

## **Integrative Leadership 1 & 2**

**Course #: INT600X/INT605X**

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### **Purpose of Course**

This course introduces students to the core concepts and competencies of leadership in relation to their personal formation.

The learning goals of the course are:

1. Students will be more aware of how their personal, cultural, and contextual formation influences their capacity to be a leader.
2. Students will recognize that leadership requires relating and adapting to individuals and groups of people.
3. Students will understand the challenges and opportunities of effective leadership.
4. Students will gain core administrative skills needed to manage an organization.
5. Students will learn to reflect theologically on the vocation and character of Christian leadership.

### **Structure of Course**

This course will be taught using the “research-action-reflection” structure. This means that we will explore each topic over three weeks. The first week will be focused on research, and will use a more traditional process of reading and lecture to explore the topic. The second week will involve action, usually involving some engagement with the material at your field ed site. The third week will involve an assignment of some sort that allows you to reflect on the topic in light of your research in week one and your activity in week two.

This is a one-year course with a different course number each semester (INT600 and INT605). You will see that the syllabus is broken into two 13-week semesters. If you stay in the class the entire year, you will continue with this same syllabus all the way through the year.

It does not matter if you take INT600 or INT605 first. You can also mix the online and face-to-face offerings of the two semesters. You just need to be certain to have both course numbers to meet your graduation requirement.

## Texts

Everist, Norma Cook. *Transforming Leadership: New Vision for a Church in Mission*. Minneapolis: Fortress Press, 2008. ISBN-13: 978-0800620486. \$21.00.

Fluker, Walter Earl. *Ethical Leadership: The Quest for Character, Civility, and Community*. Minneapolis: Fortress Press, 2009. ISBN-13: 978-0800663490. \$21.00.

Gecan, Michael. *Effective Organizing for Congregational Renewal*. Chicago: ACTA Publications, 2008. ISBN-13: 978-0879463847. \$6.00.

Heyman, Darian Rodriguez. *Nonprofit Management 101 : A Complete and Practical Guide for Leaders and Professionals*. Hoboken : Wiley. ISBN-13: 978-0470285961. \$26.00.

Kouzes, James M. and Barry Z. Posner. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, sixth edition. San Francisco: Jossey-Bass, 2017. ISBN-13: 978-1119278962. \$24.00.

Townes, Emilie M. "A Womanist Perspective on Spirituality in Leadership," *Theological Education* vol 37, no 2, pp. 81-100. Free – Posted on Moodle.

## Assignments

You will be placed in teams that have four people each during this course. All your assignments will be based on your work in this team.

During each three-week segment of the course, one of the four people will be appointed the team leader. When it is your turn to lead, you will be responsible for convening a weekly meeting with all the people in your team (this means you must meet three times – once per week – during the three week segment). It is up to you to schedule when the meeting can be held and work out what sort of format you will use to meet. Everyone must meet at the same time, though. It cannot just be via email.

During the meeting, the leader must:

- Keep minutes of what happens in the meeting.
- Delegate who will read the assigned reading for the three weeks and turn in notes to team. There is a substantial amount of reading assigned in the course. This reading is meant to be accomplished by the entire team, not necessarily by each individual (though I encourage you to read as much as you can!). Each team leader must determine how to apportion the readings among the members of the team. The person who does the reading must submit notes on the reading for the rest of the team to use. It is up to the leader to collect these notes and make them available to the rest of the team. The leader must also check the notes to be certain they are good quality.

- Set appropriate deadlines within the three-week segment for the team members to submit their work.
- Deal with any problems that arise in the team during the three-week segment. Be assured that there will be problems! Some of these problems will crop up in the course of life, as they always do. Some of the problems will be simulated by the professor. You won't know which is which, though. Part of your leadership grade will be based on how effectively you handle these.

To help with the troubleshooting, a discussion forum will be set up on Moodle for the leaders of all the teams to connect with each other, check each other's decisions, and support each other. The leader may log onto the board to ask for help from the other leaders. The professor will keep tabs on this discussion forum, but will not necessarily intervene or respond. The discussion forum will not be graded.

The leader needs to know that, under most circumstances, he or she is the one who is ultimately responsible for dealing with the team during the three-week segment. The leader cannot abdicate the position.

Those who are not leading must:

- Make themselves available to meet.
- Take notes on the reading, turning them into the leader by the due date assigned by the leader.
- Write a one-page reflection assessing the leader's effectiveness, which is due to the leader during the third week on the date assigned by the leader. The leader will read this before submitting it to the professor.

