now: “Don’t just see your future — *see it through God’s eyes.*” When you do, you’ll not only fulfill your goals; you’ll transform your world.

Suggested References:

- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.

- Keller, T. (2013). *Every Good Endeavor*. Dutton.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Scripture: Proverbs 29:18; Habakkuk 2:2–3; Isaiah 55:11; Philippians 2:5.

Legacy Lesson 3: Accountability — Walking with Purpose and Partnership

When I first created the *Setting and Achieving Goals* section of *Wholeness: Mind, Body & Spirit*, I ended with the topic of accountability. At the time, I described it simply as “being dependable and following through.” But over the years, I’ve come to understand accountability as something far more sacred — it’s about *partnership with purpose*.

Accountability is not about control or correction; it’s about connection. It’s what keeps us grounded when the excitement of a new goal fades or when life becomes heavy. In my journey, accountability has been the guardrail that kept me steady and the encouragement that kept me moving forward.

1. Accountability Begins with God

Before accountability is about people, it’s about *presence*. Every assignment I carry, every dream I pursue, begins in partnership with God. He is the One who entrusts the vision, and He is the One to whom I give account.

Romans 14:12 says, “*So then, each of us will give an account of ourselves to God.*” That verse no longer frightens me — it frees me. It reminds me that God cares enough about my purpose to measure my faithfulness, not just my performance.

When I rise each morning and ask, “Lord, what would You have me do today?” I am practicing spiritual accountability — aligning my daily steps with divine direction.

2. The Power of Godly Relationships

In my early workbook lessons, I encouraged students to find an “accountability partner.” Today, I teach that accountability is not just having someone watch over you — it’s walking *with* someone who calls out your greatness.

Ecclesiastes 4:9–10 says, “*Two are better than one, because they have a good return for their labor. If either of them falls down, one can help the other up.*” God never designed us to pursue destiny alone. True accountability is mutual encouragement — not judgment, but sharpening.

In *Wholeness Reimagined*, I introduce a practice called **Purpose Pairing** — partnering with someone who shares your values and commitment to growth. These partnerships provide support, truth, and prayer through every stage of transformation.

3. Accountability as a Mirror

Accountability holds up a mirror so we can see what we may miss on our own. It’s not meant to shame us but to shape us. Proverbs 27:17 says, “*As iron sharpens iron, so one person sharpens another.*”

I’ve had mentors, friends, and spiritual leaders who lovingly pointed out blind spots or encouraged me when I was tempted to give up. At times, their words challenged me, but those moments produced the deepest growth. I’ve learned that accountability without humility leads to offense; accountability with humility leads to maturity.

I now remind students that accountability is not about perfection — it’s about progression. It’s being willing to ask, “How am I doing?” and “Where can I grow?”

4. The Role of Accountability in Wholeness

Wholeness cannot happen in isolation. We heal in community. I used to believe that being responsible meant doing everything by myself. Now, I know that maturity means inviting others into the process.

In group coaching sessions, I often ask students to create **Accountability Covenants** — written commitments that outline their spiritual, emotional, and professional goals, along with who will help them stay on track. These covenants turn good intentions into consistent action.

When we invite others to walk beside us, we exchange pride for partnership. And partnership is the soil where purpose grows strong.

5. Accountability and Transparency

The older I get, the more I realize that hiding our struggles keeps us bound. James 5:16 says, *“Confess your faults one to another, and pray one for another, that ye may be healed.”* Healing and honesty walk hand in hand.

I’ve learned to be open about my weaknesses because it gives others permission to grow too. Transparency invites transformation. The moment I stop pretending to have it all together is the moment grace can begin its perfect work in me.

Accountability creates that safe space — where confession meets compassion and growth becomes possible.

6. Staying Accountable to the Vision

Finally, accountability is what helps us finish what we start. Every great dream faces discouragement. But when I know someone is praying for me, checking on me, or waiting to see the fruit of what I promised to do, I'm reminded that my vision is not just for me — it's for others too.

Galatians 6:9 encourages us, *“Let us not be weary in well-doing, for in due season we shall reap, if we faint not.”* Accountability gives endurance to the weary and direction to the distracted. It keeps the “why” alive when the “how” feels hard.

Legacy Reflection

Looking back, I see that accountability has been the anchor of my journey — not because it held me down, but because it held me steady.

In the 1990s, I taught responsibility as doing your part. Now, I teach accountability as *walking in alignment with others and with God*. It is the bridge between potential and purpose, intention and impact.

I tell my students, “Your destiny is too great to do alone.” Accountability transforms goals into growth and relationships into revival. It's how we walk in wholeness — together, not apart.

Suggested References:

- Cloud, H., & Townsend, J. (1992). *Boundaries: When to Say Yes, How to Say No to Take Control of Your Life*. Zondervan.
- Covey, S. R. (1989). *The 7 Habits of Highly Effective People*. Simon & Schuster.

- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.
- Blackaby, H. (1998). *Experiencing God*. B&H Publishing.
- Scripture: Romans 14:12; Ecclesiastes 4:9–10; Proverbs 27:17; James 5:16; Galatians 6:9

SECTION 4:
WHOLENESS: ETIQUETTE
(Original Content)

Condensed Summary from the 1990s Workbook

When I first wrote the *Etiquette* section of *Wholeness: Mind, Body & Spirit*, my goal was to help young adults understand that manners are more than social polish — they are spiritual posture. How we treat others reflects how we value God’s image in them.

In those days, I taught lessons on personal appearance, introductions, phone and letter etiquette, and social courtesy. We practiced how to greet others with confidence, how to write thank-you notes, and how to show honor in the workplace and church. Though much has changed since then — from technology to communication styles — the essence of those teachings remains timeless.

True etiquette is rooted in love, humility, and grace. It’s not about impressing people; it’s about expressing respect. Whether in person or online, believers are called to “let [their] conversation be always full of grace” (Colossians 4:6).

While our 2025 update now speaks of *digital citizenship, professionalism, and cultural humility*, these are simply modern expressions of the same truth: that excellence in behavior begins in the heart.

I keep this section in *Wholeness Reimagined* as a nod to where we began — a reminder that refinement, respect, and reverence are eternal virtues that never go out of style.

Suggested References:

- Forni, P. M. (2002). *Choosing Civility: The Twenty-Five Rules of Considerate Conduct*. St. Martin's Griffin.
- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership*. Thomas Nelson.
- Scripture: Colossians 4:6; Proverbs 22:1; Romans 12:10.

SECTION 5:

WHOLENESS REIMAGINED

(2025 Updated Model)

Overview

When *Wholeness: Mind, Body & Spirit* was first developed in the late 1990s, its primary aim was to help young adults discover balance and moral excellence through biblical principles and character-building exercises. The program met a real need at that time—helping youth integrate faith and personal development in an era that emphasized discipline, manners, and moral values. But the world has changed. Today’s young adults are navigating a new landscape of identity questions, digital overload, emotional exhaustion, and spiritual fragmentation. The *Wholeness Reimagined* model emerges in response to that new reality, offering a 21st-century pathway to spiritual, emotional, and intellectual restoration.

In this modernized version, *Wholeness Reimagined* moves beyond information into transformation. It incorporates contemporary insights from emotional intelligence, trauma-informed discipleship, and positive psychology while maintaining its biblical foundation. Each module—**Identity, Character, Goals, and Etiquette**—is infused with scriptural depth, self-reflection exercises, and coaching-inspired learning methods that invite students to become active participants in their own growth journey. The purpose is no longer just to *teach wholeness* but to *activate it* within each student through revelation, practice, and accountability.

The 2025 framework introduces a blended approach to learning that reflects how today’s young adults engage with information. It combines personal reflection, group dialogue, multimedia learning, and digital journaling prompts to help participants internalize principles and see measurable change. Each lesson connects biblical truth to real-world application—addressing relevant challenges such as social media identity, anxiety management, cultural diversity, and professional etiquette in both physical and virtual spaces. By weaving together Scripture, scholarship, and self-awareness, the program equips learners to live out holistic excellence in a way that honors God and influences society.

New 2025 Framework - Overview

Original Section	2025 Redesign	Key Additions
Personal Development	<ul style="list-style-type: none"> • Identity • Emotional • Intelligence • Mental Health • Spiritual Growth 	Mind renewal, mindfulness, and emotional literacy
Building Character	<ul style="list-style-type: none"> • Integrity • Resilience • Compassionate Leadership 	Fruit of the Spirit; EQ skills
Setting & Achieving Goals	<ul style="list-style-type: none"> • Purpose Alignment • Vision Casting • Accountability 	SMART + FAITH goals; overcoming fear / procrastination
Etiquette <i>(renamed “Professionalism, Etiquette, and Digital Citizenship” in the new model)</i>	<ul style="list-style-type: none"> • Digital Citizenship • Professionalism • Cultural Humility 	Social media conduct, respect, grace-based communication

Faith Integration

Romans 12:2, Galatians 5:22–23, Habakkuk 2:2

- Significance to Christian education and coaching
- Definition of key terms (wholeness, mind, body, spirit, transformation)

Appendix of Exercises & Tools

- More than 20 various engaging assessments, challenging and profound coaching questions, journaling and reflection prompts, along with case studies and peer discussions that can be used in a group setting or with individual participants.

