
ADDRESSING THE QUESTION OF CANON IN THE TEACHING OF RELIGIOUS LEADERSHIP

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Five years ago a new professional society, the Academy for Religious Leadership (ARL), came into existence. One of its primary purposes is to attend to issues related to the teaching of religious leadership. The Academy is made up primarily of persons who teach courses in the field of leadership, management, and/or administration in seminaries across North America. Spearheaded by the work of Dr. Scott Cormode of Claremont School of Theology, this network of religious leadership scholars is now gaining an identity and developing a committed constituency. Annual meetings draw an average of 45 persons per event, and a two-volumes-a-year professional journal is now in its 4th year of publication - the *Journal of Religious Leadership* (JRL).

One aspect of the initial work spearheaded by the ARL has been an attempt to identify, among those persons who teach religious leadership in seminaries or related institutions, what might be shared in common. The 2004 double volume of the JRL focused on the issue of method, attempting to answer the question, "What are the underlying theoretical frameworks and theological foundations that guide the teaching of religious leadership, especially in Christian seminaries?" This present volume of the JRL raises a complementary question, which is, "What are the primary resources that those teaching religious leadership tend to draw on in carrying out their work?" In this edition of the JRL, we are interested in discovering whether there is any type of common *canon* of source materials being used for the teaching of religious leadership.

Developing Perspective on Source Materials for the Teaching of Religious Leadership

The authors of this essay took responsibility to serve as guest editors of this edition of the JRL, in an attempt to answer the question raised above. Is there a common canon for the teaching of religious leadership? In using the concept of

canon, we are interested in identifying, for those who are teaching in this field, whether there are any obvious patterns in the use of resources. In attempting to address this issue, we engaged in a number of activities, all of which were designed to elicit perspective on whether there was a canon, and if there was, what the primary resources might be. These activities included:

- * *Review of Syllabi* - a review of syllabi of key courses taught by members of the ARL in their teaching of leadership.
- * *Teaching Leadership* - a sampling of nine representative seminars among the ARL constituency regarding how they approach the teaching of leadership and what resources they tend to utilize.
- * *Survey on Key Texts* - a survey of the ARL constituency inquiring about the 2-3 most important books persons tend to draw from or reference from the three periods of: (a) prior to 1985; (b) 1985-1999; and (c) 2000 or later.

This brief introductory essay is designed to (a) provide a summary of what we found out in conducting this research and (b) introduce this volume of the JRL by providing the reader with perspective on its content.

Analysis of Syllabi

In the spring of 2004, members of the (ARL) were invited to submit one syllabus each from a course in their theological schools that they regularly teach, covering some dimension of church leadership. In some cases, these courses met a school's requirement for a church leadership or administration course. In other cases, the courses were electives on some specific aspect of church leadership. In still other schools, courses connected with the theological school's field education program. Participating faculty from the following twenty-two (22) schools submitted thirty (30) syllabi from courses that they taught. Some schools had more than one faculty member participate. These schools were:

Asbury Theological Seminary
 Austin Presbyterian Theological Seminary
 Candler School of Theology, Emory University

Christian Theological Seminary
Claremont School of Theology
Columbia Theological Seminary
Eastern Mennonite Seminary
Fuller Theological Seminary
Garrett-Evangelical Theological Seminary
Louisville Presbyterian Theological Seminary
Loyola University Institute of Pastoral Studies
Luther Seminary
McCormick Theological Seminary
Methodist Theological School in Ohio
New Orleans Baptist Theological Seminary
Saint Paul School of Theology
Seattle University School of Theology and Ministry
Seventh-day Adventist Theological Seminary,
Andrews University
Union Theological Seminary and Presbyterian School of
Christian Education
Vanderbilt Divinity School
Wartburg Theological Seminary
Wesley Theological Seminary

While these syllabi do not represent a scientific sampling, they do provide at least some perspective on the use of resources for the teaching of leadership in seminaries across North America. We discovered, at least for these particular courses, that there is no identifiable *canon* when it comes to required texts for these courses. The range of books and authors is wide. The thirty syllabi reflect the use of 123 different books as required texts. Of this number, only seven were required for more than one course, and no single book was required in more than two courses. A similar review of required texts was done in 1998. When that bibliography is compared with the 2004 booklist, there was an overlap of only fourteen books that were required in both sample years.

