

BRIERCREST

LE 842 Leadership Communication for a Change Fall 2021

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Course Dates: November 29 – December 3, 2021

3 Credit Hours

COURSE DESCRIPTION

Leaders often overlook the fact that they are leading every time they communicate. Many are unaware that by maximizing their communication competencies and opportunities, they can significantly increase their leadership outcomes. This course is designed to resource leaders with the knowledge, experience, competencies, and confidence to facilitate change through communication.

COURSE INTEGRATION

Effective communication is essential for motivating people to change. Every time a leader speaks, writes an email, leads a meeting, or has a hall-conversation, they are communicating. There is a strong correlation between the success of any organization and the ability of its leaders to communicate effectively. This course will equip and resource leaders to become communication change agents. It will emphasize public speaking but also incorporate written, media, and other forms of communication.

This course focuses on a specific skillset that all ministry and marketplace leaders need – the ability to communicate in a way that helps bring about change in others. Students within the Leadership and Management program will learn principles and practices for effective communication and will have the opportunity to sharpen these skills. Students who apply these principles will see improved results at every level of their leadership. The course complements other communication courses that already exist within the Briercrest setting.

COURSE TEXTS

Required Texts

Anderson, Chris. *TED TALKS: The Official Guide to Public Speaking*, Harper Collins, 2016. 272 pages. ISBN 978-1-4434-4299-2.

Godin, Seth. *This Is Marketing: You Can't Be Seen Until You Learn to See*. 272 Pages. ISBN 978-0-5255-4083-0

Heath, Chip & Dan. *Made to Stick: Why Some Ideas Survive & Others Die*. New York: Random House, 2008. 311 pages. ISBN 978-1-4000-6428-1.

Kleon, Austin. *Steal Like an Artist: 10 Things Nobody Told You About Being Creative*. New York: Workman Publishing Company, 2012. 140 pages. ISBN 978-0-7611-6925-3.

Stanley, Andy and Lane Jones. *Communicating For A Change*. Colorado Springs: Multnomah Books, 2006. 199 pages. ISBN 1-59052-514-0.

Recommended Texts

Aaker, Jennifer and Smith, Andy. *The Dragonfly Effect: Quick, Effective, and Powerful Ways to Use Social Media to Drive Social Change*. San Francisco: Jossey Bass, 2010.

Alcantara, Jared E. *Crossover Preaching: Intercultural-Improvisational Homiletics in Conversation with Gardner C. Taylor*. Downers Grove: InterVarsity Press, 2015.

Carnegie, Dale. *Stand and Deliver: How to Become A Masterful Communicator and Public Speaker*. New York: Touchstone, 2011.

Crouch, Andy. *Culture Making: Recovering Our Creative Calling*. Downers Grove: IVP Books, 2008.

Davis, Ken. *How to Speak to Youth and Keep Them Awake at the Same Time*. Grand Rapids: Zondervan, 1996.

Duhigg, Charles. *The Power of Habit: Why We Do What We Do in Life and Business*. Doubleday Canada, 2012.

Eswine, Zack. *Preaching to a Post-Everything World: Crafting Biblical Sermons That Connect with Our Culture*. Grand Rapids: Baker Books, 2008.

Gallo, Carmine. *Talk Like Ted: The 9 Public-Speaking Secrets of The World's Top Minds*. New York: St. Martin's Press, 2014.

Grenny, Joseph, Patterson, Kerry, et al. *Influencer: The New Science of Leading Change*. New York: McGraw Hill, 2013.

Heath, Chip and Heath, Dan. *Switch: How to Change Things When Change is Hard*. New York: Random House, 2010.

Kawasaki, Guy. *Enchantment: The Art of Changing Hearts, Minds, and Actions*. New York: Penguin Group, 2011.

Keller, Timothy. *Preaching: Communicating in an Age of Skepticism*. New York: Penguin Random House, 2015.

Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker Academic, 2017.

Kotter, John P. *Leading Change*. Boston: Harvard Business School Press, 1996.

McKenzie, Alyce M. *Novel Preaching: Tips from Writers on Crafting Creative Sermons*. Louisville, KY: John Knox Press, 2010.

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker Books, 2006.

O'Conner, Patricia T. *Words Fail Me: What Everyone Who Writes Should Know About Writing*. Houghton Mifflin Harcourt Publishing, 1999.

Pink, Daniel. *To Sell is Human: The Surprising Truth about Moving Others*. Toronto: Penguin Group, 2012.

Pink, Daniel. *Drive: The Surprising Truth About What Motivates Us*. New York: Riverhead Books, 2009.

Reid, Robert Stephen and Logan, Lucy Lind. *The Six Deadly Sins of Preaching: Becoming Responsible for The Faith We Proclaim*. Nashville: Abingdon Press, 2012.

Ries, Al and Trout, Jack. *The 22 Immutable Laws of Marketing: Violate Them at Your Own Risk*. Harper Collins, 1993.

Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Toronto: Penguin, 2009.

Sutton, Robert I. and Rao, Huggy. *Scaling Up Excellence: Getting to More Without Settling for Less*. Random House, 2014.