At its core, *Wholeness Reimagined* redefines success as alignment with divine purpose. It teaches that true wellness is not achieved through self-help or performance but through abiding in Christ—the Source of peace, identity, and transformation. This generation does not simply need another curriculum; it needs a *spiritual blueprint* for living whole in a fragmented world. The updated model provides that blueprint by integrating faith-based formation, modern psychology, and practical life skills into one cohesive journey. Through this reimagined structure, emerging adults are empowered to renew their minds, heal from past wounds, and live balanced, purpose-driven lives that reflect the image of God in mind, body, and spirit.

PERSONAL DEVELOPMENT



2025 UPDATED MODEL

Original Section	2025 Redesign	Key Additions
Personal Development	<ul style="list-style-type: none">• Identity• Emotional Intelligence• Mental Health• Spiritual Growth	Mind renewal, mindfulness, and emotional literacy

Identity

In reimagining *Wholeness: Mind, Body & Spirit* for today's generation, the first and most critical foundation is **Identity**. Without a clear understanding of who we are in Christ, every other aspect of development becomes unstable. Over the past two decades, identity confusion has emerged as one of the greatest spiritual and emotional challenges among young adults. Social media has created an illusion of self through comparison, performance, and curated images, while many have drifted from biblical truth that grounds identity in divine purpose.

When I first wrote the workbook in the late 1990s, we taught identity primarily through moral instruction and scriptural affirmation — focusing on character, behavior, and decision-making. But in 2025, identity must go deeper than external conduct. It now requires understanding *spiritual DNA*, emotional intelligence, and the renewal of the mind. Young adults today are bombarded with contradictory messages about who they should be, what success looks like, and how worth is measured. True wholeness requires anchoring identity in the unchanging Word of God and the indwelling presence of the Holy Spirit.

Identity is not an achievement but a revelation. It is the discovery that every believer's value flows from divine origin. Genesis 1:27 declares that we were created in God's image — not by accident, but by assignment. Ephesians 2:10 affirms that we are His workmanship, created for good works prepared beforehand. Therefore, the journey to wholeness begins when a young adult stops striving to become someone and starts awakening to who they

already are in Christ. This awakening frees them from the tyranny of comparison and the insecurity that comes from external validation.

In this modernized framework, identity development includes biblical teaching, self-awareness practices, and reflective exercises such as *The Mirror Moment*. In this exercise, students stand before a mirror and speak God’s Word over themselves — declaring “I am fearfully and wonderfully made” (Psalm 139:14) and “Christ in me is the hope of glory” (Colossians 1:27). It is a sacred practice designed to replace negative inner narratives with divine truth. Additional tools like journaling prompts and identity mapping activities guide participants to trace their life experiences through the lens of grace — transforming pain into purpose.

Identity is also the intersection where theology meets psychology. The renewed mind (Romans 12:2) integrates faith and cognition, producing emotional resilience. Students learn to challenge false beliefs and replace them with Scripture-based affirmations. Coaching conversations around identity focus on helping individuals discern their God-given strengths, values, and spiritual gifts. This helps them not only *know who they are*, but also *why they exist*.

Romans 12:2 (King James Version)

2 And be not conformed to this world: but be ye transformed by the renewing of your mind, that ye may prove what is that good, and acceptable, and perfect, will of God.

Finally, as part of this reimagined wholeness journey, identity serves as the first “pillar” that supports the rest — character, goals, and etiquette. When a person’s sense of

identity is rooted in Christ, they naturally make healthier choices, build stronger relationships, and pursue goals aligned with Kingdom purpose. The fruit of this transformation is confidence without arrogance, humility without shame, and purpose without pressure.

In today's world, where many are losing themselves to performance, perfectionism, and pressure, *Wholeness Reimagined* calls this generation back to the sacred truth: **You are already enough because God is within you.** The 2025 Identity Module invites participants to rediscover who they are — mind, body, and spirit — so they can walk boldly in the authority, creativity, and freedom that come from being fully known and loved by God.

Suggested References

- Cloud, H., & Townsend, J. (1992). *Boundaries: When to Say Yes, How to Say No to Take Control of Your Life*. Zondervan.
- Tchividjian, T. (2013). *One Way Love: Inexhaustible Grace for an Exhausted World*. David C. Cook.
- Scripture: Genesis 1:27; Ephesians 2:10; Romans 12:2.

Emotional Intelligence

When I first introduced *Wholeness: Mind, Body & Spirit* in the late 1990s, emotional maturity was often expressed in terms of self-control and kindness. We spoke about the importance of not letting anger rule, forgiving quickly, and walking in love. Those truths remain vital. Yet today, the Holy Spirit has enlarged my understanding of how deeply our emotions connect to spiritual formation. **Emotional Intelligence (EQ)**—the ability to recognize, understand, and manage one’s emotions and the emotions of others—is no longer a secular concept to be avoided; it is a biblical necessity for anyone who desires to live whole and walk wisely before God and people.

Modern research has caught up with what Scripture has long taught: the heart is the seat of understanding and the gateway to our behavior (Proverbs 4:23). Daniel Goleman’s foundational work on emotional intelligence introduced five core components—self-awareness, self-regulation, motivation, empathy, and social skills. As believers, we can see these through a spiritual lens: *self-awareness* corresponds to discernment; *self-regulation* to temperance; *motivation* to calling and purpose; *empathy* to compassion; and *social skills* to the fruit of love and peace in community. EQ, when anchored in Scripture, becomes a tool of sanctification—helping us embody the character of Christ in daily life.

In the 2025 update, emotional intelligence forms the **bridge** between identity and character. Once students know who they are in Christ, EQ helps them *walk that identity out* with emotional stability and relational grace. Many young adults today live in a constant state

of sensory overload—bombarded by news, social media, and the unfiltered emotions of others. Their nervous systems are trained to react before they can reflect. The *Wholeness Reimagined* EQ module teaches a new rhythm: pause, pray, perceive, and proceed. These four steps lead participants from reaction to reflection and from emotional chaos to Spirit-led calm.

Participants learn how to interpret emotions not as enemies but as messengers. Emotions reveal what we value, fear, or misunderstand. Through biblical meditation and coaching dialogues, students are encouraged to name their emotions honestly before God, just as David did in the Psalms. This act of emotional truth-telling opens the heart for divine healing. Exercises such as *Emotion Mapping* allow them to trace recurring feelings back to root beliefs, replacing lies of unworthiness or fear with affirmations of faith. Journaling prompts like “What emotion visited me today, and what truth is God inviting me to see through it?” turn ordinary reflection into sacred conversation.

One of the most transformative lessons in this module is the difference between *reaction* and *response*. A reaction is driven by emotion alone; a response is led by wisdom and governed by love. James 1:19 reminds us to be “swift to hear, slow to speak, and slow to wrath.” Teaching young adults this biblical rhythm of emotional regulation equips them to lead teams, families, and communities with integrity. When emotions are surrendered to the Holy Spirit, they become instruments of compassion rather than weapons of destruction.

Empathy is another pillar of EQ that aligns closely with the commandment to “love your neighbor as yourself” (Mark 12:31). Many students have never been taught that empathy is a spiritual discipline. In group discussions, participants practice *listening without*

judgment—hearing stories of others’ pain or joy without rushing to fix or compare. This practice develops emotional attunement, an ability that mirrors Christ’s ministry style. Jesus never ignored emotion; He acknowledged it. He wept, rejoiced, and even experienced righteous anger. To be Christ-like is to be emotionally present.

Finally, the EQ module challenges participants to evaluate their social and digital interactions through the lens of emotional stewardship. Every post, comment, or conversation carries emotional weight. Learning to communicate online with grace and restraint reflects the same maturity as speaking wisely in person.

Students practice composing “Empathy Statements” that affirm others’ experiences without compromising truth, learning that spiritual maturity and emotional maturity are inseparable. In essence, emotional intelligence is the language of relational wholeness. It transforms spiritual revelation into compassionate action and helps believers maintain peace in a world addicted to offense. Through Scripture, reflection, and applied practice, students come to understand that being whole is not about suppressing emotion but about mastering emotion through partnership with the Holy Spirit. When emotions are aligned with identity and guided by the fruit of the Spirit, they become powerful allies for healing, leadership, and Kingdom impact.

Suggested References

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Roberts, R. C. (2013). *Spiritual Emotions: A Psychology of Christian Virtues*. Wm. B. Eerdmans.
- Scripture: Proverbs 4:23; James 1:19; Mark 12:31.

Mental Health

When I reflect on the original *Wholeness: Mind, Body & Spirit* workbook, the subject of mental health was often implied under self-control, peace of mind, or personal discipline. At that time, the Church spoke sparingly about mental wellness, often viewing it as a matter of faith alone. But today, after decades of seeing both the triumphs and tragedies surrounding emotional suffering, I recognize that true wholeness cannot exist without acknowledging the role of mental health. The *Wholeness Reimagined* model restores mental wellness to its rightful place—as part of our divine design for living in peace, clarity, and balance through the power of the Holy Spirit.

The mental health component of this updated framework is both restorative and revolutionary. It bridges the gap between faith-based healing and psychological insight, affirming that the renewing of the mind (Romans 12:2) includes understanding how the brain, body, and spirit respond to stress, trauma, and thought patterns. Many of today's young adults carry unseen burdens: anxiety, depression, loneliness, perfectionism, and burnout. Their mental noise often drowns out the still, small voice of God. The *Wholeness Reimagined* program brings these inner struggles into the light of truth, offering a path of renewal that integrates Scripture, self-awareness, and practical tools for emotional regulation and peace of mind.

