



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

P321 Leadership and Conflict

3 credits. Prerequisites: *G149 Foundations of Leadership*

 On Campus **'A'** Live-Stream

May 9-13, 2022
Module F
Monday-Friday, 9am-4pm

Rick Schellenberg, STM, M.Div
rick.schellenberg@gmail.com

"So whether you eat or drink or whatever you do, do it all for the glory of God"
1 Corinthians 10:31

Please note: This course includes approximately 5 hours of reading before the module.

Course Goals

Course Description

This course gives students a framework through which to view and engage conflict, a biblical foundation for understanding conflict, and a skill set with which to respond effectively to situations involving conflict. Our goal is the development of leadership capacity in situations of conflict from an Anabaptist framework, grounded in the Sermon on the Mount as Jesus's counter-cultural expression of God's values and priorities.

**Note: This course fulfills one of the [Anabaptist Studies degree concentration](#) requirements.*

Relationship to Horizon's Mission

Conflict is part and parcel of ministry, especially for leaders. This course helps equip leaders to engage with conflict, understand its dynamics, and have the tools to approach it wisely while Advancing God's Kingdom.

Core Competencies and Learning Outcomes



To demonstrate competency in Biblical and Theological Literacy students will:

1. Articulate biblical and theological convictions regarding the role of conflict engagement in personal and corporate transformation towards Christlikeness.
 - *Assessment:* Research Essay on Biblical Conflict Response.



To demonstrate competency in Leadership Administration and Ministry Development students will:

2. Articulate the challenges and impacts of conflict in discipleship, vocational ministry and community settings employing an Anabaptist framework.
 - *Assessment:* Ministry Leaders Interview.
3. Practice applying resolution and/or mediation skills to conflict situations.
 - *Assessment:* Guided Conflict Conversation.



To demonstrate competency in Spiritual Maturity students will:

4. Identify key emotional and spiritual habits that are needed to lead well in conflict.
 - *Assessment:* Personal Conflict Assessment.

Course Work

Required Readings

Fisher, Roger, William Ury, and Bruce Patton. *Getting to Yes: Negotiating Agreement without Giving In*. Revised edition. New York: Penguin, 2011. ISBN: 978-0143118756.
(Chapters 1-5 and Conclusion, totaling 86 pages)

Lederach, John Paul. *The Little Book of Conflict Transformation: Clear Articulation of the Guiding Principles by a Pioneer in the Field*. Intercourse, PA: Good Books, 2003. ISBN: 978-1561483907.
(72 pages)

Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict*. 3rd edition. Grand Rapids: Baker, 2004. ISBN: 978-0801064852.
(Pages 1-269, totaling 269 pages)

The Sermon on the Mount (Matthew 5-7)

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Personal Conflict Assessment*. This assignment must be edited and submitted to the *Spiritual Maturity e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

Pre-Module

1. *Pre-Module Reading*

In preparation for the training in the course:

- Read Fisher, Ury and Patton – Chapter 1 (14 pages).
- Read Lederach – Chapters 1-3 (22 pages).
- Read Sande – Preface, Chapters 1 & 2 (48 pages).

You will be asked to acknowledge that you have done these readings prior to class. This assignment will be assessed as complete or incomplete. Please confirm that you've done the reading on Populi under the assignment, "Pre-Module Reading."

- **Due date:** May 9 at 9am.

During Module

2. *Guided Conflict Conversation*

As part of our class time, you will participate in case studies which will require you to use the skills taught in class. At least one of these case studies will take place in a group of three, with a partner in the conflict conversation and an observer. The observer will provide feedback both to you and to the instructor. Assessment will be based both on student reports and the instructor's observations.

- Related learning outcome(s): #3.
- **Assignment Length:** 45 minutes.
- **Due date:** in class.