The copyright dates for the books from the 2004 survey, which are summarized below, show that while 35 percent of the required texts were published in the previous five years, required texts come from books published over a span of many years. It is to be noted that the majority fell into the time-frame of 1985-1999, a period that was quite fruitful in

terms of publications dealing with the topic of leadership.

Total of 123 books required in 30 syllabi in 2004:

Published 2000 and after	43	(35%)
Published 1985-1999	74	(60%)
Published prior to 1985	6	(5%)

In reviewing the list of publishers of these required texts, we find that a relatively small number of publishers produce about fifty percent of the texts used. However, there was a broad spectrum of 33 additional publishers contributing at least one text to these courses. It is interesting to note that six of the top eight publishers have distinctly Christian orientations, with a seventh, Jossey-Bass, increasingly publishing in recent years in this area. It would appear, at least from this sampling, that persons teaching leadership in seminaries tend to rely more heavily on books that are distinctly Christian in perspective. Furthermore, with the top publishing houses being Alban, Abingdon, Jossey-Bass, and Augsburg-Fortress, there would appear to be a focus on books that tend toward practical application and the translation of leadership theory into ministry practices:

Publishers of Required Texts

Alban - 14
 Abingdon - 12
 Jossey-Bass - 11
 Augsburg/Fortress - 9
 Baker - 4
 Eerdmans - 4
 Harvard Business School Press - 4
 Westminster/John Knox - 4
 Berrett-Koehler - 3
 Orbis Books - 3
 Pilgrim Press - 3
 University of Chicago Press - 3
 Zondervan - 3
 Broadman and Holman - 2
 Free Press - 2
 Harper Collins - 2
 Oxford University Press - 2
 (33 others with one book each)

Course Titles and Descriptions

Further analysis of these syllabi identified some additional patterns. In regard to course titles and descriptions, it was found that the authors tended to favor the use of the terms “leadership,” “management,” and “administration.” For the most part, these terms were used without consistent clarity over their distinctions.. This finding may represent a growing edge for the discipline of the teaching of religious leadership. Also regularly used were terms such as “change,” “organization,” and “Christian ministry,” indicating at least some of the foci toward which the teaching of religious leadership is presently being directed. Finally, there was frequent mention of context, which would indicate that these scholars understand the importance that location plays in shaping leadership practices.

Course Objectives

Another pattern of interest in these thirty syllabi relates to course objectives. Summarized below are the most common course objectives that recurred, indicating how many of the thirty syllabi included that objective in some form:

Theological reflection on leadership and assessing leadership approaches - 14

Social and congregational analysis - 12

Biblical understanding of leadership - 11

Understanding different theories of leadership - 11

Cross-cultural leadership - 11

Addressing various ministry issues:

Dealing with conflict - 8

Organizational change - 6

Vision - 4

Public nature of leadership - 4

Church growth - 3

Equipping ministry - 3

Money - 3

Urban ministry and issues - 3

Addressing church leader issues:

Styles of leadership - 7

Spiritual formation for leadership - 6

Vocational call to leadership - 6

Pedagogy

One further pattern of interest deals with the various pedagogies that are used by those teaching these courses. These are listed below in rank order, indicating how many of the thirty syllabi utilized each pedagogy:

Required text(s)	23
Case studies	21
Research or reflection papers	19
Book reviews	15
Spiritual formation component	11
Online component	9
Interviews	6
Assessment instruments	5
Cohort groups	5
Congregational analysis	5
Exam(s)	5
Learning covenant	4
"Personal best" incident	4
Video/DVD	4
Field trips/site visits	3
Group projects	3
Oral presentations by students	3

Based on an analysis of these syllabi, it would appear that the teaching of church leadership in theological schools does not follow a uniform pattern. However, there are some common denominators that run across these seminaries, even though they represent a wide range of denominational and theological perspectives. First, virtually all of the faculty members appear to be seeking through a variety of means to address a common *basket* of themes in their courses. These themes include: (a) biblical and theological grounding for leadership in the church; (b) engagement with both church and secular resources; (c) social and cultural contextual issues; (d) the person of the leader; and (d) practical issues that church leaders must address. Second, while these faculty members are seeking to address such common themes, they are using a broad range of texts and teaching methods to accomplish the goals of their courses. Third, the willingness of these faculty members to share so openly their practices

and learnings would seem to indicate that the further development of common understandings may very well bring more consistency across courses in the future. Fourth, the task of developing common understandings appears to be complicated by the fact that church leadership courses tend to be taught by faculty from many different disciplines and backgrounds, making conceptual and theoretical congruence difficult.

