

Multi-Week Course Design

(The Formation of Kingdom Minded Admissions Professionals)

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LDRS 571

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SEVEN STEP DESIGN: The Formation of Kingdom Minded Admissions Professionals**Who? (participants/leaders – How many)**

- Azusa Pacific University undergraduate admissions counselors consisting of ten freshmen counselors, three transfer counselors, and two assistant directors who are overseeing freshmen and transfer recruitment.
- CCCU, Council for Christian Colleges and Universities, admissions professionals who are seeking to find meaning in the mundane of their everyday tasks.
- Admissions professionals who have been seeking to craft a strategic vision that is kingdom minded, which will motivate their missional call in their lives and the people around them making the mundane meaningful.
- Admissions professionals looking for best practices by empowering their touchpoints and tasks making the missional miraculous.
- Admissions professionals who are seeking to develop spiritual disciplines to integrate in their everyday lives throughout the inconsistencies of the admissions cycle making the meaningful missional.
- People in this class want to learn about how to have a kingdom mindset as they job craft their occupation for maximum impact beyond their workspace and in their community, in their nation, and in the world.

Why? (the situation calling for the learning event)

- Admissions professionals are seeking to become kingdom minded in their spheres of influence from their office to their territories. This leadership development program seeks to develop an Immediate Strategic Vision, Intentional Best Practices, and Integrated Spiritual Disciplines for admissions professionals. These three courses are designed to cultivate dialogue and development for opportunities to see the mundane become meaningful, the meaningful missional, and the missional miraculous in everyday tasks.

When? (the time frame)

- The Formation of a Kingdom Minded Admissions Professionals will be a three-week course, one hour each, consisting of three lessons: The Strategic Vision of an Admissions Professionals, The Power of Best Practices of an Admission Professionals, and The Ten Spiritual Disciplines of an Admissions Professionals.
- The Strategic Vision of an Admissions Professionals (Learning Tasks #1) will take place on March 21st, 2018, I will be offering a one-hour training.
- The Power of Best Practices of an Admission Professionals (Learning Task #2) will take place on April 4th, 2018, I will be offering a one-hour training.
- The Ten Spiritual Disciplines of an Admissions Professionals (Learning Tasks #3) will take place on April 11th, 2018, I will be offering a one-hour training.

Where? (the site)

- The Strategic Vision of an Admissions Professionals (Learning Tasks #1) will take place on APU's East Campus, in the Welcome Center, after the weekly counselor meeting from 10:30AM-11:30AM.

- The Power of Best Practices of an Admission Professionals (Learning Task #2) will take place on APU's East Campus, in classroom Wynn 4, after the weekly counselor meeting from 10:30AM-11:30AM.
- The Ten Spiritual Disciplines of an Admissions Professionals (Learning Tasks #3) will take place on APU's East Campus, after the weekly counselor meeting from 10:30AM-11:30AM.

What? (the content: knowledge / skills / attitude)

- In the Strategic Vision of an Admissions Professionals: Developing Your Mission Statement that is Empower by Your Personal Why (Learning Tasks #1), learners will understand why they are in the admissions profession, learn about Simon Sinek's Golden Circle, develop their own personal "Why," understand and cultivate their vocation at work.
- In the Power of Best Practices of an Admission Professionals: Developing Best Practices Out of the Six Nonnegotiable Dynamics of an Admission Counselors (Learning Task #2), learners will discover their personal nonnegotiable dynamics, understand the six nonnegotiable dynamics of an admissions professional, learn about SMARTER goals and activation triggers.
- In the Ten Spiritual Disciplines of an Admissions Professional: Developing Spiritual Disciplines for a Lifestyle of Wholeness (Learning Tasks #3), learners will connect their vision and best practices to spiritual disciplines, learn about spiritual disciplines from Chittister and Foster, and practice these spiritual disciplines. (Sequence and Reinforcement: Small to Large, Simple to Complex, and Easy to Difficult)

What for? (achievement based objectives [ABOs]; "By the end of this course, learners will have...")

