

BRIERCREST

LE 850 Leadership Specialization/CM 819 Ministry Specialty Global Leadership Summit: Grand Leadership Learning Fall & Winter 2019-20 Event & Zoom Course

Professor: Paul Magnus with Dan Godard & Kimberly McElroy

Email: pmagnus@briercrest.ca

Phone: 306-756-3436

Course Dates: GLS attendance - August 8-9, 2019 or October 17-18, 2019, and; Reading, reflecting, In preparation for two full-engagement and highly participatory online sessions - December 7/19 & March 21/20 (9 am-4:30 pm SK time)

*Be sure to register early to ensure best practice advance connection and readiness for the online dates.

3 Credit Hours

COURSE DESCRIPTION

This is a guided reading/coaching circle course designed to help each student develop clarity understanding regarding perspectives, precepts, principles, processes and practices essential for gaining, stewarding and delivering well-founded leadership learning in the chaotic times we are in, informed by world class leaders. The GLS presenters' and chosen world class authors' insights and inspiration will be the basis on which the course is shaped and delivered.

COURSE INTEGRATION

This course is shaped to allow each student to specialize in the subject of well-integrated theological and functional leadership principles unique to the individual interests of the student. It will assume pre-existing functional and theological leadership understandings. It will also include insights of other 21st century leaders. The presenters at the Leadership Summit without question represent some of the finest spokespersons on 21st century leadership and their enriching resources will fuel the imagination and discussions in highly relevant and current ways. The theme of "grand leadership learning" will be used to integrate the full course journey this year.

COURSE TEXTS

Required Reading for Part One (Please read 5 of the following and have high expertise on one of the 5 books you read from this section) and readiness to process review of 7 presenters:

Wiseman, Liz. *Rookie Smarts: Why Learning Beats Knowing in the Game of Work*. New York: Harper Collins, 2014. ISBN 978-0-06-232263-0.

Groeschel, Craig. *Daily Power: 365 Days of Fuel for Your Soul*. Grand Rapids: Zondervan, 2017. ISBN 13:978-0310343080. **OR** Craig Groeschel. *Alter Ego: Becoming Who God Says You Are*. Grand

Rapids: Zondervan, 2013. ISBN 13: 978-0310333715.

Saxton, Jo.. *The Dream of You: Letting Go of Broken Identities and Live the Life You Were Made For*. WaterBrook, 2018. ISBN 13: 978-0735289826. **OR** Ben Sherwood, *The Survivors Club: The Secrets and Science that could save your life*. Grand Central Publishing. 2009. ISBN 13: 978-0446580243.

Strickland, Danielle. *The Liberating Truth: How Jesus Empowers Women*. Monarch Books, 2011. ISBN 13: 978-0857210197. **OR** Alan Johnson, General Editor. *How I Changed My Mind about Women in Leadership: Compelling Stories from Prominent Evangelicals*. Grand Rapids: Zondervan, 2010. ISBN 13-978-0310293156.

Henry, Todd. *Die On Empty: Unleash Your Best Work Every Day*. Abe Book Sellers, 2009. ISBN 13: 9781591846994. **OR** Todd Henry, *Herding Tigers: Be the Leader that Creative People Need*. Abe Books seller, 2018. ISBN 13: 9780735211711.

Dorsey, Jason. *Y-Size Your Business: How Gen Y Employees Can Save You Money and Grow Your Business*. Wiley, 2009. ISBN 13: 978-04700505564. **OR** Jason Dorsey, *My Reality Check Bounced: The Gen-Y Guide to Cashing in on Your Real-World Dreams*. Harmony, 2007. ISBN 13: 978-0767921831.

Required Reading for Part Two (Please read 5 of the following and have high expertise on one of the 5 books you read from this section as well as being ready to dialogue about 7 of the GLS presenters):

Davis, Richard. *The Intangibles of Leadership: The Ten Qualities of Superior Executive Performance*. Jossey-Bass, 2010. ISBN 13: 978-0470679159. **OR** Sharon Parks, *Leadership Can Be Taught: A Bold Approach in a Complex World*. Boston: Harvard Business School, 2005. ISBN 13: 978-1-59139-309-2.

