Seventh-day Adventist Theological Seminary
Andrews University

CHMN 543-114 – Christian Leadership in a Changing World

Fall 2019

David Penno, PhD

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	North American Division Office, Columbia, Maryland
Class meeting times:	September 15-19, 2019
	Sunday: 1:00-6:00 pm,
	Monday-Thursday: 8:00 am-12:00 pm, 1:30-5:30 pm
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 471-6366
Instructor Email:	penno@andrews.edu
Office location:	Seminary Hall S207
Office hours:	By Appointment

BULLETIN DESCRIPTION OF COURSE

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, and conflict management.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

Demonstrate an understanding of how to empower church members for leadership.

The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

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.

We will also spend some time exploring the relationship between theology, philosophy, science, and leadership. We will examine how concepts of theology, philosophy, and science influence each other, and how this in turn can have a serious and profound effect on how leadership is practiced.

COURSE OVERVIEW

Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

Date	Class Topic	Assignments Due	CLO;s Addressed
By Sept 9	Pre-intensive Learning Hub Forum Discussion (CLO 2, 4, 6) (50 pts)	Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership*	2, 4, 6
By Sept 9	Pre-intensive Learning Hub Forum Discussion (CLO 2, 4, 6) (50 pts)	Bell, S. (Ed.). (2014). *Servants and friends*	2, 4, 6
By Sept 9	Pre-intensive Learning Hub Forum Discussion (CLO 2, 4, 6) (50 pts)	Valentine, G. M. (2011). *The prophet and the presidents*	2, 4, 6
Sept 15	Introduction & Orientation Definition of Leadership Biblical Foundations of Leadership E.G. White & Leadership	Science & Theology Survey #1 (25 pts)	1, 2

Sept 16	Leadership Philosophy: Servant Leadership Leadership Theory: Transformational Leadership		1, 2, 4, 5
	Theology, Philosophy, Science, & Leadership Integrity & Ethics		
Sept 17	Systems Theory Organizational Structure & Authority in the Church Leadership & Power Shared Vision Leading Adaptive Change: Courage & Risk Strategic Planning		2, 4, 5
Sept 18	Ministry Teams (Five Dysfunctions) Leading Committees Empowering Others/Shared Leadership Assessing Leadership Effectiveness Leading in a Multi-cultural Setting Financial Leadership	Science & Theology Survey #2 (25 pts)	2, 4
Sept 19	Managing Conflict Biblically Leaders & Time Ministering from Overflow: Abundance Mentality & Motivation Course Evaluation		4, 5, 6
Sept 19	Final Exam (200 pts)		2, 4, 5, 6
Nov 4	L'ship Case Study (200 pts)		1, 2, 3, 5
Dec 2	Post-intensive book review (150 pts)		
Course officially closes	All late assignments must be submitted by Dec 9, 2019.		

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 **September 9, 2019**. These postings will be graded for quality and quantity of content related to the book, and reflective writing that considers the impact on you personally and professionally. Submit postings until the cumulative points total 50 for each book. Points are awarded for primary or response statements to postings by your fellow participants..

   Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & expanded ed.). Nashville, TN: B & H. **418 pages.**

   Bell, S. ed. (2014). *Servants and friends: A theology of leadership*. Berrien Springs, MI: Andrews University Press. **200** of 453 **pages (must include pp. 341-393)**.

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, ON, Canada: Pacific Press. **383 pages**.

REQUIREMENTS DURING COURSE INTENSIVE

Science & Theology Surveys: Students will take two surveys to gather data on their thinking in the area of science and theology. Grade is for participation and not for answers to questions. The surveys are anonymous. These are not required, but students received extra credit for doing them.

Final Exam: An exam will be written as an assessment of your overall grasp of leadership theory and practice in the context of 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 September 19, 2019.**

POST-INTENSIVE COURSE REQUIREMENTS

1. **Post-intensive Book Review:** Choose a leadership related book published in 2017 or later. Read it and write a 750-1,000 word review for consideration of publication. The review should conform to the standard established in the Rubric on page 12. Format as per the Sample Book Review posted on Learning Hub and include a professional byline. Assignments are only accepted in MSWord. Dr. Penno must approve the book to avoid duplication with another student or a previously published review. Rubric on page 12. **Due December 02, 2019.**

2. **Case Study:** Produce a six page *Leadership Case Study* of an actual religious organization and one of its leaders with whom you are acquainted. Use fictional names for the leader and organization. The case study report is to be six pages, double-spaced. Use a font of Times New Roman, 12 point. Make sure you have page numbers, centered at the bottom. Follow the formatting required in *Andrews University Standards for Written Works*, and use APA style for citations and references. The case study is only accepted in MSWord. The case study is graded on basis of rubric on page 11. The case study must include 10 citations of sources from the last five years in the theological and analysis sections (10 in total), with a Reference List at the end of the document. **Due November 04, 2019.**

