Course Description

The purpose of this course is to train leaders concerning the key elements for building healthy relationships both personally (at home) and organizationally (in the Christian organization). The issues of proper boundaries, time management, balancing life’s demands, and creating a healthy organizational culture will be addressed. Key principles, strategies and procedures for resolving conflict within the personal and organizational spheres will be addressed in this course.

Gordon-Conwell Mission

MC611 relates to the mission of Gordon-Conwell by equipping the student to think biblically about conflict resolution and translate that biblical understanding through the skills learned in the class to facilitate reconciliation in the church.

Course Relation to the Curriculum

The focus of this course in the leadership curriculum is to help the Christian leader to model and facilitate biblical peace making. The course is designed to help the student understand their view and style of conflict. The student also learns critical skills in helping to resolve conflict as well as how to create a culture which sees conflict as healthy and necessary for growth. The M.Div degree goals touched upon in this class are goals, 4,5 and 6.

Course Objectives

A. To understand, develop and articulate a biblically based philosophy for conflict resolution both personally and professionally.
B. To identify key forces in conflict and conflict resolution.
C. To understand and be aware of the organizational dynamics which will facilitate healthy relationships and minimize conflicts both personally and professionally.
D. To understand the interplay between individual and organizational health.
E. Develop an awareness of levels of conflict and their importance in conflict resolution.
F. To recognize the barriers and signs of an unhealthy organizational culture.
G. To know your own personal behavioral style, its strengths and weaknesses, and how
that impacts conflict resolution, personally and organizationally.

H. To have a basic understanding of other behavioral styles and how that impacts communication and conflict resolution as well as key strategies on how to approach different styles effectively for conflict resolution.

I. To understand the essential elements of interest based conflict resolution.

J. To recognize how cultural, ethnic, and gender differences impact communication and conflict resolution.

K. To develop key criteria for boundary setting.

L. Knowing the procedural stages leading up to possible litigation.

M. To recognize, embrace and practice the spiritual disciplines needed to be personally prepared for conflict resolution. In other words, the spiritual state of the person directly impacts one’s approach to conflict resolution.

Course Requirements:

Achievement of the course objectives will be measured through a variety of assignments and activities described below. The successful completion of these activities will require each student to spend approximately 135 hours devoted to coursework both in class and out of class. The following break-down of assignments indicates how these hours are distributed across various course assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Expected Time</th>
<th>Students Actual Time</th>
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</thead>
<tbody>
<tr>
<td>Reading of Texts</td>
<td>20 hours</td>
<td></td>
</tr>
<tr>
<td>1000 pages additional</td>
<td>50 hours</td>
<td></td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>15 hours</td>
<td></td>
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<tr>
<td>Class Time</td>
<td>30 hours</td>
<td></td>
</tr>
<tr>
<td>Case Study</td>
<td>12 hours</td>
<td></td>
</tr>
<tr>
<td>Family History</td>
<td>05 hours</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>03 hours</td>
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</tbody>
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Course Material

Required reading:


ISBN: 0470835176

ISBN: 159139919x


ISBN: 0749923970

INVENTORY: TKI INVENTORY ($20.00)(online)
Course Assignments

A. Papers:

1. Reading of the Texts

The student is to hand in a one page annotated bibliography of each of the required texts citing the benefits received from each. *This will be due the last weekend of class. The reading grade is all or none.* (300 points)

2. Philosophy of Conflict Resolution

The student is to write a ten-page paper outlining their view of conflict and conflict resolution from a biblical and practical perspective. The student is to cover key concepts of conflict resolution out of which stated principles will be formulated. The student will also give biblical illustrations as well as life experience illustrations to demonstrate the principles and philosophy articulated. *This paper is due on Dec. 6, 2013.* (400 points)

3. Case Study Paper

Students (as a team) will write a case study concerning an organizational conflict in a Christian organization. The following is to be included in the paper:

(a) A basic narrative of the issues involved.
(b) The precipitating events which brought about such conflict.
(c) A brief discussion of the underlying issues (personally and professionally).
(d) The key factors that are necessary in resolving the conflict and a corresponding strategy.
(e) The implication of not resolving the conflictual situation.
(f) The students will then lead the class through the various issues and process resolving the particular case presented in class. The case can be “real” or “fictional”.

