

BIBLICAL LEADERSHIP & MANAGEMENT

TTPT730

**FALL 2014**

PROFESSOR/CLASS INFORMATION

Gary L. McIntosh, PhD, DMin, MDiv, BA,

Title: Biblical Leadership & Management

Term: Fall 2014

Location: Meyers 105

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Office Hours: Wednesdays

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University Website: www.biola.edu

Course Code/#: CRN 1482

Class Days/Time: Wednesdays 6:00-8:50pm

Credit Hours/Units: 3 units

Office Location: Feinberg Hall

Meetings with Professor: Make Appt via email

Admin Assistant: Megan Gibson, X4823

DISABILITY SERVICES

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

NON-DISCRIMINATION POLICY

As Christian scholars, we are keenly aware of the power of language, and believe in treating others with dignity. As such, it is important that our language be equitable and prejudice free. Good writing and speech do not make unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, sex, or sexual orientation. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the Biola community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of invitation.

Avoid the use of stereotypes or terminology that demeans persons or groups based on age, disability, ethnicity, gender, race, language or national origin. Avoid drawing attention to irrelevant identifiers of race or gender. Avoid gender-specific language when referencing people in general. Avoid terms that assume the universality of human experience, and in particular presume the normativity of the socially dominant group.

BIOLA UNIVERSITY MISSION STATEMENT

**TRUTH~TRANSFORMATION~TESTIMONY**

The mission of Biola University is biblically-centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

SCHOOL OR PROGRAM MISSION STATEMENT

Talbot School of Theology is committed to the development of disciples of Jesus Christ whose thought processes, character and lifestyles reflect those of our Lord, and who are dedicated to disciple-making throughout the world.

COURSE DESCRIPTION

The purpose of Biblical Leadership & Management is to study the biblical basis for organizational management and leadership, to examine the process of planning, organizing, leading, and supporting made applicable to Christian service and ministry.

Offered every semester.

COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES

TTPT730 Biblical Leadership & Management: This masters course is a core course required of all M.Div. Discipleship majors designed to be taken anytime during the program. Successful completion of this course will prepare students to demonstrate a proficiency toward the accomplishment of the Program’s Learning Outcomes.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

By the completion of this course including class participation, class assignments (referred to as "Tasks"), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:

**IDEA Objective #1**: The student will gain factual knowledge (e.g., terminology, trends, methods) important to leadership in a local church setting. (Essential objective)

**STUDENT LEARNING OUTCOMES:**  The student will demonstrate that he or she has satisfactorily fulfilled this objective if he or she is able to:

* **Design a master plan for a Christian ministry.** (Fulfilled by lectures, class discussion, and Task #3)
* **Define the primary theories of leadership and management.** (Fulfilled by lectures, class, discussion and Task #5)
* **Articulate basic principles of leadership and management**. (Fulfilled by lectures and Tasks #2 and #5.)

**IDEA Objective #2**: The student will learn fundamental theories, principles, and/or concepts related to managing a local church setting. (Essential objective)

**STUDENT LEARNING OUTCOMES:** The student will demonstrate that he or she has satisfactorily fulfilled this objective if he or she is able to:

* **Apply basic concepts of conflict management to a ministry situation.** (Fulfilled by lectures and classroom interaction).
* **Analyze the life cycle and leadership needs of a local church.** (Fulfilled by lectures and Task #1)
* **Discuss basic leadership and management practices found in local churches.** (Fulfilled by lectures, class discussion, and Tasks #4.)

**IDEA Objective #3**: The student will acquire an interest in learning more by asking and seeking answers to personal questions about leading and managing in a Christian context.