   The leadership case study should include the following (**See the rubric on page 11**):
   a. A **title page** that includes the title of the case study, the name of the class, and the name of each team member.

   b. An i**ntroduction** to the case study that includes a description of how the data were collected, and what types of sources of data (i.e., persons who work with the leader, organizational publications, a survey of members of the organization, etc.). (1/2 page)

    c. A brief **description** of the organization. (1/2 page)
       (1) The general identity (size, type, style) and context (location, social setting, cultural environment) of the organization
       (2) The history of the organization
       (3) The vision and mission of the organization
       (4) The success of the organization in accomplishing its mission
       (5) Major changes in the organization

    d. A **description** of the leader (self-identified and as described by others). (1/2 page)
       (1) The leader's cultural background
       (2) The leader's experience as a leader
       (3) The leader's expression of the fruit of the Spirit
       (4) The leader's spiritual gifts

    e. T**heological dimensions** (1 page)
       (1) Does the leader espouse servant leadership?
       (2) Does the leader use domination and coercion?
       (3) Does the leader empower others in the organization?
       (4) Are position and personal prestige important to the leader?

    f. Your **analysis** of the leadership dynamics in the case. (1 page)
       (1) How do others in the organization perceive the leader (integrity/character)?
       (2) Analyze the leader according to servant leadership, transformational leadership, and spiritual leadership, as defined in class
       (3) What is the decision-making process in the organization?
       (4) Does the leader work more as a true leader or a manager of the organization?

    g. Your **evaluation** of your experience as a participant or observer in the case. (1½ pages)
       (1) What would you do the same?
       (2) What would you do differently?
       (3) What additional knowledge or skills would you need in order to serve as a leader in this organization?

    h. Your **learning** from this experience. (1 page)
       (1) Describe the leadership lessons that you gained from this study
       (2) How would you apply these lesson to your future ministry?

    Note: Case Study rubric (p. 11) will be used to determine grade for this assignment.

ATTENDANCE

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

Pre-intensive Required Reading

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's agenda* (Rev. & exp. ed.). Nashville, TN: B & H Publishing Group. **418 pp**.
2. Bell, S. (Ed.). (2014). *Servants and friends: A theology of leadership.* Berrien Springs, MI: Andrews University Press. **200** of 435 **pages (must include pp. 341-393)**.
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, ON, Canada: Pacific Press. **383 pp**.

Recommended Course Materials

1. Bolsinger, T. (2015). Canoeing the mountains: Christian leadership in uncharted territory. Downers Grove, IL: IVP Books.
2. Branson, M. L., & Martínez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, IL: IVP Academic.
3. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs, CO: NavPress.
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, CA: Jossey-Bass.
5. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville, TN: Abingdon.
6. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (2nd ed.). San Francisco, CA: Jossey-Bass.
7. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, IL: IVP Books.
8. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York, NY: Guilford Press.
9. Friedman, E. H., Treadwell, M. M., & Beal, E. W. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York, NY: Seabury Books.
10. Fryling, R. (2010). *The leadership ellipse: Shaping how we lead by who we are*. Downers Grove, IL: IVP Books.
11. Goleman, D., Boyatzus, R., and McKee, A. (2004). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School.
12. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
13. Hagberg, J. O. (2003). *Real power: Stages of personal power in organizations* (3rd ed.). Salem, WI: Sheffield.
14. Heifetz, R. A., Grashow, A., Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
15. Hirsch, A. (2006). *The forgotten way: Reactivating the missional church*. Grand Rapids, MI: Brazos Press.
16. Knight, G. R. (2017). *Adventist authority wars, ordination, and the Roman Catholic temptation*. Westlake Village, CA: Oak and Acorn.
17. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco,

        CA: Jossey-Bass.
18. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
19. Smith, F. (1998). *The book of learning and forgetting*. New York, NY: Teachers College
        Press.
20. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be
        successful in life*. Colorado Springs, CO: NavPress.
21. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic
        world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
22. 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.
23. White, E. G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

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

MORE ABOUT THE COURSE

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit hour definition requires that:
- **Courses for professional masters' degrees (e.g. MDiv)** include 15 instructor contact hours and 30 hours of independent learning activities.
- **Courses for academic masters' (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students weak in these skills: 1) may require more time and should consider taking fewer classes each semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Professional Masters' Programs		
3 Credits		
Instructor Contact Hours	**Face to Face Instructional Time**	37 hours
	Other Instructor-Directed Activities	8 hours
Independent Learning Activities	**Reading**	60 hours
	Post-Intensive Reading and Book Review 2 pages	15 hours
	Leadership Case Study (6-8 pages)	15 hours
Total Hours:		**135 hours**

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

Assignment Description	**Weighting**
Reading Discussion Forums	50 points each/15%
Post-intensive Book Review	150 points/15%
Case Study	300 points/30%
Final Exam	200 points/20%
Attendance	200 points/20%
Total points	**1,000 points/100%**

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

Passing Grades

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

Submission of Assignments

All assignments (except the pre-intensive Learning Hub Book Forum discussions) should be submitted as MS Word documents via LearningHub, no later than the day the assignment is due.

