

*School of Graduate and Continuing Studies
Olivet Nazarene University*

Principles of Management

COURSE PRM – 306

July 23-July 27, 2018

Syllabus

Bachelor of Applied Science in Practical
Ministries

for

Salvation Army Officers



March 2018

Course Name: Principles of Management

Statement of Faith

“As an educational enterprise of the Church of the Nazarene, we pursue truth in order to glorify the God and the Father of our Lord Jesus Christ: praying for the coming of the Spirit; remembering the promise of Scripture and tradition; keeping our hearts faithfully attuned to the voice of God; and being thoughtfully, acutely, and critically engaged.” 2002-2004 Catalog. Bourbonnais, IL: Olivet Nazarene University.



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COURSE DESCRIPTION/OVERVIEW

Management issues are explored from the perspectives of business management and human resource administration. Human resource administration topics include employment law, personnel management, employee motivation theories and implications, conflict management and relationship building. Business management topics include; ethics, finance, budget administration and time management

COURSE MATERIALS

TEXTBOOK/REQUIRED READING

Strengths Based Leadership: Great Leaders, Teams and Why People Follow by Tom Rath and Barry Conchie; Gallup Press ISBN-13: 9781595620255

(Note: there is a Unique Access Code in the back of the book. You need to take the Strength Finder test and print off the results and bring to class.) *A **new book must** be ordered since the code for the on line test cannot be re-used.*

The 25 Best Time Management Tools and Techniques: How To Get More Done Without Driving Yourself Crazy by Pamela Dodd; Peak Performance ISBN-13: 978-0976950608 (12/15/05)

How to Lead When You're Not in Charge: Leveraging Influence When You Lack Authority by Clay Scroggins ISBN-978-0-310-53157-9

Doing Business by the Good Book: 52 Lessons on Success Straight from the Bible by David L. Steward; Hyperion; ISBN-978-1-4013-0062-3

LEARNING OBJECTIVES

Upon completion of this course, the candidate will be able to: demonstrate the ability to integrate understanding and process with practical application the learning outcomes listed below. These include, but are not limited to, Salvation Army financial report analysis and interpretation, employment law, time management skills, conflict management, volunteerism, and applied business ethics for Christian leaders.

LEARNING OUTCOMES

The following outcomes are expected of each candidate for this course:

1. Identify, analyze and present a solution to a key major management program based on readings and class experiences.
2. Using the managerial and leadership concepts learned in the course, the student will identify, analyze and solve a major management issue in his/her current appointment.
3. Student will synthesize course information on communication skills, conflict management, mission effectiveness, time management, financial management, personnel management, employee motivation, volunteerism management and business ethics through full participation in course lectures, discussions and small-group activities.

COURSE ASSIGNMENTS

Pre-Assignments

1. By **July 9th, 2018** email to Major David Fulton, with copy to Major Jack Holloway, a 600 word document that starts with: The two biggest time wasters in my appointment are? Then, what are my alternatives to these? Lastly, explain what you expect to take away from this class to help you fulfill your ministry mission in your current appointment.
2. Strengths Based Leadership: There is an Internet assessments access number in the back of the book, which can only be used once. **You need to take the test, print off the results and present to instructor on the first day of classes.**
3. Once we receive your name, you will be sent a case study.
 - You are to write a paper outlining what the key problems are, how you would resolve them, a timeline for each step, target date for completion, and resolution of the problem.
 - This assignment, along with a copy of your handouts will be turned in prior to the start of class on the first day. There is a 1500 minimum word length requirement for this assignment, however the grade will be based on meeting all the criteria set above.
4. At the end of the week you are to give a class presentation based on this assignment. It is important that your work include materials learned in class as well as additional study and research during the week of in-class learning. You should have materials to hand out in class for a 10 minute PowerPoint presentation.
5. Read *How to Lead When You're not in Charge*. Be prepared to offer two personal insights you find in this book that can help you as a Salvation Army Officer. Please have them written on one page to be handed in at the start of the class on Monday.
6. Interview a **Divisional Finance Board Officer**. Gather data relevant to the operation of the DFB, be diligent and detailed in your interview, then keep the interview results, bring to class and hand in with the other pre-assignments. Starter questions for this interview will be sent when the case study is sent.
7. Read selected articles in preparation for the Human Resources portion of the class. These will be sent to you by Instructor Wayne Mitchell.

