

IPS 660: Leadership Skills in Social Justice Organizations

Fall 2008

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Mondays 1:00 pm – 3:30

Room: Maguire 340

Office Hours: Wednesday 10-12; Monday and Thursday by appointment

Course Description:

The work of social justice involves the ability to lead people and programs. This course provides content and skills development in theoretical and practical dimensions of leadership. Topics addressed include models of leadership in not-for-profits and social justice organizations; grant-writing; program development including budgets, relationship building, and organization for change; evaluation, supervising, working with volunteers and co-workers; and resources for spiritual growth and theological reflection, and media relations. Course evaluation will be based on an extensive portfolio, discussion of assigned readings, and written assignments.

Learning Objectives:

1. To articulate a vision of a world characterized by social justice
2. To examine models of leadership as well as assess their strengths and weaknesses
3. To develop fundamental leadership skills, including relationship building, program development, funding sources and organizational structure for change for an implementation of the vision of a just world.
4. To practice grant-writing, including budgeting and proposal development
5. To expand a skill base for supervising, evaluating and working with volunteers and co-workers
6. To know available resources for spiritual growth and theological reflection
7. To experience philanthropy including the determination of a grant funded focus, criteria for funding, surfacing proposals, grant writing consultation, presentation of a proposal, proposal evaluation, proposal decision and proposal award.

Required Texts:

Parks Daloz, Laurent, Cheryl Keen, James Keen, and Sharon Daloz Parks. *Common fire. Lives of Commitment in a Complex World*. Boston: Beacon Book, 1996.

Ruffing, Janet. *Mysticism and Social Transformation*. Syracuse: Syracuse University Press, 2001.

*Klein, Kim, *Fundraising for Social Change*, 5th ed. Oakland, CA: Chardon Press, 2006.

*Robinson, Andy. *Grassroots Grants*. Oakland, CA: Chardon Press, 2004.

Topical handouts on Blackboard

Required Articles:

Note: You get extra credit for finding any article that relates leadership or specific skills to the social justice arena, especially if I can use the article in this course on another occasion.

Course Outline and Assignments:

NOTE: We will be working with two “realities”: 1. your internship site/other selected social justice organization (Many assignments require finding examples which we will evaluate in class) and 2. the social justice organization you want to start. You are using what you are learning in class from real world realities of your own or others in the class to structure and implement your specific social justice initiative.

1. Assignments (25): Readings, Written Assignment, and Internship-based//other organization need to be brought to the class for the date on which they are listed. They will be turned or used in class discussion and work (See Course Topics and Assignments below).
 - o You may always bring more than one example to class.
 - o I would suggest that you choose one social justice organization, e.g. your internship site (OR another group to which you have access) and use it for all assignments.
2. The portfolio assignments (50) do not need to be prepared for the class, but need to be done afterwards in light of the class discussions etc. Focus these assignments around your ideal social justice organization that enables you to live out your dream position to make the world a better place. This portfolio comprises a significant part of your final MASJ paper/project. **Due: Dec 10**
3. Class participation (25) requires presence and active engagement in the weekly meetings on the basis of the assigned readings and class activities. If you are absent more than one time, please contact me with ideas about how to demonstrate your understanding of class material.

COURSE TOPICS AND ASSIGNMENTS

August 25: 1. Introduction to Course, History of Leadership Thinking and the Roger Grein Course-based Philanthropy Project:

Assigned Readings:

Written Assignment (bring to class to hand in): A copy of the syllabus

Note: Be prepared to talk about the following question in (small) groups: If you could develop a not-for-profit organization around one of your social justice passions, what would it be, why did you choose it, and how would you lead?

Internship-based//other organization Assignment:

Follow-up

Portfolio Assignment: Interview someone about the Organizational History of their Social Justice Group (See OrganizationHistory on BB)

Related Readings:

September 1 Labor Day

September 8: 2. Leadership for the Public Good; Criteria for Roger Grein Course-based Philanthropy Project

Assigned Readings: Parks-Daloz et al, *Commonfire. Lives of Commitment in a Complex World.*

Read with the discussion questions in mind which are posted on Blackboard for Sept 8
Written Assignment (bring to class to hand in): Describe a time when you provided leadership for a group or a project; briefly describe what you did and its purpose; what went well; what went less well; what would you do differently; what would you do again.

NOTE: in class we will determine the criteria for funding for the follow-up assignment

Follow-up

Internship-based/other organization (follow-up) Assignment: Talk with your social justice internship sites about a small project for which you might consult/work with them for funding.

