CHMN543

CHRISTIAN LEADERSHIP IN A CHANGING WORLD

March 4-8, 2018

Instructor: Stanley E. Patterson, PhD

InMinistry Center Intensive
MA in Pastoral Ministry

Andrews University
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CHMN543
CHRISTIAN LEADERSHIP IN A CHANGING WORLD
SPRING SEMESTER 2017
Master of Arts in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym:	CHMN543
Class name:	Christian Leadership in a Changing World
Semester & year:	Fall Semester 2017
Class location:	Forest Lake SDA Church
	515 Harley Lester Lane, Apopka, FL 32703-6129; Phone: 407.869.0680
Class time/day:	**1-6 p.m. Sunday;**
	8 a.m.- 12; 1-5 p.m. Monday-Thursday
Credits offered:	3

INSTRUCTOR CONTACT DETAILS

Instructor:	Stanley E. Patterson, PhD
Telephone:	(269) 240-4900 (m); (269) 471-3217 (w)
Email:	patterss@andrews.edu; patterson.stan@gmail.com
Office location:	Seminary Hall S228
Appointments:	Contact Sylvie Baumgartner 269-471-6371 or sylvie@andrews.edu

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BULLETIN CLASS DESCRIPTION

This course explores biblical and theological principles of Christian Leadership, organizational theory, and systems thinking appropriate to the church and seeks to instill in students the servant leadership qualities. Additionally, it facilitates growth in administrative areas such as strategic planning, managing change, finance, Christian education, and conflict management.

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students.

CHMN543 *MA in Pastoral Ministry (MAPM)*

1. Deliver effective biblically-based sermons.
2. *Demonstrate proper biblical interpretation skills*
3. *Understand the historical-theological development of the Seventh-day Adventist church*
4. Capable of training church members for evangelism
5. *Demonstrate an understanding of how to empower church members for leadership*
6. Capable of reaching specific social groups

CHMN543 Student Learning Outcomes (SLO)
The student should be able to:

1. Demonstrate advanced understanding of the biblical and theological principles of Christian leadership.
2. Apply leadership and organizational theory to the church and its administration.
3. Describe behavior necessary to minister and empower people for ministry in diverse and multi-cultural settings.
4. Evaluate their effectiveness in organizing, equipping, and mobilizing others appropriately for mission and ministry.
5. Create a narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
6. Generate a creative working model of the reconciling ministry of Christ as a peacemaker.

COURSE MATERIALS

For ISBN and price information, please see the listing at the Bookstore www.andrews.edu/bookstore.

Pre-intensive Required Reading:

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & expanded ed.). Nashville, Tenn.: B & H Pub. Group. **418 pp**.
2. Bell, S. ed. (2014). *Servants and friends: A theology of leadership.* Berrien Springs, MI: Andrews University Press. **200** of 453 **pages**.
3. Valentine, G. M. (2011). *The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-Day Adventist Church.* Oshawa, Ont., Canada: Pacific Press. **383 pp.**

Recommended:
1. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities.* Downers Grove, Ill.: IVP Academic. Pages 258. ISBN: 9780830839261
2. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development.* Colorado Springs: NavPress.

3. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco: Jossey-Bass.
4. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon.
5. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (Second ed.). San Francisco: Jossey-Bass.
6. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books.
7. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: Guilford Press.
8. Friedman, E. H., Treadwell, M. M., & Beal, E. W. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York: Seabury Books.
9. Fryling, R. (2010). *The leadership ellipse: shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books.
10. Goleman, Daniel, Boyatzus, Richard and McKee, Annie. (2004). *Primal leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Publishing. 336 pages.
11. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
12. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
13. Heifetz, R. A., A. Grashow, et al. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, Mass. Harvard Business Press. 304 pages. ISBN: 9781422105764.
14. Hirsch, A. (2006). *The forgotten way: Reactivating the missional church*. Grand Rapids, Mich.: Brazos Press.
15. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
16. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
17. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College Press.
18. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
19. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
20. Whitworth, L., Kimsey-House, K., Kimsey-House, H., & Sandahl, P. (2007). *Co-active coaching: New skills for coaching people toward success in work and, life* (2nd ed.). Mountain View, CA: Davies-Black.
21. White, Ellen G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

