

CHMN543

CHRISTIAN LEADERSHIP IN A CHANGING WORLD

March 3-7, 2019

Instructor: Skip Bell, DMin





CHMN543
CHRISTIAN LEADERSHIP IN A CHANGING WORLD
MARCH 3-7, 2019
SPRING SEMESTER 2019
Master of Arts in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: CHMN543
Class name: Christian Leadership in a Changing World
Semester & year: Spring Semester 2019
Class location: Northern New England Conference Office
479 Main Street, Westbrook, Maine
Class time/day: **Sunday: 1-6 p.m.**
Monday-Thursday: 8:15 a.m. – 5:00 p.m.
Credits offered: 3

INSTRUCTOR CONTACT DETAILS

Instructor: Skip Bell, DMin
Telephone: 269-208-9848
Email: sjbell@andrews.edu
Office location: Seminary Hall S221

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.

PROGRAM AND COURSE OUTCOMES

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. 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.**
2. Bell, Skip.ed. *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press, 2014. Read and journal three chapters from the Old Testament section, the entire New Testament section, three chapters from the selected narratives section, and all of section four.
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 pages.**

Recommended:

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.
2. Branson, M. L., & Martinez, J. F. (2011). *Churches, cultures, and leadership: A practical theology of congregations and ethnicities*. Downers Grove, Ill.: IVP Academic. Pages 258. ISBN: 9780830839261
3. Clinton, J. R. (1988). *The Making of a leader: Recognizing the lessons and stages of leadership development*. Colorado Springs: 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: Jossey-Bass.
5. Cosgrove, C. H., & Hatfield, D. D. (1994). *Church conflict: The hidden system behind the fights*. Nashville: Abingdon.
6. Duarte, D. L., & Snyder, N. T. (2001). *Mastering virtual teams: Strategies, tools, and techniques that succeed* (Second ed.). San Francisco: Jossey-Bass.
7. Elmer, D. (2006). *Cross-cultural servanthood: Serving the world in Christlike humility*. Downers Grove, Ill.: IVP Books.
8. Friedman, E. H. (1985). *Generation to generation: Family process in church and synagogue*. New York: 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: Seabury Books.
10. Fryling, R. (2010). *The leadership ellipse: shaping how we lead by who we are*. Downers Grove, Ill.: IVP Books.
11. Goleman, Daniel, Boyatzus, Richard and McKee, Annie. (2004). *Primal leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Publishing. 336 pages.
12. Greenleaf, R. (1991). *Servant leadership: A journey into the nature of legitimate power and greatness*. Indianapolis, IN: The Greenleaf Center.
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. Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass.
15. Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.
16. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
17. Wheatley, M. J. (2006). *Leadership and the new science: Discovering order in a chaotic world* (3rd ed.). San Francisco, CA: Berrett-Koehler.
18. 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.
19. White, Ellen G. (1985). *Christian leadership*. Silver Spring, MD: Ellen G. White Estate.

PRE-INTENSIVE REQUIREMENTS

1. Do the required reading for all three texts and participate substantially in the Learning Hub FORUM book discussions on or by **March 3, 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. Students must also report in the forum the actual reading of the required sections of the book, or the portion of the required sections they have read. Half credit is given for the reading, and half for the reflections shared. If there is no statement that you have read the book, no credit can be given. Points are awarded for primary or response statements to postings by your fellow participants. Submit postings until the cumulative points given total 25 for each book. These documents are not graded on writing style.
 - a. 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.
 - b. Bell, Skip.ed. *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press, 2014. Read and journal three chapters from the Old Testament section, the entire New Testament section, three chapters from the selected narratives section, and all of section four.
 - c. 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.

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 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 **March 7, 2019**.

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 attached rubric. Format as per the sample book review and include a professional byline. Clear the book title with Dr. Bell during the intensive. **Due April 15, 2019.**
2. **Case Study:** Produce a 6 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 is to be 6 pages, double spaced. The case study is graded on the basis of the rubric on page 11. **Due May 1, 2019.**

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

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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: The case study rubric will be used to determine grade for this assignment.

Schedule for class meetings: March 3-7, 2019			
			Running total
Sunday	1-6 p.m.	5 hours	5
Monday	8:15-12:00 p.m.	3.75 hours	13
	1:00-5:15 p.m.	4.25 hours	
		8	
Tuesday	8:15-12:00 p.m.	3.75 hours	21
	1:00-5:15 p.m.	4.25 hours	
		8	
Wednesday	8:15-12:00 p.m.	3.75 hours	29
	1:00-5:15 p.m.	4.25 hours	
		8	
Wednesday evening dialogue	5:30 – 7:30	2 hours	31
Thursday	8:15-12:00 p.m.	3.75 hours	39
	1:00-5:15 p.m.	4.25 hours	
		8	
Pre-Post Intensive	Online	6 hours	45
		6	

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	39 hours	45 hours total contact time
Pre-Post Online	6 hours	
Independent Completion of Assignments		
Reading and jorning	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

Section 1: Leadership Theory in a Changing Church

Section 2: Theological Perspectives on Leadership

Section 3: Inspiring a God Given Passion Stirring Vision

Section 4: Leading With Character - Integrity

Section 5: Risk Taking Courage and Change Management

Skill training: Managing Change

Skill training: Vision Driven Planning

Section 6: Motivation and Empowerment Theory

Section 7: Innovation

Section 8: Abundance Mentality

Section 9: Leadership in Diversity

Section 10: Organizational and Systems Theory

Section 11: Essential Administrative Skills: Identification and Training

Certain topics of this section may be addressed earlier in the course schedule.

