

**ML615**

**Organizational Leadership and Church Governance**

**SYLLABUS**

Professor: Andrew D. Rowell

Term: Fall 2014

Delivery: Traditional

Dates: Tuesdays: Sept 2, 9, 16, 23, 30, Oct 7, 14, [Reading and research weeks so NO class Oct 21, 28], Nov 4, 11, 18, [No class Nov 25], Dec 2, 9, 16

Time: 9:00 am - 12:00 pm

Location: Seminary Building BSSP 200

Course credits: 3.0

Enrolled: 12 students

**BETHEL SEMINARY**

Bethel University

3900 Bethel Drive

St. Paul, MN 55112

# Description

This course is designed to address the role of organizational leaders in congregational and ministry settings. Attention is given to both the pastoral and governance dimensions of leadership, with special focus on relevant strategies and approaches for guiding congregations and ministry communities. This course will focus on the leader’s role in working with a church staff and board, understanding diverse congregational polities, effectively communicating as a leader, fostering a healthy organizational culture, and navigating conflict and change that may arise in these churches and ministry organizations.

# Instructor Communication Information

Professor Andrew D. Rowell (“Andy”)

Instructor of Ministry Leadership

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Office: Seminary A201

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 are 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" \t "_blank)

I do not blog much and you should not feel compelled to watch what I am up to on Twitter or on the blog at all.

Twitter: <https://twitter.com/AndyRowell>

Blog: <http://www.andyrowell.net/>

Facebook: My current policy is not to be Facebook friends with students.

Email and voicemail turn-around times:

* I will return email messages within 48 hours. I would prefer that you not leave voicemails.
* Grading turn-around times: I will try to return all assignments within 2 weeks.

# Learning Outcomes:

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

1. Examine the importance of personal and spiritual formation for leading congregations
2. Examine various approaches to conflict management and peacemaking
3. Apply Scriptural messages appropriately to contemporary contexts
4. Engage and evaluate models and approaches to transformational leadership
5. Explain and differentiate various approaches to management and administration in ministry
6. Integrate key course concepts into professional practice
7. Develop an awareness of the organizational leader’s role in leadership communication
8. Identify principles for developing and collaborating with church leaders
9. Differentiate models of church governance and the biblical and theological foundations underlying diverse models
10. Evaluate the essential elements in the development and fostering of a healthy organizational culture
11. Examine models and principles for leading organizational change

# Required Resources

Collins, Jim, and Morten T. Hansen. *Great by Choice: Uncertainty, Chaos, and Luck--Why Some Thrive Despite Them All*. New York, NY: HarperCollins Publishers, 2011. 978-0062120991 The latest from Jim Collins who wrote *Good to Great*. A business book but applicable to churches. The syllabus schedule is loosely organized by Collins’s 2014 twelve questions which organizes the totality of his work: <http://www.jimcollins.com/tools/TwelveQuestions.pdf> *Great By Choice* is available via audiobook in case some of you commute and like listening to audiobooks. Listening Length: 8 hours and 45 minutes. Buy: Downloadable <http://www.amazon.com/Great-by-Choice/dp/B005UJSI7I/ref=tmm_aud_swatch_0?_encoding=UTF8&sr=&qid> Order via library on CD: <http://bethellibraries.worldcat.org/title/great-by-choice/oclc/740630764&referer=brief_results>

Cowan, Steven B., ed. *Who Runs the Church? 4 Views on Church Government*. Grand Rapids, Mich.: Zondervan, 2004. 978-0310246077 This is also available via audiobook: <http://www.amazon.com/Who-Runs-Church-Views-Government/dp/B002WPTSV8/> Listening Length: 11 hours and 10 minutes

Gives 4 different views of church polity or governmental structure.

Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. 3rd ed., Grand Rapids, Mich.: Baker Books, 2004. 978-0801064852 Classic book on biblical approaches to conflict resolution.

Garland or Fee. We will be looking at case studies from 1 Corinthians and I want students to read either Fee or Garland on each one. The commentaries by Garland and Fee are of a similar length. They are both excellent.

Garland, David E. *1 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids, Mich.: Baker Academic, 2003. 978-0801026300 Garland served as the interim president at Baylor University so knows a bit about leadership.