Within this module, students learn to view mental health not as a stigma, but as stewardship—caring for the mind as we would care for the body and spirit. We teach them to identify the difference between spiritual warfare and psychological distress, helping them

seek both prayer and proper support when needed. Through guided reflections, participants complete a “Mind Check” inventory designed to assess their emotional patterns, thought triggers, and sources of stress. This self-assessment is paired with meditation on Philippians 4:6–7, which reminds believers that peace is not the absence of problems but the presence of God’s guarding power over our hearts and minds.

A major shift since the 1990s is the growing awareness of trauma and its impact on faith. Many young adults have endured family instability, identity confusion, or social rejection that has left deep imprints on their self-worth. In this curriculum, I introduce “Healing Through Renewal,” an exercise that combines journaling, Scripture reading, and prayer to help participants process memories through grace rather than guilt. This work is not therapy—it is transformation through revelation. Students are encouraged to bring every anxious thought captive (2 Corinthians 10:5) and allow the Word of God to rewrite the narratives formed by pain.

The Mental Health module also addresses the intersection of faith and neuroscience. God, in His brilliance, designed the human brain with neuroplasticity—the ability to change and renew through consistent focus and belief. When we meditate on truth, worship, and gratitude, we are literally reshaping our neural pathways toward hope. I teach students that mental healing is not a miracle of avoidance but a miracle of alignment—aligning thoughts with heaven’s perspective until peace becomes the default condition of the mind.

Practical application accompanies every lesson. Students practice breath-based prayer (inhaling God’s promises, exhaling fear), gratitude journaling, and structured rest as spiritual disciplines. They also learn how to set mental boundaries—limiting toxic input,

managing digital overwhelm, and nurturing environments that foster clarity. As they engage these practices, they begin to see how faith and psychology work together to produce peace that surpasses understanding.

Finally, this module restores hope by reminding participants that mental wellness is not perfection—it is progression. The mind, like the soul, is renewed daily through relationship with Christ. As Isaiah 26:3 declares, “You will keep him in perfect peace, whose mind is stayed on You.” The mental health journey is an invitation to live from that promise—to think, feel, and believe from a place of rest in God. *Wholeness Reimagined* equips today’s generation to reclaim their mental space as sacred ground, where divine truth governs thought and peace becomes the testimony of a renewed mind.

Suggested References

- Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. Penguin Books.
- Warren, R. (2013). *The Daniel Plan: 40 Days to a Healthier Life*. Zondervan.
- Scripture: Philippians 4:6–7; 2 Corinthians 10:5; Isaiah 26:3.

Spiritual Growth

When I wrote the original *Wholeness: Mind, Body & Spirit* workbook in the late 1990s, the topic of spiritual growth was centered on prayer, Bible study, and church involvement. These were and remain essential foundations for any believer's maturity. Yet as I revisit this work through the lens of 2025, I realize that spiritual growth today must reach beyond religious activity and touch the transformation of being—*becoming more like Christ in the inner man*. The goal is not simply knowing about God, but becoming one with His heart, His thoughts, and His purpose.

The *Wholeness Reimagined* model defines spiritual growth as a process of *alignment and intimacy*—a continuous yielding of self so that the Holy Spirit can shape the believer's identity, character, and perspective. In a world filled with noise, distraction, and competing voices, spiritual growth now requires intentional cultivation of stillness, discernment, and dependency on God. This is not the growth of performance but the growth of presence—learning to host the presence of God in every area of life.

In this modernized version, I emphasize four pillars of spiritual growth: **intimacy, integrity, illumination, and impact.**

Intimacy is the foundation—our relationship with God as Father, not a distant deity. Many young adults have heard of God's power but have not yet encountered His presence. This module helps them experience His love through personal worship, prayer journaling, and listening prayer exercises. As Psalm 27:4 declares, "One thing have I desired of the Lord... to behold the beauty of the Lord."

Integrity follows intimacy. As students learn who God is, they begin to reflect His nature in their decisions. Integrity in this sense is not just moral conduct—it is alignment of motive and mission with divine truth. Through reflective case studies, participants examine where their words, actions, or ambitions might be out of sync with Kingdom values.

Illumination comes when the Word of God becomes revelation. Students are encouraged to study Scripture not for information but transformation, asking questions such as, “What is God revealing about Himself here?” and “How does this truth change how I think and live?”

Finally, **Impact** flows naturally from growth. A spiritually mature person carries light into the workplace, the home, and the community. Spiritual growth is not hidden—it is fruit-bearing.

One of the most powerful additions to the 2025 curriculum is the introduction of *The Growth Spiral*, a tool that illustrates how believers mature through stages of revelation, testing, transformation, and commissioning. Instead of viewing setbacks as failures, participants are taught to recognize them as growth cycles designed to produce deeper dependence on the Holy Spirit. Romans 5:3–4 says, “We glory in tribulations also: knowing that tribulation worketh patience; and patience, experience; and experience, hope.” This principle helps students understand that spiritual growth is progressive and purposeful—every season contributes to shaping their spiritual authority.

Another feature of this module is the practice of *spiritual disciplines with grace*. Young adults today often struggle with consistency and guilt when they cannot maintain strict spiritual routines. The *Wholeness Reimagined* approach teaches that discipline is not

punishment but partnership with the Spirit. Prayer, fasting, worship, and meditation are not duties to earn God’s favor—they are invitations to dwell in His presence. The transformation comes not from human striving but from resting in divine rhythm.

The spiritual growth lessons also address the modern crisis of faith deconstruction. Many have been wounded by institutional religion or discouraged by unanswered prayers. This module gently leads them back to the simplicity of Christ—the person, not the performance. Through testimony sharing and guided reflection, participants learn that faith can be rebuilt through honesty with God. They discover that questions do not disqualify them; rather, they invite revelation. As they mature spiritually, doubt gives way to discernment, and routine religion gives way to relational revival.

At its essence, the Spiritual Growth module in *Wholeness Reimagined* teaches that spiritual maturity is measured not by knowledge but by likeness—how much of Christ is being formed in us (Galatians 4:19). It is the daily surrender that allows the believer to grow from believer to disciple, from disciple to servant, and from servant to son or daughter walking in Kingdom authority. The fruit of this growth is peace, wisdom, and power rooted in love.

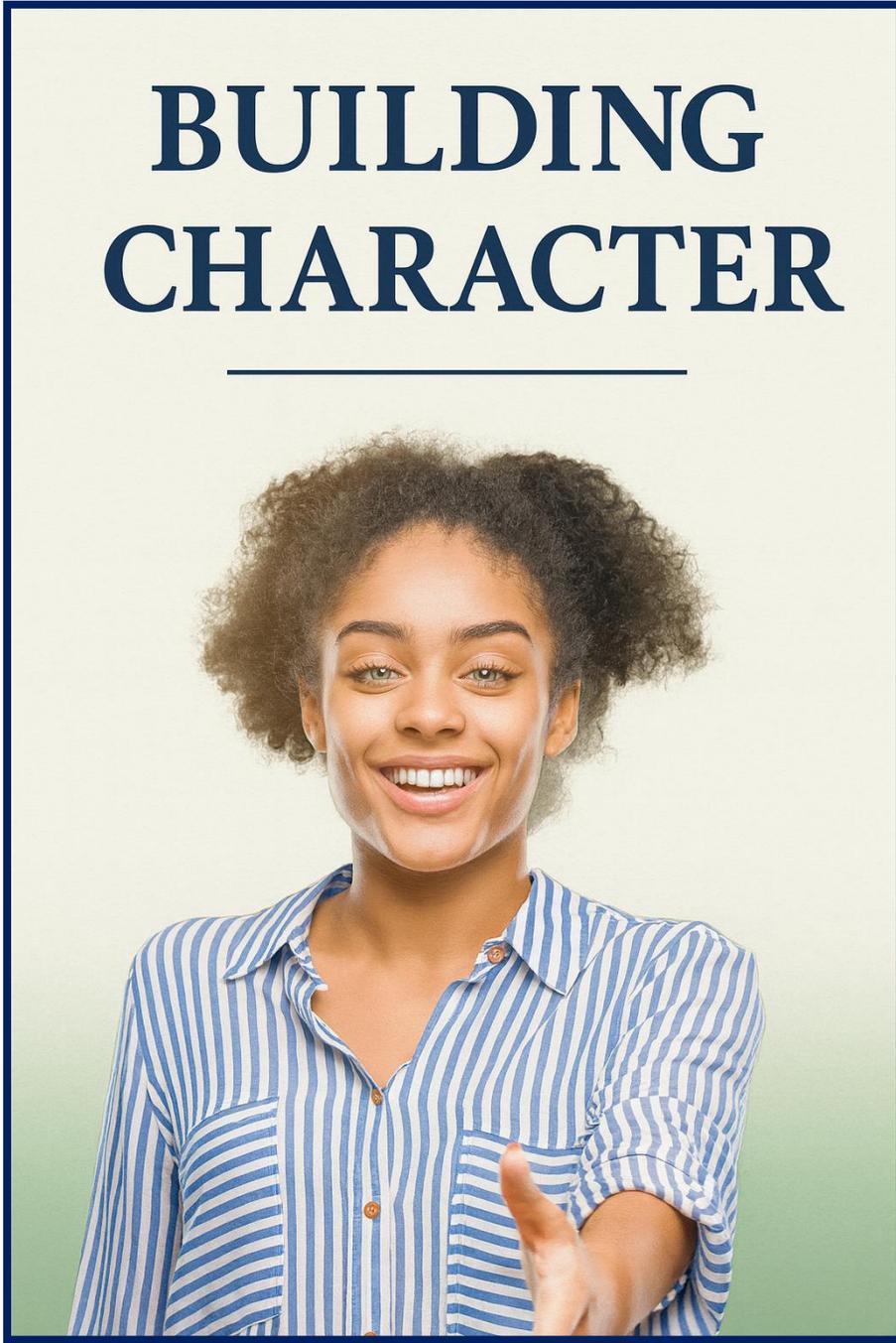
The modern believer must grow not only in theology but in transformation—learning to walk as light in a world overshadowed by confusion. As 2 Peter 3:18 urges, “But grow in the grace and knowledge of our Lord and Savior Jesus Christ.” This growth is not static; it is a lifelong journey of unfolding grace. The *Wholeness Reimagined* model equips emerging adults to embrace that journey with confidence, knowing that spiritual growth is the divine

process by which they are shaped, refined, and released to reflect the fullness of Christ in every sphere of life.

