



# BETHEL SEMINARY

**ML523**

## **Introduction to Transformational Leadership**

### **SYLLABUS**

Professor: Andrew D. Rowell

Term: Fall 2015

Delivery: Fully online

**Dates:**

Online: Aug 31, 2015 - Oct 15, 2015

Intensive: Friday, Oct 16; Saturday, Oct 17; Monday, Oct 19. 8:00 am - 5:30 pm

Intensive Location: Chapel BSSP PC

Online: Oct 20, 2015 - Dec 18, 2015

Course credits: 3

Enrolled: 8 students

**BETHEL SEMINARY**

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

## **Description**

This course presents, examines and seeks to apply a broad range of material pertaining to leadership effectiveness. Various leadership theories are explored, and a model for “transformational leadership” will be presented. Application is made to the learner’s personal context as well as a diverse range of global contexts. Biblical and “secular” approaches to leadership practice are compared and contrasted and applied to the learner’s ministry context.

## **Learning Outcomes**

Upon completing this course, students will be able to...

- 1) Explain and differentiate various approaches to management and administration in ministry
- 2) Engage and evaluate models and approaches to transformational leadership
- 3) Integrate key course concepts into personal wholeness and faith praxis
- 4) Engage in an intentional and sustained plan for authentic spiritual growth and development

## Instructor Information

Professor Andrew D. Rowell (“Andy”)

Instructor of Ministry Leadership

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SAINT PAUL MN 55112

Bethel Office phone: 651.638.6226 (This voicemail does not get checked regularly. Email is preferable).

Bethel Seminary Office: A201

Facebook: My current policy is not to be Facebook friends with students. I only use it to occasionally post family photos so you are not missing anything.

Twitter: <https://twitter.com/AndyRowell> I sometimes post links to things I’m reading here but there is no need to watch this. Any resources for this class, I will share with you through Moodle.

Blog: <http://www.andyrowell.net/> I almost never blog anymore.

## Course communication

In Moodle, I have chosen the option “forced subscription” for the “General Discussion Forum” so that you receive emails when I “add a new discussion topic” there as a class announcement. It is my way of emailing the class. You can also “reply” in case something needs clarification. Another student may be able to “reply” and help you or I will. These replies send an email to everyone since this is a “forced subscription.” If you have a question or resource that all of us might benefit from, you can also post a “discussion topic” in the General Discussion Forum and everyone will be emailed. It is a way for you to email the whole class. If your question is more personal and does not need to be sent to the whole class, please feel free to use my email address: [a-rowell@bethel.edu](mailto:a-rowell@bethel.edu)

- I will return email messages within 24 hours—usually within a few hours.
- Grading turn-around times: We will plan to return assignments within one week.

## Required Resources

Crouch, Andy. *Playing God : Redeeming the Gift of Power*. Downers Grove, IL: IVP Books, 2013.  
978-0830837656 eBook available. Audiobook also available: <http://www.amazon.com/Playing-God-Redeeming-Gift-Power/dp/B012H5H2S8/> 10 hours 39 minutes.

McCloskey, Mark, and Jim Louwsma. *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*. Bloomington, MN: The Wordsmith, 2014.  
978-0988735620 <http://www.jmarkpartners.com/>

Northouse, Peter G. *Leadership : Theory and Practice*. 7th ed., Thousand Oaks, CA: SAGE, 2016.  
978-1483317533. [This is expensive but we will be reading the whole thing]. eBook available.

Schmidt, Eric, Jonathan Rosenberg, and Alan Eagle. *How Google Works*. New York: Grand Central Publishing, 2014. 978-1455582341. Audiobook available: <http://www.amazon.com/How-Google-Works/dp/B00MOZPSYW/> 9 hours and 47 minutes. Audiobook may also be available from public library: <http://hennepin.libraryreserve.com/54AAFC33-1B55-4508-BF1F-8A6985B8DF9E/10/50/en/ContentDetails.htm?id=FF9FE6CF-65DC-4A4C-BB5F-1E4DFD1BABBC>

Wren, J. Thomas. *The Leader's Companion: Insights on Leadership through the Ages*. New York: Free Press, 1995.  
978-0028740911 eBook available. [We are reading a number of chapters from this book: 19-22, 25-27, 32, 36-38, 47, 50, 53].

Articles and selections from the other books (not including the required texts) are available on Moodle as PDFs.

## General Activity Guidelines

### Total hours: 120

Reading: *54 hours* (over 11 weeks so about 5 hours of reading a week).

Classroom: *35.5 hours*

Intensive Classroom: *24 hours* (3 days X 8 hours)

Online classroom: *10.5 hours* (7 sessions X 1 hour (but allotted 1.5 hours for buffer))

Assignments: *31.5 hours*

Midterm: 3 hours preparation

Posts and replies

*22.5 hours* (5 assignments X 4.5 hours each)

Personal Development Plan Post: *6 hours* (3 pages).

### Online session attendance (10.5 hours)

Participate in all seven (1 hour) class sessions online through Adobe Connect.

If you miss a session (except the first one), you will write a 133 word (1/2 page) response to the recording of the session. These should be completed 48 hours after the online class concludes. Put this response as an extra forum discussion post for that week (in addition to your main one). Points will be removed from your grade for that module if you do not attend the online session and do not do a response to the recording. The idea is that in the way you will still contribute to and receive from the richness of the class discussion even if you are missing the online session.