Post Assignment:

Briefly describe a "Major Management Issue" you are facing in your current appointment or choose one from the options given you at the first class. You may use fictitious names, but make a strong case statement why this issue is affecting the leadership within the appointment. Develop a well-crafted, documented solution for this issue. A minimum of **six outside sources** are needed for this paper. The solution should include the concepts gained in the course. Please see rubric that will be handed out in class for details on expectations and grading for undergraduate and master's students.

It is required that the Management Issue that you plan to write on is emailed to Major Jack Holloway and copy Major David Fulton **at the beginning of class on Thursday, July 26th, 2018**. Your grade will be affected if this is not turned in at this time. You will need to schedule a time to meet with Major Jack Holloway to talk about your post-assignment before you depart on Friday. This is to affirm the subject you have chosen fits into the requirements of the post assignment.

This assignment is minimum 3,500 words long.

The assignment must be turned in no later than October 22nd, 2018 for full credit. Keep a copy of all submitted work. Also please email assignment to Major Jack Holloway, copying Major David Fulton.

REQUIREMENTS FOR ALL ASSIGNMENTS

- Double-spaced
- Ariel 12-point font
- APA formatting

Each paper must include a cover page with the assignment listed, instructor's name and student's name and followed with an abstract page outlining the contents of the paper. An abstract is a one or two paragraph overview of what the paper will discuss. It is not to reappear in the body of the text verbatim. All sources used in preparation of the paper must be listed on the References page located at the end of the paper. Material from any source must be documented within the paper by a brief parenthetical reference that will direct the reader to the appropriate source in the References page.

No other text font or size will be accepted.

ATTENDANCE, PARTICIPATION, AND TARDY POLICY

As you are aware, the School of Graduate and Continuing Studies is required to closely monitor the attendance of all learners enrolled in our programs. It is very important that the student attend every hour of instruction. Attendance is taken in the morning and afternoon. Students may not miss more than three hours of instruction and receive full credit for the course – and only with prior approval of the Director of SACEP, Professor of Record and instructor. All absences should be reported to Professor of Record.

Instructors will address tardiness on an individual basis. Learners are expected to arrive for class on time and remain for the entire four hour period.

Participation is not the same as attendance. Participation requirements are determined by the instructor and may include prohibitions against non-class related use of computer or phone during class.

Class Participation Rubric

Students will be graded on class participation during every class period during SACEP.

	Poor 0-1 pts	Fair 3 pts	Good 4 pts	Great 5 pts
Attendance and Promptness	Poor Student is late or absent more than twice in a week. The student daily leaves the room.	Fair Student is late or absent twice in a week. The student occasionally leaves the room.	Good Student is late or absent. The student rarely leaves the room during class.	Great Student is always prompt and attends class on time.
Level of Engagement	Poor Student is not able or willing to answer questions or respond to teacher requests. Daily	Fair Student can or will only respond if questions are repeated or	Good Student does not volunteer but is able to answer and respond to all	Great Student actively contributes to discussions and responds to all

	student appears to be sleeping in class Student is actively involved on the computer for non-class related reasons.	assistance and clarification are provided. Student is occasionally involved on the computer for non-class related.	teacher requests without repetition or assistance. Student is never involved on the computer for non-class related material. Never on phone.	teachers' requests. Student has given full attention to the class and the speaker. Student is never involved on the computer for non-class related material. Never on phone.
Respect for Others	Poor Student does not listen to others and interrupts. Student daily says inappropriate or disruptive comments.	Fair Student rarely listens to others without interrupting. Student occasionally says inappropriate or disruptive comments.	Good Student usually listens to others without interrupting. Student rarely says inappropriate or disruptive comments.	Great Student always listens to others without interrupting. Student never says inappropriate or disruptive comments.
Prepared for Learning	Poor Student almost never comes to class with an attitude to learn. Materials and a writing tool are not on the desk as class begins more than twice in a week.	Fair Student usually comes to class with an attitude to learn. Materials and a writing tool are not on the desk as class begins twice in the week.	Good Student usually comes to class with an attitude to learn. Materials and a writing tool are usually on the desk as class begins once in a week.	Great Student always comes to class with an attitude to learn. Materials and a writing tools are on the desk as class begins.

