

**Management and Leadership of Non-Profit
(Churches and Community-Based Organizations)**
WYP1621HS

In this course, students examine the unique characteristics and role of non-profit organizations (churches and community-based organizations in our society. Issues, as well as practical factors, pertaining to the effective management and leadership of non-profit organizations (churches and non-profits) within diverse contexts, will be explored.

Students in this course will focus on six significant capacity areas of non-profit management and leadership: Strategy, Human Resources, Financial Stewardship, Resource Development, Program, and Team Leadership. This will culminate in the articulation of a 3-year Organizational Development Plan.

Guided by the instructor, students engage in scholarly research into several key topics critical to effective leadership of non-profit organizations. These theoretical discussions link directly to their practical application in achieving a charity's mandate. Students also reflect on their own personal journey in non-profit work, developing a personal philosophy of Christian leadership, within a team context.

Course Identification

Course Number:	WYP1621HS
Course Format:	On-line and In-Class
Course Name:	Management and Leadership of Non-Profit Organizations
Campus:	St. George
Class Times:	January 2 to April 7, 2017 In-class intensives: January 20, 27, February 3, February 10 (8:45-4:30 pm)

Instructor Information

Instructor:	W. Clayton Rowe, M.Div., M.Th., MBA
E-mail:	clayton.rowe@saben.ca

Course Prerequisites or Requisites

No pre-requisite for this course

Course Description

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Students in this course will focus on six significant capacity areas of non-profit management and leadership: Strategy, Human Resources, Financial Stewardship, Resource Development, Program, and Team Leadership. This will culminate in the articulation of a 3 year Organizational Development Plan.

Course Methodology

The methodology for this course will be 4- intensive classroom days on-campus Both pre and post-work will be expected which will encapsulate reading, analysis, and reflection.

Course Outcomes

- **Synthesized** theoretical organizational leadership research with practical insights gained from the required reading. (Annex A)
- **Applied** a range of research findings to increase the effectiveness of a church or community-based organization through a 3-year Organizational Development Plan. (See Annex A for Assignment)
- **Completed** research-based inquiry into specific topics rooted in the practical application of course content within a non-profit. (See Annex B)
- **Submit** charity-specific action plans for the further development of its capacities in strategy, finances, human resources and team leadership. (See Annex B)
- **Reflected** upon a biblical understanding of leadership and charitable service (See Annex C)
- **Articulated** a personal philosophy of team leadership in your context (See Annex C)

Course Resources

Required Course Texts

Barrett, Frank J. (2012). *Yes to the Mess: Surprising Leadership Lessons from Jazz*. Harvard Business Press.

Lencioni, Patrick. (2002). *Five Dysfunctions of Team*. Jossey-Bass.

Nouwen, Henri. (1992). *In the Name of Jesus*. The Crossroad Publishing Company.

Rothschild, Steve. (2012). *The Non Non-Profit*. Jossey-Bass.

Recommended (These resources will be referred to during the course)

- Blanchard, K. H., & Zigarmi, D. Z. (1985). *Leadership and the one minute manager: Increasing effectiveness through situational leadership*. New York: William Morrow.
- Bridges, William. (1987). *Resources for Organizations in Transition*. William Bridges & Associates
- Collins & Porris. (1996). *Building Your Company's Vision*. HBR (September-October).
- Covey, Stephen R. (2006). *The Speed of Trust*. New York: Simon & Simon.
- InFed. (2005). *BW Tuckman – Group Development*. <http://www.infed.org/thinkers/tuckman.htm>.
- Katezenbach & Smith. (2002). *The Wisdom of Teams*. New York. Harvard Business Essentials.
- Morgeson, F., DeRue, D.S., Karam. E. (2009). *Journal of Management*(1-39, "Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processes".
- Peters, T. J., & Waterman, R. H. (1982). *In search of excellence: Lessons from America's best-run companies*. New York: Harper & Row.
- Strong Foundation. (?). *Modes of Conflict* :Thomas-Kilman. <http://strongfoundation.co.za>
- Toycen, D., & Stiller, B. (2008). *Conversations in leadership*. Mississauga, ON: World Vision Canadian Programs.
- Wheeler, Susan. (2010). *Creating Effective Teams* (Chapter 6). Thousand Oaks, CA: Sage Publications

