**MN4116/MN5116**

**Nonprofit Management 2018: Making Mission Possible in Tough Times**

**Bexley Seabury Theological Seminary Federation**

**January Term**

**Meeting Dates/Times/Place January 8-12, 2018 8:30 am- 5:00 CTS classroom TBD**

**Faculty**

The Rev. Canon Suzi Holding Deb Wisniewski Ms. Aina Gutierrez

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Office hours on request

**Course Description:**

Those in leadership in mainline Christian denominations should recognize that we live in significantly different times than the burgeoning church of the mid-20th century, and therefore we cannot continue “business as usual”. We need to develop leadership capacities that address the challenges of a volatile, uncertain, complex and ambiguous world. How can we be effective leaders in the church at this time of unprecedented change and complexity and lead our faith communities to meet unimagined future realities in a VUCA world while remaining faithful to God’s mission in the world?

This course will focus on the distinctive needs of lay and clergy leaders in the midst of rapid change and uncertainty by presenting concepts and tools to develop capacities to manage and perhaps even thrive during these times. How might greater neighborhood involvement breathe new life into congregations and their communities? How do we identify and engage local partners to be catalysts for healthy and vibrant change in our local contexts?

Through lecture, case examples, interactive exercises and classroom dialogue, participants will engage in such topics as Sustainability and Resilience Theory, Asset Based Community Development, Appreciative Inquiry, Entrepreneurial Leadership, Building Strong Non Profits, and Community Engagement and how these learnings can be applied in their ministry context..

This course will give students:

* New materials related to the involvement of congregations in the wider community
* Working knowledge of the community development process of “Asset-Based Community Development” (ABCD) as well as discovering how community partners may assist congregations in living out their mission
* Analytical tools to identify mission opportunities and partners
* Strategies to generate potential new income streams and sources for ministry funding
* A working knowledge of Appreciative Inquiry and its value in congregational settings
* An understanding of Resilience Theory in relation to sustainability
* An understanding of the characteristics of entrepreneurial leadership

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
* Building strong non profits
* Building networks and partnerships
* Utilization of ABCD and Appreciative Inquiry tools
* 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 Goals and Outcomes Met by Course**

Goal 1. To develop a theologically informed, contextually grounded, and integrated understanding of the nature, purposes, theories, and practices of ministry in the specialized area of Congregational Leadership and Development.

Outcomes:

* 1. Demonstrates knowledge and understanding of the dynamics, contexts, and organizational structures of a religious congregation in relation to the diverse communities they represent, and in which they are embedded.

1.2. Demonstrates knowledge and understanding of contemporary perspectives in ecclesiology, missiology, and the meaning of missional leadership and ministry in

Goal 2. To develop sociocultural, analytical, diagnostic, and entrepreneurial competencies and organizational leadership skills within congregational contexts.

Outcomes:

2.1. Demonstrates the ability to facilitate discernment of congregational identity, to define and implement missional goals, and to respond creatively to missional opportunities within and beyond the church by employing methods of organizational, social, cultural, and contextual analysis

2.2. Demonstrates skill in conducting ethnographic study, systems analysis, community organizing and development.

2.3 Demonstrates skill in leading congregations through times of challenge and change.

Goal 3. To develop and appropriate a personal and professional ethic in keeping with sound organizational principles, high ethical standards, and mature conduct in the leadership and development of vital and healthy congregations and communities.

Outcomes:

3.1. Demonstrates the ability to subject leadership theories and congregational leadership practices to theological and ethical reflection and critique.

3.2. Demonstrates a critical awareness of one’s own social location, culture, preconceptions, and biases and a sense of self that is informed by one’s own cultural narrative.

Goal 4. To design, implement and evaluate a research project that integrates theological, ecclesial, cultural and pastoral perspectives and contributes new knowledge and understanding to the practice of ministry for congregational and faith based community leaders.

Outcome

4.1. Demonstrates the ability to identify a relevant topic significant to faith community leadership and development, and to develop an effective research model, using appropriate resources.