ACADEMIC INTEGRITY — (SCHOOL OF GRADUATE & CONTINUING STUDIES)

Academic violations and dishonesty are defined as deception of others about one's own work or about the work of another. Examples of academic violations include, **but are not limited to:**

1. Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers.
2. Failure to properly acknowledge authorities quoted, cited, or consulted in the preparation of written work (**plagiarism**). All work submitted by a learner must represent the learner's original work. Outside sources used as references should reveal the name and source and the extent to which the source is used.
3. The use of a textbook or notes during an examination without permission of the facilitator.
4. The receiving or giving of unauthorized help on assignments.
5. Submitting for credit borrowed or purchased papers.
6. Unauthorized multiple submissions of papers.
7. Defacing or unauthorized removal of course materials or equipment from classrooms, offices, or the library.
8. Dishonesty in reporting completion of reading assignments.
9. Signing the roll for someone who is not present in class.
10. Tampering with experimental data to obtain a "desired" result or creating results for experiments not conducted.
11. Tampering with or destroying the work of others.
12. Lying about academic matters.
13. Falsifying college records, forms, or other documents.
14. Unauthorized access of computer systems or files.
15. Violating copyright of any form of media.

Learners who are guilty of academic violations can expect to be penalized. A course facilitator whose definition of cheating may differ from that stated above has the responsibility and obligation to so inform the learners, in writing, at the beginning of the course. Those facilitators who fail to do so have no basis for disciplinary action in instances of purported learner dishonesty outside of the above provisions.

The course facilitator has the authority to deal with instances of academic dishonesty within the following guidelines:

1. Courses of action may include, but are not limited to, the following:
 - a) Work may not be redone, and no credit is given for that particular assignment.
 - b) Alternative assignments may be given for full or partial credit.
 - c) The learner may be dismissed from the university.
2. Course facilitators must report any incident of violation of the policy on academic integrity to the Dean for Graduate and Continuing Studies. Following two reports against a particular learner, action is initiated that may lead to dismissal of the learner from the University.
3. The learner has the right to appeal action under this policy through the regular channels as established by the grade-appeals process.

GRADING SYSTEM

Undergraduate Courses

A 94-100	A- 90-93.9%	B+ 87-89.9	B 83-86.9
B- 80 -82.9	C+ 77-79.9	C 73 – 76.9	C- 70-72.9
D+ 67-69.9	D 63 – 66.9	D - 60-62.9	F <60

A = Excellent Performance; outstanding, thoughtful responses, willing to self-evaluate. Open to others perspectives and opinions; engages in a thoughtful and respectful manner within areas of disagreement. Student brings experience, outside sources and personal insights to discussions, activities and projects. There is evidence of careful attendance to assignments; neat and creative presentations (written or oral). Student attends to time frames given for presentations and assignments.

B = Above Average: Performance is above average in all areas; outstanding in some ways.

C = Satisfactory: Performance is generally acceptable; needs to improve in some areas.

D = Marginal: Performance lacking in many areas; barely meets minimum requirements.

F = Unsatisfactory performance

Rubrics for assignments will be sent to the student once they enroll in class.

LATE POLICY

Due dates for course assignments are provided with the anticipation of timely and successful completion. Late work is not anticipated. If an emergency arises preventing the student from submitting the assignment on the due date, the assigning instructor must be contacted prior to the due date for consideration of an assignment extension. Only one (1) assignment may be considered for an extension. The longest extension permitted is ten (10) days.

Any late work received without first contacting the instructor will be subject to a reduction of one third letter grade per week. (Ie: A work becomes an A-)

No work will be accepted following the completion of the SACEP course. Incomplete work will become a zero (0), and will be factored into the final grade as such.

