

BRIERCREST

LE 850 Leadership and Management Specialization: Leadership and Spiritual Formation of Millennials and Emerging Adults Fall 2019

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Course Dates: November 11-15, 2019

3 Credit Hours

COURSE DESCRIPTION

This course examines the distinctive characteristics of Millennials and the emerging generations, with a look at trends, beliefs, behaviours, and common misunderstandings. Emphasis is placed on best practices for leadership and spiritual formation of these age cohorts. Reflective and proactive leadership in multi-generational contexts is also reinforced. Students develop a set of personal values and best practices for guiding and growing Millennials and emerging adults, which are applied to their own organizational or ministry environments.

COURSE INTEGRATION

This course focuses on a particular issue that all ministry and marketplace leaders will encounter – working with the next generation(s). It is designed to help sharpen the 'intergenerational leadership' saw and helps students to develop values, principles, and practices for specialized leadership of these age cohorts. Students will reflect on these issues within a biblical and theological framework.

COURSE TEXTS

Required Texts

Bibby, Reginald, Joel Thiessen, and Monetta Bailey. *The Millennial Mosaic: How Pluralism and Choice Are Shaping Canadian Youth and the Future of Canada*. Dundurn, 2019. ISBN: 978-1459745605 280 pages.

Espinoza, Chip. *Managing the Millennials: Discover the Core Competencies for Managing Today's Workforce*. 2nd Edition. Wiley, 2016. ISBN: 978-1119261681 240 pages.

Elmore, Tim. *Marching Off the Map: Inspire Students to Navigate a Brand New World*. Atlanta: Poet Gardener, 2017. ISBN: 978-0-9966970-6-4 256 pages.

Powell, Kara, Jake Mulder and Brad Griffin. *Growing Young: Six Essential Strategies to Help Young People Discover and Love Your Church*. Baker Books, 2016. ISBN: 978-0801019258 336 pages.

Recommended Texts

Arnett, Jeffrey Jensen. *Adolescence and Emerging Adulthood*. Fifth ed. Pearson Education, 2013.

Cairns, James. *The Myth of the Age of Entitlement: Millennials, Austerity, and Hope*. University of Toronto Press, 2017.

Dean, Kenda Creasy. *Almost Christian: What the Faith of Our Teenagers Is Telling the American Church*. Oxford University Press, 2010.

Eler, Alicia. *The Selfie Generation: How Our Self-Images are Changing Our Notions of Privacy, Sex, Consent, and Culture*. New York: Skyhorse Publishing, 2017.

Harris, Malcolm. *Kids These Days: Human Capital and the Making of Millennials*. New York: Little Brown and Company, 2017.

Hull, Bill. *Conversion & Discipleship: You Can't Have One Without the Other*. Zondervan, 2016.

Hull, Bill. *The Complete Book of Discipleship: On Being and Making Followers of Christ*. NavPress, 2006.

Keller, Timothy. *Center Church: Doing Balanced, Gospel-Centered Ministry in Your City*. Zondervan, 2012.

Kinnaman, David. *You Lost Me: Why Young Christians Are Leaving Church...And Rethinking Faith*. Ebook ed., Baker Books, 2011.

Latham, D. Brent. *iPod, YouTube, Wii Play: Theological Engagements with Entertainment*. Eugene, OR: Cascade Books, 2012.

Longenecker, Richard N. *Patterns of Discipleship in the New Testament*. Wm. B. Eerdmans, 1996.

Malphurs, Aubrey. *Strategic Disciple Making: A Practical Tool for Successful Ministry*. Baker Books, 2009.

Ogden, Greg. *Transforming Discipleship: Making Disciples a Few at a Time*. IVP Books, 2016.

Packer, J. I., and Gary A. Parrett. *Grounded in the Gospel: Building Believers in the Old-Fashioned Way*. Baker Books, 2013.

Penner, James, et al. *Hemorrhaging Faith: Why & When Canadian Young Adults Are Leaving, Staying & Returning to the Church*. Evangelical Fellowship of Canada, 2012.

Rainer, Thom S., and Jess W. Rainer. *The Millennials: Connecting to America's Largest Generation*. B&H Publishing, 2011.

Setran, David P., and Chris A. Kiesling. *Spiritual Formation in Emerging Adulthood: A Practical Theology for College and Young Adult Ministry*. Baker Academic, 2013.

- Smith, Christian. *Soul Searching: The Religious and Spiritual Lives of American Teenagers*. Oxford University Press, 2005.
- Smith, Christian. *Souls in Transition: The Religious and Spiritual Lives of Emerging Adults*. Oxford University Press, 2009.
- Smith, Christian. *Lost in Translation: The Dark Side of Emerging Adulthood*. Oxford University Press, 2011.
- Stetzer, Ed, and Thom S. Rainer. *Transformational Church: Creating a New Scorecard for Congregations*. B&H Publishing, 2010.
- Twenge, Jean M. *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy – and Completely Unprepared for Adulthood*. New York: Atria Paperback, 2017.
- Willard, Dallas. *The Great Omission: Reclaiming Jesus's Essential Teachings on Discipleship*. 1st ed., HarperSanFrancisco, 2006.
- Willard, Dallas. *Renovation of the Heart: Putting on the Character of Christ*. NavPress, 2002.
- Wise, Justin. *The Social Church: A Theology of Digital Communication*. Chicago: Moody Publishers, 2014.
- Wuthnow, Robert. *After the Baby Boomers: How Twenty- and Thirty-Somethings Are Shaping the Future of American Religion*. Princeton University Press, 2007.
- 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/>.
- 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

After completing the course, students will be able to:

Cognitive

- A. Explain the importance of understanding the differences between generational cohorts.
- B. Identify the common characteristics of Millennials and Generation Z.
- C. Articulate the misunderstandings associated with generational differences.
- D. Form a biblical worldview of generational commonalities and differences, spiritual formation, and intergenerational relationships.
- E. Understand the challenges of spiritual formation for these age cohorts.
- F. Identify best practices for discipleship and spiritual formation of emerging adults and Millennials.

