



TYNDALE

• SEMINARY •

Course Syllabus

**WINTER 2019
LEADERSHIP DEVELOPMENT
LEAD 0510**

**JANUARY 16 – APRIL 10
WEDNESDAYS, 8:15 – 11:05 AM**

INSTRUCTOR: DR. MICHAEL KRAUSE, DMin
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Office Hours (Room C414): Wednesdays 1:00 to 5:00 p.m. Or by appointment.

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

This foundational and introductory course seeks to develop a biblical-theological, historical and cultural understanding of the best principles and practices of leadership in the church, ministry organizations and the marketplace. Each student will gain insight into their leadership potential, gifts, values, preferences, style, and skill levels. They will grow in their ability to think and respond as leaders in whatever settings they serve. Students will implement their understanding of leadership and reflect on those implementations.

II. LEARNING OUTCOMES

At the end of the course, students will be able to demonstrate:

1. actions and attitudes that reflect a Biblical approach to leadership that is also informed by current leadership theory and practices.
2. an understanding of team dynamics by cooperating with other class members in a team setting.
3. an approach to leadership that reflects the integration of an organic paradigm and the complexity of systems dynamics.
4. their own personalized leadership approach by identifying their character strengths, personality profile, leadership style, and growth challenges based on self-awareness, reflection and feedback.
5. their modified leadership approach as they accomplish Kingdom work on a regional, national or international level in a ministry or marketplace setting.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTBOOKS

Banks, Robert, Bernice M. Ledbetter, and David C. Greenhalgh. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Edited by William Dyrness & Robert K. Johnston. 2nd ed. Grand Rapids, MI: Baker Academic, 2016.

Heifetz, Ronald A. and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston, MA: Harvard Business School Press, 2017.

McNeal, Reggie. *Practicing Greatness: 7 Disciplines of Extraordinary Spiritual Leaders*. San Francisco, CA: Jossey – Bass, 2006.

REQUIRED SELF-EVALUATION ASSESSMENT TOOLS

Personality Preference and Temperament Test. If you have already completed an official Myers-Briggs Temperament Instrument test, then post the results on the course page and bring them to class. If you haven't completed this test, please take the free test linked below and read the evaluation report. Post results and bring to class.

<http://www.16personalities.com/free-personality-test>

Emotional intelligence Evaluation For a free online test, go to: <http://www.maetrix.com.au/> Complete the free test and bring the results to class and submit them on the course page. If you have purchased the Emotional Intelligence book (not required) listed below in the Recommended Reading section, there is a link and a password to the official EI test. If you have completed it using the book, use those results and submit them on the course page.

Via Institute for Character Strengths is a helpful way to identify some of the key values you

hold. Again, complete the test and bring it to class and submit your results on the class page by due date. The test can be found at:

<http://www.viacharacter.org/www/Character-Strengths-Survey>

Spiritual Gifts Test <http://www.spiritualgiftstest.com/test/adult> Complete the test and submit results on the class page by due date and bring results to class.

Cultural Profile Assessment <https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile>. Complete the test and submit results on the class page by due date and bring results to class.

B. RECOMMENDED READING AND TOOLS

Bradberry, Travis, and Jean Greaves, *Emotional intelligence 2.0*. Talentsmart, 2009.

Nelson, Gary and Peter Dickens. *Leading in Disorienting Times*. Atlanta, GA: TCP Books, 2015.

Tieger, Paul D. and Barbara Barron-Tieger. *Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type*. New York, NY: Little, Brown & Co, 2014. (This offers an expanded description of the MBTI personality profile.)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

1. Class Participation: 10% of final grade.

Students must prepare for each class session as outlined. Preparation is reflected in intentional and quality class engagement. On-site course delivery is enhanced by active, ongoing engagement with the lecture content and the readings. This mark will reflect attendance, in-class engagement and the completion of the assigned readings. Every absence and lateness will lower this grade and more than 3 unexcused absences are grounds for course failure. See the Academic Calendar for the excused absence policy.