The Teaching of Leadership at Nine Representative Seminaries

In the spring of 2005, members of the ARL were invited to volunteer for writing a short essay for this double volume of the JRL to address the question, "What is the basic approach being used in your theological school for the teaching of leadership within its programs and curriculum?" Faculty members from the following schools volunteered for this task:

Asbury Theological Seminary
Austin Theological Seminary
Columbia Theological Seminary
Interdenominational Theological Center
Luther Seminary
McCormick Theological Seminary
Methodist Theological School Ohio
New Orleans Baptist Theological Seminary
Union Theological Seminary/PSCE

As a part of their reflection on the teaching of leadership, most of the authors referenced the primary texts that tended to shape the theoretical foundations and theological foundations for the teaching of leadership in their school. Each of these essays is printed in this volume. Summarized below are some introductory comments regarding each school and an overview of the primary patterns that emerged in these essays.

Brief Introduction to Each School

The nine schools represented in this non-scientific sampling of theological seminaries provide some interesting insights into some of the ferment that is presently taking place

in theological education. This is especially so in relation to the issue of bringing an emphasis on leadership more directly into either the mission of the school or its curriculum. The schools are briefly introduced below in relation to the nature of the journey each is on in bringing an emphasis on the teaching of leadership into its curriculum and practices.

Methodist Theological School in Ohio (MTSO) - This seminary intentionally has engaged in a faculty-wide conversation about leadership during the past several years, partly as a result of its participation in the Lexington Seminar and partly due to regular conversations with judicatory and congregational leaders. This has resulted in the revision of the school's mission statement to include the phrase, ". . . equip people of God for leadership and ministry . . .," and revisions in the curriculum to focus more clearly on the same. There is an introductory core course, CL100 Church Leadership, which is required of all professional degree students. In addition, a specialization in leadership is available. Readily-recognized authors of resources that are used include: Callahan, Weems, Jones, Frank, Law, Collins, Branson, and Rendle.

Columbia Theological Seminary (CTS) - the CTS faculty has just finished a two-year curricular review process that resulted in significant changes. At the center of its work is an effort to help form what they call "integrative church leaders," persons who are reflexive, readers of contexts, imaginative, and resilient. This recent curricular work built on an earlier review process in the mid-1990s when team-taught, integrative courses were first introduced. The recent revision expanded these courses. Its purpose is to build more capacity to help form leaders who bring more *dimensions* to their identity and formation, beyond issues of traits and skills, as well as beyond the traditional conception on role. Readily-recognized authors of resources that are used include: Tanner, Brueggemann, Frank, Gill, Johns & Saks, and Lewis.

Luther Seminary (LS) - Luther Seminary has been intentionally working on the issues related to the teaching of leadership for the past fifteen years. Beginning with curricular revision in the early 1990s, this seminary reorganized both its curriculum and its administrative structures to emphasize leadership and leading in mission as major components of its practice of theological education. These changes were

followed up with the development and adoption of a mission statement which states identifies that Luther Seminary exists to “educate leaders for Christian communities.” An extensive, faculty-led strategic planning process in the late 1990s led to adoption of a plan entitled, “Serving the Promise of Our Mission.” This aggressive five-year plan has helped guide this school through substantial changes that continue to strengthen the emphasis on leadership throughout the curriculum. The plan also led to the creation of a new concentration in the MA, MDiv, DMin, and PhD programs called “Congregational Mission and Leadership (CML).” The reader will want to review the bibliography provided at the end of this essay, which represents the texts used within the CML concentration in relation to the various degree programs.

