



Course ID:	Course Title:	Winter 2017	
ED 633	Leadership and Resilience	Prerequisite:	NA
		Credits:	3

Class Information		Instructor Information		Important Dates	
Days:	Thursday	Instructor:	Terry C Young, PhD	First day of classes:	Wed., Jan 4, 2017
Time:	2:30pm – 5:15pm	Email:	teyoung@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	L2100	Phone:	403-410-2000 Ext 7900	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/ Tutorial:	NA	Office:	L2079	Last day to withdraw from course:	Fri, Mar. 17, 2017
Office Hours:		Office Hours:	By Appointment	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:	NA			Last day of classes:	Tue, April 11, 2017

Course Description

A study of the biblical call to endurance in life and service, complemented by an examination of contemporary research on resilience. A variety of case studies will be explored and analyzed prompting students to create a personal resilience strengthening strategy.

In these turbulent times, nearly everyone is facing the need for greater resilience. Resilience is the ability to adapt and then thrive in the face of multiple, ongoing changes and challenges. Resilient leaders and organizations develop skills to persevere and focus their efforts when the going gets tough. This course will examine the biblical call to endurance and perseverance, followed by an examination of historical / contemporary research on resilience. A variety of case studies will be explored in order to increase our skills in coming back from the many pressures and adversities we encounter in diverse leadership contexts.

Expected Learning Outcomes

Cultivating a heart after God by:

- Shaping a heart posture of leadership that is marked by clarity, calmness, and confidence. What does it mean to strengthen the spine of your identity and the soul of your leadership?
- To assess one’s own resiliency through the use of personal reflection and assessment tools

Fostering vocational clarity and effectiveness by developing:

- Participants will understand the patterns and processes that contribute to collapse and/or burnout AND those that contribute to flourishing essential to personal and team resilience. Participants will understand the vital dimensions of the spiritual, mental, emotional, and practical disciplines

Nurturing theological depth and breadth by:

- To understand resilience and the research in the field that has shaped our current understanding of the concept and to then establish a biblical / theological template for endurance in adversity

Inspiring redemptive engagement by

- To shape a clear resilience model for future leadership that will allow the individual student to leave this course with a personal plan for shaping a more resilient life.

PERSONAL GROWTH PORTFOLIO

- All Seminary students in the Master of Divinity, Master of Arts in Intercultural Ministries and Master of Arts in Leadership and Ministry programs are to register and complete the Personal Growth Portfolio (PGP) in order to graduate. Please consult Moodle and your faculty advisor.

Textbook

Leading at the Edge by Dennis Perkins, Amacom.

A Resilient Life by Gordon MacDonald, Nelson Books.

Resilience: The Science of Mastering Life's Greatest Challenges by Steven Southwick and Dennis Charney, Cambridge University Press.

The Resilient Leader Reader – A compilation of articles and materials on the theory and practice of resilience. This will be made available on the first day of the Session.

Course Schedule

Moodle will provide the guide for each weeks posting and serve as the forum for group or huddle interaction and responses. Full instructions will be given on how to navigate on a weekly basis.

Jan 5th Week One - pp. 1-43 S & C – What is Resilience? / Optimism? AND pp.1-36 MacDonald

Jan 12th Week Two - Completion of Resilience Scale (RS) – Provided through Moodle / pp. 46-62 S & C – Facing Fear

Jan 19th Week Three - pp. 64-97 S & C – Moral Compass / Religion and Spirituality AND pp.37-66 MacDonald

#1 My Personal Resilience Story DUE

Jan 26th **NO CLASS DUE TO PROGRAM DAYS**

Feb 2nd Week Four – pp. 100-126 S & C – Social Support / Role Models AND pp. 197-238 MacDonald

Feb 9th Week Five – pp. 128-161 S & C – Physical Training / Mental Training AND pp. 147-172 MacDonald