Basis of grade: Class presence and participation, informed (from the readings) class interaction and effective cooperation with your project team. This requirement is relevant to all outcomes.

2. Assessment Tools – Completion and Reflection: 20% of final grade.

This grade will reflect the completion of the various easy-to-complete assessment tools (listed above) and short, one or two-page reflective assignments and in-class individual and group reflective experiences. Details and due dates can be found on the course schedule outlined below and on the classes.tyndale.ca class page.

Basis of grade: Completion of class-to-class reflective assignments and posting results on the course page. This requirement is relevant to outcomes 4 & 5.

3. Case Study on Change: Due on Class # 6; 20% of final grade

Describe a *real-life* situation in your ministry/work context either where a significant change recently occurred, or one where a significant change *needs* to occur (from your perspective). Employing information from the class and from your reading, assess the situation. Describe the situation, analyze what happened, suggest what needs to happen and how will that change come into being? What role should leadership play in seeing that change happen? How would you lead the required change? This assignment should conform to the case-study guidelines posted on the course page and insight gained in class and the readings. The case study should not be longer than 2000 words in length or eight double-spaced pages. While not intended to be research-focused, sources, including course material, must be cited using Chicago style.

Basis of grade: The ability to accurately describe the situation, understand the systems involved and provide clear analysis based on theological reflection, leadership principles and learning from the course. This requirement is relevant to outcomes 1, 3 & 5.

4. Action Learning Project: Due on Class # 12; 20% of final grade.

Students will be expected to work in teams of 4-6 throughout course, reflecting on a specific leadership challenge, scenario, case study or opportunity that must be drawn from the real experience or context of one of the team members. The project topic and focus will be chosen by the group members collectively, and should be a situation one of your group members used in assignment 2. It must be a *real-life* situation where all team members can contribute insight and provides each team member an opportunity to develop their own leadership capacity while cooperating as a team. All team members will be accountable to monitor and encourage the full participation and contribution of other team members. Teams will make a 20-minute presentation of their project to the class on the last session of the term – also handing in a hard copy executive summary of their presentation (one per team). More specific presentation and hard copy guidelines will be discussed during class and available on the course page. The other members of the class (those not in the presentation group) will participate by being the audience and asking questions and then analyzing and grading the presentations.

Basis of grade: Quality of teamwork as evidenced throughout the class schedule (groups will be formed in week one), quality and creativity of team presentation and quality of integrating the class material presented during the course. Teamwork and the presentation will count for 80% of this grade and the hard copy will count for 20%. All team members will receive the same grade. This requirement is relevant to outcomes 1, 2 and 3.

5. Summative Leadership Reflection Paper: Due on Class # 11; 30% of final grade (2500-3000 words)

This leadership essay is an autobiographical, summative, reflective paper that requires you to discern the growth and change that is occurring in your life. The essay should focus on your understanding and personal integration of the various self-assessments conducted during the

course and other material drawn from the course lectures, discussions and readings and your experience in your group. You will describe how this new learning will be integrated into your life as a Christian leader and how it may now affect the discernment of your vocation, theology of leadership, future mission and ministry. Conclude with observations of where you need to grow as a leader and some specific steps you plan to take or practices you will adopt to achieve that growth. You may want to come up with a personalized list of key leadership principles that apply specifically to you (your own Habits, Disciplines, Styles or Practices). This may also become the foundation for a personal theology of leadership or philosophy of ministry. While not intended to be research-focused or highly academic, sources, including course material, must be cited using Chicago style. The use of personal pronouns is permitted and encouraged.

Basis of grade: Demonstrated self-awareness and personal growth (movement) in the understanding of personalized leadership principles, the capacity to engage in theological reflection and the application of the assessment tools to personal and leadership development. This requirement is relevant to all outcomes.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Student evaluation is based upon the completion of the following assignments:

Class Participation	10 %
Assessment Tools – Completion and Reflection	20 %
Case Study on Change	20 %
Action Leadership Project	20 %
Reflective Leadership Essay	30 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Papers should meet graduate level academic research standards of Tyndale. Use Turabian/Chicago style for formatting, title page, footnotes, bibliography (see the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#)).