Austin Theological Seminary (ATS) - This seminary has been wrestling with strengthening its focus on leadership and integrating it into the curriculum for the past decade. The primary focus has shifted, however, from trying to teach persons about leadership, to actually teaching people to lead. The emphasis is on cultivating instinctive skills to strengthen the innate sense of how to lead. Required courses in the area of Supervised Practice of Ministry now focus on these issues and utilize a pedagogy that seeks to overcome the problem of the theory-practice split, while providing more substantive theological and theoretical foundations. The image of jazz improvisation is used to convey the primary intent in helping persons learn to lead. Readily- recognized authors of resources that are used include: Berlin, Heifitz & Linksy, Schein, Collins, and Hersey.

McCormick Theological Seminary (MTS) - MTS represents a bit of a different pattern in relation to curricular revision. In the mid-1970s, it was determined that typical MDiv students were not ready to engage the more substantive issues related to leadership, so required courses in this area were reduced. In place of this, MTS engaged in developing a substantial DMin program that was focused more directly on leadership formation and practice, a program that has continued to expand over the years. This essay provides a helpful analysis of the whole curriculum through a discussion of its implicit, explicit, and null characteristics. The perception now is that the school probably went too far in the ‘70s in shifting away

from required courses in leadership, but adjustments are yet to be made. Readily recognized authors of resources that are used include: Schein, Senge, Bolman and Deal, Kotter, Heifetz, Harvard Business Review, Carroll, and Hadaway.

Union Theological Seminary and Presbyterian School of Christian Education (Union-PSCE) - This school is somewhat unique because of its history of merging into one institution in 1997 after decades of serving alongside one another. The revised mission statement includes the phrase “. . . to educate and equip leaders for congregational life . . .” The emphasis throughout the curriculum is on the scholarly aspect of theological education. Recent changes have included using the word “leadership” in a number of faculty titles, and revising a required core course under the title of “The Landscape of Religious Leadership.” The focus is on trying to get at the theology, theory, and practice of leadership; however, the challenge continues to be in how actually to teach leadership. Readily- recognized authors of resources that are used include: Lathrop, Carroll, Dudley, Roozen, Robinson, Heifetz, and Burns.

Interdenominational Theological Center (ITC) - ITC is a truly unique theological school, being a consortium of six seminaries in the Atlanta area that focus on providing theological education primarily to the African American community. The school’s motto, “students enter, leaders depart,” indicates the intent regarding leadership within its mission and curriculum. It has a department for this emphasis, Church Administration and Leadership, and has a core course requirement, Parish Administration. In this department, there is a strong emphasis on developing sound theological and theoretical foundations for leadership, with secular theory being readily incorporated for the latter. The school is currently engaged in curricular review and revision. Readily-recognized authors of resources that are used include: Weems, Schein, Thompson, Adizes, Gunderson, Kotter, and Law.

New Orleans Baptist Theological Seminary (NOBTS) - NOBTS has as one of its core values the concept of “servant leadership,” which is understood primarily in transformational terms. This core value sets the frame for understanding the importance of the character of leaders and the necessity of their spiritual formation. The school’s commitment is that,

“The health of the seminary is determined by the health of the churches its graduates lead.” This school has a substantial set of curricular offerings that focus on leadership, offered by two of its five divisions. The reader will want to note the extensive list of bibliographic sources that are provided at the end of this essay, many of which represent readily -recognized authors.

Asbury Theological Seminary (ATS) - This seminary, founded in 1922 in the Wesleyan tradition, just recently developed and implemented a Master of Arts in Church Leadership (MACL). This program is designed to increase capacity in providing leaders for the church. There is an emphasis on *servant leadership* in this program, with an intention to get at the liberating function of leadership beyond issues of governance (role) and direction (vision). This essay provides a helpful overview of the MACL program in terms of its goals, curriculum, and the initial results after two years of operation. The reader will want to take note of the extensive course descriptions, to gain a sense of clarity regarding the scope of the program and its design.

Primary Patterns to Note Among the Schools Curricular Revision or Refinement

The first pattern of note regarding these nine schools deals with matters related to either curricular revision or refinement. A significant number of these nine seminaries have engaged in such activities over the past decade. In doing this work as institutions, almost all of these schools were attempting to bring a more explicit focus to the question of how leadership fits into the theological curriculum. Clearly the matter of leadership has been gaining a more visible status within theological education, and is now being attended to in a more intentional manner. It would appear that there is a stirring taking place in theological education around this subject: mission statements are being rewritten and curriculum is being developed to reflect a focus either on preparing students to be leaders, or fostering leadership capacity among students.