#2 Theology of Adversity DUE

Feb 16th Week Six - pp. 165-196 S & C – Cognitive & Emotional Fitness / Meaning AND pp. 173-195 MacDonald

FEB 23RD NO CLASS DUE TO WINTER MODULE WEEK

Mar 2nd Week Seven - pp. 198-213 S & C – Practice of Resilience AND pp. 93-141 MacDonald

Mar 9th Week Eight – The Shackleton Story – Please have Perkins read prior to this week's gathering

Mar 16th Week Nine – Shaping Our Story of Greater Resilience

Mar 23rd Week Ten – **#3 Our Resilience Stories Due**

Mar 30th Week Eleven – **#3 Our Resilience Stories Due**

April 6th Week Twelve – Last Class

#4 My Resilience Strategy Due AND #5 Reading & Engagement Report

Requirements:

#1 – My Resilience Story & Personal Resilience Assessment – **20%**

In no more than **three pages** reflect on a personal story of resilience in your own life. Pick an experience of challenge, trauma, or great pressure and describe what happened and then how you handled it mentally, emotionally, physically, and spiritually. This need not be a success story – it may be a story of a challenge handled poorly. As you frame your Story navigate through the following questions:

1. What was your experience – the challenge, the crisis, the test or trial you faced?
2. What were your early (first) reactions? – Emotions? Thoughts? Behaviors? Conclusions?
3. What resources did you call in? People? Counsel? Personal spiritual disciplines? Other?
4. When were you at your best during this time of testing and adversity?
5. When were you at your worst?
6. Looking back – How would you have handled this situation differently with the advantage of hindsight?
7. What is one major thing you have gleaned about your own coping style from this story?

The Story will be POSTED in Week Three of our Course for your Group members to read and reflect upon. The Assessment will be handed out on Week One and your results will be shared with the Instructor

Due – January 19th – Bring your copy with you to class on the 19th. The finished paper is to be handed in by midnight on the 19th.

#2 – My Theology of Adversity -**10%**

In no more than two pages summarize ten declarations, principles, or statements that summarize your theology of adversity or suffering. Take time to think on biblical truth (stories and propositional teachings) that informs you about the reality of suffering and adversity in our world and then set them down in simple statements.

Cite biblical foundation for each declaration. Your guide for length is to fit these on no more than two pages. We will post our respective “Theology of Suffering” and take time to fine tune these during Week Five of the Course.

Due – February 9th at midnight

#3 - Our Stories of Resilience - **25%**

Your mission in this assignment is to team up with a fellow classmate to prepare and then present a compelling story of resilience. This is to be a person of your choosing who exemplifies resilience, hardiness, and perseverance. In a brief presentation of no more than 20 minutes tell the story, highlight the resilience qualities in evidence in this person’s life, and conclude with the greatest lesson you learned from this story.

Due – March 23 & 30 Presentations

#4 – My Resilience Strategy - My Personal Plan for Crafting a More Resilient Life – **30%**

As a result of our class discussions/deliberations, your readings and reflections – shape your thoughts using the **template provided** for framing the ingredients of a resilient life. This template must honestly assess your current reality in each ingredient and then your sense of next steps for strengthening each aspect of resilience. The use of rich pictures or metaphors will be the key to this strategy project so think visual. This project will be ongoing as your read, reflect, and interact week by week. If you stay with this weekly your project will be 90% complete by the last week of our postings. **Format is provided** - Key is being concise with your plan – Remember “less is more” but a rich picture is also worth a thousand words

Due – April 6th

#5 – Reading & Engagement Report – **15%**

Due – April 6th

Late Submission of Work

All papers and assignments have set due dates. **If work is submitted past the due date there will be a late submission penalty of one point for every two days that pass beyond the due date. So a paper worth 25 points of your final grade will lose one point every two days that go by beyond the due date. If you score an 22/25 on your paper and you are six days late, your score will be reduced by three points to 19/25. Don't be late!!**

