

Integrative Leadership Seminar 1

Course #: INT600x

Rev. Dr. Lisl Heymans Paul

Office: Main 307 Office Hours: M, W, F 10am-12pm

Lisl.paul@garrett.edu 847-866-3961

*****UPDATED SYLLABUS AS OF 1/28/2020. PLEASE DISREGARD ALL PREVIOUS VERSIONS*****

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.

Units of Study

- **Module 1: Leadership and Doing:** Upon completion of this module the student will be able to describe habits of practice needed to be an effective religious professional.
 - **Skills-Based Presentation: Managing Organizations and People**
- **Module 2: Leadership and Knowing:** Upon completion of this module the student will be able to explain and cultivate habits of mind which will provide the knowledge to be an effective religious professional.
 - **Skills-Based Presentation: Nonprofit Law and Finance.**
- **Module 3: Leadership and Being:** Upon completion of this module the student will be able to determine the values, ethical commitments, and personal responsibilities that are needed to be an effective religious professional.
 - **Skills-Based Presentation: Nonprofit Technology and IT**

Texts: Required

1. Heifetz, Ronald, Alexander Glashow, and Marty Linsky. *The Practice of Adaptive Leadership: Tools for Changing Your Organization and the World*. Boston: Harvard Business Press, 2009. ISBN-10: 142215768. \$16.62 (kindle) \$17.49 (hardcover) Amazon.com, \$18.14 Google Play Books
---OR---
Kegan, Robert and Lisa Laskow Lahey. *Immunity to Change: How to Overcome It and Unlock Potential in yourself and Your Organization*. Boston: Harvard Business Press, 2009. ISBN-10: 1422117367. \$19.84 Google Play Books, \$17.86 (kindle) \$18.89 (hardcover) Amazon.com
2. Heifetz, Ronald A. and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*. Boston: Harvard Business School Press, revised edition, 2017. ISBN-10: 1633692833. \$19.99 (kindle) \$23.80 (hardcover) Amazon.com, \$3.99 Thriftbooks.com
---OR---
Parks, Sharon Daloz. *Leadership Can Be Taught: A Bold Approach for a Complex*

- World*. Boston: Harvard Business School Press, 2005. ISBN-10: 1591393094.
3. Fluker, Walter Earl. *Ethical Leadership: The Quest for Character, Civility, and Community*. Minneapolis: Fortress Press, 2009. ISBN-13: 978-0800663490. \$25.00 Amazon.com, \$12.80 (used) AbeBooks
---OR---
McClaren, Brian. *Finding Our Way Again: The Return of the Ancient Practices*. Nashville: Thomas Nelson, 2008. ISBN-10: 0849946026. \$12.98 Amazon, \$4.19 (used) Thriftbooks.com
 4. Heyman, Darian Rodriguez. *Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals*. San Francisco: Jossey-Bass, 2011. ISBN-10: 0470285966. \$29.18 Amazon.com, \$12.89 (used) Thriftbooks.com

Text: Recommended

1. Cahalan, Kathleen A. *Introducing the Practice of Ministry*. Collegeville, MN: Liturgical Press, 2010. ISBN-10 081463169X. \$7.99 Google Play Books, \$6.02 (kindle) \$16.29 (paperback) Amazon.com

Course Schedule

Introduction to the Course

Week 1 – February 3, 2020

Written Assignment: Initial Reflection Paper: Due February 7, 11:59pm.

Module 1: Leadership and Doing

Week 2 – February 10, 2020

Theory Assignments:

Read- Heifetz, Ronald, Alexander Glashow, and Marty Linsky. *The Practice of Adaptive Leadership: Tools for Changing Your Organization and the World*.

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Kegan, Robert and Lisa Laskow Lahey. *Immunity to Change: How to Overcome It and Unlock Potential in yourself and Your Organization*.

Theory Video and Activity: Developing Practical Formation

Due February 14, 11:59pm.

Week 3 – February 17, 2020

Action Assignments:

Bible Study and Discussion – John 1:43-51: Due February 19/21, 11:59pm

Action in Context-Small group planning and taking action.

Week 4 – February 24, 2020

Reflection Assignments:

Action in Context-Complete action and plan reflection.

Action in Context Reflection: Due February 28, 11:59pm.

Module 1 Reflection Paper: Due March 1, 11:59pm.

Skill-Based Presentation

Week 5 – March 2, 2020

Reading Assignment: Heyman, *Nonprofit Management 101*, Part Two.

Video and Reflection Activity: Managing Organizations and People, Due March 6, 11:59pm.

Module 2: Leadership and Knowing

Week 6 – March 9, 2020

Theory Assignments:

Read Heifetz, Ronald A. and Marty Linsky. *Leadership on the Line: Staying Alive through the Dangers of Leading*.

---OR---

Parks, Sharon Daloz. *Leadership Can Be Taught: A Bold Approach for a Complex World*.

Theory Video and Activity: Practical Leadership Development, Due March 13, 11:59pm.

Week 7 – March 16, 2020

Action Assignments:

Bible Study and Discussion – Luke 2:41-52: Due March 18/20, 11:59pm.

Action in Context- Small Group planning and taking action.

Spring Break -- March 23-29, 2020.

Week 8 – March 30, 2020

Reflection Assignments:

Action in Context-Complete action and plan reflection.

Action in Context Reflection: Due April 3, 11:59pm.

Module 2 Reflection Paper: Due April 5, 11:59pm.

Skill-Based Presentation

Week 9 – April 6, 2020

Reading Assignment: Heyman, *Nonprofit Management 101*, Part Three.

Video and Reflection Activity: Nonprofit Law and Finance –
Due April 13, 11:59pm.

Module 3: Leadership and Being

Week 10 – April 13, 2020

Theory Assignments:

Read Fluker, Walter Earl. *Ethical Leadership: The Quest for Character, Civility, and Community*.

---OR---

McClaren, Brian. *Finding Our Way: The Return of the Ancient Practices*.

Theory Video and Activity: Moral Leadership Development-
Due April 17, 11:59pm.

Week 11 – April 20, 2020

Action Assignments:

Bible Study and Discussion – Matthew 6:1-21: Due April 22/24, 11:59pm.

Action in Context: Small Group planning and taking action.

Week 12 – April 27, 2020

Reflection Assignments:

Action in Context-Complete action and plan reflection.

Action in Context Reflection: Due May 1, 11:59pm.
Module 3 Reflection Paper: Due May 3, 11:59pm.

Skill-Based Presentation

Week 13 – May 4

Reading Assignment: Heyman, *Nonprofit Management 101*, Part Four.

Video and Reflection Activity: Nonprofit Technology and IT –
Due May 8, 11:59pm.

Integrative Reflection Paper, Due May 8, 11:59pm

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. All assignments should be either posted on Moodle or emailed directly to Dr. Paul at lisl.paul@garrett.edu unless otherwise noted on Moodle.

Grading

Preparation for and active participation in discussions, videos, activities, reflections, postings, and small group planning and action – 30%
Reflection Assignments (3) – 30%
Action Reflections – 30%
Integrative Assignment – 10%

Course Policies and Notes

Instructor Office Hours

Monday, Wednesday, Friday 10am-12pm 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 Eric Albert, Director of Technology. eric.albert@garrett.edu or 847.866.3952.

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 is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance

such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through MyGETS documenting their condition(s) through appropriate verification methods.

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.
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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.