

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<b>Course</b>	<b>LEADING THROUGH CONFLICT AND CHANGE</b> LEAD 0548 / PAST 0548
<b>Date and Time</b>	SEPTEMBER 13 – DECEMBER 10, 2021 WEB-BASED ONLINE
<b>Instructor</b>	<b>CLINT MIX, DMin</b> Telephone/voice mail: (587) 284-9973 Email: <a href="mailto:cmix@tyndale.ca">cmix@tyndale.ca</a> <a href="mailto:clintmix@rogers.com">clintmix@rogers.com</a>
<b>Class Information</b>	This course is designed to be asynchronous. Lectures are posted online so students can learn based on their own schedule; the same flexibility is built into the weekly forum discussions. The professor plays an active role in moderating discussion, guiding research, and introducing topics and resources.  (Virtual) Office Hours: by appointment.
<b>Course Material</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only. <a href="#">Learn how to access and forward emails to your personal account.</a>

## I. COURSE DESCRIPTION

Lays a biblical and theological foundation for how we should view and lead through conflict that may arise. This will include a biblical rationale and examples from Scripture for how conflict can become a gift to the church, mission/ministry organization, market place, as well as a gift to the individual. Consideration will be given to the dynamics of conflict and change, primary causes for conflict and how these causes can be redirected in a positive manner. Biblical reflection on

forgiveness and reconciliation will also be included. Case studies and mediation processes will round out the course.

## II. LEARNING OUTCOMES

By actively listening to weekly lectures, participating in online forums, developing and presenting a group project, researching and presenting a formal research paper, and composing a self-reflection paper, students will be able to:

1. develop an approach towards conflict that is shaped by the example of Christ, Scripture and key theological concepts;
2. describe and discuss how to effectively lead change in a manner that proactively addresses and minimized conflict;
3. identify the causes of conflict and explain how to redirect the issue from having a negative impact towards (when possible) becoming a gift to the church/organization and individuals involved;
4. demonstrate a biblical understanding and approach towards forgiveness, reconciliation and restoration, and
5. identify and describe conflict mediation approaches that are applicable in ministry and market place settings.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Bullard, George W. *Every Church Needs a Little Conflict*. St. Louis, MO: Chalice Press, 2008. ISBN 978-0-827208-19-3

Halverstadt, Hugh F. [\*Managing Church Conflict\*](#). Louisville, KY: Westminster John Knox Press, 1991. ISBN –13: 978-0-664-25185-7

Kotter, John P., [\*Leading Change\*](#). Boston, MA: Harvard Business Review Press, 2012. ISBN 978-1-4221-8643-5

Steinke, Peter L. *Congregational Leadership in Anxious Times*. Herndon, VA: The Alban Institute, 2006. ISBN 978-1-56699-328-9

Volf, Miroslav. [\*Exclusion and Embrace\*](#). Nashville, TN: Abingdon Press, 1996. ISBN – 13: 978-0-687-00282-5

## **B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS**

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

## **C. GUIDELINES FOR INTERACTIONS**

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca).

## **D. ASSIGNMENTS, GRADING AND FEEDBACK**

As stated in the Tyndale Academic Calendar, attendance in fully online courses is demonstrated through regular log-ins and up-to-date participation in discussion forums. Non-participation in three or more graded forums is equivalent to three or more unexcused absences from a semester-based course and constitutes grounds for failure in the course.

This course is primarily designed to help students integrate material learned into a workable personal approach to leadership, based on the student’s own gifts, skills, personality and context. As a result, each of the assignments will be marked on the basis of how well the course material is integrated and applied to the current or potential context of service. In addition, grading will take place on how clearly the students have articulated their own understanding and approach to leadership.

### **1. Graded Forum Activity: Due Units 2 – 9 (30%)**

Discussion forums are a key aspect of this course. They are your opportunity to wrestle with the relevant chapters under consideration, to share your ideas with your peers, and participate in the evolving group consensus.

Each week, there will be teaching units to watch and discussion questions to which you will respond. You will also be asked to respond to other students’ postings. In addition, there will be a few minor assignments included in this grade that will provide the basis for some of the forum activity. Students are expected to stay current. A major part of the learning

that takes place in online courses is the interactions with your classmates. The earlier in the week you post, the more interaction your posts will receive. Those who fail to post on a weekly basis will be responded to in a manner consistent with the student handbook.

