



P422 DE Leadership Theory and Practice

3 credits. Prerequisites: G149 Foundations of Leadership

 Directed Study

September 15 – December 19, 2025
Fall 2025

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One of the great myths about leadership is that some people have “it,” and some don’t. A corollary myth is that if you don’t have “it,” then you can’t learn “it.” Neither could be further from the empirical truth. - Kousez and Posner

Course Goals

Course Description

This course examines the theory and practice of leadership. Students will study leadership wisdom in the Bible and contemporary leadership literature, including examples of organizational theory and behaviour linked to effective leadership and management. Students will also create a plan for how they can lead people or an organization through change.

Relationship to MCS-Horizon’s Missions

This course demonstrates its relationship to Horizon College and Seminary by supporting the mission of preparing competent Christian leaders for Spirit-empowered life and ministry through its focus on Leadership and Administration. By equipping students with essential leadership skills, it aligns with MCS's mission of creating a learning community that provides programs and services for Pentecostal leaders.

Core Competency and Learning Outcomes



To demonstrate competency in *Leadership & Administration*, students will

1. Interpret and discuss leadership principles and theories from the Bible and contemporary leadership literature.
 - *Assessment:* Reflection 1: Leadership Wisdom from the Book of Proverbs; Reflection 2: *Leadership Theory and Practice* and Cohort Discussion; Leadership Styles Video Presentation

2. Discuss and define Systems Theory.
 - *Assessment*: Reflection 3: *How Your 21st-Century Church Family Works* and Chapter in *Managing Polarities in Congregations* and Cohort Discussion; Integrative Learnings Essay
3. Interview a mentor about best leadership practices and change management processes.
 - *Assessment*: Mentor/Mentee Interview & Analysis
4. Make a plan for how to lead a change that will improve a value or solve a real problem.
 - *Assessment*: Adaptive Change Plan Assignment

Course Work

Required Readings

Northouse, Peter G. *Leadership: Theory & Practice*. Ninth edition. Thousand Oaks, CA: SAGE, 2022. ISBN: 978-1544397566.

DTL: <https://thedtl.on.worldcat.org/oclc/1204267638>. Introduction – Chapter 1; 8-11; 13-14, for an approximate total of 222 pages. Please **DO NOT read the Case Studies in each chapter or do the Questionnaire but be sure to read the Summary at the end of each.**

Oswald, Roy and Barry Johnson. “Management and Leadership.” Pages 75-88. In *Managing Polarities in Congregations: 8 Keys for Thriving Faith Communities*. Lanham, Maryland: Rowan and Littlefield, 2010. (Available on Populi)

Steinke, Peter L. *How Your 21st-Century Church Family Works: Understanding Congregations as Emotional Systems*. Second edition. Lanham, Maryland: Rowman and Littlefield, 2021. ISBN: 978-1538149133.

DTL: <https://thedtl.on.worldcat.org/oclc/1263247508>

The Book of Proverbs.

****While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.**

Course Assignments and Activities

1. *Reflection 1: Leadership Wisdom from the Book of Proverbs*

This is a formative assignment, which means that it is not assessed for competency, but it must be completed to pass the course. Proverbs is one of few biblical books intentionally written with leaders in mind. It has cultural assumptions and historical circumstances that are not meant to be simply replicated today. We must learn to discern the enduring truth of the message and not be distracted by the particular circumstance in which the message was delivered.

- Listen to or read 2 chapters of Proverbs a day. In other words, start this assignment immediately on September 15!
- Make a note or notes of key thoughts or instructions that can be understood as a leadership principle or practice. For example, Proverbs 1:7 instructs that fear of the LORD is the foundation of true knowledge. So, if leaders want to have *true knowledge*, it starts with fearing the Lord.
- Upload notes to Populi for instructor review.
- Related learning outcome(s): #1.
- **Assignment length:** 1-2 pages, single-spaced and bullet points.
- **Due date:** October 5, 2025.

2. *Reflection 2: Leadership: Theory and Practice*

This is a formative assignment, which means that it is not assessed for competency, but it must be completed to pass the course. Make notes on each chapter read in Northouse's book using the following guidelines: (i) Identify contributor(s), (ii) Identify the theory or practice(s) of leader/leadership, (iii) Indicate any reaction, thoughts, or questions to the theory or practices.

- Meet with the instructor (and potential cohort) to discuss the notes, the evolution of leadership, and preferred leadership styles.
- Upload notes to Populi for instructor review.
- Related learning outcome(s): #1.
- **Assignment length:** 4-6 pages, single-spaced and bullet points.
- **Due date:** October 5, 2025.

3. *Reflection 3: How Your 21st-Century Church Family Works and Chapter from Managing Polarities in Congregations and Cohort Discussion*

This is a formative assignment, which means that it is not assessed for competency, but it must be completed to pass the course. Read Peter L. Steinke's book and the Roy Johnson and Barry Oswald chapter titled "Management and Leadership." It is uploaded on Populi under "Lessons."

