

BRIERCREST

LE 603 Leadership and Management Foundations Fall 2019

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Course Dates: September 9-13, 2019

3 Credit Hours

COURSE DESCRIPTION

This course is an integrative study of the primary features and functions of best practices of leadership and management within organizations, communities and cultural settings. Students will design a philosophy and set of operational principles for best practices that would help move any ministry and/or organization from merely being “good” toward being “great.” (It is strongly recommended that this course be taken early in the program and not beyond the midpoint of the program.)

COURSE TEXTS

In addition to reading one Gospel (Jesus) or the Corinthian letters or Acts (Paul) through the lens of leadership, noting in every story and chapter how Jesus or Paul did their leading, please read as follows:

Cole, Neil. *Journeys to Significance: Charting a Leadership Course From The Life of Paul*. San Francisco: Jossey Bass, 2011. ISBN 978-0-470-52944-7. **OR** Ken Blanchard & Phil Hodges. *Lead Like Jesus: Lessons from the Greatest Role Model of All Time Revisited*. W Publishing Group, 2016. ISBN 978-0-7180-7725-9.

McChesney, Chris, Sean Covey & Jim Huling. *The 4 Disciplines of Execution: Achieving your Wildly Important Goals*. Toronto: Free Press, 2012. ISBN 978-1-4516-2705-3. **OR** Patrick Lencioni. *The Advantage: Why Organizational Health Trumps Everything Else in Business*. San Francisco: Jossey Bass, 2012. ISBN 978-0-470-94152.

Hougaard, Rasmus & Jacqueline Carter. *The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results*. Boston, Harvard Business Review, 2018. ISBN 9781633693425. **OR** John Maxwell, *Leader Shift: The 11 Essential Changes Every Leader Must Embrace*. Harper Collins, Inc., 2019. ISBN 978-0-7180-9850-6.

Gary Chapman & Paul White. *The Five Languages of Appreciation in the Workplace: Empowering Organizations by Empowering People*. Chicago: Northfield Publishing, 2012. ISBN 978-0-8024-6176-6. **OR** Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Expanded Edition. Downers Grove: IVP Press, 2015.

Clifton, Jim & Jim Carter. *It's The Manager*. Gallop Press, 2019. ISBN 13: 9781595622242. **OR** Buckingham, Marcus. *The One Thing You Need to Know about great Managing, great*

Leading, and sustained individual Success. Toronto: Free Press, 2005. ISBN 13: 978-0-7432-6165-4.

Myers/Briggs Step I Self-Scorable Form M available through the Briercrest bookstore.

Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here:
<https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OUTCOMES

Upon successful completion of the course students shall have acquired the following:

1. A philosophy of leadership informed by the principles and priorities of the Bible.
2. A foundational understanding of the principles and approaches that underlie the best practices of leadership throughout the emergent history of the science and art of leadership/management.
3. A sense of calling and mission to steward their lives to please God using the gifting and opportunities to lead in some measure, as a consequence of the cultural mandate, and in light of their gifting and endowment by God.
4. An appreciation for their unique potential given their assessed character, passions, values, preferences, style, skills and disciplines/habits as they think about a given context and set of opportunities for leading.
5. An understanding of their capacity to enter, be empowered and grow in arenas where they are called and where they best match the situation.
6. A realistic understanding of the character, competencies, capacities, skills, and accountabilities required of 21st century leaders given the diverse and rapidly changing postmodern environment.
7. A deepened understanding of the historical progression of leadership thinking with a view to the future of leadership thinking.
8. A deepened sense of the urgent need for missional leaders who are willing to dream, strategize, and lead enterprises that will accomplish kingdom work on a regional, national and global level.
9. A deepened development of passion, capacity, set of aspirations, awareness, qualities, competencies to deliver an excellence of leadership in their chosen setting.
10. **A processed functional clarity regarding the central importance of the linkage between leaders'/managers' SELF-AWARENESS, leaders'/managers' intentions, and leaders'/managers' impact.

