



LE 842 Leadership Communication for a Change Winter 2026

Professor: Dr. Rob Chartrand
Email: rchartrand@briercrest.ca
Phone: 306.801.4827
Course Dates: February 16 - 20, 2026
Course Delivery Method: In-person modular

3 Credit Hours

COURSE DESCRIPTION

One of the surprising discoveries of leaders is that they are unaware that they do lead every time they communicate and that they could increase their leadership outcome exponentially if they were more intentional about maximizing their communication competencies and opportunities. The course is designed to resource leaders with the understandings, experiences, competence, and confidence toward communicating for a change with every opportunity to do so.

COURSE INTEGRATION

Ministry and marketplace leaders who desire to bring about change in any organization must know how to communicate effectively. Students within the Leadership and Management program will learn principles and practices for effective communication and will have the opportunity to sharpen these skills. As they apply these principles, they will see improved results in every facet of their leadership. This course complements other communication courses that already exist within the Briercrest setting.

COURSE TEXTS

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

Duarte, Nancy. *Resonate: Present Visual Stories that Transform Audiences*. Hoboken, NJ: John Wiley & Sons, 2010. 248 pages. ISBN 978-0470632017

Godin, Seth. *This Is Marketing: You Can't Be Seen Until You Learn to See*. New York: Penguin Random House, 2018. 272 pages. ISBN 978-0-5255-4083-0

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.

Miller, Donald. *Building a Story Brand: Clarifying Your Message So Customers Will Listen*. Harper Collins, 2017. 230 pages. ISBN 978-1400201839

Recommended Texts

All recommended textbooks and a select bibliography will be posted to Canvas.

NOTE: The preferred style guide for this course is [MLA](#) for formatting, citations, footnotes, and works cited.

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.briercrestseminary.ca/seminary-life/documents>.

These texts are available in store and online at the Briercrest Bookstore: <https://www.briercrestseminary.ca/seminary-life/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).

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 story-telling plays in personal, social, and institutional change and motivation.

Affective

- A. Appreciate different approaches to public communication.
- B. Develop a sense of anticipation and excitement about serving others through 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 managing change.
- E. Experience a sense of growing confidence in one's personal story-telling and communication abilities.

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 and story-telling 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. Biblical Perspectives on Communication
- C. Communication Models

UNIT II – Communication Design

- A. Sticky Communication
- B. Creating the Big Idea
- C. Communication Frameworks
- D. Launching and Landing
- E. Collecting and Capturing Ideas
- F. Communication Mediums and Methods
- G. Storied Communication

UNIT III – Communication and Organizational Change

- A. The Why of Change
- B. Change Management Frameworks
- C. Motivational Strategies for Change
- D. Switching When It's Hard
- E. Nudging and Influencing Behaviours
- F. Human Motivation

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Integrative Reading Journal

Carefully read each of the five required books for the course. Consider what question(s) the author is trying to answer by writing the book. Read mindfully by underlining key concepts, making marginal notes, or writing down questions that you have. Reading mindfully will help you write your assignments with ease.

For each of the books, prepare a two-page journal that lists 3-5 foundational takeaways. Takeaways could include what you learned; what you want to put into practice; what you want to remember; what you want to pass on; and/or what is relevant for further research. For each takeaway, explain its meaning and why it is important for you. Since you will be submitting a two-page journal for each of the five books, the total assignment will be approximately ten pages in length.

In the opening paragraph for each of the books, please include a sentence that indicates how much of the book you have carefully read (i.e., "I have carefully read ____% of this book.").

Your paper should be double-spaced and submitted using the MLA Format Guide ([link](#)).

Length: 2500 words (10 pages)

Due Date: February 15, 2026 at 11:59 PM (submitted to Canvas)

Value: 20%

2. Communication Self-Review

Write a paper that reviews your own experience and 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 context? (4) What are your communication strengths and where do you need to grow? More than half of the paper should focus on this final question.

Your paper should be double-spaced and submitted using the MLA Format Guide ([link](#)).