After unit one, students will be divided into groups, with each group responsible to share their opinions on a given question with the class. Each student is expected to make a useful contribution, either in the form of opinions proffered, critical engagement, relevant contribution from a key secondary source, or responses to comments from the group.

You can expect to spend about two hours in the discussion forums every week, and to contribute an initial response to the discussion question, plus other (a few to several) meaningful and constructive responses to the group. You can plan your activity according to the following schedule:

- Day 1 – Review the discussion question and use this to focus your reading.
- Day 2 – The assigned student will post their initial response to the discussion forum.
- Days 3 and 4 – Group members respond to the initial post.
- Days 5 and 6 – The student who crafted the initial post will draft a summary response.
- Day 7 – Professor posts summative response. Student can responses to the summation.

Students will participate in weekly small-group discussion forums during weeks 2 to 9 of the course. The groups will be assigned randomly prior to week 2 of the course and will consist of three or four students in each (for groups of three ‘official discussions’ are only required on 6 of the 8 weeks, the professor will endeavor to have an initial post for the 3 students to work with on the remaining two weeks). The duration of each discussion will be one week. The format will be as follows:

- (a) ‘Discussion question’: Each week the **instructor** will post a discussion question related to some aspect of the lecture or assigned reading.
- (b) ‘Student response’: **one student** from each group will be responsible for posting a ‘student response’ to the discussion question. The response should be approximately 700-1000 words in length (2-3 pages double spaced) and must be **posted by 11:59 pm on Tuesday** of the given week (best done as word, RTF or pdf document). Each student will be responsible for two ‘student responses’ during the 8 weeks of the discussion forums. The group members will decide among themselves who is responsible for the ‘student response’ on any given week (it is best to decide a schedule as soon as your groups have been assigned toward the end of week 2). Given the brevity of these ‘student responses’ (700-1000 words), it is recognized that they cannot address all aspects of the weekly question in detail.
- (c) ‘Feedback to student response’: after the ‘student response’ has been posted, the **remaining members** of each group are required to post constructive feedback **by 11:59**

**pm on Thursday** of the same week. The feedback should focus primarily on issues of content (rather than style) but may address clarity of expression or logical coherence etc. With this in mind the ‘feedback’ to the student responses should clearly identify at least the following (best done in a list format):

- 2 specific affirmations identifying positive elements or strengths in the ‘student response’
- 2 specific suggestions for enhancing the ‘student response’ (examples include: providing an alternative point of view; indicating a way to further strengthen an existing argument; providing an additional argument or point of view that would enhance the student response; giving additional examples or concrete illustrations where they are relevant to question etc.)

(d) **‘Final post’**: once the feedback has been given, the same student who posted the initial ‘student response’ will provide one final post in which they respond to the feedback received from the other members of the group. This post will briefly indicate in what ways his or her thinking has been enriched or challenged as a result of the feedback received. This final response must be posted **by 11:59 pm on Sunday** of the given week.

**Note:** since this is a group forum discussion late responses will not be considered in relation to grading.

The initial ‘student response’ and ‘final post’ (provided by one group member each week) will be graded according to the following rubric:

Grade	Student Response and Final Post Grading Rubric
<b>A</b>	<p><i>Student response:</i> demonstrates a sophisticated grasp of the posted question and responds insightfully in light of the reading and lecture material. Response supplemented with insight from up to 5 additional secondary sources (scholarly articles, books, and essays beyond the course texts) and is written in a clear and concise form with no/few grammatical and stylistic errors.</p> <p><i>Final post:</i> demonstrates clear grasp of the ‘feedback’ from remaining members of the group. Identifies and succinctly summarizes where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same (giving reasons).</p>
<b>B</b>	<p><i>Student response:</i> demonstrates a clear grasp of the posted question and responds insightfully in light of the reading and lecture material. Response supplemented with insight from up to 2 additional secondary sources (scholarly articles, books, and essays beyond the course texts). Clearly written with relatively few grammatical and stylistic errors.</p> <p><i>Final post:</i> demonstrates a good grasp of the ‘feedback’ from remaining members of the group. Identifies and adequately summarizes where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same (giving reasons).</p>