4.2 Demonstrates the ability to analyze and evaluate the research results and to articulate successfully one’s conclusions; and to contribute original theological and practical knowledge to the field.

**Course Goals and Outcomes:**

In this course participants will:

* Experience the power of Asset-Based Community Development as a way to identify the diversity of one’s community context ( 2.1,2.2, 2.3)
* Understand how religious institutions are assets to their wider communities. (2.1, 3.2)
* Explore new ways to create dynamic and innovative ministry by engaging discussion on course topics and integrating course assignments into a final paper. (1.2, 4.1)
* Learn strategies for successful leadership in times of change through presentations, required readings and book reviews, and class discussions.(1.1, 3.1, 3.2)
* Develop personal leadership skills and ways to integrate them in to their particular ministry context, especially in completing final paper and the class discussion. (4.1, 3.1, 3.2)

Issues of global contexts and diversity will be incorporated into the theological and practical reflection sessions and in the student final paper. Classroom presentations will prompt discussion and reflection around such concerns as community inequality, difference and ethnic/racial diversity.

Differing learning styles will be honored through use of both individual and interactive learning activities, written and oral contributions, and varied presentation strategies.

**Requirements**

1. Attend and actively participate in class interactive exercises, classroom and on line discussions and other learning activities both preceding and during the five-day intensive, January 8-12, 2018 at Bexley Seabury’s campus at Chicago Theological Seminary, 1408 E. 60th St., Chicago, IL 60637.

Please note that participation in worship, while not required, is an integral part of students’ formation.

* + Class comments and questions are to show familiarity with the required reading. An imaginative and creative stance toward church leadership is greatly encouraged.
	+ All course participants are to follow R-E-S-P-E-C-T guidelines: [[1]](#footnote-1)
		1. **R**esponsibility for what you say and feel without blaming;
		2. **E**mpathic listening;
		3. Be **s**ensitive to difference, including communications styles;
		4. **P**onder what you hear and feel before you speak;
		5. **E**xamine your own assumptions and perceptions;
		6. Keep **c**onfidentiality;
		7. **T**olerate, even trust, ambiguity
* Please note that participation in worship, while not required, is an integral part of students’ formation.
1. Completion of reading and assignments due prior and during the classroom sessions. Auditors must read all the assigned readings, yet are not required to post on line reflections.
2. Watch **The Martian (2015/Ridley Scott-director, starring Matt Damon)** movie or read *The Martian* (Andy Weir, self-published 2011, Crown Publishing 2014) prior to the beginning of class. **Post on the Moodle** classroom discussion three key points from the book or movie that you think could apply to “Making God’s Mission Possible” in our current cultural context by **January 7.**  Be prepared to discuss with your colleagues in class on Monday, January 8.
3. Completion and posting on the Moodle classroom site of **two** book reviews as assigned (one book on Resilience Theory and one book on Community Engagement), as well as preparation and contribution to class discussion on those topics. Write a succinct review (1000-1200 words, 3-4 pages) **for each book** that you chose. These reviews will be shared with your colleagues in the class via your posting on the Moodle classroom site. 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.

**Post your 1st review** on the Moodle classroom site by Friday, **January 5 at 5:00** pm for the book on Resilience Theory; **the 2nd** by Wednesday, **January 10 at 5:00** pm for the book on Community Engagement.

Each student is required to read and respond to one of their peers’ book review postings and offer at least a paragraph as comment no later than January 21, 2018.

1. **For Doctor of Ministry Program Participants**

Write a final paper (12-15 pages, 3000-3500 words) to integrate your learnings where you explore the following:

There were several modules presented during the class, such as: Resilience Theory; Asset Based Community Development; Appreciative Inquiry: Entrepreneurial Leadership; Community Engagement; Sacred Fundraising: Building Strong Non Profits. Choose one or more of these areas and review your notes in depth as well as relevant readings assigned for the week. Integrate learnings from the readings, discussions and presentations in your final work.

As a practical application of what you have learned, develop or revise a project design for your ministry setting or your DMin thesis area, whereby you wrestle with the missional and realistic implications of that module. Start small in thinking about the project. 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.