Fee, Gordon D. *The First Epistle to the Corinthians*. 1st ed. New International Commentary on the New Testament. Grand Rapids, Mich.: W.B. Eerdmans Pub. Co., 1987. 978-0802825070 This is perhaps the most well known and beloved commentary on any book of Scripture today.

The second edition of Fee’s commentaryis supposed to be released Oct 30, 2014.

Fee, Gordon D. *The First Epistle to the Corinthians*. 2nd ed. New International Commentary on the New Testament. Grand Rapids, Mich.: W.B. Eerdmans Pub. Co., 2014. 978-0802871367

Articles and selections from the other books (not including the required texts) will be available on Moodle.

# General Activity Guidelines

***Total hours: 120***

*Reading: 45 hours*

*Classroom hours: 39 hours (13 classes X 3 hours)*

*Assignments: 36 hours*

**Assignments**

Assignments must be submitted electronically through Moodle as a Microsoft Word or PDF document before 8:30 am on the day they are due or they are “late” and will lose a full letter grade (A to B, etc.). The rationale is that you will be prepared for class. (Class begins at 9:00 am).

1. **Reading reflection papers on Collins, Corinthians Commentaries, and Cowan**

These six weekly assignments are 265-398 words (1 to 1.5 pages)

*= 2 hours*

*X 6 = 12 hours*

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 papers will give some demonstration about the degree of the student’s engagement with the reading.

**Grading criteria for weekly papers**

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

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

A B- paper 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 papers. In other words, the papers 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.

1. **Personal Reflection on Sande and 1 Cor 5-6: The Congregational Leader and Conflict**

795-1060 words (3-4 pages)

*= 5 hours*

This paper is designed to provide you with an opportunity to carefully reflect on your personal conflict style and use of resolution strategies.

Based on your course reading of Sande and your reading of a commentary on both 1 Corinthians 5:1-8 and 6:1-11, your conflict inventory, and personal reflection, reflect on how you have addressed conflict in the past and how you would like to respond to conflict better in the future both personally and by initiating the implementation of good conflict practices in an organization.

*Optional additional prompts to help your thinking but not necessary to answer in detail:*

(a) Past — Describe your conflict style in the past. What has been your “default” conflict style, or what conflict style has been most natural for you in the past? Please reflect on some examples of how conflict was handled in your life; these examples may be from personal or professional settings. What factors have contributed to the conflict style you have adopted? Consider family upbringing, personal experience, individual personality, etc….

(b) Present — Describe your present conflict style. What is your current style for handling conflict? What is a current situation or relationship you are engaged in that is forcing you to think about your personal conflict style? How do the foundational issues of one’s life and personality related to your conflict style?

(c) Future — Describe your personal goals for your future style of conflict management. What conflict style do you wish to nurture in your life? What does the Bible have to say about our style of engaging in conflict? How may you grow toward a healthier and more biblical style of conflict engagement?

Once you have reflected on your personal conflict style history, you may reflect on how you may implement a strategy of conflict resolution among congregational or organizational teams.

(a) What are the essential components of a conflict resolution strategy?

(b) What are some examples of how conflict was resolved in the Bible? Please develop some principles for conflict resolution from these biblical texts.

(c) May these principles and strategies for conflict resolution be applied in both individual and organizational contexts? What may differ between these two settings?

(d) How will a person’s relationship with God and one’s personal capacity affect his or her ability to engage in healthy conflict resolution—both individual and organizational?

1. **Personal Interest Book Reflection and Presentation**

You will choose another book related to Organizational Leadership and Church Governance: change management, conflict resolution, oversight, management, etc..

You will write a 530-795 words (2-3 pages) reflection on it and share for 5 minutes insights with the rest of the class about what you learned and what we might learn from it. Presentation is 10% of grade.