Post Module

3. *Research Essay on Biblical Conflict Response*

Write a research essay tracing one of the biblical approaches to dealing with conflict at both an interpersonal and societal level. The Bible has much to say about conflict. In this essay you will follow one of the themes presented in class through the scriptures. Your paper should reflect your reading of and include citations from these sources:

1. Sande – pages 59-269 (total: 210 pages)
2. Lederach – pages 23-71 (total: 49 pages)
3. The Sermon on the Mount
4. At least 5 academic sources on the theme (including at least two academic journal articles)

Include application in both personal and corporate settings. Possible topics will be clarified during the class. This assignment focuses on Biblical and Theological Literacy but supplements other learning outcomes.

- Related learning outcome(s): #1.
- **Assignment Length:** 5 pages (1250 words).
- **Due date:** June 1.

4. *Ministry Leaders Interview*

Reflect on interviews with two ministry leaders on the topic of personal and church/ministry conflict. You will connect with two ministry leaders (preferably people you already have a relationship with) and interview them about conflict experiences and what they have learned from them. Your report on the interviews will incorporate the information from the interviews, an analysis of their conflict strategies compared with the anabaptist framework discussed in class and Fisher & Ury's method of negotiation, your personal response, and your intended application. Suggested interview questions will be distributed during class. You will need to read Fisher & Ury chapters 2-5 and their conclusion (70 pages).

- Related learning outcome(s): #2.
- **Assignment Length:** 3 pages (750 words).
- **Due date:** June 10.

5. *Personal Conflict Assessment*

In a reflective essay, you will share your self-assessment of your readiness to engage conflict (based on Sande pages 41-42 and 115-116) and then reflect on a personal or ministry conflict you have experienced guided by Sande Appendix A (pages 263-269). Discuss the emotional and spiritual habits you intend to pursue to be prepared to face conflict. Because this assignment will be placed in your portfolio, be sure to maintain the confidentiality of individuals that you discuss in your assignment. Ensure you remove anything that might identify people, for example by changing the names of people involved and changing location or church names.

- Related learning outcome(s): #4.
- **Assignment Length:** 4 pages (1000 words).
- **Due date:** June 17.

Estimate of Time Investment (individual time investments may vary)

Readings (not including pre-reading)	25 hrs	N/A
Classroom time	30 hrs	N/A
1. Pre-reading	5 hrs	May 9
2. Guided Conflict Conversation	1 hr	In class
3. Research Essay	15 hrs	June 1
4. Ministry Leaders Interview	11 hrs	June 10
5. Personal Conflict Assessment	10 hrs	June 17
Total =	97 hrs	

Assessment Rubrics

Rubrics for assessing each assignment will be available on Populi under the Lesson "P321 Assessment Rubrics."

Course Outline

Day	Topic	Instructor
Monday, May 9	<i>Pre-Module Reading</i> due prior to class Conflict is Personal – self-awareness for conflict Jesus' Teaching on Conflict	Rick S
Tuesday, May 10	Preparing for and initiating a conflict resolution conversation 1 st assessment of <i>Guided Conflict Conversation</i>	Scott S
Wednesday, May 11	How to use an interest-based approach in moving a conflict resolution conversation forward 2 nd assessment of <i>Guided Conflict Conversation</i>	Scott S
Thursday, May 12	Conflict Transformation	TBD
Friday, May 13	Biblical and theological resources Navigating conflict in the church	Rick S
June 1	<i>Research Essay</i> due (Reading: Sande; Lederach)	
June 10	<i>Ministry Leaders Interview</i> assignment due (Reading: Fisher, Ury, and Patton)	
June 17	<i>Personal Conflict Assessment</i> due	

- First submissions of assignments will not be accepted after June 24, 2022.

Monday, June 27	Resubmissions of <i>Ministry Leaders Interview</i>
Wednesday, June 29	Resubmissions of <i>Research Essay</i>
Thursday, June 30	Resubmissions of <i>Personal Conflict Assessment</i>
Tuesday, July 5	Secondary resubmissions (as necessary)
Friday, July 8	Final resubmissions (as necessary)

- No resubmission of assignments will be accepted after July 8, 2022.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for more than 40% of the learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in 40% or less.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the College [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to

extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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