I am allocating 3.5 additional hours to this component: adding 15 minutes of flex time on both sides of a course session (for travel and technology preparation) so you can be there on time and stay after occasionally. Or if you are missing the sessions, thirty minutes to write your ½ page response.

### Online sessions times

Optional online synchronous sessions will be recorded. We are meeting approximately every other week. Dates and Times were arrived at via Doodle.com survey. We will meet for synchronous sessions:

- Thursday, 09/03/2015 8:30-9:30 pm

Online sessions 8:00-9:00 pm Thursdays

9/17/2015

10/8/2015

(Intensives Oct 16, 17, 19 8:00 am to 5:30 pm)

11/5/2015

11/19/2015

12/3/2015

12/17/2015

## Assignments

### Forum posts and 2 replies

The forum discussions each week are to be 795-1060 words (3 to 4 pages). You are also required to do 2 replies on the posts of other students. The replies will be graded as part of your discussion post grade. They are due 30 minutes before the online class session begins. If they are late, they will lose a full letter grade (A to B, etc.). The rationale is that you will be prepared for class.

I do not ask students to inform me how much they have read. I expect that students may need to skim or omit reading under the pressure of time. The posts will give some demonstration about the degree of the student's engagement with the reading.

(4.5 hours X 5 posts = 22.5 hours allotted).

### Case Study Midterm Exam

There will be an open book, open note, open computer, case study exam during intensives. You will have a choice of writing on two of four case studies. You can type on your computer or you can write free-hand. You are not allowed to copy and paste anything from your computer into the exam document. In other words, quotes need to be retyped, etc. This is to prevent people from an unfair advantage. *(3 hours preparation time allotted).*

Personal Leadership Development Plan. (6 hours allotted for 795 word post (about 3 pages)

In light of the class readings, lectures, Bethel assessments (Strengths Finder, Myers-Briggs, EQi and 16 PF-PEPQ), as well as your ministry context, design a plan for your lifelong development as a Christ-centered, Spirit-filled, biblically informed leader. It is critical that you make this plan as comprehensive and clear as you can because it will be referred to throughout the program, and, hopefully for at least the next five years of your development. The plan will include:

1. *Self-Assessment.* An assessment of your present strengths and development areas as a Christ-centered leader in light of the 4R Model or other course materials and your Bethel assessments (StrengthsFinder, Myers-Briggs, EQi and 16 PF PEPQ). Cite specific examples to support your conclusions.
2. *Top Ten Questions.* A list of ten questions related to leadership that you hope to research more by talking to people and reading, etc. These may arise out of the strengths and development areas you identified in your self-assessment. Include explicit connections to your Strengths Finder, Myers-Briggs, EQi and 16 PF PEPQ as appropriate. Please provide a brief rationale for each question as to why it is worthy of your consideration in the long term. These questions should reside at the intersection of your self-leadership, present leadership performance, and personal and ministry/professional goals. These questions should be specific to you and not general leadership questions. These questions will likely arise out of your personal character, present leadership performance, and personal and ministry/professional goals.
3. *Three Goals.* Based on your work on the above, develop 3 specific goals that you will endeavor to complete in the next three years. Each goal should be precisely written as a SMART Goal:
  - a. Specific
  - b. Measurable
  - c. Actionable/Attainable
  - d. Realistic/achievable
  - e. Time-bounded/able to be tracked and monitored
  - f. Sample goal: By June 30, 2014 I will find a ministry coach to help me learn how to improve as a leader. By December 31, 2014 I will identify two emerging leaders to mentor. By June 1, 2016 I will have read two books on my area of specialized interest.
  - g. Action Steps. Break down the goal into specific action steps about how you will make progress toward the end goal. Include action steps to achieve each goal with timeline increments of 6 months, one year, and three years. Your plan should be very practical and action oriented. In other words, what am I going to actually do to begin realizing these goals? For instance, by March 31, 2015 I will identify six possible ministry coaches and interview each. By June 1, 2015 I will

have researched ten books on my specialized interest and will have chosen two to read. By December 31, 2015 I will have read one book.

4. *Ten Resources.* Based on your work above, develop a list of ten resources you plan to utilize over the next one to three years and beyond to foster and accelerate your development as a leader. Be thoughtful and creative in selecting diverse (e.g., mentors, books, ministry experiences, retreats, psychometric tools, websites, articles, etc. (not just books or websites) and distinct resources (e.g., a particular author is one resource, so please don't list four of his or her books as separate resources.) Each resource should reflect and have a tight connection to your insights and observations from your self-assessment, goals and questions. Be explicit as to how each resource will address issues and opportunities raised by your self-assessment, goals and questions. In other words, there should be congruity between your resources and your questions, self-assessment and goals.

