

North Park Theological Seminary  
INTG 5010  
**THE LIFE OF THE LEADER: MAKING AN IMPACT**

**Course Facilitator:**

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Course participants are encouraged to contact me via email anytime and I will make every effort to respond within forty-eight hours. Please email me to schedule phone or on-line appointments. I will respond to online discussions as appropriate and check online course progress regularly.

**Introductory Comments and Course Description:**

There are no prerequisites required for taking INTG 5010. This two-credit hour integrative course explores the role frameworks, values, purposes, learning and growth have on shaping decisions, building capacity, and influencing the kind of impact that is made in the lives of persons and organizations. A key overarching goal for this class is to understand the effect of leaders on the leadership interaction. Specific focus will be given to the determinative nature of a leader's self-awareness, perceptions, personal formation, and value systems on their leadership style and relationship with those they serve. Identity and incarnation will be major themes, beginning with the idea that true leadership comes mainly from within a person, not from the outside. It is the honest evaluation of our lives that helps deepen our capacity to lead. This evaluation, when merged with receiving God's gift of new life, produces the strongest possibility for personal transformation and developing credibility with those we serve/lead. Our own transformations are not inconsequential to organizational development but core.

**Student Learning Objectives:**

1. To have a greater sense of self-awareness, understanding the link between personal awareness, corporate awareness, and development
2. To identify the role of values in creating patterns of response
3. To become more discerning about organizational dynamics and a leader's role
4. To be able to build biblical and theological frameworks for personal and corporate formational models
5. To reflect on the impact of leadership on one's life and respond by creating a TED talk
6. To generate additional skills for team-building, applying the principles of learning organizations to the church
7. To integrate the personal and corporate formational principles discovered in their dual-degree program studies

### **Required Texts:**

McKee, Annie, et al. *Becoming a Resonant Leader: develop your emotional intelligence, renew your relationships, sustain your effectiveness*. Boston: Harvard Business Press, 2008. ISBN-978-1-4221-1734-7

Malphurs, Aubrey. *Look Before You Lead: How to Discern and Shape Your Church Culture*. Grand Rapids: Baker Books, 2013. ISBN-13: 978-0-8010-1507-6

Heifetz, Grashow, & Linsky. *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Boston: Harvard Business Press, 2009. ISBN-13: 978-1422105764

The Bible.

*Please note, there are articles in Canvas that will constitute the required reading for week four.*

### **Suggested Reading:**

Tallon, R. & Sikora, M. (2006). *Awareness to action: The enneagram, emotional intelligence, and change*. ISBN: 1-58966-125-7

Anderson, Chris. (2016). *TED Talks: The Official Ted Guide to Public Speaking*. Boston: Houghton Mifflin Harcourt, 2016. ISBN: 9780554809710

### **Required Online Assessment:**

You are required to register for and take the Enneagram assessment at [https://www.enneagram\\_spectrum.com/testing/](https://www.enneagram_spectrum.com/testing/). It costs \$10 to take this assessment. Extensive use of the Enneagram will be made during the class intensive days. **You are required to bring your Enneagram results to the class gathering on January 12.** A brief description of the Enneagram is provided in week one of the course schedule.

### **Computer Requirements:**

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <https://www.northpark.edu/academics/online-education/students/online-support-for-students/> for support of your online learning experience.

### **Technical Requirements:**

It is expected that you know how to perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, and performing web searches. If you need assistance utilizing Canvas, then please refer to the pages found here: <https://community.canvaslms.com/community/answers/guides/canvas-guide>

### **Participant Responsibilities:**

1. Attendance at the class intensive days during week two and full participation in the online components are required for this class. You cannot successfully complete this course without completing the weekly readings and assignments. You are expected to post regularly and submit assignments per the course rubrics provided online.
2. Assistance to navigating Canvas as well as expectations in online learning may be found here: <https://northpark.instructure.com/courses/22>
3. It is the student's responsibility to adhere to the academic policies of North Park University and North Park Theological Seminary.

### **Course Facilitator Responsibilities:**

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. The course facilitator will provide reactions to student responses and discussion as appropriate to clarify important ideas and concepts.
3. The course facilitator will provide updated information on relevant resources for the topics under consideration.
4. The course facilitator will read and critically assess students' assignments and provide feedback within 3-5 days of receipt.

