

BRIERCREST

LE 744 Leadership and Team Development Fall 2020

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Course Dates: November 30 – December 4, 2020

3 Credit Hours

Note: Because of the COVID pandemic and physical distancing requirements, this course will be offered online using both synchronous (live) and asynchronous (on your own time) forms of learning during the modular week.

COURSE DESCRIPTION

This course maps out biblical and practical approaches to developing leaders and teams in a wide range of organizations and service contexts. This course will examine, provide demonstrations and experiences in regard to the emotional intelligences, style differences, strategies, structures, functions, stages, processes, skills and tools helpful in forming and growing teams within organizational and/or ministry settings. The scope of teamwork will include both professional and lay settings and roles.

COURSE INTEGRATION

This course maps out biblical and practical approaches to developing leaders and teams (lay and professional) in a non-profit setting. The focus is on the means of fostering the kind of atmosphere that produces leaders and teams, the process by which those with leadership potential are identified and developed, and the methods of training those entering or fulfilling leadership roles.

COURSE TEXTS

Required Textbooks

Blackaby, Henry and Richard Blackaby. *Spiritual Leadership: Moving People unto God's Agenda*. Revised and Expanded. Nashville, TN: B&H Publishing Group, 2011.

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey Bass, 2002.

Macchia, Stephen A. *Becoming a Healthy Team: Five Traits of Vital Leadership*. Lti Publications, 2013.

McNeal, Reggie. *A Work of Heart: Understanding How God Shapes Spiritual Leaders*. Updated Edition. San Francisco, CA: Jossey-Bass Publishers, 2011.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad Publishing Company, 1989.

Required Inventories

Note: Make sure that you buy new copies of the Emotional Intelligence 2.0 and Living Your Strengths books as they contain access codes for the online inventories. If you get Kindle versions from Amazon, you should receive an email with your access codes.

Bradberry, Travis and Jean Greaves. *Emotional Intelligence 2.0*. San Diego, CA: TalentSmart, 2009.

Clifton, Donald O. and Winseman, Albert L. *Living Your Strengths: Discover Your God-given Talents and Inspire Your Community*. New York, NY: Gallup Press, 2004.

Frazer, Randy. *The Christian Life Profile Assessment Tool: Workbook*. Grand Rapids, MI.: Zondervan, 2015.

Ministry Match at <https://theministrymatch.com/cceindex.php> (after you register on the site, go ahead and purchase the Lay Version of the test)

Note: If you have done any of the required inventories for this course within the past two years, you do not need to redo them. However, I will still expect you to reflect on the results of past inventories and use them to inform your personal leadership development plan.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Upon successful completion of the course, the student shall have acquired the following:

1. A foundational understanding of six key practices of Christian leaders that underlie the best practices of leadership and team development.
2. A sense of calling and mission toward team leadership that flows from a sense of community, diversity of giftedness, and the body concept interdependence in leading and serving.
3. An appreciation for their unique potential for teamwork given the diversity of passions, values, preferences, style, skills and disciplines/habits as they think about a given context and set of opportunities for complementary and interdependent actions.
4. An understanding of the team processes, designs and systems that allow for maximum ministry outcomes, increased capacity and maximum growth of competence and confidence as each focuses on and serves in their areas of strength.

5. A deepened sense of the urgent need for missional leaders who are willing to form “dream teams” who will become effective at dreaming, strategizing, and delivering together in ways that will accomplish new levels of kingdom impact on a regional, national and global level.
6. A set of understandings and competencies for dealing with both quality team functions and also with typical team dysfunctions such as independence, lack of trust, fear of conflict, lack of commitment, reluctant accountability, and inattention to results.
7. A robust personal growth plan that focuses on developing personal strengths, maximizing leadership tendencies, increasing emotional intelligence and initiating/expanding disciplines that will encourage long-term sustainable growth.
8. A set of team-building principles in the form of a Team Covenant that will guide in the evaluation of a team and construction of a strategic plan for strengthening that team.

TENTATIVE COURSE OUTLINE AND CONTENT

Each morning, we will meet via Zoom (or another meeting platform) to discuss various course themes and do group work. The afternoons will feature interactive online forums where you will watch pre-recorded lectures and then interact around discussion questions that I will post ahead of time. It is possible to watch the videos and post your initial responses to the forum questions in advance of the modular week, although there is no problem doing these posts during the modular week itself.

Note: All times are Central Standard Time.

