



LE 848 Leadership Resilience Fall 2025

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Course Dates: November 24-28, 2025
Course Delivery Method: Hybrid

3 Credit Hours

COURSE DESCRIPTION

This course will examine the factors that contribute to resilience in life and leadership along with those factors that break down the high energy and resilience which is so vital to thriving in personal and organizational settings. The primary goal of the course is to address the shaping and/or reshaping of our journey in ways that promote personal and organizational resilience in all dimensions of life-holistic, physical, emotional, mental, social, and spiritual. The course will examine the trends and realities, perspectives, environments and conditions that contribute to both burnout and resilience. Attempts will be made for each person to define their current condition and the implications.

COURSE INTEGRATION

This course is designed to help students obtain new vision, perspectives, tools, and commitments toward a life of holistic, wholehearted, and resilient life-long personal and corporate leadership in ways that contribute to helping them toward:

- Having refocused their priorities for the development of their personal relationships with Christ and others in ways that develop wise values, habits, and leadership style.
- Having experienced and applied new perspectives, processes, strategies, and skills for designing and influencing resilience in their own lives and in the lives of those they lead.

COURSE TEXTS

Required Reading

Cuss, Steve. *Managing Leadership Anxiety: Yours and Theirs*, Nashville: Thomas Nelson, 2019. (224 p.)
OR Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Transform Your Church, Team, and the World*. Grand Rapids: Zondervan, 2015. ISBN 13 978-0-310-49457-7. (336 p.) Please choose the one you have not read or, if you have not read either, the one you think will be most personally helpful.

Deloitte, *The Resilient Organization* (Available on Canvas, 14 pages)

Denyer, David. *Organizational Resilience: A summary of academic evidence, business insights and new thinking* by BSI and Cranfield School of Management (Available on Canvas, 54 pages)

Kirkman, Bradley and Stoverink, Adam. *Unbreakable: Building and Leading Resilient Teams*. Stanford Business Books, 2023. ISBN 13 978-1503629301 (202 pages).

McKinsey, *The Future of Leadership: Developing a resilient, adaptable workforce for an uncertain future*, (pp. 90-99, Available on Canvas)

McDargh, Eileen. *Burnout to Breakthrough: Building Resilience to Refuel, Recharge and Reclaim What Matters* Berrett-Koehler, 2020. ISBN13: 978-1523089468. (192 pages)

Moh Heng Goh, *Organizational Resilience*, May 17, 2023 (Available on Canvas, 32 pages)

Palmer, Parker. *A Hidden Wholeness: The Journey Toward an Undivided Life*. San Francisco: Wiley, 20th Ed. 2024. 978-1394235070 (192 pages)

Varajao, Joao, Gabriela Fernandes, Antonio Amaral, A. Manuela Gonçalves, *Team Resilience Model: An Empirical Examination of Information Systems Projects*, 2021. (Available on Canvas, 10 pages)

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>) and their myBriercrest.ca email account.

SEMINARY-WIDE OUTCOMES

Students will graduate:

1. Describing and demonstrating evangelical faith and values.
2. Preparing to serve God's kingdom in its diversity. Describe God, God's kingdom, and your calling (vocational sensitivity) within it, including the types of contexts and people you feel best prepared to serve.
3. Participating in the action of our Triune God through formation of the soul (i.e., virtue and spiritual integrity), mind (academic rigour), and strength (vocation).

PROGRAM OUTCOMES

1. Embrace and articulate an ethical and Christ-centered approach to leadership that is culturally and contextually informed.
2. Demonstrate adaptive and facilitative management principles and practices.
3. Exhibit and articulate biblically informed self-awareness and humble confidence.
4. Exemplify theologically informed collaborative leadership principles and practices.
5. Understand and apply systems thinking and the principles of systems complexity, systems health, systems change, and social innovation.

COURSE OUTCOMES

Upon successful completion of the course, and with thoughtful study on the part of the student, participants will:

1. Become aware of the conditions, challenges, and choices that can trigger the need for personal, team and organizational resilience.
2. Be exposed to models and best practices of personal, team and organizational resilience.
3. Develop increased skills to assess, influence, lead and manage toward personal, team and organizational resilience.
4. Understand the place and role of the spiritual, mental, emotional, and functional disciplines essential to a life journey of resilience.