Suggested References

- Foster, R. J. (1998). *Celebration of Discipline: The Path to Spiritual Growth*. HarperOne.
- Willard, D. (2002). *Renovation of the Heart: Putting on the Character of Christ*. NavPress.
- Scripture: Psalm 27:4; Galatians 4:19; 2 Peter 3:18.

BUILDING CHARACTER



2025 UPDATED MODEL

Original Section	2025 Redesign	Key Additions
Building Character	<ul style="list-style-type: none">• Integrity• Resilience• Compassionate Leadership	Fruit of the Spirit; EQ skills

Integrity

Character is the architecture of the soul. It is what remains when the applause stops, the spotlight fades, and only God is watching. When I first created *Wholeness: Mind, Body & Spirit* in the late 1990s, “Building Character” emphasized manners, ethics, and moral choices — all valuable lessons. But in 2025, I’ve learned that character formation is far deeper than learning right from wrong. It is the sacred process through which integrity, humility, and faithfulness are shaped under the hand of God.

In this modern version, *Character Development* is not merely about behavioral correction but about **inner calibration** — aligning one’s values, emotions, and actions with the truth of God’s Word. The word *integrity* comes from the Latin *integritas*, meaning “wholeness.” This ties directly to the vision of *Wholeness Reimagined*. A person of integrity is the same person in public and in private — undivided, authentic, and grounded in truth. Integrity is not perfection; it is consistency between belief and behavior, conviction and conduct.

Today’s generation faces unique tests of integrity. The pressure to perform, project, and please others in digital spaces has created a culture of image over authenticity. Many live with a divided sense of self — one version online, another offline. In this context, the *Building Character* module calls students back to spiritual authenticity: to live truthfully, transparently, and fearlessly before God. The question is no longer “How do others see me?” but “Does what I post, speak, and do reflect who God says I am?”

The 2025 update teaches that **integrity is forged, not inherited**. It is developed in the quiet decisions that no one sees — the choices to forgive, to tell the truth, to keep a promise, to admit a mistake, or to honor a commitment. These daily acts form the invisible scaffolding that upholds our lives. Through journaling prompts and group reflection, students are guided to recall defining moments where their integrity was tested. They identify not only what they chose but *why* they chose it. This deep introspection allows the Holy Spirit to illuminate motives and heal inconsistencies between who they are and who they are becoming.

One exercise, *The Integrity Mirror*, invites participants to write down five qualities they admire most in others and then examine how those same qualities are reflected—or neglected—in themselves. They are encouraged to confess areas where compromise or inconsistency has crept in, then pray Psalm 51:10: “Create in me a clean heart, O God, and renew a right spirit within me.” This practice transforms self-evaluation into spiritual renewal, allowing integrity to emerge as a fruit of repentance, not a badge of perfectionism.

Theologically, integrity represents the nature of God Himself. Numbers 23:19 declares that God is not a man that He should lie; His Word and His nature are one. When believers walk in integrity, they mirror divine reliability and truthfulness. This module helps students understand that every decision made in private is a vote toward the kind of future they will live publicly. Through discussion and Scripture study, they explore the character of biblical figures like Daniel, Joseph, and Ruth — individuals who maintained integrity in hostile or compromising environments. Each story reveals that character is not proven in comfort but in challenge.

In practical application, participants learn how to maintain integrity in everyday life — at work, in relationships, and even in digital spaces. The lessons address ethical dilemmas faced by young adults today: the temptation to misrepresent qualifications, to overexpose private matters for attention, or to compromise boundaries for acceptance. Using a faith-based coaching approach, students are encouraged to pause and ask: “*Does this action reflect who I am in Christ or who I am trying to impress?*” This single question often leads to profound self-awareness and conviction.

The *2025 Character Development* module also introduces a new dimension: **resilient integrity** — the ability to remain truthful and grounded even after failure. Many young adults today wrestle with shame, often abandoning growth after moral mistakes. Here, they learn that integrity is not lost when one falls; it is restored when one returns to truth. Using John 21 as a case study, participants study Peter’s restoration after denying Jesus and how Christ reinstated him through love, not condemnation. This reframes integrity as a journey of continuous alignment, reminding every believer that wholeness includes the courage to start again.

Finally, this module closes with a prophetic call: to raise a generation of leaders who value purity over popularity and purpose over performance. Integrity becomes not just a moral goal but a spiritual mandate — to embody the truth of the Kingdom in all arenas of life. When integrity is established, character becomes unshakable, leadership becomes trustworthy, and influence becomes redemptive.

At its core, *Character Development (2025 Update)* teaches that integrity is the evidence of transformation. It is how inner wholeness becomes visible to the world. True

integrity does not come from striving to appear righteous but from living yielded to the One who makes us whole. As Proverbs 10:9 affirms, “He who walks in integrity walks securely.” This security — born of truth, anchored in grace, and sustained by love — is what *Wholeness Reimagined* seeks to cultivate in every student, preparing them to stand firm in a world that desperately needs people of steadfast heart and uncompromising truth.

Suggested References

- Maxwell, J. C. (2007). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. Thomas Nelson.
- Keller, T. (2013). *Every Good Endeavor: Connecting Your Work to God’s Work*. Dutton.
- Scripture: Proverbs 10:9; Psalm 51:10; Daniel 6:4; Numbers 23:19.

Resilience

Resilience is the quiet strength that keeps us standing when life pushes hard against us. It is not denial of pain, but divine endurance within it. When I wrote *Wholeness: Mind, Body & Spirit* in the 1990s, we focused on perseverance — finishing what one starts, never giving up. But in the decades since, I’ve seen that resilience is not just about persistence; it is about recovery. It’s about the ability to bounce back stronger, wiser, and more anchored in faith after disappointment, loss, or delay.

For young adults today, resilience is both a necessity and a spiritual art. Many have faced disruptions that earlier generations could scarcely imagine — economic uncertainty, social isolation, information overload, and the pressure to constantly “perform” online. These experiences have produced what psychologists call “quiet fatigue” — an internal exhaustion that weakens the will to dream. Yet, Scripture reminds us that “though the righteous fall seven times, they rise again” (Proverbs 24:16, NIV). That rising again is the essence of godly resilience.

In *Wholeness Reimagined*, resilience is taught as the fruit of rootedness. Just as a tree bends with the wind but does not break because its roots go deep, believers can bend without breaking when their lives are grounded in Christ. This principle aligns with both biblical truth and modern psychology. Dr. Carol Dweck’s research on “growth mindset” shows that individuals who view challenges as opportunities for growth are more likely to recover from setbacks (Dweck, 2016). Spiritually, that mindset is cultivated through hope — not hope in outcomes, but in God’s unchanging character (Romans 5:3–5).

The Resilience Module invites students to reflect on moments of difficulty that once seemed unbearable but later revealed strength within them. Through the journaling exercise “My Rise Again Story,” participants write about a personal setback and identify the faith-based practices — prayer, gratitude, community, or Scripture — that helped them endure. This process reframes pain as preparation, teaching that challenges are classrooms for character formation.

Young adults also learn that resilience is not built in isolation. It thrives in community. Ecclesiastes 4:9–10 teaches that “two are better than one... for if they fall, one will lift up his fellow.” Students participate in peer mentoring circles where they share testimonies of perseverance, speak life over one another, and learn how to draw strength from fellowship instead of comparison. These safe spaces foster emotional safety and remind participants that even when life’s storms shake them, they are never alone.

From a coaching perspective, resilience means learning to “regulate under pressure.” It’s the ability to stay present, hopeful, and solution-focused instead of collapsing under emotion. Through applied lessons on time management, emotional grounding, and spiritual rest, students practice aligning their nervous system with divine peace. As Isaiah 40:31 promises, “They that wait upon the Lord shall renew their strength.”

Ultimately, the message of this module is simple but life-changing: Resilience is resurrection lived daily. It is the spirit of Christ at work within us, empowering us to rise from the ashes of disappointment and walk again in purpose. As participants complete this section, they carry away the truth that resilience is not what they do after the storm — it’s who they become through it.

Suggested References

- Dweck, C. S. (2016). *Mindset: The New Psychology of Success*. Ballantine Books.
- Neff, K. (2011). *Self-Compassion: The Proven Power of Being Kind to Yourself*. HarperCollins.
- Scripture: Proverbs 24:16; Romans 5:3–5; Isaiah 40:31; Ecclesiastes 4:9–10.