Developing Theological and Theoretical Clarity

Secondly, while many of these schools are bringing a

more explicit focus on leadership into their school's mission and curriculum, the questions of theoretical clarity and a theological framing to leadership are still in process. A number of the schools are quite clear on what they were trying to avoid, such as an over-reliance on trait, charismatic, or situation theories, but are not as able to define what they understood by leadership and leaders in relation to their educational work. In particular, many of them are struggling to correlate traditional understandings about ordination and the office of the pastor with developing trends in leadership theory.

As we just pointed out, many of these schools are continuing to wrestle with theoretical frameworks, even as they explore theological foundations. The teaching of leadership in courses, as discussed above in the syllabi section, tends to focus more on the applied and the practical. But the attempt to integrate the topic of leadership into the mission of a theological school and its curriculum requires a different conceptual orientation. Here it is necessary to be more self-conscious in using theoretical frameworks for understanding leadership. This is clearly reflected in the work that is going on here, when one examines the lists of authors that were noted above.

The theoretical frameworks in these books suggest a clear attempt to bring a more disciplined social science understanding of leadership into teaching, while also attending to the religious and Christian dimension of leadership. Based on this sample, Hence, it appears that theological education's understanding and teaching of leadership may be in a formative period, especially in relation to the broader mission of these sample schools.

A Survey of Members of the ARL Regarding Primary Resources

The third mode of analysis utilized in trying to discern whether there is a common canon of resources among those teaching religious leadership in theological schools was a survey. In the spring of 2005, 109 faculty members from over 100 theological schools, ranging across the whole theological spectrum, were invited to participate in an on-line survey..

This survey requested that the respondent provide feedback in naming the two-to-three (2-3) key books in their teaching of leadership from which they tend to draw or on which they rely—the three periods that were noted earlier - since 2000, 1985-1999, and prior to 1985. Of the 109, 57 responded to the survey (a response rate of 52%). Summarized below are the results of the survey, in terms of the books that were identified for each time period. Only those books that were mentioned at least twice are included; the total number of references to each book is also listed.

Summary of Book Suggestions for Primary Resources
before 1985:

(Total of 56 Books Identified with 11 Named by At Least Two Persons)

- 17 Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, Paulist Press, 1977.
- 11 Sanders, J. Oswald *Spiritual Leadership*, Moody Press, 1967.
- 11 Burns, James M. *Leadership*, Harper & Row, 1978.
- 5 Bass, Bernard M. *Bass & Stogdill's Handbook of Leadership*, Free Press, 1981 (now 3rd ed.).
- 4 Bonhoeffer, Dietrich. *Life Together*, Harper & Bros., 1954.
- 3 Callahan, Kennon L. *Twelve Keys to an Effective Church*, Harper & Row, 1983.
- 3 Drucker, Peter. *The Effective Executive*, Harper Collins, 1967.
- 3 Richards, Lawrence O. and Clyde Hoeldtke. *A Theology of Church Leadership*, Zondervan, 1980.
- 2 Fisher, Roger. *Getting to Yes: Negotiating Agreement Without Giving In*, Penguin, 1981.
- 2 Hersey, Paul and Kenneth H. Blanchard. *Management of Organizational Behavior: Leading Human Resources*, Prentice-Hall, 1972.
- 2 Roozen, David et al. *Varieties of Religious Presence*, Pilgrim Press, 1985

The 1970s and early 1980s were a formative time for

leadership studies. A variety of secular authors developed seminal works during this period, while much of the Christian literature that was produced tended to have a practical orientation. Clearly there are several books published prior to 1985 that provide at least some pattern of shared use among those teaching leadership in seminaries. In particular, the Greenleaf book stands out as a formative work that continues to have enduring value. Also important are the works by Sanders and Burns. It should be noted that the Greenleaf and Burns books are distinctly secular in orientation, while the Sanders book has a clear Christian orientation. Of the 11 books mentioned by at least two persons, 5 have a distinctive Christian orientation, while 6 are secular in perspective.