### **Grading:**

Letter grades will be awarded according to the policies found on page 21 of the North Park Theological Seminary catalog. Because this is an intensive, seven-week class it is expected that all assignments will be turned in on-time. Late submissions will result in a 20% reduction on the first late day, and an additional 10% for the second day an assignment is late. **Assignments more than two days late are not accepted.**

All papers are to be written according to Turabian 8<sup>th</sup> Edition guidelines. Proof your papers carefully! Graduate level writing is expected. The final course grade will be computed according to the total number of points for all assignments weighed accordingly:

<b><u>Item</u></b>	<b><u>Points</u></b>	<b><u>% of Course Grade</u></b>
TED talk (Week 1)	8	8%
Personal Leadership Assessment (Week 2)	15	15%
Organizational Value Assessment Questions & Values PowerPoint (Week 5)	15	15%
Acts 11 Case Study Reflection (Week 6)	15	15%
Acts and Learning Organizations Paper (Week 7)	25	25%
Online Postings (See details below)	22	22%

There are 11 posts spread throughout the course. Each post is worth 2 points.  
Week 1 – Personal Introduction Post – 2 total points  
Week 2 – Two Posts Required – 4 total points  
Week 3 – Three posts required – 6 total points

Week 4 – Three posts required – 6 total points

Week 6 – Two posts required – 4 total points

### **Final Notes:**

1. The course facilitator reserves the right to modify the course to best accommodate the particular needs of the class.
2. Consider how you can best integrate the “Statement of Inclusive Language” from the North Park Theological Seminary Catalog into all your communication presentations during the course. The writing handbook may also be of help:  
<https://www.northpark.edu/wp-content/uploads/Writing-Handbook-2017-2018.pdf>
3. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program’s office. Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <https://www.northpark.edu/campus-life-and-services/student-success-and-wellness/disability-resources/>
4. Please see the <https://community.canvaslms.com/community/answers/guides/> in Canvas if you need support during your course.

### **Course Schedule:**

*Week 1 - Frameworks of Understanding (Tuesday, January 2 – Sunday, January 7)*

**Learning Objectives:** By the end of this week’s module, each student will

1. Have acquainted him/herself with the other students in the course
2. Have completed the Enneagram Assessment
3. Have identified the impact of one’s own experience of leadership in a TED talk

**Required Assessment: The Enneagram.** The Enneagram is an assessment tool which asserts that there are 9 basic patterns of living and that each person tends to live out of a single dominant pattern. What sets the Enneagram apart from other assessments is that it identifies the motivational trigger that lies at the heart of an individual’s way of framing reality and making choices. There are multiple uses for this assessment tool. For purposes of this course, application will be made to the life of the leader as it comes to identity, formation, and relationships. A special focus will be given to the subtypes. The assessment can be accessed here: <https://www.enneagramspectrum.com/testing/>

***This assessment is to be completed by Midnight January 6, 2017. Bring this assessment to the class intensive days.***

### **Required Assignments:**

Post a brief personal introduction in Canvas by Midnight Wednesday, January 3<sup>rd</sup> (CST) and submit the TED talk by Midnight Friday, January 5<sup>th</sup> (CST).

Watch Brene Brown's Ted Talk to help in your reflection and preparation for your Ted talk.  
[https://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability](https://www.ted.com/talks/brene_brown_on_vulnerability)

Optional: Listen to the podcast found here where Dr. Brown is interviewed.  
<https://onbeing.org/programs/brene-brown-the-courage-to-be-vulnerable-jan2015/>

Watch the podcast below to inform the crafting of your Ted talk.  
<https://www.inc.com/magazine/201310/burt-helm/how-to-give-a-great-ted-talk.html>

Prepare and upload your Ted talk to Canvas. We will view these during the intensive sessions. Follow the instructions found in Canvas for both assignments.

**Required Interaction:** *Class Intensive Days – Saturday, January 12<sup>th</sup> and Sunday, January 13<sup>th</sup>.*

Exact times and location at NPTS will be announced in Canvas.

***Week 2 - The Life of the Leader (Monday, January 8 – Sunday, January 14)***

**Learning Objectives:** By the end of this week's module, each student will

1. Be able to explain how a person's emotional and social intelligence impacts their impact on self and others.
2. Name their motivational center and how it affects their decision-making frameworks
3. Recognize nine distinct patterns of behavior and understand the unique team-building and leadership development opportunities in each pattern
4. Relate how personal decision-making frameworks affect team-building and organizational development.
5. Identify their strengths and growth points as a leader.

**Required Reading:** *Becoming a Resonant Leader* CH.1-3

**Required Assignments:**

Complete the exercises in *Becoming a Resonant Leader* on pages 18-20, 27-29, 42 to help inform your paper below.