- Developed a well-crafted mission statement delineating *their* vocation.
- Created best practices in the form of SMARTER goals with activation triggers and team accountability.
- Form a list of personal and team spiritual disciplines to practice individually and collaboratively. (Praxis: Action with Reflection)

How? (see learning tasks and accompanying materials for each week of class)

LEARNING TASK #1: The Strategic Vision of an Admissions Professional: Developing Your Mission Statement that is Empower by Your Personal Why

Across the landscape of Higher Education, admissions professionals entered into the busiest part of the admissions cycle and are reminded that the profession can have moments of being extremely busy or extremely slow paced, which makes up for the perfect context for burn out. Overall, the admissions profession has an average eight-month turnover rate and it is important for recognize their intrinsic motivations in addition to their extrinsic motivations. Those intrinsic motivations are discovered at the core of an individual's "why" and it is important that every admissions professional is able to discover their "why: understand their vocation, and job craft in their particular sphere of influence.

INDUCTIVE: Why Undergraduate Admissions?

Q1: Write down why you wanted to be in the admissions profession and what intrinsically motivates you to come to work every day? (Engagement: Physically, Mentally, and Emotionally Engaged)

Q2: Share what you wrote down and discuss any intrinsic motivations that you have when working in sphere of undergraduate admissions. (Ideas/Feelings/Actions: Cognitive, Affective, and Psychomotor)

INPUT: Start with Why- Simon Sinek

Q3: Watch the Simon Sinek TED TALK: *How Great Leaders Inspire Action* and discuss any highlights from the video. What are the key takeaways for you as you continue to reflect upon why you work in undergraduate admissions?

Sinek, S. (2009, September). *How Great Leaders Inspire Action* [Video file]. Retrieved from https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

IMPLEMENTATION: Understanding Your Vocation in a Changing World

Vocation and career has been frequently interchanged in the pursuit of understanding faith and work. According to Buechner (1993), the word vocation come for the latin word *vocare*, which means "to call" and it is the work that man is called to consisting of what you need to do and what the world need to be done. "Vocation - calling - becomes another word for continual process of discernment, examining the fruits of our work to see whether they are producing that kind of fruit, and doing all we can to scatter the next round of seed in the most fruitful place" (Crouch, 2008, p. 256). As I reflect on my definition of vocation, I believe that vocation is the outward response to an inward reality, which is manifested in a person's everyday life that meets the desperate needs of the world around them.

Buechner, Frederick. (1993). *Wishful Thinking: A Seeker's ABC*. San Francisco, CA: HarperOne.

Crouch, Andy. (2008). *Culture Making: Recovering Our Creative Calling*. Downers Grove, IL: Intervarsity Press.

Q5: Read the description of vocation above and reflect on your own definition of vocation. How would you describe your definition of vocation? Discuss how you see your vocation lived out in your daily life. (Immediacy: Instant Usefulness)

INTEGRATION: “Job Crafting”: Cultivating Our Vocation at Work

When mundane tasks have meaning, it creates miraculous ripple effects. To see the mundane become meaningful, the meaningful missional, and the missional miraculous, work spaces increase motivation, productivity, and effectiveness throughout the course of an admissions cycle.

INDIVIDUAL TASK: Read the article “*Job Crafting*”: *Cultivating Our Vocation At Work*” by, Stevan Becker and write down various way that you can craft your job as an admissions professional.

Becker, Stevan. (2017). “*Job Crafting*”: *Cultivating Our Vocation At Work*. Retrieved from <https://tifwe.org/job-crafting-cultivating-our-vocation-at-work/>

Q4: Based on your definition of vocation and explanation provided, create a well-crafted statement delineating *your* vocation. What is your well-crafted mission statement regarding your vocation? (Accountability: Function and Response)

**LEARNING TASK #2: The Power of Best Practices of an Admission Professionals:
Developing Best Practices from the Six Nonnegotiable Dynamics of an Admission Professionals**

Across the landscape of Higher Education, admissions professionals engage in a high capacity of mundane tasks that have the potential to become meaningful and even miraculous. However, those tasks are essential to fulfilling the various roles of an admissions professional: counselor, territory manager, and university ambassador. With a lot of autonomy in the profession, which is dependent on the culture of the institution, it is essential to identify any nonnegotiable dynamics needed to thrive and survive as a dynamic, healthy, and fruitful admissions professional. Developing best practices based off of the six nonnegotiable dynamics of an admissions professionals will provide an opportunity for theory to turn into practice.

