CHMN526

CONFLICT MANAGEMENT
IN THE CHURCH
April 14-18, 2013

Instructor: Stanley E. Patterson, PhD

InMinistry Center Intensive
InMinistry Master of Arts in Pastoral Ministry
## GENERAL CLASS INFORMATION

<table>
<thead>
<tr>
<th>Class acronym:</th>
<th>CHMN526</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class name:</td>
<td>Conflict Management in the Church</td>
</tr>
<tr>
<td>Semester &amp; year:</td>
<td>Spring 2013</td>
</tr>
<tr>
<td>Class location:</td>
<td>North Pacific Union Conference Office</td>
</tr>
</tbody>
</table>
| Class time/day: | 7.00pm – 9.00pm, Sunday  
8.00am – 5.00pm, Monday-Thursday |
| Credits offered: | 3 |

## INSTRUCTOR CONTACT DETAILS

| Instructor: | Stanley E. Patterson, PhD |
| Telephone: | (269) 240-4900 (m); (269) 471-3217 (w) |
| Email: | patterss@andrews.edu; patterson.stan@gmail.com |
| Office location: | Seminary Hall S228 |
| Office hours: | 8:00am-5:00pm by appointment |

## BULLETIN CLASS DESCRIPTION

This course provides biblical resources and contemporary research regarding the creative management of differences in the church. It explores how change may be introduced in the church, and seeks to equip students with the skills required for effective, creative conflict ministry, including mediation and arbitration.
CHMN526 Student Learning Outcomes (SLO)
The student should be able to:

1. Demonstrate advanced understanding of the biblical and theological principles of conflict management
2. Apply leadership and organizational theory to the church and its administration.
3. Describe behavior necessary to minister and empower people for ministry in diverse and multicultural settings.
4. Create a narrative that reflects the character of Christ and exemplifies personal integrity and professional ethics.
5. Generate a creative working model of the reconciling ministry of Christ as a peacemaker.

OUTLINE OF TOPICS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Class Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 14, 2013</td>
<td>Introduction and Orientation&lt;br&gt;1. Writing standards&lt;br&gt;(Form groups and assign biblical conflict narrative times)</td>
<td>Pre-session reading Reports</td>
</tr>
<tr>
<td>4</td>
<td>Apr 17, 2013</td>
<td>8. Change and Transition Management</td>
<td>Pre-session reading Reports</td>
</tr>
</tbody>
</table>
**COURSE MANAGEMENT WEB SITE**

Go to [www.lore.com](http://www.lore.com) (used to be coursekit.com but it changed owners and this is now the name) and enter the code: 97WRCL. This will give you access to all of the course resources as soon as you log in. This is where your dynamic grade record will be found along with an assignment drop box. After logging in be sure to upload a photo of yourself as it will help Dr. Patterson recognize you more easily.

**HOW MUCH TOTAL TIME INVESTMENT FOR THIS CLASS?**

Advanced theological education is no ‘cake-walk’, nor is it intended to ‘wear out the saints’. Designed to immerse the learner in deep theological study and introspective reflection, seminary course expectation is to challenge the student by examining his/her own premises against the study, research and inspiration of biblical scholarship.