Compassionate Leadership

Leadership today looks different than it did 25 years ago. Young adults are not just seeking authority — they are seeking authenticity. They long to follow leaders who care, listen, and embody empathy. Compassionate leadership is the ability to lead from the heart without losing strength. It is leadership anchored in love and guided by wisdom. In 1990s training programs, leadership was often framed as command and control; today, it must be connection and compassion.

The Wholeness Reimagined framework teaches that leadership is not a position but a posture — a way of seeing and serving others through the eyes of Christ. Compassionate leadership combines emotional intelligence, humility, and courage. Jesus modeled this perfectly: He washed the feet of His disciples (John 13:14–15), paused to heal the hurting, and led by example rather than demand. True leaders today must do the same — lifting others while leading them.

For emerging adults, this teaching is transformative. Many of them are “first leaders” — the first in their family or peer group to take initiative, to manage stress, to build something meaningful. They often feel pressure to prove themselves. Compassionate leadership reminds them that power flows from service, not performance. As Dr. Brené Brown (2018) notes, vulnerability and empathy are not weaknesses; they are the greatest indicators of courageous leadership.

This module includes experiential learning through “Lead Like Jesus” challenges, where participants practice micro-acts of compassion in daily life: mentoring a peer,

reconciling a conflict, or volunteering for a cause. They learn that compassion requires awareness — noticing needs around them — and action — choosing to respond with grace. Discussions draw on Philippians 2:3–4, which urges believers to “value others above yourselves.”

Students also explore how compassionate leadership transforms culture. In workplaces and ministries, leaders who lead with empathy increase trust and collaboration (Harvard Business Review, 2020). Through role-play and group feedback, participants analyze real-life scenarios of toxic vs. compassionate leadership and discuss how Christlike leadership fosters emotional safety and collective purpose.

The theological core of this module centers on Matthew 9:36 — “When He saw the crowds, He had compassion on them.” Compassion opens the eyes of leaders to see people as God sees them. As young adults internalize this, they begin leading not from insecurity or ego but from identity — knowing they are loved and therefore free to love others well.

The Compassionate Leadership module concludes with a commissioning exercise called “Hands That Heal.” Each participant writes a leadership prayer, dedicating their gifts, influence, and future opportunities to God’s service. Together they recite, “Lord, let my leadership leave people better than I found them.” This simple affirmation embodies the spirit of servant leadership for a new generation.

At its core, compassionate leadership in Wholeness Reimagined is about transformation through tenderness — a strength that listens, a courage that loves, and a vision that lifts others higher. It prepares young adults not only to lead teams but to shape hearts, proving that compassion is the true measure of greatness.

Suggested References

- Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* Random House.
- Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (6th ed.). Jossey-Bass.
- Scripture: John 13:14–15; Philippians 2:3–4; Matthew 9:36.



2025 UPDATED MODEL

Original Section	2025 Redesign	Key Additions
Setting & Achieving Goals	<ul style="list-style-type: none"> • Purpose Alignment • Vision Casting • Accountability 	SMART + FAITH goals; overcoming fear / procrastination

Purpose Alignment

Purpose alignment is the compass of wholeness. It is what keeps our decisions, desires, and direction in harmony with God’s original design for our lives. When I first wrote *Wholeness: Mind, Body & Spirit* in the 1990s, we often spoke of purpose in terms of career goals or ministry assignments. But purpose is not merely what we do — it is who we are becoming in Christ while doing it. In this modern reimagining, purpose alignment is defined as the continual process of syncing one’s inner calling with divine timing, spiritual gifting, and Kingdom priorities.

Many young adults struggle to define their purpose because they have been conditioned to chase performance instead of alignment. They live in a culture of constant comparison and curated success stories, where fulfillment seems to come from “doing more.” Yet Scripture reminds us that the first step to purpose is not movement, but *position* — resting in the One who gives direction. Proverbs 19:21 declares, “Many are the plans in a person’s heart, but it is the Lord’s purpose that prevails.” Purpose alignment, therefore, begins with surrender, not striving (Willard, 2002).

In the 2025 update, participants are taught how to discern purpose through revelation and reflection. Using the exercise “*The Three Circles of Calling*,” students explore where their passions, spiritual gifts, and life experiences intersect. This model helps them see that purpose is less about personal ambition and more about divine assignment. They learn that fulfillment is found when their skills serve others and glorify God simultaneously. This

approach echoes Dr. Rick Warren’s teaching that “*you were made by God and for God, and until you understand that, life will never make sense*” (Warren, 2002).

Purpose alignment is also about *wholeness in motion*. It teaches students to pace themselves according to God’s rhythm. Ecclesiastes 3:1 says, “To everything there is a season, and a time to every purpose under the heaven.” This truth becomes an anchor for those who feel behind in life or uncertain about their next step. Through reflection journals and group discussion, participants identify areas of their life that are misaligned — relationships, work, rest, or faith — and create prayer-based action plans to restore balance.

Theologically, purpose alignment points back to identity: who you are in Christ determines what you are called to do. Students learn to test opportunities through three spiritual filters — Peace, Fruitfulness, and Confirmation — to ensure alignment with God’s will (Colossians 3:15). The purpose-aligned believer is not driven by competition but led by conviction.

By the end of this module, students begin walking differently — not hurried, but harmonized with heaven. They realize that purpose is not something to find, but something to *flow in*. When alignment replaces anxiety, peace becomes the fuel for progress.

Suggested References

- Willard, D. (2002). *Renovation of the Heart: Putting on the Character of Christ*. NavPress.
- Warren, R. (2002). *The Purpose Driven Life: What on Earth Am I Here For?* Zondervan.
- Scripture: Proverbs 19:21; Ecclesiastes 3:1; Colossians 3:15.

Vision Casting

Vision is the language of faith. It allows us to see beyond what is and believe in what can be. In the original workbook, we encouraged students to “set goals,” but in *Wholeness Reimagined*, I teach them to *see prophetically* — to imagine their future through the lens of divine purpose. Habakkuk 2:2 commands, “Write the vision and make it plain.” Vision casting is not daydreaming; it is the disciplined act of partnering with God’s imagination for your life.

Young adults today often carry dreams that feel impossible. Some are paralyzed by uncertainty or fear of failure, while others have so many passions that they struggle to focus. The Vision Casting module equips them to clarify, codify, and commit their God-inspired vision through writing, prayer, and planning. They are reminded that vision without process is fantasy, but vision with faith produces transformation (Covey, 2020).

This topic integrates both spiritual and strategic principles. Students first undergo *Vision Renewal Exercises*, where they prayerfully review old goals that were abandoned or delayed. They then use a tool called “*The Vision Board of Faith*,” incorporating Scripture, affirmations, and images that represent their desired future — not from ego, but from obedience. These visuals serve as daily reminders of God’s promises, echoing Ephesians 3:20: “Now to Him who is able to do immeasurably more than all we ask or imagine.”

The process of vision casting also includes discerning between “good goals” and “God goals.” Participants learn how to test vision through prayer, wise counsel, and fruitfulness. As leadership expert Stephen Covey writes, “Begin with the end in mind” — but

in faith, that end must be seen through eternity's lens (Covey, 2020). Students reflect on questions like: “*What legacy will my obedience leave?*” and “*Who will be impacted if I fulfill this vision?*”

One of the key activities is *The 5-Year Faith Map*, where students create a faith-based strategic plan for personal, relational, and professional growth. This includes measurable steps, prayer checkpoints, and accountability partnerships. Through this, they learn that God honors preparation and that faith requires both belief and structure (James 2:17).

Vision casting also addresses the emotional and spiritual blocks that prevent people from dreaming boldly. Many have faced rejection or comparison that dimmed their sense of possibility. The Holy Spirit, as the Spirit of revelation (Ephesians 1:17–18), rekindles that inner fire, enabling young adults to dream again with courage. By seeing their life through prophetic imagination, they begin to lead from vision instead of reaction.

At its core, this module helps participants understand that vision is not about predicting the future but preparing for it. When God's Word shapes the blueprint of one's imagination, life becomes an unfolding testimony of His faithfulness.

Suggested References

- Covey, S. R. (2020). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster.
- Maxwell, J. C. (2014). *The 15 Invaluable Laws of Growth: Live Them and Reach Your Potential*. Center Street.
- Scripture: Habakkuk 2:2; Ephesians 3:20; James 2:17; Ephesians 1:17–18.

Accountability

Accountability is the guardrail of growth. It keeps purpose and vision from drifting off course. When we think of accountability, we often imagine rules or supervision, but in *Wholeness Reimagined*, accountability is reframed as **relational stewardship** — the willingness to invite others into your journey for the sake of truth, maturity, and grace.

In the 1990s, accountability in the church was often associated with confession or correction. Today, I teach it as connection — a circle of care that fosters consistency and courage. Young adults today crave authentic relationships but fear vulnerability. The Accountability Module creates safe spaces for honest conversations about faith, goals, and emotional growth, echoing Proverbs 27:17: “As iron sharpens iron, so one person sharpens another.”

Students learn three dimensions of accountability: **upward**, **outward**, and **inward**. *Upward accountability* involves submitting goals to God through prayer and Scripture, acknowledging that He is the ultimate evaluator of our motives (Psalm 139:23–24). *Outward accountability* focuses on mentorship, peer partnerships, and community support — emphasizing that independence without accountability leads to stagnation. *Inward accountability* is about self-reflection, journaling, and tracking progress with honesty.