<b>C</b>	<p><i>Student response:</i> demonstrates a reasonable grasp of the posted question and responds in light of the reading and lecture material. May lack some clarity and makes no use of additional secondary material (beyond course texts). May contain several/multiple grammatical and stylistic errors.</p> <p><i>Final post:</i> demonstrates fair grasp of the ‘feedback’ from remaining members of the group. Identifies and adequately summarizes where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same. Lacks in clarity and or completeness.</p>
<b>D</b>	<p><i>Student response:</i> demonstrates a poor grasp of the posted question and provides a less than adequate/complete response. Makes no use of additional secondary material (beyond course texts). Lacks clarity and contains several/multiple grammatical and stylistic errors.</p> <p><i>Final post:</i> demonstrates a poor grasp of the ‘feedback’ from remaining members of the group. Fails to adequately identify and summarize where (1) additional insight has been gained and (2) initial thinking has either been changed/modified or remains the same.</p>
<b>F</b>	<p><i>Student response:</i> failure to provide ‘student response’ on time or response fails to adequately address the posted question in all respects.</p> <p><i>Final post:</i> fails to provide a ‘final post’ on time or completely fails to grasp and interact with ‘feedback’ from remaining members of the group.</p>

The ‘feedback’ to the student response (provided by remaining group members each week) will be graded according to the following rubric:

<b>Grade</b>	<b>Student Feedback Grading Rubric</b>
<b>A</b>	Demonstrates clear understanding of posted ‘student response.’ Provides insightful feedback, which clearly and succinctly articulates the required affirmations and suggested enhancements. Makes use of at least one additional secondary source (scholarly article, book, or essay beyond the course texts and those listed in the ‘student response’).
<b>B</b>	Demonstrates a clear understanding of posted ‘student response.’ Provides thoughtful feedback, which clearly articulates the required affirmations and suggested enhancements. Is not required to make use of additional secondary sources (scholarly articles, books, or essays beyond the course texts and those listed in the ‘student response’).
<b>C</b>	Demonstrates a fair understanding of posted ‘student response.’ Provides feedback but may lack clarity and is not clearly organized according to the required affirmations and suggested enhancements. Is not required to make use of additional secondary sources (scholarly articles, books, or essays beyond the course texts and those listed in the ‘student response’).

<b>D</b>	Demonstrates a poor understanding of posted 'student response.' Feedback lacks clarity and is not organized according to the required affirmations and suggested enhancements. Is not required to make use of additional secondary sources (scholarly articles, books, or essays beyond the course texts and those listed in the 'student response').
<b>F</b>	Fails to provide feedback on time or feedback fails to address issues raised in the 'student response.'

Normally, students will receive feedback and grading for their week's posting work on the Monday following the week.

Weekly list of all forum questions:

Week	Forum question	Graded?	Groupings
Intro	Tell us why you are taking the course, where you serve (or anticipate serving) and what you hope to get out of the course.	No	All Students
1	Share one leadership conflict that you have been involved in or observed.	No	All Students
2	Utilizing a theological concept or a biblical text not covered in the lecture, post an additional 2 to 3 page biblical and or theological perspective on conflict.	Yes	Small Groups
3	Research and post an alternate change management process. Show points of congruence and tension with Kotter's model. Also, highlight how this new model could be applied to a church, mission, or marketplace organization.	Yes	Small Groups
4	Research and post an alternate communal discernment process. Show points of congruence and tension with Mix's model. Also, highlight how this model could be applied to a church, mission or marketplace organization. (Marketplace may be a bit tricky but give it a try!)	Yes	Small Groups
5	Reflect on and write about an actual conflict that you have been involved in or observed. Identify the underlying issue (s), and how the conflict was or could have been a gift.	Yes	Small Groups
6	Reflect on and write about an actual time that you have been severely criticized or a time you have observed someone else being criticized. How did you respond well? How could they have responded better? Beyond the class material, what would be additional ways that a Christian leader could responded to criticism?	Yes	Small Groups