COURSE OUTLINE AND CONTENT

TIME	TOPIC OF DISCUSSION
Day 1	A. Begin with the end in mind B. Guiding principles for thriving C. Crafting a vision and rationale for personal and organizational resilience
Day 2	A. Model the way B. Guiding principles for authenticity C. Crafting a way of life that includes lifegiving relationships and practices
Day 3	A. Ensure empowering boundaries B. Guiding principles for integrity C. Crafting a church or organization around principles of well-being
Day 4	A. Build Spiritual, Social and Emotional Wellbeing B. Guiding principles of peace seeking
Day 5	A. Integration B. Guiding Principles

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Read the required textbooks, articles, and summaries. Write a 7-page integrative report in which you compare, contrast, and integrate the resources. In addition, you should do the self-tests and come ready to discuss these in class. (Seminary Outcomes 2,3; Program Outcome 3; Course Outcomes 1,2)

DUE DATE: November 20, 2025

VALUE: 25%

2. Write a 7-page case report project in which they rate themselves in terms of their current level of resiliency in general, in each dimension of their lives (spiritual, emotional, physical, financial, energy, passion for and clarity of calling) and identify the short- and long-term implications. In addition, reflect on the resilience of your team and organization, incorporating insights gleaned from the readings. (Seminary Outcome 3; Program Outcome 3; Course Outcomes 1,4)

DUE DATE: November 20, 2025

VALUE: 20%

Mid-course Assignments:

3. Class engagement and group work. Please come prepared to share from what you have read and from your life story. Be sure to bring your personal and organizational resiliency strategies and challenges to add to the conversation. (Seminary Outcomes 1,2; Program Outcomes 2,3,4; Course Outcomes 1-4)

DUE DATE: November 28, 2025

VALUE: 15%

Post-Course Assignment:

4. Design a 12 page "Organizational Resilience Playbook" which includes a rationale, strategic outcomes, guiding principles, potential triggers, helpful assessments, and specific activities and practices to build organizational resilience across the domains discussed in class. Be sure to augment the reading done for class and insights from class with a minimum of 4 additional, cited sources. (Seminary Outcomes 2; Program Outcomes 2,4; Course Outcomes 1,2,3)

DUE DATE: January 23, 2026

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

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 without instructor authorization 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.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. 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).

BIBLIOGRAPHY

As referred to during the course beyond readings referred to below.

Optional Reading & Bibliography

Brown, Steve. *Leading Me*. Brechin, ON.: Castle Quay Books, 2015. ISBN 978-1-927355-68-8.

Adams, Marilee. *Change Your Questions Change Your Life: 7 Powerful Tools for Life and Work*. San Francisco: Barrett-Koehler, 2004. ISBN 13-978-1-57675-241-8.

Allen, David. *Getting Things Done: The Art of Stress-Free Productivity*. Toronto: Penguin Books, 2001. ISBN 978-0-14-200028-1.

_____. *Making It all Work: Winning at the Game of Work and the business of Life*. Penguin Books, 2008. ISBN 978-0-14-311662-2.

Anderson, Fil. *Running on Empty*. Waterbrook Press, 2004. ISBN 0-310-20930-7.

Au, Wilkie. *The Enduring Heart: Spirituality for the Long Haul*. Novolis, 2008. ISBN 13:978-080909105243.

Bradberry, Travis & Jean Greaves. *Emotional Intelligence 2.0*. San Diego: Talent Smart, 2009. ISBN 978-0-973206-2-5.

Brockman, John, ED. *The Mind*. Toronto: Harper, 2011. ISBN 978-0-06-202584-5.

Brown, Tim & Barry Katz. *Change By Design: How Design Thinking Transforms Organizations And Inspires*

