



HARDING

SCHOOL OF THEOLOGY

BMIN 5883 – MANAGING CONFLICT AND CHANGE IN MINISTRY SPRING SEMESTER, 2018, ONE-WEEK INTENSIVE, MARCH 5-9 (10)

INSTRUCTOR CONTACT

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COURSE DESCRIPTION

This is a practice-based course that equips participants for skillful communication and leadership in conflict and change. Skills include interpersonal and team effectiveness, relational intelligence, emotional maturity, responding to criticism, navigating power imbalances, and conflict assistance (coaching, mediation and arbitration). Applications focus on congregational conflicts and change dynamics. The course uses participant-based methodologies such as style inventories, peer-feedback, case studies and role play. A goal is to help each participant achieve competence in advocating change and interacting healthfully in conflict situations.

COURSE TEXTS

PLEASE BRING ALL OF THESE MATERIALS TO THE FIRST CLASS SESSION OF THE INTENSIVE WEEK IN OCTOBER.

Learning Instruments

- DISC Profile, Concise Version: Go to <https://goo.gl/CiNYTp>. The cost is \$12.95. **Save a .pdf copy.** You may take any of the more extensive versions that are compared at <https://goo.gl/9kURcR>, but you are only required to take the Concise Version. Disclosure: if you purchase this way, instructor receives a commission that helps with the expense of maintaining the website. Another way to get the same profile at the same cost is through the following link: <https://goo.gl/21npz9>.
- Style Matters Profile. Complete the Style Matters Profile found at this link: <https://goo.gl/WfbN1n>. The cost is \$7.95, payable online to Riverhouse Press.

Books

- Arbinger Institute, *The Anatomy of Peace: Resolving The Heart of Conflict*. Berrett-Koehler Publishers, 2015. [288 pages; ISBN: 978-1626564312]
- Cloud, Henry and John Townsend. *How to Have that Difficult Conversation: Gaining Skills for Honest and Meaningful Communication*. Zondervan, 2015. [320 pages; ISBN: 978-0310342564], pp. 33-187 (chapters 3-20), and the two chapters from pp. 205-320 (chapters 21-37) that are most needful for your application.
- Goleman, Daniel, Richard Boyatzis, and Annie McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Harvard Business Review Press, 2013. [336 pages; ISBN: 978-1422168035], pp. 3-52 (chapters 1-3), 54-112 (chapters 4-6), 191-223 (chapters 7-10).
- Halverstadt, Hugh F. *Managing Church Conflict*. Westminster/John Knox Press, 1991. [236 pages; ISBN: 978-0664251857]
- Steinke, Peter. L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Rowman and Littlefield Publishers, 2006. [183 pages; ISBN: 978-1566993289]

NOTE ON TEXTBOOK ORDERING:

Textbooks are ordered on the HST website (<http://hst.edu/students/textbook-services/>). A link will take you to a KIT Store (https://kit.com/hst_edu/spring-2018-bookstore) that lists all textbooks. The Amazon links in the KIT store are coded such that HST will receive some credit from the order. Thanks for your support.

Other Materials

- Gupton, Carlus. *Course Notebook*. This is in two sections, *PRE-Intensive* and *POST-Intensive*. The pre-intensive section will be available at no cost on Canvas as a .pdf, and will also be emailed to all enrollees upon request. **Students must bring a hard copy of the pre-intensive sections to the class meetings on March 5-9 (suggested loose-leaf binder).**

COURSE GOALS

Demonstrate the ability to conduct the relationships and tasks of ministerial leadership with care and competence, as evidenced by the following:

1. Identify a variety of contributors to conflict (interpersonal, team and congregational) that help one recognize deeper issues that may be at stake.
2. Understand and evaluate one's own behavioral orientations toward effective self-management and healthy relationships in conflict situations.
3. Evaluate one's emotional maturity and develop growth strategies for increasing self-differentiation.
4. Employ communication skills as appropriate for interpersonal and group conflict.

5. Create strategies for common conflict scenarios: interpersonal, team, problem-solving, one-to-group, giving and receiving criticism, difficult conversations, power-imbalanced situations, and antagonists.
6. Analyze congregational conflicts and develop appropriate strategies for providing spiritual leadership in these situations.
7. Construct a process for congregational change and transition.