## Course Schedule

Schedule	Topic	Reading Due	Post due
9/3/2015	What is leadership and why leadership?		
9/10/2015			

<p>9/17/2015</p>	<p>Tasks matter: Leadership matters because some things are worth doing.</p> <p>People matter: Good leadership is important because people matter.</p>	<p>Northouse ch. 1 Introduction<sup>1</sup> (18 pages) = .5 hours  Crouch ch. 1-5<sup>2</sup> (106 pages) = 3 hours</p> <p>PDFs:  Hybels<sup>3</sup> (15 pages) = .5 hours  Barth<sup>4</sup> (5 pages) = .5 hours</p> <p>Northouse ch. 4 Behavioral Approach (also known in earlier edition as Style Approach)<sup>5</sup> (20 pages) = 1 hour  Northouse ch. 13 Leadership Ethics<sup>6</sup> (33 pages) = 1 hour  Crouch ch. 6-8<sup>7</sup> (51 pages) = 2 hours</p> <p>PDFs:  Collins<sup>8</sup> (10 pages) = .5 hours  Collins<sup>9</sup> (4 pages) = .5 hours</p> <p>= 9.5 hours</p>	<p>Tasks matter: Northouse defines leadership (ch. 1). Andy Crouch describes how we cannot avoid exercising power but that power can be used for good or evil. Bill Hybels and Karl Barth describe the task of Christians.</p> <p><b>Drawing on the readings, how is leadership related to achieving a common goal? Or, how is the leader's role connected to the organization's goal? Based on Crouch,</b></p>
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<sup>1</sup> Peter G. Northouse, *Leadership : Theory and Practice*, 7th ed. (Thousand Oaks, CA: SAGE, 2016), 1-18.

<sup>2</sup> Andy Crouch, *Playing God: Redeeming the Gift of Power* (Downers Grove, IL: IVP Books, 2013), 9-114.

<sup>3</sup> Bill Hybels, *Courageous Leadership* (Grand Rapids, Mich.: Zondervan, 2002), 13-28.

<sup>4</sup> Karl Barth, *Church Dogmatics*, 4 vols. in 13 parts vols. (Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009), IV/3.2, 796-801.

<sup>5</sup> Northouse, *Leadership : Theory and Practice*, 72-92.

<sup>6</sup> *Ibid.*, 329-362.

<sup>7</sup> Crouch, *Playing God: Redeeming the Gift of Power*, 115-168.

<sup>8</sup> Jim Collins, "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," *Harvard Business Review* 79, no. 1 (2001): 136-139.

<sup>9</sup> Jim Collins, *Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer: A Monograph to Accompany Good to Great* (Boulder, Colo.: J. Collins, 2005), 1-3.

			<p><b>Barth, and Hybels, how would you describe what Christians are to do in this world? Why do we need leaders for that; would not individuals just achieve common goals without coordination?</b></p> <p>Optional questions: What is the goal or purpose of the group(s) you are part of? Might you further that goal better? What is the role of the follower in contrast to the leader? How might your group better align itself with its purpose / task / goal?</p> <p>People matter: Northouse describes the dynamics of task and relationship in leadership (ch. 4). In</p>
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			<p>teleological ethics, one seeks good ends. In deontological ethics, one seeks good means (Northouse ch. 13). Andy Crouch reflects on how power is wielded in destructive ways and fruitful ways. Collins says the best leaders lead with humble determination and great organizations are disciplined about the task to be accomplished.</p> <p><b>Drawing on the readings, what means of leadership should we use as Christians? Or, what's wrong with using any means necessary to get something good done. Do the ends justify the means? If you are trying to</b></p>
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			<p><b>help the poor or communicate the good news, can you use questionable means to do so (like lying, cheating, murder, torture, sexual immorality, bribery?) Or, to go to the other extreme, should we ignore the ends (goals / purpose / task) altogether and just withdraw and seek purity by doing no harm?</b></p> <p>Optional question: Are you or your organization more tempted to use shady means to get things done or are you more tempted to withdraw and just be pure?</p>
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9/24/2015			
10/1/2015			
10/8/2015	The art of leadership: Understanding “transformational leadership” and Mark McCloskey’s 4-R Model framework	Northouse ch. 8 Transformational Leadership <sup>10</sup> (34 pages) = 1 hour McCloskey - Preface, Introduction, Prologue, ch. 1-2 (50 pages) <sup>11</sup> = 2 hours PDF: Kotter <sup>12</sup> (9 pages) = .5 hour  Optional: Wren 19-22 <sup>13</sup> (26 pages) = 1 hour	<i>The art of leadership: Understanding “transformational leadership” and Mark McCloskey’s 4-R Model framework</i>

<sup>10</sup> Northouse, *Leadership : Theory and Practice*, 161-194.

<sup>11</sup> Mark McCloskey and Jim Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families* (Bloomington, MN: The Wordsmith, 2014), 6-50.

<sup>12</sup> John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *Harvard Business Review* 85, no. 1 (2007): 96-103.

<sup>13</sup> James MacGregor Burns, "Transactional and Transforming Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 100-101; Richard A. Couto, "The

	<p>Relationships: Evaluating and developing the character of the leader</p> <p>Relationships: Unleashing and guiding personality in leadership</p>	<p>McCloskey<sup>14</sup> (14 pages)</p> <p>Northouse ch. 2 Trait Approach (22 pages)<sup>15</sup> = 1 hour</p> <p>McCloskey ch. 3 Relationships (23 pages)<sup>16</sup> = 1 hour</p> <p>PDFs:</p> <p>Clinton ch. 2<sup>17</sup> (16 pages) = .5 hour</p> <p>Spurgeon ch. 1<sup>18</sup> (15 pages) = .5 hour Free audiobook version: <a href="http://www.youtube.com/watch?v=pHmdJFKGbfo&amp;list=PL2A853550DAF3D169">http://www.youtube.com/watch?v=pHmdJFKGbfo&amp;list=PL2A853550DAF3D169</a></p> <p>Northouse ch. 9 Authentic Leadership<sup>19</sup> (30 pages) = 1 hour</p> <p>Northouse ch. 12 Psychodynamic Approach<sup>20</sup> (34 pages) = 1 hour</p> <p>3 Bible passages on "gifts": Rom 12:1-8; 1 Cor 12; Eph 4:1-16 = .5 hour</p> <p>PDFs:</p> <p>Goleman<sup>21</sup> (10 pages) = .5 hour</p> <p>Scazzero<sup>22</sup> (24 pages) = 1 hour</p> <p>McHugh<sup>23</sup> (6 pages) = .5 hour</p> <p>= 11 hours</p>	<p>How is "transformational leadership" different from "transactional leadership?"</p> <p>Bethel leadership professor Mark McCloskey has developed the 4-R Model as a comprehensive way to think about leadership.</p> <p>Despite being anecdotal, John Kotter's practical article has been very influential.</p>
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Transformation of Transforming Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 102-107; David A. Nadler and Michael L. Tushman, "Beyond the Charismatic Leader: Leadership and Organizational Change," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 108-113; John Kotter, "What Leaders Really Do," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 114-124.

