

Integrative Leadership Seminar 2

Course #: INT605

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DRAFT as of October 23, 2021. Items in red under review and subject to change.

Purpose of the Course

The Integrative Leadership Seminar prepares developing religious professionals for leadership utilizing a praxis methodology. The purpose/goal of the Integrative Leadership Seminar curriculum is to build contextual awareness and capacity for strategic thinking, intentional action, and critical reflection which are needed for effective Christian leadership in the midst of a changing world. Three Modules will focus on aspects of leadership, mindful of the diverse social, political, economic, cultural, and religious communities with which the student engages. Three Skills-Based Presentations will offer “how to” approaches in the practice of ministry. This course is asynchronous in its delivery but does require the synchronous meeting of small groups (based on the schedules and agreed upon times of the small group members). Please review the due dates of the assignments and the requirements for these synchronous small group meetings carefully to plan your schedule accordingly.

Units of Study

- **Module 1: Leadership and Spiritual Formation:** Upon completion of this module, the student will be able to describe habits of spiritual formation that lead to deeper self-understanding, healthy relations with others, character development and self-care, all within the context of diverse identities and traditions.
 - **Skills-Based Presentation: Fundraising-**Mary Bowmann Arents, Director of Annual Giving and Alumni Relations, and Joe Emmick, Vice President for Development, Garrett-Evangelical Theological Seminary
- **Module 2: Leadership and Community Organizing:** Upon completion of this module, the student will be able to describe ethical participation within complex communities of intersectional identities and institutional cultures. The student will also be able to explain practices of equitable power sharing and just relational leadership and ministry within those communities and institutions, and the processes of change which lead to those practices.
 - **Skills-Based Presentation: Marketing and Communications-**Shane Nichols-Executive Director of Marketing and Communications, Garrett-Evangelical Theological Seminary
- **Module 3: Leadership and Imagination/Innovation/Improvisation:** Upon completion of this module, the student will be able to describe creative and nimble leadership practices in the face of challenges when dealing with diverse individuals, groups of people, organizations and institutions.
 - **Skills-Based Presentation: Boards and Volunteers-**Rev. Julie Windsor Mitchell, University Christian Ministry

Texts

Lee, Boyung. "Teaching Spirituality with Qualitative Research Methods," in Susan Willhauck and Mary Clark Moschella, editors. *Qualitative Research in Theological Education: Pedagogy in Practice*. London: SCM Press, 2018. [Handout]

--and--

Townes, Emilie M. "A Womanist Perspective on Spirituality in Leadership," *Theological Education* vol. 37, no. 2, pp. 81-100. [Handout]

Block, Peter. *Community: The Structure of Belonging, 2nd Edition*. San Francisco: Berrett-Koehler Publishers, Inc., 2018. B07B4P5Z5B \$9.44 (Kindle)

--and--

Gecan, Michael. *Effective Organizing for Congregational Renewal*. Chicago: ACTA Publications, 2008. ISBN-10 0879463848 \$5.95

Dana, Maryann McKibben. *God, Improv, and the Art of Living*. Grand Rapids, MI: Eerdmans, 2018. ASIN B07CXWT3KW Hardcover \$17.24; Kindle \$16.38

--or--

Wells, Samuel. *Improvisation: The Drama of Christian Ethics*. Grand Rapids, MI: Brazos Press, 2004. ISBN-10 1587430711 \$14.31

Heyman, Darian Rodriguez, editor. *Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals*. San Francisco: Jossey-Bass, 2011. ISBN-10 0470285966 \$24.20

Recommended but not required:

Cahalan, Kathleen A. *Introducing the Practice of Ministry*. Collegeville, MN: Liturgical Press, 2010. ISBN-10 081463169X \$14.29

Fey, Tina. *Bossypants*. Boston: Little, Brown and Company, 2011. ISBN-10 0316056871 \$9.17

Course Schedule

Introduction to the Course

Week 1 – February 1, 2021

Written Assignment: Initial Reflection Paper: Write your definition of leadership in relation to your professional identity/development. 1 page, 12pt, New Times Roman, double spaced. Post to Moodle. Due Friday, February 5, 11:59pm.