Follow-up Portfolio Assignment: A draft statement of the kind of leadership that you intend to provide for your social justice organization

Related Readings:

September 15: 3. Tools for Social Analysis (Beginning Strategic Planning)

Assigned Readings:

- Klein, Kim, chs 20-21
- See BB: SWOT, Key Informant, Focus groups, Trend analysis, UWNFP Organizational Assessment Tool, Organizational Structures
- 501(c) (3) See <http://www.501c3.org/> (See especially 501c3 FAQ)

Written Assignment (Bring to class): Choose one of the above tools with which you are unfamiliar and use it to examine the social context of your social justice passion/internship site
Internship-based/other organization Assignment: Bring a flow chart or design for the organizational structure as well as the 501 (c) (3) status of your internship/other organization site.

Follow-up

Portfolio Assignment: Determine which two assessment tools will best provide an analysis of the social context for beginning a social justice organization around your passion as well as a draft of its organizational structure.

Related Readings:

September 22: 4. Strategic Planning (vision, mission, goals, objectives, program development)

Assigned Readings:

- Klein, Kim, ch. 6
- Robinson, Andy, ch. 4

Written Assignment (Bring to class):

Internship-based/other organization Assignment: Bring to class the most recent strategic plan (4 copies) from your internship site.

Follow-up

Portfolio Assignment: Begin working on a strategic plan for a social justice organization which deals with your passion.

Related Readings:

- Allison, Michael and Jude Kaye, *Strategic Planning for Nonprofit Organizations. A Practical Guide and Workbook*. New York: John Wiley and Sons, Inc. 1997 and 200?, chs 2-5.
- Gast, Dan and Barbara Fleischer, *Pastoral Leadership and Organization*, LIMEX, ch. 8

September 29: 5. Strategic Planning (vision, mission, goals, objectives, program development)

Assigned Readings:

- Klein, Kim, chs 32 and 33
- ProgramDevelopmentOutline (BB)

Written Assignment (Bring to class): An idea for a program around a social justice issue of your choice linked to your strategic plan. Begin thinking about its goals, objectives and strategies for class work

Internship-based/other organization Assignment (bring notes): Talk with a program officer about how they develop programs.

Note: What proposals have we surfaced for the RGCPP?

Follow-up

Portfolio Assignment: Continue working on a strategic plan for a social justice organization which deals with your passion with a focus on a program that embodies the strategic plan.

Related Readings:

October 6: fall Break

October 13: 6. Fundraising and Grant Writing I

Assigned Readings:

- Ruffing 3 – The Franciscan Way
- Klein, Kim, *Fundraising for Social Change*, chs. 1, 2 and 3 (I) and chs 6-10 (II)
- Robinson, Andy, *Grassroots Grants*, chs. 1-3 and 5-6

Written Assignment (Bring to class): Bring one direct mail appeal from a social justice agency and narrate an effort by you to raise funds. What worked? What didn't? What did you learn from the effort? What would you do again? What would you do differently?

Internship-based/other organization Assignment (bring notes): What have been some successful fundraising efforts at your social justice agency? (Talk to the development director)

Follow-up

Portfolio Assignment: Develop a fundraising plan for your social justice organization which does not include grants.

Related Readings:

October 20: 7. Fundraising and Grant Writing II

Assigned Readings:

- Ruffing 5 – St. Teresa of Avila as a Social Reformer
- Robinson, Andy. *Grassroots Grants*. Oakland, CA: Chardon Press, 2004, chs 7- 11
- One of the grant “tips” articles listed below (related readings) or another of your choice (Please bring or send to me electronically)

Written Assignment (Bring to class): See The Foundation Center www.fdncenter.org or visit The Donor's Forum of Chicago n line <http://www.donorsforum.org/> or at 208 South LaSalle, Suite 740 Chicago, IL 60604-1006 , 312/578-0090 | fax 312/578-0103/ Library 312/578-0175. Look for at least three foundations that may fund a dimension of your strategic plan.

Internship-based/other organization Assignment: Bring the beginnings of a proposal on which you are working/consulting as part of the Roger Grein Course-based Philanthropy Project.

Follow-up

Portfolio Assignment: Begin work on a grant to fund a dimension of your Strategic Plan OR the proposal submitted to our class for the **Roger Grein Course-based Philanthropy Project** with an evaluation based on the Robinson's approach.