- Make notes on the readings using the following guidelines: (i) Identify contributor(s), (ii) Identify the key components of systems theory and polarity management, (iii) Indicate any reaction, thoughts, or questions to the theories or information presented.
- Meet with the instructor (and potential cohort) to discuss the reading.
- Related learning outcome(s): #2.
- **Assignment length:** 2-3 pages, single-spaced and bullet points.
- **Due date:** November 2, 2025.

4. *Mentor/Mentee Interview & Analysis (10%)*

Leaders are continual learners, so facilitating a learning experience with a mentor helps students understand more about leadership views and practices in the mentor's context.

- Develop a set of 8 - 12 interview questions on *Adaptive Leadership Change Management* or *Leadership Theories and Practice*, or a combination of both. Because you will be executing an adaptive change plan, make sure to ask about a time when your mentor did

an adaptive change. Ask them what they did well, how they planned for it, and what they wished they had done differently.

- Arrange a 60-minute block with mentor(s).
- Send questions to the mentor beforehand so they have time to review and prepare.
- In your analysis:
 - Follow the Horizon & MCS Format Guide
 - Confirm you met with a mentor for 60-minutes on the Title Page.
 - Submit 2 parts, as described below.
 - Name the person interviewed and describe their context.
- Related learning outcome(s): #3.
- **Assignment length:** 3 pages, with one page being the developed questions and name of the person and interviewed and their context. Then, 2 pages double-spaced summarizing the key learnings from the interview and conversation in paragraph form.
- **Due date:** November 9, 2025.

5. *Leadership Styles Video Presentation (25%)*

Prepare a video presentation comparing four leadership styles found in Northouse's book and a close reading of Proverbs.

- Before preparing the video outline, read and review the rubric to understand how the video will be assessed.
- Prepare the video outline. While preparing the outline, review notes from both Northouse's book and the book of Proverb's reading. You will submit the outline along with your video.
- In the outline and video, describe the four leadership styles you will compare and why you chose them.
- What leadership principles or practices from the Book of Proverbs integrate well into your chosen leadership styles? E.g., Proverbs 3:27 says when you have the power to do good, do not withhold from others. We are to treat others fairly. This principle aligns well with the Adaptive Leadership style because one of its tenants is mobilizing people. We can mobilize people by sharing power, resources, ideas, and doing good to them.
- Make sure to speak clearly and don't rush.
- In written assignments, you are required to include citations in footnotes when paraphrasing, summarizing, or quoting from other sources. In a video assignment, note when you are citing a source in the video itself.
- To submit this assignment:
 - Upload your video to a hosting site like YouTube and submit the link on Populi.
 - Submit the outline along with your video.
- Related learning outcome(s): #1.
- **Assignment length:** 5-7 minutes.
- **Due date:** November 16, 2025.

6. *Integrative Learnings Essay (30%)*

Write a 7-page double-spaced integrative essay reflecting on these two areas. Please note the page allotment for each part. Follow the Horizon & MCS Format Guide and cite the textbooks appropriately, being sure to include citations whenever you are paraphrasing, summarizing, or quoting from the textbooks or other sources. Include a bibliography.

- Part One: Discuss your preferred leadership style or styles. (4 pages)
 - As you reflect on your readings from Northouse and the others, discuss what resonates most with you and why. In other words, what style(s) feel right to you and which ones do you see yourself growing in and how? What styles do you see others around you operating in? Then, if space permits, feel free to reflect on what did not resonate with you and why. Perhaps there is something that seems to conflict with biblical principles. If space permits, make a case for why something is disagreeable.
- Part Two: Family Systems Theory and Polarity Management (3 pages.)
 - Reflecting upon Steinke’s book and the book chapter titled “Managing Polarities in Congregations,” describe what Family Systems Theory is, apply it to your family unit and internship context, and describe how you notice it showing up. Then define polarity management and describe what polarities you need to be aware of and manage within your internship context.
- Related learning outcome(s): #2.
- **Assignment length:** 7 pages.
- **Due date:** November 23, 2025.

7. *Adaptive Change Plan* (35%)

