

BRIERCREST

LE 849 Leadership and Management Current Issues: Men and Women/Women and Men Leading Together Fall 2023

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Course Dates: October 2- 6, 2023
Delivery Method: Online

3 Credit Hours

COURSE DESCRIPTION

This course will explore the opportunities and challenges of men and women thriving in leadership together. Both research-based and practical, it will provide the opportunity to craft personal, team and organizational mindsets, strategies, and tools.

COURSE INTEGRATION

This course is designed to assist participants in co-creating spaces where both men and women can thrive. It will explore topics like unconscious bias, diversity and belonging, communication, intersectionality, frameworks, processes, and culture change. Using literature review, lecture, case studies, group discussion, team projects, critical thinking exercises, and experiential learning opportunities, together we will delve into the why, what, and how of envisioning and co-creating work cultures where men and women can lead together.

COURSE TEXTS

Required Reading:

Please research the emphasis of the books below before making your selection to ensure that you are both exposed to diverse perspectives and able to access resources that will best suit your context. Be sure to read thoughtfully and with the intent to challenge your assumptions, consider other's perspectives, and grow in insight. Pay particular attention to what resonates, what doesn't and why. Do not expect to agree with everything you read, and do not allow these differences of opinion to negatively impact your learning.

1. Anderson, K. (2001). *A Recognition of Being: Reconstructing Native Womanhood*, Sumach Press. (257 p.)

OR

Tulshyan, R. (2022). *Inclusion on Purpose: An Intersectional Guide to Creating a Culture of Belonging at Work*. The MIT Press. (296 p.)

OR

Reeves, R.V. (2022). *Of Boys and Men: Why the Modern Male is Struggling, Why It Matters, and What We Can Do About it*. Brookings Institution. (256 p.)

2. Bohnet, I. (2016). *What Works: Gender Equality by Design*. Harvard University Press. (292p.)

OR

Moore, C., (2022). *When Women Lead: Embrace Your Authority, Move Beyond Barriers, and Find Joy in Leading Others*. Zondervan. (191 pages)

OR

Byrd, Aimee. (2018). *Why Can't We Be Friends: Avoidance is Not Purity*, P & R Publishing. (233 p.)

3. Duffield, E. (2019). *The Brave Way*. Shadow River Ink. (215 p.)

OR

Duffield, E. (2018). *Brave Women: Building Bridges to Transformation*. Shadow River Ink. (228 p.)

OR

Chamorro-Premuzic, T. (2013). *Confidence: How Much You Really Need and How to Get It*. Penguin. (221 p.)

4. Dixon, R. (2021). *Together in Ministry: Women and Men Flourishing in Partnerships*. IVP. (176 p.)

OR

Strickland, D. (2020). *Better Together: How Women and Men Can Heal the Divide and Work Together to Transform the Future*. W Publishing, Thomas Nelson. (186 p.)

5. Liu, D., (2022). *Take Back Your Power: 10 Rules for Women at Work*. Zondervan. (240 p.)

OR

Bohns, V. (2021). *You Have More Influence Than You Think: How We Underestimate Our Power of Persuasion and Why It Matters*. WW Norton. (256 p.)

Required Articles (available on Canvas or at links below)

Korn Ferry *Inclusive Leaders for an Equitable Future*

Korn Ferry *The Five Disciplines of Inclusive Leaders*

Reykjavik Study – download report at <https://www.kantar.com/campaigns/reykjavik-index>

Women in the Workforce 2022 Study, McKinsey & Company <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/women-in-the-workplace>

<https://www.mckinsey.com/ca/overview/gender-diversity-at-work-in-canada/interview-series-tina-pan>

<https://jesseukkonen.fi/diversity-equity-inclusion-thoughts>

<https://www.gallup.com/workplace/285674/improve-employee-engagement-workplace.aspx>

Suggested Reading:

Alwill, L. C. (2018). *Like She Owns the Place: Unlock the Secrets of Lasting Confidence*. Penguin.

- Arnold, T. (2017). *The Power of Healthy Tension: Overcome Chronic Issues and Conflicting Values*. HRD Press.
- Bohnet, Iris. (2016) *What Works: Gender Equality by Design*. Harvard University Press.
- Brown, B. (2007). *I Thought It Was Just Me (But It Wasn't): Making the Journey from "What Will People Think" to "I Am Enough"*. Avery.
- Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts*. Random House.
- Brown, B. (2019). *Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone*. Random House.
- Chamorro-Premizic, T. (2014). *Confidence: How Much You Really Need and How to Get it*, Plume.
- (2019). *Why So Many Incompetent Men Become Leaders, and How to Fix It*. HBR.
- Coleman, K., (2021). *7 Deadly Sins of Women in Leadership: Overcome Self-defeating Behavior in Work and Ministry*, Zondervan.
- Edmonson, A. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation and Growth*. Wiley.
- Helgeson, S. & Goldsmith, M. (2018). *How Women Rise: Break the 12 Habits Holding You Back From Your Next Raise, Promotion, or Job*. Hachette Books.
- Kay, K. & Shipman, C. (2014). *The Confidence Code: The Science and Art of Self-Assurance, What Women Should Know*. Harper Collins.
- Killelea, G. (2016). *The Confidence Effect: Every Woman's Guide to the Attitude That Attracts Success*. AMACOM.
- Sandberg, S. (2013.) *Lean In: Women, Work, and the Will to Lead*. Random House.
- (2014). *Lean In for Graduates*. Knopf.
- Simmons, R. (2018). *Enough as She Is: How to Help Girls Move Beyond Impossible Standards of Success to Live Healthy, Happy, and Fulfilling Lives*. HarperCollins
- Valerio, A (2009). *Developing Women Leaders: A Guide for Men and Women in Organizations*. Wiley-Blackwell.

