Innovation within Congregations and other Faith-based Communities

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Meets: Mondays, 6:00 - 9:00 pm in NW 232 (or online)
Course Credit: 1.0 (full course)
Course Mode: Hybrid

Course Description

This course addresses the adaptive challenges congregations and nonprofits face with a missional imagination and a disciplined approach to innovation. Drawing from the disciplines of theology and the fields of innovations theories, change management, and design, students will develop capacities for discovering adaptive challenges, practice using design-thinking, gain capacities for leadership agility and learn theories of innovation.

Learning Outcomes

By the end of the course, students will:

1. Be able to **identify adaptive challenges** facing congregations and nonprofits using theological, theoretical, and sociological lenses.
2. Be able to lead others in **discerning God's role** in the midst of innovation.
3. Be able to work through adaptive challenges using **human-centered design thinking**.
4. Be able to demonstrate their ability to **innovate by engaging in experiments, creating prototypes, and practicing agility.**
5. Cultivate capacities for **expanding their leadership and organizational imagination** within congregation and/or nonprofits.

Required Textbooks

Tim Brown, *Change by Design* (New York: HarperCollins, 2009)

Peter J. Denning and Robert Dunham, *The Innovator's Way* (Cambridge, MA: The MIT Press, 2010).

Terri Martinson Elton and Hayim Herring, *Leading Congregations and Nonprofits in a Connected World* (New York: Rowman & Littlefield, 2017).

David S. Weiss and Claude P. Legrand, *Innovative Intelligence* (Mississauga, Ontario: John Wiley & Sons Canada, 2011)

Shared Group Texts

Each person in your group will read one of these books making sure all of the texts are covered. Groups will be assigned in week 2 of the course.

Frank Barrett, *Yes to the Mess* (Boston: Harvard Business Review Press, 2012)

Anthony S. Bryk, Louis M Gomez, Alicia Grunow, and Paul G. LeMahieu, *Learning to Improve* (Cambridge, MA: Harvard Education Press, 2015)
Clay Shirky, *Here Comes Everybody* (New York: Penguin Books, 2008)
Tony Wagner, *Creating Innovators* (New York: Scribner, 2012)
Jim Whitehurst, *The Open Organization* (Boston: Harvard Business Review Press, 2015)

Required E-reserve Readings (link in Course Site)

Frank Barrett, "All That Jazz: Mastering the Art of Unlearning" in *Yes to the Mess* (Boston: Harvard Business Review Press, 2012)
Anthony S. Bryk, Louis M Gomez, Alicia Grunow, and Paul G. LeMahieu, "See the System that Produces the Current Outcomes" in *Learning to Improve* (Cambridge, MA: Harvard Education Press, 2015)
Clay Shirky, "Sharing Anchors Community" in *Here Comes Everybody* (New York: Penguin Books, 2008)
Thomas Friedman, "What the Hell Happened in 2007?" in *Thanks for Being Late* (New York: Farrar, Straus, and Giroux, 2016)
Tony Wagner, "A Primer on Innovation" *Creating Innovators* (New York: Scribner, 2012)
Jim Whitehurst, "Forward" and "Why Opening up your Organization Matters" in *The Open Organization* (Boston: Harvard Business Review Press, 2015)

Course Assignments/Learning Activities

The learning for this course is organized around student's innovating around a "real ministry challenge." Partnering with current ministry leaders, students will be placed in small groups to work with an adaptive challenge that a particular ministry is facing using the ideas and process presented in this course. Work related to the course project (explained below) is the backbone of this course. Showing up matters in this course, not only to the weekly sessions, but also being a collaborative partner in the course project. Valuing the learning that takes place through integrating ideas into practice and reflecting on experience, students will also write integrative, reflection papers on what they are learning in this course.

Class Participation:

Regular attendance in class and participation in your group is an expectation of this course. Students are docked 2 points for each unexcused absence, and students are allowed no more than 2 absences to pass the course. Absences are excused if the instructor is contacted ahead of time and the student submits a one page reflection paper on the weekly readings. Participation is also critical to the success of the course project. Therefore contributing to the innovation project, both during group work time in class and outside of class is part of what it means to participate in this course. Class participation makes up **25% of the student's final grade**.