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 project? What further learning or reflection do you need in order to help the project design result in the desired outcomes? Other questions you might have?

In the paper, describe your project design and give the rationale for how you learnings influenced and support this design.

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

**Paper due 5:00 p.m. February 12, 2018.** Email your paper to sholding@bexleyseabury.edu

**For Masters Level participants**

A final academic paper (10-12 pages 2500-3000 in length) where you explore **one** of thefollowing:

1. A critical and constructive examination of assets and social capital embodied in religious congregations that can assist in community health and individual health and vitality. What is the theological basis and practical implication of challenging a congregation to change form a primarily inward focused ministry to an external focus that may simultaneously enliven the internal?
2. A topic of your own choosing related to the class readings, discussions, presentations and experiences, with the prior approval of Canon Holding.

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

**Paper due 5:00 p.m. February 12, 2018.** Email your paper to sholding@bexleyseabury.edu

**Required Readings List**

Watch **The Martian (2015/Ridley Scott-director, starring Matt Damon)** movie or read *The Martian* (Andy Weir, self-published 2011, Crown Publishing 2014)

Mark Lau Branson, *Memories, Hopes and Conversations: Appreciative Inquiry and Congregational Change.* The Alban Institute, 2004. ISBN 1-56699-288-5

Aina Gutierrez, *Walking the Walk: A Values-centered Approach to Building a Strong Nonprofit.* Chicago: Interfaith Worker Justice,2014.

John P. Kretzmann and John L. McKnight. *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community’s Assets*. Chicago: ACTA Publications and Evanston, IL: Asset-Based Community Development Institute, 1993.

Margaret J. Marcuson. *Money and Your Ministry: Balance the Books While Keeping Your Balance*. Portland, OR: Marcuson Leadership Circle, 2014. ISBN: 978-0-9764366-4-5

Read **one** of the following re: Resilience Theory

Senge, Peter, Brain Smith, Nina Kruschwitz, Joe Laur, and Sara Achley. *The Necessary Revolution: Working Together to Create a Sustainable World.* New York: Broadway Books*,* 2008, 2010.

Walker, Brian and David Salt. *Resilience Thinking: Sustaining Ecosystems and People in a Changing World.* Washington, D.C.: Island Press, 2006.

Zolli, Andrew and Ann Marie Healy. *Resilience: Why Things Bounce Back*. New York: Free Press, 2012.

**And**

Read **one** of the following re: Community Engagement

Robert D. Putnam and Lewis M. Feldstein, *Better Together: Restoring the American Community.* New York:Simon and Schuster, 2003. ISBN 0-7432-3546-9

Eric Swanson and Rick Rusaw, *The Externally Focused Quest: Becoming the Best Church FOR the Community.* San Francisco: Jossey-Bass, 2010. ISBN: 978-0-470-50078-1

Paul Sparks, Tim Soerens, Dwight Friesen. *The New Parish: How Neighborhood Churches are Transforming Mission, Discipleship and Community*. Downers Grove: IVP Books, 2014. ISBN 978-0830841158

**Suggested Reading:**

Paul Born. *Community Conversations: Mobilizing the Ideas, Skills, and Passion of Community organizations, Governments, Businesses and People.* 2012

Jim Collins. *Good to Great and the Social Sectors: A Monograph to Accompany Good to Great*. New York: Harper Collins, 2005.

Eddie Gibbs. *LeadershipNext: Changing Leaders in a Changing Culture*. Downers Grove, IL: IVP Books, Intervarsity Press, 2005.

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

Charles LaFond. *Fearless Church Fundraising: The Practical and Spiritual Approach to Stewardship.* Harrisburg, PA: Morehouse Publishing, 2012.

John McKnight and Peter Block. *The Abundant Community: Awakening the Power of Families and Neighborhoods*. San Francisco: Berrett-Koehler, 2010

Henri J. M. Nouwen. John S. Mogabgab (ed.). *A Spirituality of Fundraising*. Nashville, TN: Upper Room [The Henri Nouwen Legacy Trust], 2010.

Jay Pathak and Dave Runyon. *The Art of Neighboring*. Grand Rapids, MI. Baker, 2012.

