



Course Syllabus Wycliffe College Toronto School of Theology

Course Identification

Course Number: WYP1621HF (Draft)
Course Name: Management and Leadership for Local Churches and Community-Based Non-Profits
Class Location: Wycliffe College
Class Day & Time: Thursday May 4 to June 22, 2023 (9:00-12:00 pm) ONLINE
Class Dates: May 1 to July 15, 2023 (All Assignments Due)

Instructor Information

Instructor: Clayton Rowe
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Course Description

In this course, students examine several unique characteristics and roles of nonprofit organizations, including urban agencies, NGOs, churches, and community-based organizations. Core issues and practices pertaining to the effective management and leadership of nonprofit organizations within diverse contexts will be explored.

Students in this course will focus on six significant capacity areas of nonprofit management and leadership: Strategy, Human Resources, Financial Stewardship, Resource Development, Program, and Team Leadership. The course begins with an assignment of individual reading and book reviews and includes an assignment with each student's articulation of a 3-year Organizational Development Plan and culminates with a research paper.

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

Course Methodology

Readings, Written Assignments, Class Participation, Class Presentations

Course Outcomes

Wycliffe's MTS-D degree gives an opportunity for more focused and advanced study in the areas of urban and international development. One of the skills sets in this field of study and practice is organizational development to support local church and community-based non-profits. This course focuses on faith-based practitioner knowledge and skills in organizational development.

1. Depth and Breadth of Knowledge. Course participants will:

- Explore the range of tools, practices, and approaches available manage and lead an organization in both a domestic and international context.

By the end of this course, students will have:

- **Conducted** an audit of his/her organizations organization.
- **Understood** the six capacity areas: Strategy, Program. Resource Development, Human Resources. Leadership Teams, and Finances
- **Analyzed** the areas of strengths and areas of growth for the organization
- **Considered** the role of organizational design in the midst of global change
- **Written** an organizational development plan for his/her church or community-based non-profit
- **Articulated** her/his own principles and practices of Christian Leadership

2. Application of Knowledge. Course participants will:

- connect the theory of organizational development with its practice and application
- analyze and evaluate organizational development tools, practices, and applications
- develop their own philosophy of leadership

3. Professional Capacities. Course participants will:

- reflect and analysis a local church or community-based organization
- create a 3-year Organizational Development Plan

4. The level of Engagement. Course participants will:

- create an organizational development plan that demonstrates higher levels of Bloom's taxonomy of learning
- demonstrate effective levels of discernment in the appropriate application by discerning the right organizational development strategy for their organization

5. Awareness of Limits of Knowledge. Course participants will:

- gain appreciation of the effect of their own faith, personal, and organizational views on organizational development
- recognize the critical role of listening and discernment in context
- evaluate anew the importance of gathering other subject matter disciplines and expertise in organizational development.

6. Research and Scholarship. Course participants will:

- employ human, organizational, library and knowledge database information resources in developing their personal resource development philosophy

- demonstrate techniques of primary and secondary social research, information gathering, interpretation and analysis for their 3-year organizational development planning.

Course Resources

Required Texts

Lencioni, Patrick. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass, 2002.

Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. New York: The Crossroad Publishing Company, 1992

Additional required articles will be found on the Quercus Learning Platform

Note: Required text can only be purchased online and all three are available at Amazon.ca

Recommended Reading

Blanchard, K. H., and D.Z. Zigarmi. *Leadership and the One Minute Manager: Increasing Effectiveness through Situational Leadership II*. Updated edition. New York: William Morrow, 2013.

Bridges, William. *Resources for Organizations in Transition*. William Bridges & Associates, 1987.

Collins, Jim, and Jerry Porras. "Building Your Company's Vision." *Harvard Business Review* 74, no.5 (September-October 1996): 65-77.

Katzenbach, Jon, and Douglas Smith. *The Wisdom of Teams: Creating the High-Performance Organization*. New York. Harvard Business Review Press, 2003.

Morgeson, Frederick, D. Scott DeRue, Elizabeth Karam. "Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processes." *Journal of Management* 36, no.1 (2009): 5-39.

Peters, Tom, and Robert Waterman. *In Search of Excellence: Lessons from America's Best-Run Companies*. New York: Harper & Row, 1982.

Smith, M. K. "Bruce W. Tuckman – forming, storming, norming and performing in groups." *The encyclopaedia of informal education*. InFed, YMCA George Williams College, 2005. <http://infed.org/mobi/bruce-w-tuckman-forming-storming-norming-and-performing-in-groups/>.

Thomas, Kenneth, and Ralph Kilmann. *Thomas Kilmann Conflict Mode Instrument*. <http://www.kilmanndiagnostics.com>

Toycen, Dave, and Brian Stiller. *Conversations in Leadership*. Mississauga, ON: World Vision Canadian Programs, 2008.

Wheeler, Susan. *Creating Effective Teams* (Chapter 6). Thousand Oaks, CA: Sage Publications, 2010

Plus, selected others located on Quercus our learning platform

Course Website

- Quercus <https://toolboxrenewal.utoronto.ca/>. This course uses Quercus for its course website. To access it, go to the UofT portal login page at <https://toolboxrenewal.utoronto.ca/> and login using your UTORid and password. Once you have logged into the portal using your UTORid and password, look the file for this course, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Quercus Students who have trouble accessing Blackboard should ask thomas.power@wycliffe.utoronto.ca for further help.

Evaluation

Requirements

The final grade for the course will be based on evaluations in these areas.

1. Class Participation (20%) – **Contributing** to class learning
2. Class Presentation: (10%) - **Present** a 15-20 minute presentation on a non-profit leadership challenge.
3. Assignments (30%) – **Submit** four assignments on a non-profit organizational challenge
4. Organizational Development Report (20%) – **Submit** a report on a chosen topic (2,500-3,000)
5. Christian Leadership of Healthy Organizations (20%) - **Write** a philosophy engaging which engages with course reading, discussions, and your own experience (1,500-2000 words)

TST Grading System - Basic Degree Students

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				

B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post- baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

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

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) 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/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), 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>).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for*

Writers of Term Papers, Theses and Dissertations, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

Course Evaluations. At the end of the course students are expected to complete a course evaluation. The evaluation is done online, and instructions will be contained in an e-mail message that will be sent out by the Wycliffe College registrar.

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