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 increase in their understanding and empathy of self and others while growing in their awareness of the implications of this understanding.
2. Participants will grow in their conviction and commitment to co-create places where men and women can thrive.
3. Participants will reflect thoughtfully, thoroughly, and compassionately on their own story and the perceptions, biases, assumptions, and consequent limiting beliefs that may have developed as a result.
4. Participants will experiment with, and gain competence and confidence in, alternative processes toward co-owning, co-creating, co-aligning, and co-delivering environments and cultures where men and women can thrive.

COURSE DELIVERY

The course is crafted as an online course with additional readings and assignments as well as personal presentations, group work, and conversations with the instructor and others.

COURSE OUTLINE AND CONTENT

DAY 1 – Developing a Vision of Men and Women Thriving Together

- A. Community building
- B. Conviction building
- C. A Theology of Thriving Together
- D. The Polarity of Unity or Diversity – finding shared higher purpose
- E. Team activity: Spend time naming and co-owning the need to manage the complexities of Men and Women Thriving Together. Prepare to share at beginning of day two.

DAY 2 – Expanding Our Perspective of Thriving Together

- A. What does it mean to be human?
- B. Uncovering limiting beliefs and unconscious bias
- C. Issues of perceptions, power, and influence – abuse vs. abdication continuum (Hersey and Blanchard)
- D. Psychological safety for men and women
- E. Guest interviews
- F. Team Activity: Reflect on how to navigate the complexities raised on day one given the themes we addressed on days one and two. Prepare to share at beginning of day three.

DAY 3 – Developing Our Understanding of Processing Differences Toward Men and Women Thriving Together

- A. Theologically and ideologically grounded organizational best practices and processes
- B. Communication – progressive movement from “or” to “together/and”
- C. Co-creating, co-designing, and co-directing
- D. Competence, confidence, and courage
- E. Team Project: Phase one of co-designing a culture (guiding principles, practices, processes, and measures)

DAY 4 – Crafting Cultures where Men and Women Can Thrive

- A. Theologically grounded Theory of Change
- B. Tenets
- C. Gender Frameworks
- D. Team Project: Phase two of co-designing a culture (guiding principles, practices, processes, and measures)

DAY 5 – Pulling It All Together

- A. Team Presentations – demonstration of your capacity to co-own the complexities, and co-design an environment where men and women can thrive
- B. Closing

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Read the required articles, textbooks, and biblical passages. Write an 8-to-10-page integrated report on these readings and come to class prepared to share insights from the books in class dialogue. The report should identify memorable and applicable insights from your readings as well as your reflections on these insights. How have the readings changed your thinking? It should compare and contrast the resources read and include how you will apply what you have read in your leadership.

Value: 25%

Basis of Grade: Quality of synthesis of and reflection on resources.

Due Date: 7pm, Friday, September 22, 2023

2. Interview three leaders about their experience in crafting cultures where both men and women can thrive. Include the following types of questions: What challenges did they experience? What breakthroughs did they see? What did they learn that was unexpected? What would they do differently another time? Why was this important to their organization? How did they change as a result of the process? Write up your findings into a 6–8-page report.

OR

Develop a 5–8-page case vignette describing what you have experienced to be challenging about men and women working and thriving together. Identify for us what the complexities are and your emerging thoughts on what you will look for in the course to assist you with navigating these complexities.

Value: 15%

Basis of Grade: Quality of interviewees and their comments; and the synthesis of and reflection on their responses.

Due Date: 7pm, Friday, September 29, 2023

During Course Assignment:

Team Project: demonstration of your capacity to co-own the complexities, and co-design a better future of men and women thriving together. While some time will be given in class to work on it, additional time may also be required. Be sure to include strong visuals, of examples.

Value: 20%

Basis of Grade: Quality of preparation and presentation of findings.

Post-Course Team Assignments:

1. Imagine that your team has been asked to act as consultants to help an organization put into practice what you have learned through this class. You may choose one of your organizations or create a fictional one. As a team refine your presentation into a powerpoint and creative portfolio that includes the principles learned in your assigned and additional readings, as well as group conversations and classwork. This portfolio should include sections on the rationale, guiding principles, best practices, biblical insights, frameworks, measures and training an organization could adopt to grow closer to a culture where both men and woman can thrive.

Value: 20%

Basis of Grade: Quality of synthesis of and reflection on resources. Additional research.

Due Date: 7pm, Friday, November 3, 2023

2. Share your presentation with a group of colleagues and send an 8-10 page report that includes your presentation, a picture of you presenting to the group, feedback from 2 participants (one supervisor and one direct report if possible) and your reflections and learnings.

OR

If you do not have access to a work environment with colleagues, you may share your presentation with a small group of friends and send an 8-10 page report that includes your presentation, a picture of you presenting to the group, feedback from 2 participants and your reflections and learnings.

Value: 20%

Basis of Grade: Quality of presentation information (statistics, stories, principles, etc.) and presentation effectiveness (visuals, charts, exercises, etc.). Quality of feedback from participants and personal reflections.

Due Date: 7pm, Friday, December 1, 2023

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

Modular classes begin at 9:00 a.m. SK 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.

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).