**STUDENT LEARNING OUTCOMES:** The student will demonstrate that he or she has satisfactorily fulfilled this objective if he or she is able to:

* **Identify essential keys to effective leadership from the lives of fine leaders.** (Fulfilled by Task #7)
* **Review biblical principles of leadership.** (Fulfilled by lectures and Tasks #2 & #5)

REQUIRED TEXTS

Required Textbooks (Each of the following books are required and will be used in this course)

* **Kouzes and Pozner, *Leadership Challenge***
* **McIntosh, *Taking Your Church to the Next Level***
* **McIntosh, *Here Today, There Tomorrow***
* **Searcy, *Renegade Pastor***

ACADEMIC HONESTY

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<http://studentlife.biola.edu/handbook/policies-procedure/academic-integrity/>

<http://plagiarism.org/plagiarism-101/overview/>

ONLINE AND OTHER COURSE RESOURCES

Throughout the academic term, any number of hard-copy documents or various other resources (electronic or otherwise) may be made available to students registered for this course. Those resources may be presented in class or could alternately be posted on Biola’s Canvas system or in the electronic reserves area of the library’s catalog for viewing and download. It is the student’s responsibility to make himself or herself aware of such materials, and to electronically save, physically print, archive, read, reference, and bring such items to class as necessary or required.

These course resources may include, but are not limited to, syllabi, rubrics, worksheets, protocols, and the like. Prior to and after the beginning of the term, students should take responsibility to periodically check the course site on the university learning management system. This will ensure he or she is in possession of all necessary items for the successful completion of course objectives. If failing to have such items on hand affects the student’s participation in class, s/he should anticipate that reality impacting her/his participation score and, potentially, final grade. To access online materials that may be available, log on to <http://canvas.biola.edu>.

In addition, the Biola Library’s website at <http://library.biola.edu> provides access to thousands of electronic books and journal articles for your research.

LEARNING TASKS (Assignments) & ASSESSMENT (Grading)

Description and Weighting of Assignments: The following tasks are not necessarily in sequential order.

**Task 1: Taking Your Church to the Next Level (Paper)**

**Due Date**: September 10, 2014

**Possible Points**: 20 points.

**Description**: The student should read the entire book and assess where his or her church is currently on the life cycle of the church. Write a two-page, single-spaced assessment of the church’s present position on the life cycle (page one) and three to five key issues (page two) the church needs to address in order to move to the next level. Paper should be NO LONGER than two pages with one-inch margins and a simple heading with the student’s name, ID number, course number and name, and the title Taking My Church to the Next Level: An Assessment.

**Assessment**: Grade based on writing (English usage, grammar, etc.), on time submission, clear assessment of church based on the book, and proper presentation.

**Task 2: Leadership Challenge (Paper)**

**Due Date**: March 19, 2014

**Possible Points**: 20 points.  
**Description**:Read *The Leadership Challenge* and write a one-page (one side only) paper listing the following:

* 1. *Four observations* about the book.
  2. *Three questions* about the book.
  3. *One “ah-ha”* insight found in the book.

**Assessment**: Grade based on writing (English usage, grammar, etc.), on time submission, clear observations, questions, and “ah-ha” insight, and proper presentation.

**Task 3: Here Today, There Tomorrow (Paper)**

**Due Date**: November 5, 2014

**Possible Points**: 20 points.

**Description**: The student should read the entire text of *Here Today, There Tomorrow* and develop a two-page master plan of his or her current ministry or theoretical ministry based on the process described on pages 140-200. The paper should follow the form found in the appendix on pages 207-213**.**

**Assessment**: Grade based on writing (English usage, grammar, etc.), on time submission, clear plan, inclusion of all elements of a plan, and proper presentation.

**Task 4: *Renegade Pastor* (Paper)**

**Due Date**: December 3, 2014

**Possible Points**: 20 points.

**Description**: Read *Renegade Pastor* and write a one-page (one side only) paper listing the following:

* 1. *Four observations* about the book.
  2. *Three questions* about the book.
  3. *One “ah-ha”* insight found in the book.

**Assessment**: Grade based on writing (English usage, grammar, etc.), on time submission, clear observations, questions, and “ah-ha” insight, and proper presentation.

**Task 5: Field Research**

**Due Date**: December 17, 2014

**Possible Points**: 20 points.

**Description**: The student will conduct personal interviews of five leaders (only one pastor allowed). Leaders should be chosen from various fields such as business, military, non-profit corporations, real estate, etc. Interviews must be completed in person or via phone but not via the Internet. While numerous questions might be asked, the following questions should form the basic outline of the interview.