<sup>14</sup> Mark McCloskey, "The 4-R Model of Leadership a Virtue-Based Curricular Model for Business Education in a Global Context," *Journal of Business and Educational Leadership* 2, no. 1 (2009).

<sup>15</sup> Northouse, *Leadership : Theory and Practice*, 19-42.

<sup>16</sup> McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 51-72.

<sup>17</sup> J. Robert Clinton, *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*, Rev ed. (Colorado Springs, CO: NavPress, 2012), 33-47.

<sup>18</sup> C. H. Spurgeon, *Lectures to My Students: Complete & Unabridged* (Grand Rapids, Mich.: Zondervan Pub. House, 1954), 7-21.

<sup>19</sup> Northouse, *Leadership : Theory and Practice*, 195-224.

<sup>20</sup> *Ibid.*, 295-328.

<sup>21</sup> Daniel Goleman, "What Makes a Leader?," *Harvard Business Review* 76, no. 6 (1998): 93-102.

<sup>22</sup> Peter Scazzero and Warren Bird, *The Emotionally Healthy Church: A Strategy for Discipleship That Actually Changes Lives*, Expanded ed. (Grand Rapids, Mich.: Zondervan, 2010), 20-37, 221-226.

<sup>23</sup> Adam S. McHugh, *Introverts in the Church: Finding Our Place in an Extroverted Culture* (Downers Grove, Ill.: IVP Books, 2009), 9-14.

			<p><b>In what ways do “transformational leadership,” McCloskey’s model, and Kotter’s approach, all have to do with relational moves and the character of the leader?</b></p> <p>Optional questions: Have you seen approaches to leadership which rely on bonuses, rewards, and punishments for their effectiveness? Did it work? What is the role of carrots (rewards) and sticks (punishments) in leadership? Do you use these with volunteers? What did you like about Kotter’s article?</p> <p><i>Relationships: Evaluating and developing the</i></p>
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			<p><i>character of the leader</i></p> <p>The “trait approach” suggests that leaders just need to develop certain traits and the rest will take care of itself. McCloskey also stresses the “character” of the leader. Charles Spurgeon stresses the need for the leader to be a person of integrity. Bobby Clinton describes how over a lifetime leaders develop character.</p> <p><b>What are some common points that you see being made in these four readings about what character traits are important and how they are developed? What struck you as</b></p>
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			<p><b>convicting or something you need to consider further?</b></p> <p>Optional questions: How does your life story right now intersect with Bobby Clinton's timeline? In developing character, what is the role of fellowship and accountability with others— "relationships" vs. personal individual dogged self-discipline? That is, what comes first: the person's individual integrity (which lead to collaborative partnerships) or quality relationships (that lead to wholeness)?</p> <p><i>Relationships: Unleashing and guiding personality in leadership</i></p>
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			<p>Northouse describes a couple different types of authentic leadership (ch. 9) and then looks too at how personality differences affect leadership (ch. 12). Pete Scazzero describes how his family was almost destroyed by his emotional shallowness. Adam McHugh wonders if there is a place for introverts in ministry. Daniel Goleman stresses that having “emotional intelligence” is crucial to effective leadership. The Rom 12, 1 Cor 12, and Eph 4 passages all discuss the diversity of gifts.</p> <p><b>How should we think</b></p>
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			<p>about our natural inclinations and preferences? Should we seek to find roles that allow us to thrive as we are? Or, should those natural gifts be developed and challenged? What should be our attitude as leaders about diversity in our organizations? To what extent should we seek uniformity or alignment and to what extent should we just let a thousand flowers bloom, that is for growth to occur naturally and organically without coordination —lest we oppress people trying to make them in our image?</p>
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10/15/2015			
Friday, Oct 16; Saturday, Oct 17; Monday, Oct 19. 8:00 am - 5:30 pm	Intensive	Midterm and subsequent discussion	=3 hours allotted in preparation
10/29/2015			
11/5/2015	Roles: Evaluating organizational culture  Roles: Structuring processes and practices for wisdom	Northouse ch. 10 Servant Leadership <sup>24</sup> (30 pages) = 1 hour Northouse ch. 11 Adaptive Leadership <sup>25</sup> (38 pages) = 1 hour McCloskey ch. 4 Roles <sup>26</sup> (23 pages) = 1 hour Wren 38, 50 <sup>27</sup> (17 pages) = .5 hour	The Servant Leadership approach and the Adaptive Leadership approach each gives us tools to analyze the dynamics of an organization's

<sup>24</sup> Northouse, *Leadership : Theory and Practice*, 225-256.