Monday, November 30 – Leadership Development (Part 1)

9:00 – 10:20 am – Introductions, Course Overview, Six Practices of Christian Leadership
 10:20 – 10:40 am - Break
 10:40 am - 12:00 pm – Leadership Practice #1: Growing a Deeper Relationship with God
 12:00 – 2:00 pm – Lunch and Technology Break
 2:00 – 5:00 pm – Interactive Online Forums on Leadership Practice #2: Developing Godly Character

Topic #1 - Ten Essential Character Qualities for Long-term Leadership Effectiveness
 Topic #2 - Growing Character Qualities and
 Topic #3 - Dealing with Contrary Values and Systems

Tuesday, December 1 – Leadership Development (Part 2)

9:00 – 9:30 – Personal Timeline Sharing
 9:30 – 10:20 am – Leadership Practice #3: Discerning and Living Out God’s Calling (Part 1)
 10:20 – 10:40 am - Break
 10:40 am - 12:00 pm – Leadership Practice #3: Discerning and Living Out God’s Calling (Part 2)
 12:00 – 2:00 pm – Lunch and Technology Break
 2:00 – 5:00 pm – Interactive Online Forums on Leadership Practice #4: Strengthening Skills
 Topic #1 - Why You Should Invest in Your and Other’s Strengths and Strengths-based Staff Evaluations
 Topic #2 - Desirable Leadership Skills

Topic #3 - Four Skills for Turning Conversations into Mentoring Opportunities and The COACH Model for Developing Leaders

Wednesday, December 2 – Team Development (Part 1)

9:00 – 9:30 – Personal Timeline Sharing

9:30 – 10:20 am – StrengthsFinder Team-building Activity

10:20 – 10:40 am - Break

10:40 am - 12:00 pm – Ministry Match Team-building

12:00 – 2:00 pm – Lunch and Technology Break

2:00 – 5:00 pm – Interactive Online Forums on Leadership Practice #5: Strengthening Skills

Topic #1 - Advantages of Healthy Teams and the Five Dysfunctions of a Team

Topic #2 - Pillars of Effective Teams

Topic #3 - Multicultural Teams and Emotional Intelligence

Thursday, December 3 – Team Development (Part 2)

9:00 – 9:30 – Personal Timeline Sharing

9:30 – 10:20 am – Discernment Process for Making Complex Decisions in Teams

10:20 – 10:40 am - Break

10:40 am - 12:00 pm – Fumbling with Figures Case Study

12:00 – 2:00 pm – Lunch and Technology Break

2:00 – 5:00 pm – Interactive Online Forums on Leadership Practice #6: Strengthening Skills

Topic #1 – Fumbling with Figures Case Study Presentation

Topic #2 - Identifying a Group's Mission Statement, Core Values and Vision in a Highly Collaborative Way

Topic #3 – Congregationalism as an Expression of Participatory Leadership

Friday, December 4 – Team Development (Part 3)

9:00 – 9:30 – Personal Timeline Sharing

9:30 – 10:20 am – Avoiding Groupthink

10:20 – 10:40 am - Break

10:40 am - 12:00 pm – Building Healthy Board Teams

ASSIGNMENTS

Pre-course Reading Responses, Assessments and *Understanding Your Personal Calling Workbook* (worth 25% of your final grade, submitted through Canvas)

Part 1: Leadership Development Reading Response (worth 30% of the assignment's value)

For this part, read *Spiritual Leadership, A Work of Heart* and *In the Name of Jesus*. Rank the 10 leader's pitfalls in chapter 12 of *Spiritual Leadership* according to which is most likely to cause problems for you (1=most likely, 10=least likely). In your paper, share your top three pitfalls, why each of them is a problem (or potential problem), and how you plan to address them with God's help. Use specific ideas from Scripture, *Spiritual Leadership, A Work of Heart* and *In the Name of Jesus* to inform your response.

Maximum length of this part is three pages.

Part 2: Team Development Reading Response (worth 30% of the assignment's value)

For part two, read *The Five Dysfunctions of a Team* and *Becoming a Healthy Team*.

When assessing the health of your team, Patrick Lencioni suggests starting with these five questions:

- 1) Do your team members openly and readily disclose their opinions?
- 2) Are your team meetings compelling and productive?
- 3) Does your team come to decisions quickly and avoid getting bogged down by consensus?
- 4) Do your team members confront one another about their shortcomings?
- 5) Do your team members sacrifice their own interests for the good of the team?

