

PATH 543-132—Christian Leadership in a Changing World

Fall 2026

Alain Coralie, PhD

CLASS & CONTACT INFORMATION

Class Location:	North American Division Headquarters 9705 Patuxent Woods Drive Columbia, MD 21046-1565
Class dates:	Sep 14-17, 2026
Class time/day:	Monday 14 -Thursday 17: 8:30 am - 12:30 pm; 2:00-6:00 pm
Credits offered:	3 credits
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(269) 471-3190
Instructor Email:	coralie@andrews.edu

COURSE DESCRIPTION

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

PROGRAM & COURSE LEARNING OUTCOMES

The MAPM program seeks to help you achieve the Program Learning Outcomes fundamental to your chosen profession. Your Program Learning Outcome primarily addressed in this course is: “Demonstrates 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 through diligent work in this course. The student should be able to:

1. Demonstrate an advanced understanding of the biblical and theological principles of servant leadership.
2. Apply leadership 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. Minister in a way that reflects the character of Christ and exemplifies personal integrity and professional ethics.
6. Understand Christ's model of the reconciling ministry as a peacemaker.

For more details on Course Learning Outlines, see Appendix 3

COURSE OVERVIEW

Date	Topics	CLOs Addressed
Sept 14-17	- Introduction & Orientation - Biblical and Theol. Fdn. of L'ship - Leadership Theories - Servant Leadership - Ellen White on Leadership - Church Organization and Authority - Leading Change - Ministry in Teams - Time Management - Cross-Cultural Leadership - Resolving Conflict - Empowering Others - Strategic Planning - Integrity and Ethics	1-6

COURSE MATERIALS

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.
2. Scazzero, P. (2015). *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, MI: Zondervan

PRE-SESSION ASSIGNMENT

Reading and Critical Journaling: 30% - Due September 14, 2026.

1. Blackaby, H. T., & Blackaby, R. (2011). *Spiritual leadership: Moving people on to God's Agenda* (Rev. & exp. ed.). Nashville, TN: B & H.
2. Scazzero, P. (2015). *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, MI: Zondervan

You must write a separate four-page, double-spaced critical journal entry for each book. This should be typed in Word using Times New Roman font, size 12, and submitted on LearningHub by the due date.

Submit your reflections on each book separately.

Each critical journal entry should follow the format below:

Summary: Not more than ½ page

Critique: Provide your critical perspective on each book by addressing the following questions: (1) What new insights have you gained? and (2) If you were to re-edit the book, what would you add and why?

Implications for ministry: Suggest practical implications and applications, i.e., how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.

Please refer to **Appendix 2** for more details.

IN-SESSION ASSIGNMENT

Class Attendance and Participation (5% of total grade)

Final Exam (100 points) – September 17, 2026 (40% of total grade)

This exam will be timed and closed-book. Each student will have 2 hours to complete the exam. The exam will include true/false, matching, short-answer, and essay-style questions.

POST-SESSION ASSIGNMENT

Leadership Sermon: 25 % - Due October 17, 2026.

Compose a complete manuscript sermon of **2,800–3,000 words** examining a biblical figure who demonstrated either exceptional leadership or failed leadership. You may focus on a single pivotal incident or survey the character's entire life.

Content Requirements

- Select one biblical figure and analyze their leadership through their actions, decisions, and influence on others.
- Draw explicit connections to key leadership principles and lessons covered in this course.
- Craft the sermon to be inspiring and relevant to your audience.

Formatting Requirements

- Submit as a Microsoft Word document.
- Font: Times New Roman, 12-point.
- Spacing: Double-spaced throughout.
- Page numbers: Centered at the bottom of each page.
- Follow all formatting guidelines in the *Andrews University Standards for Written Works*.
- Cite all sources using **APA style**, including a complete reference list.

Please refer to **Appendix 2** for more details.

GUIDELINES FOR COURSE REQUIREMENTS

Grades are based on the independent learning activities below, which provide practice toward and assessment of the learning outcomes of this course. Assignments are to be turned in on LearningHub before 11:59 pm on the day they are due. Please do not email any assignments to the course instructor.

TIME EXPECTATIONS FOR THE COURSE

Advanced theological education immerses the learner in deep theological study and introspective reflection. The seminary course expects to challenge the student by examining their 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 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. To achieve the outcomes of this course, learning time will be distributed as follows:

To achieve the outcomes of this course, learning time will be distributed as follows:

Instructor Contact Hours	Face to Face Instructional Time	45 hrs
	Pre-intensive Reading and Critical Journal Entries	50 hrs
Independent Learning Activities	Final Exam Preparation	5
	Post-intensive Reading and Critical Journal Entries	35 hrs
Total Hours:		135 hrs

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 the AU Student Success office.

