Institute For Christian Teaching
Department of Education
General Conference of Seventh-day Adventists

MENTORING IN BUSINESS EDUCATION:
TRAINING BUSINESS LEADERS
FOR THE 21ST CENTURY

William D. Tieng'o
Dean Faculty of Business
Solusi University
P.O. Solusi Bulawayo, Zimbabwe

Prepared for the
23rd International Faith and Learning Seminar
University of Eastern Africa Baraton, Kenya
November, 1998

MENTORING IN BUSINESS EDUCATION: TRAINING CHRISTIAN BUSINESS LEADERS FOR THE 21ST CENTURY

TABLE OF CONTENTS

MENTORING IN CHRISTIAN EDUCATION: TRAINING CHRISTIAN BUSINESS LEADERS FOR THE 21ST CENTURY

1. STATEMENT OF PURPOSE

The objective of this essay is to reveal that the classroom is not just a place for imparting skills and knowledge, but also a place to influence the student to adopt a philosophy and an ethical value system appropriate to a Christian business leader called upon to handle contemporary issues of business management today.

The paper will show how a lecturer armed with technical knowledge and faith can mentor students and shape their world-view. The essay will also address methods used by mentors to prepare his followers to emulate him. It will look into ways of how Christian lecturers can mentor business students to be leaders with clear Christian values that will stand out. Christ was a mentor to his disciples, molding them to the character of his father. A teacher armed with technical knowledge will be an instrument in the hand of Christ to shape those passing through his hands. The value of the essay here is double in the sense that it will show the needed preparation for mentors and the influence after the preparation. For Adventist teachers it is a challenge to produce Christian Business leaders in commerce, industry and public sectors imbued with Christian values to make a difference in our business environment in the coming 21st century.

11. INTRODUCTION:

1. Mentoring defined:

Mentoring is a process of forming and maintaining an intensive and lasting development relationship with another person. It is associated with being a teacher, coach, godfather and sponsor. It is an important part of developing a high performance culture in the organization. It helps to create a sense of oneness.

Functions of mentoring include: sponsorship, exposure; visibility; coaching; protection; challenging assignments; acceptance; confirmation; counseling; and friendship. Outcomes of mentoring when done properly

includes: career development; clarifying both participants' identities and enhancing their feeling of competence.

According to Carrel, R Michael; et al "a mentor is an experienced manager who provides guidance to a junior... professional and facilitates his or her personal development" (1995, p413). Thus mentoring is a process of forming and maintaining an intensive and lasting developmental relationship with another person. It focuses on longer-term support and personal and career development.

2. Need for Mentors

a. Why mentors are important today

We live today in a fast moving world in which information technology helps in beclouding our world-views. Pressure exerted on us by the demands of our profession in a fast moving environment keeps our faculties pre-occupied with what to do next. Hence, teachers in the approaching 21st century are overwhelmed. Students have access to so much information today, not only from what they see and hear on the TV, Radio, and read in the papers but they can access so much information using Information Technology (IT). Much of what they can access can help or totally destroy their values. It is here that the role of a teachers as a mentors and a guide becomes crucial.

The mentors needs to influence the business students to acquire a "visionary leadership" that includes Christian values and philosophies. Therefore one role of a Christian teacher in the classroom is that of shaping thinking and character formation. In pursuing this role they may deal with contemporary issues in business such as: diversity; globalisation; empowerment; multi-skilling; transparency; accountability plus restructuring of the organization for the 21st century.

b. Definition of some of the contemporary issues:

Diversity is defined as "the situation that exists when members of a group or organization differ from each other in terms of age, gender, ethnicity, and/or education... diversity has become a major challenge for

many organizations because of the changes in work-force compositions."
This change is due to rapidly growing increase in global and regional
business. Luthans (1995, p.51)

Globalization: Means a situation where any firm can join any market,
at any time. Consumers in Bulawayo, Dar es salaam, Capetown, Kampala,
Beijing, Bombay also demands Coca cola, fanta, Philips and Levis products.
This requires that Human Resources policy becomes world class. "The
company that cannot meet quality at the world's best price, is not even in the
game... The enduring advantage will come from making better use of
people... The only way we can beat the competition is with people. That's
the only thing anybody has. Your culture and how you motivate and empower
and educate your people is what makes the difference " (1995, p.563).

Empowerment: Refers to " the authority to make decisions within
ones area of operations without having to get approval from anyone else."
(1995, p.36) . Empowerment differ from delegation of authority because it's
earned by the one to be empowered.