Summary of Book Suggestions for Primary Resources

between 1985-1999:

(Total of 102 Books Identified with 31 Named by At Least Two Persons)

- 15 Heifetz, Ron A. *Leadership Without Easy Answers*, Belknap Press, 1994.
- 9 Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*, Guilford Press, 1985.
- 8 Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge*, Jossey-Bass, 1987, (3rd edition 2003).
- 7 Peter Senge. *The Fifth Discipline*, Doubleday Currency, 1990.
- 6 Ammerman, Nancy T. et al. *Studying Congregations*, Abingdon Press, 1998.
- 6 Bolman, Lee G. and Terrence E. Deal. *Reframing Organizations: Artistry, Choice, and Leadership*, Jossey-Bass, 1997.
- 6 Wheatley, Margaret. *Leadership and the New Science*, Berrett-Kowhler, 1992.
- 5 Schein, Edgar H. *Organizational Culture and Leadership* (Jossey-Bass Business & Management, Jossey-Bass, 1985.
- 5 Weems, Lovett H. *Church Leadership: Vision, Team, Culture, Integrity*, Abingdon Press, 1993.
- 4 Carroll, Jackson. *As One With Authority: Reflective Leadership in Ministry*, Westminster John Knox, 1991.
- 4 Nouwen, Henri J.M. *In the Name of Jesus*, Crossroad, 1989

- 3 Adizes, Ichak. *Corporate Lifecycles: How and Why Corporations Grow and Die and What to Do About It*, Prentice Hall Press, 1990.
- 3 Covey, Steven R. *The 7 Habits of Highly Effective People*, Free Press, 1990.
- 3 Clinton, J. Robert. *The Making of a Leader*, NavPress, 1988.
- 3 Kotter, John. *Leading Change*, Harvard Business School Press, 1996.
- 3 Palmer, Parker J. *Let Your Life Speak*, Jossey-Bass, 1999.
- 3 Shawchuck, Norman and Roger Heuser. *Leading the Congregation*, Abingdon Press, 1993.
- 2 Becker, Carol E. *Leading Women: How Church Women Can Avoid Leadership Traps and Negotiate the Gender Maze*, Abingdon Press, 1995.
- 2 Hagberg, Janet O. *Real Power: Stages of Personal Power in Organizations*, Sheffield Publishing Company, 1994.
- 2 Hahn, Celia Allison. *Growing in Authority, Relinquishing Control: A New Approach to Faithful Leadership*, Alban Institute, 1994.
- 2 Law, Eric H. F. *The Wolf Shall Dwell With the Lamb: A Spirituality for Leadership in a Multicultural Community*, Chalice Press, 1993.
- 2 McKenzie, Vashti. *Strength in the Struggle: Leadership Development for Women*, Pilgrim Press, 1998.
- 2 Peterson, Eugene. *Working the Angles: The Shape of Pastoral Integrity*, Eerdmans, 1987.
- 2 Peterson, Eugene. *The Contemplative Pastor*, Word Books, 1989.
- 2 Rendle, Gilbert R. *Leading Change in the Congregation*, Alban, 1998.
- 2 Rost, Joseph C. *Leadership for the 21st Century*, Praeger, 1993.
- 2 Russell, Letty M. *Church in the Round: Feminist Interpretation of the Church*, Westminster John Knox Press, 1993.
- 2 Steinke, Peter L. *How Your Church Family Works*, Alban Institute, 1993.
- 2 Warren, Rick. *The Purpose Driven Church*, Zondervan, 1995.
- 2 Wren, J. Thomas. *The Leaders' Companion: Insights on*

Leadership Through The Ages, Free Press, 1995.

- 2 Westermann, John. *The Leadership Continuum: A Biblical Model for Effective Leading*, Lighthouse Publishers, 1997.

The period from 1985-1999 was a fruitful time for the publication of materials related to leadership, both secular and Christian. In this time period, many of the Christian books were beginning to interact more substantively with insights from the secular literature. The increase in Christian books named from this period by at least two persons is, most likely, the result of publications in the late 1980s and 1990s from Christian book houses beginning to catch up with secular book houses. Clearly the commanding influence of Heifetz is visible in this list. Yet the books by Friedman, Kouzes & Posner, Senge, Ammerman et al., Bolman & Deal, Wheatley, Shein, and Weems also should be noted, since they were named at least five times or more. There would appear to be some pattern here of shared resources that are both secular and Christian in perspective. At the same time, 71 of these books were nominated by only one person. It appears that the teaching of leadership in seminaries draws from a wide range of sources that are considered to be *primary*. Also of note here is the fact that 18 of the 31 books named by at least two persons have a distinctive Christian orientation, while 13 are secular in orientation.