Late Submission

The following penalties will be applied for late submission of assignment items (excluding exams, which must be taken on the day scheduled):

Late 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

Resubmission of Assignments

To facilitate maximum learning, students who receive a poor grade on their reading assignments may resubmit the assignment one additional time. Resubmissions will be worth up to 80% of the original possible score.

ABOUT YOUR INSTRUCTOR

I am an Assistant Professor of Leadership at the Seminary, drawing from my rich administrative experience serving the global Adventist church. I first served as a pastor and Conference departmental director in my home country of Mauritius. Later, I served as a missionary for 16 years- working as a Union Education Director and Union Executive Secretary in Madagascar and as a Division Associate Secretary and Division Executive Secretary in East-Central Africa, headquartered in Nairobi, Kenya.

My academic journey reflects my love of learning and cross-cultural engagement. After earning a BA in Modern Languages from Université de la Réunion (FR) and receiving God's call to ministry, I completed a Master of Divinity at Andrews University. I later furthered my education in England, achieving a Master of Theology in Applied Theology from the University of Oxford and a PhD in Theology from the University of Bristol.

Married to Caroline with a young adult daughter, I cherish spending treasured moments with family. My hobbies include photography and listening to different types of music.

Though comfortable instructing in the classroom, I remain a pastor at heart. I aim to equip emerging church leaders to profoundly love Jesus, selflessly serve His church, and make an enduring impact for God's Kingdom. I strive to model servant leadership and walk alongside my students on their journeys.



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 is when one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or 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 are 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 without the instructors' permission to satisfy the requirements of more than one course.
- Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure the student work product is human-created, not AI-generated.

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

Incomplete:

An Incomplete (I) can be assigned only if the following stipulations are met (Note: Students will be charged an incomplete fee for each incomplete grade issued):

- when the major portion (approximately 70%) of the work for the course has been completed
- student's work is incomplete because of illness or unavoidable circumstances; incompletes cannot be assigned because of negligence or inferior performance.
- student will earn a passing grade if no additional work is submitted.

Diversity and Inclusion Statement

As a learning community, we will work intentionally to ensure everyone feels a sense of inclusion, love, respect, and value. We will purposely work to fight against racism, misogyny, xenophobia, and all other forms of discrimination.

As your instructor, I commit to respect and serve you to the best of my abilities. I intend to present course materials that facilitate respectful interactions, provide the appropriate support when we discuss difficult topics, and be a co-learner with you on this journey.

I am open to difficult conversations and will strive to create an inclusive classroom atmosphere that values all perspectives. If, at any time, I fall short of the mark, please feel free to contact me via email or during office hours.

Academic Accommodations

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

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 regularly checking their Andrews University e-mail, Moodle, and iVue alerts.

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 if you need 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	andrews.edu/hdchat/chat.php	

Emergency Protocol

The instructor 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

94-100%	A	81-84%	B	69-72%	C
89-93%	A-	77-80%	B-	65-68%	C-
85-88%	B+	73-76%	C+	57-64%	D

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 B GRADE

The B grade indicates that you have competently fulfilled all assessment or competency evaluation requirements. 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 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 an 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 and 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, the use of English as a second language, or a personal issue 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 improve their performance significantly.

THE F GRADE

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

APPENDIX 2: ASSIGNMENT RUBRICS

Reflection Papers

The students must write a four-page reflection paper for each book as part of their coursework. The paper must be typed using Times New Roman font, size 12, and double-spaced. Please submit the paper on LearningHub by the due date. Ensure you have page numbers centered at the bottom and follow the formatting guidelines mentioned in *Andrews University Standards for Written Works*. Additionally, use APA style for citations and references.

These reflection paper entries should be written following the format below:

I. Summary (not more than ½ page):

- Provide a concise overview of the book's main themes, key arguments, and central ideas.
- Avoid simply listing chapter titles or providing a chapter-by-chapter summary.
- Focus on synthesizing the book's core message and the author's primary purpose for writing it.

II. Critique (approximately two pages):

- Provide your critical perspective on *each* assigned book, addressing the following:
 - What new insights have you gained from reading this book?
 - How does the author's perspective align with or differ from your understanding of Christian leadership?
 - Evaluate the strengths and weaknesses of the author's arguments, using specific examples from the text to support your claims.
 - Discuss how the book contributes to the broader conversation about Christian leadership and how it compares to other works you have read on the subject.
 - Reflect on any questions or concerns the book raises, and explain how you might address these issues in your leadership practice.