		Due Date
#1 – My Personal Resilience Story	20%	Jan 19
#2 – Theology of Adversity	10%	Feb 9
#3 - Our Story of Resilience	25%	March 23 / 30
#4 – My Resilience Strategy	30%	April 6
#5 – Reading and Engagement Report	15%	April 6

#1 - Rubric for Grading: Personal Resilience Story – 20 Credits Total – Due January 19th

<p>Story is presented as required in the assignment-</p> <p>Key Questions addressed and engaged with at one of the following levels:</p>	<p>The story is comprehensive.</p> <p>The story is told in a compelling fashion and evidences deep wrestling with the experience</p> <p>15 credits</p>	<p>The story is told in such a way that it is good.</p> <p>Time has been taken with each question and answered in a clear and concise manner</p> <p>13-14 credits</p>	<p>The description of this event in your life appears adequate.</p> <p>We can get a general sense of this event in your life but there is color and light missing in how the story is being told.</p> <p>10-12 credits</p>	<p>The descriptions and content is inadequate.</p> <p>Sorry, not quite sure what really happened and how this event affected you . . .</p> <p><10 credits</p>
<p>Quality of writing</p>	<p>Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. APA format with almost no errors.</p> <p>5 credits</p>	<p>Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. APA format with almost no errors.</p> <p>4 credits</p>	<p>The message has been communicated but the quality of writing is not at the level expected of a graduate student. APA format but has errors.</p> <p>3 credits</p>	<p>The quality of writing makes the message difficult to interpret. Student does not use APA formatting.</p> <p>2 or less credits</p>

#2 - Rubric for Grading: Theology of Adversity – 10 Total Credits – Due February 9th

This assignment is a simple one-page summary of your Theology of Adversity. These ten declarations or principles drawn from your own reflection on Biblical stories, propositional truth, and other reading are to be concise statements backed up by biblical references. The 10 full credits will be based on a very well framed page that reflects depth of thinking and expression. 8-9 credits will be granted for a good summary / 7 or less credits for a page that is incomplete in terms of principles and references.

#3 – Rubric for Grading: Our Story of Resilience = 25 Total Credits – Due March 23 & 30

This project will be shared with a fellow classmate. You will tell the story of someone who evidences the quality of great resilience. You are to prepare and then present “the story” in no more than 20 minutes. A credit of 23-25 points will be given if the story is presented with creativity and great clarity, and the resiliency characteristics are unmistakable plus the greatest lesson to is highlighted. 20-22 points will be given is the story is told but lacks creativity or clarity and the characteristics are less than sharp and clear. Less than 20 points will be given if your resiliency story is poorly told, lacks direction and focus, and goes too long (often the mark of a poorly told story).

#4 - Rubric for Grading: My Resilience Strategy – 30 Total Credits – Due April 6th

Following the template provided for this project, the student has taken time and expended effort to seriously self-reflect about their current reality and their future goals in at least two of the ten dimensions.	Excellent coverage of the ten dimensions in view and a well thought through strategy for strengthening one's resilience in at least four categories. The template is completed with rich word pictures for each of the ten dimensions – reflecting current reality and future desires. 28-30 credits	Good coverage of the ten dimensions in view and a strategy for strengthening one's resilience in at least three categories. The template is completed in with good word pictures for at least 8 of the dimensions – reflecting current reality and future desires. 25-27 credits	Satisfactory coverage of the ten dimensions in view and a strategy for strengthening one's resilience in at least two categories. The template is completed with adequate word pictures for at least 6 of the dimensions – reflecting current reality and future desires. 22-24 credits	Unsatisfactory coverage / incomplete template / Lack or deficiency of word pictures or metaphors reflecting current reality and future desires. 21 or less credits
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#5 - Rubric for Grading: Reading & Engagement – 15 Total Credits – Due April 6th