Thinking about a ministry team of which you are currently a part (or one from the past if you are not currently on a ministry team), respond to each of the questions and describe why you answered each question the way you did. From the *Five Dysfunctions of a Team*, how do you see one or more of the five dysfunctions at work in your team (or which of the dysfunctions could be a problem in the future)? How might the five pillars of effective teams from *Becoming a Healthy Team* help with these dysfunctions?

Maximum length of this part is three pages.

Part 3: Assessments (worth 20% of the assignment's value)

For this part, please do the four assessments for this course:

1. StrengthsFinder – The online access code for this assessment is in the *Living Your Strengths* textbook.
2. Ministry Match Lay Leader version at <https://theministrymatch.com/cceindex.php> (you will need to register on the site before you can purchase the assessment)
3. Christian Life Profile – The assessment is in the *Christian Life Profile* course text. Make sure that you do the self-assessment and have others complete the three "other-assessments."

4. Emotional Intelligence 2.0 – The online access code for this assessment is in the textbook with the same title.

After doing the four assessments, fill out the assessment template posted in the Canvas classroom (the template helps you to organize your results for comparison purposes). At this point, you do not have to comment on the results (this analysis will come later).

Note: As mentioned previously, if you have done any of these assessments within the last two years, you do not have to redo them. However, you should still include the results from the assessment(s) you did previously in the assessment template.

Maximum length of this part is the one-page template.

Part 4: *Understanding Your Personal Calling Workbook* (worth 20% of the assignment's value)

For this part of the assignment, prayerfully work through the *Understanding Your Personal Calling* workbook posted in the Canvas classroom. I would encourage you to spread out this exercise over several days to give yourself a chance to reflect on the questions and ideas that emerge.

Maximum length of this part is the completed *Understanding Your Personal Calling* workbook.

This assignment is due by 9:00 am (CT) on **November 30, 2020**.

Online Forum Participation (worth 20% of the final grade)

During the modular part of the course (Nov. 30 – Dec. 4), we will meet live in the mornings via Zoom (or another meeting platform) and participate in online forums oriented around pre-recorded lectures in the afternoon. Having both synchronous and asynchronous online elements will hopefully reduce technology fatigue. The online forum participation mark is for your participation in the afternoon discussion forums.

The online forums will give you an opportunity to interact with others in the class around key questions, assignments, course readings, and/or additional lecture material. You should plan to invest approximately three hours into the forums each afternoon (Monday – Thursday) of the modular part of the class. You can reduce this amount by watching the pre-recorded lectures and posting initial responses to the forum questions before the modular week (this is not required, but would alleviate some of the pressure during the modular week). Your forum responses for each day are worth 5% of your final grade.

Students are expected to contribute to the forum discussions by posting a minimum of four conversational (worth up to 10 points each) and three substantive contributions (worth up to 20 points each) by 5:00 pm (CST) on each forum day.

By conversational contributions, I mean simply joining the flow of discussion with shorter responses (e.g. questions, affirmations, quick thoughts about what someone has said). I'd encourage you to ask good coaching questions that invite others in the class to think more deeply or in different ways.

By substantive responses, I mean responses that show a deep processing of relevant ideas (this usually takes at least 200 words). We have a tremendous opportunity to build on one another's knowledge, insights, and experience. Our goal is to collaborate in the forum. At times, we will respectfully challenge each other. I anticipate that this will be a rich time of dialogue. To create a safe environment for this to take place, we must build a supportive subculture that encourages one another. Disagreeing and challenging can be stimulating if done in an edifying manner.

Substantive participation may include (among other things):

- ❖ Providing and developing a new thought, idea, or perspective.
- ❖ Citing an experience or example of what we are learning and showing how it applies.
- ❖ Adding a new twist on a perspective.
- ❖ Critically reflecting on an idea/concept.
- ❖ Questioning or challenging a principle/perspective and giving reasons for your questioning.
- ❖ Integrating Scripture and other sources in a meaningful way

What Substantive Participation is NOT:

- ❖ Very basic comments such as "I agree" or "I disagree."
- ❖ Restating what someone has said (*unless there is a direct purpose in doing so*).
- ❖ Disrespectfully disagreeing.
- ❖ Pat answers that are not thought-provoking.