Multi-skilling: Refers to a training or a course or education system that
trains students into multiple co-competencies. A multi-skilled individual will be
able to function better in the 21st century firms where tendencies to join
several departments together as result of restructuring to avoid overhead
costs are necessary.

Transparency: Refers to a situation were public or private
organizations
practice open frank systems in their dealing with clients, stakeholders and
workers. It includes being able to openly involving your subordinates in
planning, decision making, setting controls plus daily running of the
business.

Accountability: refers to taking responsibility for ones actions at
workplace. Avoiding buck passing and being sensitive to stakeholders,
clients workers, environment and society at large.
These are just a few concerns for the educators involved in mentoring
for the 21st century. The training must be planned to respond to these
challenges.

However it is the mentors who will positively influence these leaders to deal gently with these issues.

111. MENTORING STUDENTS FOR 21ST CENTURY WORKPLACE

1. The Change Agenda.

Business education for 21st century must of necessity, train and educate business leaders capable of moving from the trend in 20th century organization to 21st century organization. Characteristics of where we are and where we ought to be can be shown by "A" and "B" boxes below:

A.   WHERE ARE WE COMING FROM?
Organization in 20th century characterized by: • Structure 　　-Bureaucratic 　　-Many ties, (tall organizational chart) 　　-Top Managers paid to manage • Systems 　　-Internal procedures too complicated 　　-Paucity of performance information 　　-Performance data only go to top managers • Culture 　　-Centralization 　　-Inward focused 　　-Slow and risk averse

B.   WHERE WE NEED TO BE GOING
Organizations in 21st century need to be characterized by: • Structure 　　-Fewer roles and greater delegation (less bureaucracy) 　　-Less Managerial levels 　　-Top Managers paid to lead than manage • Systems 　　-Procedures designed to save customers' need rather than being too complicated. 　　-Performance information on critical success factors 　　-Performance data widely distributed (feed-back is a must) • Culture 　　-Outward looking (diversity allowed) 　　-Empowering (workers with core competencies and who are multi-skilled allowed to exercise their skills) 　　-Open and frank (Transparency permeates the organizations) 　　-Fast decision making/more risk taking (use of information Technology and ready to take advantage of opportunity which are sported earlier).

In the 21st century business manager's role will changes to that of a leader. This is due to the kind of workers expected in the 21st century. The workers are

highly skilled with multi-skills' competencies and can easily access information through global information highway made possible by information Technology. The worker is not only empowered by his education and information but also is diverse in his cultural experience. As such the manager's work ceases to be that of planning budgeting, controlling, problem solving organizing and staffing and becomes more and more that of leadership, which is establishing direction, motivating, inspiring and aligning people. More and more management functions will fall to empowered workers. The manager's main task becomes that of producing change and commitment. This leads to new approach of products and services. This combined management and leadership is expected to deliver vital competitive edge.

2. Traditional versus New management role and tasks

In the traditional model-frontline managers role was operational delivery. Middle level managers role was administrative supervisors and top level managers played a role of resource allocators. Their level of training in most countries also differed greatly with a highly educated (trained) top management and less educated the lower you went down ladder. This hierarchy stifles innovation and its structure fragments resources and capabilities. It breeds bureaucracy and retards reform and production (Fogden, 1997).

The new management role and tasks expected in 21st century still looks at three levels of management. Front-line Managers, Middle Managers and top level Managers. However the roles have changed to meet the 21st century demands, pressures, threats coming from. The primacy of the customer which creates; cost pressures - more far less, quality demands- due to more choices, and a vote on who should deliver what in the market place - due to more availability of quality and variety. Second pressure, concerns demand and threat which comes from globalization of markets and competition. This has brought with it optimism versus pessimism, more threats due to competition and fast pace of business divisions. More opportunities due to bigger markets and fewer barriers. The issue then becomes how to cope with these demands and what is the role of Christian educators and mentors? How can they effectively prepare leaders for the future,

who will play the new roles of frontlines , middle level and top level managers' positively and with a difference.

As frontline managers, they are to play the role of opportunity innovators who are performance drivers, opportunity creators and capability builders. As middle level managers their role is that of organizational supporter instead of administrative supervisors. This means that this level is more of organizational, strategist, business developers and people investors. Lastly, the top level managers will be motivators leaders and not resource allocators, this means the managers in this level are leaders who are shapers of purpose, architects of processes and molders of people. (Fogden, 1997)

3. Mentors World of values

A Christian mentors world of values includes; honesty, humility, integrity, punctuality, godliness, respect for others, kindness deligency and transparency. Mentoring process will take place at all times the mentor and mentees come into contact, and could be divided into three subsections that makes a holistic program of education.