Related Readings:

- Hall, Mary and Susan Howlett. *Getting Funded. The Complete Guide to Writing Grant Proposals*. 4th Ed. Portland, OR: Continuing Education Press, 2003.
- <http://www.campagne.com/>
- Grant Writing Tips (BB)
- Secrets of Successful Proposals (BB)
- Technical Assistance Tips: How to Raise Money from Religious Sources (BB)

October 27: 8. Working with Others (Team, Staff, Boards, Volunteer, Other Agencies)

Assigned Readings:

- Ruffing 6: Ignatian Mysticism of Service
- Bring and read an article on "team leadership" OR collaboration among other agencies OR one of the related readings below
- Read one of the NFProfit Board articles on BB

Written Assignment (Bring to class): Write a reflection paper on your experience of working on a team and what you learned about yourself as a team player: briefly describe the team and its purpose; what was your role; what went well; what went less well; what would you do differently; what would you do again.

Internship-based Assignment: continued consultation on the RGCPP

Follow-up

Portfolio Assignment: Develop a strategy to start a board for "your" social justice agency (who, what is their role, recruitment efforts)

Related Readings:

- Bryman, Alan. "Leadership in Organizations," in Stewart R. Clegg, Cynthia Hardy, and Walter R. Nord, *Handbook of Organization Studies*, London: Sage, 1996, 276-291.
- Robert J. Starratt, "Leadership of Flawed Institutions" in Ibid., *The Drama of Leadership*. London/Washington: Falmer Press, 1993.
- NFPBoards (BB)
- NFProfitBoardTasks(BB)

November 3: 9. Working with Others (Team, Staff, Volunteer, Other Agencies)

Assigned Readings:

- Ruffing 7 – Practical Mysticism – Quakers
- Bring and read an article on working with volunteers or staff OR read one of the related readings below

Written Assignment (Bring to class): Write a reflection paper on my experience as a volunteer: Briefly describe your experience and what you learned from it: what made it a positive experience, what made it a less than satisfying experience, what did you need or want and didn't receive, etc.

Internship-based Assignment: Bring an employee or volunteer "handbook"

Follow-up

Portfolio Assignment: Develop a plan for volunteer assistance including training, collaboration and evaluation

Related Readings:

- Trumbauer, Jean Morris. *Sharing the Ministry. A Practical Guide for Transforming Volunteers into Ministers*. Minneapolis: Augsburg Fortress, 1995, esp 3 and 4
- Philip Sheldrake, "Christian Spirituality as a Way of Living Publicly: Dialectic of Mystical and Prophetic," *Spiritus* 3 (2003):1937.
<http://muse.jhu.edu/journals/spiritus/v003/3.1sheldrake.pdf> Paste the link into the browser and hit "go" OR just click on the link.
- Goldfarb, Katia Paz and Jaime Grinberg, "Leadership for Social Justice: Authentic Participation in the Case of a Community Center in Caracas, Venezuela," in *Journal of School Leadership* 12 (March 2002)157- 173.

November 10: 10. Evaluation of Projects and People

Assigned Readings:

- Ruffing 8: Traditions of African American Women
- Evaluating Social Action Responses (BB)

Written Assignment (Bring to class): Evaluate a program in which you are currently involved. What kinds of questions are you asking? Qualitative or Quantitative

Internship-based Assignment: Bring a program evaluation tool from your internship site AND bring ideas for evaluative criteria for the RGCPP.

Note: We will spend some time in class developing the tool to be used for the RGCPP as well as letters to the awardees and the non-awardees.

Follow-up

Portfolio Assignment: Develop a 1) program and 2) personnel evaluation tool for the program that you are developing as part of your social justice strategic plan.

Related Readings:

November 17: 11. Evaluation of Projects and People (cont.); begin Potpourri (decision-making; problem solving; effective meetings; ...)

Assigned Readings:

- Ruffing 10: Ecological Spirituality
- Klein, Kim, *Fundraising for Social Change*, ch. 5
- Evaluation (BB)

Written Assignment (Bring to class): Reflect on a meeting with a supervisor about job related performance. What went well; what didn't go so well; what would you do in an evaluation meeting with another persons; what would you not do?

Internship-based Assignment: Bring a personnel evaluation tool (employee or volunteer)

Follow-up

Portfolio Assignment: Create a personal plan (resources and practices) for your own leadership development.