Module 1: Leadership and Spiritual Formation

Week 2 – February 8, 2021

Theory Assignments:

Read- Please read the following texts. We encourage you to take notes on your reading to use in future assignments. You may read these texts over the course of the whole module (3 weeks). The point of these readings is to offer you differing perspectives on Leadership Theory and Practice. We hope these resources will be useful to you in future leadership practice, but for now, they are meant to contribute to your developing understanding and practice of leadership.

Boyung Lee, "Teaching Spirituality with Qualitative Research Methods."

-and-

Emilie M. Townes, "A Womanist Perspective on Spirituality in Leadership."

Theory Video and Activity: Developing Spiritual Formation – Rev. Dr. Karen Mosby, G-ETS Due February 12, 11:59pm.

Rev. Dr. Karen Mosby, Chaplain at Garrett-Evangelical Theological Seminary, speaks to spiritual formation as it relates to leadership. Please watch this video (see link below) in its entirety and then submit a description of the ways spiritual formation is essential to leadership and the habits of spiritual formation that you observed or learned in this video. This can be in paragraph or bullet form. Identify those habits of spiritual formation that you have already or will incorporate into your leadership practice. 1 page max. Times New Roman, Double-spaced. Post to Moodle. February 12, 11:59 pm.

Week 3 – February 15, 2021

Action Assignments:

Bible Study and Discussion – Matthew 14:13-33: Due February 17/19, 11:59pm

Module 1: Leadership and Spiritual Formation

The biblical narrative has much to say about Leadership and Spiritual Formation. Please read Matthew 14:13-33 in the language and translation of your choice. The, please follow this [link to the Styberg Library's Collection Database](#). Search under 'M', then click 'Ministry Matters'. You will be prompted to enter your netid and password. Once in the Ministry Matters page, you will see a tab for Biblical Commentaries. Clicking this tab will give you access to numerous biblical commentaries online. Please select at least one commentary to help give meaning and context to Matthew 14:13-33. You are encouraged to look at more than one commentary.

Once you have read the Biblical Narrative and Commentary/ies, reflect on the passage as it relates to Leadership and Spiritual Formation. Post a brief response (below) by **February 17** regarding how the text is a reflection of spiritual formation in leadership. Please remember that your classmates are relying on you to post in a timely manner. Post at least one response to your group mates by **February 19**. Only your group's posts and responses will be visible to you. Due **February 19**, 11:59 pm.

Action in Context-Small group planning and taking action.

You have been assigned to small groups (see Moodle). Each group needs to pick a leader/s. Each person will get a chance to be the leader (or share leadership) over the course of the semester. The leader is responsible for convening their small group once this week and once next week. The leader must support their team members through building relationships, and be prepared to introduce and summarize the activity I am about to describe. Leaders may find it helpful to take notes for the group.

The small group must meet once during the current week and once next week (Online or via conference call....not via email). You will meet to reflect on what you have learned thus far in this module and figure out together **how you will put one aspect of what you have learned into action in your individual field education contexts**. This is your opportunity to creatively put into action an aspect of leadership and spiritual formation. As a small group, you are to come up with and agree to this action, and then individually implement the action in your ministry site. This action must be attainable/doable within the next two weeks. Leaders, it is up to you to contact your fellow group members. Group members, it is up to you to collaborate and participate. Information on how you will report back and reflect on your small group action is posted in Moodle under next week's timeline. We would suggest that you familiarize yourself

with the reflection assignment now to be prepared. Please email Dr. Williams or Dr. Paul directly if you have any further questions. Good luck and be creative!

Week 4 – February 22, 2021

Reflection Assignments:

Action in Context-Complete action.

Action in Context Video Reflection: Due February 26, 11:59pm.