7	Without replicating any course material, provide additional biblical, theological, and psychological basis to support the concept of forgiveness and reconciliation. Move beyond theory to suggest ways that someone would initiate forgiveness and reconciliation with someone they have been in conflict with.	Yes	Small Groups
8	Craft an additional real life case study (utilizing pseudonyms). As much as possible, endeavor to have the case study reflect the theme's covered to date in the class.	Yes	Small Groups
9	Research and propose a mediation process that is different from the processes covered in the class teaching material. Consider points of agreement and divergence from the models presented. Also, suggest ways that your model could be used in a local church context.	Yes	Small Groups
10	Student feedback on the group presentations. Review the other groups presentations and affirm two ways that they have integrated the course material well in addressing their conflict and give two ideas for how their response could have better enhanced the utilization of course material.	No	All Students
11	Student feedback on the group presentations. Review the other groups presentations and affirm two ways that they have integrated the course material well in addressing their conflict and give two ideas for how their response could have better enhanced the utilization of course material.	No	All Students
12	<ol style="list-style-type: none"> <li>1. Share one biblical or theological insight you will take and apply from the course.</li> <li>2. Share one change or discernment idea you will take and apply from the course.</li> <li>3. Share how will you view conflict more as a gift than something to be avoided?</li> <li>4. Share how will you respond to criticism and forgiveness differently because of the course?</li> <li>5. Share one new learning from the unit on mediation.</li> <li>6. Share one thing you learned from the group presentations.</li> </ol>	No	All Students

**Due date: Each unit's posting work is due on the Sunday night of the week. Graded class discussions or small group discussions will run from week 2 to week 9.**

## **2. Group Project (20%)**

Utilizing the existing groups, students will choose an actual (and appropriate) conflict that one of the students is aware of or has been involved in. (Appropriate pseudonyms and other approaches will be used to guard confidentiality). The assignment is to assess the

conflict in light of the course material and propose how it could have been navigated in a manner that resulted in peace and a renewed emphasis on the mission of the organization.

Students will give a twenty to twenty-five minute online presentation on the conflict, integrating as much class material (teaching content and text book input) as is both suitable and appropriate.

**Basis of Grade:** Integration of class material (emphasis on how conflict was or could've been a "gift.") Additional areas of grading will include teamwork, quality of presentation and transferability of the material presented to the class.

**Expectation:** Twenty to twenty-five minute group presentation. The ideal format will be to create a YouTube link that will be given to the professor.

The presentation will be evaluated using the following rubric:

Grade	Group Project Grading Rubric
<b>A</b>	The group has identified an actual and plausible conflict scenario. All of the pertinent class material, along with Scripture, has been integrated in identifying and addressing the conflict scenario and how it could have been redeemed as a gift for the church or organization. The presentation is clear, creative, no to very minimal technical issues (that are within the control of the group) and it is clearly inside the time parameters.
<b>B</b>	The group has identified an actual and plausible conflict scenario. Much of the pertinent class material, along with Scripture, has been integrated in identifying and addressing the conflict scenario and how it could have been redeemed as a gift for the church or organization. The presentation is clear, creative, with minimal technical issues (that are within the control of the group) and it is inside the time parameters.
<b>C</b>	The group has identified a conflict scenario. Some of the pertinent class material, along with Scripture, has been integrated in identifying and addressing the conflict scenario. The presentation lacks clarity and creativity. There are some lack of quality concerns. In addition, the presentation is close to the time parameters.
<b>D</b>	The group has identified conflict scenario. There is minimal integration of course material and Scripture. The group does not identify how the scenario could be viewed as a gift for the church/organization. The presentation lacks clarity and creativity and has several technical and qualitative challenges and it may or may not land inside the time parameters. The presentation is clear, creative, no to very minimal technical issues (that are within the control of the group) and it is clearly inside the time parameters.
<b>F</b>	The group fails to submit a presentation or the work that is submitted simply fails to achieve any of the grading criteria.

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**Due:** Week ten or eleven. The group will work with the course instructor to upload the presentation.

**Feedback expectation:** Groups should expect feedback and a grade within one week of the presentation being uploaded.

### 3. Self-Reflective Paper (20%)

Students will write a seven to eight page self-reflective paper. The paper should focus on how the student has responded to criticism and conflict in the past, course learning about how a Christian leader should address conflict from Scripture, theology, course material and course textbooks and how the student has equipped themselves for dealing with criticism and conflict in the future. While this is a self-reflective paper, it is expected that solid academic rigor be applied to the paper. The first-person pronoun “I” is appropriate in the self-reflective parts of the paper.