1. When did you first begin to realize you were a leader?

2. What events in your life contributed to your growth as a leader?

3. What have been your greatest rewards as a leader?

4. What have been your greatest challenges as a leader?

5. What are the most important qualities—spiritual, character, skills, or others— leaders need to have in order to be successful in today’s world?

6. What two or three books would you recommend as MUST reading for future leaders?

7. What advice would you give to me as I continue to develop as a leader?

**Assessment**: Using these seven questions as your outline, write a two-page report on what the leaders told you.

CLASS INFORMATION

**1. Class Attendance and Attendance Policy:**

**Attendance:** Participation and attendance is critical to learning.

**Policy:** Missing more than two entire days of class results in the lowering of the letter grade   
one whole grade point.

**2. Assignments:**

Assignments are given to assist the student in learning and applying leadership and management principles and practices. For a 3-unit class, it is expected that outside assignments will take up about 90 hours of time. See “Proposed Work Load” below.

* Late papers will be accepted but not without penalty.
* Submission of late papers will limit the student to receiving a "B" on that assignment.
* *Papers will not be accepted one class beyond the due date!*

*Note: This penalty will be applied in ALL cases of emergency (i.e. forgetfulness,   
computer failure, schedule problems, etc.)*

* Papers are to be typed, with a title page.  
  *Papers that are hand written or printed will not be accepted.*
* Please staple multiple pages.
* NO fancy covers or plastic binders.
* Use plain white paper and no colors or fancy scripts unless using color to define graph lines, etc.

**3. Turning in Assignments:**

Assignments are only received (some possible considerations—) (a) in class, (b) in hard-copy [printed] or electronically, and (c) with a cover sheet. If an assignment is e-mailed to the professor, the student should (*any additional instructions*). If a student is going to be out of town or is sick preceding class, he or she should (*your preferred approach*).

**4. General Requirements for Written and Oral Projects:**

Biola University desires to maintain the highest standards with respect to the composition of all work. As such, any student paper exhibiting less than acceptable master’s level work, will be returned to the student to be rewritten. Students deficient in writing skills may seek assistance at the Biola Writing Center, which is located on the middle level of the Biola Library. .

**5. Professional Courtesy**

Students are expected to uphold the highest standards of courtesy and professionalism to the professor, classroom guests, and fellow collegians. This includes the employment of institutional and academic titles when addressing faculty, administrators, and other university personnel or classroom guests. Classroom dress, proper grooming, behaviors, and hygiene should be such that they are not distracting or offensive to classmates or dishonoring to the Lord Jesus Christ and this institution.

**6. Respect for Divergent Viewpoints**

In Christian higher educational institutions, it can be assumed that each believer-learner is at a different place of personal maturity and educational preparedness. For these reasons, it is requested and expected that each student exhibit mutual respect, even when divergent viewpoints are expressed in the classroom. Such respect, even when it results in a student’s frustrated silence, does not require or imply agreement with or acceptance of any such perspectives.

**7. Technology Use and Classroom Etiquette**

Students should refrain from behaviors that negatively affect the teaching environment or its facilities. This includes any potentially distracting action that could inhibit the primary purposes of the classroom– namely, learning and personal transformation. Students should conduct themselves as professionals who give, and are worthy of, a high level of respect. Material presented in the classroom represents the intellectual property of the professor and of others who may have contributed to the professor’s perspectives. Class meetings may not be recorded by audio and/or video without the express consent of the professor.

The use of items like laptops, pagers, cell/mobile phones, mp3 players, and all other electronic or digital devices are matters that are strictly governed in academic environments such as this. Neither the professor nor one’s classmates should expect to endure buzzing, vibrating, ringing, singing, or other intended/not intended but nevertheless distracting noises from your device(s). With the exception of laptops (which are to be used solely and strictly for educational purposes directly related to what is happening moment by moment in this class) and other similar note-taking devices, students are expected to take the initiative and choose either not to bring such devices or to fully power down each of these items prior to the beginning of class and to keep them off until class is dismissed. Students who fail or forget to turn off communication devices and who receive such communications should expect to be reproved by the professor during class. Incidents like these are frowned upon and cannot be tolerated for the integrity of the learning atmosphere.