<sup>25</sup> Ibid., 257-294.

<sup>26</sup> McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 73-95.

<sup>27</sup> Edgar H. Schein, "Defining Organizational Culture," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 271-281; Lee G. Bolman and Terrence E. Deal,

		<p>Crouch ch. 9-11<sup>28</sup> (61 pages) = 2 hours  Schmidt, Rosenberg, and Eagle, ch. Introduction, Culture, Strategy, Talent, Decisions<sup>29</sup> (172 pages) = 6 hours  Wren 47, 53<sup>30</sup> (25 pages) = 1 hour</p> <p>= 12.5 hours</p>	<p>culture (selfishness vs. servanthood; technical vs. adaptive issues). McCloskey's understanding of "Roles" helps us see future and present, inside and outside dynamics of an organization. Edgar Schein and Lee Bolman and Terrence Deal give us other highly influential tools for analyzing organizational culture. The Google founders also stress the importance of their Google's unusual culture. Andy Crouch argues that long-term organizations</p>
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"Common Views of Organizations," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 389-394.

<sup>28</sup> Crouch, *Playing God: Redeeming the Gift of Power*, 169-232.

<sup>29</sup> Eric Schmidt, Jonathan Rosenberg, and Alan Eagle, *How Google Works* (New York: Grand Central Publishing, 2014), 1-172.

<sup>30</sup> Irving Janis, "Groupthink," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 360-374; E. Frank Harrison, "The Decision-Making Process," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 408-417.

			<p>(he calls them “institutions”) matter because they influence generations of people.</p> <p><b>Reflect on what these different approaches have in common and how they are different.</b></p> <p>Optional question: Apply these different analytical tools to reflect on an organization you are involved in.</p> <p><b>How do Google’s practices attempt to avoid the problematic “groupthink” described by Irving Janis and spur innovation?</b></p> <p><b>How do Google’s decision-making ideas differ from those of E. Frank Harrison</b></p>
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			<p><b>in his description of good decision-making processes?</b></p> <p>Optional question: Where do you see “groupthink” happening and how might a deliberate decision-making process avoid mistakes?</p>
11/12/2015			
11/19/2015	<p>Responsibilities: wise shrewd skillful leadership for diverse circumstances</p> <p>Results: managing a team to win</p>	<p>Northouse ch. 3 Skills Approach<sup>31</sup> (25 pages) = 1 hour Northouse ch. 5 Situational Approach<sup>32</sup> (22 pages) = 1 hour Northouse ch. 6 Path-Goal Theory<sup>33</sup> (22 pages) = 1 hour</p>	<p>The skills approach argues that leaders need organizational capability, relational skills, and field-specific knowledge. The situational leadership</p>

<sup>31</sup> Northouse, *Leadership : Theory and Practice*, 43-70.

<sup>32</sup> Ibid., 93-114.

<sup>33</sup> Ibid., 115-136.

		<p>McCloskey ch. 5 Responsibilities<sup>34</sup> (16 pages) = .5 hour</p> <p>PDF: Peterson<sup>35</sup> (18 pages) = .5 hour</p> <p>Optional: Wren 25, 32<sup>36</sup> (10 pages)</p> <p>Schmidt, Rosenberg, and Eagle, ch. Communications, Innovation, Conclusion.<sup>37</sup> (90 pages) = 3 hours</p> <p>Northouse ch. 7 Leader-Member Exchange Theory<sup>38</sup> (22 pages) = 1 ho</p> <p>Northouse ch. 14 Team Leadership<sup>39</sup> (28 pages) = 1 hour</p> <p>McCloskey ch. 6 Results<sup>40</sup> (13 pages) = 1 hour</p> <p>PDFs: Buckingham and Coffman<sup>41</sup> (11 pages) = .5 hour Fee<sup>42</sup> (25 pages) = 1 hour</p> <p>= 11.5 hours</p>	<p>approach and path-goal theory argue that there are certain techniques and procedures which can help a clueless person become a competent manager. McCloskey argues that leaders need to learn how to carry out four responsibilities . Eugene Peterson argues that it is easy to teach a leader superficial skills but they need instead</p>
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<sup>34</sup> McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 96-111.

<sup>35</sup> Eugene H. Peterson, *Working the Angles: The Shape of Pastoral Integrity* (Grand Rapids, Mich.: W.B. Eerdmans, 1987), 1-18.

<sup>36</sup> Paul Hersey and Kenneth H. Blanchard, "Behavioral Theories of Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 144-148; Paul Hersey and Kenneth H. Blanchard, "Situational Leadership," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 207-211.

<sup>37</sup> Schmidt, Rosenberg, and Eagle, *How Google Works*, 173-262.

<sup>38</sup> Northouse, *Leadership : Theory and Practice*, 137-160.

<sup>39</sup> *Ibid.*, 363-396.

<sup>40</sup> McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 112-125.

<sup>41</sup> Marcus Buckingham and Curt Coffman, *First, Break All the Rules: What the World's Greatest Managers Do Differently* (New York, NY.: Simon & Schuster, 1999), 25-36.

<sup>42</sup> Gordon D. Fee, "Laos and Leadership under the New Covenant," in *Listening to the Spirit in the Text* (Grand Rapids, Mich.: W.B. Eerdmans, 2000), 121-146.