To apply these concepts, students are grouped into *Accountability Triads* — small, trusted teams that meet bi-weekly to share updates, celebrate wins, and pray over setbacks. These triads model how authentic relationships build resilience and trust. Research from

the Barna Group (2019) confirms that young adults who engage in faith-based accountability networks demonstrate higher spiritual growth and long-term goal achievement.

Spiritually, accountability mirrors discipleship. Jesus sent His disciples two by two (Mark 6:7), emphasizing the power of partnership. Participants are encouraged to find “growth partners” who will both challenge and cheer them. They create *Accountability Covenants*, committing to honesty, grace, and consistency. Through this sacred exchange, accountability becomes a gift, not a burden.

Finally, this module reminds students that accountability is also about integrity before God. Luke 16:10 teaches, “Whoever can be trusted with very little can also be trusted with much.” True accountability transforms character and builds credibility. It nurtures humility — the recognition that we need others to help us stay faithful to our vision and purpose.

By the close of this section, students understand that accountability is not external pressure but internal alignment. It keeps their yes steady, their motives pure, and their vision intact. In community, they find strength; in truth, they find freedom.

Suggested References

- Barna Group. (2019). *The Connected Generation: How Christian Leaders Around the World Can Strengthen Faith & Well-being Among 18–35-Year-Olds*. Barna Group.
- Cloud, H., & Townsend, J. (1992). *Boundaries: When to Say Yes, How to Say No to Take Control of Your Life*. Zondervan.
- Scripture: Proverbs 27:17; Psalm 139:23–24; Mark 6:7; Luke 16:10.



2025 UPDATED MODEL

Original Section	2025 Redesign	Key Additions
<p>Etiquette</p> <p><i>(renamed “Professionalism, Etiquette, and Digital Citizenship” in the new model)</i></p>	<ul style="list-style-type: none"> • Professionalism • Cultural Humility (Etiquette) • Digital Citizenship 	<p>Social media conduct, respect, grace-based communication</p>

Professionalism

Professionalism, in the context of wholeness, is not about status — it is about stewardship. It means carrying excellence, humility, and reliability into every environment God places us in. In the late 1990s, I taught etiquette as manners, posture, and presentation — which were important. But in 2025, the modern believer must understand professionalism as a form of *witness*. The way we communicate, collaborate, and conduct ourselves reveals Christ to the workplace and the world.

In this updated module, professionalism is redefined as **Spirit-led excellence** — doing ordinary things with extraordinary grace. Colossians 3:23 declares, “Whatever you do, work at it with all your heart, as working for the Lord.” This scripture reframes work not as a paycheck but as worship. Young adults today often feel disillusioned by corporate culture or uncertain about career paths, yet professionalism reminds them that every task — no matter how small — is an opportunity to demonstrate integrity and diligence.

Students explore the “4 Cs of Professional Wholeness:” **Character, Competence, Communication, and Courtesy.**

Character emphasizes trustworthiness — following through on commitments even when no one is watching. *Competence* highlights continuous learning and personal development (Covey, 2020). *Communication* teaches emotional intelligence, active listening, and respectful dialogue. *Courtesy* encourages empathy, gratitude, and grace in teamwork and customer service.

Through practical activities such as *mock interviews, presentation drills, and feedback circles*, students practice translating spiritual fruit into professional skill. They learn that confidence grows not from perfection but from preparation. Mentorship plays a key role, as older leaders are invited to share lessons about career faithfulness and integrity in adversity.

This module also tackles the modern challenges of *remote professionalism* — punctuality in virtual meetings, email etiquette, and digital communication tone. Students reflect on how to carry spiritual authority without arrogance and how to demonstrate humility without losing confidence. Through this, they see that professionalism is not personality — it is posture: standing tall in excellence and bowing low in service.

At its heart, professionalism in *Wholeness Reimagined* is about representing the Kingdom well. A professional believer becomes a bridge between heaven's values and earth's systems. Their excellence becomes evangelism, and their work becomes worship.

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- Scripture: Colossians 3:23; Proverbs 22:29; 1 Peter 2:12.

Cultural Humility (Etiquette)

Cultural humility is the new etiquette of the Kingdom. In a globalized, diverse, and often divided world, young adults must learn not only to lead but to *listen*. When I taught etiquette in the 1990s, we focused on respect, hospitality, and courtesy. Today, those principles must expand to include cultural awareness and reconciliation. True wholeness cannot exist without honoring the image of God in every culture and color.

Cultural humility goes beyond tolerance or inclusion — it is about learning from others without assuming superiority. It begins with the recognition that every person reflects a unique facet of God’s character. Revelation 7:9 describes a vision of “a great multitude from every nation, tribe, people and language, standing before the throne.” That is heaven’s culture — one of unity in diversity. The Church and every believer are called to model that now.

This module helps participants build what I call a **Kingdom Mindset for Diversity**. Students explore their own biases, backgrounds, and assumptions through guided reflection and small-group storytelling. They practice “*sacred listening*” — hearing others’ experiences without defensiveness or comparison. This skill, rooted in empathy, echoes James 1:19: “Be quick to listen, slow to speak, and slow to become angry.”

Participants also study historical and modern examples of cross-cultural reconciliation led by believers — from biblical figures like the Samaritan woman’s encounter

with Jesus (John 4) to modern leaders like Dr. Martin Luther King Jr. and Corrie Ten Boom. They learn that humility is not weakness; it is wisdom that makes room for others' truth.

From a psychological perspective, cultural humility aligns with emotional intelligence — particularly empathy and social awareness (Goleman, 1995). Through dialogue circles, students engage with diverse peers to discuss how faith and culture intersect in shaping values, leadership, and worship. These encounters foster appreciation, not assimilation.

Practical exercises include “*Cultural Bridges*,” where participants design a collaborative service project with someone from a different background. This transforms learning into lived experience — building bridges instead of barriers.

Ultimately, cultural humility equips young adults to thrive in multi-ethnic workplaces, ministries, and communities with grace and wisdom. It teaches that unity is not uniformity but harmony. When believers walk in humility, they become safe places for healing, learning, and collaboration. As Philippians 2:3 reminds us, “Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves.”

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- Scripture: Revelation 7:9; John 4; James 1:19; Philippians 2:3.

Digital Citizenship

In today's world, much of our interaction, influence, and identity unfolds online. The digital space is now the new “public square,” and how we show up there reveals as much about our integrity as how we behave in person. When I wrote *Wholeness: Mind, Body & Spirit* in the late 1990s, there were no smartphones, social media platforms, or virtual communities. But the 21st century demands a new kind of etiquette — one that I call **Digital Citizenship with Kingdom Character**.

Digital citizenship is more than managing technology; it is about *representing Christ* in digital environments. Young adults spend hours each day communicating, sharing, and connecting online — yet many underestimate how these patterns shape their witness and their well-being. As Ephesians 5:15–16 teaches, “Be very careful, then, how you live—not as unwise but as wise, making the most of every opportunity.” In a digital context, that means choosing integrity over impulsivity, compassion over conflict, and truth over trends.

The *Wholeness Reimagined* Digital Citizenship module teaches participants to engage the digital world with discernment. It begins with the principle of **presence before posting** — the practice of pausing to ask, “*Does this post, comment, or image reflect the heart of Christ?*” This self-check mirrors Philippians 4:8, which urges believers to focus on what is true, noble, and praiseworthy.

Students participate in a reflective exercise called “*The Scroll and the Soul*,” where they analyze their social media feed to identify the emotions it produces — comparison,

anxiety, or peace. They learn to curate what they consume as an act of spiritual stewardship, realizing that what enters the mind shapes the spirit (Romans 12:2). In discussions, they explore the concept of “digital holiness” — living set apart even in online spaces.

From a leadership perspective, digital citizenship also involves *digital responsibility*. Posts, texts, and messages are permanent echoes of one’s values. Studies from Pew Research Center (2021) reveal that 70% of employers screen candidates’ online behavior before hiring — showing that digital reputation has tangible impact. Thus, students are taught to build a digital footprint that aligns with their divine identity and professional goals.

The module ends with the practice “*Post with Purpose*.” Participants draft three categories of Christ-Centered content — one that *inspires*, one that *informs*, and one that *invites* others toward goodness. They discover that social media can become a ministry, a platform of influence for truth and encouragement. Digital citizenship, then, becomes an extension of discipleship — the call to be light not only in the world but also in the web.

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Summary:

From Wholeness to Implementation

Section 5, *Wholeness Reimagined – The Updated Model*, brings the original 1990s vision of *Mind, Body & Spirit* into a 21st-century framework for transformation. Each module—Identity, Emotional Intelligence, Mental Health, Spiritual Growth, Character Development, Resilience, Compassionate Leadership, Goal Setting, and Etiquette—works together to form a holistic curriculum designed to restore divine alignment in every dimension of a young adult’s life. The program not only informs the mind but reforms the heart, teaching that wholeness is not achieved through performance but cultivated through presence, purpose, and partnership with God. Having redefined what it means to be whole in a complex, digital, and diverse age, the next section transitions from theory to practice.

Section 6 now details how this renewed model will be implemented, evaluated, and experienced by participants. It outlines instructional delivery, measurable outcomes, and the processes through which students will internalize the lessons of *Wholeness Reimagined*—not as abstract principles but as lived transformation.