- **Part One:** Review Chapter 11 on Adaptive Leadership in Northouse’s book. Then, write a 1-page double-spaced paper which accurately describes a situation you would like to see changed or a value implemented. Here are a few guidelines:
 - i. It needs to be some type of systemic change, not just an individual improvement project. An adaptive challenge is one for which the leader her or himself does not possess the answer.
 - ii. It must involve a situation in your current ministry context.
 - iii. The challenge should address a need or opportunity over which you have sufficient authority to implement your ideas.
 - iv. The purpose of the integrative change assignment is for you to consider deeply ‘how’ to improve, change, or transform something in your context.
 - v. The paper should clearly describe the situation/setting so that *anyone reading it would immediately understand and be able to visualize what you would like to see improved, changed, or transformed*. That means specific details regarding the situation, such as the ‘who, what, where, and when’ elements. **Do not analyze or solve the problem (offer no ‘how or why’). You are simply stating what it is.**
- **Part Two:** Write a 6-page double-spaced Adaptive Change Plan. Use the Adaptive Leadership Beginner Process Template on Populi as a guide to fleshing out your ideas before writing Part Two.
 - i. This assignment aims to integrate the information you have learned through your readings, interview, conversations, and ministry experience, which allows you to create an adaptive change pathway that will improve a value or solve a real problem.
 - ii. Part Two should reflect what you have learned throughout the course in all the readings, conversations, and experiences. You may also draw upon previous learnings or readings that have significantly impacted your leadership style and journey.

1. The paper should demonstrate the information and insights gathered and integrate them creatively into your situation's adaptive process.
 2. The paper should demonstrate a critical, thoughtful, and creative approach.
 3. The paper should clearly demonstrate the integration of sources used this semester. (E.g., How does Family Systems Theory inform how you will manage the anxiety associated with change?)
 4. Footnotes and bibliography are necessary to demonstrate where you gathered your insights.
- In your paper:
 - Follow the Horizon & MCS Format Guide.
 - Include citations in footnotes when paraphrasing, summarizing, or quoting from other sources.
 - Cite all readings, interview, and class conversations. Refer also to your ministry experience.
 - Submit the Adaptive Leadership Beginner Process Template along with paper.
 - Related learning outcome: #4.
 - **Assignment total length:** 7-8 pages, double-spaced with footnotes and bibliography.
 - **Due date:** December 7, 2025.

Estimate of Time Investment (individual time investments may vary)

<i>Readings & Notes</i>			Assignment Weighting
Reflection 1	10 hrs	October 5, 2025	n/a
Reflection 2	22 hrs	October 5, 2025	n/a
Reflection 3	15 hrs	November 2, 2025	n/a
<i>Assignments</i>			
Mentor/Mentee Interview	4 hrs	November 9, 2025	10%
Leadership Styles Video	12 hrs	November 16, 2025	25%
Integrative Learnings Essay	15 hrs	November 23, 2025	30%
Adaptive Change Plan	18 hrs	December 7, 2025	35%
Total =	96 hrs		

All assignments are due at 11:59pm **SK time**, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

*Any required **revisions** will occur throughout the course since there is generally no “revision week” for DE courses.*

Weeks 1-3

- Read the following in Northouse *Leadership: Theory and Practice*. **DO NOT read the Case Studies or do the Questionnaire in each chapter but be sure to read the Summary at the end of each.**
 - Introduction – Chapter 1; 8-11; 13-14 (approximately 222 pages).
 - Take notes as described in the assignment description.
- Daily read 2 chapters from the Book of Proverbs, taking notes daily.
 - Set aside 15 minutes to read each chapter and 15 minutes to note any leadership theories or principles.
 - Start this assignment immediately on September 15, 2025.
- Upload *Reflection 1: Proverbs* notes. **Due:** October 5, 2025.
- Upload *Reflection 2: Northouse* notes. **Due:** October 5, 2025.
- Review notes and choose four leadership styles that resonate with you and which you can tie to the Book of Proverbs.
- Make a draft outline for your Video Presentation.
- Attend cohort discussion. TBD

Weeks 4 - 9

- Read Steinke's book *How Your 21st-Century Family Works* and the chapter from “Managing Polarities in Congregations” located on Populi (201 pages total).
 - Take notes as described in the assignment section.
 - Develop questions for Mentee/Mentor Interview and Conversation.
 - Arrange a day and time for Mentee/Mentor Interview and Conversation.
 - Send mentor questions so she/he can prepare.
 - Interview Mentee.
 - Summarize conversation notes.
 - Upload *Reflection 3* book and chapter notes to Populi. **Due:** November 2, 2025.
 - Upload *Mentor/Mentee Questions* to Populi. **Due:** November 9, 2025.
 - Upload *Mentor/Mentee Interview* to Populi. **Due:** November 9, 2025.
- Complete *Leadership Styles Video*.
 - Review Leadership Styles video notes.
 - Refine or add to as needed.
 - Film video presentation
 - Edit video presentation.
 - Upload the presentation to YouTube or another streaming platform.
 - Submit the link in Populi. **Due:** November 16, 2025.
- Attend cohort discussion. TBD.

Week 10

- Write *Integrative Learnings 2-Part Essay*.
- Submit paper in Populi. **Due:** November 23, 2025.

Weeks 11-12

- Create an *Adaptive Change Plan*.
 - Use the Adaptive Leadership Beginner Process Template available on Populi.
- Submit paper in Populi. **Due:** December 7, 2025.

- **No assignments will be accepted after December 19, 2025.**

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from

a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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