			<p>to develop depth (through Scripture, prayer, and interacting with people one-on-one). <b>Do you agree with the Northouse approaches and McCloskey that even if a person has "character," they may still be a pretty naïve incompetent leader and could be greatly helped by learning some things about leadership? Or, do you worry with Peterson that managerial and leadership techniques or skills end in deceptive manipulation and trickery? Perhaps an example is whether you are intrigued by the Google book or</b></p>
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			<p><b>turned off by it.</b></p> <p>Optional questions:          Have you been more frustrated by incompetent leadership (that could have used some leadership training) or have you been more wounded by charismatic leaders who are devious, cold, and calculating? Is there a way to learn leadership skills but ditch those leadership “best practices” when they conflict with Jesus’ way?</p> <p>In Leader-Member exchange theory, one’s followers may receive special treatment. In the Team Leadership model, the</p>
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			<p>leader is attentive to internal team dynamics. Note Google's attempt to foster open communication and a lack of hierarchy to spur innovation. McCloskey reflects on the need for the leader to attend to the "team's" results. Marcus Buckingham and Curt Coffman identify the key factors in a team leader ("manager") who produces great results. Finally, New Testament scholar Gordon Fee identifies the role of the leader in the New Testament as something of a player-coach among the people of God—prodding them toward results.</p>
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			<p><b>To what extent does a leader of a team care for team members' concerns and to what extent does the leader of a team focus on results or "winning?" Should the best players be treated differently than others or should everyone be given equal playing time? Note the emphasis in Google to hire "talent." How is a leader "just one of the team" and how are they different?</b></p> <p>Optional questions:  What strikes you about what Buckingham and Coffman say about great managers? To what extent is Gordon Fee's functional</p>
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			<p>description of leaders in the New Testament different from the Roman Catholic / Lutheran / Anglican / Methodist/ Reformed / Baptist understanding of bishops, elders, and deacons as ordained representatives of Christ responsible for preaching and administering the sacraments as representatives of God?</p>
11/26/2015			

<p>12/3/2015</p>	<p>Results: Assertion and assisting for thriving</p> <p>Results: Leading across cultures</p>	<p>Northouse ch. 15 Gender and Leadership<sup>43</sup> (29 pages) = 1 hour Wren 26-27<sup>44</sup> (19 pages) = 1 hour Crouch 12-14 (48 pages) = 2 hours</p> <p>Watch and listen: Watch the 60 Minutes interview with Sheryl Sandberg about her book: <i>Lean In: Women, Work, and the Will to Lead</i> (2013): <a href="http://www.cbsnews.com/video/watch/?id=50149975n">http://www.cbsnews.com/video/watch/?id=50149975n</a> (about 12 minutes). = .5 hour Listen to the 26 minute HBR Ideacast Interview with Sandberg: <a href="http://blogs.hbr.org/ideacast/2013/03/sheryl-sandberg-the-hbr-interv.html">http://blogs.hbr.org/ideacast/2013/03/sheryl-sandberg-the-hbr-interv.html</a> You can download it to iTunes, etc. = .5 hour</p> <p>Optional: Ch. 11 of Morse<sup>45</sup> (14 pages) Ch. 9 of Cleveland<sup>46</sup> (24 pages)</p> <p>Northouse ch. 16 Culture and Leadership<sup>47</sup> (50 pages) = 1.5 hour Wren 36-37<sup>48</sup> (26 pages) = .5 hour McCloskey ch. 7- Epilogue<sup>49</sup> (33 pages) = 1 hour</p> <p>PDFs: Bellofatto and Johnson<sup>50</sup> (8 pages) = .5 hour Branson<sup>51</sup> (21 pages) = 1 hour</p> <p>= 9.5 hours</p>	<p>The chapter in Northouse describes the literature on women in leadership. In Wren, Judy Rosener and Virginia Schein give opposing view of women as leaders. Rosener says they lead differently than men and they are a needed balance; Schein says they don't lead differently and the misconception fuels their</p>
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<sup>43</sup> Northouse, *Leadership : Theory and Practice*, 397-426.

<sup>44</sup> Judy B. Rosener, "Ways Women Lead," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 149-160; Virginia Schein, "Would Women Lead Differently," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 161-167.

<sup>45</sup> MaryKate Morse, *Making Room for Leadership: Power, Space and Influence* (Downers Grove, Ill.: IVP Books, 2008), 169-181.

<sup>46</sup> Christena Cleveland, *Disunity in Christ: Uncovering the Hidden Forces That Keep Us Apart* (Downers Grove, IL: IVP Books, 2013), 152-176.

<sup>47</sup> Northouse, *Leadership : Theory and Practice*, 427-466.

<sup>48</sup> J. Thomas Wren and Marc J. Swatez, "The Historical and Contemporary Contexts of Leadership: A Conceptual Model," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 245-252. Geert Hofstede, "Cultural Constraints in Management Theories," in *The Leader's Companion: Insights on Leadership through the Ages*, ed. J. Thomas Wren (New York: Free Press, 1995), 253-270.

<sup>49</sup> McCloskey and Louwsma, *The Art of Virtue-Based Transformational Leadership: Building Strong Businesses, Organizations and Families*, 126-146.

<sup>50</sup> Gina A. Bellofatto and Todd M. Johnson, "Key Findings of Christianity in Its Global Context, 1970-2020," *International Bulletin of Missionary Research* 37, no. 3 (2013): 157-164.