COURSE OVERVIEW – DAILY SCHEDULE*

*Please note that the contents of the schedule will not change, however, the class times may be revised due to availability of instructors.

MONDAY:

1:00 – 2:45	Personal Introductions/Course Overview. Pre-assignments turned in. Strengths Based Leadership
2:45 – 3:00	Break
3:00 – 4:45	Strengths Based Leadership

TUESDAY:

8:00 – 8:55	Mentoring as a Management and Leadership Development Tool
8:55 – 9:50	Mentoring as a Management and Leadership Development Tool
9:50 – 10:05	Break
10:05 – 11:00	Advisory Board and Corps Council Development
11:05 – 11:45	Devotions
1:00 – 1:55	Leaders are Made, Not Born, or are They?
1:55 – 2:45	Leaders are Made, Not Born, or are They?
2:45 – 3:00	Break
3:00 – 3:55	Situational Ethics
3:55 – 4:45	Ethics Group Scenario breakouts

WEDNESDAY:

8:00 – 8:55	Volunteerism
8:55 – 9:50	Volunteerism
9:50 – 10:05	Break
10:05 – 11:00	Communicating with DHQ & DFB
11:05 – 11:45	Devotions
1:00 – 1:55	Building a Foundation
1:55 – 2:45	The Rules of the Game
2:45 – 3:00	Break
3:00 – 3:55	Time Eaters & Time Management
3:55 – 4:45	How to Lead When You Are Not in Charge

THURSDAY:

8:00 – 8:55	Budget Analysis & Problem Solving- <i>Major Management Issue Plan is due</i>
8:55 – 9:50	Budget Discussions and Analyzing Budgeted Financials
9:50 – 10:05	Break
10:05 – 11:00	Hiring for Success
11:05 – 11:45	Devotions
1:00 – 1:55	Employee Communication
1:55 - 2:45	Performance Development
2:45 – 3:00	Break
3:00 – 3:50	Performance Counseling & Departures
3:55 – 4:45	Open forum for HR Issues & Friday Presentations Overview

FRIDAY:

8:00 – 8:20	Devotions
8:25 – 9:50	Case Study Presentations

9:50 - 10:05	Break
10:05 - 11:30	Presentations Continued
11:30 – 11:45	Questions from Students about Post Assignments
11:45	SACEP Ends

POLICY ON RETURNING ASSIGNMENTS TO STUDENTS:

The SACEP policy requires faculty to return assignments within two weeks (14 days) after the assignment is due.

APA GUIDELINES

All students are expected to follow APA guidelines in submitting work.

Access the **School of Graduate and Continuing Studies Student Success Website** for help with APA formatting, citations, and references.

Go to <http://my.olivet.edu>

Type your User Name and Password.

Locate the Home tab. Click on “SGCS.”

Locate the Student Support tab at the top of the page and click on “Tools for Success.”

On the bottom of the Student Success Resource Center team page, click on “Click here for the Student Success Site Directory

The bottom left of the Academic Strategies tab has links for APA formatting, rules for citations and references, frequently made errors, APA resources, and Benner Library. An APA sample paper is included.

From the Student Success Resource Center team page, you may also access APA resources on the left hand side of the page under Academic Strategies or the right hand side of the page under Academic Strategies Home.

APPENDICES (GRADING RUBRICS)

- The presenter/writer completely addresses the instructor's guidelines for the assignment and covers the material with both breadth and depth.
- The writer sufficiently demonstrates higher order learning through application, analysis, synthesis, and/or evaluation.
- The writer provides data or references to support the thesis statement and adequately documents support statements with illustrations and/or appropriate references.
- Spelling and grammar is accurate and effective.
- Processed using APA format.
- The presentation/paper has a well-crafted introduction, a clear thesis statement, effective transitions and a strong relevant conclusion.
- Paper received before September 30, 2016.
- Presentation to class, effective delivery and use of material, handouts, Power Point or other.
- Participation in the small group settings and contribution to class discussions.
- *Participation in class discussions and activities is beneficial to the learning process. Please come prepared to actively participate. Learning is a joint effort between the instructors and students. Do your part to learn as much as possible within the class periods. Pre-read your assignments and form any questions to ask when appropriate within the class setting. If you wish, you may pre-submit your questions via email to Major Jack Holloway and copy Major David Fulton for their preview and research.*