We are now in week three of Module One. Now that you have decided on an action to apply to your ministry context based on our module of leadership and spiritual formation, you need to meet for the second time and plan how you will present your findings on the implementation of that action. The leader of your small group is responsible for convening your small group for the second time via zoom or phone. All must be present for this discussion.

Discuss your experiences with implementing your action in your context. Ask yourself, what themes emerged? How were your experiences similar or different? What role did context and culture play in implementing the action? The **group leader** will take notes on the discussion and **create a reflection paper** that includes: an introduction that describes the action taken and why the group chose it, reflections on their group members' **and** their own experience, and any shared insights from your group discussions. Max 3 pages, Times New Roman, Double Spaced. Due February 26, 11:59pm Post to Moodle.

Group Leaders must also complete the self-assessment portion of the Leadership Assessment (see below).

Group Members must complete the Group Leader **and** Self-Assessment portion of the Leadership Assessment (see below). The traits described in the Leadership Assessment are aspirational and may not seem like they apply to the scope of this assignment. However, the goal is for you to begin incorporating assessment as a part of the reflection and formation process, and to think about this assessment as developmentally based. The Leadership Assessments are due February 26, 11:59pm. Post to Moodle.

Assignment summary:

Group Leader/s: Reflection Paper and Self-Assessment portion of Leadership Assessment Form

Group Members: Leader and Self-Assessment portions of Leadership Assessment Form

 [Leadership and Self Assessment Fall 2020.docx](#)

Module 1 Reflection Paper: Due February 28, 11:59pm.

Citing the readings, online discussions, video presentations, and your experience from your Action in Context assignment, write your understanding of the relationship between leadership and spiritual formation, and where/how you intend to grow in your own leadership through cultivating habits of spiritual formation. Be sure to consider your social location and places of privilege and how they can influence your leadership style and your decision making. Please include all the course resources listed above in your reflection. 5 pages max. Times New Roman, Double Spaced. Due February 28, 11:59pm. Post to Moodle.

Skill-Based Presentation

Week 5 – March 1, 2021

Reading Assignment: Please read and take notes on: Heyman, *Nonprofit Management 101*, Part Five.

Video and Reflection Activity: Fundraising – Joe Emmick & Mary Bowmann Arents, G-ETS, Due March 5, 11:59pm.

Please watch the Skill Based Presentation “Fundraising”. This video will introduce you to some of the theory, theology and skills needed to effectively raise funds. Joe Emmick, Vice President of Development, and Mary Bowmann Arents, Director of Annual Giving and Alumni Relations at Garrett-Evangelical Theological Seminary offer their insights from their own experience, from best practices, and from the wisdom of their context. Pay attention to what skills are being presented, how they are employed, how their effectiveness is assessed, and what role context and culture play in practicing these skills.

After viewing the video, post a **short** paragraph by **March 3** on a new skill you have learned (or a novel way of employing a known skill), a skill or technique that you particularly agree with or disagree with, and any contextual or cultural adjustments you would make in implementing any or all of the skills presented.

Read the posts of your groupmates, identifying any themes you see emerging, any insights you find useful or new ideas that emerge for you. Post at least one substantive reply each to three of your groupmates. Please refer to the rubric for online discussion guidelines. **Due March 5, 11:59 pm.**

<https://www.youtube.com/watch?v=cv7jB7p74ds>

Module 2: Leadership and Community Organizing

Week 6 – March 8, 2021

Theory Assignments:

Please read the following texts. We encourage you to take notes on your reading to use in future assignments. You may read these texts over the course of the whole module (3 weeks). The point of these readings is to offer you differing perspectives on Leadership Theory and Practice. We hope these resources will be useful to you in future leadership practice, but for now, they are meant to contribute to your developing understanding and practice of leadership.

Read Peter Block, *Community: The Structure of Belonging*.

-and-

Michael Gecan, *Effective Organizing for Congregational Renewal*.