*This paper and presentation is worth 500 points and 8-10 pages in length and the presentation no more than 35 minutes with an 10 minutes in question and answer.*
4. **Interview with a Pastor or Para-Church leader on how their Organization resolves conflict.**

This interview is to consist of questions that ask how a particular church Para-church resolves conflict. Is there a process, if so, what is it? What is an example of how the organization/church handled a conflict?

*This paper is worth 300 points and is to be no longer than 4 pages in length. Due December 6\(^{th}\), 2013.*

5. **Family History**

The purpose of this paper is for you to learn your families view of conflict and its impact upon your own style. What were the rules in your home concerning conflict? How were issues addressed and resolved in your family—were they resolved? What was the atmosphere like in your home concerning raising difficult issues? Was there more of an open or closed atmosphere in your home? What role did you ascribe to in your family—peacemaker, scapegoat, silent spectator? *This paper is worth 300 points and is to be no longer than 6 pages in length. Due October 6\(^{th}\), 2013.*

6. **Additional Reading: 1000 pages**

The student will do a reading log consisting of journal articles, books and magazine articles on various issues of conflict. For instance, such topics to explore would be gender and conflict, cross-cultural conflict, generations and conflict, the art of listening etc. Anything to do with the topic of conflict is fair game. The log would consist of the name of the article or book read, number of pages and a short paragraph stating a couple of insights you gleaned from the reading. *Due: December 6\(^{th}\), 2013. Points: 700 points*
Grading criteria for written work:

A. Promptness,
B. Organization,
C. Comprehensiveness and content concerning the topic,
D. Writing style,
E. Adequate References to validate concepts
F. Practicality and evidence of personal impact of the information.

No late papers or e-mail papers will be accepted. It is acknowledged that life circumstances cannot be avoided and in such cases consideration with some penalty will be noted. Computer breakdowns and printer problems do not count as life circumstance issues. No work will be accepted after the due date of the work.

WRITING STYLE: The writing style for M.Div. students will be Turabian. Counseling students will use A.P.A. style.

Attendance

We will not take roll each time we meet. This is a stewardship issue. The direct impact of the course material, the richness of the discussions and the application of said material are directly proportional to you being in class. So—be there and reap the benefits.

Grading

2500 total points possible:

- 2500-2350   A
- 2349-2250   A-
- 2249-2175   B+
- 2174-2100   B
- 2099-2000   B-
- 1999-1925   C+
- 1924-1850   C
- 1849-1750   C-
COURSE SCHEDULE  
(tentative)

Sept. 07-08  Introduction/Biblical principles; Hindrances to Conflict resolution

Worldview Issues concerning conflict resolution

Models of Approaching and Resolving conflicts

Oct. 5-6  Personal Styles Inventory

Difficult People

Effective Listening

Generational Issues concerning conflict resolution

Systems Issues and Conflict

Ethnic and Gender issues concerning conflict

Family Paper Due

Nov. 2-3  Group Presentations

Dec. 6th  PHILOSOPHY OF CONFLICT PAPER DUE

READING REPORTS AND LOG DUE (IN MY OFFICE—NOT POSTMARKED)

INTERVIEW IS DUE
Syllabus Addendum

Academic Standards
Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

ADA Policy
The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations, should petition the seminary in accordance with the stated guidelines in the Student Handbook.

Cancellation of Class
In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancellation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

Extension Policy
Arrangements for submission of late work at a date on or before the “last day to submit written work,” as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams.

However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

Grades
Faculty have six weeks from the course work due date to submit a final grade. Grades are posted on-line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope will be destroyed after the grade has been assessed and issued.