

Course ID:	Course Title:	Fall 2022
LE 505 - 1	Management for Churches and Non-Profit Organizations	Prerequisite: ---
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class- 1 Week Module	Instructor:	Ric Gilbertson, D.Min; ThM.	First Day of Classes:	Nov. 7
Days:	Nov. 7-12 (no classes Nov.11)	Email:	ric.gilbertson@ambrose.edu	Last Day to Add/Drop:	Nov. 7
Time:	9:00 am – 4:00 pm	Phone:	NA	Last Day to Withdraw:	Nov. 12
Room:	A2133	Office:	NA		
Lab/ Tutorial:	NA	Office Hours:	NA	Last Day to Apply for Extension:	Nov. 12
Final Exam:	No Final Exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

Course Description

An introduction to management practices for non-profit organizations. Attention is given to skills for working with boards, managing staff and volunteers, building teams, understanding budgets, navigating conflicts, strategic thinking, working with multi-cultural groups.

Expected Learning Outcomes

Cultivating a heart after God by -> Deepening awareness of how we can best steward our work in a church congregation or non- profit with a servant minded posture and a sense of joining in God’s ongoing mission in the world.

Fostering vocational clarity and effectiveness by -> Understanding and applying the core competencies needed to manage and steward faithfully in whatever setting we are in.

Nurturing theological depth and breadth by ->Exploring the application of Biblical wisdom to the operational systems, people, strategy, finance, culture, and self-management components of the non-profit world.

Inspiring redemptive engagement by ->Capturing an appreciation and aptitude for organizational stewardship and taking from this course skills, resources, and tools for effective and wise management in a church or non-profit organization

Required Textbooks and Readings

Touch Points: Creating Powerful Leadership Connections in the Smallest of Moments – D. Conant & M. Norgaard
Essentialism: The Disciplined Pursuit of Less - Greg McKeown
The Coming Revolution in Church Economics - Mark Deymaz
Leading Without Power – Max DePree

Course Schedule

Classes will run Nov. 7th to 10th and Nov. 12th- no classes on Nov. 11th, Remembrance Day.

A course outline will be provided on the first day of classes.

Requirements:

1. **Personal “70-20-10” Plan for growth– 10% - DUE: December 1**– This is a personal assessment of your current state of competency in two or three management skills discussed in this course. Use the **70-20-10 Guide and template** to present your development plan. Identify the management skills you would like to grow in; discuss how you determined that this area is a need (maximum one page); then use the template to indicate specific steps for each of the 70-20-10 components. Submit the one page + completed 70-20-10.
2. **Encounter with two “Front-Line Managers” – 30% - DUE: December 20**- engage with and interview a front-line manager in a church as well as a non-profit of your choice. Plan and schedule a one-hour interaction/interview with each, either in person or via video conferencing and explore the following questions:
 1. What do you believe are the most important characteristics of an effectively managed church or non-profit enterprise?
 2. What are you learning about caring for and equipping your people and volunteer core? How does your organization care for AND challenge your people?
 3. When it comes to finances, budgeting, resource raising, what does an employee in your organization need to know or master to help the organization remain healthy and viable?
 4. How does your organization shape and pursue the matter of strategy for what you do and what you are about?
 5. What does a week in your life look like? / How do you manage your time and energy well?

Write up a **5–7-page** summary report of your findings. For the purpose of preserving confidentiality, use pseudonyms for the person interviewed and the organization or church that is being represented.

3. **Research paper on a topic or theme related to management. 30% DUE: December 20** - Choose an area of interest in which you would like to pursue a “deeper dive” and write a **7 to 8-page** report. Some possible themes: cultivating healthy teams; finances and fund raising; recruiting and developing volunteers; strategy development; execution and implementation; supervising staff; working in a multicultural context; resolving conflict within organizations, etc. The paper will present your key learnings as well as practices or tools that will assist you put this area of interest into action. See page 4 and 5 below for a partial series of resources.
4. **Reflection Papers on each of the required textbooks. Touch Points; Essentialism; The Coming Revolution in Church Economics; and Leading without Power– 30 % - DUE: January 15th 2023**- Write a 3-page personal reflection paper **for each book** on the main principles or practices that stood out to you. Why are these principles or practices important? Seek to weave into your writing your own experience/observation of what each writer has presented as marks of effective self-management and/or organizational management. See below for the “rubric” reflection paper guide. **(4 books x 3 pages = 12 pages total)**

**** PLEASE SUBMIT ALL ASSIGNMENTS VIA THE MOODLE PORTAL**

RUBRIC for Reflection Paper

Criteria	Excellent	Good	Adequate	Unsatisfactory
The reflector's voice is appropriately present. Writer notes his or her personal response to the book and its effect on him or her. (25%)	Voice present and clear.	Voice present throughout.	Timid or periodic presence.	Reviewer's voice not apparent.
The writer treats the book and its book author responsibly and fairly, engaging the author in conversation and allowing the author to speak. (25%)	Reflection is an engaging conversation between author and reader.	Interactive tone through the reflection.	Some interaction with author.	Cherry picks flaws/strengths. Rants about flaws or gives uncritical praise.
The writer includes an appropriate amount of summary of the book's contents and an appropriate mix of quotation, paraphrase, summary and mention. (15%)	The mix makes clear to the reader the style and direction of the book.	Appropriate mix of quotation, paraphrase, summary and mention. Enough information re contents.	Some summary but reader of this reflection remains unsure about book's contents. Too much quotation.	Rote repetition of contents. Too much quotation or summation at cost of other reflection functions.
The writer appropriately assesses the author's success at addressing & reaching her or his intended audience in view of the book's purpose. (15%)	Writer makes clear the book's audience and purpose, and author's effectiveness.	Writer assesses books' audience and purpose, and author's success.	Little assessment or timid, incomplete assessment.	Assessment absent from reflection or overwhelms the review.
Writer follows the relevant punctuation, syntax, sentence & paragraph conventions, creating readable prose. (10%)	Writing has grace and style beyond conventions.	One or two lapses.	Five or more lapses in the review.	Lapses throughout.