Theory Video and Activity: Developing Community Organizing – Gregory Pierce, Publisher and Community Organizer, Industrial Areas Foundation/DuPage United, Due October 11, 11:59pm.

Week 7 – March 15, 2021

Action Assignments:

Bible Study and Discussion – Luke 24:13-35: Due March 17/19, 11:59pm.

The biblical narrative has much to say about Leadership and Community Organizing. Please read Luke 24:13-35 in the language and translation of your choice. The, please follow this [link to the Styberg Library's Collection Database](#). Search under 'M', then click

'Ministry Matters'. You will be prompted to enter your netid and password. Once in the Ministry Matters page, you will see a tab for Biblical Commentaries. Clicking this tab will give you access to numerous biblical commentaries online. Please select at least one commentary to help give meaning and context to Luke 24:13-35. You are encouraged to look at more than one commentary.

Once you have read the Biblical Narrative and Commentary/ies, reflect on the passage as it relates to Leadership and Community Organizing. Post a brief response (below) by **March 17** regarding how the text is a reflection of community organizing in leadership. Please remember that your classmates are relying on you to post in a timely manner. Post at least one response to your group mates by **March 19**. Only your group's posts and responses will be visible to you. Due March 19, 11:59 pm.

Action in Context- Small Group planning and taking action.

For the Action in Context Assignment, each small group needs to meet again. You are in the same groups. Each group needs to pick a leader/s (different from Module One). The leader is responsible for convening their small group once this current and once next week. The leader must support their team members through building relationships, and be prepared to introduce and summarize the assignment. Leaders may find it helpful to take notes for the group.

The small group must meet once during the current and once the week after Spring Break (either online or via conference call....not via email). You will meet to reflect on what you have learned thus far in this module and figure out together how you will put one aspect of what you have learned into action in your individual ministry contexts. This is your opportunity to creatively put in to action an aspect of leadership and community organizing. As a small group, you are to come up with and agree to this action, and then individually implement the action in your ministry context. This action must be attainable/doable within the next two weeks (excluding Spring Break). Leaders, it is up to you to contact your fellow group members. Group members, it is up to you to collaborate and participate.

Information on how you will report back and reflect on your small group action is posted in Moodle under the timeline for the week after Spring Break. We would suggest that you familiarize yourself with the reflection assignment now to be prepared. Please email Dr. Williams or Dr. Paul directly if you have any further questions. Good luck and be creative.

Spring Break: March 22-26, 2021

Week 8 – March 29, 2021

Reflection Assignments:

Action in Context-Complete action.

Action in Context Video Reflection: Due April 2, 11:59pm.

We are now in week three of Module Two. Now that you have decided on an action to apply to your ministry context based on our module of leadership and doing, you need to meet for the second time and plan how you will present your findings on the implementation of that action. The leader of your small group is responsible for convening your small group for the second time via zoom, phone or in person. All must be present for this discussion.


Discuss your experiences with implementing your action in your context. Ask yourself, what themes emerged? How were your experiences similar or different? What role did context and culture play in implementing the action? The **group leader** will take notes on the discussion and **create a reflection paper** that includes: an introduction that describes the action taken and why the group chose it, reflections on their group member's **and** their own experience, and any shared insights from your group discussions. Max 3 pages, Times New Roman, Double Spaced. Due April 2, 11:59pm Post to Moodle.

Group Leaders must also complete the self-assessment portion of the Leadership Assessment (see below).

Group Members must complete the Group Leader **and** Self-Assessment portion of the Leadership Assessment (see below). The traits described in the Leadership Assessment are aspirational and may not seem like they apply to the scope of this assignment. However, the goal is for you to begin incorporating assessment as a part of the reflection and formation process, and to think about this assessment as developmentally based. The Leadership Assessments are due April 2, 11:59pm. Post to Moodle.