FIELD EDUCATION COURSE SUBSTITUTION OPTION

This is one of a select number of practice-based courses that may satisfy the MACM/MDiv requirement for Field Education, Practicum I (5720) or Apprenticeship in Ministry (5701-5703). Course substitutions are granted only in cases where the student has substantial experience in the type of service for which s/he is preparing. This may be full-time or part-time ministry engagement (e.g. preaching minister, youth minister, employee of a non-profit) or volunteer or non-compensated roles (e.g. elder, deacon).

The field education component is satisfied primarily through the course assignments, all of which are practiced based. Course assessment will include a pre-evaluation of the student by someone who experiences (or has experienced) the student in an active ministry setting. This evaluation will form some basis for the student's emphases throughout the course, and will also factor into the instructor's supervision of successful completion of the course and therefore of the field education requirement.

Course substitutions must be approved by Dr. Carlus Gupton, Director of Field Education, and the course instructor. If you are interested in taking this course as a Field Education substitution, please complete the "Field Ed Course Substitution Appeal" found at <http://www.lifeandleadership.com/hstpracticum>. Please complete each part of this form and submit it to Dr. Gupton, cgupton@harding.edu. Complete all fields and do not alter the form. Incomplete or rearranged forms will not be processed. REQUESTS MUST BE RECEIVED NO LATER THAN THREE WEEKS PRIOR TO THE BEGINNING OF THE COURSE. Please be aware that if the course does not have sufficient enrollment to make, the also cancels the Field Education substitution.

DEGREE OUTCOMES

This course will contribute to the following objectives for students in the Master of Divinity and Master of Arts in Christian Ministry:

Master of Divinity

- Exhibit an understanding of the general history of the church and of doctrine, including the Stone-Campbell Movement in particular.
- Be able to integrate the scriptures and theological tradition with diverse contemporary cultural contexts.
- Evidence a love for God and others and a personal commitment to spiritual formation.

- Demonstrate knowledge and competencies associated with providing ministerial leadership for churches and communities.
- Be able to communicate effectively in written, oral, and multi-media forms.

Master of Arts in Christian Ministry

- Exhibit a general understanding of the doctrine and history of the church and of doctrine, and of the Stone-Campbell Movement in particular.
- Become a leader in their ministry specialization within the broader range of ministry and the broader social context in which they minister.
- Evidence a love for God and others and a personal commitment to spiritual formation.
- Gain an understanding and skills for leadership in their area of specialization.

COURSE SCHEDULE

This is a one-week intensive course that meets March 5-9, Monday-Friday, 8:15 a.m. – 11:00 a.m. and then 1:00-4:45 p.m. Please note this is a change from the standard schedule which lists a half-day on Saturday, March 10. We will meet one hour later in the afternoons on M-F to capture the time we would ordinarily spend on Saturday morning. The intensive class sessions will conclude Friday, March 9, 4:45 p.m.

Typical of one-week intensives, there is considerable pre-work that must be completed before the on-campus session, followed by additional assignments for the duration of the semester. Much of the pre-work includes interaction through the Canvas online classroom. Check the Assignment Guide for instructions on posting.

BIBLIOGRAPHY

Reference these sections of LifeandLeadership.com

- Congregational Change - <http://www.lifeandleadership.com/ministry-resources/change-and-transition-general-introduction.html>
- Congregational Conflict - <http://www.lifeandleadership.com/ministry-resources/church-conflict-introduction.html>
- Emotional Systems, Self-Differentiation - <http://www.lifeandleadership.com/ministry-resources/leadership-approaches-emotional-systems-self-differentiation.html>
- Leadership Development Through Communication Competence - <http://www.lifeandleadership.com/ministry-resources/leadership-development.html#leaderdevcommunication>
- Multi-Generational Issues in Churches - <http://www.lifeandleadership.com/ministry-resources/generations-multi-generational-issues-in-churches.html>

LIBRARY RESOURCES

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site

(www.hst.edu) for information concerning library services to students. Under the “library” tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

USE OF TECHNOLOGY

Assignments in this course require students to demonstrate technological proficiency in the following ways:

