

BRIERCREST

LE 603 Leadership and Management Foundations Fall 2023

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Course Dates: October 30 – November 3, 2023

Course Delivery: On campus modular course

3 Credit Hours

COURSE DESCRIPTION

This course is an integrative study of the primary features and functions of best practices of leadership and management within organizations, communities and cultural settings. Students will design a philosophy and set of operational principles for best practices that would help move any ministry and/or organization from merely being “good” toward being “great.” (It is strongly recommended that this course be taken early in the program and not beyond the midpoint of the program.)

COURSE INTEGRATION

This course layers a Trinitarian, Christ-centered approach to expanding leadership influence underneath the best of historic and emerging leadership practices, empowering students to develop a holistic philosophy of leadership to position thoughtful, humble and sustainable leaders for a lifetime of thriving in Kingdom-shaped service.

COURSE DELIVERY

The course is crafted as a weeklong, in-person retreat with the possibility of shared meals and evening programs. It will be held at Briercrest Seminary in Caronport.

REQUIRED READING

The Gospel of Luke

Magnus, Paul E, et al. (2023) *In Class with Dr. Magnus: The Lenses of Leadership*. (if this is not available in a timely fashion a prerelease copy will be made available) (150p)

Covey, S. R. (2013). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster. (318p) **OR** Robert "Clinton. (2012). *"The Making Of A Leader, Second Edition": Recognizing the Lessons and Stages of Leadership Development* (Revised edition). NavPress. (187p) **OR** Scazzero, P. (2015). *The Emotionally Healthy Leader: How Transforming Your Inner Life will Deeply Transform Your Church, Team, and the World*. Zondervan. (300p)

Silbiger, Steven A. *The Ten-Day MBA 4th Edition*. 4th ed. edition. New York: Harper Business, 2012. (448p)

Edwards, G. (1992). *A Tale Of Three Kings* (Reprint edition). Tyndale House Publishers, Inc. (98p)

Required Articles:

Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations* (6th ed.). Jossey-Bass. (345p) Examine the following book summaries:
<https://readingraphics.com/book-summary-the-leadership-challenge/#:~:text=The%20Leadership%20Challenge%20is%20about,Leadership%20behind%20the%20extraordinary%20results.>
<https://fourminutebooks.com/the-leadership-challenge-summary/>
<https://lanredahunsi.com/book-summary-the-leadership-challenge-by-james-kouzes-and-barry-posner/>
<https://www.shortform.com/summary/the-leadership-challenge-summary-james-m-kouzes-and-barry-z-posner>

Grenny, Joseph, Kerry Patterson, David Maxfield, Ron McMillan, and Al Switzler. *Influencer: The New Science of Leading Change, Second Edition*. New York, NY: McGraw-Hill Education, 2013. (336p)
Examine the following book summaries:
<https://static1.squarespace.com/static/5df3bc9a62ff3e45ae9d2b06/t/5e2ef98f0047906a9bd2a4eb/1580136851945/Influencer.Patterson+et+al.EBS.pdf>
<https://readingraphics.com/book-summary-influencer/>
<https://www.transformleader.com.au/wp-content/uploads/2017/02/Influencers-Book-Summary.pdf>
<https://quickread.com/book-summary/influencer-523>

Squires, V. (2018). Book Review: Northouse, P. G. (2016). *Leadership: Theory and Practice* (7th ed.). Thousand Oaks, CA: Sage. *Canadian Journal of Educational Administration and Policy*, 185, 91–94. (4p)
<https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42995>

Groysberg, B., Nanda, A., & Nohria, N. (2004). The Risky Business of Hiring Stars. *Harvard Business Review*, May 2004, 1–8. (8p) <https://hbr.org/2004/05/the-risky-business-of-hiring-stars>

Senge, P., Hamilton, H., & Kania, J. (2015). The Dawn of System Leadership. *Stanford Social Innovation Review*, Winter 2015, 27–33. (5p) https://networkpeninsula.org/wp-content/uploads/2014/12/The_Dawn_of_System_Leadership-1.pdf

Palmer, Parker J. "Leading From Within." In *Let Your Life Speak*. San Francisco, CA: Jossey-Bass Publisher, 2000. (12p) <https://learninginaction.com/PDF/Leading.pdf>.

Recommended Reading:

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House.

Buckingham, M., & Goodall, A. (2019). *Nine Lies About Work: A Freethinking Leader's Guide to the Real World* (Illustrated edition). Harvard Business Review Press.