Assignment summary:

Group Leader/s: Reflection Paper and Self Assessment portion of Leadership Assessment Form

Group Members: Leader and Self Assessment portions of Leadership Assessment Form
 [Leadership and Self Assessment Fall 2020.docx](#)

Module 2 Reflection Paper: Due April 5, 11:59pm. (Due one day later due to Easter Sunday)

Citing the readings, video presentations, and your experience from your Action in Context assignment, write your understanding of the relationship between leadership and community organizing, and where/how you intend to grow in your own leadership through cultivating habits of community organizing. Be sure to consider your social location and places of privilege and how they can influence your practical leadership style and your decision making. Please include all the course resources listed above in your reflection. 5 pages max. Times New Roman, Double Spaced. Due April 5, 11:59pm. Post to Moodle.

Skill-Based Presentation

Week 9 – April 5, 2021

Reading Assignment: Please read and take notes on: Heyman, *Nonprofit Management 101*, Part Six.

Video and Reflection Activity: Marketing and Communications – Shane Nichols, Exec. Dir. of Marketing & Communications, G-ETS, Due April 9, 11:59pm.

Please watch the Skills Based Presentation “Marketing and Communication”. Shane Nichols, Assistant Vice President of Marketing and Communications, Garrett-Evangelical Theological Seminary, will introduce you to some of the skills needed to effectively communicate with your constituency. This includes performing a communications audit. Mr. Nichols also offers their insights from their own experience, from best practices, and from the wisdom of their context. Pay attention to what skills are being

presented, how they are employed, how their effectiveness is assessed, and what role context and culture play in practicing these skills.


Using insights and instructions from the video, complete a communications audit on your ministry context. You may use the attached Communications Audit worksheet to complete your audit or create your own.

Step One: List every tool your ministry context uses to communicate. This includes church signs, social media, bulletins, newsletters, t-shirts, flyers etc. etc. Also list who your primary and secondary audiences are.

Step Two: Evaluate and assess the tools and communications content your ministry context employs. Ask yourself: Is the tool necessary and adding value? How easy is it to navigate, is it accessible and appealing? Is our content consistent, appealing, attractive, mission focused and clear across all of our tools? What tools need to be updated and what tools need to be retired? Etc.

Step Three: Make a plan. What suggestions and ideas do you have to help your ministry context effectively communicate and market who they are, what they believe and what is happening. What short term and long terms communication goals would you suggest to make improvements?

Once completed, email me your Communications Audit. Please include one or two insights you have gained from doing this exercise and what your number one goal for improving your ministry context's communications would be. Due April 9, 11:59pm. Post to Moodle.

 [Communications Audit Worksheet.xlsx](#)

Module 3: Leadership and Imagination/Innovation/Improvisation

Week 10 – April 12, 2021

Theory Assignments:

Please read one of the following texts. We encourage you to take notes on your reading to use in future assignments. You may read the text over the course of the whole module (3 weeks). The point of these readings is to offer you differing perspectives on Leadership Theory and Practice. We hope these resources will be useful to you in future leadership practice, but for now, they are meant to contribute to your developing understanding and practice of leadership.

Read Dana, Maryann McKibben. *God, Improv, and the Art of Living*.

-or-

Samuel Wells, *Improvisation: The Drama of Christian Ethics*.

Theory Video and Activity: Developing Imagination/Innovation/Improvisation – Rev.

Rich Harvard, Campus Minister-Inclusive Collective UIC, Prof. Kimmie Warner, UIC & Second City, Due April 16, 11:59pm.

Rev. Rich Harvard, Executive Director of the Inclusive Collective Campus Ministry at UIC and Prof. Kimmie Warner, Improv Instructor at UIC and at Second City in Chicago speak to the practices of imagination, innovation and improvisation as they relate to leadership. Rich and Kimmie begin the video, which was filmed at Second City, with an improv game called 'Yes And'. Please watch this video in its entirety (it's a little longer than usual) and then submit a description of the ways imagination, innovation and improvisation are essential to leadership and the habits of these practices that you observed or learned in this video. This can be in paragraph or bullet form. Identify those habits of imagination, innovation and improvisation that you have already or will

incorporate into your leadership practice. 1 page max. Times New Roman, Double Spaced. Due April 16, 11:59 pm. Post to Moodle.

