**MN4116/MN5116**

**Nonprofit Management 2017: Leadership for Ministry**

**Bexley Seabury Theological Seminary Federation**

**in Partnership with the Kellogg School Center for Nonprofit Management,**

**Northwestern University**

**June 19-23, 2017**

**Faculty**

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Certain aspects of congregational functioning are similar to that of other nonprofit organizations. This course will focus on the distinctive needs of lay and clergy leaders in the midst of rapid change and uncertainty.

During this intensive course we will spend three days in a custom designed executive education offering taught by faculty from the Kellogg School of Management at Northwestern University. Through lecture, case examples, interactive exercises and classroom dialogue, participants will engage in such topics as leading change, creativity and innovation, leading with vision, values and purpose, leadership and organizational communications, conflict resolution and negotiation, and team building. At the end of each day there will be opportunity for theological and practical reflection on these topics.

On Thursday and Friday, Holding and Stoner will facilitate exercises and discussions to unpack the business school implications for the work of the church and build bridges between current business practices and congregational development.

This course will give students:

* New materials related to the research and perspectives of five faculty members from the Kellogg School of Management at Northwestern University, one of the top business schools in the U.S.
* Experience in bringing together the different approaches of theological reflection and executive leadership education

Students will have an opportunity to develop their skills in:

* Theological and practical reflection on leadership for the church in these times of unprecedented rapid and global change
* Leading change, creativity and innovation, leading with vision, values and purpose, leadership and organizational communications, the art of managing conflict, and team building in addition to developing insights into our current cultural context and how that impacts people as they join religious congregations and communities
* Respectful, open conversation with others
* Contextual application of learnings in their ministry setting

Students will have the opportunity to enhance their identity as effective leaders in the missional church.

**Curricular Objectives and Goals Met by Course**

1. Engage in advanced theological learning that integrates theory and practice related to ministry context, faith, and vocational calling, and the contemporary needs of the missional church through readings, class discussion, small group reflection and student written assignments. [[1]](#footnote-1)
2. Engage in theological reflection on responsible life in faith through course readings, presentations and class discussions .
3. Contribute to a learning community characterized by dialogue, mutual respect, and appreciation of diverse views through facilitated class discussion, small group interaction and online classroom site, adhering to R.E.S.P.E.C.T guidelines.
4. Develop ministry approaches that enable them to be more effective as leaders of vital and healthy religious congregations and communities, integrating readings, assignments and discussions into a final ministry project design paper.

**Course Objectives and Goals**

In this course participants will:

* Gain an understanding of how successful nonprofit organizations operate through presentations by various Kellogg faculty and assigned Kellogg readings.
* Explore new ways to create dynamic and innovative ministry by engaging discussion on course topics and integrating course assignments into a final paper
* Learn strategies for successful leadership in times of change through Kellogg presentations, required readings and leadership reflection paper.
* Develop personal leadership skills, especially in completing the leadership reflection assignment and the class discussion.
* Network with colleagues from across the church and share best practices and management challenges through formal and informal gatherings and small group reflection at the end of each day.
* Integrate learnings from the three-day Leadership Institute in a ministry project customized to each participant’s setting as outlined in the student final paper.

Issues of global contexts and diversity will be incorporated into the theological and practical reflection sessions and in the student final paper.

**Requirements**

1. Attend all sessions of the five-day intensive, June 19-23, 2017. The Bexley Seabury Leadership Institute [Monday-Wednesday, June 19-21, 2017] with the Kellogg School Center for Nonprofit Management at Northwestern University will take place at Wieboldt Hall, 340 East Superior Street, Chicago, IL. Thursday and Friday of the intensive will take place at St. James Commons, 65 E Huron, Chicago, IL 60611.
2. Read the required readings for the three day Bexley Seabury Leadership Institute at Kellogg. Readings will be provided by Kellogg School Center for Nonprofit management three weeks prior to the Institute.
3. Read the required readings for the two day post Kellogg intensive that are posted on Moodle (listed below):

James P. Bartz, 2009. Leadership from the Inside Out. *The Anglican Theological Review* *91:*1, 81-92.

David T Gortner, 2009. Looking at Leadership Beyond Our Own Horizon. *The Anglican Theological Review 91:*1, 119-142

Peter W. Marty, “Shaping Communities: Pastoral Leadership and Congregational Formation,” in *For Life Abundant: Practical Theology, Theological Education, and Christian Ministry*, eds. Dorothy C. Bass and Craig Dykstra (Grand Rapids, MI: William B. Eerdmans Pub. Co., 2008); 305-326.

