P321 Leadership and Conflict

3 credits. Prerequisites: *G149 Foundations of Leadership*

Course delivery options: 👤 On Campus 🅰 Live-Stream

March 4-8, 2024   Rick Schellenberg, STM, M.Div.

MODULE D   rschellenberg@horizon.edu

Monday-Friday / 9-4

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

"And the Lord's servant must not be quarrelsome but kindly to everyone, an apt teacher, patient, correcting opponents with gentleness. God may perhaps grant that they will repent and come to know the truth …". 2 Timothy 2:24-25

Please note: This course includes 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 '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*. 3rd ed., rev. Ed. New York: Penguin, 2011. 978-0-14-311875-6 (Chapters 1-5 and Conclusion - 86 pp.)

Lederach, John Paul. *The Little Book of Conflict Transformation*. The Little Books of Justice & Peacebuilding. Intercourse, PA: Good Books, 2003. 1-56148-390-7 (all - 72 pp.)

Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict.* 3rd ed. Grand Rapids, Mich: Baker Books, 2004. 0-8010-6485-6 (pages 1-269 - 269 pp.)

The Sermon on the Mount (Matthew 5-7)

**While students have the benefit of accessing many of 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

Pre-Module

1. *Reading Preparation* – 5%
In preparation for the training in the course students will:
- Read Lederach - Chapters 1-3 (22 pp.).
- Read Fisher, Ury and Patton - Chapter 1 (14 pp.).
- Read Sande - Preface, Chapters 1 & 2 (48pp.).
  You will hand in a one-page (250 wd) reaction to the readings on the first day of class.
- To complete this assignment students will follow these guidelines:
  - Follow the Horizon Format Guide
- Related learning outcome: #1
- **Assignment length: 250 words (1 page).**
- **Due Date: March 4, 9:00 AM**

During Module

2. *Guided Conflict Conversation* - 10%.
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 be 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.
Comprehensive description.
- Related learning outcome(s): #3.
- **Assignment Length: 45 minutes.**
- **Due date: in class.**

Post Module

3. *Research Essay on Biblical Conflict Response* - 35%.
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
1. Sande (pages 59 - 269: 210 pp.),
2. Lederach (pages 23-71; 49 pp.),
3. the Sermon on the Mount, and
4. at least 5 sources on the theme (including at least two articles and not including Scripture).

This will be assessed by your citations from this material. Include application in both personal and corporate settings. Possible topics will be suggested during the class. This assignment focuses on Biblical and Theological Literacy but supplements other learning outcomes.

- To complete this assignment students will follow these guidelines:

- o Follow the Horizon Format Guide,
- o Ensure the instructor's approval for your topic.
- Related learning outcome(s): #1.
- **Assignment Length: 5 pages (1250 words).**
- **Due date: March 21, 2024.**

4. *Ministry Leaders Interview* - 25%.
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've 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 via Populi. You will need to read Fisher & Ury chapters 2-5 and his conclusion (70 pp.)
- To complete this assignment students will follow these guidelines:
  - o Follow the Horizon Format Guide.
- Related learning outcome(s): *#2*.
- **Assignment Length: 3 pages (750 words).**
- **Due date: April 2, 2024.**

5. *Personal Conflict Assessment* - 25%.
In a reflective essay you will share your self-assessment on your readiness to engage conflict (based on Sande pp. 41-42; 115-116) and then reflect on a personal or ministry conflict you've experienced guided by Sande Appendix A (pp.263-269). Discuss what emotional and spiritual habits you intend to pursue to be prepared to face conflict.
- To complete this assignment students will follow these guidelines:
  - o Follow the Horizon Format Guide;
  - o 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: April 9, 2024.**

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	Mar 4, 9:00 AM
2. Guided Conflict Conversation	1 hrs	In Class
3. Research Essay	15 hrs	March 21, 2024
4. Ministry Leaders Interview	11 hrs	April 2, 2024
5. Personal Conflict Assessment	10 hrs	April 9, 2024
Total =	97 hrs	

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline / Class Schedule

Day	Topic	Instructor
Monday, March 4	Pre-reading assignment (#1) due at the beginning of class Conflict is Personal - self-awareness for conflict Jesus' Approach to Conflict	Rick S
Tuesday, March 5	Preparing for and initiating a conflict resolution conversation. Assessment #1 for Guided Conflict Conversation assignment (#2)	Charmaine Panko
Wednesday, Mar 6	How to use an interest-based approach in moving a conflict resolution conversation forward Assessment #2 for Guided Conflict Conversation assignment (#2)	Charmaine Panko
Thursday, Mar 7	Conflict Transformation Chapel (10:45-12:00) Conflict Transformation	Guest Instructor TBA
Friday, March 8	Biblical and Theological Resources Navigating Conflict in the Church	Rick S
March 21	*Research Essay* due (Reading of Sande).	
April 2	*Ministry Leaders Interview* Assignment due (Reading of Fisher, Ury and Patton).	
April 9	*Personal Conflict Assessment* due.	

- First submissions of assignments will not be accepted after June 24, Last Day 1st Submissions for Mod D Assignments.

Monday, April 15	Resubmissions of *Ministry Leaders Interview*
Tuesday, April 16	Resubmissions of *Research Essay*
Wednesday, April 17	Resubmissions of *Personal Conflict Assessment*
Thursday, April 18	Secondary resubmissions (as necessary)

- No resubmission of assignments will be accepted after April 18, Final Submission of Mod D Revised Assignments.

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* on Populi 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 unless approval is granted by the Dean of the College.

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.

Assignment Completion
Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment 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 their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated **exceptional** achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated **good** achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, 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 according to the scale below.

BTM	Beginning to meet expectations	Student was **beginning to meet** learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity
Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 Student Handbook.

Accessible Learning Services Information
Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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 with their camera on. 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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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