



LE 702 Leading People and Developing Leaders Winter 2027

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Course Delivery Method: Online – 3-day Modular with 3 follow-up Learning Labs

Course Dates:

- April 1-3, 2027, 9:00 am–4:00 pm CST, GMT-6 (Online)
- April 5, April 7, and April 12, 2027, 6:00–8:30 pm CST, GMT-6 (Online)

3 Credit Hours

COURSE DESCRIPTION

This course maps out biblical and practical approaches that are applicable in a wide range of organizational, community and ministry contexts. It examines the strategies, structures, and skills that build self-awareness, team momentum, and organizational alignment. An introduction to HR policies and practices alongside discussions on God's heart for humanity and how people learn will lay the groundwork for the creation of a theologically informed philosophy of human wellbeing and interaction in organizational and ministry settings.

COURSE INTEGRATION

This course aligns with the approach to leadership taught throughout the MALTS program, focusing heavily on the development of people, teams, and leaders.

COURSE REQUIRED TEXTS

Bachelder, Cheryl. *Dare to Serve: How to Drive Superior Results by Serving Others*, 2nd Ed., Berrett-Koehler Publishers, 2018, 176 pp.

Grenny et al., *Crucial Accountability: Proven Skills to Build Trust, Address Disappointment, and Get Results*. VitalSmarts, 2026, 178 pp.

Moran, Brian P. and Michael Lennington. *The 12 Week Year: Get More Done in 12 Weeks Than Others Do in 12 Months*. Hoboken, New Jersey: John Wiley & Sons, Inc., 2013, 188 pp.

Skoog, Ryan, Peter Greer & Cameron Doolittle. *Lead with Prayer: The Spiritual Habits of World-Changing Leaders*. FaithWords Hachette Book Group, 2024, 207 pp.

Trebesch, Shelley G. 2015. *Made to Flourish: Beyond Quick Fixes to a Thriving Organization*. Downer's Grove, IL: InterVarsity Press. ISBN: 9781458764249. 292 pp.

In addition to the above:

- Purchase and complete the Personal Conflict Response Style Assessment by Jim Van Yperen <https://restoringthechurch.org/product/personal-conflict-style-assessment-form/>
- Access and complete the 15-lesson Human Resources Mini-Course from the Paul E. Magnus Centre for Leadership Studies. <https://www.briercrest.online/courses/HR-for-Pastors-and-Church-Leaders>
Use the discount code: **complimentaryhrminicourse**

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/currentstudents/documents>. Papers for this course should follow the Chicago format unless indicated otherwise with assignment instructions.

These texts are available in store and online at the Briercrest Bookstore: <https://textbooks.briercrest.ca/>.

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. Describing 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

1. Become more proficient at building and facilitating diverse staff and volunteer teams and developing team confidence, accountability, synergy and competence.
2. Demonstrate decision-making and coaching competency.
3. Increase their understanding of how people learn and create a staff development plan that considers personal and organizational needs.
4. Deepen awareness of dynamics and importance of effective HR practices and policies.
5. Articulate and embrace a Christ-centered, theologically informed philosophy of leadership development and wellbeing in the workplace.

COURSE OUTLINE AND CONTENT

Notes:

- We will meet via Zoom for this class.
- All times are in Central Standard Time (CST), GMT-6.
- This is a tentative schedule and will be adjusted based on student needs and interests.

	THURSDAY	FRIDAY	SATURDAY	MONDAY	WEDNESDAY	MONDAY
9:00	Welcome Overview Introductions	Scripture Reflection Prayer	Scripture Reflection Prayer			
10:15	Break	Break	Break			
10:30	Introduction to Leading People and Developing Leaders	Building, Leading & Managing Diverse Teams	Developing Leaders: Adult Learning Theories & Principles			
12:00	Break	Break	Break			
1:00	Biblical and Theological Foundations	Building Trust & Navigating Conflict	The Leader as Coach			
2:15	Break	Break	Break			
2:30	Leading People: Vision & Values <i>Personal, Team, Organizational</i>	Discernment & Decision Making	The Leader as Developer			
3:45	Sharing & Closing Thoughts	Sharing & Closing Thoughts	Sharing & Closing Thoughts			
4:00	Adjourn	Adjourn	Adjourn			
6:00				Problem Solving	Effective Coaching	Organizational Development
6:30				Group Work: Sandbox Activity	Group Work: Coaching Triads	Group Work: Designing a Plan for your staff, team,

	THURSDAY	FRIDAY	SATURDAY	MONDAY	WEDNESDAY	MONDAY
						board, senior leaders, or volunteers
8:00				Debrief & Closing Thoughts	Debrief & Closing Thoughts	Debrief and Wrap-Up
8:30				Adjourn	Adjourn	Adjourn

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:

1. Integrative Reading Report

Students will read course texts *Dare to Serve* and *Lead with Prayer* and write an integrated reading report with a summative introduction and conclusion. For each text, they will summarize key concepts, memorable insights, integration and application, as well as some insights on how the resources interact with each other. In the conclusion, students will summarize their top three key insights gained and describe potential next steps that are specific to their unique practice of building and facilitating diverse staff and volunteer teams. This assignment supports Course Outcome 1.

