

# BRIERCREST

## LE 605 Personal and Service Development Fall 2020

Professor: Paul Magnus, PhD  
Email: [pmagnus@briercrest.ca](mailto:pmagnus@briercrest.ca)  
Phone: 306-756-2361  
Course Dates: November 2-6, 2020

3 Credit Hours

### **COURSE DESCRIPTION**

The primary goals of this course are to help the student discover, rediscover, and/or reinvent themselves in a way that enables them to live and serve in their “sweet spot” and to enhance their development in stewarding their lives accordingly. This course is a guided review and reflection on personal career and/or service match with implications for personal (spiritual, emotional, mental, social, and physical) and organizational development. The course also identifies continuous renewal strategies for persons in organizational and/or ministry settings. The course will attempt to provide maximum enhancement of spiritual, mental, and emotional intelligence.

### **COURSE INTEGRATION**

This course is designed to equip each participant to gain clarity on how their passions, gifts, and life experiences blend together to give them a unique contribution they can steward in their everyday experiences in ways that bring maximum glory to God. It is also then designed to guide the student in how they ensure maximum alignment in personal and service development in ways that make maximum contributions in delivering the best of what God designed and enabled them to deliver. The course is grounded on the biblical instruction and insights of what it means to be uniquely created by God to make a difference and partnering with God in co-managing his creation and his “re-creation” processes. The focus is on how we partner with God and on co-stewarding our lives accordingly.

### **COURSE DELIVERY**

In light of the COVID-19 issues and rulings and slowly emerging clarity we are uncertain about the fall of 2020-21 year as yet. The institution is planning two scenarios for the fall courses of the Seminary, including this course.

1. Completely online dedicated modular week as scheduled using ZOOM at its best which means you could take it from home.
2. A hybrid model which means some students are in a classroom (numbers as announced to us from governments) and some online.

We will do our best to continue communicating as the announcements come to us. Please be sure to plan to do the course online especially if out of Province or in class if closer if the government allows that. This is likely the best we can do for now in terms of helping you think and plan forward.

**COURSE TEXTS**

- Buckingham, Marcus. *Go Put Your Strengths to Work: 6 Powerful Steps to achieve Outstanding Performance* paperback. Free Press reprint edition, 2010. ISBN 13: 978-0743261685.  
**OR** Robert Kaplan, *What to Ask the Person in the Mirror: Critical Questions for Becoming A More Effective Leader and Reaching your Potential*. Boston: Harvard Business Review Press, 2011. ISBN 978-1-4221-7001-4.
- Buckingham, Marcus. *Standout*. Harvard Business Press, 2015. ISBN 978-1633690745.
- Dunning, Donna. *10 Career essentials: Excel at Your Career by Using Your Personality Type*. Boston, Mass: Nicholas Brealey, 2010. ISBN 978-1-85788-542-2. **OR** Carla Harris, *Strategize to Win: The New Way to Start Out, Step Up, or Start Over in Your Career*. New York: Penguin Random House, 2014. ISBN 9781594633058.
- Lucado, Max. *Cure For The Common Life: Living In Your Sweet Spot*. Nashville: Thomas Nelson, 2005. ISBN 978-0-8499-0008-2. **OR** Craig Groschel, *Chazown: Define your Vision, Pursue your Passion, Live Your Life on Purpose*. Colorado Springs: Multnomah Books, 2010. ISBN 978-1-60142-313-9.
- Ochs, Pete. *A High Impact Life: Love your Purpose, Live with Passion, Leverage your Platform*. Enterprise Stewardship, 2018. ISBN 978-1-64370-291-9.
- Schwartz, Christian. *The Three Colors of Ministry: A Trinitarian Approach to Identifying and Developing Your Spiritual Gifts*. South Winfield, BC: NCD Discipleship Resources at The International Centre for Leadership Development and Evangelism, 2001. ISBN 0-9684097-3-3.
- Rubin, Gretchen. *The Four Tendencies: The Indispensable Personality Profiles that Reveal How to Make your Life Better (and other people's lives too)*. Harmony Publishers, 2017. ISBN 13: 978-1524760915. **OR** Simon Sinek with David Mead & Peter Docker, *Finding Your Why: A Practical Guide for Discovering Purpose for you and your Team*. Portfolio/Penguin, 2017. ISBN 9780143111726.
- Myers/Briggs Form M Instrument along with a limited course pack will be made available for in class purchase and use. In the event that you have done the Myers/Briggs and still have the results simply bring those with you for group work and no need to retake it.
- DISC Classic Instrument (formerly Personal Profile System 2800). This instrument will be available on line at <http://www.discprofiles.com/orderpaper.htm> and in hard copy at the Bookstore. Hard copy is preferred for reasons of group discussion. If you have this Instrument simply bring those results to the course and there is no need to do a retake.