<sup>51</sup> Mark Lau Branson and Juan F. Martínez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities* (Downers Grove, IL: InterVarsity Press, 2011), 210-231.

		<p>Optional:  Chaves<sup>52</sup> (37 pages)  Plueddemann<sup>53</sup> (32 pages) = 1 hour</p>	<p>marginalization. Sheryl Sandberg's book <i>Lean In</i> is the best-selling leadership book in the last few years. Sandberg urges women and men to lean in to the workplace (and spend less effort on self-care, character development, and home life). <b>What are some ways that both women and men might "lean in" and assert themselves more forcefully in working toward their goals (whatever they be)? How might women and men help others who have been historically</b></p>
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<sup>52</sup> Mark Chaves, Shawna Anderson, and Jason Byassee, *American Congregations at the Beginning of the 21st Century: National Congregations Study* (2009). Online: [http://www.soc.duke.edu/natcong/Docs/NCSII\\_report\\_final.pdf](http://www.soc.duke.edu/natcong/Docs/NCSII_report_final.pdf)

<sup>53</sup> Jim Plueddemann, *Leading across Cultures: Effective Ministry and Mission in the Global Church* (Downers Grove, Ill.: IVP Academic, 2009), 77-109.

			<p><b>marginalized get opportunities?</b></p> <p>In the Northouse chapter, we learn that in different countries, effective leadership is practiced differently. J. Thomas Wren and Marc Swatez point out that leadership is influenced by its historical context. Geert Hofstede describes some of the differences in how leadership is practiced globally. McCloskey looks at the contemporary context and describes two historical examples of leadership. Gina Bellofatto and Todd Johnson tell us about global trends using statistics. Mark</p>
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			<p>Lau Branson describes the kind of listening that a leader must do when they are doing cross-cultural ministry.</p> <p><b>Two questions: (1) If working with people not from one's own background, how might a person develop more cross-cultural competence so as to lead more effectively? (2) What kind of character might be useful in cross-cultural situations despite confusing language, communication, time, and power structure differences in culture? Hospitality, flexibility, humility?</b></p>
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12/10/20 15			
12/17/20 15	Imagining our leadership futures		Personal Development Plan Due = <i>6 hours allotted</i>

12/24/20 15	34.5 hours class time	54 hours of reading	31.5 hours assignments
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## Grading

### Assessed Activity Weighting

People and tasks matter	15%
Relationships	20%
Midterm	10%
Roles	15%
Responsibilities	15%
Results	15%
Personal leadership development post due	10%
<b>Total</b>	<b>100%</b>

### Final Grade Breakdown

Percentage	Point Range	Letter Grade
95.00%	95-100	A
90.00%	90-94	A-
87.00%	87-89	B+
84.00%	84-86	B
80.00%	80-83	B-
77.00%	77-79	C+
72.00%	72-76	C
70.00%	70-71	C-

### Late Work Policy

Late work will be accepted up to one week with a 2-letter grade deduction (A to C, etc.). This severe penalty is to encourage the student to get their discussion in on time—for the sake of the whole class. Work that is submitted less than one week late may be accepted for less deduction at the instructor's discretion. Due date extensions with no penalty will only be granted due to the most extreme circumstances and at the discretion of the instructor.

## Grading criteria for weekly posts

These weekly posts should be without grammatical errors and spelling errors so that they are clear. I would encourage students to reinforce their points or assertions with either a very short quote (that captures exactly their point or question) with a citation/reference with page number or when they are commenting on a larger theme just put the citation/reference with page number without the quote.

An A post demonstrates that the person has read, understood, and either summarized, applied, asked a question, or connected an idea to each of the required resources. So on the one hand, I am looking for interaction with all of the required resources but I am also looking for whether they have drawn connections among the ideas presented in the required resources—that they have understood and wrestled with the main theme and its implications. If they have a question or concern, they attempt to suggest an answer by citing a different required resource or they show they have really tried to hear carefully the writer they are questioning.

An A- post does most of the above and is almost an A but their post may only cite half of the resources so it is not clear they have digested all of the materials.

A B+ post probably does not demonstrate thorough interaction with almost all of the course materials and there are indications that the reader did not understand key ideas or identify the main themes—often because the readings and lecture were difficult and unclear and there was not sufficient time to work through them. Their questions may not be linked to specific statements or passages and they have not looked to other of the required resources for an alternative answer.

A B post appears rushed and the person probably did not interact with all of the materials.

A B- post is short, rambling, without much serious thought. But at least the person was able to get it done! That is good. The greatest danger is falling behind in a course like this. I assume life crowded out the course during this period and the person had to rush or scramble.

C / D / F. The person is not doing the work on time or is acting in a way that is unprofessional and inappropriate.

The course has been designed so that students can pass and get a lot out of the course even if they do not read or watch everything but still do their posts. In other words, the posts are required but students could coast or skim and still get quite a bit out of this course if their schedules do not allow for as much engagement with the course material as they would like.

## Diversity of resources and assignments

Providing a variety of perspectives and giving students relevant assignments is very important to me as a teacher. I desire to give students resources from diverse sources: male and female, different parts of the world, different church and denominational traditions (Lutheran, Mennonite, Baptist, Reformed, etc.), difference social classes, ethnicities, races, large and small church, and city and rural settings. Therefore I am willing to consider substituting required course readings and assignments with other comparable ones if a student would benefit from this. This may also involve the student doing some research in identifying such resources.