(In addition, Kimmie has suggested listening to this four part podcast about a man who decided to do an improv class. It is an amazing story about the power of the "Yes, And" model of improv, of community support and of transformation. I highly recommend listening to it. This is not a requirement for the class but an opportunity for additional learning.)


Man Afraid of Everything

Part 1: <https://podcasts.apple.com/us/podcast/second-city-improv-part-1-season-2-9/id1012815644?i=1000378460358>

Part 2: <https://podcasts.apple.com/us/podcast/part-2-second-city-improv-season-2-10/id1012815644?i=1000389235459>

Part 3: <https://podcasts.apple.com/us/podcast/part-3-second-city-improv-season-2-11/id1012815644?i=1000393124888>

Part 4: <https://podcasts.apple.com/us/podcast/part-4-of-4-second-city-improv-season-2-finale/id1012815644?i=1000393124889>

 [Rich, Kimmie and Lisl at Second City.jpg](#)

Week 11 – April 19, 2021

Action Assignments:

Bible Study and Discussion – Luke 5:1-11: Due April 21/23, 11:59pm.

The biblical narrative has much to say about Leadership and Imagination, Innovation and Improvisation.

Please read Luke 5:1-11 in the language and translation of your choice. The, please follow this [link to the Styberg Library's Collection Database](#). Search under 'M', then click 'Ministry Matters'. You will be prompted to enter your netid and password. Once in the Ministry Matters page, you will see a tab for Biblical Commentaries. Clicking this tab will give you access to numerous biblical commentaries online. Please select at least one commentary to help give meaning and context to Luke 5:1-11. You are encouraged to look at more than one commentary.

Once you have read the Biblical Narrative and Commentary/ies, reflect on the passage as it relates to Leadership and Imagination, Innovation and Improvisation. Post a brief response (below) by **April 21** regarding how the text is a reflection of imagination, innovation and improvisation in leadership. Please remember that your classmates are relying on you to post in a timely manner. Post at least one response to your group mates by **April 23**. Only your group's posts and responses will be visible to you. Due **April 23, 11:59pm**.

Action in Context: Small Group planning and taking action.

For the [Action in Context Assignment](#), each small group needs to meet again. You are in the same groups. Each group needs to pick a leader/s (different from Module One and Two). The leader is responsible for convening their small group one time this week and one time next week. The leader must support their team members through building relationships, and be prepared to introduce and summarize the assignment. Leaders may find it helpful to take notes for the group.

The small group must meet once during the current week and once next week (either online or via conference call....not via email). You will meet to reflect on what you have

learned thus far in this module and figure out together **how you will put one aspect of what you have learned into action in your individual ministry contexts.** This is your opportunity to creatively put in to action an aspect of leadership and imagination, innovation and improvisation. As a small group, you are to **come up with and agree to this action,** and then **individually implement the action** in your ministry context. This action must be attainable/doable within the two weeks of the assignment. Leaders, it is up to you to contact your fellow group members. Group members, it is up to you to collaborate and participate.

Information on how you will report back and reflect on your small group action is posted in Moodle under the timeline for next week. We would suggest that you familiarize yourself with the reflection assignment now to be prepared. Please email Dr. Williams or Dr. Paul directly if you have any further questions. Good luck and be creative.

Week 12 – April 26, 2021

Reflection Assignments:

Action in Context-Complete action.

Action in Context Video Reflection: Due April 30, 11:59pm.

We are now in week three of Module Three. Now that you have decided on an action to apply to your ministry context based on our module of leadership and imagination, innovation and improvisation, you need to meet for the second time and plan how you will present your findings on the implementation of that action. The leader of your small group is responsible for convening your small group for the second time via zoom, phone or in person. All must be present for this discussion.