PRE-INTENSIVE REQUIREMENTS

1. **Pre-intensive Reflective Reading Discussions:** Do the required reading for all texts and participate substantially in the Learning Hub FORUM book discussions on or by the posted date. These postings will be graded for quality and quantity of content related to the book, reflective writing that considers the impact on you personally and professionally. Submit postings until the cumulative points total 25 or more for each book. Points are awarded for primary or response statements to postings by your fellow participants. **Mar 5, 2018**.

> Blackaby, H. T., & Blackaby, R. (2011). Spiritual leadership: Moving people on to God's agenda (Rev. & expanded ed.). Nashville, Tenn.: B & H Pub. Group. **418 pp.**
>
> Bell, S. ed. (2014). Servants and friends: A theology of leadership. Berrien Springs, MI: Andrews University Press. **200** of 453 **pages.**
>
> Valentine, G. M. (2011). The prophet and the presidents: Ellen G. White and the processes of change, 1887-1913: A study of Ellen White's influence on the administrative leadership of the Seventh-day Adventist Church. Oshawa, Ont., Canada: Pacific Press. **383 pp**.

REQUIREMENTS DURING COURSE INTENSIVE

Final Exam: An exam will be written as an assessment of your overall grasp of leadership theory and practice in the context organizing and mobilizing the church. The exam will provide topic options within the framework of a leadership model consistent with the teachings of Jesus. **The final exam will be administered Mar 8, 2018.**

POST-INTENSIVE COURSE REQUIREMENTS

1. **Post-intensive Book Review:** Choose a leadership related book published 2016 or later. Read it and write a 750-1000-word review for consideration of publication. The review should conform to the standard established in the Rubric on page 11. Format as per the Sample Book review and include a professional byline. Clear title with Dr. Patterson to avoid duplication with another student or a previously published review. Rubric on page 12. **Due Apr 1, 2018**

2. **Case Study:** Produce a 8 page *Leadership Case Study* of an actual religious organization and one of its leaders with whom you are acquainted. Use fictional names for leader and organization. The case study is to be 8 pages, double spaced. Follow the *Andrews Standards for Written Work, 13ᵗʰ ed*. Use APA or Turabian style. The case study is graded on the basis of the rubric on page 11. **Due Apr 27, 2018.**

   The page suggestions in the outline below are suggestions only. The leadership case study should

include the following

    a. A brief **description** of the organization. (1/2 page)

        - The general identity (size, type, style) and context (history, location, social setting, cultural environment) of the organization.
        - The vision and mission of the organization
    b. A **description** of the leader providing the focus of the paper. (1/2 page)
        - The leader's cultural background, experience, personal context, philosophy, ethics, etc.
    c. Your **analysis** of the leadership dynamics in the case. (2 pages)
        - Leadership theory(ies), Integrity, Empowerment, Relationships, communication, etc.
    d. Any **theological dimensions**, themes, or issues involved in the case. (1 page)
        - What biblical issues or themes of leadership are involved in the case?
    e. Your **evaluation** of your experience as a participant or observer in the case, including any concepts that will guide your ministry in the future. (2 pages)
        - What would you do the same?
        - What would you do differently?
        - What additional knowledge or skills would you need in order to serve as a leader in this organization?
Note: Case Study rubric (p.11) will be used to determine grade for this assignment.