SECTION 6:

IMPLEMENTATION & EVALUATION PLAN

Overview

The *Wholeness Reimagined* program is designed to be a transformational learning experience that moves students from awareness to application. Its implementation plan bridges biblical principles, experiential learning, and modern educational methodologies to engage the whole person — mind, body, and spirit. This section outlines how the reimagined model will be delivered, evaluated, and sustained for measurable impact among emerging adults.

The plan emphasizes three key implementation priorities:

1. **Accessibility** – ensuring the model meets students where they are (digitally, spiritually, and developmentally).
2. **Integration** – weaving together biblical wisdom, psychological insight, and practical application.
3. **Sustainability** – empowering learners to maintain long-term growth beyond the course period.

Implementation Model

Delivery Method: Hybrid Learning Experience

The *Wholeness Reimagined* program will be implemented through a **hybrid model** combining a printed **workbook**, **online modules**, and **group coaching sessions**.

- **Workbook (Foundational Text):**

Serves as the core written resource for instruction, reflection, and self-paced exercises. It includes lesson readings, vocabulary words, biblical discussions, and personal journaling space. Each topic focus (Identity, Emotional Intelligence, etc.) features applied projects that reinforce core learning objectives.

- **Online Modules (ELTU Digital Learning Portal):**

Recorded video lessons, interactive discussion boards, and downloadable assignments are housed in the university's online platform. These modules allow flexibility for asynchronous learning while maintaining accountability through weekly submission check-ins. Multimedia integration (PowerPoints, faith-based podcasts, and short video reflections) supports visual and auditory learners.

- **Group Coaching (Community Transformation Labs):**

Weekly virtual or in-person group sessions provide real-time dialogue, role play, and accountability. Each lab is facilitated by a certified Christ-Centered Coach trained in the *Wholeness Reimagined* methodology. These sessions model active listening,

reflective questioning, and biblical integration in practice — embodying the ICF Core Competencies adapted for Christian transformation.

This delivery approach promotes a holistic experience that blends **learning, reflection, and relationship** — key dimensions of adult transformation (Mezirow, 1991; Kolb, 1984).

Duration: 6–8 Weeks

The program runs for a **6–8-week period**, with one module delivered weekly and an optional two-week integration phase for final projects and coaching practicums.

- **Weeks 1–2:** Personal Foundations — Identity & Emotional Intelligence
- **Weeks 3–4:** Internal Renewal — Mental Health & Spiritual Growth
- **Weeks 5–6:** External Influence — Character, Resilience, Leadership, & Goals
- **Weeks 7–8 (Optional Extension):** Professional Etiquette, Final Reflection, and Commissioning Ceremony

Each session follows a 2-hour block:

1. 45 minutes of instruction (lecture, video, or reading)
2. 30 minutes of reflection and journaling
3. 45 minutes of group discussion and coaching practice

Students are encouraged to maintain a daily “Wholeness Journal” for devotional reflection and goal tracking throughout the course.

Target Group: Emerging Adults (Ages 18–29)

The primary participants are **emerging adults**, defined as individuals ages 18–29 who are navigating transitions in faith, education, and career. This demographic includes college students, early-career professionals, and young ministry leaders seeking balance between spiritual calling and personal development.

The program especially benefits those:

- Desiring a stronger sense of identity and purpose.
- Seeking emotional and relational maturity.
- Struggling with anxiety, burnout, or spiritual inconsistency.
- Entering leadership or mentorship roles in ministry or the workplace.

This focus aligns with Barna Group (2019) findings showing that young adults crave meaningful community and faith experiences that integrate spiritual growth with real-life application.

Facilitator and Learning Environment

Facilitators will be ELTU-certified coaches or ministry educators trained in the *Wholeness Reimagined* framework. Each facilitator models grace-based teaching and creates psychologically safe learning environments grounded in trust, confidentiality, and cultural sensitivity.

Facilitator Responsibilities Include:

- Guiding weekly discussions and Scripture-based reflections.
- Observing and documenting behavioral and emotional progress.
- Providing timely, encouraging feedback on journals and exercises.
- Ensuring integration of biblical truth with modern best practices in education and psychology.

Learning environments may include:

- **Virtual classrooms** (Zoom, ELTU Portal)
- **Faith-based community centers**
- **Church small group settings**
- **University partner programs**

This flexible structure ensures inclusivity for both in-person and distance learners.

Evaluation Plan

To ensure accountability and measure impact, multiple qualitative and quantitative tools will be used to evaluate participants' transformation.

Pre/Post Wholeness Inventory

Each participant completes a **Wholeness Inventory** at the beginning and end of the course, assessing self-perceived growth in areas such as:

- Spiritual intimacy with God
- Emotional intelligence and regulation
- Relationship quality and communication
- Confidence in purpose and calling

Results are scored using a 5-point Likert scale and visually represented in a comparative progress chart.

Self-Reflection Journals

Students maintain weekly reflection journals documenting personal revelations, challenges, and prayers. Facilitators review journal entries to evaluate depth of reflection, integration of Scripture, and practical application. These journals also serve as qualitative data demonstrating inner transformation (Moon, 1999).

Facilitator Observation Logs

Facilitators complete observation notes each week focusing on engagement level, participation, growth in communication, and emotional awareness. Notes are summarized in a final progress report for each student.

Participant Feedback Surveys

At the program's conclusion, participants complete an anonymous survey rating content quality, relevance, and personal impact. Open-ended responses are used to refine future modules.

Peer Accountability Reports

Students in accountability triads provide short reports on peer progress, offering perspective on relational growth and support consistency.

Expected Outcomes

By the end of the program, participants are expected to demonstrate measurable growth in both internal awareness and external behavior. Outcomes will be evaluated using pre/post comparisons, journal reflections, and facilitator reports.

Primary Outcomes:

1. **Increased Self-Awareness:** Participants recognize strengths, values, and emotional patterns aligned with biblical identity (Psalm 139:14).

2. **Spiritual Grounding:** Enhanced relationship with God through prayer, worship, and application of Scripture in daily life.
3. **Personal Responsibility:** Greater accountability in choices, time management, and relational boundaries (Galatians 6:5).
4. **Emotional & Relational Intelligence:** Improved ability to manage emotions, empathize with others, and maintain peace under pressure.
5. **Purpose Fulfillment:** Clarity of calling and measurable alignment between values and vocational direction.
6. **Professional & Cultural Maturity:** Demonstration of integrity, excellence, and cultural humility in social and workplace settings.

Collectively, these outcomes represent the fruit of wholeness — an empowered, purpose-driven generation equipped to lead with compassion and wisdom.

Long-Term Impact and Replication Plan

The long-term goal is to integrate *Wholeness Reimagined* into ELTU's ongoing leadership curriculum as a foundational prerequisite for higher-level coaching or ministry courses. The model can be adapted for retreats, church workshops, or community empowerment programs.

Graduates of this module will be encouraged to serve as peer facilitators or group mentors, creating a multiplying effect that extends transformation beyond the classroom.

Future plans include:

- Developing a *Wholeness Reimagined Facilitator’s Guide*.
- Expanding modules into certificate or credit-bearing options under ELTU’s accredited pathways.
- Collecting longitudinal data on alumni to track sustained spiritual and emotional growth over 6–12 months post-completion.

Conclusion

Implementation of the *Wholeness Reimagined* model represents more than a program — it is a movement toward Kingdom wholeness for the next generation. By combining faith, reflection, community, and accountability, this plan ensures that students not only learn principles but *live transformation*. The evaluation process confirms that measurable, Spirit-led growth is possible when teaching, coaching, and calling converge under divine alignment.

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SECTION 7:

REFLECTION & CONCLUSION

My Journey Toward Wholeness

As I look back on the *Wholeness: Mind, Body & Spirit* workbook that I wrote more than twenty-five years ago, I realize how much both the world and I have changed. In the 1990s, I wrote from a place of passion and purpose — a young leader determined to help others live upright, moral, and disciplined lives before God. My understanding of wholeness then was primarily about balance: maintaining integrity, order, and spiritual devotion. I saw wholeness as something to *achieve* through commitment, effort, and moral strength.

Over the years, however, life and the Holy Spirit have expanded that understanding. Wholeness is not perfection; it is integration. It is the alignment of the inner life with divine truth, even when the outer world feels uncertain. The trials, losses, and transitions I've endured — personally and professionally — have shown me that true wholeness cannot be sustained by willpower alone. It is birthed through surrender.

In the years since writing the original workbook, I've walked through seasons that required me to relearn what I once taught others: that strength comes from dependence, not performance. I discovered that being whole is less about being flawless and more about being *formed* — shaped through brokenness into maturity. God used every unexpected

delay, every disappointment, and every detour to rebuild my understanding of what it means to live whole.

Today, my vision of wholeness is far more compassionate, trauma-informed, and Spirit-led. It embraces rest as much as responsibility, healing as much as holiness, and grace as much as growth. Wholeness is a daily posture of abiding in Christ and allowing Him to restore every fragmented place — mentally, emotionally, and spiritually. My understanding has moved from “helping others be better” to “helping others become free.”

This reimagined program reflects that shift. *Wholeness Reimagined* is not just a revision of an old idea — it is the fruit of a transformed life. It carries the lessons of endurance, humility, and intimacy with God that I could only learn through experience. I now write not from theory, but from testimony.

Theological Reflection:

The Holy Spirit’s Guidance in Transformation

Throughout this journey, the Holy Spirit has been the true author of both my transformation and this reimagined work. When I began this doctoral capstone, I expected to refine an old curriculum. Instead, I found myself being refined. The process became a mirror — one that reflected my own areas of growth, healing, and renewal.