Grading Elements (Undergraduate Students)	Possible Score	Score earned
Time Wasters Assignment (Due May 16)	10	
Case Study (turned in on first day)	10	
Strength Based Test Results (turn in on first day)	10	
DFB Officer Interview (turn in on first day)	10	
Case Study Class Presentation	10	
Major Management Issue Post-Assignment	40	
Class Participation	10	
Total	100	

COURSE OVERVIEW – DAILY SCHEDULE*

****Please note that the contents of the schedule will not change, however, the class times may be revised due to availability of instructors.***

MONDAY, July 23rd

All Pre-class assignments must be turned in at the start of class.

1:00 – 1:55 Personal Introductions/Course Overview: Major Jack Holloway/Major David Fulton

We will work on interpersonal communication skills providing a foundation for building relationships in the class. This will provide an opportunity to recognize our different life appointments and also set the stage for our small group activities that will take place in most of the following sessions.

1:55 – 2:45 Strengths Based Leadership: Major David Fulton

We will look at three keys to being a more effective leader: knowing your strengths and investing in others' strengths, getting people with the right strengths on your team and understanding and meeting the four basic needs of those who look to you for leadership.

2:45 – 3:00 Break

3:00 – 4:45 Strengths Based Leadership: Major David Fulton
Continued.

TUESDAY, July 24th

8:00 – 8:55 Mentoring as a Management and Leadership Development Tool: Major Jack Holloway

We will consider mentoring from Biblical and practical perspectives; how applying this concept can make a significant impact in our personal and professional development and ministry.

8:55 – 9:50 Mentoring as a Management and Leadership Development Tool: Major Jack Holloway

Continued

- 9:50 – 10:05 Break
- 10:05-11:00 Advisory Board and Corps Council Development: Major David Fulton/Major Jack Holloway
 How to develop an effective Advisory Organization
 Why have an Advisory Board?
 The Officer and the Board
 Expectations of the Board
 How to evaluate your Board
 A performance assessment of your Board
 Why have a Corps Council?
 How to create a motivated Christ centered Corps Council
- 11:05 –11:45 Devotions
- 1:00- 1:55 Leaders are Made, Not Born (Vince Lombardi) or are They?: Beverly Peterson
 This class will explore the understanding of leadership, recognizing leadership traits, and engaging personal strengths in order to define an effective leadership approach.
- 1:55 – 2:45 Leaders are Made, Not Born (Vince Lombardi) or are They?: Beverly Peterson
 Continued
- 2:45 – 3:00 Break
- 3:00 – 3:55 Situational Ethics Introduction: Major David Fulton
 When it comes to deciding what we ought to do and what we ought not to do, most people use a standard far below the law of God. What is your standard? How do you define ethics and morality? We will look at various issues facing the Church today and how these impact our concept of "Christian Ethics". Groups will be presented various current ethical issues and asked to present a case study to include: A definition of the issue and how do we guard our hearts and our ministry from falling prey to "Societal Ethical Morality" standards.
- 3:55 – 4:45 Ethics Group Scenario Round Tables: Major David Fulton
 Groups will be presented various current ethical issues and asked to present a case study to include: A definition of the issue and how do we guard our hearts and our ministry from falling prey to "Societal Ethical Morality" standards.

WEDNESDAY, July 25th

- 8:00 – 8:55 Volunteerism: Linda Reiter
 Benefits, Incidence, Organizational Models, and Participation in the Public, Private and Not for Profit Sector. Volunteerism in the United States is neither a new concept nor an uncommon activity. Historically, America has long recognized the importance of "a societal responsibility to join in, to give freely of one's time to assist or aid others."
- 8:55 – 9:50 Volunteerism: Linda Reiter
- 9:50 – 10:05 Break
- 10:05 – 11:00 Communicating with Divisional Headquarters and DFB: Major David Fulton

This segment will facilitate the presentations of the students' interview with their Divisional Finance Board Officer. Each student will present the facts of the interviews and we will discuss the interactions between the Corps and Institutions, the Divisional staff and their responsibility to the Territorial Headquarters.