A Reading and Engagement Report will be provided on Moodle for you to fill out and then submit on April 5th. It will be a simple form inquiring as to the level of reading that you have engaged in during the course. It will cover the three main texts and a few articles that will be provided in a "Resilience Reader". You will be graded on the thoroughness of your reading AND the degree to which you were prepared week by week to discuss and engage with the assigned readings for each week. Attendance will also be factored in to this Report and the final tally for the 15 points. (See below for the guideline)

Attendance:

The nature of the class is such that attendance for our weekly gatherings is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 1 point reduction will be made in the "Reading and Engagement" Report Score. Please inform the instructor if you are going to be absent.

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>	<u>% Equivalent</u>
A+	Excellent	97-100
A		94-96
A-		90-93
B+	Good	87-89
B		84-86
B-		80-83
C+	Satisfactory	77-79
C		74-76
C-		70-73
D+	Minimal Pass	67-69
D		60-66
F		Failure 0-59

Because of the nature of the Alpha 4.00 system, there can be no uniform College-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

Other:

The Big Questions of This Course:

Throughout this course I encourage you to have these questions in mind. We will seek to weave these questions and some attempt at answers as we journey over the next two months. Our weekly guide for posting and your own Personal Resilience Story will touch in on some of these questions directly. Feel free to add your own big questions as well...

1. What does the work of the Spirit have to do with my personal resilience?
2. Is building resilience through skills, attitudes, and effort a sign that I lack faith to believe God for strength and perseverance?
3. Hebrews 12 makes it clear that I am to “run the race with resilience” – the question is how do I do this in a God-honoring way?
4. Is resilience a fixed attribute or does every situation call for its own resiliency response?
5. What bearing does gender have on the matter of resilience? Is there any inherent difference between men and women in terms of coping skills, style, and strength?
6. When bad things happen we often move from the adversity to an emotion or an action is response to the adversity. Why is a cognitive step needed in order to examine and then reframe all adversity?
7. Is there a qualitative difference between being a survivor and being resilient?
8. Why is it that two people going through the exact same adversity respond so differently – one climbs through it, the other collapses under it?
9. Why is burnout and leadership attrition so great among pastors, teachers, business leaders? Should we not be models of healthy endurance under pressure?
10. Is there something missing in our training process that undermine resilience or that ignores the development of greater hardiness in the face of life, business, and ministry pressure?
11. How could a thorough going theology of suffering make a difference in the life of a leader?
12. How does a weak or absent theology of adversity and suffering make us vulnerable to easy “quit points” on our journey?
13. How would I respond to this question - Do I have the spiritual, emotional, physical stamina to run the entire race of life and cross the finish line with the kind of kick for which so many great runners are known?
14. How do I overcome the life patterns and messages of my past that cause me to reach for and then throw in the towel so easily? How is it possible to re-grow a back bone and to become a person of perseverance in the face of any trial?
15. What is the proper balance in my life between what is my part, what is God’s role, and what is the role of the organization I serve in fostering my resilience? Is it all up to me to become more hardy or is it more complex than me against the world?
16. How can we best respond to those who collapse under the burdens of life? How can I best help someone who is simply not resilient?
17. What must the church do differently if we are to raise up men and women of resilience? How important will this task be in the face of mounting pressures on those who claim to follow Christ in this world?

How does resilience research inform us and challenge us about the way we are raising our children and youth? Is resilience a vital life skill or something that is optional equipment designed for those who may venture into dangerous territory or excessively demanding roles?

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student’s responsibility to check this account regularly as the Ambrose email system will be the professor’s instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of

Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a “Request to Withdraw from a Course” form or by sending an email to the Registrar’s Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of “W” will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

The Resilient Leader

Adams, Marilee. *Change Your Questions Change Your Life: 7 Powerful Tools for Life and Work*. San Francisco: Barrett-Koehler.