COURSE OUTLINE AND CONTENT

1 day	<p>Unit I: Theoretical Foundations of great and godly leadership/management</p> <p>A. Your Definitions of Leadership/Management</p> <p>B. Your Description of Leadership/Management</p> <p>C. Historical Development of Leadership/Management Thinking (Polarities at work) based on assumptions about human nature</p> <p>D. Polarities of Leadership or/and management as well as Great or/and Godly</p> <p>E. Philosophical Development of Leadership/Management</p> <p>F. Theoretical Foundations of Leadership/Management</p> <ul style="list-style-type: none"> • Historical Overview • Theoretical Motifs • Theories of Leadership <p>G. Biblical Foundations of Leadership Management</p> <ul style="list-style-type: none"> • Nature & function of organizational culture/subculture as Community • Nature and Value of Human Life • Nature and Value of Human relationships/interaction style • Nature & purpose of Christian organization • Nature and Function of Human Responsibility • Nature of Stewardship/mission/mandates for life <p>H. Integrative Definition of 21st century Leadership/Management</p> <p>I. Tangibles & Intangibles of leadership</p> <p>J. Jesus as a 21st century leader? Ortberg DVD</p>	<p>a. Reflect on your definition of leadership and management and prepare to discuss.</p> <p>b. Reflect on your experiences and theories of leadership management.</p> <p>c. Prepare to explain how you arrive at a philosophy of anything?</p> <p>d. Prepare for an impromptu debate on the issue "Yes, there is - no, there is not - a Christian philosophy of management."</p> <p>e. Read either the Gospel of your choice or the Corinthian Letters three times and reflect on how Jesus or Paul provided influential leadership.</p> <p>f. Be ready to hear a stimulating challenge regarding the influence of a great leader (Ortberg DVD)</p> <p>g. Be ready to reflect on your reading of either the Buckingham or the Clifton & Harter textbook you selected</p> <p>h. Inspirational challenge from Bill Hybels on the intangibles of leadership.</p>
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1 day	<p>Unit II: The Person of The Leader</p> <ul style="list-style-type: none"> A. The Level Five/Six Leader (who is the hero vs hero maker?) B. The Leader's Preferences and Values Awareness and Enhancement C. The Leader's Spiritual Awareness and Enhancement D. The Leader's Emotional Awareness and Enhancement E. The Leader's Mental Awareness and Enhancement F. The Leader's Organizational/ Physical/Functional Awareness and Enhancement G. The Leader's Social/Cultural Awareness and Enhancement (Selflessness) H. The leader's Compassion and Enhancement I. The Leader's Authenticity/Integrity Awareness and Enhancement J. The Leader's Career Potential Awareness and Enhancement K. The Leader's Style Awareness and Enhancement L. The Leader's "Fruit" Assessment (outcome) and Enhancement M. Integrative Assessment Exercises N. Leadership 2.0 Integrative MAP O. Teamwork & discussion on your uniqueness and why that is so (SIMA & STUMP) 	<ul style="list-style-type: none"> a. Find one Biblical leadership motif/theme and prepare to explain it. b. Life Journey awareness shaping using SIMA and/or STUMP in course exercises & teamwork c. Prepare to describe your leadership style in your group. d. Reflect on what has caused leaders you know to fall. e. Be ready to discuss Jesus and/or Paul as leaders biblical and from your chosen book either Blanchard et.al or Cole f. Be prepared to discuss either the Maxwell or the Hougaard & Carter textbook.
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1 day	<p>Unit III: The Leaders Capacities and Impact in Influencing People</p> <p>A. Philosophical Perspectives Regarding People</p> <p>B. Biblical Perspectives Regarding People</p> <p>C. Connecting with People you wish to influence</p> <p>D. Engagement of People you wish to influence</p> <p>E. Bringing Out the Best in People (Motivation)</p> <p>F. Empowerment of People</p> <p>G. Enlargement of People</p> <p>H. Coaching/Management of People</p> <p>I. Multiplication of People focused on hero making</p> <p>J. Succession of People</p> <p>K. Distinctions between Employed & Volunteer HR</p>	<p>a. Reflect on your own view of man and the adequacy of the view demonstrated in places you have worked.</p> <p>b. Review the Acts 15 case of the debate about John Mark</p> <p>c. List ways you have helped someone become more than they once were.</p> <p>d. Reflect on Jesus from John's Gospel or Paul from the Corinthian letters, and prepare to discuss Jesus or Paul as the motivator, developer, enlarger, enhancer, "empowerer", coach, multiplier and succession shaper with people chosen as followers.</p> <p>e. Be ready to apply the principles from this section within your groups.</p> <p>f. Be ready to discuss the Cole or Blanchard textbook on this theme as well as either Hougaard or Maxwell textbooks.</p>
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1 day	<p>Unit IV: Leadership/Management Organizational Processes and Functional Skills</p> <ul style="list-style-type: none"> A. Establishing a Commitment to a Standard of "Greatness" B. Determining the Processes/Skills essential to greatness <ul style="list-style-type: none"> . 5M Model of Skills . 8 Habits . Character and Competency Processes . \$ Disciplines C. Disciplines/Skills of Listening D. Disciplines/Skills of Imagining and Clarifying E. Disciplines/Skills of Specialization F. Disciplines/Skills of Innovation G. Disciplines/Skills of Progressive Development 	<ul style="list-style-type: none"> a. Review and be ready to discuss the Bolsinger or Chapman/Whit textbook chosen b. What are the highest process values typical to your context? Be ready to discuss these. c. Be ready to engage in group conversation regarding the disciplines Creps, Burke and Covey identify as to leadership. d. Inights Endersbe, Merrien & Wortmann themes.
One half day	<p>Unit V: Leadership/Management of Purposeful Direction Setting and Execution</p> <ul style="list-style-type: none"> A. The Power of Vision/mission and Purpose B. The Place and Benefit of Boundaries (ENDS) C. The Structure and Benefits of Action Plans D. The Structure and Benefits of having clearly identified action steps (4 disciplines) D. The Shape/ingredients of moving a purpose, process, project forward and through end to end. D. Disciplined Implementation E. The Legacy of Leadership and Leading with Action F. Your Future as a Leader K. Any other leaders Leader's Future L. Team Reports/demonstrations/role plays 	<ul style="list-style-type: none"> a. Think about the flow of responsibility and authority in your environment and on its clarity. b. Reflect on the potential & pitfalls of your leadership and your experience of leadership. e. Who will replace you and why? f. Make some commitments around your future movement toward and/or within leadership g. Be ready to discuss and apply either the McChesney team or the Lencioni textbook.