Remember, the leader sets the deadlines for when the written items are due.

By Wednesday 11:59 p.m. of the third week during the three-week segment, the leader must turn in a packet to the professor. The final packet must include:

- Minutes from all three meetings
- All reading notes from the group (the leader will be assessed on the quality of these notes, so the leader should collect them early enough to make certain they are good quality)
- The reflections the team members wrote about the leader
- A self-reflection: a 2-3 page paper assessing your own leadership style, problem-solving, and victories.

Once the leader has submitted this material, the leader should contact the team so they know that his or her turn as leader is over. At this point, the person assigned for the following three-week segment takes over as the new team leader.

70% of the final grade is based on your effectiveness as a leader and your leader packet. 30% of your final grade is based on your participation in the team during the other three weeks (10% per each week).

**Course Schedule – please see Moodle for exact dates**

<b>Week 1: Introduction to This Semester (INT605X)</b>	
Intro	No Reading this week. Teams and team leaders are assigned for the semester. The team should share contact information with each other via the team wiki made available on Moodle. Leader for first segment sets assignments and due dates.

<b>Weeks 2 - 4: Effective Leadership</b>		
<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Kouzes & Posner, intro, chs. 1, 2, 13	
Action	Everist & Nessian, intro, sections 1-2	
Reflection	Heyman, Part 1	Leader packets due by Wed, 11:59 pm

<b>Weeks 5 - 7: Relating to Individuals &amp; Groups</b>		
<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Gecan, entire; Townes	
Action	Kouzes & Posner, chs. 3-4	
Reflection	Heyman, Part 2	Leader packets due by Wed, 11:59 pm

<b>Weeks 8 - 10: Adapting to Individuals &amp; Groups</b>		
<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Everist & Nessian, sections 3-4	
Action	Kouzes & Posner, chs. 5-6	
Reflection	Heyman, Part 3	Leader packets due by Wed, 11:59 pm

<b>Weeks 11 - 13: Core Administrative Skills</b>		
<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Finance <a href="http://www.ecommercefuel.com/how-to-read-a-balance-sheet/">http://www.ecommercefuel.com/how-to-read-a-balance-sheet/</a>  <a href="http://www.ecommercefuel.com/income-statement-format/">http://www.ecommercefuel.com/income-statement-format/</a>	
Action	Heyman, Part 4	
Reflection		Leader packets due by Wed, 11:59 pm

## **Week 14: Introduction to This Semester (INT600X)**

Intro	No Reading this week. Teams and team leaders are assigned for the semester. The team should share contact information with each other via the team wiki made available on Moodle. Leader for first segment sets assignments and due dates.
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## **Weeks 15 - 17: Personal Formation & Leadership**

<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Fluker, ch. 2	
Action	Kouzes & Posner, chs. 7-8	
Reflection	Heyman, Part 5	Leader packets due by Wed, 11:59 pm

## **Weeks 18 - 20: Cultural Formation & Leadership**

<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Fluker, intro & ch. 1	
Action	Kouzes & Posner, chs. 9-10	
Reflection	Heyman, Part 6	Leader packets due by Wed, 11:59 pm

## **Weeks 21 - 23: Contextual Formation & Leadership**

<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Fluker, chs. 3-5	
Action	Kouzes & Posner, chs. 11-12	
Reflection	Heyman, Part 7	Leader packets due by Wed, 11:59 pm

## **Weeks 24 - 26: Vocation & Character**

<b>Week</b>	<b>Reading – to be done before class</b>	<b>Assignment due</b>
Research	Fluker, chs. 6-8	
Action		
Reflection		Leader packets due by Wed, 11:59 pm

## Technology Notes

Given the lack of personal contact during the course, you will need to be certain you have sufficient technological ability to access and participate in this course. **It is the student's responsibility to have sufficient technology to access and participate in the course.** The instructor will assume this, and is not obligated to take technological difficulties into account when assessing the student's work.