Allen, David. (2001). *Getting things done: The art of stress free productivity*. Penguin Books: Toronto

Allen, D. (2003). *Ready for anything: Fifty-two productivity principles for work and life*. London: Penguin Books.

Allender, D. (2006). *Leading with a limp: Turning your struggles into strengths*. Colorado Springs: Waterbrook

Amabile, T. & Kramer, S. ((2011). *The progress principle: Using small wins to ignite joy, engagement, and creativity at work*. Boston: Harvard Business Review Press.

Arbinger Institute (2016). *The outward mindset*. Oakland, CA: Berrett-Keoehler Publishers.

Argyris, C. (1976). *Increasing leadership effectiveness*. New York: Wiley-Inter-science.

Anderson, Fil. (2004). *Running on empty*. Waterbrook Press.

Argyris, C. & Schon, D. (1974). *Theory in practice: increasing professional effectiveness*. San Francisco: Jossey-Bass.

Au, Wilkie. (2008). *The enduring heart: Spirituality for the long haul*. Novolis.

Boers, A. (2015). *Servants and fools: A biblical theology of leadership*. Nashville, TN: Abingdon Press.

Boyatzis, Richard & McKee, Annie. (2005). *Resonant leadership: Renewing yourself and connecting with others*. Boston: Harvard Business School Press.

- Burns, David. (1990). *The feeling good handbook*. New York: Penguin Books.
- Burke, Dale. (2007). *Take back your life: 10 choices to give you more time, more energy, and better relationships*. Eugene, OR: Harvest House.
- Burke, Dale. (2004). *How to lead and still have a life: The 8 principles of less is more*. Eugene, OR: Harvest House.
- Butler, Gillian & Hope, T. (2007). *Managing your mind: The mental fitness guide*. Second Edition. New York: Oxford University Press.
- Csikszentmihalyi, M. (1996). *Creativity: Flow and the psychology of discovery and invention*. New York: Harper Collins.
- Conner, D. (1992). *Managing at the speed of change: How resilient managers succeed and prosper where others fail*. New York: Random House.
- Conner, D. (1998). *Leading at the edge of chaos: How to create the nimble organization*. New York: John Wiley & Sons.
- Colvin, Geoff. (2009). *The upside of downturn: Ten management strategies to prevail in the recession and thrive in the aftermath*. New York: Portfolio Penguin.
- Covey, Stephen R. (1989). *The seven habits of highly effective people: Powerful lessons in personal change*. Toronto: Simon & Schuster.
- Corderio, W. & Lewis, R. (2005). *Leading on empty*. San Francisco: Jossey-Bass.
- Cordeiro, Wayne. (2007). *The divine mentor: Growing your faith as you sit at the feet of your Savior*. Minneapolis: Bethany House. 2007.
- Dixon, J. (2011). *Humilitas: A lost key to life, love, and leadership*. Grand Rapids, MI: Zondervan.
- Erikson, K. (1994). *A new species of trouble: The human experience of modern disasters*. New York: Norton.
- Friedman, E. H. (2007). *A failure of nerve: Leadership in the age of the quick fix*. New York: Seabury.
- Hamel, Gary. (2002). *Leading the revolution: How to thrive in turbulent times by making innovation a way of life*. Toronto: Penguin Books, 2002.
- Heifetz, R.A. (1994). *Leadership without easy answers*. Cambridge, MA: The Bellknapp Press of Harvard University Press.
- Heifetz, R. A. & Linsky, M. (2002). *Leadership on the line: Staying alive in the dangers of leading*. Cambridge, MA: The Bellknapp Press of Harvard University Press.
- Hughes, Richard L. & Katherine Beatty. (2005). *Becoming a strategic leader: Your role in your organizations enduring success*. San Francisco: John Wiley.
- Kauffman, J., Ed. (2002). *Loss of the assumptive world: A theory of traumatic loss*. New York: Brunner-Routledge.
- Keller, T. (2012). *The freedom of self-forgetfulness*. Chorley, England: 10Publishing.
- Klein, M. & Napier, R. (2003). *Courage to act: Five factors of courage to transform business*. Palo-Alto, Ca. Davies-Black.
- Kouzes, J. & Posner, B. (1999). *Encouraging the heart*. San Francisco: Jossey-Bass.
- Kouzes, J. & Posner, B. (1990). *The leadership challenge*. San Francisco: Jossey-Bass.
- Lencioni, Patrick. (2008). *The three big questions for a frantic family: A leadership fable*. San Francisco: Jossey Bass.
- Levinson, Harry. (2006). *The Psychology of Leadership*. Boston: Harvard Business School Press.
- Loehr, Jim & Tony Schwartz. (2003). *The power of full engagement: Managing energy, not time, is the key to high performance and personal renewal*. Toronto: Free Press.
- Lucado, Max. (2005). *Cure for the common life: Living in your sweet spot*. Nashville: Thomas Nelson.
- Maddi, Salvatore & Khoshaba, Deborah. (2005). *Resilience at work: How to succeed no matter what life throws at you*. New York: AMACOM.
- Martin, Roger. (2009). *The opposable mind: Winning through integrative thinking*. Boston: Harvard Business Press, 2009.
- MacDonald, Gordon. (2009). *A resilient life*. Nashville: Nelson Books.
- Maxwell, John. (2009). *How successful people think*. Nashville: Centre Street.
- Neck, Christopher & Charles Manz. (2010). *Mastering self-leadership: Empowering yourself for personal excellence*. Fifth Edition. Toronto: Pearson.
- Neenan, M. (2009). *Developing resilience: A cognitive behavioural approach*. New York: Routledge.
- Noer, D.M. (1997). *Breaking free: A prescription for personal and organizational change*. San Francisco: Jossey-Bass.
- O'Toole, J. (1995). *Leading change: Overcoming the tyranny of custom and the power of tradition*. San Francisco: Jossey-Bass.
- Palmer, Parker. (2004). *A hidden wholeness: The journey toward an undivided life*. San Francisco: Jossey Bass, 2004.
- Palmer, Russell. (2008). *Ultimate leadership: Winning execution strategies for your situation*. Toronto: Pearson, 2008.