Schedule for class meetings: September 24-28, 2017			
			Running total
Sunday	1-6 p.m.	5 hours	5
Monday	8:00-12:00 p.m. 1:00-5:00 p.m.	4 hours 4 hours 8	13
Tuesday	8:00-12:00 p.m. 1:00-5:00 p.m.	4 hours 4 hours 8	21
Wednesday	8:00-12:00 p.m. 1:00-5:00 p.m.	4 hours 4 hours 8	29
Thursday	8:00-12:00 p.m. 1:00-5:00 p.m.	4 hours 4 hours 8	37
Pre/Post-session	Pre-intensive Learning Hub Forum Discussions	8 hours 8	45

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	37	45 hours total
Pre/Post Online	8	
Independent Completion of Assignments		
Reading	60 hours	
Post-Int. Reading and Book Review 2 pages	15 hours	
Leadership Case Study (6-8 pages)	15 hours	
Total Hours	**135 hours**	

OUTLINE OF TOPICS AND ASSIGNMENTS

Day	Date	Class Topic	Assignments Due
Pre-int	Jan 4-Apr 27, 2018	Pre-intensive Learning Hub Forum Discussion (SLO 2,4,6; PLO 3,5) (20 pts.)	Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership*
Pre-int	"	Pre-intensive Learning Hub Forum Discussion (SLO 2,4,6; PLO 3,5) (20 pts.)	Bell, S. ed. (2014). *Servants and friends*
Pre-int	"	Pre-intensive Learning Hub Forum Discussion (SLO 2,4,6; PLO 3,5) (20 pts.)	Valentine, G. M. (2011). *The prophet and the presidents*
1	Mar 4	Introduction and Orientation Biblical Foundations	
2	Mar 5	Spiritual Leadership Leadership Theory Integrity	
3		Clarifying Mental Models Leading Change	
4	Mar 6	Jesus as Transformational Leader Mentoring/Discipleship	
5		Empowerment Motivating People	
6		Ministry in Teams Trust	
7	Mar 7	Managing Conflict Biblically Financial Leadership	
8		E.G. White and Leadership Leadership and Power	
9		Shared Vision & the Differentiated Self Distributed Leadership	
10	Mar 8	Priesthood of all Believers Assessing Effectiveness	
11		Organizational Structure and Authority Stewardship of Time	
Mar 8, 3:00 p.m.			Final Exam (50pts.) (SLO 2,4,5,6; PLO 5)
Apr 1, 2018			Post-intensive book review (50 pts.)
Apr 27, 2018			L'ship Case Study (75pts.) (SLO 1,2, 3, 5; PLO 3, 5)
May 3, 2018		Course officially closes	All late assignments must be submitted by May 1, 2018.

Criteria for Grades
Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper; compliance with AU Standards for Written Work, 12th ed; quality of writing including grammar, punctuation, and clarity. (e.g. Criteria for each grade are listed in the Criteria for Assessment Guidelines which is attached as Appendix 1 of this document.)

Passing Grades
All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

Assessment Submission
All assignments should be submitted to me as MS Word documents via LearningHub dated no later than the day the assignment is due.

Late Submission
The following penalties will be applied for late submission of assessment items:

Assessments received by due date: (possible A grade)
Delay up to 60 days: (no better than an A- grade)
Delay up to 90 days: (no better than a B+ grade)
Delay up to 120 days: (no better than a B grade)
Delay up to 150 days: (no better than a C grade)

Other Guidelines
The following list details weight given each assignment and includes a point value for attendance based upon 3 points for each day you were in class and not tardy.

A: 96-100		B+: 90-92		B-:82-84		C: 75-78
A-: 93-95		B: 85-89		C+: 79-81		C-: 72-74

TOTAL TIME INVESTMENT FOR THIS CLASS

Advanced theological education is no 'cake-walk', nor is it intended to 'wear out the saints.' Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed   15-20 pages/hr.
- Average writing speed   3 hr./page
- Exam preparation   4-8 hours

Based on these averages, requirements for this class will take the average student the following:
- Reading@18 pages/hr (3 books-1100 pp.)   60 hrs.
- Book discussions in Learning Hub forum (5 hrs. toward 45 total contact hours)
- Post-int. Reading and book Review (2 pages)   15 hrs.
- Case Study (6-8 pages)   15 hrs.
- Contact hours in class/Internet dialog   45

