



TYNDALE
Seminary

**Course Syllabus
Winter Semester 2012**

**LEADING THROUGH CONFLICT AND CHANGE
LEAD 0548 / PAST 0548**

**JANUARY 9 – APRIL 9, 2010
MONDAYS, 1:00 – 3:50 PM.**

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Office Hours: Tuesdays 2:00 to 5:00 p.m.; Wednesdays 11:00 a.m. to 12 noon.

I. COURSE DESCRIPTION

This course prepares students - theologically, cognitively, personally – for fruitful Christian ministry in dealing with communication and conflict. 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. The class 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.
2. demonstrate self-awareness of personal style, strengths and challenges in communication and in conflict interactions.
3. grow adept at healthy communication, empathic listening, and dealing with conflict.
4. expand tolerance for listening to and engaging differing perspectives in conflict by acquiring a "research stance" towards conflict.
5. apply family systems theory and its implications in personal and professional settings.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS

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)

Elmer, Duane. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove: InterVarsity, 1993.

Herrington, Jim, et al. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. San Francisco: Jossey-Bass, 2003. (078796266X)

Kreider, Alan, et al. *A Culture of Peace: God's Vision for the Church*. Intercourse, PA: Good Books, 2005. (1561485047)

Mennonite Church USA, "Agreeing and Disagreeing in Love." Available [on-line](#) but also in Kreider et al book, 179-186.

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:

On library reserve: Items on the library reserve shelf are shared by all members of the class. Please follow policies that are posted regarding the use of reserve materials.

Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior*. Herndon, VA: Alban Institute, 1999. (1566992184)

_____. "Will Campbell: In the Great Company of God's Grace," *The Other Side*, September 1987.

Brubaker, David R. *Promise and Peril: Understanding and Managing Change and Conflict in Congregations*. Herndon, VA: Alban Institute, 2009.

Cosgrove, Charles H. and Dennis d. Hatfield. *Church Conflict: The Hidden Systems Behind the Fights*. Nashville: Abingdon Press, 1994.

Friedman, Edwin. *Family Process and Process Theology: Basic New Concepts*. Herndon, VA: Alban Institute, 1991. (video)

_____. [Generation to Generation: Family Process in Church and Synagogue](#). New York: Guilford Press, 1985.

Gilbert, Roberta M. *Extraordinary Relationships: A New Way of Thinking About Human Relationships*. Toronto: John Wiley & Sons, 1992.

Lerner, Harriet Goldhor. *The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relationships*. New York: Harper & Row, Publishers, 1985.

_____. *The Dance of Intimacy: A Woman's Guide to Courageous Acts of Change in Key Relationships*. New York: Harper & Row, Publishers, 1985.

- Herrington, Jim et al. *The Leader's Journey: Accepting the Call to Personal and Congregational Transformation*. San Francisco: Jossey-Bass, 2003.
- Leas, Speed B. *Discover Your Conflict Management Style*. Herndon, VA: The Alban Institute, 1996.
- Portaro, Sam. *Conflict and a Christian Life*. Cambridge, MA: Cowley Publications, 2003.
- Richardson, Ronald W. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Minneapolis, MN: Fortress, 2005.
- _____. *Family Ties that Bind: A Self-Help Guide to Change through Family of Origin Therapy*. Vancouver, BC: Self-Counsel Press, 1984, 1987.
- Scazzero, Peter with Warren Bird. *The Emotionally Healthy Church: A Strategy for Discipleship that Actually Changes Lives*. Grand Rapids, MI: Zondervan, 2003.
- Schrock-Shenk, Carolyn, ed. *Mediation and Facilitation Training Manual*. Akron, PA: Mennonite Conciliation Service, 2000.
- Stevens, R. Paul and Phil Collins. *The Equipping Pastor: A Systems Approach to Congregational Leadership*. Herndon, VA: Alban, 1993.
- Steinke, Peter L. *Healthy Congregations: A Systems Approach*. Herndon, VA: Alban, 1996.
- _____. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Herndon, VA: Alban, 1993.

C. ASSIGNMENTS AND GRADING

Class sessions include lecture, discussion, guest lectures, and role plays. 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 on time, 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 well before each class begins. If you arrive at class after the devotional has begun, please do not enter the class until the devotional is finished. Three tardies/lates in the class equals one absence.

Student participation will be graded on a scale of 1 to 4: 1 (or D) indicates present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C) indicates adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B) indicates good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A) indicates excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

This requirement is important to Outcomes 1 through 4.
2. Readings (5%): Read required texts and be familiar with their content as background to enhance class discussion participation. (Occasionally additional

short readings may be assigned.) A reading report is due on the last day of class. This report simply lists which resources you read and how many pages. This requirement is particularly important to all the Outcomes.

3. Reflective papers (40%): Three reflection papers are due at 1:00 p.m. of a class. These 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 16 January; Campbell ??? February; O'Connor ???.)
These papers are important to all the Outcomes.
4. 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: last day of class.)

