Course Syllabus

SUMMER
LEAD 0548 01
LEADING THROUGH CONFLICT

MONDAYS & WEDNESDAYS, 6:30 TO 9:20 PM
MAY 4, 6, 11, 13, 20, 25, 27; JUNE 1, 3, 8

INSTRUCTOR: ARTHUR BOERS, DMIn
Telephone number: 416 226 6620 ext 2157
Fax number, if applicable: 416 226 9464
Address: Tyndale Seminary
Email: aboers@tyndale.ca

Office Hours: Mondays and Wednesdays 6-6:30 pm or by appointment

To access your course material, please go to http://classes.tyndale.ca. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

Prepares students—theologically, cognitively, personally—for fruitful Christian ministry in dealing with communication, conflict and conciliation. Attention is paid to: understandings of conflict and its multiple causes, levels of conflict, healthy and unhealthy communication, family systems understandings, implications of personality type and communication styles, strategies and skills useful in transforming conflict. Students interact with the readings as well as increase their communication and conflict-transformation skills. Includes interactive and experience-based collaborative work.

II. LEARNING OUTCOMES

At the end of the course, the student will:
1. reflect biblically, theologically, pastorally, and imaginatively on conflict’s nature and causes and dynamics of bringing change.
2. demonstrate self-awareness of personal style, strengths and challenges in communication and in conflict interactions.
3. grow adept at healthy communication, empathic listening, dealing with conflict and change.
4. expand tolerance for listening to and engaging differing perspectives in conflict and change by acquiring a “research stance.”
5. apply family systems theory and its implications in personal and professional settings.

III. COURSE REQUIREMENTS

A. REQUIRED READINGS:

Read texts in the order suggested by the schedule. Readings serve as background for classes. Texts are not necessarily discussed in detail during class sessions but you are welcome to bring questions arising from readings to class discussions.

Campbell, Will D. Brother to a Dragonfly. New York: Continuum, 2000. (0826412688)


O’Connor, Flannery. “Revelation.” (This short story is available in many different short story collections. The library has a DVD about Ms. O’Connor.)

B. SUPPLEMENTARY / RECOMMENDED READING:


C. ASSIGNMENTS AND GRADING

Class sessions include lecture, discussion, guest lectures, and exercises. As well as a major case study, students write three short reflective papers, and a self-study.

1. Class participation (10%): Attend all classes, arrive punctually, do assignments regularly and on time, and participate in class discussions. Non-participation, absences and tardies negatively affect grades. Cell phones disrupt class involvement; thus cell phoning in class will also negatively affect your grade. Please be sure your phone is turned off before each class begins. In this class, the following devices may not be used: laptops, tablets, smart phones.

If you arrive at class after the devotional has begun, please do not enter until the devotional is finished. Three tardies/lates in the class equals one absence.

Participation is graded according to the rubric below.
This requirement is important to Outcomes 1 through 4.

2. Reflective papers (45%): Three papers reflect either on reading done or on a profile one completes; they are not research papers. Extensions are not an option as assignments are key to the day’s class discussion. The instructor’s responses are also instructive in understanding expectations around style, grammar, critical thinking.

(Due: Kreider 11 May; Campbell 25 May; O’Connor 8 June.)

These papers are important to all the Outcomes.

3. A self-study of your personal conflict styles, 8-10 pages, double-spaced (20%): Use the following in your study: personal conflict style inventory, learnings from class lectures and discussions, and one additional theorist. Examine your: (i) dominant styles in communication and conflict and their strengths and weaknesses; (ii) your goals for growth and change; (iii) family of origin issues; (iv) blocks, obstacles, and resistance you face in this change; (v) discuss how your self-assessment compared or contrasted with the findings of someone who knows you well. (Due: 22 July.)

This requirement is particularly important to Outcomes 2-5.

5. Case study, 10-12 pages, double-spaced (25%): Analyze a conflict situation (interpersonal, group, family, church, institutional) employing description of events and dynamics, family systems perspectives, intervention strategies, projected outcomes, faith and theological issues, etc. Briefly describe the conflict and those involved. Analyze the conflict using learning tools from class or readings (e.g. levels of conflict, conflict styles, family systems, triangulation, et cetera). (Due: 22 July.)