Course value: 20%

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 the values of each and the collective set of resources.

Due date: March 22, 2027

2. Conflict Style Assessment/Evaluation

Students will complete the [Personal Conflict Style Assessment](#) to discover and interpret their conflict style and write a report that has a summative introduction and conclusion. Interacting with the assessment results, they will define how they typically respond to conflict, describe why they might respond in this way, and outline insights to change their mind and actions that will promote practices of reconciliation in life and leadership. Students will briefly describe a current personal or team conflict and demonstrate decision-making and personal coaching competency by outlining a plan of action to address this conflict in a redemptive way. This assignment supports Course Outcomes 2 and 4.

Course value: 20%

Length: 3-5 pages (750-1250 words)

Basis of grade: Demonstrated awareness of negative conflict response patterns, evidence of learning new ways to anticipate, prevent, and correct negative conflict

patterns, and identified practical application to replace these with redemptive habits of reconciliation.

Due date: March 22, 2027

Post-Course Assignments:

3. People, Policy, and Formation: Designing a Personal Leadership Philosophy and Development Plan

Students will interact with the Human Resources Mini Course, course texts *Crucial Accountability* and *Made to Flourish*, and class discussions to reflect on effective HR practices, what a Christian understanding of people, work, leadership, and wellbeing contributes, and how these insights shape leadership responsibility for the people entrusted to their care. In the first part of this assignment, students will summarize key concepts and memorable insights from the resources. In the second part of this assignment, students will design a 1-2 page personal leadership philosophy. The philosophy should include a leadership credo: a concise statement of the core beliefs, values, and principles that guide how the student understands and practices HR, leadership development, and workplace wellbeing. In addition, the student will outline 5-7 core commitments that demonstrate integration of theological convictions with contemporary HR understanding. Finally, students will assess the need for their growth as a leader and develop a personal development plan. The plan should outline 2-3 growth objectives for this next season of life and leadership, outlining desired outcomes, required resources, rhythms and practices, practical action steps, target dates, and iterative evaluation. This assignment supports Course Outcomes 4 and 5.

Course value: 30%

Length: 4-6 pages (1250-2000 words)

Basis of grade: Relevance of adoption or adaptation of course resources to personal life and leadership, depth of discernment and awareness regarding personal needs and drives, and prayerful attentiveness to God's invitation for leadership growth and transformation for the well-being of self and others.

Due date: May 17, 2027

4. Developing People: Staff Development Plan

Effective development begins with an understanding of how people learn and what enables learning to translate into changed behaviour and improved performance. In this assignment, students will analyze the learning needs of individuals within an organization and develop a practical staff development plan that aligns those needs with organizational priorities. Students will select an organization, department, ministry, or team with which they are familiar. The organization may be their current workplace or another organization for which sufficient information is available. This assignment should include the following sections:

- A. Organizational context: Students will describe the organization's mission, priorities, or strategic goals; the group being considered; current or anticipated challenges; and the organizational need that staff or leadership development should address.

- B. Understanding how people learn: Students will provide a brief analysis of 2-3 theories or principles of adult learning as discussed in class and relevant to the development plan for this group. What does this understanding of how people learn mean for the way this organization should develop its people?
- C. Development Needs: Students will identify at least three priority development needs and explain why each is important, including: What does the individual/staff member need? Why does the organization need this? What indicates the need? (This can be displayed in chart form.)
- D. Staff Development Plan: Students will develop a 12-month staff development plan based on the needs assessment with 2-3 development goals and the following details for each goal: learning outcomes, development activities, resources/support, competing commitments, timeline, responsibility, evidence of learning. (This can be displayed in chart form.)

This assignment supports Course Outcome 3.

Course value: 30%

Length: 6-8 pages (1500-2000 words)

Basis of grade: Demonstrated awareness of how people learn, evidence of critical reflection, effective assessment of individual and organizational needs, and the integration of learning with practice by creating a feasible development plan.

Due date: June 2, 2027

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 (Room 217 across from Academic Services), 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

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