Submission of Work:

Submit all written papers as a **Word document** on the Tyndale LEAD 0510 online course page. The papers need to be submitted in the following way:

YourlastnameYourFirstnameAssignmentname .doc (with or without spaces). *For example:* JohnSmithReflectiveLeadershipEssay.doc. In-class assignments should also be submitted electronically to the class page using the same naming format. Smaller assignments requiring diagrams may be hand written (or drawn), but then should be scanned and submitted electronically to the class page as PDF's. Self-evaluation assessment test results may be submitted as a "screen capture" image and submitted electronically to the class page. Grades for papers submitted late without advanced permission are lowered at the rate of two-thirds of a grade per week or part thereof (e.g., 1st day late to 7th day late moves grade from "A+" to "A-," from "B" to "C+").

Back Up of Work:

Until you have received confirmation of your final grade, students are required and may be asked to produce backup copies of their assignments. In addition, computer crashes, lost files, etc., will be deemed as an inadequate reason for not submitting a paper on time. Students are strongly advised to regularly back up their work in a secure manner.

Academic Integrity:

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Tyndale's policy for class attendance states: Three or more unexcused absences from a semester-based course, or one day or more from an intensive course, will constitute grounds for failing that course. Excused absences include death in the family, hospitalization of yourself or a member of your immediate family or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

See the class page (classes.tyndale.ca) for the up-to-date schedule of classes and assignments.

Week 1 – January 16

A Leader's Framework:

The definition and nature of leadership, and the nature of leadership in our society and culture. Group formation and an overview of leadership from biblical texts.

For Week 2

Read:

Heifetz & Linsky, Intro and Chapters 1-2;

Banks & Ledbetter, Chapters 1-2

Article: 30 Ways to Define Leadership

Complete Assignment 2a (3%) Leadership Definition - Due: 17 January, 2018

Write a one to two-page paper interweaving: your succinct definition of leadership (stated in a sentence and explained in a paragraph), one Biblical text that informs this understanding and how it informs your definition, and a personal experience or observation/example of leadership (i.e. your experience as a leader or your observation about someone else's leadership) tested against or illustrating your definition.

Week 2 - January 23

The Nature of Leadership

Myths of leadership, Images of leadership from popular culture and biblical sources, changing

visions of leadership. Fundamental changes in society, church, and Christian leadership, discontinuous change, adaptive challenges.

For Week 3:

Read:

Heifetz & Linsky, Chapters 3, 4 & 5;

Banks & Ledbetter, Chapters 3-4

Complete Assignment 2g (2%) Cultural Profile - Due: January 30, 2019

Complete the free Cultural Profile Assessment tool found on the Harvard Business Review website. <https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile>

Bring results with you to class for week 3 (January 30) and submit results on the course page.

You may need to submit it as a screen shot.

Week 3 - January 30

The Leader in the Multicultural World - Intercultural Awareness and Engagement

Understanding intercultural dynamics with guests Dr. Tim Tang and Dr. Robert Cousins.

For Week 4:

Assignment 2b (3%): Organizational Structure - Due: February 6, 2019

Diagram your own church's leadership structure or the leadership structure of the organization you work for. Bring it to class for week 3 ready to share and discuss. Scan and submit it as a PDF on the course page as well.