Evaluation

Requirements

May to August 2015

<i>Assignment</i>	<i>Description</i>	<i>%</i>	<i>Annex</i>
Create an Organizational Development plan	In a 12-15 page report you will reflect upon six capacity areas for non-profit management and leadership. A series of assignments will allow you to create a framework to guide your organization to increase its ability to attain its missional results. Due: March 24, 2017	40	A
Research Paper on Leadership & Management	With the guidance of the instructor, you will complete additional scholarly research leading to an 8-10 page paper that explores a critical issue related to leadership of a community-based organization. This paper will require students to engage in a theoretical discussion of the topic and explore its practical application for non-profits. Due March 3 (Project Proposal) Due April 7, 2107 (Final Paper)	30	B
Book Reviews	Students will complete reflections of 3-4 pages upon two of the recommended reading and submit book reviews based on the key texts. Due January 27, 2017	20	C
Class & Forum Participation		10	D
		100	

Grading System

A+ (90-100)
A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD).

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an Instructor intends to accept, and apply penalties to late assignments, this must be set out clearly here in the course syllabus. Degree students are expected to hand in assignments by the date given in the course outline.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. A student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Annex A: Organizational Development Plan (40% of the Grade)

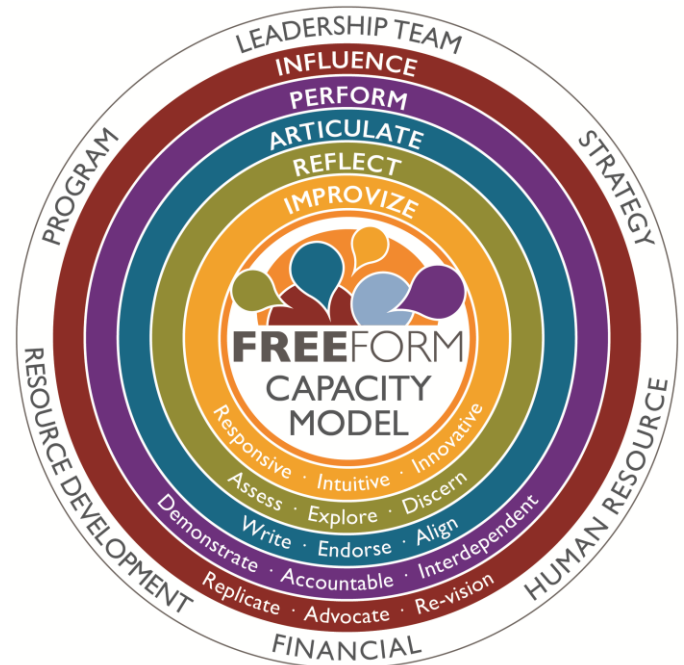
In a **12-15 page** report you will reflect upon six capacity areas for non-profit management and leadership. A series of assignments will allow you to create a framework to guide your organization to increase your ability to attain its missional results.

1. **Review** the assessment and action plans you have created through the workshops

1. Shared Mandate Action Plan
2. Leadership Team Action Plan
3. Financial Stewardship Assessment
4. Resource Development Assessment
5. Human Resource Assessment
6. Strategy Assessment

2. **Reflect** upon each of the 5 stages of Organizational Development and create a 3-year plan to increase your ability to attain its missional results.

1. **Analyze** the action plans and assessments created during and following the workshop.
2. **Integrate** your own personal learning and growth from required and recommended reading.
3. **Create** a set key recommendations and implementation plan for your organization.



Evaluation Criteria

	Marks
Depth of critical analysis	10
Integration of personal learning and growth	10
Recommendations and Implementation plan	10
Clarity of writing (grammar, spelling, and recognized writing style)	5

Notes: Assignments not received by the deadline will be subject to a lower grade. All assessment must adhere to the APA method of referencing. See the studio for guidelines and criteria of this method.

If you have any questions, please do not hesitate to contact me: clayton.rowe@saben.ca

Annex B: Research Paper (30% of Grade)

Through this **8-10** page paper, each student will propose a topic and the outline for their final research paper on the capacity of Leadership and/or Management. This topic to be discussed with the facilitator. Each learner will submit a single-page project proposal justifying their research topic and proposed resources. The one-page project proposal also provides opportunity and freedom to revise your paper.