*Writing reflection = 4 hours*

*Reading 210 pages = 7 hours*

**Choose one of the following books or talk to me about an alternative:**

1. Hybels[[1]](#footnote-1) Description of lessons from megachurch leadership.
2. Bernard[[2]](#footnote-2) Classic rich advice to the Pope in the 11th century.
3. Drucker[[3]](#footnote-3) Business management master on non-profits
4. Rainer and Stetzer[[4]](#footnote-4) Southern Baptist statistical study and insights.
5. Stanley[[5]](#footnote-5) Very readable description of megachurch approach.
6. Hansen[[6]](#footnote-6) Description of life of traditional small rural church
7. Beach[[7]](#footnote-7) for women in megachurch
8. Willimon[[8]](#footnote-8) on being a bishop in the United Methodist Church. (Episcopal structure).
9. Branson and Martinez[[9]](#footnote-9) describe leadership in a multi-cultural setting.
10. King[[10]](#footnote-10) book of sermons on method and theology of MLK, Jr.
11. Book on women in ministry issue.[[11]](#footnote-11)
12. Herrington, Bonen, and Furr[[12]](#footnote-12) describes how they addressed decline in baptist churches in Houston, Texas area. (Used as textbook by Justin Irving).
13. Addington[[13]](#footnote-13) Evangelical Free Church director of missions gives advice on church ministry. (Used as textbook by Justin Irving).
14. Steinke[[14]](#footnote-14) gives a description of anxiety and systems thinking in ministry. (Used as textbook by Justin Irving).
15. **Group Project and Presentation**

*= 15 hours*

In this group project, you will interview leaders from an organization so as to learn from them. You will be graded on four brief parts: being present at two interviews, questionnaire for interview, Individual Preliminary Reflection, and Presentation of Group Consensus Recommendations.

The main point of this exercise is to talk to leaders and an organization you were interested in and learn about the triumphs and challenges of their organization. The second benefit is to learn from your fellow group members by hearing their different assessments of the same organization. The third benefit is for you to test drive and cement the course material (Collins, Corinthians, Cowan, and Sande) by seeing how it intersects with an actual organization.

1. *Interviews completed (10%)*

You may want to interview leaders of an organization you admire or an organization that is outside your own experience (Roman Catholic, urban, Pentecostal, etc.).

Please enthusiastically explain to the leader and organization why your group is interested in learning from them. Please also let them know that you will use pseudonyms for the people and organization and location and disguise details when writing your paper and doing your presentation so as to protect their privacy. Please ask if they would be willing to share both strengths and challenges in “organizational leadership and governance.” Note to the leader that this is a learning experience for you and your team. Though you will eventually debrief and reflect on what you heard, you do not presume to be able to so quickly to “know what they should do.” You are excited most about learning from their experiences and wisdom.

Leaders are busy so it is possible that you will get turned down. That’s ok. You can learn from that as well.

Each member of your group must participate in at least two interviews with leaders in the organization. If you can’t make one, you need to interview someone else who is part of the organization. The interviews should be between 15 minutes and 60 minutes and can be in person or online or over the phone. For candor, it is probably best not to have conversations recorded. But you may take notes.

1. *Questionnaire: Interview Preparation (20%)*

As a group, design a questionnaire to be used in an interview with at least two leaders in the organization.

It is also ok if you want to interview leaders from different but similar organizations: three pastors in the same small town or three pastors in the same geographical area and compare their organizational triumphs and struggles.

Please attach this questionnaire as an appendix to your project. You may send the questions ahead of time or listen to the questions in person with the leader. You will want to ask about some of the issues that Jim Collins raised. See his 12 questions <http://www.jimcollins.com/tools/TwelveQuestions.pdf> or *Good to Great* diagnostic tool <http://www.jimcollins.com/tools/diagnostic-tool.pdf> But do not use Collins’s jargon as that may be intimidating, off-putting, or distracting to the person interviewed. Please also ask question about the church polity (hierarchical, Presbyterian, congregational, etc.) and also how decisions are really made. Also ask about past and current crises and joys in the organization. Ask as well how conflict is addressed.

Please have 7-10 questions. In the actual interview, you do not need to be glued to these questions. It is often appropriate to pay for the lunch or coffee of the person you are interviewing as a gesture of graciousness for their time.

1. *Individual preliminary reflections (30%)*

Based on your interviews, each person should write a 265 word analysis of what seemed most important, interesting, positive, and concerning about the organization and include any suggestions about what the leadership of that organization might consider thinking about.

1. *Presentation of group consensus recommendations (30%)*

Having read the preliminary reflections of your group members, prepare a letter or document or presentation that could be sent to the leaders of the organization that would give three recommendations of “things to consider” with your rationale. You may also phrase these as “our ongoing questions to investigate further.” Because you are just swooping in and talking to a few people in an organization, it is usually not appropriate to present such superficial findings to an organization in a formal written way but it may be appropriate to verbally pass on “what we noticed and wondered about. These were our first impressions and it likely had to do with the people we ended up talking to.” Those disclaimers are usually quite appropriate socially in an instance such as this. In other words, it is better to be diplomatic here in your presentation than harsh.