Week 4 - February 6

The Nature of Your Own Church or Leadership Setting

Biblical descriptions of "polity," popular church models, church "types." In class assignment around identifying your local leadership structure and context. Seeing your church or organization as a system

For Week 5:

Assignment 3 (20%) Case Study on Change - Due February 13, 2019

Describe a real-life situation in your ministry/work context either where a significant change recently occurred, or one where a significant change needs to occur (from your perspective). Employing information from the class and from your reading, assess the situation. What has happened, what needs to happen and how will that change come into being? What role should leadership play in seeing that change happen? How would you lead the required change? Work from the understandings discovered so far through the class and the case-study guidelines posted on the course page to develop a workable solution to the issue. The case study should be about 2000 words in length or eight double-spaced pages.

Assignment 2c (2%) 16 Personalities Assessment - Due: February 13, 2019

Complete the personality preference assessment tool found at:

<http://www.16personalities.com/free-personality-test>

Take a screen shot of your results and submit it on the course page.

If you have recently completed the Myers-Briggs Temperament Instrument and are confident of your results please submit those results on the course page.

Week 5 - February 13

The Traits of Leaders: 16 Personalities Interpretation

Developing an awareness of your personality profile and its implications for leadership and group work.

For Week 6: (in 2 Weeks - no class the week of Feb 18-22 - Reading Week)

Read:

Nelson and Dickens chapter on servanthood posted on course page.

Assignment 2d (4%) Preference Reflections - Due: February 27, 2019

Write a one to two-page reflection paper employing what you have learned from the personality preference test. Show how this new knowledge helps you interpret a situation, event, or relationship differently. Explain the implications of your new learnings for how you might act in this situation, event, or relationship.

February 20 - No Class Today - Reading Week

Week 6 - February 27

Theories and Theology of Leadership, Biblical Models of Leadership, Group Dynamics
Leadership Theories: Transformational Leadership, Servant Leadership. Leading as a team, stages of group development.

For Week 7:

Read:

McNeal, Chs 1-7

Week 7 - March 6

The Skills of Leaders

Seven Disciplines of Leaders (suggested completion of reading of McNeal) - Four key areas: Communication, Discussion and decision-making, discernment, consensus building. Inner Critic.

For Week 8:

Assignments 2e (2%) VIA Values - Due: March 13, 2019

Conduct the online VIA Values found at the following web address:

<http://www.viacharacter.org/www/Character-Strengths-Survey>

Assignment 2f (2%) Emotional Intelligence - Due: March 13, 2019

Conduct the Emotional Intelligence evaluations found at the following web address:

<http://www.maetrix.com.au/>

Bring both results to class ready to discuss. Submit the results/report on the course page.

Read:

Optional: Watch Dr. Daniel Goleman as he addresses the staff at Google on the Social Intelligence aspects of EI. This video has a high focus on how brain functioning affects EI. Be warned: It is a bit technical at times and comes from a secular scientific viewpoint.

https://youtu.be/-hoo_dIOP8k

Week 8 - March 13

The Leader as a Person

Framing your personal values from a biblical perspective. Leading from your Strengths:

Working with your Top Five Signature Themes. Emotional Intelligence and Via Values.
Integration of Self in Mission diagram.

For Week 9:

Assignment 2h (2%) Spiritual Gifts - Due: March 20, 2019.

Conduct the Spiritual Gifts Test

<http://www.spiritualgiftstest.com/test/adult>

Bring results to class ready to discuss. Submit the results on the course page.

Week 9 - March 20

Leadership as Action: Strategies for effecting change

Leading from your Spiritual Gifts, Competing priorities

Understanding the actions needed from leaders. Developing an “other-centered” perspective, servant leadership, motivation, inspiration and engagement, coaching others and Influencing change.

Week 10 - March 27

Challenges of Leaders

Theology of Leadership, Theological Reflection, dealing with toxic leaders and toxic environments, Expectations, Stress

Vocation and Calling (Vision Board), Leadership Journey (history, ministry map)

Week 11 - April 3

Systems and Change

Understanding the development and application of systems thinking to pastoral leadership

Reflecting on the dynamics of change within churches, families and organizations

Locating an understanding of missional leadership in the context of a rapidly changing environment

Week 12 - April 10

Assignment 4a (16%): Team Presentations Today

Be prepared to present your project as a team in a way that engages the whole class. As each team presents, the rest of the class will listen and analyze the presentation, asking questions and grading the presentation. Each team will complete a hard copy of the Action Learning Project that provides all the details of the the case study analysis and the material used for the presentation. See the hard copy guidelines.

