

BRIERCREST

LE 601 Organizational Development and Renewal Winter 2023

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Course Dates: April 10-14, 2023

Online modular course

3 Credit Hours

COURSE DESCRIPTION

This course will focus on organizational development and renewal toward continuous scaling up. Significant attention will be given toward scaling up institutional intelligence; human resources; strategy; execution; results and resources. The course will also ensure enhancing leadership mastery, agility, and conversational intelligence toward the co-creation of trackable disciplined results.

COURSE INTEGRATION

This course will give the knowledge, wisdom, and practical tools to audit, assess, plan, and execute effective leadership and management of an organization towards healthy development and renewal. As we look at the future landscape of any organization coming out of this global pandemic, the past rules no longer apply, and the landscape has become even more complicated. To have flourishing organizations that are healthy and effective, it will take leaders that are able to create agile and adaptive environments to handle any season, but more so, be able to predict and strategically lead their organization towards true renewal and ultimate development.

We will look at the different types of organizations, the overall life cycles of organizations, their leadership style, the theology of renewal, and what it takes to build synergy around people, systems, and processes to be able to navigate any change that comes to the organization (planned or disrupted), and adaptive strategic planning to be able to navigate any season.

Each student will learn both through the course material and be able to practically apply what they are learning in real time each day as they break into teams by working towards a real-life case study.

With organizations becoming increasingly more complex, this class aims to empower leaders who are prepared and equipped to deal with these complex issues effectively. How leaders respond to organizational challenges and develop *leaders at all levels* will significantly impact their health and success.

This course is designed to complement other already existing leadership courses within the Briercrest setting. It is also designed to equip and resource persons in the Leadership and

Management program with a means of enhancing their impact in doing real-time organizational leadership, coaching and facilitation in a way that helps any organization gain clarity, define and own their current reality and then shape a collectively owned organizational path toward a preferred future toward continuous developing and renewing to accomplish its vision and purpose despite barriers.

COURSE OUTCOMES

At the end of the course, you will have developed a deep appreciation of the need for effective organizational leadership & management toward growing an enterprise or cause, be it a movement, a not-for-profit organization or ministry, a church, a for-profit organization, etc. toward continuous development and renewal to ensure continued vitality and vibrancy. The more precise desired outcomes include the following:

1. To have gained a deep appreciation of biblical values, principles, examples and call toward building God's Kingdom as we build and steward enterprises God has called us to lead and/or manage.
2. To grasp and be fluent in a macro sense of what it will take to lead/manage in ways that ensure there is continuous development and renewal by building up self-leadership/management, people of the organization leadership/management, the design and structure of the organization, the health of the organization, the execution of the organization, the cultural conditions of the organization and the outcomes of the organization.
3. To be adept at leading/managing in choice making of the *right* people for the right roles and utilizing a synergizing mindset and process to enable them to thrive.
4. To grasp and gain clarity and experience using varied organizational frameworks, designs, systems, governance, and decision-making for organizational development toward scaling up.
5. To become fluent in understanding and applying leadership/management principles, practices, and processes in governing, leading, managing or serving in any given context.
6. To have confidence and competence in being a multiplier of strength and numbers utilizing organizational health, progress, and scaling up designs, systems, structures and processes.

COURSE TEXTS

Required

To ensure that this course is intentional and actionable toward having a great and godly focus, every class member will be **expected to read the book of Acts**. This will help class members understand how the early church leaders developed the church as a movement that moved steadily toward becoming a corporate entity/organization.

Adizes, Ichak, *Managing Corporate Lifecycles: How To Get To and Stay at the Top*. The Adizes Institute Publishing: Santa Barbara, CA. 2004. ISBN 0937120065.

Im, Daniel, *No Silver Bullets: 5 Small Shifts That Will Transform Your Ministry*. B&H Publishing Group: Nashville, TN. 2017. ISBN 9781433651540.

Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else In Business*. Jossey-Bass: A Way Imprint. San Francisco, CA. 2012. ISBN 9780470941522.

De Long-Farmer, Drake, *Addicted to Hope: 7 Transformational Truths for the Weary, Defeated, and Just Plain Stuck*. Self-published: Amazon. 2022. ISBN 9798447333362.

Articles:

Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Book Summary. July 14 2016. <https://readinggraphics.com/book-summary-the-fifth-discipline/>

Bridges, William and Susan Bridges. *Leading Change: A New Model for Change*. Berlin, Eaton & Associates Ltd. 2000.
http://www.ctrtraining.co.uk/documents/WilliamBridgesTransitionandChangeModel_000.pdf

Recommended Reading List For Consideration (these are not required for the course)

Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Crown Publishing Group: New York: NY. 2006. ISBN 9780385517256.

Collins, Jim. *How The Mighty Fall and why some companies never give in*. Harper Collins, 2009. ISBN 978-0-9773264-1-9.