1. *Presentation to our class (10%)*

Your group will present your conclusions to the rest of the class. In your oral presentation in class, you can share with us more candidly things that disturbed you or were concerning or confusing about your interviews. 5 minute presentation and 265 word document.

**Late Work Policy**

Late work will be accepted up to one week with two full letter grade deductions (A to C, etc.). Work that is submitted less than a week late may be accepted for less than a letter grade 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.

**Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Week # and Tuesday at 9 am Date | Topic | Reading Due | Assignment due |
| 1. Sept 2 |  |  |  |
| 1. Sept 9 | Organizations need determined, passionate leaders:  Ambitious, driven, individual leadership | Collins ch 1-2: 1-38.  Reading commentary on 1 Cor 9:15-27: Garland 421-446 or Fee 415-441.  Cowan: Introduction, and Single-elder congregationalism by Patterson: 7-18, 131-184, 275-286.  *38 + 25 + 73 = 136 pages = 4.5 hours* | Drawing on the three readings, how does Paul’s ambition reflect that described by Collins in the 10Xer? What are the benefits of this approach for congregations? What are the limits of this?  *= 2 hours* |
| 1. Sept 16 | Organizations need leaders who will draw out others.  First who, then what? The body of Christ, and  Plural-elder congregationalism | Collins, *Good to Great* ch. 3 PDF: 41-64.  Reading commentary on 1 Cor 12:4-31: Garland 574-605 or Fee 582-625.  Cowan: Plural-elder congregationalism: 185-252, 287-304.  PDF: Fee, Gordon D. “The Priority of Spirit Gifting for Church Ministry.” Pages 241-254 in *Discovering Biblical Equality: Complementarity Without Hierarchy*. 2d. ed. Edited by R. W. Pierce, R. M. Groothuis, and G. D. Fee. Downers Grove: InterVarsity Press, 2005.  *23+31+67+17+23=161 pages = 5.5 hours* | Drawing on the four readings, what are the advantages of taking seriously the gifts of the people and then allowing the structure to be oriented by that?  *= 2 hours* |
| 1. Sept 23 | Organizations need structure to encourage and enforce unified and healthy action: Alignment, apostolic concern, and hierarchy for difficult tasks and crises. | Collins, “Aligning Action and Values” online <http://www.jimcollins.com/article_topics/articles/aligning-action.html> : 5 pages.  Reading commentary on 1 Cor 4:14-21: Garland: 144-149 or Fee 182-194.  Cowan: Episcopalianism: 19-70, 255-262.  PDF: Willimon, William H. *Bishop: The Art of Questioning Authority by an Authority in Question.* Nashville: Abingdon Press, 2012, 13-30.  PDF: Fee, Gordon D. “Reflections on Church Order in the Pastoral Epistles.” Pages 147-162 in *Listening to the Spirit in the Text*. Grand Rapids: Eerdmans, 2000.  PDF: Paget, James Carleton. "The Vision of the Church in the Apostolic Fathers." Pages 193-206 in *A Vision for the Church: Studies in Early Christian Ecclesiology in Honour of J.P.M. Sweet*, edited by Markus Bockmuehl and Michael B. Thompson. Edinburgh: T & T Clark, 1997.  *5+5+51+7+15+13= 96 pages = 3 hours* | Drawing on these six readings, what are the advantages of strong leadership from the top down?  *= 2 hours* |