III. Implications for ministry (approximately 1½ pages):

- Suggest practical implications and applications, focusing on how you intend to apply the insights you have gained from the assigned reading to your personal life and ministry.
- Be specific in describing how the book's ideas will shape your leadership approach, decision-making process, or interactions with others in your ministry context.
- Provide concrete examples of situations or challenges in your ministry where the book's insights could be particularly relevant or helpful.
- Reflect on how the book's message might impact your long-term goals and vision for your ministry and how you plan to integrate its teachings into your ongoing personal and professional development as a Christian leader.

Remember, the goal is to engage deeply and critically with the content of each book rather than simply providing general comments or impressions. Your reflection papers should demonstrate a thorough understanding of the book's main ideas, a thoughtful evaluation of its arguments, and a clear vision of how its insights can be applied in your life and ministry.

	THE A PAPER	THE B PAPER	THE C PAPER	THE D PAPER
Summary (15%)	Summary is concise, well-written, and accurately captures the book's main themes, key arguments, and central ideas.	Summary adequately captures the book's main points but may lack some clarity or concision.	Summary may be too brief or lack focus on the book's main themes and central ideas.	Summary is incomplete, inaccurate, or fails to capture the book's main points.
Critique (50%)	Critique is thorough, insightful, and demonstrates a deep engagement with the book's content. The student provides specific examples to support their claims and critically evaluates the author's arguments.	Critique shows a good understanding of the book's content and offers some critical analysis, but may not fully explore the strengths and weaknesses of the author's arguments or provide sufficient examples.	Critique demonstrates a basic understanding of the book's content but lacks critical analysis or fails to provide adequate examples to support claims.	Critique is superficial or lacks critical engagement with the book's content. The student does not provide examples or evidence to support their claims.

Implications for ministry (30%)	Implications for ministry are clearly articulated, with concrete examples of how the book's insights will be applied in the student's personal life and ministry context. The student reflects thoughtfully on the book's potential impact on their long-term goals and vision for ministry.	Implications for ministry are discussed, but may lack specificity or depth in describing how the book's insights will be applied in the student's context.	Implications for ministry are mentioned but lack detail or relevance to the student's personal life and ministry context.	Implications for ministry are missing, irrelevant, or not well-connected to the book's insights.
Writing (15%)	Writing is clear, well-organized, and free of grammatical and spelling errors. Proper formatting and APA style are used throughout.	Writing is mostly clear and well-organized, with minor grammatical or spelling errors. Formatting and APA style are generally correct.	Writing may be unclear or poorly organized, with several grammatical or spelling errors. Formatting and APA style may have inconsistencies or errors.	Writing is disorganized and contains numerous grammatical and spelling errors.

Note: Failing to submit a reflection paper or submitting a paper that does not meet the minimum requirements for a D grade would result in an F.

Final Exam

One exam will be administered throughout this session, covering materials from previous lectures. The exam will have the following format:

- One exam, closed book examined through the Learning Hub platform.
- Mixed questions include true/false, multiple choice, and short answers.
- **Date:** September 17

The exam is designed to encourage retention and review of materials throughout the course and will contribute to 40% of the final grade.

Leadership Sermon

Compose a complete manuscript sermon of **2,800–3,000 words** examining a biblical figure who demonstrated either exceptional leadership or failed leadership. You may focus on a single pivotal incident or survey the character's entire life.

Content Requirements

- Select one biblical figure and analyze their leadership through their actions, decisions, and influence on others.
- Draw explicit connections to key leadership principles and lessons covered in this course.
- Craft the sermon to be inspiring and relevant to your audience.

Formatting Requirements

- Submit as a Microsoft Word document.
- Font: Times New Roman, 12-point.
- Spacing: Double-spaced throughout.
- Page numbers: Centered at the bottom of each page.
- Follow all formatting guidelines in the *Andrews University Standards for Written Works*.
- Cite all sources using **APA style**, including a complete reference list.

