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Garrett-Evangelical Theological Seminary
Integrative Leadership Seminar — INT 605

Tuesdays, 9:00am to 11:00am

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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.

- **Module 1: Leadership and Spiritual Formation:** Ability to deepen one’s self-understanding and relate to others in ethical, effective, and healthy ways with intentional focus on character development and self-care which embodies one’s faith, ethics, and values through habits of practice, relationship, and curiosity, while valuing diversity in other identities and traditions.
- **Skills-Based Presentation: Fundraising**
- **Module 2: Leadership and Community Organizing:** Ability to understand and ethically participate within complex communities of intersectional identities and institutional cultures in order to co-create more just communities and institutions along with the ability to cultivate and navigate the diverse public relationships needed to equitably share power and effectively engage in ministry and leadership.
- **Skills-Based Presentation: Marketing and Communications**
- **Module 3: Leadership and Imagination/Innovation/Improvisation:** Ability to recognize and adapt to the challenges and opportunities of leadership through an openness and willingness to being creative and nimble when dealing with diverse individuals, groups of people, organizations, and institutions.
- **Skills-Based Presentation: Boards and Volunteers**

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 \$13.49 (Kindle) from Amazon; \$15.00 from designedlearning.com

--and--

Gecan, Michael. Effective Organizing for Congregational Renewal. Chicago: ACTA Publications, 2008. ISBN-10 0879463848 \$5.95 from Amazon; \$5.95 from actapublications.com

Dana, Maryann McKibben. God, Improv, and the Art of Living. Grand Rapids, MI: Eerdmans, 2018. ASIN B07CXWT3KW \$13.19 (Kindle) from amazon.com; \$15.84 (Hardcover) from amazon.com; \$21.99 (Hardcover) from eerdmans.com

--or--

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Wells, Samuel. Improvisation: The Drama of Christian Ethics. Grand Rapids, MI: Brazos Press, 2004. ISBN-10 1587430711 \$14.16 (Kindle) from amazon.com; \$22.85 (Paperback) from amazon.com; \$19.20 (Paperback) from barnesandnoble.com

Heyman, Darian Rodriguez, editor. Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals. San Francisco: Jossey-Bass, 2011. ISBN-10 0470285966 \$35.09 (Paperback) from amazon.com; \$25.79 (Paperback) from barnesandnoble.com

Recommended but not required:

Cahalan, Kathleen A. Introducing the Practice of Ministry. Collegeville, MN: Liturgical Press, 2010. ISBN-10 081463169X \$6.02 (Kindle) from amazon.com; \$16.29 (Paperback) from amazon.com; \$19.95 (Paperback) from litpress.org

Fey, Tina. Bossypants. Boston: Little, Brown and Company, 2011. ISBN-10 0316056871 \$8.99 (Kindle) from amazon.com; \$13.92 (Paperback) from amazon.com; \$15.29 (Paperback) from barnesandnoble.com

Course Schedule and Assignments

Introduction to the Course

Week 1 – February 4, 2020

Written Assignment: Write your definition of leadership in relation to the following three aspects of professional identity/development: spiritual formation, community organizing, and imagination/innovation/improvisation. **Due February 11, 2020.** 1 page.

Module 1: Leadership and Spiritual Formation

Week 2 – February 11, 2020

Theory Assignment: Read

- Boyung Lee, “Teaching Spirituality with Qualitative Research Methods.”
- *-and-*
- Emilie M. Townes, “A Womanist Perspective on Spirituality in Leadership.”

Developing Spiritual Formation – Rev. Dr. Karen Mosby, G-ETS

Team Planning for Action

Week 3 – February 18, 2020

Action Assignment: Complete the Action your Team planned.

Bible Study – Matthew 14:13-33

Team Planning for Presentation

Week 4 – February 25, 2020

Presentations

Reflection Assignment: Citing the readings, discussions, and your experience from the your action assignment, write your understanding of the relationship between leadership and spiritual formation and where/how you intend to grow in your own leadership development through spiritual formation. **Due March 3, 2020.** 5 pages maximum.

Skills-Based Presentation

Week 5 – March 3, 2020

Reading Assignment: Heyman, Nonprofit Management 101, Part Five.

Fundraising – Joe Emmick, Vice President for Development, G-ETS

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Module 2: Leadership and Community Organizing

Week 6 – March 10, 2020

Theory Assignment: Read

- Peter Block, Community: The Structure of Belonging.
- *-and-*
- Michael Gecan, Effective Organizing for Congregational Renewal.

Developing Community Organizing – Rev. CK Hawking, Exec. Dir., Arise, Chicago!

Team Planning for Action

Week 7 – March 17, 2020

Action Assignment: Complete the Action your Team planned.

Bible Study – Luke 24:13-35

Team Planning for Presentation

Week 8 – March 31, 2020

Presentations

Reflection Assignment: Citing the readings, discussions, and your experience from the action assignment, write your understanding of the relationship between leadership and community organizing and where/how you intend to grow in your own leadership development through engaging your community. **Due April 7, 2020.** 5 pages maximum.

Skills-Based Presentation

Week 9 – April 7, 2020

Reading Assignment: Heyman, Nonprofit Management 101, Part Six.

Marketing and Communications – Shane Nichols, Exec. Dir. of Marketing & Communications, G-ETS

Module 3: Leadership and Imagination/Innovation/Improvisation

Week 10 – April 14, 2020

Theory Assignment: Read

- Dana, Maryann McKibben. God, Improv, and the Art of Living.
- *-or-*
- Samuel Wells, Improvisation: The Drama of Christian Ethics.

Developing Imagination/Innovation/Improvisation – Bishop Sally Dyck, NIC UMC

Team Planning for Action

Week 11 – April 21, 2020

- *Action Assignment:* Complete the Action your Team planned.

Bible Study – Luke 5:1-11

Team Planning for Presentation

Week 12 – April 28, 2020

Presentations

Reflection Assignment: Citing the readings, discussions, and your experience from the action assignment, write your understanding of the relationship between leadership and imagination/innovation/improvisation and where/how you intend to grow in your own leadership development through imagination/innovation/improvisation. **Due May 5, 2020.** 5 pages maximum.

Integrative Assignment: Starting with your initial definition of leadership, write how your definition of leadership in relation to your professional identity/development has

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changed over the course of this Integrative Leadership Seminar and how you intend to grow into the future. **Due May 5, 2020.** 3 pages maximum.

Skills-Based Presentation

Week 13 – May 5, 2020

Reading Assignment: Heyman, Nonprofit Management 101, Part Seven.

Boards and Volunteers – Rev. Julie Windsor Mitchel, Campus Minister & Exec. Dir.,
University Christian Ministry, Northwestern University

Evaluation/Assessment of the Integrative Leadership Seminar.

Course Policies

Grading

Regular and punctual attendance at all class meetings – 15%

Preparation for and active participation in classroom discussions and engagement with guests – 15%

Reflection Assignments (3) – 30%

Presentations – 30%

Integrative Assignment – 10%

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 reflection papers will be reason for a reduced grade. If you need help with your writing, please speak with 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 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 receive a reduced grade or 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.