| 1. Sept 30 | Organizations needs smart, disciplined, methodical leadership: 20 mile march, consistent, calm, plural leadership. | Collins ch. 3: 39-68.  Reading commentary on 1 Cor 3-4:13: Garland 104-143 or Fee 121-182.  Cowan: Presbyterian: 71-130, 263-274.  PDF: Barth: IV/3.1, 33-35.  *29+39+59+11+3=141 pages = 5 hours* | Given these four readings, what are the advantages of having educated, trained leaders from different congregations set policy?  *= 2 hours* |
| 1. Oct 7 | Organizations need to boldly and smartly experiment.  Fire bullets, then cannonballs, be cagey, solicit and weigh diverse input, test a Minimal Viable Product. | Collins ch. 4: 69-98.  Read commentary on 1 Cor 10:23-11:1; and 1 Cor 14:26-33: Garland 486-505, 655-664 or Fee 475-490, 688-698.  PDF: Volf, Miroslav. “Soft Difference: Theological Reflections on the Relation Between Church and Culture in 1 Peter.” *Ex Auditu* 10 (1994): 15-30.  PDF: Barth, Karl. *Church Dogmatics*. 4 vols. in 13 parts vols. Edited by G. W. Bromiley and T. F. Torrance. Edinburgh, New York: T&T Clark, 1956-1969, 1975, 2009, IV/3.2, 734-742.  PDF: Ries, Eric. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.* New York: Crown Business, 2011, 75-77.  *29+19+9+15+3+8=83 pages = 3 hours* | Given these five readings, how does experimentation and analyzing data assist an organization with direction?  *= 2 hours* |
| 1. Oct 14 | Organizations need structures that unearth problems early and to ensure focus on what is most important. Leading above the death line, productive paranoia,  confronting the brutal facts, SMaC, and ROL. Meetings, Evaluation, and Supervision. | Collins ch. 5-7: 99-198.  Read commentary on 1 Cor 11:17-34: Garland 533-557 or Fee 531-569.  PDF: Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business.* San Francisco: Jossey-Bass, 2012, chapter “The Centrality of Great Meetings.” 173-188.  *100+24+15=139 pages = 4.5 hours* | Drawing on the three readings, why are meetings important?  *= 2 hours* |
| 1. Oct 21 | *Reading and research weeks so NO class* |  |  |
| 1. Oct 28 | *Reading and research weeks so NO class* |  |  |
| 1. Nov 4 | Personal responses to conflict. | Do both of these online free conflict assessments:   * <http://www.buildingpeace.org/act-build-peace/learn/conflict-styles> * <http://www.oprah.com/relationships/Whats-Your-Conflict-Style-Quiz-Dealing-with-Conflict>   Or do the conflict assessment from Speed Leas on reserve at the library: Leas, Speed. *Discover Your Conflict Management Style.* Rev. ed., Herndon, VA: Alban Institute, 1997.  Sande ch 1-6: 1-138.  Read commentary on 1 Cor 6:1-11: Garland 193-218 or Fee 228-248.  *138 + 25 = 163 pages = 5.5 hours*  + 1 hour self-assessment = 6.5 hours | Nothing due |
| 1. Nov 11 | Improving systems regarding conflict. | Sande ch 7-12 = 139-262.  Read commentary on 1 Cor 5:1-8: Garland 153-183 or Fee 194-220  *123 + 30 = 143 pages = 5 hours* | Nothing due |
| 1. Nov 18 | Personal reflections on conflict | Sande Appendices: 262-298  36 pages = 1 hour. | Response to Sande due.  = 5 hours |
| 1. Nov 25 | No class - Tuesday before Thanksgiving | No class | No class |
| 1. Dec 2 | Specialized ministry | Personal interest book reading  210 pages = 7 hours | Personal interest book review due.  = 4 hours. |
| 1. Dec 9 | Practical ministry skills | Nothing due | Nothing due |
| 1. Dec 16 | Presentations | No reading | Group Project and Presentations due = 15 hours |

