Course ID:	Course Title:	**Fall 2023**
LE 505	**Management for Churches and Non-Profit Organizations**	Prerequisite:
		Credits: 3

	Class Information		Instructor Information		Important Dates	
Delivery:	In-Class Modular	**Instructor:**	Gordon T Smith, PhD	**First Day of Classes:**	November 6, 2023
Days:	Monday-Friday	**Email:**	gtsmith@ambrose.edu	**Last Day to Add/Drop:**	November 6
Time:	8:30 a.m. – 4:00 p.m.	**Phone:**	(403) 410-2941	**Last Day to Withdraw:**	November 10
Room:	TBA	**Office:**	2031		
Lab/ Tutorial:		**Office Hours:**		**Last Day to Apply for Extension:**	November 23
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

A particular focus on non-profit organizations and the organizational dimension of congregational life. The work of clarifying and affirming mission; understanding and working within governance structures; attending to matters of staff and personnel; fund development; facilities, budgets, and strategic thinking will be considered.

Expected Learning Outcomes

Cultivating a capacity to think theologically and practically about the stewardship of the church and non-profit organizations.

Fostering vocational clarity and effectiveness – to see and appreciate and respond within the organization in light of one's own calling and responsibility.

Growing in one's capacity to see the organization and the organization side of congregational life as means by which spiritual formation and discipleship happens in our lives.

Required and Recommended Textbooks and Readings

Jim Collins, *Good to Great and the Social Sectors*

Gordon T. Smith, *Institutional Intelligence: How to Build an Effective Organization*

Gordon T. Smith, *Your Calling Here and Now*

For a more comprehensive bibliography and suggested reading, see the appendix to Smith. Institutional Intelligence.

Course Schedule

Part 1

Thinking Institutionally –

- The meaning of organizations.
- Defining the mission – the essence of organizational leadership
- Naming reality – beyond wishful thinking and nostalgia ["at this time and in this place"]
- The theory of constraints

Part 2

Understanding Governance

- How are decisions made; how is power exercised?
- Participating in a deliberative process.
- The meaning of accountability
- Thinking strategically

Part 3

Guest presentations:

- Financial management   Cal Buss [Tuesday afternoon]
- HR and Personnel matters   Myles Nelson [Wednesday afternoon]
- Space, Facilities [incl Maintenance]   Bill McAlpine and Don Jaspar [Thursday afternoon]
- IT and cyber security and websites   Steve Morris [Friday].

Part 4

Essential capacities and organizational skills:

- Facilities – buildings matter [including IT];

- Finances – the economics of strategic leadership;
- People – the human factor [the organization's greatest asset].

Part 5

Cultivating a Dynamic Institutional Culture

- The social, emotional and spiritual dimensions of organizational life
- Fostering a hopeful resilience

Part 6

Vocation – Calling and Organizational Engagement

- The first 90 days – starting well;
- Understanding and practicing differentiation
- Ending well – knowing when to say "good-bye"
- The spiritual dynamics – the organization as means for spiritual formation and discipleship.
- The interior life of those in organizational leadership [reflections on 2 Corinthians 2 – 7].
- The spiritual practices of organizational leadership.

Requirements:

1. Triad conversations: Active engagement in the assigned triad [with two fellow students] – learning with and from one another in response to key questions that will be assigned for each day that the class meets [with the submission of the notes].

   Required, but graded on a pass/fail basis

2. Review essay: Read and review two books – in dialogue with each other – Institutional Intelligence and one other [of the student's choosing, but approved by the professor] on some aspect of organizational leadership. **Due December 20, 2023**.

   30% of the final grade

3. Organizational exegesis: read Collins, "Good to Great the Social Sector" and identify an organization [or church] and provide a comprehensive review and analysis:
   - What is the mission – at this time and in this place?
   - What is the approach to governance – how are decisions made and implemented and are they aligned with the mission?
   - How are facilities, finances and people managed and stewarded?
   - What is done or could be done to foster hopeful resilience?
   - If you had one recommendation to make to the governing board of the entity, what would it be [and why?]
   Due January 15, 2024

   70% of the final grade

4. Vocational reflection:
   Read "Your Calling Here and Now" and submit a personal essay much along the lines of a journal entry genre: what is this course teaching you about yourself, your calling and your potential for organizational leadership?
   Due December 1, 2023

   <div align="right">Required, but graded on a pass/fail basis</div>

Extensions for submission of assignments may be granted in exceptional circumstances. If no extension is requested and assignments are submitted after the due date but within 7 days of the due date, a penalty of a one-half letter grade will be assessed. Work that is submitted seven or more days late will be given no more than the highest failing grade. All assignments must be submitted for the student to pass the course.

Attendance:

This is an in person and fully engaged course experience: students are expected to be in class for each session and available for active participation in a triad [each day of the class] as an essential component of the learning experience.

Grade Summary:

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.

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

Other:

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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.

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
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See https://ambrose.edu/student-life/crisissupport for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: https://ambrose.edu/wellness

Off Campus:
- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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