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

Delay up to 1 day:	5% penalty
Late 2-3 days:	10% penalty
Late 4-5 days:	15% penalty
Late 6-7 days:	20% penalty
Late more than 7 days:	Grade of zero: no assignments accepted beyond 7 days late

Resubmission of Assignments
In order to facilitate maximum learning, students who receive a poor grade on the final project and presentation may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original total possible score.

ABOUT YOUR INSTRUCTOR

I am an Associate Professor of Christian Ministry, and currently serve the Doctor of Ministry program here at the seminary as the Project Coach. My duties include helping students develop their project proposal and write their project document with the correct writing quality, formatting, and style. I also manage and train the advisors and second readers, and teach doctoral and master's level classes.

My pastoral experience includes 13 years with the Iowa-Missouri Conference and 12 years with the Georgia-Cumberland Conference. I also served as the evangelism coordinator in Georgia-Cumberland for 5 years.

In 2009 I graduated from Andrews University with a PhD in Leadership. My research has centered on leadership in multi-ethnic and multi-cultural settings. With the continued globalization of the world, leaders both within and without the church must learn to serve competently groups and organizations that are more and more composed of people from a variety of backgrounds.

Family is very important to me. My wife Nancy and I have two sons, Matthew and Eric, two daughters-in-law, Heather and Melody, and two granddaughters, Chrissy and Judith, and one grandson, Bentley. My hobbies include backpacking and wilderness exploration, traveling, learning languages, and the study of history, particularly the Second World War.

I enjoy teaching, and feel called by God to equip leaders in the church to serve God's people out of a secure saving relationship with Jesus, a clear understanding of God's Word, and in the context of the fruit and gifts of the Holy Spirit and a servant's heart.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:
- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
  - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.
- Presenting another's work as one's own (e.g., placement exams, homework assignments);
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;
- Stealing, accepting, or studying from stolen quizzes or examination materials;
- Copying from another student during a regular or take-home test or quiz;
- Assisting another in acts of academic dishonesty
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

AU Standards for Written Work

All papers submitted for this class must conform to *AU Standards for Written Work*, 13th edition. 10%

will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, 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.

Academic Accommodations

If you qualify for accommodation under the American Disabilities Act, please see contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Use of Electronics

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

LearningHub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol
Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout 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.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu .

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

A: 96-100		B+: 90-92		B-: 82-84		C: 75-78		D: 65-71
A-: 93-95		B: 85-89		C+: 79-81		C-: 72-74		F: < 65

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

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)	

Reference:

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…"

APENDIX 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

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, CA: Berrett-Koehler.
3. Burns, J. M. (1978). *Leadership*. New York, NY: 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, CA: Jossey-Bass.
5. Drath, W. (2001). *The deep blue sea: Rethinking the source of leadership*. San Fransisco, CA: Jossey-Bass.
6. Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York, NY: Basic Books.
7. Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston, MA: Little, Brown and Company.
8. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th ann ed.). New York, NY: Bantam.
9. Guder, D. L., & Barrett, L. (1998). *Missional church: A vision for the sending of the church in North America*. Grand Rapids, MI: W.B. Eerdmans.
10. Guinness, O. (2003). *The call: Finding and fulfilling the central purpose of your life*. Nashville, TN: W Publishing Group (Thomas Nelson).
11. Moxley, R. S. (1999). *Leadership and spirit: Breathing new vitality and energy into individuals and organizations*. San Fransisco, CA: Jossey-Bass.
12. Nouwen, H. (1989). *In the name of Jesus: Reflections on Christian leadership*. New York, NY: Crossroad.
13. Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage.
14. Pollard, L. (Ed.). (2000). *Embracing diversity: How to understand and reach people of all cultures*. Hagerstown, MD: Review and Herald.
15. Quinn, R. E. (1996). *Deep change: Discovering the leader within*. San Francisco, CA: Jossey-Bass.
16. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time* (Berkley trade pbk. ed.). New York, NY: Berkley Books.
17. Senge, P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York, NY: 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, IL: InterVarsity Press.
20. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.
24. 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, NY: Anchor Books.
25. Tropman, J. E. (1996). *Making meetings work: Acheiving high quality group decisions*. Thousand Oaks, CA: Sage.
26. Vroom, V. H. (1995). *Work and motivation*. San Fransisco, CA: Jossey-Bass.
27. Weisbord, M. R., & Janoff, S. (2007). *Don't just do something, stand there!: Ten principles for leading meetings that matter*. San Francisco, CA: Berrett-Koehler.
28. Yukl, G. A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.