Course Project

Central to this course is the development of **an innovation course project**. This project is broken down into steps that will take place over the course of the term and will be

accomplished within a small group. Small groups will be assigned the second week of class. Groups will create an electronic portfolio to house the artifacts from each of the steps. Artifacts will be turned in according to the timeline in the syllabus. Groups may use whatever format works best for them, but several worksheets will be made available as places to start. (One example is this one from the dschool at Stanford. Electronic versions of worksheets are linked to each of the following sections and additional ones will be made available in class.)

The innovative course project includes artifacts from each of the six steps of the process:
1. ***Defining the Design Challenge*** - Defining the design challenge is a critical step in the design process. Working together the group will clearly articulate the challenge they are addressing and name their intended audience. This artifact includes creating an actionable problem statement or point of view (pov), describing in as much detail as possible your intended audience, and naming the restraints. This statement will be informed by your research step, which includes listening to potential users. ***10 points***
2. **Research Notes** - This step, often called empathy, is focused on truly understanding the user for which the design challenge is focused. This step will follow *and* inform the "Defining the Design Challenge" artifact listed above. Research could be multifaceted, including multiple methods, but should include at least some interviews with the imagined users. This artifact is the collection of the data from your group's research.   ***5 points***
3. **Ideation Process** - This step of the process is about generating ideas based on the defined design challenge and what you learned from your research. Think of this step as the bridge from a clearly defined design problem to creating prototypes. This is the creative process where different perspectives are needed and collaboration is key. This artifact includes both the *process* your group used for ideation and the *concepts* your group came up with. Remember that the goal is not to come up with a cool concept, but to service a real need. Working to understand the service this "concept" provides is critical.   ***5 points***
4. **Prototype Video** - This step includes making a prototype of your best concepts from the ideation process. Prototypes can take different forms - they can be paper, a physical or digital mockup, or a simulation. The reason this artifact is a video is so that your group can introduce us, the audience, to your prototype/s no matter what the form. You may make prototypes more than once in the process. No problem, video each of the prototypes you create naming the stage of each.   ***10 points***
5. **Testing and Rollout** - When you are ready to rollout the prototype to some key stakeholders for feedback you have moved into the testing stage. This artifact should include two parts. Part one includes the following: who did you test the prototype with, why did you identify them as a key stakeholder, how did you collect feedback, and what feedback did you get. Part two is a summary of your group's learning from testing the prototype.   ***5 points***
6. **Overall Learnings -** This final artifact is the place where the group steps back and assesses your learning about the process of innovating based on your work with this course project. This artifact should include: one thing the group did well, one thing the group failed at and what was learned from that failure, what the group is taking away from this experience as ministry leaders, and one piece of advice your group would have

for groups doing this in the future.   *5 points*

Class Presentation - The week of December 4th each group will share their course project with the class, describing each aspect of the design process and their learnings. More details on this presentation will be given in class.   *10 points*

Deadlines:
  ● *Defining the Design Challenge:* **Due October 16** (posted in course website)
  ● *Videotape of Prototype:* **Due October 30** (posted in course website)
  ● *Whole Portfolio:* **Due December 4** (posted in course website)
  ● *Class Presentation*: **December 4**

The course project makes up **50% of the student's final grade**.

Reflection Papers
One way of capturing the students evolutionary understanding of innovating in congregations and nonprofits is through writing three reflection papers. These reflection papers will integrate the reading of the course with the student's own experience and learnings from other aspects of the course.
  a. The first reflection paper is *a working definition of innovation.* This one page paper is based on the readings for the first week of the course and answers the following questions: how do you understand innovation? What are key elements? Why is it necessary for organizations today? This paper is to be **posted in the course site by Monday (9/11) at 6 pm.** By the following week of class (9/18), students are to read three other student's papers.
  b. The second reflection paper addresses *the design thinking process*. This one page paper answers the question: What are you learning about and experiencing from engaging in a design thinking process? This paper is to be **posted in the course site by Monday (10/9) at 6 pm.**
  c. The third reflection paper *revisits your understanding of innovation* and *addresses your own leadership related to innovation*. Based on the readings in class and the student's experience with their group, this two page paper addresses the questions: What insights have you gained about innovation? and What are you learning about your own ability to lead innovation? This paper is to be **posted in the course site by Monday (11/13) at 6 pm.**

Each of the reflection papers is worth 5 points. Papers must be posted by the deadline unless previous arrangements have been made with the instructor. (No later papers will be accepted.) Together the reflection papers make up **15% of the student's final grade**.