     Total Hours for class   135

Course Points per Assignment:

- Reading Discussion Forums (75 pts/31.3%)
- Post-intensive Book Review (50 pts/20.8%)
- Case Study (75 pts/31.3%)
- Final Exam (40 pts/16.6%)
- 240 total points

Rubric for Assessing the CHMN543 Case Study

	Excellent (90-100%)	Satisfactory (60-89%)	Emerging (30-59%)	Unacceptable (0-29%)	Score
Introductory material (10)	The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.	The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.	The introduction is present. Identification of the purpose and central questions is sketchy.	There is no introduction. The purpose is not identified.	
Descriptions of the setting and data collection process (15)	The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).	The narrative contains adequate descriptions of the case study setting and the data collection process.	The narrative contains an adequate description of the setting, but an incomplete description of the data collection process.	The narrative contains an incomplete or vague description of the setting, and no description of the data collection process.	
Record of observations (15)	The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.	The narrative contains observations from multiple sources or includes qualitative and quantitative data.	The narrative contains observations from at least two sources.	The narrative contains observations from only one perspective, or of a single type of data	
Discussion, logic, and conclusions (L'ship Theology, Theory, etc.) (20)	The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work	The discussion seems complete. Conclusions are logical and address the central questions.	The discussion is adequate, but conclusions- if present-- do not match the central questions.	. The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.	
Presentation's clarity and style (15)	All of the following are true: •The project contains no serious errors in grammar, spelling or mechanics. •The page layout facilitates understanding of the narrative. ¨ •Navigation between sections is clear. •APA format is used for in text and bibliographical references to external resources.	One (1) of the following is true: •The project contains multiple or serious errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources	Two (2) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources.	At least three (3) of the following are true: •The project contains multiple errors in grammar, spelling or mechanics. •The page layout is cluttered. Navigation between sections is unclear. •APA format is not used for in-text and bibliographical references to external resources.	
				Total (75)	

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Rubric for Assessing the CHMN543 Book Review

	Grade range- 90-100%	Grade range-80-89%	Grade Range < 80%	
Focus: author's thesis; book's content (10)	Clearly communicates the author's thesis/main idea and succinctly summarizes the book's content	Adequately communicates the author's thesis and summarizes the book's content	Does not clearly communicate the author's thesis and/or summarize the book's content	
Critique: evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction (15)	Interacts with and critiques the author's ideas at a high level on behalf of the leadership community	Adequately critiques the author's ideas on behalf of the community	Does not offer a helpful critique, and/or does not critique on behalf of the community, and/or too much personal reviewer bias	
Application: applied aspect for Christian leaders; not limited to reviewer's personal context (15)	Shares clear and practical application of the author's ideas for Christian leaders	Adequately applies the author's ideas for Christian leaders	Does not sufficiently apply the author's ideas for Christian leaders, and/or application limited to reviewer's personal context	
Recommendation: to read this book or not, and why (10)	Clearly and strongly recommends whether to read the book, including a summary of reasons why	Adequately recommends whether to read the book	Does not strongly recommend whether to read the book and/or include reasons why	
			Total (50)	

Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.

If appropriate, some information about the author might be included: Who is he/she? Why write this book? Any information about what makes the author an authority on the book's subject is helpful, especially if the author is relatively unknown.

Things that should *not* be in a review:
❖ Rants about negative or positive aspects of the book.
❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book…"

AU Standards for Written Work
All papers submitted for this class must conform to AU Standards for Written Work, 12th edition. 10% will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, bibliography, reference lists, abbreviations of scripture references and margins do not comply.
http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf

Classroom Seating
To facilitate the instructor in learning each student's name, please select a permanent seat in the classroom.

Disability Accommodations
If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

Emergency Protocols
Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Computer use in class is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if inappropriate use is noted.
Food is not allowed in the classroom by Seminary policy.

Class Attendance
"Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence."