In addition, it is expected that students not participate in distracting activities such as e-mailing, web-surfing, instant messaging, and computer gaming during class. The professor is alert to such disturbances and if/when such activities are discovered, the student should expect to be confronted and asked to leave for the remainder of the immediate class session (morning/afternoon, or until a break, etc.), and then counted absent for that time period while not in class. Appropriate deductions will be taken for any missed class participation or required course work due during that period of time. Simply put, under no circumstances will the professor excuse a student’s inappropriate behavior, academic apathy, or general indifference to subject matter that this institution considers necessary for effective vocational preparation—nor will the professor allow other students interested in being equipped to endure a disinterested, distracting university student. The professor uses the most powerful language possible about these matters due to the egregious nature of these distractions**. If the spirit or the letter of these guidelines is violated by students, the professor reserves the right to completely restrict the use of all electronic and battery-powered devices, including laptops/computers, during class, however unfortunate that would be.**

**8. Computation of Final Grade:**

|  |  |
| --- | --- |
| Attendance/Field Research | 20% |
| Reading Paper #1  Reading Paper #2  Reading Paper #3  Reading Paper #4 | 20%  20%  20%  20% |
| **Total Points** | **100%** |

**9. Final grades will be awarded on the following point system:**

A 95-100%

A- 92-94.99 points

B+ 90-91.99 points

B 87-89.99 points

B- 84-86.99 points

C+ 82-83.99 points

C 80-81.99 points

C- 78-79.99 points

D+ 75-77.99 points

D 73-74.99 points

D- 71-72.99 points minimum to pass class

TENTATIVE COURSE CALENDAR

The following course schedule is subject to change throughout the semester.

**Aug 27 – Week 1 …………………………………………………………………...**Introduction to course

**Sep 3 – Week 2** Time Management

**Sep 10 – Week 3** History of Leadership & Management

**Sep 17 – Week 4** Biblical Evidence for Leadership & Management

**Sep 24 – Week 5**  **Guest, Dr. Ray Chang**

**Oct 1 – Week 6** Foundational Biblical Principles

**Oct 8 – Week 7** Lifecycle Leadership Model

**Oct 15 – Week 8** Torrey Conference – no class

**Oct 22 – Week 9……………………………………………………… Guest, Rev. David Page**

**Oct 29 – Week 10 ………………………………………………………………… Guest, Rev. David Page**

**Nov 5 – Week 11** Communication Management

**Nov 12 – Week 12 ………………………………………………………** Change Management

**Nov 19 – Week 13 …………………………………………………………………** Conflict management

**Nov 26 – Week 14 ………………………………………………………** Thanksgiving Break – no class

**Dec 3 – Week 15…………………………………………………………** Stewardship Management

**Dec 10 – Week 16 …………………………………………………** Stress Management

**Dec 17 – Week 17…………………………………………………………………** Final Exam

GENERAL INFORMATION

1. The GPA System used by the University Registrar’s Office is:

|  |  |  |  |
| --- | --- | --- | --- |
| A = 4.0 | B = 3.0 | C = 2.0 | D = 1.0 |
| A- = 3.66 | B- = 2.66 | C- = 1.66 | D- = 0.66 |
| B+ = 3.33 | C+ = 2.33 | D+ = 1.33 | F = 0.0 |

2. Methods of Instruction:

The following methods of instruction will be included in this course:

1. Lecture
2. Group Discussion
3. Written Reports
4. Electronic Presentation
5. Reading
6. Guest Presenters

3. Proposed Work Load:

The following is a breakdown of the number of hours the average student can expect to spend outside of class to complete the required assignments. These numbers may be higher or lower depending on your particular background and abilities.

Reading Paper #1: 8.0 hours  
Reading Paper #2: 8.0  
Reading Paper #3: 8.0  
Reading Paper #4: 8.0  
Field Assignment: 20.0  
Mid-term Exam: 20.0  
Final Exam: 20.0  
Attendance: 45.0  
**TOTAL 137 hours**

4. Posting of Final Grades:

Professor McIntosh does not post, calculate, nor provide final grades to individual students. Final grades are delivered by the Registrar’s Office, whose responsibility it is to perform that task.