INDUCTIVE: Discover Your Personal Nonnegotiable Dynamics of an Admissions Professional

INDIVIDUAL TASK: Create a list any **nonnegotiable characteristics or traits** needed for admissions professionals to thrive in their role.

- Q1a: Across higher education, the role of an admissions counselor is cluttered with tasks, but it is these nonnegotiable characteristics or traits that empowers them to become meaningful, what were the nonnegotiable characteristics or traits that your listed?
 - Share and compare in groups of two or three your results and observations of your list and its relation to the six categories. (Teamwork: Small Groups & Sound Relationships: Respect, Perspective, and Empathy)

**** AFTER** completing the above, categorize your extensive list into six categories: servant leadership, generational leader, contextualization, effective communication, time management, and self-care.

- Q1b: Are there any nonnegotiable characteristics that would fit in another dynamic nonnegotiable category? (Ideas/Feelings/Actions: Cognitive, Affective, and Psychomotor)

Rationale: Develop a list of core competencies needed for thriving admissions professional and utilize that for further research and training purposes.

INPUT: Understanding the Six Nonnegotiable Dynamics of an Admissions Professional

- Q2: Review the qualitative research from *The Effectiveness of the MOU Partnership* by, Curtis Isozaki on the six non-negotiables for admissions counselors. Which of these six nonnegotiable dynamics stand out to you?
 1. Servant Leadership (Seven Virtuous Constructs)
 - a. Agapao Love: agents of hope filled with empathy, passion, and deep care
 - b. Humility: resilience, grit, and grace
 - c. Altruism: relational intentionally with a deep care to serve others

- d. Vision: full of strategic vision with an intrinsic motivation
 - e. Trust: authenticity and accountability
 - f. Empowerment: creative and autonomous with a coachable spirit and synergy in team dynamics to execute the vision
 - g. Service: customer service with a friendly and gregarious hospitality (Patterson, 2003).
2. Generational Leader: Carries an executive presence with maturity as a seasoned admissions professional as a supportive trainer, dynamic visionary, and reproduces generations of admissions professionals.
 3. Contextualization: Understanding culture and context makes contextualization essential for being a strategic territory manager and admissions professional. Understanding cultures, demographics, major trends, graduation rates, socioeconomics, and A-G requirements are just some of many factors of contextualization in the admissions profession.

ACTIVITY: Watch Video: What's Up? – How the Monkeys Saved the Fish (a Tanzanian folktale.

[Feel Like You Belong]. (2014, October). *What's Up? – How the Monkeys Saved the Fish (a Tanzanian folktale)* [Video file]. Retrieved from https://www.youtube.com/watch?v=csCVMOzI7_A

4. Effective Communication: Communicates clearly, frequently, publicly, intentional, and internally.
5. Time Management: Empowered through adaptability, flexibility, and availability as a detail-oriented agent of change.
6. Self-Care: Life outside of the admission role is essential or it will become your life and will not be life-giving, which makes self-care consisting of laughter, community, and quality of life.

Isozaki, C. (2017). The Effectiveness of the MOU Partnership (Unpublished research paper).

Azusa Pacific University, Azusa, CA

Patterson, K. (2003). *Servant Leadership: A Theoretical Model*. School of Leadership Studies, Regent University.

GROUP ACTIVITY: Reflect more on these six nonnegotiable dynamics of an admissions professional and after you have reviewed that list, turn to a neighbor and encourage them with when you observed them living out one of these dynamics. (Engagement: Physically, Mentally, and Emotionally Engaged, Teamwork: Small Groups, Sound Relationships: Respect, Perspective, and Empathy, and Respect: Honest Dialogue)

IMPLEMENTATION: SMARTER Goals for the Six Nonnegotiable Dynamics of an Admissions Professional

INDIVIDUAL TASK: Identify two of the six dynamics from the list of nonnegotiable dynamics, and if applicable, feel free to include or count dynamics not listed, that are wanting to improve upon in your role as an admissions professional.