**Basis of Grade:** Self-awareness in relationship to criticism and conflict, the integration of appropriate sources in regard to new learning and the practicality of the steps that the student will put into place for dealing with criticism and conflict in the future.

**Expectation:** Seven to Eight (7-8) page paper.

Grade	Self-Reflective Paper Grading Rubric
<b>A</b>	Clearly and concisely identifies 2-5 key insights gained during the course. Provides thoughtful and creative reflection in relation to each insight that clearly addresses both personal and corporate implications. Written in clear, concise, and academic prose with few/no grammatical/stylistic errors.
<b>B</b>	Identifies 2-5 key insights gained during the course. Provides thoughtful reflection in relation to each insight that addresses both personal and corporate implications. Written in clear academic prose with few grammatical/stylistic errors.
<b>C</b>	Identifies 2-5 key insights gained during the course. Provides reflection on each insight but does not fully address both personal and corporate implications. Writing lacks clarity and/or has a large number of grammatical/stylistic errors.
<b>D</b>	Identifies 2-5 insights gained during the course but lacks clarity. Fails to provide adequate reflection on personal and/or corporate implications. Writing lacks clarity and/or has a large number of grammatical/stylistic errors.
<b>F</b>	Fails to submit paper or paper fails to identify any insights gained during the course along with personal and/or corporate implications.

**Value:** 20% of final mark

**Due:** November 8, 2021

**Feedback expectation:** Students should expect feedback and a grade within one week of the assignment due date.

#### **4. Conflict Research Paper (30%)**

Write a paper on one of the following topics:

- a. Theological and biblical perspective on forgiveness, reconciliation and restoration.**  
Students will review the appropriate concepts and texts related to this area and integrate their own thoughts with them. Sadly, the vast majority of church conflicts end in un-forgiveness and separation, this paper will provide ways to encourage forgiveness, reconciliation and restoration to become the reality in the lives of those involved in the conflict.
- b. The issue of Church Discipline**  
The student is expected to examine the Biblical views of church discipline, how it is applied or practiced in the context of church conflicts, and comment on its appropriateness.
- c. Change and Church Conflict Post Mortem**  
This paper will focus on an actual change process in a church that the student is familiar with. The intent will be to (as objectively as possible) analyze the conflict in light of course material/readings and assess how the change could have taken place differently. Attention should also be given to how forgiveness, reconciliation, unity and *Shalom*, could have been better realized.
- d. Ethnic Influence in Church Conflict**  
In this paper, you are expected to discuss the influence of a particular culture, say, West Indian, Korean, Chinese, African, Caucasian, etc. on the issues and reactions to church conflict, and possible ways to address such cultural differences appropriately. You are not expected to compare cultures. Choose only one ethnic group in your discussion.
- e. Conflicts in Para-church or Missions Organizations**  
Para-church organizations or Missions organizations are structured differently from churches and have different mandates from churches. In this paper, you are expected to examine some sources of conflict in either a para-church or a mission's organization (not both), the influence of the structure on such conflict, and the ways in which conflict is handled in such an organization.
- f. Denominational Influence in Church Conflict** (Please choose one denomination only)

Denominational influences include the structure of church leadership, connectedness to the parent denomination, and established methods of dealing with conflict within the denomination. You are expected to discuss only one denomination and not to compare denominations.

**g. Mediation Guide**

For people who will be facilitating churches in conflict it is useful to have an (adaptable to the context) approach that can be utilized in empowering a church towards shalom. This paper will outline a mediation approach for helping a church in a conflict situation. It will include two to three outlines for congregational and or leadership team biblical reflection, a process to work through, an understanding of the nuances of primary denomination being served in and a section on how the mediator will maintain their own spiritual vitality despite dealing with the darker side of Christian faith.

**h. Topic of the Students Choosing**

With pre-approval from the course instructor, a student can choose a topic that would be beneficial to them.

**Basis of Grade:** Alignment of the paper to the course description, academic soundness and application to the student’s present or future ministry. These papers should include a minimum of ten academic sources in addition to the Bible.