Collins, J. (2001). *Good To Great: Why Some Companies Make the Leap...And Others Don't* (1 edition). HarperBusiness.

Covey, S., McChesney, C., & Huling, J. (2012). *The 4 Disciplines of Execution: Achieving Your Wildly Important Goals* (1 edition). Free Press.

Drucker, P. F. (2008). *The Essential Drucker: The Best of Sixty Years of Peter Drucker's Essential Writings on Management* (Reissue edition). Harper Business.

Friedman, E. H. (2017). *A Failure of Nerve*. Morehouse Publishing.

Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer: The New Science of Leading Change, Second Edition* (2 edition). McGraw-Hill Education.

Maxwell, J. (2007). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You* (10th Anniversary ITPE edition). Nelson Books.

Northouse, P. G. (2021). *LEADERSHIP THEORY AND PRACTICE* (8th edition). Sage Publications.

Wheatley, M. J. (2017). *Who Do We Choose To Be?: Facing Reality, Claiming Leadership, Restoring Sanity* (1st edition). Berrett-Koehler Publishers.

Wiseman, L. (2017). *Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter* (Revised ed.). Harper Business.

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

Upon successful completion of the course students shall have developed the following:

1. A theology and philosophy of leadership/management informed by the principles, priorities, and practices of Jesus.
2. A foundational understanding of the principles and approaches that underlie the best practices of leadership throughout the emergent history of the science and art of leadership/management, with a view to responding to future challenges.
3. A sense of calling and mission to steward their lives, power, and influence to co-operate with God using the gifting and opportunities to expand the influence and work of His Kingdom.
4. A realistic understanding of the character, competencies, capacities, skills, and accountabilities required of 21st century Christian leaders given the diverse and rapidly changing Canadian environment.

5. To develop the self-awareness and understanding of one's own sense of call, personality, gifts, strengths, default tendencies, weaknesses, and whether they are drawn more to leadership roles or management roles.
6. Acquire the appropriate skills necessary to lead people and organizations thoughtfully, with care and competency, and in a Christ-like fashion.
7. An appreciation of the need for plurality of leadership and collaboration, based on their own self-awareness of passions, strengths, and limitations.
8. A passion to develop one's own self-leadership and the leadership disciplines necessary to grow, improve, address ill-health, and stay the course through continuous spiritual, experiential, and academic leadership learning.

COURSE OUTLINE AND CONTENT

DAY 1 – Leadership and Management Overview

Introductions

MALM Program Overview and Context

The Historical Development of Leadership and Management Theories

Definitions: What is Leadership? What is Management? What's the Difference?

Key Text – The Ten Day MBA

DAY 2 – Understanding Our Leadership Story – Shaping Leaders

Thinking Theologically about Leadership

The Impact and Potential of Jesus-Centered Leadership

The Growth Journey of a Leader

The Intentional Shaping of a Leader's Journey

- Who am I? Describing our leadership narratives and giftedness – finding our place in Christ
- Where am I going? Beginning with the End in Mind – defining “success”
- Who will I go with? Imagining our “Dream Team” – APEST/5Q
- How will I sustain myself? What are my foundations, limits and practices?
- Where am I and how do I fit? Understanding the challenges and opportunities of my current context

Key Texts – Tale of Three Kings, The Making of a Leader

DAY 3 – Practices of Effective Leadership – What Leaders DO

Unpacking the Paul Magnus Model of Leadership – A leader is...

A Person who impacts

People using

Processes that accomplish

Purposes and outcomes that multiply the cycle depending on

Power

Key Text – Dr Magnus

DAY 4 – Building a Philosophy of Leadership: Why and How I Lead

- WHY - Identity & Grounding
- WHERE – Vision and Personal Development
- HOW – Values & Model
- WHO – Style, Fit, Team
- WHAT'S NEXT – Planning, Feedback & Celebration, Succession

Texts – Seven Habits of Highly Effective People and The Emotionally Healthy Leader

DAY 5 – MALM Program Overview – What's Next on Your Journey?

What Else? Adding Value to your context

Program Overview:

Foundations

Personal Development & Resilience

Strategy and Problem-Solving

Organizational Development & Governance

Coaching and Team Development

Change/Power/Conflict & Communication

Specializations

Capstone Projects: Reading & Research

Communion and Commissioning

ASSIGNMENTS

Please submit all written assignments to Canvas, using APA formatting.

Pre-Course Assignments:**1. Case Study: Jesus the Perfect Leader**

Take the APEST inventory prior to the first day of class. It can be found here:

<https://5qcentral.com/product/apest-vocational-assessment/> NOTE – there is a cost for this.