- Use of library and electronic databases to do research (see Library Resources above)
- Use of web-based search engines for resources.
- Use of online technology for communication with the class, and class participation via the Canvas Online Learning System and Zoom, which is described below.
- HST Live/Zoom Meeting ID for this course is <https://zoom.us/j/9018651234>

INSTRUCTOR ACCESSIBILITY AND COMMUNICATION WITH CLASS

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

- Email: cgupton@harding.edu (best means of contact). The email link contained in the Canvas learning management system sends to this address, although it is best to email directly to cgupton@harding.edu.
- Phone: 901-432-7724 (use only alongside and as back up for email)

Harding University gives each student an email address. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

CANVAS ONLINE LEARNING SYSTEM

In addition to the live video platform Zoom.us (see below), this course uses Harding’s *Canvas Online Learning System*, which is accessed at <http://elearning.harding.edu>. If you have problems gaining access to Canvas, contact HU technical support (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

HST LIVE INTERACTIVE VIDEO EDUCATION (HST LIVE) via ZOOM

- In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en->

[us/categories/200101697-Getting-Started](https://www.youtube.com/categories/200101697-Getting-Started) for helpful video tutorials about using this platform.

- The HST Live/Zoom Meeting ID for this course is <https://zoom.us/j/9018651234>
- Students new to HST LIVE should attend the HST LIVE orientation session.

Equipment Requirements for LIVE Sections:

- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Ear buds with microphone - Apple MD827LL/A EarPods with Remote and Mic work well. Order on Amazon.com, <https://goo.gl/jLYfBG>.
- Additional monitor – Live video conferencing is best facilitated with two monitors.

ACADEMIC INTEGRITY

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

STUDENTS WITH DISABILITIES

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

CREDIT HOUR WORKLOAD

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

GRADING STANDARDS

There are several characteristics of rigorous graduate study. A few of these are highlighted below:

- High volume of reading concentrated over a shorter period of time.
- Advanced standards in writing, no toleration of poor grammar and composition.
- Increased student responsibility and initiative – At all levels, your education is your responsibility, but this is even more so in graduate work. The assignments and structure of the graduate class simply guide your self-initiated quest. The syllabus

outlines baseline expectations. It is your responsibility to clarify what you do not understand and fulfill class requirements. There may not be reminders.

- Demonstrated desire for a highly developed philosophical, theoretical, and theological framework for exercising one's profession as a servant of Christ, with the ability to reflect deeply and conduct research in one's field.
- Demonstrated desire for advanced practical experience and expertise in a specialized discipline

In keeping with this, there is no grade entitlement. Grades are earned each step of the way, according to this scale.

- "A" (93-100) – *exceptional, outstanding, impressive* work in the aspects listed above. Few or no flaws, superior grasp of material
- "B" (85-92) – *good, competent, above-average* work in the aspects listed above. Few mistakes, understands material very well.
- "C" (75-84) – *average, passable, adequate* work in the aspects listed above. Moderate level of mistakes, understands material well enough, but will require remedial work to progress to the resident apprenticeship.
- "D" (72-84) – *poor, inadequate, incomplete* work in the aspects listed above. Many mistakes, inadequate grasp of material, incapable of earning a graduate degree. You will not progress to the resident apprenticeship with this grade.
- "F" (Below 72) – failure

Other:

- All assignments are due on the dates listed in the syllabus.
- Extensions are not guaranteed but may be granted in cases of illness or death in the family, or other extreme circumstances. It is the responsibility of the student to contact the professor *before* the assignment due date(s) with a request.
- Extensions and incompletes, if granted, will most likely result in grade reduction.

STUDENT EVALUATION

Note: All assignments will be described in detail in the Assignment Guide that will be posted on the Canvas site in plenty of time for completion.