This paper will be graded according to the following rubric:

	<b>Research</b>	<b>Argumentation</b>	<b>Writing</b>
<b>A</b>	Provides a clearly articulated research question and indicates why this question deserves attention. Provides evidence of in-depth research from a variety of secondary (and possibly primary) sources representing a cross section of views on the subject matter at hand. Goes substantially beyond the minimum	Presents research in a manner that succinctly, clearly and even-handedly summarizes the views of others. Demonstrates appreciation of the complexity of the issues while drawing clear conclusions based on a balanced appraisal of the evidence that identifies both the weaknesses and strengths of various viewpoints.	Writes clearly, succinctly and persuasively in presenting research and conclusions directly related to the research question. Paper is well organized and avoids confusion, unnecessary details and repetition, or inefficient wording. Uses appropriate footnoting and bibliography format that demonstrates a well-rounded and careful use of the research materials.

	requirement of 10 secondary sources.		Free (or almost free) of stylistic and grammatical mistakes.
<b>B</b>	Provides a clearly articulated research question and shows evidence of well-rounded research that includes different perspectives on the issue at hand. Includes the required 8-10 secondary sources of appropriate quality.	Presents research findings clearly and succinctly. Demonstrates ability to understand and critically evaluate differing viewpoints while drawing your own conclusions.	Writes clearly and persuasively in presenting conclusions. Organizes paper appropriately and utilizes proper footnoting and bibliographic style. Relatively few stylistic and grammatical errors.
<b>C</b>	Research question is provided but lacks clarity or relevance. There is evidence of research but secondary sources are limited in number, quality, and/or relevance.	Presents research findings and draws out a conclusion but lacks clarity and/or does not deal adequately or even-handedly with research materials.	Writing may be lacking in clarity, persuasiveness or organization. Fails to consistently use appropriate footnoting and bibliographical style. Several stylistic and grammatical errors.
<b>D</b>	No clear evidence of a research question. Some evidence of research but secondary sources are limited in number, quality and relevance.	Confusing or inadequate presentation of findings and conclusions. Failure to understand or interact with secondary sources.	Writing is unclear and poorly organized. Footnoting and bibliography are inadequate or missing. Multiple stylistic and grammatical errors.
<b>F</b>	Either no paper submitted or paper lacks evidence of a research question and use of secondary sources.	Paper lacks any presentation of research findings or argumentation.	Paper is confusing and disorganized. No evidence of footnoting or bibliography. Stylistic and grammatical errors are multiple.

**Expectation:** Eight to Ten (8-10) page paper.

**Value:** 30% of final mark

**Due:** December 13

**Feedback expectation:** Students should expect feedback and a grade within two weeks of the assignment due date.

## E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Assignment	Due Date (2021)	% of Grade
Forum Participation and Required Reading	Throughout	30%
Group Presentation	November 22 or 29 and/or TBD based on number of groups	20%
Self-Reflective Paper	November 8	20%
Self-Selected Topic: Conflict Paper	December 13	30%
Total Grade		100%

## G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially [ch. 14](#). For citing scripture texts, refer to sections [10.44 to 10.48](#) and [14.238 to 14.241](#).

### Academic Integrity

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also 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.

## Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## H. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

### Introduction, Overview and Course Expectations

- Scripture
  - James 1:19-27
    - A goal for this class would be to have you memorize James 1:19-20
- Course books
  - *Exclusion and Embrace*
    - Preface and Introduction

### Unit One: Reflections on Leadership and Conflict

- Scripture
  - James 1:19-20
  - Romans 8
    - A goal for this class is to have you memorize Romans 8:28 and be very familiar with the whole chapter
- Course books
  - *Exclusion and Embrace*
    - Preface and Introduction

- *Congregational Leadership in Anxious Times*
  - Preface
- *Managing Church Conflict*
  - Preface
- *Every Church Needs a Little Conflict*
  - Forward and Introduction
- *Leading Change*
  - Preface

### **Unit Two: Biblical and Theological Perspectives on Conflict**

- Course books
  - *Exclusion and Embrace*
    - Part one: pages 35-192

### **Unit Three: Leading Change and Managing Conflict (Kotter)**

- Course books
  - *Leading Change*
    - Parts one, two, three: pages: 3-194

### **Unit Four: Leading Change and Managing Conflict (Mix)**

- Scripture
  - Isaiah 43

### **Unit Five: The Causes of Conflict and Gifts of Conflict**

- Scripture
  - James 1:19-20
  - Romans 8
    - A goal for this class is to have you memorize Romans 8:28 and be very familiar with the whole chapter
- Course books
  - *Every Church Needs a Little Conflict*
    - Chapter's one to twelve: pages 8-164