Watch “How to Use 5Q Tests Effectively” before taking the test.

Then read the Gospel of Luke (and Acts 1:1-14). Observe Jesus’ leadership activities through the lens of APEST. Identify characteristics, qualities, practices, and initiatives that demonstrate the leadership philosophy and practice of Jesus, seek to identify key themes/practices Jesus used, identify when He acted in ways that resonate with different aspects of the APEST roles. Wrestle with following His example, and where you align or differ from his approach. This paper should be 5-7 pages in length and should make strategic use of bullets and point form.

Course value: 15%

Length: 5-7 pages (1250-1750 words)

Basis of grade: Identification of key texts, deep reflection on the postures and motivations of Jesus, beginning of integration in one’s own life, context and practice.

Due date: October 27, 2023

2. Integrative Reading Report

Read the required reading. Write an integrated reading report that has a summative introduction and conclusion. For each resource, summarize key concepts, memorable insights, integration and application, as well as some insights on how the resources interact with each other. While critical discernment should be used in reading, it is not necessary to share critical insights in the report. In the conclusion, integrate and summarize all the insights gained and describe potential applications.

Course value: 15%

Length: 5-7 pages (1250-1750 words)

Basis of grade: Demonstrated understanding, selection of memorable insights, thoughtful adoption or adaptation to live forward and reflection on values of each and the collective set of resources.

Due date: October 27, 2023

3. Summary and article report

Read the required articles and book summaries. Choose one of the resources and prepare a 5 minute presentation to deliver in class. Use online and media resources as much as possible, including any AI assists you can discover. Be transparent and honest about what resources you access. Your goal is to respond to the most powerful insights you gained from this resource, access any supporting material you discover online and share those insights in an engaging, inspiring way with the class. HAVE FUN WITH THIS!

Course value: 15%

Length: 5 minutes with supporting presentation/notes

Basis of grade: Innovative exploration, creativity, engaging presentation. Understanding of concepts and integration with one's life and ministry.

Due date: To be ready by the first day of class.

Mid-Course Assignments:

4. Leadership Narrative

Come prepared to share significant life experiences that have contributed to your understanding of leadership, success and failure. You will reflect upon your family of origin, defining life experiences (positive and negative), your understanding of your own spiritual gifting and sense of call. Come aware of how painful events in your past may cause you to be triggered during class discussions and have a self-care plan to respond to yourself and others with kindness and integrity. It may be wise to send the professor an email prior to class outlining any concerns or needs in this regard. Work with classmates will assist in the development of the philosophy of leadership paper. Nothing will be submitted; however, you will be required to make a presentation on the final day of class that begins to sketch out the initial work for the final paper. A slide deck template will be provided on Canvas.

Course value: 15%

Basis of grade: Depth of insight and wrestling; honest courage and appropriate vulnerability with team members; displaying trustworthy response to others, full

engagement in group discussions, full engagement in class presentation.

Due date: In Class work

Post-Course Assignments:

5. Philosophy of Leadership

Write an 18-20 page paper which identifies and explains your philosophy of leadership. This should include:

- a. biblical/theological understanding of leadership,
- b. practices, theories, and models of leadership that complement one's personal style,
- c. that contribute to a long-term personal vision for leadership which
- d. summarizes personal strengths and gifts alongside an imagining of a potential "dream team" and best organizational fit that complement personal gaps and weaknesses,
- e. and lays out a tentative plan for building Christian character and resilience for long-term thriving for oneself, family, teammates and organizations.
- f. A Helpful outline for this paper would be:
 - a. WHY - Identity & Grounding
 - b. WHERE - Vision and Personal Development
 - c. HOW - Values & Model
 - d. WHO - Style, Fit, Team
 - e. WHAT'S NEXT - Planning, Feedback & Celebration, Succession

Course value: 40%

Length: 18-20 pages (4500-5000 words)

Basis of grade: Demonstrated understanding and integration of class content, clarity of expression, selection of memorable insights from class discussion, evidence of self-awareness and personal reflection, thoughtful integration of coursework to current context, inspiring plan and next steps.

Due date: December 29, 2023 (get as much work done as possible before Dec 1 - trust me!)