Q3: What are some ways that you can improve upon those two chosen dynamics? Brainstorm opportunities for you be able to practically implement ways for that improvement to take place. (Immediacy: Instant Usefulness)

INDIVIDUAL TASK: Review Michael Hyatt’s definition of SMARTER goals. Then write down two SMARTER goals per dynamic that you are seeking to improve in. These SMARTER Goals will eventually become Best Practices.

- **Specific** enough to focus and direct your energies.
- **Measurable** so you can keep track of your progress.
- **Actionable** with clear initiating verb that prompts specific activity.
- **Risky** enough to leverage our natural tendency to rise to challenges.
- **Time-keyed** so you’re prompted exactly when to act.
- **Exciting** enough to inspire and harness the power of your intrinsic motivation.
- **Relevant** within the overall context of your life (Hyatt, 2017).

Hyatt, Michael. (2017). How to Use Activation Triggers to Reach Your Goals this Year. Retrieved at <https://michaelhyatt.com/activation-triggers/>

SMARTER GOAL-SETTING TEMPLATES

🎯 FOR ACHIEVEMENT GOALS

1

ACTIONABLE
SPECIFIC, MEASURABLE, RISKY & EXCITING
TIME-KEYED

RELEVANT

2

ACTIONABLE
MEASURABLE, RISKY & EXCITING
SPECIFIC
TIME-KEYED

RELEVANT

3

ACTIONABLE
SPECIFIC
MEASURABLE, RISKY & EXCITING
TIME-KEYED

RELEVANT

📅 FOR HABIT GOALS

4

ACTIONABLE
MEASURABLE, RISKY & EXCITING
SPECIFIC
TIME-KEYED

TIME TRIGGER
STARTING DATE
STREAK TARGET

RELEVANT

SMARTER GOAL-SETTING TEMPLATES

🎯 FOR ACHIEVEMENT GOALS

1	Run	the Country Music Half Marathon	by April 21
	ACTIONABLE	SPECIFIC, MEASURABLE, RISKY & EXCITING	TIME-KEYED
	RELEVANT		
2	Read	50 business books	by December 31
	ACTIONABLE	MEASURABLE, RISKY & EXCITING	SPECIFIC
	TIME-KEYED		
	RELEVANT		
3	Lower	my golf handicap from 22 to 18	by September 30
	ACTIONABLE	SPECIFIC	MEASURABLE, RISKY & EXCITING
	TIME-KEYED		
	RELEVANT		

📅 FOR HABIT GOALS

4	Walk	two miles	at Pinkerton Park	M-W-F
	ACTIONABLE	MEASURABLE, RISKY & EXCITING	SPECIFIC	TIME-KEYED
	at 6:00 am	starting June 1	for 12 weeks	
	TIME TRIGGER	STARTING DATE	STREAK TARGET	
	RELEVANT			

Hyatt, M. (2018). *Your Best Year Ever: A 5-Step Plan for Achieving Your Most Important Goals*. (Kindle Edition). Retrieved from Amazon.com

INTEGRATION: Mobilize and Activate the Six Nonnegotiable Dynamics of an Admissions Professional

INDIVIDUAL TASK: Review Michael Hyatt's definition of activation triggers and complete steps one through five.

- Step 1: Start with a Clearly Stated Goal
- Step 2: Brainstorm the Best Triggers for Success
- Step 3: Optimize Your Activation Triggers
- Step 4: Anticipate Obstacles and Determine Your Response
- Step 5: Experiment Until You Nail It (Hyatt, 2017)

Hyatt, Michael. (2017). How to Use Activation Triggers to Reach Your Goals this Year. Retrieved at <https://michaelhyatt.com/activation-triggers/>

Q5: Design at least one activation trigger per goal. Write it down on a Word document and post it for your team to offer comments and feedback. Your team will want to support or challenge your understanding of the six nonnegotiable dynamics of an admissions professional, the potential of your goal to be achieved through your activation triggers, and the creative collaboration of your team's accountability. (Accountability: Function and Response and Respect: Honest Dialogue)