## Cite page numbers when you write

### 1. Cite page numbers when you are referring to ideas in the reading.

An outstanding paper will include references to all the assigned readings. You can use short quotations or just paraphrase the writer's idea in your own words without quotation marks. So, your paper will look like this:

Gladwell points out . . . (Gladwell 3). Tolkien argues . . . . (Tolkien 70). Robert Woodberry's research says . . . . (Dilley 36). Geisinger shows us . . . (Jenkins 5). Katogole and Rice suggest . . . (Katogole and Rice 25). Hart argues . . . (Hart 36). Spufford says . . . (Spufford 3).

You of course ideally will do this creatively--with your own fresh organization of the ideas. But I am just trying to make clear that it would be good somewhere in your paper to demonstrate you have engaged all the week's readings. (If you don't get to all of them, that's fine--still turn something!--but just expect you'll be penalized some points).

There are four reasons that I appreciate it when you cite page numbers:

- (a) It helps me to see that you have read and engaged with the material. It is not apparent to me if you read anything if you just answer the prompt without referring to the readings.
- (b) It makes you a better writer and thinker if you cite page numbers because you will need to go back and look carefully at what the writer wrote.
- (c) It will help you later remember the page number of where you found an interesting idea.
- (d) It is a good habit to cite your ideas for integrity--avoiding plagiarism, etc.

Again, I'm trying to make this as easy as possible. Just put the page number. (I have put a bit more information below about citation styles if you are interested in the details).

### 2. You should spend about 2/3 of your paper interacting with the ideas in the readings.

This is similar to the idea above about citing page numbers. I don't want people to respond just off the top of your head to the prompt. I want you to try to process and digest what you read. The last 1/3 can be more personal reflection and application.

**3. The prompt is just a guide—trying to show you approximately what I am wanting you to reflect on.**

You do not have to address every question in the prompt. In all cases, I am trying to have you respond to the readings. You do not need to respond to them. But if you have space and find them interesting, you can. I provide many questions in case you are having trouble knowing what to write about.

**4. Please turn in something!**

You will do fine in this course if you turn in all the assignments on time. I realize you may not be able to read all the readings as thoroughly as you would like. Still, please do your response. If you are running out of time, skim, read the first sentence of every paragraph, or read the first paragraph and last paragraph of the readings. Then write and turn in something. These papers will be provisional, “drafts,” imperfect. I would like them to be beautifully written and thorough but I want you to just do your best with the time you have. I just make this point because when overwhelmed, it is tempting to give up and not turn something in and thus get behind and get discouraged. Don't do that. Turn in something. Keep up the pace. You can do better the following week.

**5. MLA citation style is easiest for my courses.**

I would recommend using in-text citation to cite page numbers in your writing. You do not need to do a bibliography, works cited page, or footnotes or endnotes. But you are welcome to do that if you want.

Even though when I write, I use footnotes, I recommend for my courses that students use MLA Style. But I don't care what you use. I recommend the MLA style because it easy and because for my courses you are usually interacting with the assigned readings. The only thing I care about is that you regularly cite page numbers when you write (see above).

**Basic citation with MLA style.**

We can tap into the kingdom of God (Willard 30-31).

*If there are two readings from the same author and you need to tell us which one you are referring to:*

We can tap into the kingdom of God (Willard, *Divine Conspiracy*, 30-31).

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[More information on different styles of citation](#)

I pasted a little relevant info about citation styles below from the internet. Pick a style and go with it.

MLA Style (Modern Language Association)

<https://owl.english.purdue.edu/owl/resource/747/02/>

### *In-text citations: Author-page style*

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Works Cited page. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence. For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

Both citations in the examples above, (263) and (Wordsworth 263), tell readers that the information in the sentence can be located on page 263 of a work by an author named Wordsworth.

### *Citing multiple works by the same author*

If you cite more than one work by a particular author, include a shortened title for the particular work from which you are quoting to distinguish it from the others. Put short titles of books in italics and short titles of articles in quotation marks.

#### *Citing two articles by the same author:*

Lightenor has argued that computers are not useful tools for small children ("Too Soon" 38), though he has acknowledged elsewhere that early exposure to computer games does lead to better small motor skill development in a child's second and third year ("Hand-Eye Development" 17).

#### *Citing two books by the same author:*

Murray states that writing is "a process" that "varies with our thinking style" (*Write to Learn* 6). Additionally, Murray argues that the purpose of writing is to "carry ideas and information from the mind of one person into the mind of another" (*A Writer Teaches Writing* 3).

Additionally, if the author's name is not mentioned in the sentence, you would format your citation with the author's name followed by a comma, followed by a shortened title of the work, followed, when appropriate, by page numbers:

Visual studies, because it is such a new discipline, may be "too easy" (Elkins, "Visual Studies" 63).

### APA Style (American Psychological Association)

APA Style is a little different. It includes the date of the publication and you do write the p. for page.

<https://owl.english.purdue.edu/owl/resource/560/02/>

### *Short quotations*

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (1998) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 1998, p. 199), but she did not offer an explanation as to why.

### Chicago Manual of Style / Turabian

You use the Chicago Manual of Style / Turabian if you are using footnotes or endnotes.

<https://owl.english.purdue.edu/owl/resource/717/1/>

I use this style with footnotes in my own writing. I use a bibliography software called EndNote. A lot of people use the free software Zotero. <https://www.zotero.org/>

## Bibliography

Textbooks, and articles and selections from the following books (not including the required texts) will be available on Moodle.

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