Discuss your experiences with implementing your action in your context. Ask yourself, what themes emerged? How were your experiences similar or different? What role did context and culture play in implementing the action? The group leader will take notes on the discussion and create a reflection paper that includes: an introduction that describes the action taken and why the group chose it, reflections on their group members' and their own experience, and any shared insights from your group discussions. Max 3 pages, Times New Roman, Double Spaced. Due April 30, 11:59pm. Post to Moodle.

Group Leaders must also complete the self-assessment portion of the Leadership Assessment (see below).

Group Members must complete the Group Leader and self-assessment portion of the Leadership Assessment (see below). The traits described in the Leadership Assessment are aspirational and may not seem like they apply to the scope of this assignment. However, the goal is for you to begin incorporating assessment as a part of the reflection and formation process, and to think about this assessment as developmentally based. The Leadership Assessments are Due April 30, 11:59pm. Post to Moodle.

Assignment summary:

Group Leader/s: Reflection Paper and Self-Assessment portion of Leadership Assessment Form

Group Members: Leader and Self-Assessment portions of Leadership Assessment Form

 [Leadership and Self Assessment Fall 2020.docx](#)

Module 3 Reflection Paper: Due May 2, 11:59pm.

Citing the readings, online discussions, video presentations, and your experience from your Action in Context assignment, write your understanding of the relationship between leadership and imagination, innovation and improvisation, and where/how you intend to grow in your own leadership through cultivating habits of imagination, innovation and improvisation. Be sure to consider your social location and places of privilege and how they can influence your leadership style and your decision making. Please include all the course resources listed above in your reflection. 5 pages max. Times New Roman, Double Spaced. **Due May 2, 11:59pm**. Post to Moodle.

Skill-Based Presentation

Week 13 – May 3, 2021

Reading Assignment: Please read and take notes on: Heyman, *Nonprofit Management 101*, Part Seven.

Video and Reflection Activity: Boards and Volunteers – Rev. Julie Windsor Mitchel, Campus Minister & Exec. Dir., University Christian Ministry, Northwestern University, May 5/7, 11:59pm.

Rev. Julie Windsor Mitchell, Executive Director and Campus Minister of University Christian Ministry, NU, introduces some of the skills needed to effectively manage the board and volunteers under your leadership. Rev. Mitchell offers their insights from their own experience, from best practices, and from the wisdom of their context. Pay attention to what skills are being presented, how they are employed, how their effectiveness is assessed, and what role context and culture play in practicing these skills.

After viewing the video, post a short paragraph by **May 5** on a new skill you have learned (or a novel way of employing a known skill), a skill or technique that you particularly agree with or disagree with, and any contextual or cultural adjustments you would make in implementing any or all of the skills presented.

Read the posts of your classmates, identifying any themes you see emerging, anything insights you find useful or new ideas that emerge for you. Post at least one substantive reply each to two of your groupmates by May 7. Please refer to the rubric for online discussion guidelines. **Due May 7, 11:59 pm**.

<https://youtu.be/oTlbrxG2M-Q>

Integrative Reflection Paper: Due May 9, 11:59pm

Starting with your initial definition of leadership, write how your definition of leadership in relation to your professional identity/development has changed over the course of this semester and how you intend to grow into the future. Be sure to consider your social location and places of privilege and how they can influence your leadership style and your decision making. 3 pages max. Times New Roman, Double Spaced. Due May 9, 11:59pm. Post to Moodle.

Evaluation/Assessment of the Integrative Leadership Seminar.

Assignments

Details on Course Assignments are posted on Moodle. Please read carefully and pay attention to due dates.

Reflections paper should be emailed directed to Dr. Paul at lisl.paul@garrett.edu. All other assignments should be posted to Moodle.