Thaler, Richard H. and Sunstein, Cass R. *Nudge: Improving Decisions About Health, Wealth, and Happiness*. New York: Penguin Books, 2009.

Tisdale, Leonora Tubbs. *Prophetic Preaching: A Pastoral Approach*. Louisville, KY: John Knox Press, 2010.

Willobe, Sondra B. *The Write Stuff: Crafting Sermons that Capture and Convince*. Louisville: John Knox Press, 2009.

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. Articulate a holistic understanding of communication
- B. Form a biblical worldview of communication
- C. Understand the best practices of communication design and delivery
- D. Identify principles of change management
- E. Explain the function that communication plays in personal, social, and institutional change and motivation

Affective

- A. Appreciate the unique approaches to public communication
- B. Develop a sense of anticipation and excitement about serving others by managing change
- C. Have a growing Christ-centred dependency for effective communication
- D. Appreciate the challenges that churches and workplaces experience in clarifying vision and change processes
- E. Experience a sense of growing confidence in one's personal communication ability

Skill

- A. Be able to identify and articulate the difference between effective and ineffective communication
- B. Navigate the challenges of change management and human motivation
- C. Contextualize and apply best practices of communication for your work or ministry environment
- D. Sharpen your public communication skills
- E. Curate a set of principles and practices for lifelong learning as a communicator

COURSE OUTLINE AND CONTENT

UNIT I - Understanding Communication

- A. Definitions of Communication
- B. Perspectives on Communication
- C. Biblical Communication
- D. Insights from Readings
- E. Limitation and Power of Communication

UNIT II – Communication Design

- A. Communication Models
- B. Communication Examples
- C. Sticky Communication
- D. The Big Idea
- E. Launching and Landing
- F. Collecting and Capturing Ideas
- G. Communication Mediums and Methods

UNIT III – Communication and Organizational Change

- A. Discovering Your Why
- B. Communicating Your Why
- C. Motivational Strategies
- D. Leading Change Kotter Style
- E. Switching When It's Hard
- F. Nudging and Influencing Behaviour
- G. Selling and Human Motivation
- H. Integration of Communication and Change Management

*Students will give their communication presentations immediately after lunch on Wednesday and Thursday, and during the first class on Friday. The order of presentations will be negotiated on the first day of class.

ASSIGNMENTS

Pre-Course Assignments:

1. Integrative Reading Report

Read through each of the required texts and write an integrative reading report that both summarizes and applies the content. First, briefly describe the emphases for each of the five texts. Second, capture critical insights, new learnings, and essential applications for your leadership or ministry context (current or future if you do not yet have one). Most of your paper should focus on this second section. NOTE: We will discuss these books during the course, so bring them to class each day.

Length: 2000 words (6-7 pages)

Due Date: **November 26, 2021** (submitted to Canvas)

Value: 20%

2. Communication Self-Review

Write a paper that reviews your own journey with public communication. The paper should answer the following questions: (1) What experiences or opportunities have you had with public communication? (2) What factors have contributed to your communication development in the past (i.e., education, seminars, coaching, experience, etc.)? (3) How are you using public communication in your current leadership or life context? (4) Based on what you have learned from the course readings, what are your communication strengths and where do you need to grow? More than half of the paper should focus on this final question.

Length: 2000 words (6-7 pages)

Due Date: **November 26, 2021** (submitted to Canvas)

Value: 20%

Mid-Course Assignments:**3. Communication Presentation**

During the course, students will give an oral presentation (maximum twelve minutes) of a topic of their choice. The presentation should be something specific to the student's own leadership context (teacher, preacher, team leader, corporate presentation, etc.). Students should have a clear idea of the topic they will be presenting before the first day of class. During the first few days of the course, students will be able to apply the course learnings and continue to refine their presentation. Presentations will be given during the final days of the course. After each presentation, students will have the opportunity to celebrate, debrief, and assess their efforts, in community. NOTE: The presentation will be timed and the student will be asked to stop after twelve minutes.

Length: 12 minutes

Due Date: Presentation in Class

Project value: 20%

Post-Course Assignments:**4. Communication Action Plan**

Prepare a reflection paper that focuses on your growth as a communicator. Begin by describing your current reality, strengths, and growth areas (1-2 pages). Draw on what you wrote for Assignment 2, but do not merely copy and paste your work. Next, describe your current work/ministry environment (3-4 pages). What mediums/modes of communication are you responsible for (internally and externally)? How do these impact or influence change in your environment? What is working or not working? Finally, provide a roadmap for advancing change in your organization through more effective communication (5-6 pages). Explain what you will do to facilitate this (plans, practices, rhythms). How will you continue to grow as a communicator going forward?

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 class instruction as well as feedback on your presentation. Be sure to provide citations from each of the required texts. You may also cite other references, but these are not required.

Project Length: 3000 words (10-12 pages)

Project due date: **January 28, 2022** (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

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 Student Success in person (L234 in the Library), by telephone (1-306-756-3230) or by email (egordon@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).