LEARNING TASK #3: The Ten Spiritual Disciplines of an Admissions Professional: Developing Spiritual Disciplines for a Lifestyle of Wholeness

Throughout every sphere of society, there are Gospel Patrons who are salt and light influencers who have the ability to be an agent of change or atmosphere changer. Admissions professionals are in high capacity role that have the potential to impact communities through recruiting, access to higher education, and servant leadership. However, in a world of constant need and selfless giving, burn out and spiritual heaviness can cause an admissions counselor to crash. Psalm 23:1-2 declares, “The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul. He guides me along the right paths for his name’s sake” (New International Version). Living a lifestyle of wholeness is essential to making it for the long haul and it is through spiritual disciplines that develops a spiritual core that empowers admissions professionals’ best practices and ultimately their vision.

INDUCTIVE: Connecting Your Vision and Best Practices to Spiritual Disciplines

Q1: Review your well-crafted vocational vision statement and reflect on your best practices that you had created based off of the six nonnegotiable dynamics in the admissions professional. How has your vision informed why you perform in your role in admissions? How have you been utilizing your best practices in your role in admissions?

Q2: Are there any spiritual discipline that you could think of that would empower your vision and best practices? If so, create a list of those spiritual disciplines and share them in groups. (Ideas/Feelings/Actions: Cognitive, Affective, and Psychomotor, and Respect: Honest Dialogue)

INPUT: Research Spiritual Disciplines from Chittister and Foster

Discovering wholeness requires balance, harmony, and awareness to shine and align in all areas of life such as thoughts, feelings, choice, body, social, and soul (Gilbert, 2016). Within a monastery chapel, light penetrates from separate windows from all angles creating balance and harmony throughout the room causing every area to illuminate (Chittister, 2013). As a person’s perspective begins to shape through a greater awareness of wholeness, Chittister (2013), author of *Wisdom Distilled from the Daily: Living the Rule of St. Benedict Today*, shines a light onto the disorientation of a person’s life stating that,

Work can seduce us with our own godship. Too much play can make us shallow. People can become our chains. Even prayer can shrink our souls if prayer becomes an end unto itself, a chloroform rather than a consciousness...Benedictine spirituality requires that we live life to the full (pp. 78-79).

Through a greater awareness of wholeness, a person’s life begins to deconstruct and reshape due to a conviction and willingness to illuminate areas of deep chaos waiting to be restored to fullness. Transforming these areas spark the journey of greater discovery that uncovers the overall importance of wholeness.

GROUP TASK: In groups of six to eight research and review the lists of spiritual disciplines below from *Wisdom Distilled from the Daily: Living the Rule of St. Benedict Today* and *Celebration of Discipline: The Path to Spiritual Growth* and discuss in your groups all of the various spiritual disciplines.

- Listening: The Key to Spiritual Growth
- Prayer and Lectio: The Center and Centrifuge of Life
- Community: The Basis of Human Relationships
- Humility: The Lost Virtue
- Monastic Mindfulness: A Blend of Harmony, Wholeness, Balance
- Work: Participation in Creation
- Holy Leisure: The Key to a Good Life
- Giftedness: Making Music Together
- Hospitality: The Unboundaried Heart
- Obedience: Holy Responsibility
- Stability: Revelation of the Many Faces of God
- Monastic Practices: The Way of Conversion
- Peace: Sign of the Disarmed Heart

Chittister, J. (2013). *Wisdom Distilled from the Daily: Living the Rule of St. Benedict Today*. Sydney, Australia: HarperCollins Publishers.

- The Inward Disciplines
 - Meditation
 - Prayer
 - Fasting
 - Study
- The Outward Disciplines
 - Simplicity
 - Solitude
 - Submission
 - Service
- The Corporate Disciplines
 - Confession
 - Worship
 - Guidance
 - Celebration

Foster, R. J. (2009). *Celebration of Discipline: The Path to Spiritual Growth*. New York, NY: HarperCollins Publishers.