Below are examples of how to stimulate your own and others' thinking:

- ❖ What would happen if...
- ❖ Other times it may be helpful to...
- ❖ It is my understanding...what is your experience with this?
- ❖ You might approach this from...
- ❖ Is it possible that...
- ❖ Would you consider...
- ❖ Maybe...
- ❖ Possibly...
- ❖ Sometimes...
- ❖ I'm wondering if...
- ❖ Do you think...

Have fun!

Note: You can use any of your forum posts in other papers for this course. I would also encourage you to view the posts of others as resources that you can cite in your papers. Everyone brings a wealth of insights into the class!

Personal Leadership Development Plan (worth 25% of your final grade, submitted through Canvas)

The results from the assessment tools showed you some of your strengths, practices and tendencies that will help you live out your calling. Yet, all of us are in process. We have strengths that we can

develop even more. We have weaker areas that may require our attention. The key is to understand what God desires of us (our personal calling) and then, in His strength, take the necessary steps to be the kind of leader He wants us to be and to do the tasks He wants us to do. This is a lifelong process.

This assignment has four parts:

Part One - Your Personal Calling Statement (two pages – worth 10% of the assignment's value)

For this part, refine (or restate if no refinement is necessary) your personal calling statement with its biblical purpose, core values and vision statement from the Understanding Your Personal Calling workbook that you did for the pre-course assignment. Include at least one visual image (e.g. a jpeg-type picture) that captures the heart of your personal calling. Give a brief explanation of how the image connects with your personal calling.

Part Two - Rule of Life (two pages – worth 15% of the assignment's value)

In the course instructional content, you were introduced to the Rule of Life template (it's in Canvas). This part of the Personal Leadership Development Plan gives you an opportunity to review your responses for that exercise and to develop it further. Make sure that you describe what you are already doing in each of the 12 areas of the Rule of Life and what you could add or change that would strengthen your leadership foundations and better position you to live out your personal calling. If you are not doing something in a particular area and don't think you should, that's fine. In addition, feel free to add other areas that you have found helpful. As a way to help you identify which areas should be a top priority for you right now, include a short statement at the end of this part where you identify 2-3 Rule of Life elements that will receive extra attention for the next few months. The approximate length of this part is two pages.

Part Three - Inventory Reflection (three pages – worth 40% of the assignment's value)

For this assignment, take up to three pages to reflect on the results of the assessment tools you completed for this course: Ministry Match, Emotional Intelligence 2.0, StrengthsFinder, and the Christian Life Profile. Here are some specific questions I would like you to tackle in the reflection process:

1. What are some common themes that seem to emerge from the results?
2. How do some of the results from the inventories build upon each other? For example, how might your top spiritual gifts in the Ministry Match assessment add to your understanding of your top five signature strengths from the StrengthsFinder assessment (and vice versa)?
3. Where do the inventory results seem to contradict each other (or your own view of yourself)? How might you explain these apparent contradictions?
4. What opportunities for living out your calling more effectively do you see coming out of these results? For this question, I expect to see a detailed integration of your personal calling into the discussion.

Part Four - Strategic Plan (three pages – worth 35% of the assignment's value)

After you have reflected on the results of each inventory, establish three strategic objectives that will promote your development as a Christian leader over the next three months. Indicate the rationale for selecting each objective (why is the objective important in light of your calling as articulated in this class and your inventory results). In addition, identify at least three key action steps for each objective, which will help you take steps toward achieving the objective over the next four months. Make sure that all the action steps are SMART:

- ❖ Specific (i.e. focused on one clearly defined area)
- ❖ Measurable (i.e. you should be able to chart your progress and know when you have achieved the action step)
- ❖ Achievable (i.e. you should be able to achieve the action step within the stated time frame)
- ❖ Relevant (i.e. the action step should actually help you achieve your overall objective)
- ❖ Time-bound (i.e. you should include a completion date so that you have a clear target for completing the action step)

Here are examples of two SMART action steps:

- ❖ I will memorize one verse per day, starting today, for the next three months.
- ❖ I will develop my teaching gift by attending the Teaching Adults Effectively conference in March

At the end of this section, include a one-page summary of your prioritized objectives and action steps that you can use as a quick reference guide. Recognizing that it is difficult to work on three major objectives at the same time, I have asked you to prioritize them in your one-page summary. Make the first one your top priority. You can move on to another objective once you feel you have made reasonable progress on the previous one. As a final part of this assignment, give the one-page summary of your objectives and action steps to someone you trust and who will hold you accountable. Include a short note in your paper where you state who received the summary. The approximate length of this section is three pages.