This requirement is particularly important to Outcomes 2-5.

5. Case study, 10-12 pages, double-spaced (15%): 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: last day of class)

This requirement explicitly connects to all the Outcomes.

D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at www.tyndale.ca/registrar/calendar. An excerpt is attached with this syllabus for easy reference.

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:

Required Reading	5 %
Class Participation	10 %
Kreider Reflection Paper	15 %
Campbell Reflection Paper	15 %
O'Connor "Revelation" Paper	15 %
Self Study	20 %
Case Study	20%
Total Grade	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

(This schedule may be subject to slight modifications.)

1. Monday 9 January

Introduction to Course Syllabus, Introductions

After this class:

Read Kreider et al, *A Culture of Peace*. Complete reading and reflection assignment on this book by 16 January.

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.)

Supplementary reading: *Mediation and Facilitation Training Manual*, pp. 17-26.

2. Monday 16 January

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

Due today: Kreider writing assignment. 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.

3. Monday 23 January

Introduction to Family Systems and Congregations

Preparing for this Class:

Read Herrington et al *The Leader's Journey*, Introduction through chapter 3. (Complete book by 13 February.)

Begin reading Campbell, *Brother to a Dragonfly*. (Reflection paper due 27 February.)

Background to Campbell found in article "Will Campbell: In the Great Company of God's Grace," by A. Boers, *The Other Side*, September 1987.

Supplementary reading: Friedman, *Generation to Generation*. (This long – and 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. Monday 30 January

Family of Origin and Systems

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:

Roberta M. Gilbert, *Extraordinary Relationships: A New Way of Thinking About Human Relationships*.

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.)

E. Mansell Pattison, *Pastor and Parish—A Systems Approach*.

Peter Scazzero, *The Emotionally Healthy Church: A Strategy for Discipleship that Actually Changes Lives*.

Ronald W. Richardson, *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*.

Ronald W. Richardson, *Creating a Healthier Church: Family Stems Theory, Leadership and Congregational Life*.

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*

5. Monday 6 February

Cross Cultural Communication and Conflict

Guest: tba

Preparing for this Class: Read Elmer, *Cross-Cultural Conflict*

6. Monday 13 February

Family of Origin and Systems

7. Monday 27 February

Understanding Your Conflict Style

Due today: Campbell writing assignment. Describe the various kinds of conflicts you see in this book. Name hunches you have for addressing these conflicts on the basis of work done in this course so far. 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.

8. Monday 5 March

Listening and Communication

Over the March Break: 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.

9. Monday 19 March

Listening and Communication (contd)

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

Read Flannery O'Connor's "Revelation" in preparation for reflection paper.

10. Monday 26 March

Conflict—Healthy and Destructive
Levels of Conflict

Due today. 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. How would you work with her in your church context?

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.

8. Monday 2 April

Conflict—Healthy and Destructive

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

9. Tuesday 9 April

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

Reading report due today

Major papers due today: self study, case study



Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: www.tyndale.ca/registrar/calendar. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
 2. Policy on Gender Inclusive Language
 3. Policy on Academic Honesty
 4. Guidelines for Written Work
 5. Academic Grading System
 6. Policy on Late Papers and Extensions
 7. Application for an Extension Due to Extreme Circumstances
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Attendance Policy

- 1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.
- 3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.
- 4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.
- 5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. **Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.**

- 1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.
- 2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another's words and the use of an opinion with no reference to the source.
- 3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one's own name which is largely the result of another person's efforts, aiding another's dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
- 4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded

paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty

If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

Guidelines for Written Work

- 1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
- 2) All papers should be characterized by the following:
 - *Accuracy* (Is what I say correct? Is it true to the case?)
 - *Comprehensiveness* (Have I covered all the points that need to be covered?)
 - *Clarity in structure* (Is there a self-evident and meaningful order to the paper?)
 - *Clarity in content* (Will the reader correctly understand what I have tried to say?)
 - *Specificity* (Have I moved beyond generalities and made specific statements?)
 - *Thorough and accurate documentation* (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
- 3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., *The Chicago Manual of Style*, the *Turabian Manual for Writers of Term Papers, Theses, and Dissertations*, *The SBL Handbook of Style*, *The Publication Manual of the American Psychological Association*). The course instructor will advise students as to the preferred academic style format for the course.
- 4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
- 5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
- 6) All students are required to keep a back-up copy of their papers.
- 7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed may be required to take the *English for Academic Purposes* course in conjunction with current courses.
- 8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

Academic Grading System

The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays and technology related difficulties or malfunctions are all insufficient grounds for requesting an extension.

Application for an Extension Due to Extreme Circumstances

Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar's office or online at www.tyndale.ca/registrar

Student Medical Certificate

Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar's office or online at www.tyndale.ca/registrar.