COURSE GRADING:

Case Study: Jesus the Perfect Leader	15%
Integrative Reading Report	15%
Class Presentation	15%
In Course work on Leadership Narrative Reflections	15%
Philosophy of Leadership	40%
	100%

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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will

result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

****Regarding AI and other assistive technologies, *this professor* requires ONLY that you be explicit about what tools you are using. This will be discussed in more detail in class. If you are unsure about what you hope to do, ASK FIRST!****

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

BIBLIOGRAPHY

- Blanchard, Ken and Phil Hodges. *Lead like Jesus: Lessons from the Greatest Leadership Role Model of all Time*. Nashville, Tenn.: Thomas Nelson, 2005.
- Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Expanded Edition. Downers Grove: IVP Press, 2015.
- Brown, Brene. *Dare to Lead: Tough Conversations. Whole Hearts*. New York: Random House, 2018.
- Buckingham, Marcus. *The One Thing You Need to Know about great Managing, great Leading, and sustained individual Success*. Toronto: Free Press, 2005.
- Gary Chapman & Paul White. *The Five Languages of Appreciation in the Workplace: Empowering Organizations by Empowering People*. Chicago: Northfield Publishing, 2012.
- Cladis, George. *Leading the Team-Based Church*. San Francisco: Jossey-Bass, 1999.
- Clifton, Jim & Jim Carter. *It's The Manager*. Gallop Press, 2019.
- Clinton, Dr. J. Robert. *The Making Of A Leader*. Colorado Springs: Navpress, 1988.

Clinton, Robert and Stanley, Paul. *Connecting: The Mentoring Relationships You Need To Succeed In Life*. Colorado: Nav Press, 1992.

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Getz, Gene A. *Elders and Leaders. Sharpening the Focus of the Church*. Chicago: Moody Press, 1974.

George, Carl F. and Logan, Robert. *Leading and Managing Your Church*. New Jersey: Fleming H. Revell Co., 1987.

Greenleaf, Robert K. *Servant Leadership*. New York: Paulist Press, 1977.

Goleman, Daniel; Boyatzis, Richard and McKee, Annie. *Primal Leadership*. Boston: Harvard Business School Press, 2002. ISBN 1-57851-486-X.

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Hersey, Paul & Ken Blanchard. *Management of Organizational Behavior* (6th ed.). Englewood Cliffs: Prentice Hall, 1993.

Hougard, Rasmus & Jacqueline Carter. *The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results*. Boston, Harvard Business Review, 2018.

Hybels, Bill. *Courageous Leadership*. Grand Rapids: Zondervan, 2002.

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

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Lencioni, Patrick. *The Advantage: Why Organizational Health Trumps Everything Else in Business*. San Francisco: Jossey Bass, 2012.

Malphurs, Aubrey. *Being Leaders*. Grand Rapids: Baker, 2003.

_____. and Will Mancini. *Building Leaders*. Grand Rapids: Baker, 2004.

_____. *Leading Leaders*. Grand Rapids: Baker, 2005.

_____. *Values Driven Leadership*. Grand Rapids: Baker, 1996.

Maxwell, John and Jim Dornan. *Becoming a Person of Influence*. Vancouver: Thomas Nelson, 1997.
ISBN 0-7852-7100-7.

Maxwell, John. *Leader Shift: The 11 Essential Changes Every Leader Must Embrace*. Harper Collins, Inc., 2019.

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Oswald, Roy M., and Johnson, Barry. *Managing Polarities in Congregations: Eight Keys for Thriving Faith Communities*. Herndon, VA: The Alban Institute, 2010.

Pue, Carson. *Mentoring Leaders: Wisdom for Developing Character, Calling and Competency*. Grand Rapids: Baker Books, 2005.

Quinn, Robert. *Deep Change*. San Francisco: Jossey-Bass, 1996.

Rainer, Thom. *Breakout Churches: How To Discover How To Make The Leap*. Grand Rapids: Zondervan, 2005.

Roxburgh, Alan J., and Fred Romanuk. *The Missional Leader. Equipping Your Church To Reach a Changing World*. San Francisco: Jossey-Bass, 2006.

Sample, Steve B. *The Contrarian's Guide to Leadership*. San Francisco: Jossey-Bass, 2002.

Sanders, Oswald. *Spiritual Leadership*. Chicago: Moody Press, 1967, 1994.

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Steinke, Peter L. *Healthy Congregations. A Systems Approach*. Bethesda: Alban Institute, 1996.

Stanley, Andy. *Visioneering*. Portland, OR: Multnomah Press, 1999.

Sun-Tzu. *The Art of War*. New York: Penguin, 2003.

Stott, John. *Basic Christian Leadership*. Downers Grove, IL: InterVarsity Press, 2002.