Related Readings:

- Decision Grid Background (BB)

- Decision Grid Chart (BB)
- “A Step-by-step Process for Problem-solving” from www.resources-i.com pages 7-13
- Decision-making: Please bring www.resource-i.com/programs_decisions.html pp. 61-67
- EffectiveMeetings (BB)
- (See ObserveBoardMeeting on BB)

November 24: 12. RGCPP presentations (video-taped)

Assigned Readings:

Written Assignment: In Class presentations of the various proposals

Internship-based Assignment:

Note: We will be using the evaluation tools developed in class last week

Follow-up

Portfolio Assignment: Develop “10 Commandments” for your approach to leadership, drawing on **and referencing** the various leaders we have/will meet throughout the course (Cf. Parks Daloz and Ruffing).

Related Readings:

December 1: 13. Determining the Awardees of the Roger Grein Course-based Philanthropy Project and continue Potpourri (decision-making; problem solving; effective meetings; ...)

Assigned Readings:

- Ruffing 9: Buddhism and Social Transformation
- Read an article from BB (see related readings) on Decision-making, Problem-solving or effective meetings

Written Assignment (Bring to class): Write a reflection paper on your experience of leading a meeting and what you have learned: briefly describe the meeting and its purpose; what went well; what didn’t go so well; what would you do again? what changes would you make. Be prepared to talk about the decision-making process around the RGCPP project last week.

Internship-based Assignment: Bring an agenda from a meeting (board, staff or leadership team) OR attend a board meeting and bring your observations.

Note: The class will use the project evaluation tool for RGCPP developed earlier to determine the RGCPP awardees.

Follow-up

Portfolio Assignment: Develop “10 Commandments” for your approach to leadership, drawing on **and referencing** the various leaders we have/will meet throughout the course (Cf. Parks Daloz and Ruffing).

Related Readings:

- Nelson, Bob. *1001 Ways to Reward Employees*. New York: Workman, 1994.

December 10: 14. Final awards Ceremony for the Roger Grein Course-based Philanthropy Project. (NOTE: the ceremony will be a Wednesday evening. Your presence is expected. All Portfolios are due today!!!)

Statement of Academic Honesty:

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with integrity.

Academic dishonesty is characterized by the failure to apply this ethic; i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in her or his name. A student's failure to practice academic honesty will, depending upon the seriousness of the misconduct, result in a sanction ranging from the grade of *F* for the assignment to expulsion from the university.

Web Resources:

National Center for Nonprofit Enterprise - <http://www.nationalcne.org/>
<http://nonprofitissues.com/> Nonprofit Issues (includes links to fundraising, governance and structures, requirements for federal tax exemption, and volunteers)
www.irs.gov/charities/ (see article: "Exemption requirements" which deals with 501 (c)(3))
<http://www.501c3.org/> (See especially 501c3 FAQ).
<http://www.resource-i.com/PDFs/decisionmaking.pdf> (1. decision-making approaches including consensus; 2. decision-making flowchart; 3. decision-making grid; 4. problem-solving process)
www.grassrootsfundraising.org
<http://www.osjspm.org/psj.htm>
<http://www.allianceonline.org/ARC>
<http://www.galaxygoo.org>
<http://componentleadership.pmi.org/training/nonprofit/>
http://www.pccc.cc.nj.us/CE/Faith_based_non_profit.htm

Recommended Texts:

Allison, Michael and Jude Kaye, *Strategic Planning for Nonprofit Organizations. A Practical Guide and Workbook*. New York: John Wiley and Sons, Inc. 1997 and ??

Astin, Helen S and Carole Leland. *Women of Influence, Women of Vision. A Cross-Generational Study of Leaders and Social Change*. San Francisco: Jossey-Bass, 1991.

Aviolo, B. and Bass B. *Developing Potential Across a Full Range of Leadership: Cases on Transactional and Transformational Leadership*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002

Barndt, Joseph. *Dismantling Racism : The Continuing Challenge to White America*. Minneapolis: Augsburg, 1991

Barry, Brian. *Why Social Justice Matters*, ?? 2005.

Bass, Dorothy (ed.), *Practicing Our Faith. A Way of Life for a Searching People*. San Francisco: Jossey-Bass, 1997.

Bobo, Kim, Jackie Kendall and Steve Max. *Organize! A Manual for Activists in the 1990's*. Santa Anna, CA: Seven Locks Press, 1991.

Buck, Michelle. "Healthy Habits of Pastoral Leadership Teams" Presentation for Inspire Teams, Loyola University Chicago, April 14, 2005.

Buckingham, Marcus. *The One Thing You Need to Know ... About Great Managing, Great Leading and Sustained Individual Success*. New York: Free Press, 2005.