- Innovation*. New York: Harper Business, 2009. ISBN 978-0-06-177608-4.
- Burns, David. *Feeling Good: The New Mood Therapy*. Broadway, NY: New American Library, 1980. ISBN 0-451-14690-5.
- Burns, David. *The feeling Good Handbook*. New York: Penguin Books, 1990. ISBN 0-452-26174-0.
- Burke, Dale. *Take Back Your Life: 10 Choices to Give You More Time, More Energy, and Better Relationships*. Eugene, OR: Harvest House, 2007. ISBN 13:978-0-7369-1400-0.
- Burke, Dale. *How To Lead and Still Have A Life: The 8 Principles of Less is More*. Eugene, OR: Harvest House, 2004. ISBN 13-978-0-7369-1686-8.
- Butler, Gillian & Tony Hope. *Managing Your Mind: The Mental Fitness Guide*. Second Edition. New York: Oxford University Press, 2007. ISBN 978-0-19-531453-3.
- Colvin, Geoff. *The Upside of Downturn: Ten Management Strategies to Prevail in the Recession & Thrive in the Aftermath*. New York: Portfolio Penguin, 2009. ISBN 978-1-59154-296-5.
- Cordeiro, Wayne. *The Divine Mentor: Growing Your Faith as You Sit at the Feet of Your Savior*. Minneapolis: Bethany House, 2007. ISBN 13:978-0-7642-0475-3.
- Covey, Stephen R. *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. Toronto: Simon & Schuster, 1989. ISBN 0-671-70863-5.
- Fink, David H. *Release From Nervous Tension*. New York: Simon & Schuster, 1962.
- Hamel, Gary. *Leading The Revolution: How To Thrive in Turbulent Times by Making Innovation A Way of Life*. Toronto: Penguin Books, 2002. ISBN 0-452-28324-8.
- Hasson, Gil & Sue Hatfield. *Bounce: Use the Power of Resilience to Live the Life You Want*. Toronto: Pearson, 2009. ISBN 978-0-273-72994-5.
- Hallowell, Edward. *Crazy Busy: Overstretched, Overbooked, & about to Snap*. Ballantyne Books, 2006. ISBN 0-345-48243-3.
- Hughes, Richard L. & Katherine Beatty. *Becoming A Strategic Leader: Your Role In Your Organizations Enduring Success*. San Francisco: John Wiley, 2005. ISBN 0-7879-6867-6.
- Jackson, Anne. *Mad Church Disease: Overcoming the Burnout Epidemic in the Church*. Grand Rapids: Zondervan, 2009. ISBN 978-0-310-28755-1.
- Lencioni, Patrick. *The 3 Big Questions for A Frantic Family: A Leadership Fable*. San Francisco: Jossey Bass, 2008. ISBN 978-0-7879-9532-4.
- Levinson, Harry. *The Psychology of Leadership*. Boston: Harvard Business School Press, 2006. ISBN 13: 978-1-4221-0205-3.

Loehr, Jim & Tony Schwartz. *The Power of Full Engagement: Managing Energy, Not Time, Is The Key to High Performance and Personal Renewal*. Toronto: Free Press, 2003. ISBN 0-7432-2674-7.

Lotz, Anne Graham. *Wounded by God's People*. Grand Rapids: Zondervan, 2013. ISBN 78-0-310-33832-1.

Lucado, Max. *Cure for the Common Life: Living In Your Sweet Spot*. Nashville: Thomas Nelson, 2005. ISBN 978-0-8499-9137-0.

McKee, Annie. *Resonant Leadership: Renewing Yourself and Connecting with Others*. Boston: Harvard Business School Press, 2005. ISBN 1-59139-563-1.

Martin, Roger. *The Opposable Mind: Winning Through Integrative Thinking*. Boston: Harvard Business Press, 2009. ISBN 978-1-3077-6.

Maxwell, John. *How Successful People Think*. Nashville: Centre Street, 2009. ISBN 978-1-59995-168-3.

Neck, Christopher & Charles Manz. *Mastering Self-Leadership: Empowering Yourself for Personal Excellence*. Fifth Edition. Toronto: Pearson, 2010. ISBN 10-0-13-606645-3.

Palmer, Russell. *Ultimate Leadership: Winning Execution Strategies for Your Situation*. Toronto: Pearson, 2008. ISBN 0-13-193386-8.

Quinn, Robert. *Deep Change*. San Francisco: Jossey Bass, 1996. ISBN 0-7879-0244-6.

Rath, Tom. *Fully Charged: The 3 Keys to Energizing Your Work & Life*. Missionday, 2015.

Segal, Jeanne. *The Language of Emotional Intelligence: The Five Essential Tools for Building Powerful and Effective Relationships*. Toronto: McGraw Hill, 2008. ISBN 10:0-07-1544550.

Sire, James. *Habits of the Mind: Intellectual Life as a Christian Calling*. Downers Grove: IVP, 2000. ISBN 0-8308-2273-9.

Schwartz, Tony. *The Way We're Working Isn't Working: The Four Forgotten Needs that Energize Great Performance*. Toronto: Free Press, 2010. ISBN 978-1-4391-2766-7.

Thrall, Bill & Bruce McNicol & John Lynch. *True Faced: Trust God and Others With Who You Really Are*. Colorado Springs: Nav Press, 2004. ISBN 1-57683-693-2.

Thompson, Henry L. *The Stress Effect: Why Smart Leaders Make Dumb Decisions and what To Do About It*. San Francisco: Jossey Bass, 2010. ISBN 978-0-470-58903-8.

Wright, Susan & Carol MacKinnon. *Leadership Alchemy: The Magic of the Leader Coach*. Toronto: TCP Publications, 2003. ISBN 0-9733260-0-X.