Minimum technological requirements:

- Web Browser – You will need the latest version of the web browser you are using (Internet Explorer, Firefox, Safari, Google Chrome, etc.). Note that not all browsers work equally well with Moodle, so you may need to experiment with them if you have difficulty using all the functions on the site. (I use Firefox and have never had issues.)
- Operating System – In order to use the latest browser, you will need to have an operating system (Windows, Mac OS, etc.) that is up-to-date enough to handle it. Please be certain you have such an operating system.
- Internet Connection – You will need a high-speed internet connection that is sufficient to run streaming video with no difficulty. Usually cable and dsl connections can do this. Dial up cannot. If your home internet connection is not sufficient to provide this kind of connection, you will need to find access to a computer that does have this connection.
- Hardware – Bear in mind that you will need sufficient computing power in terms of memory, speed, audio, and video for the different aspects of this course to work well. Make certain that you have all of these in place so that you can run the necessary software and fully participate on-line.
- Google Docs – You will need to use Google Docs at certain times during this course. If you are unfamiliar with Google docs, please watch [this tutorial](#). Bear in mind that you will not be creating a new document, but editing or commenting on existing Google docs.
- Twitter – You will need to use Twitter at certain times during this course. If you do not have a Twitter account, or do not know how to use Twitter, please see this [simple tutorial](#) on it.

## Course Policies

- 1. Cheating and Plagiarism:** These are serious breaches of academic integrity, involving claiming credit for the work that someone else has done. Don't do this! If you are uncertain in any way as to what is entailed in these activities, see the Academic Handbook for definitions and penalties.
- 2. Excellence in Writing:** Even though this is a leadership course, everything you have learned about good writing style still counts! Obtuse or inelegant writing in your essays will be reason for a reduced grade. If you need help with your writing, please see the instructor.
- 3. Intellectual Virtue:** We are striving not only to learn about a subject, but to sharpen our abilities to think critically. To do this, we must practice intellectual virtue by being open-minded, straightforward and thoughtful in our spoken and written work. We show our Christian scholarship not only by considering issues and questions that are central to our faith, but by being careful and respectful in our treatment of the authors of our texts, the ideas we discuss, and the thoughts of our fellow classmates.
- 4. Late Work:** The instructor is under no obligation to accept late work. It is the instructor's discretion whether to accept late work, and under what conditions to accept it if it is to be accepted. As a general rule, late work is unacceptable and will be failed.
- 5. Disability Accommodation Statement:** Garrett Evangelical Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals with a disability (based on clinical documentation) to ensure their access and participation in Seminary programs. For details, see "Disabilities Policies and Procedures" in the Student Handbook.

## Grading Rubric

The following is a rubric that offers insight into grades are assigned. Please notice that turning in work late or without following the directions provided in the syllabus leads to a failing grade.

Please notice, also, that it takes creative work to receive an "A." Work that shows a good grasp of material, but that is not creative in a way that looks to construct new pathways of learning and ministry, is worth a "B."

	Excellent – 100%	Above Average – 85%	Average - 70%	Failing – 0%
Timeliness	The student turned in the assignment by the due date.	N/A	N/A	The assignment was late. (This causes a failing grade for the entire assignment.)
Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment (including word counts, content, format, etc.).	N/A	N/A	The student failed to follow the directions provided by the instructor in the syllabus or online. Depending on how severe the breach of directions is, this can lead to a failing grade for the entire assignment.
Coherence	There is a logical flow throughout the assignment such that it is easily understandable and persuasive in the points it makes.	There is a logical flow throughout the assignment such that it is easily understandable. It may not be persuasive in its presentation, however.	There is an overall logic apparent in the assignment, though it requires some effort to grasp what the logic is.	There is no apparent logic to the assignment. It is obtuse and difficult to understand the points it makes.
Content	The student clearly interacts with the course materials (readings and lectures), demonstrating both comprehension of the material	The student clearly interacts with all the course materials (readings and lectures) appropriate to the topic, demonstrating	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.

	and offering creative and constructive insight for further conversation on the topic at hand.	comprehension of the material.	Alternately, the student uses the appropriate materials, but does not represent them accurately.	
Responses (When a response to other students is required)	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on ideas raised in course materials. The response invites constructive conversation.	The student responds to others substantively by finding points to agree with, disagree with, or to nuance based on course materials.	The student responds to others, but shows little interaction with course materials in the response.	The student responds in a hostile way that seeks to end conversation, or the student's response does not address the issues raised by the other student.
Collegiality	The assignment is academic in tone (or is appropriate to the intended audience), inviting further constructive conversation on the topic, even in the case of disagreeing with authors, the instructor, or other students.	The assignment is academic in tone (or is appropriate to the intended audience), though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone (or is not entirely appropriate to the intended audience) and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal (or is inappropriate to the intended audience) and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.