Theologically, this journey reaffirmed for me that *wholeness is the work of the Spirit within the believer*. It cannot be fully taught; it must be revealed. In the same way that sanctification is both a moment and a process, wholeness unfolds progressively as we yield more of ourselves to God. As 2 Corinthians 3:18 declares, “We all, with unveiled faces, beholding as in a mirror the glory of the Lord, are being transformed into the same image from glory to glory.”

The Spirit guided me to see that transformation requires cooperation. Just as the potter cannot shape unmolded clay, the Spirit cannot transform hearts unwilling to yield. Each section of this reimagined model — from Identity to Emotional Intelligence, from Mental Health to Compassionate Leadership — was birthed through prayer, revelation, and revisiting Scripture with new eyes. I began to notice how Jesus modeled wholeness through His emotional awareness, relational empathy, and unwavering communion with the Father.

The Holy Spirit also deepened my understanding of ministry. I realized that teaching wholeness is not about producing followers but cultivating *partners in transformation*. The Spirit impressed upon me that this generation does not simply need more information — they need impartation. They need encounters with God’s truth that awaken their divine identity and empower them to live with integrity and peace.

This revelation has changed how I teach, lead, and write. I no longer see ministry as instruction but as invitation — a call for others to join in the divine process of becoming whole through Christ. I am reminded daily that every word of wisdom, every new insight, and

every refined method in this capstone came not from human intellect but from divine inspiration. The Holy Spirit remains both Counselor and Curriculum Designer.

Conclusion:

A Call to Wholeness for a Fragmented Generation

We are living in a time of paradox — a generation more connected than ever yet more isolated than before, more informed yet more confused, more expressive yet less understood. The cries of young adults today echo the same hunger I witnessed in the 1990s but with new layers of complexity: “Who am I? Why am I here? How do I live whole in a world that feels broken?”

The answer is not found in self-help but in Spirit-help. *Wholeness Reimagined* calls this generation to rediscover the ancient truth that real freedom is found in Christ, not culture. It invites them to embrace the full restoration of identity, integrity, and intimacy with God. Philippians 1:6 reminds us, “He who began a good work in you will carry it on to completion until the day of Christ Jesus.” This work of completion — the ongoing process of becoming whole — is the divine rhythm of the believer’s journey.

For educators, coaches, and ministry leaders, this program offers more than curriculum; it offers a framework for discipleship that honors both faith and formation. It provides tools to build bridges between theology and therapy, Scripture and science, calling

and career. It teaches that wholeness is not the absence of struggle but the presence of stability in the midst of it.

For young adults, it is an invitation to come home to themselves — to rediscover that they are fearfully and wonderfully made, called for purpose, and equipped with divine potential. Ephesians 4:11–13 captures this beautifully: God equips His people “for works of service, so that the body of Christ may be built up until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.”

That is the ultimate goal of this reimagined work — not perfection, but *fullness*. The fullness of identity. The fullness of purpose. The fullness of love. It is the wholeness of mind, body, and spirit lived out in everyday life.

As I complete this capstone, I see clearly that what God began in me as a young woman with a simple workbook has now evolved into a legacy of empowerment. The call to wholeness is timeless, but its methods must evolve with each generation. My prayer is that this renewed model will equip many others to rise as whole individuals — spiritually grounded, emotionally balanced, and purposefully engaged in transforming their world. May *Wholeness Reimagined* serve as both testimony and tool — evidence that the same God who heals the heart also develops the mind and strengthens the body. For in Him, nothing is wasted, and everything is made whole.

Key Scriptures:

Philippians 1:6 –

“Being confident of this very thing, that He who has begun a good work in you will complete it until the day of Jesus Christ.”

Ephesians 4:11–13 –

“...until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.”

2 Corinthians 3:18 –

“We are being transformed into His image from glory to glory.”

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Elevation Life Transformation University | 2025

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SECTION 9: APPENDIX & TOOLS

The list of tools and appendices below are to be compiled into a workbook that students can take with them and complete during the *Wholeness Reimagined* experience.

TOOL#	TOOL NAME	SECTION	TYPE OF TOOL	TOOL DESCRIPTION
1.	The Mirror Moment	Identity	Reflective Exercise	Students stand before a mirror and speak God’s Word over themselves.
2.	Self-Awareness Assessment	Identity	Reflective Exercise	Self-evaluation is not just about measuring performance; it’s about cultivating awareness. In this newly updated Self-Awareness Assessment, students learn to move beyond judgment and into discovery. Instead of labeling themselves as “good” or “bad,” they learn to observe patterns, explore motives, and align their hearts with truth.
3.	What I’m Learning About Myself	Identity	Reflective Exercise	Students journal their new awareness about themselves and their forward-thinking towards change, goals, and destiny.
4.	Four “P’s” (Pause, Pray, Perceive, Proceed)	Emotional Intelligence	Exercise	Students are engaged in these 4 steps as a “new rhythm” to lead them from reaction to reflection, and from emotional chaos to spirit-led calm. They learn how to interpret emotions not as enemies but as messengers.
5.	Emotional Mapping	Emotional Intelligence	Journaling Exercise	Students turn ordinary reflection into sacred conversation by journaling thoughts and trace reoccurring feelings back to root beliefs, replacing lies of unworthiness or fear with affirmations of faith. Journaling prompts like “What emotions are visiting me today?” “What truths is God inviting me to see through it?”
6.	Empathy Statements	Emotional Intelligence	Workbook Exercise	Students practice composing empathy statements that affirm others’ experiences without compromising truth, learning that

TOOL#	TOOL NAME	SECTION	TYPE OF TOOL	TOOL DESCRIPTION
				spiritual maturity and emotional maturity are inseparable.
7.	Mind Check	Mental Health	Reflections	Inventory designed to assess student's emotional patterns, thought triggers, and sources of stress. Paired with meditation on Philippians 4:6-7, which reminds students that peace is not the absence of problems but the presence of God's guarding power over their hearts and minds.
8.	Healing through Renewal	Mental Health	Exercise	Students combine journaling, Scripture reading, and prayer to help them process memories through grace rather than guilt. This is not therapy – it is transformation through revelation. Students are encouraged to bring every thought captive (2 Corinthians 10:5) and allow the Word of God to rewrite the narratives formed by pain.
9.	The Integrity Mirror	Character Development	Exercise	Students write down five qualities they admire most in others and then examine how those same qualities are reflected or neglected in themselves.
10.	My Rise Again Story	Resilience	Journaling	Students write about a personal setback and identify the faith-based practices – prayer, gratitude, community, or Scripture – that helped them endure.
11.	Peer mentoring circles	Resilience	Circle	Students share testimonies of perseverance, speak life over one another, and learn how to draw strength from fellowship instead of comparison.
12.	Lead Like Jesus	Compassionate Leadership	Challenge	Students practice micro-acts of compassion in daily life; mentoring a peer, reconciling a conflict, or volunteering for a cause. Students learn compassion requires awareness – noticing needs around them – and action – choosing to respond with grace.
13.	Transform Culture	Compassionate Leadership	Role Play and Group Feedback	Students analyze real-life scenarios of toxic vs. compassionate leadership and discuss

TOOL#	TOOL NAME	SECTION	TYPE OF TOOL	TOOL DESCRIPTION
				how Christlike leadership fosters emotional safety and collective purpose.
14.	Hands That Heal	Compassionate Leadership	Commissioning exercise	Students write a leadership prayer, dedicating their gifts, influence, and future opportunities to God’s service. Together they recite, “Lord, let my leadership leave people better than I found them.”
15.	The Three Circles of Calling	Purpose Alignment	Discern through reflection and revelation	Students explore where their passions, spiritual gifts, and life experiences intersect.
16.	Vision Renewal	Vision Casting	Exercise	Students prayerfully review old goals that were abandoned or delayed.
17.	Vision Board of Faith	Vision Casting	Visual Tool	Students incorporate Scripture affirmations and images that represent their desired future – not from ego, but from obedience.
18.	Growth Partners	Accountability	Scared exchange	Students are encouraged to find “growth partners” who will both challenge and cheer them on.
19.	The Stroll and the Soul	Digital Citizenship	Reflective exercise	Students analyze their social media feed to identify the emotions it produces – comparison, anxiety, or peace.
20.	Digital Holiness	Digital Citizenship	Discussion	Living set apart even in online spaces and digital responsibility, post, texts, and messages are permanent echoes of one’s values.
21.	Post with Purpose	Digital Citizenship	Practice	Students draw 3 categories of Christ-Centered content – one that inspires, one that informs, and one that invites other toward goodness.
22.	“4 Cs” Character, Competence, Communication, and Courtesy	Professionalism	Explore “Professional Wholeness”	Students’ activities include mock interviews, presentation drills, and feedback circle, students also practice translating spiritual fruit into professional skill.

TOOL#	TOOL NAME	SECTION	TYPE OF TOOL	TOOL DESCRIPTION
23.	Mentorship	Professionalism	Invitations	Mentors are invited to share lessons about career, faithfulness, and integrity in adversity.
24.	Sacred listening	Cultural Humility	Build	Students build a Kingdom Mindset for Diversity. Students explore their own biases, backgrounds, and assumptions through guided reflection and small group storytelling.
25.	Cultural Bridges	Cultural Humility	Exercise	Students design collaborative service projects with someone from a different background. These transform learning into lived experience – building bridges instead of barriers.