Andrews University Bulletin 2010, page 29-30

Academic Integrity
Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another's work as one's own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

"Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university."

Andrews University Bulletin 2010, page 30

INSTRUCTOR PROFILE

Dr. Stanley Patterson currently teaches and mentors ministry professionals at the SDA Theological Seminary. He serves as Chair of the Christian Ministry Department and teaches classes in Christian leadership and pastoral practics. He also serves as executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

He began his pastoral ministry in 1975 in Texas, then Wyoming, Colorado, and Georgia. He served as ministerial director and evangelism coordinator in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and later as vice-president for pastoral ministries and evangelism.

He was granted a Ph.D. in Leadership and Administration from Andrews University in 2007 and responded to a call to serve the Seminary in 2008. He has published numerous academic and professional articles on Christian Leadership and has assisted in the development of Christian leaders throughout the world field.

Glenda and he make their home in Berrien Springs, Michigan and have four adult children, eight grandchildren and one great grandson.

BIBLIOGRAPHY

Class Bibliography:
1. Anderson, K., & Reese, R. (1999). *Spiritual mentoring: A guide for seeking and giving direction*. Downers Grove, IL: Intervarsity Press.
2. Blanchard, K., Carlos, J. P., & Randolph, A. (1998). *Empowerment takes more than a minute*. San Fransisco: Berrett-Koehler.
3. Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
4. Conger, J. A., Spreitzer, G. M., & Lawler, E. E. I. (Eds.). (1999). *The leader's change handbook: An essential guide to setting direction and taking action*. San Francisco: Jossey-Bass.
5. Drath, W. (2001). *The Deep Blue Sea: Rethinking the Source of Leadership*. San Fransisco: Jossey-Bass.
6. Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
7. Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown and Company.

8. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th Anniversary ed.). New York: Bantam.
9. Guder, D. L., & Barrett, L. (1998). *Missional church: A vision for the sending of the church in North America*. Grand Rapids, Mich.: W.B. Eerdmans Pub.
10. Guinness, O. (2003). *The call: Finding and fulfilling the central purpose of your life*. Nashville: W Publishing Group (Thomas Nelson).
11. Moxley, R. S. (1999). *Leadership and spirit: Breathing new vitality and energy into individuals and organizations*. San Fransisco: Jossey-Bass.
12. Nouwen, H. (1989). *In the name of Jesus: Reflections on Christian leadership*. New York: Crossroad.
13. Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications, Inc.
14. Pollard, L. (Ed.). (2000). *Embracing diversity: How to understand and reach people of all cultures*. Hagerstown, MD: Review and Herald Publishing.
15. Quinn, R. E. (1996). *Deep change: discovering the leader within*. San Francisco, Calif.: Jossey-Bass Publishers.
16. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time* (Berkley trade pbk. ed.). New York: Berkley Books.
17. Senge, P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Currency.
18. Sire, J. W. (1990). *Discipleship of the mind: Learning to love God in the ways we think*. Downers Grove, IL: Intervarsity Press.
19. Sire, J. W. (2009). *The universe next door: A basic worldview catalog* (5th ed.). Downers Grove, Ill.: InterVarsity Press.
20. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
22. Surowiecki, J. (2005). *The Wisdom of crowds: Why the many are smarter than the few and how collective wisdom shapes business, economies, societies, and nations*. New York: Anchor Books.
23. Tropman, J. E. (1996). *Making meetings work: Acheiving high quality group decisions*. Thousand Oaks, CA: Sage.
24. Vroom, V. H. (1995). *Work and motivation*. San Fransisco: Jossey-Bass.
25. Weisbord, M. R., & Janoff, S. (2007). *Don't just do something, stand there! : ten principles for leading meetings that matter* (1st ed.). San Francisco: Berrett-Koehler Publishers.
26. Yukl, G. A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, N.J.: Prentice Hall.

Note: Any student wishing to gain access to Dr. Patterson's www.shelfari.com reading web site may do so by emailing a request to patterss@andrews.edu for an invitation.