5. Report Delay:

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., serious illness of the student or illness or death in a student’s immediate family), the student may formally request a report delay (RD) through the Vice Provost’s Office. Details can be found in the student handbook.

<http://studentlife.biola.edu/campus-life/student-handbook/absences>

6n. Related Bibliography:

Borek, John, et al. *The Good Book on Leadership: Case Studies from the Bible*. Nashville, TN: Broadman & Holman, 2005. ISBN-10: 0-8054-3167-5  
The Bible contains fascinating case studies on leadership highlighting every style and personality. The models presented apply to pastors, but also to leaders in business, sports, and government.

Chadwick, David. *The 12 Leadership Principles of Dean Smith*. New York, NY: Total Sports Publishing, 1999. ISBN: 1-892129-08-6  
Den Smith coached basketball at the University of North Carolina for 36 years. This book is a collection of his principles, each of them illustrating a key aspect of a winning philosophy.

Cordeiro, Wayne. *Leading on Empty: Refilling Your Tank and Renewing Your Passion*. Minneapolis. MN: Bethany House, 2009. ISBN: 978-0-7642-0350-3  
Veteran leader, Wayne Cordeiro, shows how to lead smarter, not harder. He candidly shares his own experience with leading on empty to encourage other heading down the same path.

Cottrell, David. *Leadership…Biblically Speaking: The Power of Principle-Based Leadership*. Dallas, TX: CornerStone Leadership, 1998. ISBN: 0-9658788-1-3  
Books seldom connect secular leadership ideas with Christian principles. This book is designed to do just that, that is, apply biblical leadership principles in all areas of work.

Cousins, Don. *Experiencing Leader Shift: Letting Go of Leadership Heresies*. Colorado Springs, CO: David C. Cook, 2008. ISBN: 978-1-4347-6854-4  
Don Cousins feels that the world is influencing the church in toxic ways. His book offers a way to get back to a biblical foundation for leadership and church development.

Covey, Stephen R. *The 7 Habits of Highly Effective People*. New York, NY: Simon and Schuster, 1989. ISBN: 0-671-66398-4  
A classic book on self-management, Covey shows how our actions flow from who we are. It is a step-by-step plan to make you a better leader….and person.

Cramer, Michael A. *Power Moments: Positive Motivation and Powerful Inspiration*. Brentwood, TN: JM Press, 2002. ISBN: 0-9717532-0-2  
People who experience true success have a positive attitude, develop championship character, and embrace an inspirational faith. This book is designed to increase your faith and ignite your vision for success.

Cuthbert, Nick. *How to Survive and Thrive as a Church Leader*. Grand Rapids, MI: Kregel, 2006. ISBN-10: 0-8254-6125-1  
The ministry is hard, but this book provides timeless wisdom about thriving under adversity. Includes lots of common sense help for those in ministry.

Dale. Robert D. *Pastoral Leadership*. Nashville, TN: Abingdon, 1986. ISBN: 0-687-30349-4  
A comprehensive problem-solving reference for pastors. Dale explores and critiques four basic leadership styles—catalyst, commander, encourager, and hermit.

Dick, Dan R. *Bursting the Bubble: Rethinking Conventional Wisdom about Church Leadership*. Nashville, TN: Abingdon, 2008. ISBN-10: 978-0-687-46513-3  
In this book the author explodes false assumptions about congregational leadership and offers readers the tools to lead a church in the real world.

Habecker, Eugene B. *The Other Side of Leadership: Coming to Terms with the Responsibilities that Accompany God-Given Authority*. Wheaton, IL: Victor Books, 1989. ISBN: 0-89693-341-5  
The book investigates the private dimension of public leaders. Using the term *followership,* the author demonstrates the important of first following the Lord Jesus.