**Some Suggested Preparatory and/or Optional Reading:**

- Anderson, Nancy. *Work With Passion*. Novato, California: New World Library, 1995.
- Bohannon, Liz. *Beginner's Pluck: Build Your Life on Purpose and Impact Now*. Grand Rapids: Baker, 2019. ISBN 978-0-8010-9424-8.
- Boucher, Jane. *How to Love the Job You Hate*. Nashville: Thomas Nelson, 1994.
- Everett, Melissa. *Making a Living While Making a Difference*. Revised Edition. Gabriola, Island, B.C.: New Society Publishers, 2007. ISBN 978-0-86571-591-2.
- Fletcher, Molly. *The 5 best Tools to find your dream Career*. Franklin, TN.: Clovercroft, 2013. ISBN 978-1-9-1-940262-62-8.
- Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. Toronto: Bantam Books, 1995.
- Grenny, Joseph, David Maxfield, Ron MacMillan, and Al Switzler. *Change Anything*. New York: Business Plus, 2011. ISBN 978-0-446-57391-7.
- Henry, Todd. *Die Empty: Unleash Your Best work Every Day*. New York: Portfolio/Penguin, 2015.

ISBN 978-1-59184-699-4.

Kaplan, Robert Stephan. *What to Ask the Person in the Mirror: Critical Questions for Becoming A more effective Leader and reaching Your Potential*. Boston: Harvard Business Review Press 2011. ISBN 978-1-4221-7001-4.

Lee, Robert and Sara King. *Discovering the Leader in You: A Guide to Realizing Your Personal Leadership Potential*. San Francisco: Jossey-Bass, 2001. ISBN 0-7879-0951-1-3.

Llewellyn, Browyn with Robin Holdt. *The Everything Career Tests Book: Ten Tests to Determine the Right Occupation for You*. Avon, Mass.: Adams Media, 2007. ISBN 10:1-59337-565-4.

Maxwell, John. *No Limits: Blow the Cap off Your Capacity*. New York: Center Street, 2017. ISBN 978-1-4555-4828-6.

Ortberg, John. *Everybody is Normal Till you get to Know Them*. Grand Rapids: Zondervan, 2003. ISBN 0-310-25084-6.

Quinn, Robert E. *Deep Change: Discovering the Leader Within*. San Francisco: Jossey-Bass, 1996.

Quinn, Robert E. *The Deep Change Field Guide: A Personal Course to Discovering the Leader Within You*. San Francisco: Jossey Bass, 2012. ISBN 978-0-470-90216-5.

Rath, Tom. *Vital Friends: The People You Can't Afford to Live Without: A Groundbreaking Assessment of Your Relationships*. New York: Gallup Press, 2006. ISBN 10:1-1562-007-9

Sinek, Simon with David Mead and Peter Docker. *Find Your Why: A Practical Guide for Discovering Purpose for you and your Team*. New York: Portfolio/Penguin, 2017. ISBN 9780143111726.

Tieger, Paul D. & Barbara Barron Tieger. *Do What You Are..* 4<sup>th</sup> Edition. New York: Little, Brown & Co., 2007. ISBN 978-0-316-16726-01.

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

1. Participants will obtain a better understanding of who they are and the implications for future service.
2. Participants will obtain a deepened understanding of the biblical perspective on a meaningful life of service.
3. Participants will grasp the significance of "life history" in establishing a service path.
4. Participants will integrate their ministry path with their God-given desires and abilities.
5. Participants will master a process for developing a ministry or service path.

## Affective

1. Participants will feel more relaxed about crafting a service path in light of who they are and what they have been given.
2. Participants will experience increased confidence regarding their future service path.
3. Participants will have an increased passion to get on with a chosen ministry path.

4. Participants will feel competent to select a ministry path and begin to advise others in doing so.
5. Participants will have the courage to prepare a covenant regarding a ministry path and continuous development in it.
6. Participants will exude a new level of freedom and joy regarding their ministry path.

### Conative

1. Participants will be competent to use their personal profile to market themselves in such a way as to maximize their ministry path.
2. Participants will be capable to help others develop a critical ministry path process.
3. Participants will be capable of leveraging skill and strength inventories profitably.
4. Participants will be skilled at setting growth targets and measuring progress toward the targets, for themselves and for others.

### Confluent

1. Participants will live a more balanced life as a consequence of having a clearer ministry path.
2. Participants will minimize the impact of inner barriers to a God-inspired and God-centered ministry path.
3. Participants will live a more wholesome and interdependent life, as a consequence of an improved match of personal profile and ministry path.
4. Participants will live a more dynamic and continuously developing life because of the extended freedom that comes from understanding their style and its potential.
5. Participants will be more engaging and will thus model the benefits of a God-centered and God-enabled ministry path.