The mental: Mentoring is accomplished through every contact made with students either personally or through the work. e.g. class lectures, reading assignments, research papers, field trips, attendance, quizzes, and examination.

The physical and social: The mentoring is accomplished through promotion of classes (e.g. Health lessons, volleyball), philosophy of work emphasizing dignity of work, industrial attachment, on campus work for pay, literature evangelism, and public evangelism.

Spiritual: Here the mentoring process is facilitated for example by: Assemblies and chapels, prayer meetings and vespers, sabbath school and divine service. Through all the three stages the mentors must pass values listed above. This should be done through full participation of the mentors at each stage. The values, if properly passed will enhance the students' ability to deal with the contemporary issues mentioned earlier.

IV   VALUES USED AS A GUIDE

Values are used as yardstick or standards that lead or guide a leader's conduct in multiple situations. Values will makes it easy for the leader to take a stand or hold a given position on an issue. It makes it easy to chart a path to follow in a given situation. Values also clarify conflict between personal objectives, business objectives, and societal positions.

1. Values defined

According to Milton Rokeach, one of the leading researchers and scholars in the field of human values, "A value is an enduring belief that a specify mode of conduct or end-state or existence is personally or socially referable to an opposite or converse mode of conduct or end state of existence" (Rokeach: 1993, p.5).

We can say that a prospective Christian business leaders can be mentored by their mentors, to choose those values that will make a difference, in a world of conflicting messages. Kouzes and Posner also continue to say that, values and value systems can also be used as a tool for conflict resolution and decision making (1993, p.61).

2. Mentors and core values

Therefore as the mentors works to prepare their students for business leadership in the 21st Century, they will identify a list of core Christian values to work with. Several institutions have today identified some of these values. For example, Solusi University Bulletin page 4 lists the following as its core values:- Christ likeness; holiness; love; the Sabbath; creation; integrity; cleanliness; services; quality.

To these we may apply the value process such as identifying, clarifying making value judgment and choices and decisions to act on. It can therefore be said here that the role of mentoring is to guide the students in identifying Christian values to form their world-view in helping solve the 21st Century contemporary leadership issue. There is no reason why a Christian leaders

guided properly by a dedicated mentors, cannot have a cutting-edge in the business world by being clear about value priorities.

Business education in a Seventh Day Adventist church related university like Solusi University and the University of Eastern Africa, Baraton in the EAD must endeavor to make programs in leadership training that require a spirit of pioneering. The training and mentors guidance, should create leaders who are adventurers, who seek out opportunities to change the way things are, who test their skills and abilities, who are innovative in getting extra ordinary things done. The mentors should encourage this type of personality.

Another value lies in the ability to lead. The difference between managing and leading is the difference between what you can do with your hands and what you can do with your feet... You cannot lead from behind a desk. You cannot lead from a seated position. The only way you can go any places is to get up from behind the desk and use your feet" (1993, p67).

The mentor must make sure that those who are leaders and are able bodied know what takes place in the shop floor or among the rank and file. The leaders who cannot do that due to their physical inability should also be made to feel important and innovative in every way their conditions could allow.

Finally a true leader in the 21st Century will have to practice empathy. "True leaders must understand deeply the hurt and the bruises joys and struggles, aims and aspirations of their constituents. Through careful listening and being sensitive to the needs of others, we can recognize their needs and offer ways to fill them. However people will follow our advice and recommendations only when they trust our competence and believe that we have their best interests at heart" (Kouzes: 1993, p.89).

The teachings in New Testament are consistently pointing to Christ who was in all spheres a model. From a child he grew up, the Bible says in favor with God and man. He depended on his Father for strength and wisdom, knowledge and education. Teachers as mentors need that dependability. Christ's modeling was so strong that he needed only three

years with the band of men he chose as his disciples, but because of his connection with the father he had a strong impact in their lives. With example of Jesus as their source of power, mentors will be able to articulate and through their life give answers to their students to the following questions: Who are we? Why do we exist? What kind of business students are we? What is unique in our learning? What are our values and beliefs? What are our Heritage?