This requirement connects to all the Outcomes.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Students should consult the current Academic Calendar for polices on Academic Honesty, Gender Inclusive Language, Late Papers and Extensions, Return of Assignments, and Grading System. The Calendar is posted at www.tyndale.ca/registrar/calendar. An excerpt is attached with this syllabus for easy reference.
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Consequences of plagiarism can range from failing an assignment to failing the entire course.

Grades for papers submitted late without advance permission are lowered at the rate of one grade per week or fraction thereof (i.e. 7 days late moves grade from A- to B-).

As well as submitting papers on hard copy, submit papers as Word.doc attachments to the professor by email (aboers@tyndale.ca). This facilitates checking for plagiarism.

Students are encouraged to print papers double-sided.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Kreider Reflection Paper</td>
<td>15 %</td>
</tr>
<tr>
<td>Campbell Reflection Paper</td>
<td>15 %</td>
</tr>
<tr>
<td>O’Connor “Revelation” Paper</td>
<td>15 %</td>
</tr>
<tr>
<td>Self Study</td>
<td>20 %</td>
</tr>
<tr>
<td>Case Study</td>
<td>25%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Evaluation and Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade of A</th>
<th>Grade of B</th>
<th>Grade of C</th>
<th>Grade of D</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (Classroom and Assignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis / Reflection</td>
<td>High degree</td>
<td>Average degree</td>
<td>Limited degree</td>
<td>Severely limited</td>
</tr>
<tr>
<td>Questions Raised</td>
<td>Highly insightful, provocative, challenges information, actively seeks insights using new information</td>
<td>Good insight, shows general comprehension and ability to use new information to reflect on experience</td>
<td>Limited insight, shows basic ability to learn from new information and use it to reflect on experience</td>
<td>Severely limited insight and limited comprehension of information</td>
</tr>
<tr>
<td>Interpretation of Knowledge sources</td>
<td>Highly creative yet true to the source</td>
<td>Somewhat creative and true to the source</td>
<td>Limited creativity and /or misunderstands source</td>
<td>Uncreative and/or greatly misunderstands source</td>
</tr>
<tr>
<td>Perspective</td>
<td>Keen attention to detail and nuance</td>
<td>Some attention to detail and nuance</td>
<td>Limited attention to detail and nuance</td>
<td>Severely limited attention to detail and nuance</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Energy</td>
<td>Offers input with passion and excitement</td>
<td>Offers input with some passion and excitement</td>
<td>Shows limited energy for topics</td>
<td>Shows no excitement for topics</td>
</tr>
<tr>
<td>Focus</td>
<td>Highly focused, yet able to make relevant connections that enhance topic</td>
<td>Good focus with some ability to make connections to enhance topic</td>
<td>Satisfactory focus, sometimes goes on unrelated tangents</td>
<td>Limited focus, is easily distracted or strays to unrelated topics</td>
</tr>
<tr>
<td>Use of Sources</td>
<td>Creative, high variety</td>
<td>Good variety</td>
<td>Limited variety</td>
<td>Severely limited variety</td>
</tr>
<tr>
<td>Description/Summary</td>
<td>Accurate, insightful, excellent blend of breadth and detail</td>
<td>Generally reliable, good blend of breadth and detail</td>
<td>Limited accuracy, imbalance between breadth and detail</td>
<td>Inaccurate, highly disproportionate attention to breadth or detail</td>
</tr>
<tr>
<td>Feedback and Evaluation</td>
<td>Actively seeks and integrates</td>
<td>Sometimes seeks and integrates</td>
<td>Seldom seeks and integrates</td>
<td>Never seeks and integrates</td>
</tr>
<tr>
<td><strong>Classroom</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Interaction (speaking)</td>