Grading

Preparation for and active participation in discussions, activities, reflections, postings, and small group planning and action guests – 30%

Reflection Assignments (4) – 30%

Presentations – 30%

Integrative Assignment – 10%

Course Policies and Notes

Instructor Office Hours

By appointment. lisl.paul@garrett.edu or 847.866.3961 I will respond to emails within 2 business days.

Technology

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.
- 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. This includes a web cam and audio. Laptops with these capabilities are available for check out from the Stead Library.
- Moodle-you will need to be familiar with Moodle for all aspects of this course. Please complete the online Moodle tutorial before beginning the course.

- Technical Support- For technical support using Moodle or accessing the imbedded or linked videos in the course, please contact Danielle Guaire, Education Technology Support. Danielle.guaire@garrett.edu or 847.866.3951.

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.

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.

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.

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.

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 Rubrics

Rubric For Written Reflections

	4	3	2	1 to 0
Timeliness	The student turned in the assignment by the due date.			The assignment was late.

Followed Directions	The student followed all the directions provided by the instructor in the syllabus or online for the assignment.			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.
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.	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, demonstrating both comprehension of the material and offering creative, constructive insight for further conversation on the topic at hand.	The student clearly interacts with all the course materials appropriate to the topic, demonstrating comprehension of the material.	The student clearly interacts with only some of the materials appertaining to the topic of the assignment, demonstrating comprehension of the material. Alternatively, the student uses the appropriate materials, but does not represent them accurately.	The student's assignment either does not refer to any course material or clearly misunderstands the material it does use.
Collegiality	The assignment is academic in tone, inviting further constructive conversation on the topic, even in the case of disagreeing with authors, instructor or fellow students.	The assignment is academic in tone, though can emphasize deconstructive interaction more than constructive.	The assignment is more conversational than academic in tone and/or is defensive about engaging in constructive self-reflection.	The assignment is entirely informal and/or may be entirely negative by attacking others and resisting reflection on one's own work invited by course material or peer feedback.

Adapted from Integrative Leadership Courses Syllabus: INT600X/INT605X, Garrett-Evangelical Theological Seminary, 2018-2019.

Rubric for Posts and Discussions

CRITERIA (objective or performance)	3	2	1	0
Quantity	The amount of information is sufficient to clearly establish the purpose of the posting.	There is slightly too much or too little information; however, the purpose of the posting is still reasonably clear.	There is too much or too little information, such that the purpose of the posting is occasionally obscured.	There is so much or so little information that the purpose of the posting is not understood.
Quality	The posting is a new contribution (e.g., novelty, originality), reflective of the student's opinions, and is supported by accurate evidence/examples.	(a) The posting is a new contribution that reflects the student's opinions; however, evidence/examples are not provided to support claims; OR (b) The posting reflects the student's opinions and accurate evidence/examples	(a) The posting is representative of the student's opinions, yet evidence/examples are not provided to support claims; OR (b) The posting is largely a re-statement of prior postings but incorporates a minor new	(a) The main idea in the posting is a re-statement of prior postings and no new contribution is present; OR (b) Inaccurate evidence/examples are provided.
Relevance	The posting is on the same topic as both the conference, and the previous posting.	The posting is on the same topic as the conference, but not the previous posting.	The posting is on the same topic as any of the previous postings but not the conference.	The posting is irrelevant to both the conference topic and previous postings.
Etiquette	The posting used appropriate language, was respectful and in good taste.			The posting used inappropriate language, was disrespectful and/or was in poor taste.
Manner	The posting is logically organized and has no spelling, punctuation, or grammatical errors; meaning of the posting is clearly presented.	The posting is adequately organized; if any errors are found, they are so minor that the meaning is still reasonably clear.	The technical aspect of the posting (e.g., organization, spelling, grammar) has several problems, such that the meaning is occasionally obscured.	The posting is poorly organized and/or it has serious errors in sentence structure or usage, thus the posting is hard to understand.
Timeliness	The posting was completed on time.			The posting was late.

Adapted from Grice's Cooperative Principles Rating Scale.