Lencioni, Patrick. *The Truth About Employee Engagement: A Fable About Addressing the three root causes of Job Misery*. Jossey Bass, 2015. ISBN 13: 978-1119237983. **OR** any one of Patrick Lencioni's books you always wanted to read but have not previously read.

Bohannon, Liz. *Beginner's Pluck: Build Your Life of Purpose and Impact Now*. Grand Rapids: Baker books, 2019. ISBN 13: 978-0801094248. **OR** Harvard Business Review. *HBR Guide to managing up and Across: Build Relationships, Herd Cats, Gain Influence*. Harvard Business Review Press, 2013. ISBN 13: 978-1422187609.

Matuson, Roberta Chinsky. *Suddenly In Charge: Managing Up Managing Down Managing all around. 2nd Edition*. Nicholas Brealey, 2017. ISBN 13: 978-1473656055. **OR** Roberta Chinsky Matuson, *The Magnetic Leader*. Routledge, 2017. ISBN 13: 978-1629561653.

Maxwell, John. *Leader Shift: The 11 Essential Changes Every Leader Must Embrace*. Harper Collins, 2019. ISBN 13: 978-0-7180-9850-6. **OR** Daniel IM, *No Silver Bullets: 5 Small Shifts That Will Transform Your Ministry*. Nashville: B & H Publishing, 2017. ISBN 13: 978-1-4336-5154-0.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

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

1. Each participant will have a deepened sense of confidence and competence in experiencing, learning from, contributing to, and guiding dialogical learning conversations in a leadership focused environment
2. Each participant will have a deepened and broadened sense of the contributions of some of the most highly respected 21st century leaders and leadership spokespersons
3. Each participant will have a set of deeply formative leadership principles that emerge through reading, dialogue, interviews, integration, reflection and assembling
4. Each participant will grow their capacity to read with fluency, understanding, wise interpretation, and significant application to a real context
5. Each participant will experience, observe, and gain confidence with principles and practices of guiding coaching circle learning experiences readily transferrable to their own situation
6. Each participant will understand, feel and become competent and confident in designing, leading and delivering highly integrated and authentic organizations, services, and results
7. Each participant will experience and have increasing freedom in gaining close-up insight from persons who have walked the journey and are just a few strides ahead in their sense of personal and contextual experience, grasp, application and delivery of courageous, loving, and connective belonging type of leadership

COURSE OUTLINE AND CONTENT

The course will assume you have experienced the Leadership Summit 2019 presentations in person or by DVD at minimum. The two days of significant learning from the presentations are assumed to be a significant part of the course. We will build off those sessions, the theme of the two days, and the resources related as we step through the learning journey together. In addition to the two days of learning we will have two added days (one in the fall and the second in the winter/spring) of intense learning as a coaching circle of persons wanting to grow together. The outline to follow will serve as a guide for this:

- A. Day One Journey when online together
 - a. We will review the GLS day one of presentations in turn and will expect the full engagement of each participant as we do so. While doing so we will want you to choose your favorite presenter from Day One of the event and will expect that you will be the class expert on the chosen presenter. If more than one of the group select a given presenter we will simply expect the teaming up influence to be even stronger. Please prepare a one or two page summary of your chosen presenter for each of the two zoom days and share these with all participants ahead of each of the two days.