11:05 – 11:45 Devotions

1:00 – 1:55 Building a Foundation: Wayne Mitchell
A key to effective leadership is developing an organizational structure that addresses ministry goals. To do this we will examine how to evaluate and build positions within the context of ministry objectives.

1:55 – 2:45 The Rules of the Game: Wayne Mitchell
Another integral part of leadership is an understanding of the policies and laws related to employment. This class will present an overview of these expectations and explore how they impact your role as manager.

2:45 – 3:00 Break

3:00- 3:55 Time Wasters/Time Management: Major David Fulton/Major Jack Holloway
I have so many things to do today that I don't know where to begin! Have you ever said this as you started your day? We will examine your daily schedules, what might be stealing your time and how to prioritize your day. The A – Z of time management from finding out what time means to you, to prioritizing, overcoming, procrastination, and managing stress and your wellbeing.

3:55 – 4:45 How to Lead When You are Not in Charge!
Authority is not a prerequisite for leadership. Too many people spend their lives waiting for the authority to lead, missing out on opportunities they will never get back. The truth is this: great leaders don't wait to be in charge to begin leading.

THURSDAY, July 26th

Major Management Issue Plan is due at the start of class.

8:00 – 8:55 Budget Analysis and Problem Solving: Julia Robinson THQ
We will break into our small groups and review a typical corps budget. You will work as a team to find possible problems, and answer questions about the corps or institutional budget under review. You will also have a corps issue that has surfaced that can be addressed if the budget could be re-worked to help resolve the problem.

8:55 – 9:50 Budget Discussions and Analyzing Budgeted Financials: Julia Robinson THQ

9:50 – 10:05 Break

10:05 – 11:00 Hiring for Success: Wayne Mitchell
Critical to our success is the success of those who work for us. To help accomplish this we will examine how to identify and hire the best person for a position. We will also discuss how to begin the employment

relationship in a way that fosters long-term success.

11:05 – 11:45 Devotions

1:00 – 1:55 Employee Communication: Wayne Mitchell
How we communicate with employees will have a significant impact on our teams. This class will examine the components of effective communication, especially in the context of change and conflict.

1:55 – 2:45 Performance Development: Wayne Mitchell
A leader equips their employees for the tasks they are given. Doing this will result in both accomplished objectives, as well as employees who are engaged and ready to take on new tasks. An overview of the components of goal setting, coaching and managing gaps in performance will be presented.

2:45 – 3:00 Break

3:00 – 3:50 Performance Counseling & Departures: Wayne Mitchell
A significant distraction to work, as well as a drain on time/energy, is managing performance problems. And while these can seem insurmountable, they can be effectively resolved. To accomplish this we will examine how to identify, respond and resolve situations in a way that maintains the integrity of the organization and dignity of the individual.

3:50 – 4:45 Open Session for HR Q/A and Preparations for Friday Student Presentations
Time for burning questions to the HR professional and Teachers.
Reminder to each student they will make a presentation to the class Friday using hand-outs or PowerPoint on a solution to the problem previously assigned when they registered. The relevancy of what is included in your presentation will affect the grade

FRIDAY, July 27th

8:00 – 8:20 Devotions

8:25 – 9:50 Case Study Presentations: **students**
Each student will make a presentation to the class using hand-outs or PowerPoint on a solution to the problem previously assigned when they registered. The relevancy of what is included in your presentation will affect the grade

9:50 – 10:05 Break

10:05 – 11:30 Case Study Presentations: **students**

11:30 – 11:45 Questions from Students about Post Assignments

11:45 Homeward bound **after** all work has been turned in and presentations are made.
Please make sure that you have met with instructor regarding your major management issue before you depart.

Principles of Management
PRM – 306

Assignment Name
Assignment Number
Submitted by (Your Name)

Olivet Nazarene University
Instructor's Name
Date submitted

REFERENCES

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Andringa, Rober, and Engstrom, Ted (2002) *Nonprofit Board Answer Book, Practical Guide for Board Members and Chief Executives*. Published by Board Source

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