### **Unit Six: The Christian Leader, Criticism and Conflict**

- Scripture
  - James 1:19-20
  - 2 Timothy 2
    - A goal for this class is to have you memorize 2 Timothy 2:24-26

- Course books
  - *Congregational Leadership in Anxious Times*
    - Part's one to three: pages: 1-175

**October 25 – 31 is Reading Week, No Class Work**

**Unit Seven: Biblical Forgiveness and Reconciliation**

- Scripture
  - Matthew 6:12
    - If you don't know the Lord's Prayer you should!!! And, pay attention to the verse on forgiveness
  - Matthew 18:15-35
  - Ephesians 4:17-32
  - 2 Timothy 2
    - A goal for this class is to have you memorize 2 Timothy 2:24-26
- Course books
  - *Exclusion and Embrace*
    - Part two: pages: 193-306

**Unit Eight: Case Studies**

- Scripture
- Course books
  - *Managing Church Conflict*
    - Part's one to two: pages: 19-86

**Unit Nine: Mediating Conflict**

- Course books
  - *Managing Church Conflict*
    - Part three: pages: 87-207

**Unit Ten: Group Presentations**

**Unit Eleven: Group Presentations**

**Unit Twelve: Course Summary and Conclusions**

- Scripture
  - James 1:19-20

- Romans 8:28
- 2 Timothy 2:24-26

## V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

This hand-picked list of books is not required reading for this course. However, they are highly recommended for broadening your perspective on church conflict management. You may also find some of these books useful for the preparation of your papers.

Becker, Penny E. *Congregations in Conflict: Cultural Models of Local Religious Life*. Cambridge, UK: Cambridge University Press, 1999.

Blaine, Allen. *When People Throw Stones*. Grand Rapids, MI: Kregel Publishers, 2005.

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

Halstead, Kenneth A. *From Stuck to Unstuck: Overcoming Congregational Impasse*. Bethesda, MD: The Alban Institute, 1998.

Haugk, Kenneth. *Antagonists in the Church: How to Identify and Deal with Destructive Conflict*. Minneapolis: MN: Augsburg Fortress Publishers, 1988.

Hicks, H. Beecher, Jr. *Preaching Through a Storm: Confirming the Power of Preaching in the Tempest of Church Conflict*. Toronto: ON: Harper Collins Canada, 1987.

Kale, David W. *Managing Conflict in the Church*. Kansas City, MO: Beacon Hill Press, 2003.

Lacey, Walt. *How to Handle Conflict, Criticism & Difficult People in the Church*. Oxnard, CA: Church Growth Institute, 1989.

Leas, Speed. *Discover Your Conflict Management Style*. Bethesda, MD: The Alban Institute, 1998.

Lott, David B., & Speed B. Leas. *Conflict Management in Congregation*. Bethesda, MD: The Alban Institute, 2001.

Peters, Dave. *Surviving Church Conflict*. Scottsdale, PA: Herald Press, 1997.

Phelps, Joseph. *More Light, Less Heat: How Dialogue Can Transform Christian Conflicts into Growth*. New York, NY: John Wiley & Sons Inc, 1998.

Shelley, Marshall. *Well-Intentioned Dragons: Ministering to Problem People in the Church*. Minneapolis, MN: Bethany House Publishers, 1994 (reprint).

Susek, Ron. *Firestorm: Preventing and Overcoming Church Conflicts*. Grand Rapids, MI: Baker Book House, 1999.

Thomas, Marlin E. (ed.). *Transforming Conflict in Your Church: A Practical Guide*. Scottsdale, PA: Herald Press, 2002.

Torrance, Thomas F. *Conflict and Agreement in the Church*. Eugene, OR: Wipf & Stock Publishers, 1996.

Van Yperen, Jim. *Making Peace: A Guide to Overcoming Church Conflict*. Chicago, IL: Moody Press, 2002.

Weigle, C. A. *War in the Pews*. Belleville, ON: Essence Publishing, 1999.