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

Alan Roxburgh. *Missional: Joining God in the Neighborhood.* Grand Rapids, MI: Baker, 2011.

Edgar H. Schein. *Humble Inquiry: The Gentle Art of Asking Instead of Telling*. Oakland, CA: Barrett-Koehler Publ., Inc. 2013.

Geralyn Sheehan. “Building the Mercado Central: Asset-Based Community Development and Community Entrepreneurship in the USA” in *From Clients to Citizens: Communities Changing the Course of their Own Development,* Alison Mathie and Gordon Cunningham, eds.Warwickshire, UK: Practical Action Publishing, Ltd. 2008, 63-84.

Ronald Sider, Philip N. Olson, Heidi Rolland Unruh. *Churches that Make a Difference: Reaching Your Community with Good News and Good Works*. Grand Rapids, MI: Baker Books, 2002.

Silver, Daniel Aaron and Terry Nichols Clark. *Scenescapes: How Questions of Place Shape Social Life,* Chicago: The University of Chicago Press., 2016.

Luther Snow. *The Power of Asset Mapping: How Your Congregation Can Act on Its Gifts.* Lanham, MD:Rowman & Littlefield Publishers, 2004.

Chris Willard and Jim Sheppard. *Contagious Generosity: Creating a Culture of Giving in Your Church.* Grand Rapids, MI: Zondervan Publ., 2012

**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
4. Student use of creativity, critical judgment, constructive engagement and imagination
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,* 7th edition.
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

**30%** for Book Reviews (1 Book on Resilience Theory and 1 Book on Community Engagement)

**40 %** for Final Paper

Masters-level students receive a letter grade for their coursework.

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

Students taking this course are required to complete the student course evaluation before their grades will be recorded or released.

**Absence Policy:**

Due to the intensive nature of our courses on campus, it especially important that you be present for the entire intensive session. Please adjust your personal and employment calendars accordingly. In the event of an unanticipated absence due to illness or emergency, you must notify your instructor immediately. It is within the discretion of the instructor, up to an absence of one day of instruction during an intensive, to determine whether or not and to what extent a grade reduction is appropriate and/or makeup work will be required. Beyond an absence of one day, it is within the discretion of the Academic Dean, in consultation with the instructor, to determine if a passing grade for academic credit will be permitted. It is the student’s responsibility to request class notes for missed classes from another student. Audit of CEU students who are absent for a whole weekend intensive session (2 days) or for more than one day of a week-long intensive will receive a grade of W (withdrawn).

**Course Withdrawal Deadlines and Procedures:**

Students who wish to withdraw from this course must do so by the end of the second day in a week-long intensive or by the Friday following the first weekend intensive. It is the responsibility of the student to formally withdraw from the course either online through SAM (the student portal available to students who have log in credentials) or by completing a “course withdrawal form” (available on the web site under “current students”/ “forms and documents”) and submitting the form to the registration coordinator, Susan Quigley. squigley@bexleyseabury.edu. Students who stop attending classes but do not formally withdraw from a course in a timely manner will be ineligible for a refund and may receive a failing grade for the course.

**Extensions and Incompletes:**

Extensions for submission of course work required to complete the course are not routinely granted. Extensions for the submission of course work of up to one week beyond the posted deadline at the end of a semester or term are within the discretion of the instructor to grant upon good cause shown. Students who require a longer extension to complete course work, up to a maximum of 30 days, must obtain the permission of the Academic Dean by submitting a completed “Extension Request Form,” signed by the instructor, on or before the originally posted due date. See “Current Students”/ “Forms and Documents” on the seminary web site.

A grade of Incomplete (I) for a course will not be granted in the absence of the most extraordinary or unavoidable of circumstances as set forth in the Student Handbook. A completed “Incomplete Request Form,” signed by the instructor, must be submitted to the Academic Dean no later than the last date that course work is finally due. See “Current Students”/ “Forms and Documents” on the seminary web site.

 **A Word about Assessment:**

Bexley Seabury Seminary 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 before it is placed in your portfolio.