Each single-page project proposal will provide the rationale for the topic choice, and the focused question being explored. The topic should be rooted in a question derived from the critical reflection of your organization.

Topic proposals should explain:

1. Name the topic
2. State the research question
3. Describe rationale for choosing this topic, and its link to the critical reflection of your strategy
4. Learning outcomes of the paper
5. List of possible resources to investigate

Evaluation Criteria	
	Marks
Quality of project proposal	5
Understanding, analysis of the chosen topic	10
Evidence of research from external sources and Scriptural (including course material)	10
Soundness of recommendations for integration and application within your organization or ministry context	5
Clarity of writing (grammar, spelling, and recognized writing style)	5

Assignments not received by the deadline will be subject to a lower grade.

All assessment must adhere to the APA method of referencing. See the studio for guidelines and criteria of this method.

If you have any questions, please do not hesitate to contact me clayton.rowe@saben.ca

Annex C: Book Review Assignment (20% of Grade)

Book reviews typically evaluate recently written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

During this course, we will focus on the four books below. You are expected to read all four of them, but you will only need to complete book reviews on **two** of the books.

- Barrett, Frank J. (2012). *Yes to the Mess: Surprising Leadership Lessons from Jazz*. Harvard Business Press.
- Lencioni, Patrick. (2002). *Five Dysfunctions of Team*. Jossey-Bass.
- Nouwen, Henri. (1992). *In the Name of Jesus*. The Crossroad Publishing Company.
- Rothschild, Steve. (2012). *The Non Non-Profit*. Jossey-Bass.

Consider the following in your review.

1. **Critique** the thesis and core principles through these questions:
 - a. What concept(s) of the book would you *affirm*?
 - b. What concept(s) of the book would you *add*?
 - c. What concept(s) of the book would you challenge?
2. **Analyze** a scenario from your own life or ministry by applying the key ideas of this book.
3. **Summarize** your assessment of the author's argument which supports the book's thesis.
4. **Create** a set of 2-4 recommendations for you and/or your ministry based on your reflections through this process.

It is assumed that this assignment will be between 1,000 – 1,250 words (4-5 pages).

Higher marks are given for depth of analysis, integration of personal reflection/story, writing style, grammar and adherence proper referencing guides.

If you have any comments, questions or concerns, please contact me at clayton.rowew@saben.ca.

Assignment D: Class Participation and Forum Discussions (10% of Grade)

With only four days of classroom sessions for this course, attendance is essential at all sessions. Active participation is required in each classroom session and assumes a thorough understanding of assigned readings, evidence of exploration of some additional recommended readings, full engagement in classroom learning events and activities (active listening, verbal, visual and kinesthetic) and completion of in-class and extra-class assignments. A variety of participatory learning technologies will be explored and employed together by instructors and students.

"Participation is graded on a scale from 0 (lowest) through 4 (highest), using the criteria. The criteria focus on what you demonstrate, and do not presume to guess at what you know but do not demonstrate. This is because what you offer to the class is what you and others learn from. The average level of participation to satisfy the criteria for this class would be a '3'." (Maznevski, 1996)

Grade Range	Criteria
4 (A/A+)	<ul style="list-style-type: none">• Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g. readings, course material, discussions, experiences, etc.).• Offers analysis, synthesis, and evaluation of case material; for example, puts together pieces of the discussion to develop new approaches that take the class further.• Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.• Demonstrates ongoing very active involvement
3 (A-/B+)	<ul style="list-style-type: none">• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.• Offers interpretations and analysis of case material (more than just facts such as life experience) to class.• Contributes well to discussion in an ongoing way: responds to other participants' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.• Demonstrates consistent ongoing involvement.
2 (B)	<ul style="list-style-type: none">• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.• Offers straightforward information (e.g. straight from the case or reading), without elaboration, or does so very infrequently (perhaps once a class).• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.• Demonstrates sporadic involvement.
1 (B-)	<ul style="list-style-type: none">• Present, not disruptive.• Tries to respond when called on but does not offer much.• Demonstrates very infrequent involvement in discussion.
0 (F)	<ul style="list-style-type: none">• Absent

Maznevski, M. (1996). [Grading Class Participation](#). *Teaching Concerns: A newsletter for faculty and teaching assistants*.