### COURSE OUTLINE AND CONTENT

Time	THEME	SUPPORTING ASSIGNMENTS
1 day	<b>UNIT I Ministry/Service Path Foundations (Finding Your "Why")</b> A. A sense of Calling B. A sense of Gifting C. A sense of Experience Orchestrated (history) & SIMA D. A sense of Passions & Dreams E. A sense of Ownership & Stewardship F. A sense of Dreams & Passions G. A sense of Meaning H. A sense of Connection I. A sense of Energy J. A sense of Needs and Inner Discontent and Content K. A sense of GLORY L. A sense of Wholeness Integrity/Authenticity M. A sense of Uniqueness N. "Why" Discovery (Sinek)	a. Read I Cor. 12; Rom. 12; Eph. 4 b. Read/process the Keys, Stark, Hirsh textbook c. Reflect on the major challenges of your life d. Identify the S-curve syndrome in your life (Sigmoid curve) & do the SIMA biography in electronic course pack e. Be prepared to discuss the Lucado or Groeschel textbooks f. Review the book of Ecclesiastes and be ready to reflect on its life themes without depression g. Reflect on where leadership begins and remains focused h. Simon Sinek field guide exercises

Time	THEME	SUPPORTING ASSIGNMENTS
1 day	<b>Unit II: Ministry/Service Path Spiritual Resources/Gifting (Finding Your WHO/self-awareness)</b> A. In and Beyond the Grip of Self-Centeredness B. Gifted to Communicate C. Gifted to Relate D. Gifted to Do E. Gifted to Support F. Grace to be Gifted G. Gifts and Gifts H. Johari Window Disclosures I. 360 Degree Disclosures	a. Read and do the exercises in the Kise, Stark & Hirsh textbook b. Design a statement regarding your sense of "life gifts" c. Interview 3 people who know you well regarding your life gifts and be ready to share their sense of the gifts you have from their perspective and/or observation. d. DISC review
1 day	<b>Unit III: Ministry/Service Path Preferences &amp; Style Choices (Self Disclosure/who discovery tools)</b> A. The Concept of Preferences B. The Categories of Preference C. The Preference of People D. The Preference of Place E. The Preference of Position F. The Preference of Culture G. The Permanence of Preference (aging of preference) H. The Priority of Preference	a. Use the tools to chart your preferences b. Do and score the Myers-Briggs test or bring the results if previously taken c. Be ready to discuss one of the Dunning Textbooks and implications d. Be prepared to discuss the concept of serving to your strengths? e. Be ready to discuss the Jane Kise integrative textbook.
1 day	<b>Unit IV: Ministry/service Path Values (Self &amp; Contextual Service Blending/ Finding Your How??)</b> A. Finding Your Uniqueness B. Finding Your Style <ul style="list-style-type: none"> <li>• Work Style</li> <li>• Social Style</li> <li>• Learning Style</li> <li>• Emotional Style</li> <li>• Motivational Style</li> </ul> C. Finding Your Ministry Type D. Finding Your Ministry Passions/Interests E. Finding Your Place in Community F. Finding Your Ministry/service Skills G. Finding Your Internal Barriers H. Finding Your Ministry Motivation I. Finding Your Life Values	a. Reflect on your interests and skills b. Begin Personal Profile building as a part of preparing the "Resume Kit and your graduation portfolio" c. Reflect on the role of character in career success d. Write your own Eulogy from 3 vantage points and prepare to discuss e. Be ready to discuss The Lucado or Groeschel textbook. f. Be ready to discuss the Marcus Buckingham resource textbook and the results you had on using his system g. Be ready to discuss the Gretchen Rubin concepts & textbook

1/2 day	<p><b>Unit V: Ministry/Service Path Profile/Portfolio (Service Discovery/Placement =Finding Your Where)</b></p> <p>A. Identify Your Mission &amp; Vision for the next chapter  B. Identify Your Values  C. Identify Your Targets  D. Chart Your Profile  E. Describe Your Profile  F. Shape A Service Portfolio  G. Clarify your sense of God's calling and priority for you</p>	<p>a. Continue to build your resume packet &amp; graduation portfolio  b. Provide a thoughtful concise life mission statement  c. Reflect on the match between your mission and your manner  d. Review the handout regarding mission  e. Be ready to discuss Reggie McNeal  f. Be ready to discuss the concept of "making a difference as well as Making a Living"  g. Demonstrate mastery of the "Standout" concept  h. Be ready to discuss the Harris textbook.</p>
1/2 day	<p><b>Unit VI: Ministry/Service Path Discovery Process (Service and Gifting-Development = Finding your Future what)</b></p> <p>A. Review Your Past  B. Examine Your Present  C. Explore a Future with your strengths in focus  D. Shape a Future with your strengths in focus  E. Maximize Your Efforts putting your strengths to work</p>	<p>a. Review A Life Learning Portfolio  b. Identify "Hinges" in your life to the present  c. Prepare a covenant to facilitate accountability  d. Be prepared to discuss the Buckingham Textbook &amp; The Groeschel textbook.  e. Be ready with team reports.</p>

## ASSIGNMENTS

### A. Pre-course Expectations

1. Read and do all exercises in the required textbooks. Do a 7-10 page integrated reading report on these readings and set the report up in a way that will help you share insights from the book in class dialogue. Be sure to identify key and memorable insights from your readings, reflective assessment, comparison of the resources read and actual use and applications you will make of what you read. Be sure that the report identifies how each resource helped you gain a sense of who you are and what God has uniquely equipped you to do. Since this is to be an integrative reading report be sure to provide an integrative conclusion in which you indicate how the resources taken together informed you and enabled you to live the learning forward.

**Value:** 25%

**Due Date:** October 29, 2020 (before the first day of class).

2. After doing the readings and exercises in the textbooks, and having a focused conversation with three people they know well about what those persons feel makes you uniquely designed and gifted, each participant will be expected to do a descriptive report on her or his "life and service path" from childhood days to the present. This report will be 33% descriptive, simply providing factual information, 33% interpretive, and 33% projective. It is the responsibility of the participant to divide her or his life into stages and for each stage to describe the path of living and serving, identify as much of her or his profile as discernable, and note the implications. Upon completion of description and interpretation, there should be a projection section in which implications of the path are used to target and shape a future. Using a visual or mental model that helps you will be a bonus.

To benefit you, have an executive summary of this using a SIMA biography format. The S refers to a life summary in a paragraph. The I refers to really important life episodes that marked you. The M refers to milestones that you achieved along the path of life and A refers to life alignments you made and will need to make to deliver who you are with passion & purpose.

**Value:** 25%

**Basis of Grade:** Quality and balance in the paper between description, interpretation and projection

**Due Date:** October 29, 2020 (before the first day of class).

## B. During Course Expectations

Each participant will be deeply engaged in class processes that demonstrate thorough preparation and reflection on the readings and on the supporting assignments. Each student will be in a class working team (live or virtual) and will be working to deepen their own clarity and the clarity of their team peers as the various instruments, written evening clarifying questions and class presentations surface questions that assist in growing personal clarity on the uniqueness of their who, their why, their what, their when and with light from their past, present, and future dreams. The exercises will be designed for deepening each other's clarity as the week progresses. The key learning discoveries will be reported on in two ways. The first will be a brief group presentation the last day of the course, and secondly by keeping a daily journal of the daily discoveries of help and hope toward an even better future of service. Set this up as a daily journal of primary gleanings from projects, reflection on class learning and dialogue. The diary should be prepared in a way that is readily used for group/team dialogue as well as submission upon completion of the course.

**Value:** 25%

**Basis of Grade:** Do and keep a reflective personal discovery journal of each day (the evening to follow) and keep the growing journal and hand this daily shaped journal in the final day.

**Due Date:** November 13, 2020.

## C. Post-Course Expectations

Each participant will write a personal and service discovery and development report (portfolio) and will shape an accompanying resume utilizing class gleanings. The goal of this project is to share a thorough self-discovery and resulting service/ministry discovery and planning report. In addition, the report is designed to help students prepare a curriculum vita/resume that is

descriptive of who they are, what they have experienced, what they have learned and where they will leave their mark in making their maximum difference in light of their talents, gift set, learning, life experience and journey, calling and intentional stewardship. This should be presented as a personal life portfolio and be designed in a readily useable and presentable manner to satisfy the demands of this course and as a key part of their graduation portfolio.

**Value:** 25%

**Basis of Grade**

- Application of assessment data in shaping a life and development plan
- Adequacy of Resume and Portfolio for use for both future placement/replacement and Seminary graduation. Be sure to include your sense of calling, gift set, intelligence set, contextual match set and your current and intended continuous development.

**Due Date:** January 1, 2021.

## 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*

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

### *Modular Courses*

Students are expected to attend 100 per cent 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 (1) 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.

### *Online Courses*

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. 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.

### *Semester-Based Courses*

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

### *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 the Academic Resource Centre in person (L234 in the Library), by telephone (1-306-756-3230) or by email ([academicresourcecentre@briercrest.ca](mailto:academicresourcecentre@briercrest.ca)). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

## **BIBLIOGRAPHY**

### **Resources Referenced in Class Not Included Above:**

In addition to the above resources, the following resources of value were referred to in class and/or circulated:

- 1.
- 2.
- 3.
- 4.

5.

6.

7.