Assignment 4b. Due Today (4%): Hard copy of the Action Learning Project team presentation. (Only one presentation per team is required. Submit a hard copy in class or email a digital copy to the professor mkrause@tyndale.ca)

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

GENERAL LEADERSHIP THEMES

- Banks, Robert J., and Kimberly Powell, eds. *Faith in Leadership*. San Francisco, CA: Jossey-Bass, 1999.
- Banks, Robert, Bernice M. Ledbetter, and David C. Greenhalgh. *Reviewing Leadership: A Christian Evaluation of Current Approaches*. Edited by William Dyrness & Robert K. Johnston. 2nd ed. Grand Rapids, MI: Baker Academic, 2016.
- Bass, Bernard M., and Ralph Melvin Stogdill. *Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. 3d ed. New York; London: Free Press; Collier Macmillan, 1990.
- Bennis, Warren. [*On Becoming a Leader*](#). Reading, MA: Addison Wesley, 1989.
- Boyatzis, Richard E., and Annie McKee. *Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope, and Compassion*. Boston: Harvard Business School Press, 2005.
- Burns, James MacGregor. [*Transforming Leadership: A New Pursuit of Happiness*](#). New York: Atlantic Monthly Press, 2003.
- Covey, Stephen R. [*The 7 Habits of Highly Effective People*](#). New York: Simon and Schuster, 1989.
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- Ford, Leighton. *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values, and Empowering Change*. Downers Grove, IL: InterVarsity Press, 1991.
- Handy, Charles B. *The Age of Unreason*. Boston, MA: Harvard Business School Press, 1990.
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- Hesselbein, Frances, Marshall Goldsmith, and Leader to Leader Institute. *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*. 1st ed. San Francisco: Jossey-Bass, 2006.
- Jaworski, Joseph. [*Synchronicity: The Inner Path of Leadership*](#). San Francisco: Berrett-Koehler, 1998.
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Yukl, Gary A. *Leadership in Organizations*. 6th ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2006.

THE PERSON OF THE LEADER

Autry, James A. *The Servant Leader*. Rosedale, CA: Prima Publishing, 2001.

Blackaby, Henry & Richard. *Spiritual Leadership*, Nashville: Broadman & Holman 2001.

Block, Peter. [Stewardship](#). San Francisco: Berrett-Koehler, 1993.

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- Outstanding Performance*. New York: Free Press, 2007.
- Ciulla, Joanne B., ed. *Ethics, [The Heart of Leadership](#)*. Westport, CN: Praeger, 2004.
- Curtis, Brent, and John Eldredge. *The Sacred Romance*. Nashville, TN: Thomas Nelson, 1997.
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- George, William W. [Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value](#). 1st ed. San Francisco: Jossey-Bass, 2003.
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- Nouwen, Henri J. M. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1989.
- Palmer, Parker J. *Let Your Life Speak: Listening for the voice of Vocation*. San Francisco: Jossey-Bass, 2000.
- Peck, M. Scott. *The Road Less Traveled: A New Psychology of Love, Traditional Values and Spiritual Growth*. New York: Simon and Schuster, 1978.
- Scazzero, Peter. *The Emotionally Healthy Leader. How Transforming Your Inner Life Will Deeply Transform Your Church, Team & the World*. Grand Rapids, MI: Zondervan, 2015.
- Sheffield, Dan. *The Multicultural Leader: Developing a Catholic Personality*. Clement Publishing, Toronto, 2005. ISBN 1-894667-30-1.
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INFLUENCING PEOPLE AS A LEADER

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LEADERSHIP AND CHANGE PROCESSES

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PURPOSE/MISSION

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