- G. Articulate the fundamental tensions and challenges for intergenerational workplace environments.
- H. Know best practices of managing and mentoring emerging generations.

Affective

- A. Appreciate the unique makeup of different generational cohorts.
- B. Have a growing Christ-centred passion and compassion for Millennials and emerging adults.
- C. Develop more profound empathy for the religious 'nones'.
- D. Appreciate the struggles that churches and workplaces experience in reaching and leading these cohorts.
- E. Develop a sense of anticipation and excitement about the possibilities of spiritual openness in the emerging generations
- F. Experience a sense of growing confidence in developing the emerging generations.
- G. Share in God's delight for what he is doing in these age cohorts.

Skill

- A. Navigate many of the tensions associated with intergenerational differences.
- B. Be able to communicate with different generations with understanding and appreciation.
- C. Contextualize and apply the best practices of spiritual formation for your ministry environment.
- D. Curate a set of principles and best practices for shaping Millennials and emerging adults.
- E. Sharpen your leadership skills and practices with these age cohorts

COURSE OUTLINE AND CONTENT**UNIT I - Understanding the Generations**

- A. Why focus on Millennials or Emerging Adults?
- B. Defining the Age Cohorts - Silent Generation to Generation Z
- C. Common Misunderstandings
- D. Distinctives of Millennials (Gen Y) and iGen (Gen Z)
- E. Characteristics of Emerging Adulthood
- F. Thinking Biblically About Generational Differences

UNIT II - Spiritual Formation of Millennials and Emerging Adults

- A. Spiritual Formation and Discipleship
- B. The Millennial Mosaic
- C. Hemorrhaging Faith
- D. The Rise of the 'Nones'
- E. Challenges to Spiritual Formation
- F. The Six Core Commitments of Growing Young (Powell)

UNIT III. Leading and Mentoring Millennials and Emerging Adults

- A. How real are the generational differences in the workplace?
- B. The Changing Workplace Environment
- C. Leadership Responses to Intergenerational Tensions
- D. Core Competencies for Managing Today's Workforce (Espinoza and Ukleja)

- E. The Effects of Technology and Innovation
- F. Biblical Examples of Intergenerational Relationships
- G. Inspiring Students to Navigate the New World (Elmore)
- H. Intergenerational Mentoring

*On Tuesday, Wednesday, and Thursday students will meet with their Change Initiative Cohort from 1:15 to 2:45 pm.

ASSIGNMENTS

Pre-Course Assignments:

1. Integrative Reading Report

Read through each of the four required books and write an integrative reading report that both summarizes and applies the content. First, compare and contrast the emphases for the four texts. Then capture critical insights, new learnings, and essential applications for your leadership or ministry. We will discuss these books during the course, so make sure you bring them to class each day.

Length: 2000 words (6-7 pages)

Due Date: **November 11, 2019** (submitted to Canvas)

Value: 30%

2. Intergenerational Change Initiative

Write a paper that describes a specific intergenerational challenge, issue, or opportunity that you face in your leadership or management context. You may focus on a very specific scenario or more broadly on reoccurring issues, tensions, misunderstandings, or even missed opportunities. Paint a factual and objective picture of the scenario/environment by identifying all the relevant factors. Next, present a strong rationale for the need for change. Be sure to reflect on your personal leadership challenges and effectiveness. At this point, you do not need to solve any problems or provide solutions – these will come later in the course. This assignment provides the content for your mid-course presentation and you will return to it in your final paper.

Length: 1000 words (3-4 pages)

Due Date: **November 11, 2019** (submitted to Canvas)

Value: 15%

Mid-Course Assignments:

3. Change Initiative Presentation

During the course, students will be divided into several smaller cohorts. You will give a 5-7 minute presentation of your change initiative (Assignment 2) to your cohort. Following your

presentation, your cohort will be permitted to ask clarifying questions and will then serve as a high-functioning team to assist you in exploring ideas or possibilities toward advancing your change initiative. You should make every effort to take notes as these will assist you with the completion of Assignment 4.

Length: 5-7 minutes
Due Date: Presentation
Project value: 15%

Post-Course Assignments:

4. Change Initiative Paper

Prepare a reflection paper that focuses on the resolution/advancement of your change initiative. Begin by describing your change initiative (1-2 pages). Draw on what you wrote for Assignment 1, but do not merely copy and paste it. What change are you hoping to realize? Why is this important? Next, critique your personal leadership and work/ministry environment (5-7 pages). What is working or not working? What do you need to start doing or stop doing? What bright spots can you identify that you need to do more of? Finally, provide a roadmap for resolving or advancing your change initiative (6-8 pages). Explain what you will do and how you will go about doing it (plans, practices, rhythms, even deadlines). Again, you should emphasize your personal leadership as well as your work/ministry context.

While this paper is grounded in your personal context, it is not simply an opinion piece. The paper must incorporate content from the course readings as well as insights gained from your learning cohort. Be sure to provide citations from each of the required texts. You may also cite other references, but these are not required.

Project Length: 5000 words (15-17 pages)
Project due date: **January 10, 2020** (submitted to Canvas)
Project value: 40%

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 percent 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.).