Bridges, William & Susan Bridges. *Managing Transitions: Making the Most of Change*. 4th Edition. Da Capo Press: Boston, MA. 2016. ISBN 9780738219653.

Kotter, John. *Accelerate*, Harvard Business Review Press, 2014. ISBN 978-1-625-174-7.

Lencioni, Patrick. *The Motive: Why Some Leaders Abdicate Their Most Important Responsibilities*. New Jersey: John Wiley & Sons, 2020. ISBN 9781119600459.

Watkins, Michael. *The First 90 Days: Proven Strategies for Getting Up to Speed Faster and Smarter*. Harvard Business Review Press, 2013. ISBN 978-1-4221-8861-3.

McChesney, Chris, Covey, Sean, and Huling, Jim. *The 4 Disciplines of Execution: Achieving your Wildly Important Goals*. Toronto: Free Press, 2012.

Collins, Jim. *Good To Great*. New York: Harper/Collins Publishers Inc., 2001

Collins, Jim and Jerry Porras. *Built To Last: Successful Habits of Visionary Companies*. New York, HarperBusiness Essentials, 2002.

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 OUTLINE AND CONTENT

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:25am	Different Types of Organizations	10 elements of synergy towards development and renewal	A Theology of Renewal	What sort of shifts need to happen in your organization?	What now? What did we miss?
BREAK					
10:35am-12:00pm	Life Cycles of Organizations	10 elements of synergy towards development and renewal	Adaptive Strategic Planning & Execution	Looking towards the future in a new reality	Beulah Alliance Case Study Presentation
LUNCH					
1:00-2:25pm	My Leadership Style	Group Work: Assigned Case Study	Effective Change Management	Group Presentations: Assigned Case Study	
BREAK					
2:35-5:00pm	Group Work: Assigned Case Study	Group Work: Assigned Case Study	Group Work: Assigned Case Study	Group Presentations: Assigned Case Study	

ASSIGNMENTS

Please submit all written assignments to Canvas using APA formatting.

Pre-Course Assignments:

1. Integrative Reading Report

Each course participant will be expected to write a well-designed and engaging integrative reading report on the required textbook readings and articles (not including the book of Acts). It is expected that you will select memorable insights, identify short and long-term applications of key insights, reflect and comment on the values of the resource and ensure that this is done for each resource. Then when you have done your work with each of the resources, do some comparisons and integrative insights as you build a conclusion from all the resources you read.

Project Length: 7-10 pages

Project due date: **April 10, 2023**

Basis of grade: Demonstration of a careful reading and attentiveness to what was expected.

Project Value: 20%

Mid-Course/During course Assignments:

1. Case Study teamwork and presentation:

Each course participant will be put into a team with fellow classmates, given a case study, and given class time each day to think, research, plan, and implement the learning from their readings and in-class lectures and conversations. On Thursday, each group will present their case study, the process they took towards a plan for development and renewal, and the

actual action steps they would take to move this organization towards development and renewal. Any written portion or presentation material will be compiled and submitted the Monday after the class ends, namely April 17, 2023.

Due: **Work to be done during the week. All written work to be submitted April 17, 2023.**

Project Value: 25%

Basis of grade: Your demonstration of the learnings through your presentation as well as any written material that was done in your group.

2. Participation and Journaling

Each participant will be expected to fully engage in the course from start to finish. Joining into the dialogue and pooling of wisdom as we process together will be one demonstration of this. Another demonstration of this will be that you keep a daily journal of learning for each of the five days of the course. The goal is for you to select memorable, applicable, and value-laden insights you choose will be key. The journaling will include the last day of the class; hence, the assembled journal should be submitted the Monday after the course ends, namely April 17, 2023.

Project due date: **Daily throughout the class and assembled and submitted April 17, 2023.**

Project Value: 20%

Basis of grade: Your in-class engagement and your journal capturing the essence of the best of the daily learning for you.

Post-Course Assignments:

1. Post-Course Case Paper

Using your own organization, or discovering an actual organization that exists in your world of experience, do the following. (1) Gain as much insight as possible about the organization through your own experience, recall and/or conduct interviews so you can describe the organization's story. From here, start by describing the organization's journey; this should take about 1/3 of the paper. (2) Then seek to interpret what happened on this journey, why it happened the way it did, where it happened as it did, etc. You are seeking to interpret the journey of the organization, or significant part of the organization. This should constitute another 1/3 of your paper. (3) For the third part of the paper, using your reading, class learnings, and group experience, develop a one-year plan that will start leading this organization back to renewal and effective development.

Project length: 7-10 pages

Project due date: **June 9, 2023**

Project value: 35%

Basis of Grade: Demonstration or real-time application of course learning and application.

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 Academic Resource Centre Coordinator in person (L234 in the Library) or by email (ntooke@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.).

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