3. Mentors role and Adventist education

The mentors have a job to bringing young people not only into terms with the global change and to adopt Christian values that will help them in the work place to deal with the change. They must lead the students also to live a life of transparency by their life style because, they themselves are transparent in their dealings. Their life as a Christians must be transparent and responsible. The gospel of the New Testament as preached by Christ by its very nature is revolutionary; a Christian's humility keeps his mind off himself. His relationship with God must not be questionable. Humility becomes a by produce of spiritual orientation. This is a strong argument that will attract students to emulate the teacher.

Adventist Education should be able to prepare its students first to cope with these changes and to accept its religious values, as basis for its world view, where service for men and women come first. This can only be done by a teachers "being genuine and authentic, by revealing an unconditional love and caring, by developing that sensitive ability to see things from the other's view point. It is possible yes, probable, ... that we may rear youth who will love religion rather than reject it" (Dudley:1978, p.56).

Adventist education system includes several secondary schools, high schools, teachers colleges, 3 junior colleges, 3 universities in this region excluding South Africa. All three universities in the region are recognized and chartered by the governments of respective countries, between 2,000 to 3,000 students are enrolled in Adventist schools for degree work, close to half of these are pursuing degrees in business related areas. They are being

prepared for the 21st century workplace. Properly mentored, these could tremendously impact the workforce in this region.

The business graduates from our schools should leave with the fear of the Lord. They should have seen in the lives of their teachers/mentors what Paul wrote; concerning moderation, and care for everything and dependency to God. The aim of the teachers should be that student should reflect with Paul's ":... the peace of God, which passes all understanding shall keep your hearts and minds through Christ Jesus" (Phil 4:7). Paul continues to urge, "Finally, brethren, whatsoever things are true, ... honest, ... just, pure, lovely and of good report, if there be any virtue, praise, think on these things. Those things which you have received and heard and seen from me do"
(Phil 4:8-9).

4. Mentoring creative thinking in classroom

There are several ways to approach the mentoring of creative thinking. Firstly; the way we introduce students to the world of knowledge is one path, Palmer in his book , "To know as we are known " calls this bringing teachers students and their subjects face to face in a community of truth. He also says that to "teach is to create a space in which obedience to truth is practiced." (Palmer:1993,p63). Here according to Palmer we have to focus on a classroom climate that will allow students to be involved thoughtfully in learning. Our role will have to change from producing people with the right answers to people with the right questions. Students Palmer says, should create space like desert then seek truth and let truth seek them in the open field (space) they will have to open up in to ideas and feelings within them. This knowledge comes out of hiding (1993: p.70). The students who are first class citizens and treated as such will not be crowded up in classrooms, but we shall continue to seek ways to create space in education by guiding the mind and catalyzing it to seek knowledge in an environment that is conducive to inquisitive learning..

For Adventist teachers of business related subjects this creation of space is also a change to guide students into a an Adventist philosophy of

business studies, including a rationale and value-oriented objectives, as set out for example by The South Pacific Division (SPD) Business Studies frame work for SDA schools (SPD: 1998, 0.10-11) This approach includes; accounting values, management, economics and marketing attitudes and values. For instance, the document lists Accounting values and attitudes to include: Showing an appreciation of Christians principles such as honesty and integrity in all business transaction. Showing that all resources are Gods gift and man is only steward. Promoting equity and fairness in all business dealings. Obtaining a balanced view of the role of management, accountants and others in business. Recognizing contribution of other people plus division of labour as the Bible teaches in the story of Moses and Jethro..

This does not mean we create status where a students and teacher both have same status, but a state of mind. Status is our perception of positions we hold in relation to others. The classroom should provide a common terms and condition of perception. With the teacher having opened new doors with his/her theories "encouraging students to help each other learn-to study with each other, a teacher is to know the power of learning space, (the topic of the day) he should define and defend the boundaries with care" (1993, p.70). This will keep students within learning space, to allow truth or knowledge to do its work, avoiding the danger of city creeping into the desert. The desert representing space or freedom of the mind's creativity and city being the predetermined knowledge. Palmer says that; "When we return to the city in body or mind the quality of space is destroyed" the teacher must model for the student who will develop as the best thinking individual. They must see that in our classes a wide range of ideas are welcome as long as it does not oppose the truth of the word of God.

We must encourage participation, by so doing we will be more influential teachers in our classes. According to Wicken "Paradoxically, through participation, management increases its control by giving up some of its authority, ... influence is not a zero sum goals" (Wicken: 1995 p.114) The more space teachers creates for their students the more they increase the

influence pie. Christian teachers should use that area of influence gained to instill values, and value judgment as they continues with their lessons.