Q3: From your dialogue driven by research, what were some of the spiritual disciplines that challenged your pursuit of greater wholeness and were there any spiritual discipline that you have already been practicing? (Engagement: Physically, Mentally, and Emotionally Engaged)

IMPLEMENTATION: List Ten Personal and Team Spiritual Disciplines

Q4: Create a list of ten spiritual disciplines that you plan on utilizing in your role in the admissions professional. Why did you particularly choose those ten spiritual disciplines?

Q5: As a group, discuss your selection and collaborate together as an admissions team to come up with a list of ten spiritual disciplines that your admissions office would like to practice together. What did your group choose as your ten spiritual disciplines as an admissions team? (Safety: Learning Styles and Psychological Types)

INTEGRATION: Practically Living Out These Ten Personal and Team Spiritual Disciplines Together

Q6: How will you practically you personally and your team practically live out your list of ten spiritual disciplines? (Immediacy: Instant Usefulness)

GROUP ACTIVITY: Create a personal and team journal recording your journey together in living out your personal and team ten spiritual discipline. (Accountability: Function and Response & Teamwork: Small Groups)

LEARNING RESOURCE NEEDS ASSESSMENT (LRNA): The Formation of a Kingdom Minded Admissions Professionals

Welcome to the beginning of your formational journey of becoming a kingdom minded admissions professional. Overall, this course is designed to help you discover your vision that will inform your best practices, which will be empowered through your spiritual disciplines.

As we start this class together, I am excited as an educator to come alongside you and your team as the learners on this journey. (Clear Roles: Defined) Before we get start would you be able to complete this survey, which is design to inform your learning experience throughout the course of the three lessons. It should take 10-15 minutes and this feedback will help me make good use of our time together in a *safe and engaging* learning environment. (Safety: Learning Styles and Psychological Types)

I will be asking for your name below as it will assist me in preparing for how your story will connect with the course content. (Respect: Honest Dialogue) However, if you are not comfortable giving your name, you may choose not to. Your overall comments and response will be still helpful, and I am excited for this survey to be the beginning of our journey together.

Thank you for joining us on this journey of becoming a kingdom minded admissions professional.

~ Curtis Isozaki

1. What is your name?
2. How long have you been in the admissions profession?
3. Please select which of the following is your current role in the Office of Undergraduate Admissions:
 - Freshmen Recruitment
 - Transfer Recruitment
 - Campus Events & Visits
 - Administration
 - Leadership
 - Procession
4. Please select any of the following key terms that you are familiar with from either reading, listening to podcast, or from colleagues:
 - Vision
 - Golden Circle
 - Simon Sinek
 - Servant Leadership
 - Contextualization
 - Spiritual Disciplines
 - Fasting
 - Solitude
 - Vocation
 - Job Crafting
 - SMARTER Goals
 - Michael Hyatt
 - Activation Triggers
5. Have you ever created a vision or mission statement?
6. If so, what is your personal vision or mission statement?
7. Does your admissions office have a vision or mission statement?
 - Yes
 - No
8. If so, what is your admissions office's vision or mission statement?
9. Does your admissions office have a current set of best practices?
 - Yes
 - No

10. If so, what is your admissions office's current set of best practices?
11. Have you ever had any previous training on spiritual disciplines?
 - Yes
 - No
12. What do you expect to learn from this course?
13. Do you have any fears, hesitations, anxieties, in taking this course?
 - Yes
 - No
14. If you would share with me what your fears, hesitations, or anxieties may be, that would greatly help me to prepare to be as helpful as possible.
15. What is your preferred learning styles?
 - Listening to someone talk about the topic
 - Watching material presented on a screen
 - Reading / Writing
 - Working alone and thinking for myself
 - Hand-on participating, creating, and producing
 - Case studies
 - Other: ____

Thank you so much for taking this assessment and I am excited to go on this journey with you in becoming a kingdom minded admissions professional.

[SUBMIT]

References

- Becker, Stevan. (2017). *“Job Crafting”*: *Cultivating Our Vocation At Work*. Retrieved from <https://tifwe.org/job-crafting-cultivating-our-vocation-at-work/>
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- [Feel Like You Belong]. (2014, October). *What's Up? – How the Monkeys Saved the Fish (a Tanzanian folktale)* [Video file]. Retrieved from https://www.youtube.com/watch?v=csCVMozI7_A
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