# Grading

**Assessed Activity Weighting**

1. 6 reading reflections papers (7% each) 42%
2. Personal Reflection on Sande and 1 Cor 5-6 18%
3. Personal Interest Book Reflection/Presentation 15%
4. Group Project and Presentation 25%

***Total 100%***

**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- |
|  |  |  |

**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.

**Options for personal book choices:**

Addington, T. J. *High-Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders*. Colorado Springs, CO: NavPress, 2010.

Beach, Nancy. *Gifted to Lead: The Art of Leading as a Woman in the Church*. Grand Rapids, Mich.: Zondervan, 2008.

Belleville, Linda L., Thomas R. Schreiner, Craig L. Blomberg, and Craig S. Keener. *Two Views on Women in Ministry*. Rev. ed. Counterpoints. Grand Rapids, Mich.: Zondervan, 2005.

Bernard of Clairvaux. *Five Books on Consideration: Advice to a Pope*. Translated by John D. Anderson and Elizabeth T. Kennan. Kalamazoo, Mich.: Cistercian Publications, 1976.

Branson, Mark Lau, and Juan F. Martínez. *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities*. Downers Grove, IL: InterVarsity Press, 2011.

Drucker, Peter F. *Managing the Non-Profit Organization: Practices and Principles*. New York, N.Y.: HarperCollins, 1990.

Hansen, David. *The Art of Pastoring: Ministry without All the Answers*. Downers Grove, Ill.: InterVarsity Press, 1994.

Herrington, Jim, Mike Bonem, and James H. Furr. *Leading Congregational Change: A Practical Guide for the Transformational Journey*. San Francisco: Jossey-Bass Publishers, 2000.

Hybels, Bill. *Leadership Axioms: Powerful Leadership Proverbs*. Grand Rapids, Mich.: Zondervan, 2012. Reprint, 2008.

King, Martin Luther. *Strength to Love*. Fortress Press Gift ed., Minneapolis, Minn.: Fortress, 2010.

Stanley, Andy. *Deep & Wide: Creating Churches Unchurched People Love to Attend*. Grand Rapids, Mich.: Zondervan, 2012.

Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Herndon, Va.: Alban Institute, 2006.

Stetzer, Ed, and Thom S. Rainer. *Transformational Church: Creating a New Scorecard for Congregations*. Nashville, Tenn.: B & H Pub., 2010.

Willimon, William H. *Bishop: The Art of Questioning Authority by an Authority in Question*. Nashville: Abingdon Press, 2012.

1. Bill Hybels, *Leadership Axioms: Powerful Leadership Proverbs* (Grand Rapids, Mich.: Zondervan, 2012; reprint, 2008). [↑](#footnote-ref-1)
2. Bernard of Clairvaux, *Five Books on Consideration: Advice to a Pope*, trans., John D. Anderson and Elizabeth T. Kennan (Kalamazoo, Mich.: Cistercian Publications, 1976). [↑](#footnote-ref-2)
3. Peter F. Drucker, *Managing the Non-Profit Organization: Practices and Principles* (New York, N.Y.: HarperCollins, 1990). [↑](#footnote-ref-3)
4. Ed Stetzer and Thom S. Rainer, *Transformational Church: Creating a New Scorecard for Congregations* (Nashville, Tenn.: B & H Pub., 2010). [↑](#footnote-ref-4)
5. Andy Stanley, *Deep & Wide: Creating Churches Unchurched People Love to Attend* (Grand Rapids, Mich.: Zondervan, 2012). [↑](#footnote-ref-5)
6. David Hansen, *The Art of Pastoring: Ministry without All the Answers* (Downers Grove, Ill.: InterVarsity Press, 1994). [↑](#footnote-ref-6)
7. Nancy Beach, *Gifted to Lead: The Art of Leading as a Woman in the Church* (Grand Rapids, Mich.: Zondervan, 2008). [↑](#footnote-ref-7)
8. William H. Willimon, *Bishop: The Art of Questioning Authority by an Authority in Question* (Nashville: Abingdon Press, 2012). [↑](#footnote-ref-8)
9. Mark Lau Branson and Juan F. Martínez, *Churches, Cultures and Leadership: A Practical Theology of Congregations and Ethnicities* (Downers Grove, IL: InterVarsity Press, 2011). [↑](#footnote-ref-9)
10. Martin Luther King, *Strength to Love*, Fortress Press Gift ed. (Minneapolis, Minn.: Fortress, 2010). [↑](#footnote-ref-10)
11. Linda L. Belleville and others, *Two Views on Women in Ministry*, Rev. ed., Counterpoints (Grand Rapids, Mich.: Zondervan, 2005). [↑](#footnote-ref-11)
12. Jim Herrington, Mike Bonem, and James H. Furr, *Leading Congregational Change: A Practical Guide for the Transformational Journey* (San Francisco: Jossey-Bass Publishers, 2000). [↑](#footnote-ref-12)
13. T. J. Addington, *High-Impact Church Boards: How to Develop Healthy, Intentional, and Empowered Church Leaders* (Colorado Springs, CO: NavPress, 2010). [↑](#footnote-ref-13)
14. Peter L. Steinke, *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What* (Herndon, Va.: Alban Institute, 2006). [↑](#footnote-ref-14)