Length: 1500 words (8 pages)

Due Date: February 15, 2026 at 11:59 PM (submitted to Canvas)

Value: 15%

Mid-Course Assignments:

3. Story Presentation

During the course, you will give an oral presentation (twelve minutes maximum) for a topic of your choice. The presentation should be something you are passionate about (or at least enthusiastic), or something specific to your own leadership context (an issue, challenge, or topic you are processing). It should have a call to action – you are trying to motivate, convince, or invite people to change something or do something. You should have a clear idea of the topic you will be presenting before the first day of class. You should contact the professor if you have questions about your topic. NOTE: This cannot be a sermon (although it can use Scripture).

During the first few days of the course, you will prepare and refine your presentation by applying and synthesizing the course readings and lectures, especially the textbooks by Duarte and Anderson.

Speaking times will be assigned on the first day of class. Each presentation will be given during the final days of the course. After each presentation, the class will debrief, celebrate, and assess what they heard, within an encouraging and helpful community. NOTE: The presentation will be timed, and you will be asked to stop after twelve minutes.

Length: 12 minutes

Due Date: Presentation in Class
Value: 20%

4. Reading Assignments and Class Discussion

Each evening, you will be given a short article to read for the next day's class (Monday, Tuesday, Wednesday, and Thursday evenings) and they will be discussed in small groups. These articles will be posted on Canvas at the beginning of the course. You should also be prepared to discuss one of the required textbooks each day, in the afternoon. You will be given a mark based upon your contribution to your small group as well as in class.

Length: None
Due Date: Daily in Class
Value: 15%

Post-Course Assignments:

5. Final Course Assignment

The final course assignment is designed with students' interests and needs in mind. As you select your assignment, consider what will best benefit your present or future leadership development. You may choose from one of the following options:

a. Sharpening the Saw

Prepare a reflection paper that focuses on your growth as a public 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, critique your communication effectiveness in consideration of your work/ministry environment (3-4 pages). What role does your communication effectiveness play in your context? How are your communication strategies and competencies helping or hindering the effectiveness of your leadership in your organization? What has been working or not working?
- Finally, provide a roadmap for resolving or advancing change in your organization through more effective communication (5-6 pages). Explain what you will do and how you will go about doing it (plans, practices, rhythms, even deadlines if helpful). 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 from the class lectures and experience. Be sure to provide citations from each of the required texts. You may also cite other references, but these are not required.

Your paper should be double-spaced and submitted using the MLA Format Guide ([link](#)).

b. Communication and Change Project

Write a paper that proposes a formal strategy to address a leadership challenge that you are currently facing in your work or your ministry. The challenge should be a particular situation/issue related to communication and change management.

Your paper should begin by defining your current state of reality and the problem for you and/or your organization, but only what is most relevant to the issue you are addressing. Next, determine how you will use communication and or change management to resolve the issue. You should provide good evidence and reasons for your solutions. Finally, define the practical strategy, steps, and/or processes that will need to be taken toward resolving the challenge.

This paper is not an opinion or reflective piece. Please cite course readings, in-class presentations, or other resources in every part of your paper (framing the problem, determining solutions, and defining next steps).

Your paper should be double-spaced and submitted using the MLA Format Guide ([link](#)).

c. Research Paper

Throughout the course, there may be a topic that interests you that you would like to research more deeply and is related to communication or change management. This research paper should seek to answer a question, not to provide a chronological or encyclopedic treatment of a topic. It will require a strong thesis statement and arguments, drawing upon course materials but including numerous other resources. To do this assignment, you must first speak with your professor and agree on a thesis.

Your paper should be double-spaced and submitted using the MLA Format Guide ([link](#)).

d. Customized Project

If there is a specific paper or project that will be of benefit to you and your ministry/organization, speak to your instructor. You must have approval before proceeding.

Your paper should be double-spaced and submitted using the MLA Format Guide ([link](#)).

Length: 3000 words (10-12 pages)

Due Date: April 17, 2026 at 11:59 PM (submitted to Canvas)

Value: 30%

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](#).

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.

Modular Course Schedules

Modular 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

All recommended textbooks and a select bibliography will be posted to Canvas.