	THE A SERMON	THE B SERMON	THE C SERMON	THE D SERMON
Responsiveness to Assignment (20%)	Excels in responding to the assignment by selecting a Bible character who demonstrated exceptional or terrible leadership Covers a specific episode or the entirety of the character's life in a meaningful and relevant way Demonstrates sophistication of thought and a deep understanding of the chosen Bible character's leadership qualities	Responds to the assignment by selecting a Bible character who demonstrated leadership qualities Covers a specific episode or a portion of the character's life with some relevance Demonstrates a good understanding of the chosen Bible character's leadership qualities	Responds to the assignment by selecting a Bible character, but may not fully demonstrate their leadership qualities Covers an episode or a portion of the character's life, but may lack some relevance Demonstrates a basic understanding of the chosen Bible character's leadership qualities	Does not effectively select a Bible character who demonstrated leadership qualities, or fails to respond to the assignment altogether Covers an episode or a portion of the character's life that may not be relevant to leadership, or fails to cover a relevant episode or portion of the character's life Demonstrates a limited or no understanding of the chosen Bible character's leadership qualities
Integration of Leadership Concepts (30%)	Shows mastery of the leadership concepts covered in class Seamlessly integrates relevant leadership concepts into the sermon narrative Critically evaluates the Bible character's leadership qualities in light of the learned concepts Acknowledges the complexities,	Shows a good grasp of the leadership concepts covered in class Integrates some relevant leadership concepts into the sermon narrative Evaluates the Bible character's leadership qualities using the learned concepts Acknowledges some complexities or limitations	Shows a basic grasp of the leadership concepts covered in class Attempts to integrate leadership concepts into the sermon narrative, but may not be fully successful Provides a basic evaluation of the Bible character's leadership qualities using the learned concepts	Shows a minimal or no grasp of the leadership concepts covered in class Fails to integrate leadership concepts into the sermon narrative Provides a weak evaluation or no evaluation of the Bible character's leadership qualities

	contradictions, or limitations of the character's leadership and explores their implications	of the character's leadership	May not fully acknowledge the complexities or limitations of the character's leadership	using the learned concepts Does not acknowledge the complexities or limitations of the character's leadership
Sermon Structure and Organization (20%)	Uses a logical structure appropriate to the sermon's subject, purpose, and audience Develops a clear central idea or thesis that is well-communicated and manageable in scope Employs sophisticated transitional sentences to develop ideas and guide the audience through the progression of thoughts Limits the use of unrelated illustrations and maintains focus on the Bible character's leadership	Uses a logical structure that is mostly appropriate to the sermon's subject and purpose Develops a central idea or thesis that is communicated and manageable Uses transitional sentences to develop ideas and guide the audience Mostly limits the use of unrelated illustrations and maintains focus on the Bible character's leadership	Uses a structure that may not always be appropriate to the sermon's subject and purpose Develops a central idea or thesis, but it may not be fully clear or manageable Uses some transitional sentences, but they may not effectively develop ideas or guide the audience May include some unrelated illustrations or occasionally lose focus on the Bible character's leadership	Uses a structure that is not appropriate to the sermon's subject and purpose, or lacks a discernible structure Lacks a clear central idea or thesis, or does not develop one at all Uses few or ineffective transitional sentences, making it difficult to follow the progression of ideas, or lacks transitional sentences entirely Includes several unrelated illustrations and often loses focus on the Bible character's leadership, or fails to focus on the character's leadership altogether
Use of Biblical Evidence (20%)	Appropriately and effectively uses biblical evidence to support the sermon's main points Provides sufficient explanation and context for the chosen biblical passages Demonstrates a deep understanding of the biblical text and its relevance to leadership principles	Uses biblical evidence to support the sermon's main points Provides some explanation and context for the chosen biblical passages Demonstrates an understanding of the biblical text and its relevance to leadership principles	Uses some biblical evidence to support the sermon's main points, but it may not be fully effective Provides limited explanation and context for the chosen biblical passages Demonstrates a basic understanding of the biblical text and its relevance to leadership principles	Uses minimal or no biblical evidence to support the sermon's main points Provides little to no explanation and context for the chosen biblical passages Demonstrates a limited or no understanding of the biblical text and its relevance to leadership principles

Language and Style (10%)	Chooses words for their precise meaning and uses an appropriate level of specificity Employs a sentence style that fits the sermon's audience and purpose Uses varied, yet clearly structured and carefully focused sentences Maintains a tone that is appropriate for a sermon delivered to church leaders	Chooses words that are mostly precise and specific Employs a sentence style that is generally appropriate for the sermon's audience and purpose Uses sentences that are mostly varied and focused Maintains a tone that is largely appropriate for a sermon delivered to church leaders	Chooses words that are sometimes imprecise or lack specificity Employs a sentence style that may not always be appropriate for the sermon's audience and purpose Uses sentences that may not be consistently varied or focused Maintains a tone that is generally appropriate for a sermon delivered to church leaders, but may have some inconsistencies	Chooses words that are often imprecise, lack specificity, or are inappropriate Employs a sentence style that is not appropriate for the sermon's audience and purpose Uses sentences that are often monotonous, unfocused, rambling, or confusing Maintains a tone that is not consistently appropriate or is inappropriate for a sermon delivered to church leaders
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APPENDIX 3: PROGRAM LEARNING OUTCOMES

- 1) (Character) Models spiritual humility, maturity, and integrity grounded in a living experience with God in the joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage, and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion, and essential skills for discipleship and evangelism while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts, and potential of others to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources, including time, health, finances, property, and service in areas of spiritual giftedness.

- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, characters, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.

Please Note: *The instructor reserves the right to revise the syllabus anytime during the semester to benefit the learning process. Students will be informed about any revisions. The up-to-date Course Description for this course will be found at www.learninghub.andrews.edu*

APPENDIX 4: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

1. Bell, S. (Ed.). (2014). *Servants & friends: A biblical theology of leadership*. Berrien Springs, MI: Andrews University Press.
2. Blanchard, K., & Hodges, P. (2008). *Lead Like Jesus: Lessons from the Greatest Leadership Role Model of All Time*. Nashville, TN: Thomas Nelson.
3. Blanchard, K., and Conley, R. (2022). *Simple Truths of Leadership*. 1st ed. Berrett-Koehler Publishers.
4. Bonem, M., & Patterson, R. (2021). *Leading from the Second Chair: Serving Your Church, Fulfilling Your Role, and Realizing Your Dreams*. San Francisco, CA: Jossey-Bass.
5. Bolsinger T (2019). *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove, IL: IVP Books.
6. Branson, M. L., & Martínez, J. F. (2023). *Churches, Cultures, and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: IVP Academic.
7. Comer, J.M. (2019). *The Ruthless Elimination of Hurry: How to Stay Emotionally Healthy and Spiritually Alive in The Chaos of The Modern World*. WaterBrook.
8. Elmer, D. (2006). *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downers Grove, IL: IVP Books.
9. Greenleaf, R. K. (2002). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York, NY: Paulist Press.
10. Irving, J. A., & Strauss, M. L. (2019). *Leadership in Christian Perspective: Biblical Foundations and Contemporary Practices for Servant Leaders*. Baker Academic.

11. Knight, G. R. (2017). *Adventist Authority Wars, ordination, and the Roman Catholic Temptation*. Westlake Village, CA: Oak and Acorn.
12. Kotter, J. (2012). *Leading Change*. Boston, MA: Harvard Business Review Press.
13. Kouzes, J. M., & Posner, B. Z. (2023). *The Leadership Challenge* (7th ed.). San Francisco, CA: Jossey-Bass.
14. Lencioni, P. (2020). *The Motive: Why So Many Leaders Abdicate Their Most Important Responsibilities*. Hoboken, NJ: Jossey-Bass.
15. Maxwell, J. C. (2019). *Leadershift: The 11 Essential Changes Every Leader Must Embrace*. HarperCollins Leadership.
16. McNeal, R. (2000). *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. San Francisco, CA: Jossey-Bass.
17. Northouse, P. G. (2021). *Leadership: Theory and Practice* (9th ed.). Los Angeles, CA: Sage Publications.
18. Platt, D. (2013). *Follow Me: A Call to Die. A Call to Live*. Tyndale House Publishers.
19. Rendle, G. (2018). *Quietly Courageous: Leading the Church in a Changing World*. Rowman & Littlefield.
20. Sanders, J. O. (2017). *Spiritual Leadership: Principles of Excellence for Every Believer*. Moody Publishers.
21. Sanou, Penno, and Činčala, eds (2025). *Godly Leadership: Empowered for Ministry Excellence- A Festschrift Honoring Skip Bell and Stanley Patterson*. Department of World Mission, Seventh-day Adventist Theological Seminary, Andrews University, Berrien Springs, MI
22. Scazzero, P. (2015). *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Grand Rapids, MI: Zondervan.
23. Stanley, A. (2006). *Next Generation Leader: 5 Essentials for Those Who Will Shape the Future*. Multnomah.
24. Stanley, P. D., & Clinton, J. R. (1992). *Connecting: Finding mentors you need to be successful in life*. Colorado Springs, CO: NavPress.

25. Tripp, P. D. (2020). Lead: 12 Gospel Principles for Leadership in the Church. Crossway.
26. 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.
27. 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.

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For additional books and articles, see the Seminary Library Portal at <http://libguides.andrews.edu/religion>.