Book Review
One of the ways each group member will contribute to the course project is by reading and reviewing one of the group texts. Book reviews are 3-4 pages addressing the following areas: background on the author/s, key points of the book, and important takeaways from the book related to your course project. Book reviews are to be **posted in the course site in your group folder by Monday (11/6) at 6 pm.** Book reviews make up **10% of the student's final grade**.

Grading Breakdown:

Class Participation/Group contribution	25%
Course Project	50%
Reflection Papers	15%
Book Review	10%

Course Schedule

Week 1   Introduction to Innovation   September 11
No class this week - instead do assignments listed below.

Read	Denning and Dunham, Chapter 1 Thomas Friedman, "What the Hell Happened in 2007?" Tony Wagner, "A Primer on Innovation" Weiss and Legrand, Chapter 1
Presentation	*Course Introduction* (via video)
Assignment	Complete short online survey, watch introductory video, do assigned reading, and write/post 1 page paper on *a working definition of innovation.* Based on the readings, how do you understand innovation? What are key elements? Why is it necessary for organizations today? Post in course site by Monday at 6 pm. Read 3 other student's papers before next week's class.

Week 2   Why is Innovation so important today?   September 18
First face-to-face class.

Read	Denning and Dunham, Chapter 3 Elton/Herring, Chapters 1-2 Weiss and Legrand, Chapters 2-3 Watch: https://youtu.be/IiyMkOfycOg https://youtu.be/WrdSkqRypsg
Presentation	*Responding to Today's Challenges: Complexity and Frames of Mind*
Group Work	Meet group and thinking about complex contextual problems
Assignment	Read three other students one page reflection papers and come to class with one complex ministry problem you face today

Week 3   Introduction to Design Thinking   September 25

Read and Watch	Barrett, "All That Jazz: Mastering the Art of Unlearning" Brown, Chapter 1 *Watch:* https://www.ideou.com/pages/design-thinking https://youtu.be/a7sEoEvT8l8 *Resources:* https://dschool.stanford.edu/resources/gear-up-how-to-kick-off-a-crash-course https://dschool.stanford.edu/resources/virtual-crash-course-video https://dschool-old.stanford.edu/sandbox/groups/k12/wiki/613e8/attachments/ed8d2/The%20Design%20Challenge%20Generator.pdf?sessionID=c85b670208fde73cab552d4757ad4f368f20d455
Presentation	*Introduction to Design Thinking*
Group Work	Talk about your experience and share what you bring to the group
Assignment	Come to class open to experience something new

Week 4   Research: Defining the Challenge   October 2

Read and Watch	Anthony S. Bryk, Louis M Gomez, Alicia Grunow, and Paul G. LeMahieu,"See the System that Produces the Current Outcomes" Elton/Herring, Chapter 3 Weiss and Legrand, Chapters 5-6 *Watch:* http://www.whatisdesignthinking.org/ https://www.youtube.com/watch?v=pXtN4y3O35M *Resources:* https://medium.com/digital-experience-design/how-to-properly-frame-your-design-challenge-36104910dfc8 https://www.interaction-design.org/literature/article/define-and-frame-your-design-challenge-by-creating-your-point-of-view-and-ask-how-might-we
Presentation	*Getting to the Heart of the Issue*
Group Work	Defining the design challenge
Assignment	Read through the "Defining the Design Challenge" artifact description in the Course Project.

Week 5   Research: Understanding the Why - Empathy   October 9

Read	Brown, Chapter 2 Denning and Dunham, Chapter 5 Weiss and Legrand, Chapter 7 *Resource:* https://www.ellenmacarthurfoundation.org/assets/design/User_Centred_Reseach%20Guide_FINAL.pdf
Presentation	*Getting Below the Surface*
Group Work	Creating a Plan for Deepening your Understanding
Assignment	Read through the "Research" artifact description in the Course Project. **Second reflection paper addressing *the design thinking process* is due.** This one page paper answers the question: What are you learning about and experiencing from engaging in a design thinking process? It is to be posted in course site by Monday at 6 pm.

Week 6   What: Ideation and Collaboration   October 16

Read	Brown, Chapter 3 Denning and Dunham, Chapter 6 Weiss and Legrand, Chapter 8 *Resources:* https://www.ellenmacarthurfoundation.org/assets/design/Ideas_Capture_Final.pdf https://www.ellenmacarthurfoundation.org/assets/design/Service_Flip_Final.pdf
Presentation	*Off the Map we are Better Together*
Group Work	What did we discover? What's possible?
Assignment	Read through the "Ideation" artifact description in the Course Project. **Defining the Design Challenge due** - Post in Course Site.