Summary of Book Suggestions for Primary Resources
after 2000:

(Total of 81 Books Identified with 16 Named by At Least
Two Persons)

- 10 Heifetz, Ronald A. and Marty Linsky. *Leadership on the Line: Staying Alive through Dangers of Leading*, Harvard Business School, 2002.
- 8 Goleman, Daniel et al. *Primal Leadership: Learning to Lead with Emotional Intelligence*, Harvard Business School Press, 2002.
- 5 Collins, Jim. *Good to Great*, HarperBusiness, 2001.
- 3 Farber-Robertson, Anita. *Learning While Leading: Increasing Your Effectiveness in Ministry*, Alban Institute, 2000.

- 3 Herrington, Jim et al. *Leading Congregational Change: A Practical Guide for the Transformational Journey*, Jossey-Bass, 2000.
- 3 Lischer, Richard. *Open Secrets*, Doubleday, 2001.
- 2 Banks, Robert and Bernice Ledbetter. *Reviewing Leadership: A Christian Evaluation of Current Approaches*, Baker Academic, 2004.
- 2 Burns, James K. *Transforming Leadership: The Pursuit of Happiness*, Atlantic Monthly Press, 2003.
- 2 Frank, Thomas Edward. *The Soul of the Congregation: An Invitation to Congregational Reflection*, Abingdon Press, 2000.
- 2 Gangel, Kenneth O. *Feeding & Leading: Practical Handbook on Administration in Churches and Christian Organizations*, Baker, 2000.
- 2 Herrington, Jim et al. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*, Jossey-Bass, 2003.
- 2 Kegan, Robert and Lisa Laskow Lahey. *How the Way We Talk Can Change the Way We Work : Seven Languages for Transformation*, Jossey-Bass, 2001.
- 2 Malphurs, Aubrey. *Being Leaders: The Nature of Authentic Christian Leadership*, Baker Books, 2003.
- 2 Neumark, Heidi. *Breathing Space: A Spiritual Journey in the South Bronx*, Beacon Press, 2003.
- 2 Robertson, Anthony B. *Transforming Congregational Culture*, Wm. B. Eerdmans, 2003.
- 2 Thompson, George B. *How to Get Along With Your Church: Creating Cultural Capital for Doing Ministry*, Pilgrim Press, 2001.

Of the total of 81 books named for this time period, 16 were mentioned by at least two persons as being primary resources for the teaching of leadership. Once more the distinctive influence of Heifetz, along with his colleague Linksy, is visible in this list. Yet the books by Golman and Collins also need to be noted, since they were named at least five times or more. While it is interesting that the top three named are secular in origin, at least 11 of the 16 named by at least two persons are distinctly Christian in orientation. It would appear that the publishing of Christian books on

leadership has continued to develop during the past five years. The results from this period also indicate that there is at least a pattern here of some shared resources among those teaching leadership in seminaries. But in terms of the diversity of having over 81 books mentioned for this period, 65 of the 81 books in this list were nominated by only one person. It thus would seem that the teaching of leadership in seminaries continues to draw from a wide range of sources that are considered to be *primary*.

Summary

A few summary remarks regarding the findings from the three sources of the syllabi, the schools, and the survey are in order at this point. First, it would appear that there is no clearly identifiable common canon of resources that is shared by those teaching leadership in seminaries in North America at this time. However, second, there are a number of authors and texts that do tend to stand out from the past two decades. Third, there clearly has been an increase in the number of Christian books being published during the past decade which are being used for teaching leadership in seminaries. Fourth, many seminaries appear to be wrestling with how to think theoretically and theologically about leadership in relation to their mission and curriculum as a whole; in doing so, they are drawing on both secular and Christian sources. Fifth, this appears to be a vibrant time for the study of leadership in relation to theological education; many persons and schools are struggling to develop an understanding of leadership that integrates theoretical frameworks with theological foundations. Sixth and last, one of the primary challenges facing seminaries in their pursuit of this work clearly is denominational: how to interface these new insights with traditional polities that tend to have highly defined understandings of leadership as a role that is developed around ordination and the office of pastor.