Attendance:

The nature of our in-class format is such that attendance is mandatory. Students will interact with the instructor, the material, and with fellow classmates through this means - this interaction is crucial to the design of this course. If a student is absent for any other reason than health or emergency related reasons a 2% grade reduction will be made. Please inform the instructor if you are going to be absent.

Grade Summary:

Assignment	Weight	Due Date
Personal “70-20-10” Plan for growth	10%	December 1st
Encounter with two “Front-Line Managers”	30%	December 20th
Research paper on a topic or theme related to management	30%	December 20th
Reflection papers on <u>each</u> of the required textbooks. <u>Touch Points</u> ; <u>Essentialism</u> ; <u>The Coming Revolution in Church Economics</u> ; and <u>Leading without Power</u>	30%	January 15 th , 2023

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

KEY RESOURCES FOR EACH “COMPASS POINT” IN MANAGEMENT LE 505

COMPASS POINT: Operating System

Management of Non-profit and Charitable Organizations in Canada- Fourth Edition- Keith Seel

Managing for Dummies 3rd edition - managing people, projects, and teams- Bob Nelson & Peter Economy

Non-profit Kit for Dummies- Stan Hutton & Frances N. Phillips

The Executive Director’s Guide to thriving as a Non-profit Leader- Margaret Donohoe & Mim Carlson

Boards that Make a Difference- A New Design for Leadership in Non-profit and Public Organization- John Carver

Governance as Leadership: reframing the work of non-profit boards- Richard P. Chait & William P. Ryan

COMPASS POINT People

Textbook: Touch Points: Creating Powerful Leadership Connection in the Smallest of Moments – Doug Conant & Mette Norgaard

Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others – James Kouzes & Barry Posner

Hero Makers: Five Essential Practices for Leaders to Multiply Leaders – David Ferguson

The New Breed: Understanding and Equipping the 21st Century Volunteer – Jonathan McKee & Thomas McKee

Humble Leadership: The Power of Relationships, Openness, and Trust – Edgar Schein

The Progress Principle: Using Small Wins to Ignite Engagement and Creativity at Work – Teresa Amabile & Steven Kramer

Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth – Amy Edmondson

COMPASS POINT: Financial

Textbook The Coming Revolution in Church Economics: Why Tithes and Offerings Are No Longer Enough, And What to Do About It - Mark Deymaz

Budgeting for A Healthy Church – James Dunlap

Church Finances for Missional Leaders – Bonnie Ives Marden

Money Matters in Church: A Practical Guide for Leaders - Aubrey Malphurs and Steve Stroope

Smart Church Finances – George Hillman & John Reece

Institutional Intelligence: How To Build An Effective Organization – Gordon Smith

COMPASS POINT: Strategy

The Infinite Game – Simon Sinek

The Art of Strategy: How Leaders Close the Gaps Between Plans, Actions and Results – Stephen Bungay

Leaders Who Make A Difference – Nanus & Dobbs

How To Be Great At Doing Good – Cooney

The Power of Little Ideas: A Low-Risk, High Reward Approach to Innovation – David Robertson

Good Strategy – Bad Strategy – Richard P. Rumelt

COMPASS POINT: Culture

TEXT BOOK: Leading Without Power – Max DePree

Managing Across Cultures: Seven Keys to Doing Business with a Global Mindset – Charlene Solomon & Michael Schell

Leading with Cultural Intelligence: The New Secret to Success – David Livermore

The Best Place to Work: The Art and Science of Creating an Extraordinary Workplace – Ron Friedman

Diagnosing and Changing Organizational Culture – Cameron & Quinn

Culture Wins: The Roadmap to an Irresistible Workplace – William Vanderbloemen

Corporate Culture: The Rites and Rituals of Corporate Culture – Terence Deal & Allan Kennedy

Trust Factor: The Science of Creating High-Performance Companies – Paul J. Zak

COMPASS POINT: Self-Management and Wellness

Textbook Essentialism: The Disciplined Pursuit of Less – Greg McKeown

Indistractable: How to Control Your Attention and Choose Your Life – Nir Eyal

Hyperfocus: How to be More Productive in a World of Distraction – Chris Bailey

Driven to Distraction at Work: How to Focus and Be More Productive – Edward M. Hallowell

Deep Work: Rules for Focused Success in a Distracted World – Cal Newport

Digital Minimalism: Choosing A Focused Life In A Noisy World – Cal Newport

The Emotionally Healthy Church: A Strategy for Discipleship that Actually Changes Lives- Peter Scazzero

The Emotionally Healthy Leader: How transforming your inner life will deeply transform your church, team, and the world- Peter Scazzero

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services.

Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus: