

COURSE DESCRIPTION

INTG 5010 THE LIFE OF THE LEADER: MAKING AN IMPACT

North Park Theological Seminary S19 Quad A

Full Course Dates: January 2, 2024- February 23, 2024

In-person Class Meeting Dates/Times: Friday, January 12, 2024, from 6-9 pm and Saturday, January 13, 2024 from 9 am-5 pm CT

Location: Nyvall Hall, room TBD

INSTRUCTOR INFORMATION

Rev. Dr. D. Darrell Griffin, D.Min.

dgriffin@northpark.edu.

773.851.7361

This hybrid integrative course explores the role frameworks, values, purposes, learning, and growth have on shaping decisions, building capacity, and influencing the kind of impact leaders make on the lives of persons and organizations. An overarching goal for this class is to understand the effect of leaders on the leadership interaction. Specific focus will be given to the influential 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 are primary themes, grounded in the premise that effective leadership results from accurate self-awareness, authentic personhood, and the honest evaluation of one's life.

THIS COURSE CONTRIBUTES TOWARD THE FOLLOWING MDIV LEARNING OUTCOMES:

#4 Embody a ministerial identity committed to caring for the spiritual formation of the self, individuals, and communities.

5 Demonstrate vision and growing capacity to excel in leadership for God's mission.

COURSE OBJECTIVES

AFTER COMPLETING THIS COURSE STUDENTS WILL BE ABLE TO:

1. Demonstrate the connection between personal awareness, corporate awareness, and development
2. Identify the role of values in creating patterns of response
3. Articulate a leader's role in organizational dynamics
4. Construct biblical and theological frameworks for personal and corporate formational models
5. Demonstrate the impact of leadership on one's life and leadership development by creating a TED talk
6. Generate skills for team building, applying the principles of learning organizations to the church
7. Integrate the personal and corporate formational principles discovered in the dual-degree program studies.

REQUIRED TEXTS

Griffin, D. Darrell. *Building a Better YOU: Using the Enneagram to find Purpose, Healing and Success in Relationships*. Valiant Publishing, 2021. ISBN:9781954089358. To order, go to www.ddarrellgriffin.com.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books, 1995. ISBN: 0553375067

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

Additional required Reading may be posted in Canvas.

RECOMMENDED TEXTS

Anderson, Chris. (2016). *TED Talks: The Official Ted Guide to Public Speaking*. Boston: Houghton Mifflin Harcourt, 2016. ISBN: 9780554809710 available online here: <https://www.pdfdrive.com/the-official-ted-guide-to-public-speaking-e33407307.html>

Kellerman, Barbara and Deborah L. Rhode, eds. *Woman and Leadership: The State of Play and Strategies for Change*. New York: Oxford University Press, 2017.6 ISBN:9780190614713

Tallon, R. & Sikora, M. (2006). *Awareness to Action: The Enneagram, Emotional Intelligence, and Change*. ISBN: 1-58966-125-7

ASSESSMENTS AND GRADING SCALE

Required Online Assessment:

You are required to register for and take the Enneagram assessment at <https://www.enneagrampectrum.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:

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.

Grading:

Letter grades will be awarded according to the policies found on page 21 of the North Park Theological Seminary catalog. 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 will not be accepted.** All papers are to be written according to Turabian 8th Edition guidelines. Proof your papers carefully! Graduate-level writing is expected. Use the writing guideline found here: [The final course grade will be computed according to the total number of points for all assignments weighed accordingly:](#)

WEEK	ASSIGNMENT	POINTS	% OF COURSE, GRADE
Week 1	Ted Talk	8	8%
Week 2	Personal Leadership Assessment	15	15%
Week 5	Organizational Value Assessment Questions and Values PowerPoint	15	15%
Week 6	Acts 11 Case Study Reflection	15	15%
Week 7	Acts and Learning Organizations Paper	25	25%
Online Postings		22	22%
	Week 1 Personal Introduction post	2	
	Week 2 Two posts required	4	
	Week 3 Three posts required	6	
	Week 4 Three posts required	6	
	Week 6 Two posts required	4	

ADDITIONAL INFORMATION AND RESOURCES

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort

will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination. This includes copying and pasting answers from a website (i.e., Wikipedia) into your quizzes without proper attribution.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present. In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject, you may refer to the Academic Dishonesty section of the University’s online catalog and in the Student Academic Handbook.

Students with Disabilities

Your experience in this class is important to me. North Park is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have already established your accommodations, please share your accommodation letter with me so we can discuss how your accommodations will be implemented in this course.

If you have not yet established services and have a permanent disability or temporary health condition that requires accommodations, please contact the Disability Access Specialist by email (ada@northpark.edu) or phone (773-244-5737). Student Engagement facilitates the interactive process that establishes reasonable accommodations.

Title IX

As members of the North Park faculty, we are concerned about the well-being and development of our students and are available to discuss any concerns. Faculty are legally obligated to share information with the University’s Title IX coordinator in certain situations to help ensure that the student’s safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relational/domestic violence, and stalking. Students who believe they have been harassed, discriminated against, or involved in sexual violence should contact the Title IX Coordinator (773-244-6276 or TitleIX@northpark.edu) for information about reporting, campus resources and support services, including confidential counseling services. You may find more information regarding Title IX policy and reporting options by visiting the [Title IX page](#) on the North Park website.

Class Behavior

I expect you to be alert, attentive, and awake; I expect you to pay attention, to take notes, and to engage yourself in the subject at hand. Students who sleep may be asked to leave. Students who read material for other classes or who are studying for other classes will be asked to leave. Occasional light talking to one another is acceptable; if, however, students annoy others or the professor, they may be asked to leave. In short, I expect you to conduct yourself according to

the standards of academic collegiality. Drinking pop, coffee, tea is permissible; eating quietly and discreetly is permissible. I do not want to have to call your attention to any of these matters. If I do, I will be fair and firm; but you will feel embarrassed and I will, too.

Attendance

Attendance at the intensive class on Friday January 12, 2024 from 6-9 pm and Saturday, January 13, 2024, from 9 am to 5 pm is required, as are timely postings and adhering to assignment deadlines. In all of your writing, please observe the inclusive language policy as stated in the writing handbook found here: <https://assets.northpark.edu/wp-content/uploads/20190721155333/Writing-Handbook-2019-2020.pdf>

Use of computers and smartphones

Due to indiscriminate use by students, you will be permitted to use computers and smartphones in class only if you avoid surfing the internet.

COVID

North Park students, faculty, and staff have been strongly encouraged to sign the “Viking Shield,” which is an institutional pledge to uphold community and health standards during this time of the Covid-19 pandemic. Students and faculty who will be participating in classes in person will have several obligations, including wearing masks at all times; maintaining proper distancing; disinfecting personal spaces before use (disinfecting spray and paper towels are in every classroom); observing marked foot traffic patterns in stairwells and coming in and out of buildings, and classrooms; and other considerations as well. If a student forgets to bring a mask to class, additional masks are available in Old Main, Center for Student Engagement, Helwig Recreation Center, and Health Services. In addition, all of us, whether on campus or not, will be using the CampusClear app, per all-campus instructions. To these ends, if students do not observe any of the in-person guidelines – and especially if there is a pattern of not doing so – they will be asked to leave the classroom, with a follow-up conversation with the instructor before the next in-person class period; repeated violations of these guidelines may lead to a Community Standard violation, and the student going through the Student Conduct process.

ACCOMMODATIONS

North Park is committed to creating an inclusive learning environment. If you anticipate or experience any barriers to learning in this class related to a disability, contact the Center for Student Engagement by email ada@northpark.edu or phone at 773-244-5737 to schedule an appointment with the Learning Specialist. You can also stop by The Center for Student Engagement, located on the first floor of the Johnson Center.

COURSE SCHEDULE

Week 1 - Frameworks of Understanding (Monday, January 2 – Sunday, January 8)

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 by posting an initial introduction and reading classmates' introductions
2. Understand writing expectations having read the writing guidelines posted in Canvas
3. Have completed the Enneagram Assessment
4. Recognize nine distinct patterns of behavior and understand the unique team-building and leadership development opportunities in each pattern
5. Be able to identify 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, but for purposes of this course, application will be made to the life of the leader as it comes to identity, formation, and relationships. The assessment can be accessed here and costs \$10:

<https://www.enneagrampectrum.com/testing/>

This assessment is to be completed by Midnight January 5, 2023. Bring this assessment to the class intensive days. If you've taken the assessment in the last two years you may bring the one you did prior.

Required Assignments:

1. Post a brief personal introduction in Canvas by Midnight Tuesday, January 3th (CST)
2. 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
 - a. 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>
3. Prepare your Ted talk for our intensive sessions. We will hear these over the period of our time together.
4. Prepare "self-study" Enneagram reflection per instructions in the week one module in Canvas and be prepared to discuss Saturday of the intensive class session.
5. Read North Park Theological Seminary Writing Expectations and Strategies posted in the introduction module in Canvas.
- 6.

Required Interaction: ***Class Intensive Days – Friday, January 13 and Saturday, January 14.***

Week 2 - The Life of the Leader (Monday, January 9 – Sunday, January 15)

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. Relate how personal decision-making frameworks affect team-building and organizational development.
4. Identify their strengths and growth points as a leader.

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

Required Assignments:

1. Complete the exercises in *Becoming a Resonant Leader* on pages 18-20, 27-29, 42 to help inform your paper below.
2. Submit a 4-page personal leadership assessment paper by Midnight Sunday January 16 (CST) and complete the required postings in Canvas per the instructions given.

Week 3 - The Life of the Leader (Monday, January 16 – Sunday, January 22)

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

1. Better understand themselves in relation to others
2. Pinpoint a specific area of emotional intelligence within themselves where they would like to grow.
3. Recognize the importance of emotional intelligence.
4. Identify the relationship between their emotional intelligence and the emotional intelligence of any group they are leading.

Required Reading: *Emotional Intelligence: Why It Can Matter More Than IQ.*

Required Assignments:

Choose ONE of the *parts* (chapters) of the book and write a reflection piece containing a 500-word post that will be posted in Canvas. Respond to one of your classmates' postings per the instructions given online. (2 posts total)

Possible Reflection Choices for your 500-word post.

- Part 1: The Emotion Brain
- Part 2: The Nature of Emotional Intelligence
- Part 3: Emotional Intelligence Applied
- Part 4: Windows of Opportunity
- Part 5: Emotional Literacy

Week 4 - The Role of Questions in Personal and Organizational Transformation (Monday, January 23 – Sunday, January 29)

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 26. The final two posts will be due no later than midnight, Sunday, January 30. Follow the instructions in Canvas.

Week 5 – Values (Monday, January 30 – Sunday, February 5)

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:

1. Submit a 10-12 slide value PowerPoint for a group presentation per the instructions given online. This assignment is due by Midnight, Thursday, February 2.
2. 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 5.

Week 6 – Values (Monday, February 6 – Sunday, February 12)

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. This assignment will be due February 13 by midnight.

Week 7 - Learning Organizations (Monday, February 13 – Sunday, February 19)

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

1. Be able to identify 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 19 (CST) on the early church as a learning organization.