1. Participate in all interactive exercises, case study groups, classroom discussions and other learning activities during the Bexley Seabury Leadership Institute offered in partnership with the Kellogg School Center for Nonprofit Management and the two-days of class sessions with Bexley Seabury faculty at St. James Commons in downtown Chicago.
2. Select a scriptural narrative of leadership which resonates with your personal model of congregational leadership. Write a reflection paper (1000-1200 words, 3-4 pages) which identifies particular leadership qualities present in the narrative and highlight the opportunities and obstacles to living into this model in your ministry context. Some possible narratives include: Joseph forgives his brothers, Genesis 45; Moses needs help, Exodus 13-27; Rahab and the Spies, Joshua 2; The Book of Esther; Nehemiah rebuilds the walls, Nehemiah Chapters 2 and 4; Apostles jockey for position, Luke 9: 46-48; Paul names his fellow leaders, Romans 16; Paul confronts Peter, Galatians 1: 13 – 2:21; or another narrative of your choosing.

Post **your** reflection on the Moodle classroom **no later than 5:00 pm, Sunday, June 18, 2017.** Post your commentson **two of your colleague’s reflections on Moodle by 5:00 pm, Wednesday, June 21, 2017.**

1. **D MIN (and DMin academic credit) students only**: Read one of the books from the supplemental list of readings (or other pertinent book, approved by one of the Bexley Seabury course professors) and write a succinct review (1000-1200 words, 3-4 pages) to share with your colleagues on Moodle. Your review should highlight the key points of the book, the questions it raises and your assessment of its value and implications for congregational leadership.

**Please post your review on the Moodle classroom site no later than 5:00 pm Friday July 14, 2017.**

1. Write a final paper (10-12 pages, 2500-3000 words) to integrate your learnings where you explore the following:

There were several modules presented during the three-days of the Seabury Leadership Institute with the Kellogg School covering these topics: leading change, creativity and innovation, leading with vision, values and purpose, leadership and organizational communications, the art of managing conflict, and team building. Choose at least one of these areas and review your notes in depth as well as relevant readings assigned for the week.

**For DMin Level participants**

Develop or revise a project design for your ministry setting or your DMin thesis area, whereby you wrestle with the missional and practical implications of that module. The paper is to be on **the project design**, not the results of implementing the design. The implementation of the design is not necessary for the completion of this course.

In the paper, describe your project design, identify desired outcomes and give the rationale for how it is that the learning module from the Bexley Seabury Leadership Institute is involved in this design.

**For Masters Level participants**

A final academic paper (approx. 10 pages 2500 words) where you explore at least **one** of the topics presented in the Bexley Seabury Leadership Institute (leading change, creativity and innovation, leading with vision, values and purpose, leadership and organizational communications, the art of managing conflict, and team building) and discuss the theological basis and practical implications when translated to congregational/ministry settings.

Be creative and innovative in your construction of an understanding of what is helpful from that topical area. What changes from your normal way of doing ministry does this area encourage? What of your typical way of pursuing a ministry project design is affirmed? How might you think differently related to the “Big” picture of your ministry? Are you thinking of new ideas and new directions because of the learning around this module? How might issues of global contexts and diversity of race/ethnicity, gender, age and culture be addressed and/or impacted by the approach? Other questions you might have?

This final paper will serve as the artifact for the course.

**Paper due 5:00 p.m. July 28, 2017.** Email your paper to [sholding@bexleyseabury.edu](mailto:sholding@bexleyseabury.edu)**.**

***This Integrative Paper will serve as the artifact for the course and will become part of the student portfolio. The assessment rubric for Essay: Original Thought will apply.***

**Required Reading List**

Barrett, Frank J. *Yes to the Mess: Surprising Leadership Lessons From Jazz.* Boston, MA: Harvard Business Review Press, 2012.

Bill George. *Discover Your True North*, San Francisco, Jossey Bass, 2015.

John P. Kotter. *Leading Change.* 1R edition, Boston: Harvard Business Review Press, 2012.

Zscheile, Dwight J. *The Agile Church: Spirit Led Innovation in an Uncertain Age.* New York: Morehouse Publ., 2014.

**Supplemental Reading List (DMin/DMin academic credit students** choose at least one**)**

Robert Banks and Bernice Ledbetter, *Reviewing Leadership: A Christian Evaluation of Current Approaches.* Ada, MI, Baker Academic, 2004.

Dan S. Cohen.  *The Heart of Change Field Guide: Tools and Tactics for Leading Change in Your Organization.* Boston: Harvard Business School Press, 2005*.*

Leslie R. Crutchfield and Heather McLeod Grant. *Forces for Good: The Six Practices of High Impact Nonprofits.* San Francisco: Jossey-Bass, 2008.

Amy Edmondson.  *Teaming to Innovate.*  San Francisco: Jossey-Bass, 2013.

Seth Godin. *Tribes: We Need You to Lead Us.* New York: Portfolio (Penguin Group), 2008.

Chip Heath and Dan Heath. *Switch: How to Change Things When Change is Hard.* New York: Broadway Books, 2010.