Bowman, James. "Marketplace morality.(The media)" : *New Criterion* [HTML]

Boykoff, Jules. *The Suppression of Dissent: How the State and Mass Media Squelch US American Social Movements (New Approaches in Sociology: Studies in Social Inequality, Social Changes, and Social Justice)*.

- Bryman, Alan. "Leadership in Organizations," in Stewart R. Clegg, Cynthia Hardy, and Walter R. Nord, *Handbook of Organization Studies*, London: Sage, 1996, 276-291.
- Cahill, Lisa Sowle. "The New Testament and Ethics. Communities of Social Change," *Interpretation* 44 (1990/October) 383-395.
- Carlson, M. and Honohoe, M. *The Executive Director's Survival Guide: Thriving As a Nonprofit Leader*. San Francisco: Jossey-Bass Publishers, 2003.
- Clark, Tom. *Getting on the Air and into Print. A Citizen's Guide to Chicago Area Media and Beyond*. 312 344 6400. (Very expensive).
- Cladis, George. *Leading the Team-Based Church*, Jossey-Bass, 1999
- Connerley, M. and Pederson, P. *Leadership in a Diverse and Multicultural Environment*. Thousand Oaks, CA: Sage Publishers, 2005.**
- Drucker, Peter F. *Management Challenges for the 21st Century*. New York: Harper/Collins, 1999.
- Drucker, Peter F. *Managing the Non-Profit Organization*. New York: Harper/Collins, 1990.
- Durbin, Mary Ellen et al. *The Empowerment Process. Centering Social Ministry in the Life of the Local Christian Community*. Mahwah: Paulist, 1994.
- Entman, Robert M. *The media's coverage of poverty: A report of the Chicago Council on Urban Affairs* (DHHS publication).
- Ellis, Susan J. *From the Top Down: The Executive Role in Volunteer Program Success*. Philadelphia: Energize Inc., 1986.
- Ellsberg, Robert (ed.). *Dorothy Day. Selected Writings*. Maryknoll, NY: Orbis, 1996.
- Finkler, Steven A. *Financial Management for Public, Health and Not-for-Profit Organizations (2nd Ed.)*. Upper Saddle River, NJ: Prentice Hall, 2005.
- Fleischer, Barbara J. and Daniel Gast. *Pastoral Leadership and Organization*. New Orleans: Loyola Institute for Ministry, 2004.
- Foss, Michael W. *Power Surge: Six Marks of Discipleship for a Changing Church*. Minneapolis: Augsburg Fortress, 2000.
- Gelatt, James P. *Managing Nonprofit Organizations in the 21st Century*. Phoenix, AZ : Oryx Press, 1992.
- Giber, D., Carter, L. and Goldsmith, M. (Eds.) *Linkage Inc. 's Best Practices in Leadership Development Handbook*. San Francisco: Jossey-Bass Publishers, 1999.
- Giloth, Robert. *Equity Development in Chicago: Robert Meir's Ideas and Practice*. ??
- Goeffrion, Timothy C. *The Spirit-led Leader, Nine Leadership Practices and Soul Principles*. 2005.
- Goldfarb, Katia Paz and Jaime Grinberg, "Leadership for Social Justice: Authentic Participation in the Case of a Community Center in Caracas, Venezuela," in *Journal of School Leadership* 12 (March 2002)157- 173.**
- Greer, Chris and Yvonne Jewkes. "Extremes of otherness: media images of social exclusion" *Social Justice* (Digital).
- Hall, Mary and Susan Howlett. *Getting Funded. The Complete Guide to Writing Grant Proposals*. 4th Ed. Portland, OR: Continuing Education Press, 2003.
- Hahnenberg, Edward P. *Ministries : A Relational Approach*. New York: Crossroad, 2003
- Hargreaves, Andy and Dean Fink, "The Seven Principles of Sustainable Leadership" in *Educational Leadership* ?? (Dec 2003) ??
- Hesselbein, F. and Cohen, P. (Eds.) *Leader to Leader: Enduring Insights from the Drucker Foundation's Award-Winning Journal*. San Francisco: Jossey-Bass Publishers, 1999.
- Hesselbein, Frances, Goldsmith, Marshall & Beckhard, Richard (eds)., *The Leader of the Future – New Visions, Strategies and Practices for the Next Era*. San Francisco: Jossey-Bass Publishers, 1997.
- Hug, James and Rose Marie Scherschel. *Social Revelation*. Washington, DC: Center of Concern, 1987.