5. Mentoring through industrial attachment

Second approach to integrate faith and learning through mentoring is creating courses like industrial attachment in industry for a given period before the students graduates. Here the students go out after having covered a given part of their course work toward a degree. They have learned enough to put into practice. For instance, second years in a three year degree program or juniors for four years degree program.

This practice has two major impacts,. Firstly, students go out to put into practice what they learnt from their mentors and classes that involved not only mentors' thoughts but those picked from interaction with fellow students and from the inner resources stimulated through the space created in the mentoring relationship. The students draws from the "well of their desert" the ways to think things through from their mentors and from books, but if they have been nurtured to think things through they find the whole desert out there with definite but wide boundaries of, deadlines, supervisors, objectives, mission of the company and competition from the peers from other universities out there during attachment.

Secondly, students come back having seen where exactly they need to fill in the gaps, and what they need to learn from others apart from themselves. e.g. Their mentors the teachers and the fellow students. It affords them the chance to see for themselves and what they lack, usually students have a whole a year to fill these needs, if the attachment was taken on times as scheduled. The mentors will get a chance to assess their products in the field and get feedback from those with hands on experience in the field. Properly guided and carried out, industrial attachment for business students affords both mentors and students a great opportunity for a review of what has been done in classes and their applications in the field. It also gives students opportunity to test mentors methods and practice values from the mentors which includes; integrity and honesty,

V. 21st Century Expectation of Business and the Role of the Mentors

What are the expectations of the 21st Century? De Vries and Manfed FR., in their book "Leaders Fools and Impostors" opens the introduction by this quote from Shakespeare as follows "All the world is a stage, and all the men and women merely players. They have their exits and their entrances, and one man in his time plays many parts." They also adds a quote from Oscar Wilde that says "those who go beneath the surface do so at their peril" (De Vries: 1993,p.9). There is no better quote to set the stage for the discussion on expectation of business in the 21st Century than this. The pace and the demand to deliver the goods has never been higher. Competition and fast change in quality and delivery have never reached the speed and level of demand. The issues to deal with have never been as diverse and complex. Our students need teachers who will model not only leadership style but a lifestyle that can help them withstand the pressures of demand from diversity, and globalisation. The mentor must help the student to discover themselves. Self-analysis leads to self-acceptance and help to create personal goals that are achievable. According to James M. Kouzes and Bauy Z. Posner in their book "Credibility: they talk about self-discovery, under the title "Discover yourself." They state that "one key to being a successful leader is self-awareness" (1993, p.58).

The need for dependency to God and scripture, can not be taken lightly. The mentors must know that students see the rest of the world through mentors eyes. Mentors who depend on God and his word, will have a better perspective of themselves. They quote Dan Kaplan President of Hertz as saying "I know who I was, who I am, and where I want to be." (Kouze, 1993, p59). The ability to earn true credibility comes through matching words and deeds. "This depends on how well you know yourself. The better you know yourself, the better you can make sense of the often incomprehensible and conflicting messages to you daily. Do this, do that. Buy this, buy that. Support this. Support that. Decide this, decide that. We need internal guidance to navigate the permanent white waters of today's environment" (Kouze:1993 p.59).

The teachers as mentors will have to guide their students into discovering what they can do, but only after they have sorted out their own strengths and weakness. After this step, they will work with the mentees to maximize the use of those strengths. But it's not enough to guide students to find themselves. The mentor must also guide tomorrow's leaders into emulating the character of Christ and the fear of God. There must be a unity of purpose. The mentors purposes for their students what God purposes for them. In the true plan, purpose and effort, the teachers lead their students through their lifestyle to depend on God. This is only true through the teacher's daily life and witness. (Adult Sabbath School Lesson 1998 1st Quarter p.33)

"If leaders are not clear about what they believe in, they are much more likely to change their positions with every fad or opinion poll. Without core beliefs and with only shifting positions, would be leaders will be judged as inconsistent. The first step on the credibility journey is thus classification of values" (1993,p.61).