The maximum length of this assignment is 10 pages. Due date: **January 15, 2021**.

Becoming a Healthy Team (worth 30% of your final grade, submitted through Canvas)

This assignment has four required parts:

Part One – Principles for Healthy Teams (five pages – worth 50% of assignment grade)

Based on a careful read of the course texts and an integration of key ideas from at least five other sources, develop a set of 10 principles for healthy teams in the form of a team covenant. In addition, include a clear description for each principle.

Part Two –Team Assessment (three pages – worth 20% of assignment grade)

The second part of the assignment is to use the principles from part one to assess a team of which you are a part (if you are not currently part of a team, you may assess a previous team). Get the team involved in the assessment (e.g. have a group discussion about how the team is doing with the 10 principles), so that they are more likely to own the results (include a note in your paper as to how you involved them in a meaningful way).

Part Three – Strategic Plan for Building a Healthier Team (two pages – worth 20% of assignment grade)

The third part is to develop a strategic plan for helping the team you assessed in part two to become healthier (you can do this in point form). The strategic plan should include at least three major objectives with a minimum of three SMART (specific, measurable, attainable, realistic, time-bound) action steps for each objective. If possible, include the team in the creation of the action plan (make sure you include a short description of how you included them). They are much more likely to act on something that they have helped to create.

Part Four – Begin Implementing Your Strategic Plan (two pages - worth 10% of the assignment grade)

In this part, reflect on your progress in implementing the strategic plan for building a healthier team you articulated in part three of this assignment. As you may not have been able to fully implement the plan during the course, take time to also discuss potential barriers to implementing it in the future.

This assignment should be no more than 12 pages and is due **January 29, 2021**.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email (academicresourcecentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

ADDITIONAL LEADERSHIP AND TEAM DEVELOPMENT RESOURCES**Leadership Development**

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. Downer's Grove, IL: IVP Books, 2008.

Barton, Ruth Haley. *Sacred Rhythms: Arranging Our Lives for Spiritual Transformation*. Downers Grove, IL: InterVarsity Press, 2006.

Block, Peter. *Stewardship: Choosing Service Over Self-Interest*. San Francisco: Berrett-Koehler Publishers, Inc., 1993.

Bounds, Edward. *The Complete Works of E.M. Bounds on Prayer*. New pbk ed. Grand Rapids, Mich.: Baker Book House, 1990.

Buchanan, Mark. *The Rest of God: Restoring Your Soul by Restoring Sabbath*. Nashville, TN.: W Pub. Group, 2006.

Burns, Bob, Tasha Chapman and Donald C. Guthrie. *Resilient Ministry: What Pastors Told Us About Surviving and Thriving*. Downer's Grove, IL: InterVarsity Press, 2013.

Collins, Jim. *Good to Great: Why Some Companies Make the Leap--and Others Don't*. New York, NY: HarperBusiness, 2001.

Creps, Earl. *Off-road Disciplines: Spiritual Adventures of Missional Leaders*. San Francisco: Jossey-Bass, 2006.

Howell, D. N. *Servants of the Servant: A Biblical Theology of Leadership*. Eugene, OR: Wipf & Stock Publishers, 2003.

Lee, Gus. *Courage: The Backbone of Leadership*. San Francisco, CA: Jossey-Bass, 2006.

Rath, Tom, and Barry Conchie. *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow*. New York: Gallup Press, 2008.

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

Scazzero, Peter. *Emotionally Healthy Spirituality: Unleash a Revolution in Your Life in Christ*. Nashville, TN: Integrity, 2006.

Swenson, Richard. *Margin: Restoring Emotional, Physical, Financial, and Time Reserves to Overloaded Lives*. Rev. ed. Colorado Springs, CO: NavPress, 2004.

Tokunaga, Paul. *Invitation to Lead: Guidance for Emerging Asian American Leaders*. Downers Grove, IL: InterVarsity Press, 2003.

Wilkes, C. Gene. *Jesus on Leadership*. Wheaton, Ill.: Tyndale House Publishers, 1998.

Willard, Dallas. *Renovation of the Heart: Putting on the Character of Christ*. Interactive student ed. Colorado Springs, Colo.: NavPress, 2002.

Wright, Walter C. *Relational Leadership: A Biblical Model for Leadership Service*. Bletchley, United Kingdom: Paternoster Publishing, 2000.