Time Management

Managing Church Finances

Issues in Conflict Management

Professional Ethics

Committee Work

Team Building

Mentoring

GRADING CRITERIA AND COURSE ASSESSMENT

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.

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 as MS Word documents via LearningHub dated no later than the day the assignment is due.

Late Submission

Any assignment submitted late receives a 20% penalty. No work is accepted after May 1.

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@ about 18 pages/hr 60 hrs.
- Posting of book discussions/journals (6 toward contact hours)
- Post-int. Reading and book Review 15 hrs.
- Case Study 15 hrs.
- Contact hours in class 45 hrs.

Total Hours for class	135

Course Points per Assignment:

- Reading/Journaling (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
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CRITERIA FOR ASSESSMENT GUIDELINES

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:

Adapted from: Using Rubrics to Grade Student Performance, Dawn M. Zimmaro, Ph.D.

Center for Teaching and Learning

Telephone: (512) 232-2662; Web: www.utexas.edu/academic/ctl

Location: Bridgeway Building, 2616 Wichita Street, Address: P.O. Box 7246, Austin, TX 78713-7246

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

Rubric for Assessing the CHMN543 Book Review				
	Grade range- 90-100%	Grade range-80-89%	Grade Range < 80%	
Focus: <i>author's thesis; book's content (10)</i>	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: <i>evaluation on behalf of the leadership community; Includes specific language about strengths and weaknesses; not a personal reaction (15)</i>	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: <i>applied aspect for Christian leaders; not limited to reviewer's personal context (15)</i>	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: <i>to read this book or not, and why (10)</i>	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)				
<p>Note: "Author" refers to the book author; "reviewer" refers to the book reviewer.</p> <p>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.</p> <p>Things that should <i>not</i> be in a review:</p> <ul style="list-style-type: none"> ❖ Rants about negative or positive aspects of the book. ❖ Expressions of personal prejudices: "I liked/didn't like X aspect of the book..." 				

CLASS POLICIES

AU Standards for Written Work

Formal 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. Skip Bell is Professor of Church Leadership for the Seventh-day Adventist Theological Seminary, Andrews University. An ordained Seventh-day Adventist pastor, Skip has served the church as a pastor, departmental director, administrator, and university professor. Dedicated to the vision of a soul-winning church, he has frequently led evangelistic programs, is a student of small group ministry, an advocate of church planting, and is especially interested in issues of church leadership and urban ministry. He is frequently called on to present leadership conferences for the church's world divisions.

Dr. Bell has a BA in Theology from Union College, a Master of Divinity from Andrews University, and a Doctor of Ministry from Fuller Seminary. He has authored *A Time to Serve: Church Leadership for the 21st Century*, published in 2003, *Servants and Friends: A Biblical Theology of Leadership* (main contributor and general editor), *Christ in the City: Six Essentials of Transformational Evangelism in the City Center*, published in 2018, numerous academic and professional articles, and several curriculums for professional pastoral development. He is a member of the Academy of Religious Leadership.

Dr. Bell counts time with his wife, Joni, and family as one of his greatest joys and loves just about any pursuit that involves outdoor activity or the Chicago Cubs.

BIBLIOGRAPHY

Class Bibliography:

1. Anderson, K., & Reese, R. (1999). *Spiritual mentoring: A guide for seeking and giving direction*. Downers Grove, IL: Intervarsity Press.
2. Bell, Skip.ed. *Servants and friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press, 2014.
3. Blanchard, K., Carlos, J. P., & Randolph, A. (1998). *Empowerment takes more than a minute*. San Fransisco: Berrett-Koehler.
4. Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
5. 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.
6. Drath, W. (2001). *The Deep Blue Sea: Rethinking the Source of Leadership*. San Fransisco: Jossey-Bass.
7. Gardner, H., & Laskin, E. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.
8. Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown and Company.
9. Goleman, D. (2006). *Emotional intelligence: Why it can matter more than IQ* (10th Anniversary ed.). New York: Bantam.
10. 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.

11. Guinness, O. (2003). *The call: Finding and fulfilling the central purpose of your life*. Nashville: W Publishing Group (Thomas Nelson).
12. Moxley, R. S. (1999). *Leadership and spirit: Breathing new vitality and energy into individuals and organizations*. San Francisco: Jossey-Bass.
13. Nouwen, H. (1989). *In the name of Jesus: Reflections on Christian leadership*. New York: Crossroad.
14. Pearce, C. L., & Conger, J. A. (Eds.). (2003). *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage Publications, Inc.
15. Pollard, L. (Ed.). (2000). *Embracing diversity: How to understand and reach people of all cultures*. Hagerstown, MD: Review and Herald Publishing.
16. Quinn, R. E. (1996). *Deep change: discovering the leader within*. San Francisco, Calif.: Jossey-Bass Publishers.
17. Scott, S. (2004). *Fierce conversations: Achieving success at work & in life, one conversation at a time* (Berkley trade pbk. ed.). New York: Berkley Books.
18. Senge, P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Currency.
19. Sire, J. W. (1990). *Discipleship of the mind: Learning to love God in the ways we think*. Downers Grove, IL: Intervarsity Press.
20. Sire, J. W. (2009). *The universe next door: A basic worldview catalog* (5th ed.). Downers Grove, Ill.: InterVarsity Press.
21. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs: NavPress.
20. 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.
21. Tropman, J. E. (1996). *Making meetings work: Acheiving high quality group decisions*. Thousand Oaks, CA: Sage.
22. Vroom, V. H. (1995). *Work and motivation*. San Fransisco: Jossey-Bass.
23. 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.
24. Yukl, G. A. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, N.J.: Prentice Hall.