VI. THE ROLE OF A UNIVERSITY IN PREPARING THE LECTURER TO BE A MENTOR

When mentoring of students is adopted as a university program, it needs to be developed carefully rather than asking individual mentors to decide how to do it. According to Gary and Watkins, the department chair should play a positive role by first mentoring the new faculty. The department chair must become the primary facilitator of a successful mentoring program. A study done recently backs up the above. This found helpful factors in the induction of the new members of staff as follows:

The role of department chairperson was found to be a key factor for the success of mentoring program. Low turn-over rates was found to be a challenge to the department chairperson. The early stage employment of support and nourishment was another key factor in the future success of a mentor. Chairpesons' role' also included provision of things like campus map, a copy of the faculty handbook, of University policies plus set of key to

faculty lounges.   Sometimes where possible free meals for the first two to four days in other faculty homes cements the good of departmental camaraderie (Solusi Univ. example practices this). Information regarding the department, the faculty or school, procedures, practices, policies, general campus culture and resources cases, were found to reduce the tension on the new faculty. These are some of the things that will create enabling climate for the new faculty and lessen the possibility of disenchantment that may lead to early quitting of the job or lack of success in the job. Other factors include: Planning; selecting; training mentors; implementation process; and establishment incentives.   (Best: 1998,p.50).

It is obvious here that a carefully planned mentoring process begins with the induction of the new teacher. Starting from the recruitment process, specific strengths and weaknesses of the new teacher should be identified. This process needs to be carefully dealt with by the chairpersons and be revisited from time to time as the mentors are developed. A carefully planned program will develop teachers who are role models in spirituality, relationships, commitment temperance, scholarship and deportment. The degree of role modeling will depend on how well the chairperson planned and carried out the mentoring process.

VII <u>Conclusion</u>

The integration of faith and learning through mentoring is today a very challenging task for a teacher, particularly with the approach of the 21st Century. The types of business education needed for training Christian business leaders will require preparation of both the organization which must stay a "learning organization" and the preparation of the individual teachers. The teacher can only cope with the dynamic changes of our time if they relentlessly continues learning and researching. The mentor must seek credibility with their students. They have to stay in the vine, who is Christ Jesus. As Paul writes to young Timothy; the mentor must not be found lacking, they must always study to show themselves approved by God a workmen that needs not to be ashamed rightly dividing the word of the truth. In a simple terms they must be well prepared and broadly read teacher in their classes.

The students leaving our schools should be found to be fair in dealing with firms' conteporary issues, taking the global perspective always in these things. If these students have developed a whole range of capacities e.g. intellectual, spiritual, social, these will make them feel as a first class citizen of the globe and part of the human race. In short properly integrated faith and learning through mentoring should produce an educated individuals. The true purpose of education must be wholesome "intense pleasures may be the excellence appropriate to lower animals. But human excellence is found by a moral and intellectual development that guides... decision and actions. Develop yourself, ... not just as a farmer or a businessman, but as a human being. Be reflective and be moral in everything you do. Become a thoroughly responsible agent. That is the mark of an educated person" (Holmes: 1977, p.100).

REFERENCES

1. Adventist Education: Dec 1993/January 1994 issue.

2. Best, Gay A. And Watkins, Alisce V. (1998) , Division of Special Education & Education and Behavioural studies: Azusa: Pacific University Press.

3. Bible Revised Standard Vision.

4. Carrel; M.R. et al., (1995) Human Resources Management Global Strategies for Managing A Diverse Workforce, 5th ed., Prentice-Hall, International, inc.

5. De Veries and F.F., Manfred (1993), Leaders, Fools and Imposters: London: MacMillan Press.

6. Dudley, L Roger; (1986), Passing on the Touch How to Convey Religious Values to Young People. Washington DC Review and Herald Publishing Association.

7. Fogden, Mike., (1997), World Class Leadership Unpublished papers presented to 3rd International Management Conference., Harare July 15, 1997.

8. Holmes, F. Arthur., (1997), The IDEA OF A Christian College. Rev. ed., B. Berdmans Publishing Co.

9. Luthans, Fred (1995), Organizational Behavior 7th ed. London: McGraw-Hill Inc.

10. Kouzes, J.M., and Posner, Bouy. Z., (1993) "Credibility" London: MacMillan Press.

11. Palmer, J. Parker., (1993), TO KNOW AS WE ARE KNOWN EDUCATION AS A SPIRITUAL JOURNEY San Francisco; Harpers & Row.

12. Wickens, D. Peters. (1995). The Ascendant Organisation London: MacMillan Press Ltd.

13. Adult SDA Sabbath School Lesson (1998) 1st Quarter., Namp: Pacific Press Publ. Asso.

14. Solusi University Bulletin 1999/2000

15. The Southern Pacific Division (SPD) (1998) Business Studies for SDA Schools.