- Kouzes, James M. and Barry Z. Posner (eds.). *Christian Reflections on Leadership. The Challenge*. San Francisco: Jossey-Bass Publishers, 2004.
- Kouzes, James M. and Barry Z. Posner, *The Leadership Challenge. How to Keep Getting Extraordinary Things Done in Organizations*. San Francisco: Jossey-Bass Publishers, 1995.
- Law, Eric H. F. *The Word at the Crossings. Living the Good News in a Multicontextual Community*. St. Louis: Chalice Press, 2004.
- Lund, James R and Mary L. Heidkamp. *Moving Faith Into Action. A Facilitator's Guide for Creating Parish Social Ministry*. Mahwah: Paulist, 1990.
- Malphurs, Aubrey and Will Mancini. *Building Leaders*. 2004.
- Marcic, Dorothy. *Managing with the Wisdom of Love: Uncovering Virtue in People and Organizations*. San Francisco: Jossey-Bass, 1998.
- Metzler, Barbara R. *Passionaries*. West Conshohocken, PA: Templeton Foundation Press, 2006.
- Over, William *Social Justice in World Cinema and Theatre (Civic Discourse for the Third Millennium)*, 2001.
- Nelson, Bob. *1001 Ways to Reward Employees*. New York: Workman, 1994.
- Packard, Thomas. The Management Audit as a Teaching Tool in Social Work Administration. *Journal of Social Work Education*, Winter 2000, 36 (1), 39-52
- Parks, Sharon Daloz, *Leadership can be Taught. A Bold Approach for a Complex World*. Boston: Harvard Business School Press, 2005.**
- Pynes, Joan E. *Human Resource Management for Public and Nonprofit Organizations*. San Francisco: Jossey-Bass Publishers, 1997.
- Riggio, R. and Orr, S. *Improving Leadership in Nonprofit Organizations*. San Francisco: Jossey-Bass Publishers, 2004
- Rakoczy, Susan. *Great Mystics and Social Justice. Walking on the Two Feet of Love*. Mahwah, NJ: Paulist Press, 2006, especially "Dorothy Day" and "Four South African Voices"**
- Saunders, Stanley and Charles Campbell, eds. *The Word on the Street: Performing the Scriptures in the Urban Context*. Grand Rapids, MI: Eerdmans, 2000.
- Senge, Peter. *The Fifth Discipline Fieldbook*. New York: Doubleday, 1994.
- Sheldrake, Philip. "Christian Spirituality as a Way of Living Publically: A Dialectic of the Mystical and the Prophetic, *Spiritus* 3 (2003) 19-37. (on-line)**
- Shields, Katrina. *In the Tiger's Mouth: An Empowerment Guide for Social Action*. Philadelphia: New Society Publishers, 1994.**
- Shore, Bill. *The Cathedral Within*. ?? Random House, ??
- Slessarev, Helene. *The Betrayal of the Urban Poor*. Philadelphia : Temple University Press, 1997
- Soelle, Dorothee. *The Silent Cry: Mysticism and Resistance*. Minneapolis: Fortress, 2001.**
- Spears, Larry C. *Insights on Leadership: Service, Stewardship, Spirit and Servant-Leadership*. New York: John Wiley and Sons, 1998.
- Starratt, Robert. *The Drama of Leadership*. London/Washington: Falmer Press, 1993, especially "Leadership of Flawed Institutions"**
- Staub, Gail. *The Rhythm of Compassion: Caring for Self, Connecting with Society*. Boston: Tuttle Publishing, 2000.
- Steinfels, Margaret O'Brien. *American Catholics and Civic Engagement: A Distinctive Voice*. Lanham Md. : Rowman & Littlefield, 2004 Lanham Md. : Rowman & Littlefield, 2004**
- Steinfels, Margaret O'Brien. *American Catholics, American Culture: Tradition and Resistance*. Lanham Md. : Rowman & Littlefield, 2004
- Ray Surette (Ed.), *Justice and the Media: Issues and Research***
- Trumbauer, Jean Morris. *Sharing the Ministry. A Practical Guide for Transforming Volunteers into Ministers*. Minneapolis: Augsburg Fortress, 1995.**

- Wallis, Jim. *Faith Works. Lessons from the Life of an Activist Preacher*. New York: Random House, 2000
- Wicks, Robert J. *Handbook of Spirituality for Ministers*. Mahwah, NJ: Paulist Press, 1995
- Wolf, Thomas. *Managing a Nonprofit Organization in the 21st Century*. New York: Fireside, 1999
- Zaleznik, Abraham. "Managers and Leaders: Are They Different?" from *Harvard Business Review on Leadership* (Harvard Business School Press, 1998): 61-88.