Team Development

Ancona, Deborah & Henrik Bresman. *X-teams: How to Build Teams That Lead, Innovate and Succeed*. Harvard Business School Press, 2007.

Barna, George. *The Power of Team Leadership: Finding Strength in Shared Responsibility*. Colorado Springs: Waterbrook, 2001.

Biech, Elaine, ed. *The Pfeiffer Book of Successful Team-building Tools*, Second Edition. John Wiley & Sons, 2007.

Cherney, Jay. *Appreciative Team Building: Positive Questions to Bring Out the Best of Your Team*. Luniverse Inc., 2004.

Cherniss, Cary, and Daniel Goleman, eds. *The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. Bantam hardcover reissue ed. San Francisco: Jossey-Bass, 2001.

Cladis, George. *Leading the Team-Based Church: How Pastors and Church Staffs Can Grow Together into a Powerful Fellowship of Leaders*. San Francisco: Jossey-Bass, 1999.

Cordeiro, Wayne. *Doing Church as A Team*. Baker Books, 2014.

Covey, Stephen M. R. *The Speed of Trust: The One Thing That Changes Everything*. New York: Free Press, 2006.

Derby, Esther. *Agile Retrospectives: Making Good Teams Great*. O'Reilly Media, 2006.

Hartwig, Ryan & Warren Bird. *Teams that Thrive: Five Disciplines of Collaborative Church Leadership*. IVP, 2015.

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

House, Debbie. *Team Dynamics: Professional Development Series*. Nelson Education Ltd., 2001.

Jones, Laurie Beth. *The Four Elements of Success: A Simple Personality Profile That Will Transform Your Team*. Thomas Nelson, 2006.

- Johnson, Craig. *Meeting the Ethical Challenges of Leadership*. Los Angeles: Sage, 2019.
- Patterson, Kerry. *Crucial Conversations: Tools for Talking when Stakes are High*. 2nd ed. New York: McGraw-Hill Education, 2011.
- Lencioni, Patrick. *The Ideal Team Player: How to recognize and cultivate the three essential Virtues*. San Francisco: Jossey Bass, 2016.
- Maxwell, John C. *Winning with People*. Thomas Nelson, 2004.
- Ogden, Greg. *Unfinished Business: Returning the Ministry to the People of God*. Zondervan, 2010.
- Ortberg, John. *Everybody's Normal Till You Get to Know Them*. Grand Rapids, MI: Zondervan, 2003.
- Osborne, Larry. *Sticky Teams: Keeping Your Leadership Team and Staff on the Same Page*. Grand Rapids, Mich.: Zondervan, 2010.
- Page, Don. *Servant-empowered Leadership: A Hands-on Guide to Transforming You and Your Organization*. Langley, BC: Power to Change Ministries, 2009.
- Payne, Vivette. *The Team-Building Workshop*. AMACOM, 2001.
- Putman, Jim. *Church is A Team Sport*. Grand Rapids: Baker, 2008.
- Sande, Ken. *The Peace Maker: A Biblical Guide to Resolving Conflict*. Grand Rapids, MI: Baker Books, 2004.
- Silberman, Mel. *The 2005 ASTD Team & Organizational Development Sourcebook*. ASTD Press, 2005.
- Snow, Shane. *Dream Teams: Working Together Without Falling Apart*. Penguin Books, 2018.
- Sugars, Bradley J. *Instant Team Building (Instant Success)*. McGraw-Hill, 2005.
- Toler, Stan & Larry Gilbert. *The Pastor's Playbook: Coaching Your Team for Ministry*. Beacon Hill Press, 2000.
- Webb, Keith. *The COACH Model for Christian Leaders: Powerful Leadership Skills to Solve Problems, Reach Goals, and Develop Others*. Active Results LLC, 2014.
- Webber, Robert E. *The Younger Evangelicals: Facing the Challenges of the New World*. Grand Rapids, Mich.: Baker Books, 2002.
- Weinstein, Stanley. *Transformational Leadership: Vision, Persuasion, and Team Building for the Development Professional: New Directions for Philanthropic Fundraising*. John Wiley & Sons, 2004.

Wolff, Randy. *Navigating Church Politics: A Church Leader's Guide for Managing Conflict and Power Struggles while Leading Organizational Change*. San Bernadino, CA: Amazon Digital Services LLC, 2017.