<td>Frequent yet sensitive to giving others opportunity to speak</td>
<td>Frequent and usually sensitive to others</td>
<td>Infrequent and/or sometimes overbearing</td>
<td>Seldom interacts and/or is domineering</td>
</tr>
<tr>
<td>Engagement of Others (listening)</td>
<td>Highly respectful, collaborative when appropriate, challenging when appropriate</td>
<td>Respectful, at times appropriately collaborative, at times appropriately challenging</td>
<td>Somewhat lacking in respect or sense of appropriateness</td>
<td>Lacking in respect or sense of appropriateness</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>Highly regular</td>
<td>Regular</td>
<td>Semi-regular</td>
<td>Irregular</td>
</tr>
<tr>
<td><strong>Presentations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>Highly creative</td>
<td>Average creativity</td>
<td>Uncreative</td>
<td>Dull</td>
</tr>
<tr>
<td>Use of Media</td>
<td>Diverse yet appropriate with excellent mastery</td>
<td>Good experimentation and generally appropriate</td>
<td>Diversity lacking or used in distracting way</td>
<td>No attention to use of media or used in highly distractive way</td>
</tr>
<tr>
<td>Interaction with Class</td>
<td>Excellent body language (eye contact, appropriate gestures etc.), highly confident and strong verbal interaction</td>
<td>Good body language, somewhat confident, good verbal interaction</td>
<td>Poor body language which communicates disinterest, little confidence, poor verbal interaction</td>
<td>Bad body language that is dull or uncomfortable, verbal expression is primarily unidirectional and unconvincing</td>
</tr>
<tr>
<td>Content</td>
<td>High command of topic and presented well</td>
<td>Good grasp of topic and not clearly presented</td>
<td>Limited grasp of topic with little understanding of the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extremely well presented</td>
<td>Complete information, accurate, proper formatting</td>
<td>Complete information, good accuracy, minor formatting flaws</td>
<td>Most information, somewhat accurate, major formatting flaws</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Title Page, Footnotes, Bibliography</td>
<td><strong>Formal Papers</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization and Structure</td>
<td>Clearly organized, highly logical flow of thoughts and ideas that build throughout</td>
<td>Good organization, good logical flow</td>
<td>Unclear organization, slightly illogical or choppy flow</td>
<td>Little organization, haphazard and illogical placement of ideas</td>
</tr>
<tr>
<td>Opening and Conclusion</td>
<td>Clear opening that captures the reader's attention. The thesis statement informs the reader succinctly about the purpose, topic and focus. Solid conclusion that ties everything together</td>
<td>Good opening which states what the paper is about. Good conclusion which wraps up what was discussed</td>
<td>Poor opening that does not clearly introduce the topic and content of the paper. Poor conclusion that leaves many loose ends and does not bring the discussion to conclusion.</td>
<td>Opening or conclusion that leave the reader clueless as to what the paper is about.</td>
</tr>
<tr>
<td>Writing style</td>
<td>Words are carefully, appropriately chosen. Sentences are clear with appropriate variety of structures. Paragraphs have coherent, well developed concepts and link properly from one to the next</td>
<td>Words are used properly. Sentences are clear and demonstrate some variety of sentence structure. Paragraphs are generally coherent with good development and fairly well linked.</td>
<td>Words are used carelessly or even inappropriately. Sentences are vague, unnecessarily complex or lack variety, inconsistent in tense or subject. Paragraphs are underdeveloped and do not connect one from the other.</td>
<td>Words are frequently used inappropriately. Sentences are difficult to understand. Paragraphs include too many independent ideas and/or not at all linked.</td>
</tr>
</tbody>
</table>

### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

(This schedule may be subject to slight modifications.)

**1. Monday 4 May**

*Introduction to Course Syllabus, Introductions*

Read Kreider et al, *A Culture of Peace*. Complete reading and reflection assignment on this book by 11 May. Write 2 to 3 pages, single-spaced on 3 insights or discoveries that you
made about the Bible’s perspectives on conflict as a result of reading this book. Up to one-third of the paper needs to reflect on what difference these insights make for you on how to deal with conflict.

Optional: (Journal entries may be useful for your final self-study.) Consider journaling about conflict this week. What image/s do you hold of conflict? Do you have a sense of the source of your perceptions? Has this image helped or hindered you? Has your image evolved over time? Is it changing now?

Observe instances of conflict or collaboration in your daily life. How do you react?

(Questions derived from Norma Cook Everist, *Church Conflict*, 12.)


2. **Wednesday 6 May**

   Biblical and Theological Considerations on Conflict and Change
   Does Earthy Conflict Do Any Heavenly Good?
   Discuss Kreider Assignment

   **Due today:** Kreider writing assignment.

3. **Monday 11 May**

   Introduction to Family Systems, Congregations, and Change

   **Preparing for this Class:**
   Read Herrington et al *The Leader’s Journey*, Introduction through chapter 3. (Complete book by Wednesday.)

   Begin reading Campbell, *Brother to a Dragonfly*.

   Describe the various kinds of conflicts you see in *Dragonfly*. Name hunches you have for addressing these conflicts on the basis of work done in our course. What can you see and understand now in this story that you might not have noticed prior to this course?

   2 to 3 pages, single spaced. **Due: 25 May 2015**

   Supplementary reading: Friedman, *Generation to Generation*. (This long —at times dense — book is the most comprehensive volume on family systems. Sooner or later, you need to engage it. This book’s importance cannot be overstated. It launched the application of family systems theory to thinking about and working with congregations)

   Optional: Journal about yourself and conflict. What are the strengths, resources, and experiences you bring to conflict/s? What do you hope to learn or derive from this course? What areas are particularly problematic for you when learning from conflict?

   (Questions derived from John Savage training event, “Conflict Management and Resolution,” 1995.)

4. **Wednesday 13 May**

   Family of Origin and Systems etc contd
Preparing for this Class:
Complete reading Herrington, et al.

Supplementary reading: An excellent and accessible introduction to family of origin work is Ronald W. Richardson, *Family Ties that Bind: A Self-Help Guide to Change through Family of Origin Therapy*. It is useful for pre-marital counseling, Sunday school teaching, and for recommending to well-motivated individuals.

Other fine books on family of origin and family systems include:
Harriet Goldhor Lerner, *The Dance of Anger*.
Harriet Goldhor Lerner, *The Dance of Intimacy*.

Supplementary reading:
Several books address applying family systems thinking to congregational life and church leadership.
Charles H. Cosgrove and Dennis d. Hatfield, *Church Conflict: The Hidden Systems Behind the Fights*.
Edwin H. Friedman, *Generation to Generation: Family Process in Church and Synagogue*. (See note on Friedman above.)
Peter Scazzero, *The Emotionally Healthy Church: A Strategy for Discipleship that Actually Changes Lives*.
Peter Scazzero, *The Emotionally Healthy Church*
Peter L. Steinke, *Congregational Leadership in Anxious Times*
Peter L. Steinke, *Healthy Congregations: A Systems Approach*
Peter L. Steinke, *How Your Church Family Works: Understanding Congregations as Emotional Systems*

*No class on Monday May 18, Victoria Day*

5. **Wednesday 20 May**  
Understanding Your Conflict Style

**Due today in a.m.**: Have someone who knows you well complete the Personal Conflict Style Inventory in *Mediation and Facilitation Training Manual*, pp. 64-66 about you. Be prepared to discuss any discrepancies with your own conclusions. This will feed in to your final self-study.

6. **Monday 25 May**  
Listening and Communication
Discuss Campbell Assignment

**Due Today**: Will Campbell Assignment
O’Connor, “Revelation.” (Reflection paper due 7 August.)
Write a two-page single-spaced paper on how you as a pastor, deacon/elder, therapist or small group member would interpret the experience and actions of Ruby Turpin in Flannery O’Connor’s story, “Revelation.” How would you work with her in your church context? Be sure to apply insights derived from the course. Due 8 June.

7. Wednesday 27 May

Complete Scazzero inventory and discuss it with one other person in the class. Incorporate learnings into your final self-study.

8. Monday 1 June

Conflict—Healthy and Destructive Levels of Conflict

Supplementary: A full version of Leas’ Levels of Conflict in “Moving Your Church through Conflict” can be downloaded and purchased from Alban at www.alban.org.

9. Wednesday 3 June

Conflict—Healthy and Destructive

10. Monday 8 June

Leadership, Self-Awareness and Commitment to Growth
Dealing with Criticism

Post-Class Work:

Major papers due 22 July: self study, case study