Ronald Heifitz, *Leadership on the Line.*  Boston: Harvard Business School Press, 2002.

Todd Henry.  *The Accidental Creative.*  New York: Portfolio/Penguin. 2011/2013.

Barbara Kellerman.  *The End of Leadership.*  New York: Harper Business, 2012.

John P. Kotter and Dan S. Cohen. *The Heart of Change: Real Life Stories of How People Change their Organizations.* Boston: Harvard Business School Press, 2002.

Bernard Mayer. *The Dynamics of Conflict Resolution.* Boston: Harvard Business School Press, 2002 San Francisco: Jossey-Bass, 2000.

Gil Rendle. *Journey in the Wilderness: New Life for Mainline Churches*. Nashville: Abingdon, 2010.

Eric Reis. *The Lean Startup: How Today’s Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Crown Business, 2011

Peter L. Steinke. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What.*  Herndon, VA: The Alban Institute, 2006.

Simon Sinek. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. New York: Portfolio (Penguin Group) 2011.

Margaret J. Wheatley. *Finding Our Way: Leadership for Uncertain Times*. San Francisco: Berrett-Koehler. 2005.

Margaret J. Wheatley. *Leadership and the New Science: Discovering Order in a Chaotic World*. San Francisco: Berrett-Koehler. 2006.

**Student Course Performance will be assessed using following criteria:**

1. Quality of student contribution to the class discussion of inquiry;
2. Evidence of student having read course texts and quality of on-line reflections;
3. Student use of originality, clarity and strength of writing; (Essay Assessment Rubric)
4. Student use of creativity, critical judgment, constructive engagement and imagination; (Essay Assessment Rubric)
5. Accuracy and precision of student scholarship in final paper, as well as proper use of Kate Turabian, *A Manual for Writing Term Papers, Theses and Dissertations,* 8th edition. (Essay Assessment Rubric as guide)
6. Evidence of student assimilation of course insights in discussions and written work; and
7. Student’s ability to draw connections between course topics, readings, and class discussions to one’s own ministry as evidenced in final paper.

**Evaluation for a Grade in the Course**

**30%** for attendance, readings, active engagement in class exercises, class discussion participation, and on-line (Moodle) interaction and comments

**20 %** forScripturalLeadership Reflection (25% MDiv)

**15%** for Book Review (DMin reqr/extra credit for MDiv)

**35 %** for Final Paper (45% MDiv)

***All students are required to complete the course evaluations at the end of the term.  We value student feedback and take it into consideration for future course planning. Results are aggregated and student anonymity is maintained.***

Masters-level students receive a letter grade for their coursework. Doctor of Ministry students receive Credit/No Credit. If a letter grade is desired, please contact Canon Holding.

**A Word about Assessment:**

The Bexley Seabury Seminary Federation regularly evaluates the quality of our programs using a variety of data and artifacts, including portfolios of students’ work. These portfolios consist of designated student work (artifacts) from each course, along with the instructor’s rubric-based evaluation of the artifact.

At the end of the term, the course instructor will send your final paper (the designated artifact for this course) and the evaluation of your work to you, and to the Officer for Academic Affairs for inclusion in your portfolio.

We use your portfolio annually as a check list to track your progress toward the degree, diploma, or certificate. This usually does not involve any further evaluation of your work.

Your portfolio or parts of it may be included in a small, random selection of portfolios from a 3-4 year period so that we can assess overall (aggregate) student learning relative to curricular goals and program effectiveness. No portfolio or artifact is evaluated until all identifying information is removed, and no identifying information will be included in any evaluation or report.

**The Federation’s Statement on Responsible Use of Material by Others**

Plagiarism is the taking of the words, ideas, and methods of others as one's own. In academia, plagiarism involves the use of others' words and ideas without adequate reference to the author or indication of quotation. It is a serious form of academic dishonesty or academic fraud, and offenders are subject to discipline, up to and including expulsion from the school. In order to avoid plagiarism, especially by inappropriate use or citation of quotations and ideas, students are expected to familiarize themselves with the requirements and practices of citation found in Turabian’s *Manual for Writers*. Unfamiliarity with these requirements and practices is not an acceptable reason for unintentional plagiarism. Plagiarism cannot be evaded through the alteration of occasional words from one's source.

When plagiarism is detected, the instructor will assign the work an appropriate grade and then refer the matter, together with evidence, to the Academic Dean who, in consultation with the faculty and the President, will make an appropriate disposition of the matter, which may include failure of the course, academic probation for a designated period, suspension for a designated period, or expulsion from the program. The student's bishop will normally be notified of the situation.

Those who have questions about the nature and scope of plagiarism should consult the Academic Dean.

1. ATS Standard for Doctor of Ministry. [↑](#footnote-ref-1)