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No portfolio or artifact is evaluated until all identifying information is removed. No identifying information will be included in any evaluation or report.

For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Faculty Assessment Officer (Prof. Jason Fout, jfout@bexleyseabury.edu), or the Academic Dean, tdelisio@bexleyseabury.edu.

**Plagiarism:**

*Bexley Seabury Seminary’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.

**Not for Profit Management 2018**

**Making Mission Possible in Tough Times**

**Tentative Course Schedule**

January 8-12, 2018

Post “Resilience” book review on Moodle classroom site **no later than 5:00 pm Friday,**

**January 5, 2018. Be prepared to share three points about the book you chose in the class**

**discussion on resilience theory Monday afternoon, January 8.**

**Post** **3 points** about **The Martian** to Moodle classroom discussion no later than **5:00 pm Sunday January 7** and be prepared to **discuss Monday morning January 8**.

Monday, 1/8

Reading: *Senge,et al.* ***or*** *Walker and Salt,* ***or*** *Zolli and Healy*

8:30 am Program Introduction

 Bible Study

 The Martian

9:30 am VUCA World

10:00 am Break

10:15 am VUCA con’t., Sustainability

11:30 am Holy Eucharist

12:00-1:00pm` Lunch Break

1:00 pm Resilience Theory

2:30 pm Break

3:45 pm Resilience Theory

4:15 pm Evening Prayer

Tuesday, 1/9 https://resources.depaul.edu/abcd-institute/faculty/Pages/deb-wisniewski.aspx

Reading: *Kretzmann*

8:15 am Morning Prayer

8:30 am Asset Based Community Development [Deb Wisniewski]

10:00 am Break

10:15 am Asset Based Community Development

11:30 am Holy Eucharist

12:00-1:00 pm Lunch Break

1:00 pm Asset based Community Development

2:30 pm Break

2:45 pm Asset based Community Development

4:30 pm Adjourn

Wednesday, 1/10

Reading: *Kretzmann, Branson*

8:15 am Morning Prayer

8:30 am Asset based Community Development-Asset Mapping [Deb Wisniewski]

10:00 am Break

10:15 am Asset based Community Development-Asset Mapping

11:30 am Holy Eucharist

12:00 -1:00 pm Lunch Break

1:00 pm Appreciative Inquiry

2:30 pm Break

2:45 pm Appreciative Inquiry

4:30 pm Adjourn

**Post** Community Engagement book review on Moodle classroom site **no later than 5:00 pm Wednesday, January 10, 2018.**

**Be prepared to share three points about the book you chose in the class discussion on “Jesus left the Building”, Friday afternoon, January 12.**

Thursday, 1/11

Reading: *Gutierrez, Marcusson*

8:15 am Morning Prayer

8:30 am Building a Strong Non Profit

 Aina Gutierrez looks at internal operations and finances for nonprofits through a social justice lens. Focusing not only on what is necessary to do to run a strong organization, but also what should be done to reflect the organization's values in the workplace/community

10:15 am Break

10:30 am Building a Strong Non Profit (con’t)

11:30 am Holy Eucharist

12:00-1:00 pm Lunch Break

1:00 pm Sacred Fundraising, Secular Tools

2:30 pm Break

2:45 pm Sacred Fundraising, Secular Tools

4:30 pm Adjourn

Friday, 1/12

Reading:  *Putnam & Feldstein* ***or*** *Swanson and Rusaw* ***or*** *Sparks, Soerens, and Freisen*

8:15 am Morning Prayer

8:30 am Entrepreneurial Leadership

10:00 am Break

10:15 am Entrepreneurial Leadership

11:30 am Holy Eucharist (chapel)

12:00-1:00 pm Lunch Break

1:00 pm Jesus has left the building

2:15 pm Break

2:30 pm Closing Discussion

4:00 pm Adjourn

**Final Integrative Paper due 5:00 p.m. February 12, 2018.** Email your paper to sholding@bexleyseabury.edu

1. from Eric Law, adapted by Marilyn Legge at Emanuel College, University of Toronto [↑](#footnote-ref-1)