Pre-Intensive:

- Susek Conflict Case Study and related Canvas Posts – 10%
- Unit Exam on DISC Personality Test – 10%
- DISC Assignment and related Canvas Posts – 10%
- Self-Management in Conflict and related Canvas Posts – 10%
- Conflict Strategies Overview – 10%

During Intensive Week:

- Class participation (e.g. group exercises), including bringing all designated materials to class – 10%
- Communication Skills Role Plays – 10%

Post-Intensive:

- Conflict Applications Assignments and related Canvas Posts – 30%

Bring the following to the first class session of the intensive week

- All Course Texts, including a hard copy of the *Syllabus*, *Pre-Intensive Assignment Guide* and *Course Notebook Pre-Intensive Section* (on Canvas).
- Hard copies of the following resources and/or assignments (described in Assignment Guide)
 - Susek Conflict Case Study
 - DISC Profile and DISC Assignment (i.e. your results as used in assignments)
 - Inventory of Spiritual and Emotional Maturity (completed copy)
 - Style Matters Inventory (completed copy you used in assignments)
 - Self-Management in Conflict
 - Conflict Strategies Overview

LEARNING UNITS – GOALS, OBJECTIVES, ASSIGNMENTS, ASSESSMENTS

NOTE: You must consult the Assignment Guide for complete details. The *Pre-Intensive Edition* will be available on Canvas prior to the beginning of the semester. Those who would like to read ahead in preparation for the assignments may follow this sequence:

- *DISC Personality Test*
- *Style Matters Profile*
- Arbinger, *The Anatomy of Peace*
- Steinke, *Congregational Leadership in Anxious Times*
- Halverstadt, *Managing Church Conflict*
- Cloud and Townsend, *How to Have that Difficult Conversation*
- Goleman, Boyatzis, and McKee, *Primal Leadership*

Unit 1 – Understanding the Dynamics of Conflict (corresponds to Course Goal 1)

Course Goal 1: Identify a variety of contributors to conflict (interpersonal, team and congregational) that help one recognize deeper issues that may be at stake.

Objectives:

- 1.1 Describe an actual case of congregational conflict.
- 1.2 Analyze the contributors to congregational conflict as reflected in the Susek case.

Unit 2 – Understanding Self and Others in Conflict (corresponds to Course Goal 2)

Course Goal 2: Understand and evaluate one's conflict behaviors toward effective self-management and healthy relationships in conflict situations.

Objectives:

- 2.1 Interpret scores on the DISC Personality Test

- 2.2 Apply DISC personality insights to understand one's relational strengths and weaknesses and evaluate conflict effectiveness.
- 2.3 Apply DISC personality insights to classify and interpret others' behavior, analyze the relational dynamics of interpersonal and group conflict, and execute appropriate adaptations.

Unit 3 – Self-Management in Conflict (corresponds to Course Goal 3)

Course Goal 3: Evaluate one's emotional maturity and develop growth strategies for increasing self-differentiation.

Objectives:

- 3.1 Explain the concepts of emotional systems and self-differentiation as applied to church leadership.
- 3.2 Evaluate one's emotional maturity and construct a reasonable growth plan.
- 3.3 Evaluate one's conflict styles in light of contexts of "storm-calm."
- 3.4 Analyze a church conflict in terms of the emotional maturity of key influencers.

Unit 4 – Communication Skills for Conflict Resolution and Management (corresponds to Course Goal 4)

Course Goal 4: Employ communication skills for interpersonal and group conflict.

Objectives:

- 4.1 Apply the skills of reflective listening and assertion in class groups.

Unit 5 – Strategies for Conflict and Change (corresponds to Course Goals 5-7)

Course Goal 5: Create strategies for common conflict scenarios.

Objectives:

- 5.1 Explain the foundational principles of biblical interpersonal conflict resolution.
- 5.2 Explain the anatomy of conflict and peace as it occurs in the human community.
- 5.3 Apply conflict styles to varying levels of congregational conflict.
- 5.4 Differentiate the dynamics of *issues*, *positions*, and *interests (core concerns)* in actual conflict scenarios.
- 5.5 Design and evaluate strategies for common conflict scenarios: interpersonal, team, problem-solving, coaching-mediation-arbitration, one-to-group, giving and receiving criticism, difficult conversations, power-imbalanced situations, and antagonists.

Course Goal 6: Analyze congregational conflicts and develop appropriate strategies for providing spiritual leadership in these situations.

Objectives:

- 6.1 Identify the issues and situations most likely to create congregational conflict.

6.2 Appraise the dynamics between conflicted parties and design resolving or constraining strategies as appropriate.

6.3 Develop strategies for effective leadership in congregational conflict

Course Goal 7: Construct a process for congregational change and transition

Objectives:

7.1 Differentiate between change and transition, and create effective strategies for managing both on a congregational scale.