Submit a 4-5 page personal leadership assessment paper by Midnight Sunday January 14 (CST) and complete the required postings in Canvas per the instructions given online.

***Week 3 - The Life of the Leader (Monday, January 15 – Sunday, January 21)***

**Learning Objectives:** By the end of this week's module, each student will

1. Better understand themselves in relation to others
2. Pinpoint the forces that influence their decision-making
3. Recognize their basic level of tolerance for uncertainty, anxiety, and loss
4. Identify the relationship between personal behavior and life purpose

Required Reading: The Practice of Adaptive Leadership, Chapters 13-14 (p. 180-190); 16-17 (p. 195-210), 18 (p.221-230), 19 (p. 231-246), 20 (p. 247-261), 23 (p. 289-297).

Required Assignments: Choose a reflection piece from the end of one of the chapters to write a 400 word post that will be posted in Canvas. Your initial post will require you to choose a reflection piece from one of the chapters. You will be choosing from either an “on the balcony” (otb) or “on the practice field” (otpf) exercise. Respond to one of your classmates’ postings per the instructions given online.

Possible Reflection Choices for your 400 word post.

Chapters 13-14: Found on pages 185 (otb), 186 (otpf), or 189 (otpf)

Chapters 16-17: Found on pages 207 and 208 (otb)

Chapter 18: Found on page 227 (otb)

Chapter 19: Found on pages 238 (otb) or 241 (otb)

Chapter 20: Found on pages 251 (otb) or 254 (otb)

Chapter 23: Found on pages 291-292 (otb)

***Week 4 - The Role of Questions in Personal and Organizational Transformation (Monday, January 22 – Sunday, January 28)***

**Learning Objectives:** By the end of this week’s module, each student will

1. Identify how the use of questions creates an environment for change
2. Distinguish the difference between types of questions
3. Practice crafting questions that open up learning conversations
4. Be able to evaluate how to use questions to foster learning, build teams, and create a change environment

Required Reading: “Learning Communities: an Alternative to the ‘Expert’ Model” as well as the articles posted in Canvas. Read the Book of Acts 1-11:18.

Required Assignments: During this segment you will submit three (3) posts. Your initial post is due by Midnight, Wednesday, January 24. The final two posts will be due no later than midnight, Sunday, January 28. Follow the instructions in Canvas.

***Week 5 – Values (Monday, January 29 – Sunday, February 4)***

**Learning Objectives:** By the end of this week’s module, each student will

1. Understand the interrelationship between personal and organizational values

2. Recognize how values create organizational mental models that drive corporate decision-making
3. Be able to craft an approach for assessing organizational values through the use of questions

Required Reading: *Look Before You Lead: How to Discern and Shape Your Church Culture*

Required Assignments: Submit a 10-12 slide value PowerPoint for a group presentation per the instructions given online. This assignment is due by Midnight, Thursday, February 1. Also generate 10 questions that could be used as an organizational value assessment. Provide a brief explanation of your rationale for each question, the reason for the sequence of questions, and intended results. This assignment is **due by Midnight, Sunday, February 4.**

***Week 6 – Values (Monday, February 5 – Sunday, February 11)***

**Learning Objectives:** By the end of this week’s module, each student will use a Biblical case study to

1. Apply learning from the earlier modules in assessing the personal and formational issues at stake in the case study
2. Identify questions that the case study would prompt for individuals and the group in the case
3. Evaluate what value shifts occurred and their meaning
4. Integrate some leadership models/theories, of the students choosing from other dual-degree courses, to frame the critical components of the case study

Required Reading: Acts 10 – 11:20

Required Assignments: Use Acts 10 – 11:20 as a case study and write a 3-4 page reflection paper for submission as per the instructions given online. Also, complete the required postings in Canvas.

***Week 7 - Learning Organizations (Monday, February 12 – Sunday, February 18)***

**Learning Objectives:** By the end of this week’s module, each student will

1. Be able to name the characteristics of learning communities
2. Be able to evaluate how the early church functioned as a learning community
3. Identify how personal transformation creates openings for corporate/team development
4. Integrate the models/theories/insights from this class, and other dual-degree courses that have been taken, in assessing the relationship of the life of the leader to organizational development and the change dynamics of the early church
5. Craft a personal development plan

Required Reading: Acts 1-15 and review the learning organization PowerPoint and notes placed online.

Required Assignments: Submit an 8-10 page paper by Midnight Sunday, February 18 (CST) on the early church as a learning organization.