Week 7   Experimenting: Prototyping and Failure   October 23

Read and Watch	Brown, Chapter 4 Weiss and Legrand, Chapter 9 Also read these two articles: http://5a5f89b8e10a225a44ac-ccbed124c38c4f7a3066210c073e7d55.r9.cf1.rackcdn.com/files/pdfs/news/Prototypes_as_Design_Tools_1.pdf https://uxmag.com/articles/what-a-prototype-is-and-is-not

	https://www.interaction-design.org/literature/article/design-thinking-get-started-with-prototyping *Watch:* https://vimeo.com/78645038 https://vimeo.com/78645036
Presentation	*Create, Fail, Learn, Repeat, part 1*
Group Work	Turning ideas into Prototypes
Assignment	Read through the "Prototype" artifact description in the Course Project.

Week 8   Execution: Testing and Learning   October 30

Read	Brown, Chapter 5 Denning and Dunham, Chapter 7 Elton/Herring, Chapter 4 *Resources:* https://www.ellenmacarthurfoundation.org/assets/design/Circular_Buy_In_Final.pdf https://www.ellenmacarthurfoundation.org/assets/design/Embed_feedback_Final.pdf https://www.ellenmacarthurfoundation.org/assets/design/Continuous_Learning_loops_Final.pdf
Presentation	*Create, Fail, Learn, Repeat, part 2*
Group Work	Learning from Testing Prototype
Assignment	Read through the "Testing and Rollout" artifact description in the Course Project. **Bring a prototype** of your design to class and **post video in course site**

Week 9   Storytelling and Adoption   November 6

Read	Brown, Chapter 6 Denning and Dunham, Chapters 8-10 Clay Shirky, "Sharing Anchors Community" *Resource:* https://www.ellenmacarthurfoundation.org/assets/design/Align_your_org_Final.pdf
Presentation	*Now Comes the Hard Part*
Group Work	Reflecting on the Process, Refining the Prototype, Sharing it again

Assignment	**Book Review Due** - post in group folder in course site

Week 10   Cultivating and Leading Innovation   November 13

Read	Elton/Herring, Chapter 5 Denning and Dunham, Chapters 11-12 Weiss and Legrand, Chapters 10-13
Presentation	*Innovation as Process and Culture*
Group Work	Where are we?
Assignment	**Third reflection paper addressing *your understanding of innovation and your own leadership* is due.** Based on the readings in class and your experience with your group, this two page paper addresses the questions: What insights have you gained about innovation? and What are you learning about your own ability to lead innovation? This paper is to be posted in the course site by 6 pm.

Week 11   Forecasting for the Future   November 27

Read	Elton/Herring, Chapter 6 Denning and Dunham, Chapters 13-14 Jim Whitehurst, "Forward" and "Why Opening up your Organization Matters"
Presentation	*Preparing for the Future*
Group Work	What insights can we gain on our design from forecasting?
Assignment	Reflect on your group's experience of the design process

Week 12   Course Projects   December 4

Read	None
Presentation	Groups Present
Group Work	Present Design Project to class
Assignment	**Post link to portfolio** in course site

Week 13   What have we Learned   December 11

Read	Brown, Chapter 8

Presentation	What now? Where do we go from here?
Group Work	None
Assignment	None

Policies and Procedures

ADA Compliance Statement: Reasonable accommodation will be provided to any student with a disability who is registered with the Student Resource Center and requests needed accommodation. If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or accommodation in this class or any other class, please contact the director of the Student Resource Center or contact the instructor directly.

Academic Honesty: Members of the Luther Seminary community are expected to conduct themselves responsibly and honestly in academic matters. Cheating and plagiarism are serious offenses against this expectation and are subject to disciplinary action. See the current Student Handbook for details on this matter.

Course Workload: Students will be expected to engage in a total of 135 student learning hours.

Ideas for 2018:
Rubric for the portfolio:

Challenge:
name the challenge, why it is important to your audience (metrics to evaluate it against later), and constraints

Research:
Audience - talk with at least 3 people from your identified audience. What would make it meaningful for them?

Ideation:
Use at least 2 different ideation process - divergent to convergent.

Prototype:
Make 2-3 prototypes.

Testing and Rollout:
Revisit metrics as you rollout the prototypes.

Learnings:
Same questions - include number for each area (to create scale)