Hammett, Edward H. *Spiritual Leadership in a Secular Age: Building Bridges Instead of Barriers*. St. Louis, MO: Chalice Press, 2005. ISBN-10: 0-827234-61-9  
Written from the perspective of a leadership coach rather than a church consultant, the book is full of well-framed questions to guide leaders along their journey. 946-0

Henkelmann, Ervin F. and Stephan J. Carter. *How To Develop a Team Ministry and Make it Work*. St. Louis, MO: Concordia, 1985. ISBN: 0-570-0  
For congregations with two or more staff members, this book offers ways to develop a team ministry that will result in a more effective and smoothly functioning parish. Targeted primarily to Lutheran churches and leaders.

Hocking, David L. *Be A Leader People Follow*. Ventura, CA: Gospel Light Publications, 1979. ISBN: 0-8307-0680-1  
Writing for laypersons as well as pastors in full-time ministry, the author blends sound biblical principles with common sense and colorful anecdotes from his own experience.

Jackson, John. *PastorPreneur: Pastors and Entrepreneurs Answer the Call*. Friendswood, TX: Baxter Press, 2003. ISBN: 1-888237-45-7  
Combining the aggressive goals of business with God’s heart for people, this book shares a strategy for change in the local church. This book will teach you how to recognize and respond to God’s call beyond “business as usual” and into the future.

Jensen, Ron. *Taking The Lead: Following the Example of Paul, Timothy, and Silvanus*. Sisters, OR: Multnomah Publishers, 1998. ISBN: -57673-254-1  
Building on leadership principles form the lives of Paul, Timothy, and Silvanus, Ron Jensen provides practical insights on effective masculine leadership. His ten proven action steps will guide you toward a life of more faithful leadership.

Koch, H. William, Jr. *Executive Success*. ISBN: 0-13-294595-9  
This book is a step-by-step strategy for leading well in your present position, as well as preparing for even greater leadership in the future. While this book was written for corporate executives, it includes insights and ideas that are useable in other fields, even the church.

Migliore, R. Henry. *Strategic Planning for Ministry and Church Growth*. Tulsa, OK: Harrison House, 1988. ISBN: 0-89274-513-4  
This book brings the perspective of Management by Objectives into the church context. The show how to write a plan, get people involved, and provide a productive organization.

Murren, Doug. *Leader Shift: How to Lead Your Church into the 21st Century by Managing Change*. Ventura, CA: Regal, 1994. ISBN: 0-8307-1594-0  
Murren offers advice on leading and managing change in a local church. He offers practical help to aid you to step forward into the future without making too many mistakes.

Ortberg, Nancy. *Unleashing the Power of Rubber Bands: Lessons in Non-Linear Leadership*. Carol Stream, IL: Tyndale House, 2008. ISBN-10: 1-4143-2164-3  
Nancy Ortberg discusses how leaders can stretch under tension without breaking. The book is a look at the qualities and abilities that transform ordinary leaders into great ones.

Rima, Samuel D. *Leading from the Inside Out: The Art of Self-Leadership*. Grand Rapids, MI: Baker Books, 2000. ISBN: 0-8010-9104.7  
Many of today’s apparently successful leaders lead from a deficit—a personal deficit in self-leadership. Sam Rima shows how to implement essential principles for emotional, intellectual, physical, and spiritual self-mastery.

Stanley, Andy. *The Nest Generation Leader: Essentials for Those who will Shape the Future*. Sisters, OR: Multnomah Publishers, 2003. ISBN: 1-59052-232-X  
Stanley offers straight talk to young leaders. Drawing on two decades of experience, he shows leaders how to play to their strengths, harness fears, leverage uncertainty, enlist a team, and maintain moral authority.

Stark, David. *Christ-Based Leadership: Applying the Bible and Today’s Best Leadership Models to Become an Effective Leader*. Minneapolis, MN: Bethany, 2005. ISBN: 0-7642-0141-7  
The author takes the best of market-place management ideas and marries them to timeless biblical principles of leadership. He translates business jargon into ministry language to help ministry leaders model servant leadership.

Voges, Ken and Ron Braund. *Understanding Others Misunderstand You: A Unique and Proven Plan for Strengthening Personal Relationships*. Chicago, IL: Moody Press, 1995. ISBN: 0-8024-1106-1  
Using the DiSC personality system, the authors show how to work with others on your leadership team. Not only will you gain an understanding of how to lead others, but you’ll grow in understanding yourself, also.