ASSIGNMENTS

Pre-Course Assignments:

1. Integrative Reading report

It is expected that students will complete the textbook readings with care and that an integrated reading report will be submitted. The project should be 7-10 pages in length (cumulative including all books) and the approach should be to report on the primary theme

and development of each of the books and then to compare them as to the quality of the material presented. It would be wise to identify memorable insights, applicable insights, and highly beneficial insights from each book read. When each book is so addressed, it would be wise to compare and contrast and integrate all the resources as a part of the concluding section of the paper. Students should be careful to provide examples of how they will utilize each of the reading resources into the future.

Course value: 25%

Basis of grade: Demonstrated understanding, selection of memorable insights, thoughtful adoption or adaptation to live forward and reflection on values of each and the collective set of resources.

Due date: September 5, 2019 (prior to the first day of class)

During Course Expectations

2. Self-awareness links the leader's intentions and impact/outcomes. It is also the foundation for Self-leadership, other awareness, and other influence/leadership. 58% of any leader's impact is contingent on self-awareness and self-leadership. We will engage in numerous exercises and experiences to sharpen your self-awareness in the class session and in particular in class formed groups that do serious teamwork to help each other with close in self-awareness and self-leadership and while doing it each participant will actually be doing other awareness gathering and other leadership close in. Other leadership exercises will be assigned and processed daily or in the evening as attention will be given to team exercises. Self-awareness exercises, team journaling, teamwork and team member coaching, use of and interpretation of instruments, self-shaped reports and such will be engaged in. Students will be expected to rate themselves on several instruments, in an attempt to gain a deepened self-understanding. The students will be assigned to a group with the goal of developing a deepened self and group understanding. The group members will be expected to prepare a 4-5 page personal development paper for themselves based on their growing insight from their team and a 4-5 page development paper for each of two members of their group. Efforts will be made during class to allow groups to work on the foundation for this project with each step we take moving through the course. In addition to in-class teamwork, STUDENTS SHOULD EXPECT TO INVEST ONE ENTIRE 4 HOUR EVENING (or equivalent) BLOCK OF TIME TO GAIN THE NECESSARY UNDERSTANDING AND GROUP MEMBER INFORMATION BEYOND THE IN-CLASS TIME. So, expect the equivalent of 4 in-class hours and 4 hours scheduled by your group and beyond the class time. The group should ensure that each person receives a development paper from two other team members. More detailed instructions will be given with each of the interpretive instruments and tools. Students will be expected to work with their team in the evenings to gather the data needed for the written project.

Course value: 25%

Basis of grade: Quality of teamwork and team advice evidenced
As evidenced in the written report

Due date of final reports: November 8, 2019

3. Each class group will be expected to give a short and guided class demonstration, role play and/or report on the team processes they used, the ingredients in their team journal, the personal and group discoveries and identify early thoughts regarding how they could use

the process and teamwork as a template for take home to their actual real contextual setting.

Course value: 25%

Basis of Grade: Creativity and quality of presentation & team journal

Due date: September 18, 2019

Post Course Assignment

4. Philosophy of Leadership Paper

Each student will be expected to prepare a missional, operational and biblically-based leadership philosophy research paper. The goal is for you to bring clarity to an integrative philosophy essential to guide the delivery of "GREAT" and "GODLY" Leadership. This paper should meet graduate level academic research standards of the institution in its approach, quality, length, and style. As such the paper should be approximately 10 pages in length. In addition to using 7-10 quality leadership sources beyond textbooks, it is also expected that the student will have a good grasp of how either Jesus or Paul the Apostle provided leadership influence. Thus, be sure you have read the Gospel of John 3 times (Jesus) or the Corinthian Letters (Paul). The paper should focus on a set of operational principles in harmony with a Christian philosophy of leadership. It would be wise to include your foundational absolutes, values and principles for leadership. Please be aware that this paper is one of a series of documents that will be expected for your final graduation portfolio and hence it serves a double purpose.

Course Value: 25%

Basis of Grade: Quality and adequacy of the Leadership Philosophy

Due Date: November 8, 2019

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations (permanent or temporary) should discuss them with the course instructor after contacting the Director of Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

BIBLIOGRAPHY

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