Palus, C. & Horth, D. (2002). *The leader's edge: Six creative competencies for navigating complex challenges*. San Francisco: Jossey-Bass.

Peltin, Scott & Rippel, Jogi (2012). *Sink, float, or swim*. Munich: Redline Verlag.

Quinn, R. (1996). *Deep change: Discovering the leader within*. San Francisco: Jossey-Bass.

Quinn, R. (2004). *Building the bridge as you walk on it: A guide for leading change*. San Francisco: Jossey-Bass.

Scazzero, Peter. (2006). *Emotionally healthy spirituality: Unleashing a revolution in your life in Christ*. Nashville: Integrity.

Schwartz, P. (1991). *The art of the long view: Planning for the future in an uncertain world*. New York: Doubleday.

Segal, Jeanne. (2008). *The language of emotional intelligence: The five essential tools for building powerful and effective relationships*. Toronto: McGraw Hill. 2008.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday.

Siebert, Al (2005). *The resiliency advantage: Master change, thrive under pressure, and bounce back from setbacks*. San Francisco: Berrett-Koehler.

Thrall, Bill & Bruce McNicol & John Lynch. (2004). *True faced: Trust God and others with who you really are*. Colorado Springs: Nav Press, 2004.

Useem, M. (1998). *The leadership moments: Nine true stories of triumph and disaster and their lessons for us all*. New York: Random House.

Weick, K. E., K. M. Sutcliffe. 2001. *Managing the unexpected*. San Francisco, CA: Jossey-Bass.

Wright, Walter C. (2009). *Relational leadership: A biblical model for influence and service*. Colorado Springs, CO: Paternoster.