- b. We will also work through the reading list for Day One of our time together in online dialogue. While we will expect full engagement regarding every one of the five books you have read, we will expect that each person has chosen one book that they can speak with expertise about in ways that enlighten all of us. We will also expect a two page summary of the best of the one chosen book for each of the two days.
- B. Day Two Journey when online together
- a. We will review day two of the GLS presentations and (7 Presenters) presenters as was done for our first day together. Once again, we will want to be sure that you have a clear grasp of all of the presentations and that each one will serve as a primary spokesperson regarding each of the presenters. Also again, a two page summary of the one chosen as your favourite.
 - b. We will again work through the books listed for Day Two above in this syllabus. We will want to hear your dialogue on each of the 5 books you read and in addition we will want you to be the specialist on one of the five books. If some books have not been chosen the two course facilitators will carry the role of specialist on such. Also again, a two page summary for your Zoom-mates ahead of the event itself, please.

ASSIGNMENTS

1. Each participant will have read and demonstrate expertise on FIVE books for each of the two days we meet and for one book for each of the two days you will be expected to be a resident expert. This means you will need to read five books and be ready to help us understand the best of one of those for each of the two days we are together. Be sure you have read 5 books from the first section, in the textbook list above, for each of the two days and then to be ready to help us get the best from one of those for each of the two days we are online together.
 - a. **Due Date:** December 7, 2019 and March 21, 2020
 - b. **Value:** 25%
 - c. **Basis of grade:** Insight, interpretation, application, group guidance and energy creation, and synthesis in coaching us as learners. It will be critical that you help us to understand why the book was written and why it is important, what the primary memorable insights are and how we can best live those forward.
2. Each participant will have attended or experienced the Summit or have watched the DVD of all Leadership Summit 2019 sessions. You will be asked to submit a set of user friendly notes on the Leadership Summit sessions the day of our second date of gathering.
 - a. **Due date:** March 5, 2020 (before our second day together)
 - b. **Value:** 25%
 - c. **Basis of grade:** Notes that clearly depict the key insights from the presentation and for each a clear set of journaling insights on how you can best live this forward. Then please also be sure to come up with a cumulative and integrative set of insights from all of the presentations done throughout the two days.

3. Each participant will be expected to select one of the GLS presenters for each of the two days and one of the books from the reading list for each of the two days and uncover everything they can about that one presenter and/or author in terms of their life & service contributions and impact influence and to be adept at sharing the best of what the two presenters and two authors they choose contribute to the theme of grander wisdom and clarity. Interview questions will be used to bring the best from you in this regard. To be sure that your peers do not miss the value of your preparation a set of journal type notes should be sent to each of your peers and course facilitators of the two chosen books (one for each of the two sessions) and chosen presenters. You will act as the specialist when the book and/or the presenter comes up for dialogue and in addition to your notes that you share, plan a 7- minute presentation during the full engagement time we have for each of the two books. Sending the notes out ahead will be of high benefit so we can refer to them as you talk.
 - a. **Due date:** one chosen presenter and one chosen book with the written insights shared at least the day before each engagement date. The notes should be circulated to cohort members at least one day before each of the two days of full group engagement
 - b. **Value:** 25%
 - c. **Basis of grade:** quality of insights in class presentation and written guide

4. Final Project

This course is designed to help you gain as much light and understanding as possible regarding how best to identify, grow, and deepen your wisdom and clarity for living and leading in our chaotic world moving the level from good or great to grand. The course is designed to help us all move from good to great to grand wisdom & clarity as leaders. Please prepare a paper that describes how you intend to apply the light and insight gained through the GLS presentations, written resources, and the online dialogue and then demonstrate that you have a clear set of targets to expand the “grander wisdom & clarity” within the context you serve. A 7-10 page paper is expected.

OR

Select one of the presenters and read and review all you possibly can to write a report on how that presenter has grown their own wisdom and clarity as they have navigated their journey. It may entail reading a series of the resources by one author and watching them gain and admit to gaining increasing wisdom and clarity. It may also entail a set of interviews to deepen your awareness. The goal is to determine how their journey might inform yours in the growth of their grander wisdom and clarity for thinking, living and leading.

- a. **Due date:** May 16, 2020
- b. **Value:** 25%
- c. **Basis of grade:** Quality of insights, clarity of implications, & functionality of the product delivery system.

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, arrangements must be made with the course professor.

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 health condition 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.).