This will take intentionality and time on your part. Course load is guided by the expectation that students will spend a total of 45 hours of course exposure to earn 1 hour of academic credit. That translates into 90 hours invested for a 2-credit class, and 135 hours for a 3-credit course. Students are advised to spend their time accordingly to meet course requirements and deadlines.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 18, 2012</td>
<td>7.5 hours</td>
<td>a. Adaptive vs. Technical Change- Group Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Heifetz et al. <em>Leadership in Permanent Crisis</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Kotter’s Eight-Stage Change Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.kotterinternational.com/our-principles/changesteps/">http://www.kotterinternational.com/our-principles/changesteps/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Heifetz, et al article before class</td>
</tr>
<tr>
<td>Apr 18, 2012</td>
<td>7.5 hours</td>
<td>9. Conflict Management in Cultural Diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Exercise: Exploring Your Intercultural Conflict Style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video: The Imam and the Pastor</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.cultureunplugged.com/play/2421/The-Imam-and-The-Pastor">http://www.cultureunplugged.com/play/2421/The-Imam-and-The-Pastor</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case study: <em>The Desk Lamp and the Chinese Merchant</em></td>
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<td></td>
<td></td>
<td>10. Forgiveness</td>
</tr>
<tr>
<td>Apr 30, 2013</td>
<td>Post-intensive assignment</td>
<td>Final Test</td>
</tr>
<tr>
<td>May 15, 2013</td>
<td>Post-intensive assignment</td>
<td>Personal Conflict Mgmt Style Paper</td>
</tr>
<tr>
<td>Jun 30, 2013</td>
<td>Post-intensive assignment</td>
<td>Post-intensive Reading Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study</td>
</tr>
</tbody>
</table>

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Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed: 15-20 pages/hr.
- Average writing speed: 3 hr./page
- Exam preparation: 4-8 hours

Based on these averages, requirements for this class will take the average student the following:

- Reading at 18 pages/hr (5 books-1091 pp.): 61 hrs.
- Book reports: 1 hr.
- Management style reflection (1 p.): 3 hr.
- 10-Page case-study: 34 hrs.
- Final exam: 6 hrs.
- Hours in class: 30

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Total Hours for class: 135

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Pre-intensive Required Reading:


Post-intensive Reading Required:


Recommended:


Grading Criteria and Course Assessment Items

Grades
Grades will be posted on Lore (www.lore.com) as assignments are graded.

Criteria for Grades
Written assignments will be graded by considering the degree to which each of the written instructions for the assignment are incorporated into the paper; compliance with AU Standards for Written Work, 12th ed; quality of writing including grammar, punctuation, and clarity. (e.g. Criteria for each grade are listed in the Criteria for Assessment Guidelines which is attached as Appendix 1 of this document.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-95</td>
</tr>
<tr>
<td>B+</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>B-</td>
<td>82-84</td>
</tr>
<tr>
<td>C+</td>
<td>79-81</td>
</tr>
<tr>
<td>C</td>
<td>75-78</td>
</tr>
<tr>
<td>C-</td>
<td>72-74</td>
</tr>
</tbody>
</table>

Passing Grades
All assignments must be submitted in order to receive a passing grade regardless of the points awarded for any individual assignment(s).

Assessment Submission
All assignments should be submitted to me as MS Word documents via patterson.stan@gmail.com dated no later than the day the assignment is due.

Late Submission
The following penalties will be applied for late submission of assessment items:

- Assessments received by due date: (possible A grade)
- Delay up to 60 days: (no better than an A- grade)
- Delay up to 90 days: (no better than a B+ grade)
- Delay up to 120 days: (no better than a B grade)
- Delay up to 150 days: (no better than a C grade)

Other Guidelines
The following list details weight given each assignment and includes a point value for attendance based upon 5 points for each day you were in class and not tardy.

1. Reading reports (50 pts.) 19%
2. Conflict Management Style Survey (20 pts.) 8%

Note: Any student wishing to gain access to Dr. Patterson’s www.shelfari.com reading web site may do so by emailing a request to patterson.stan@gmail.com for an invitation. (If you use Yahoo or Gmail it is best to use Dr. Patterson’s gmail.com address since these two providers are sometimes filtered out by Andrews email servers.)
3. Case Study (100 pts.)  
4. Attendance (25 pts.)  
5. Final Exam (75 pts.)  
\[ \text{Total (270 pts.)} \quad \frac{37\%}{\text{37\%}} \quad \frac{9\%}{\text{9\%}} \quad \frac{27\%}{\text{27\%}} \quad \frac{100\%}{100\%} \]

**PRE-INTENSIVE COURSE REQUIREMENTS**

1. **Reading Reports:** Do the required reading and submit a simple email statement of completion for all pre-intensive texts prior to the beginning of the intensive and the one post-intensive book. The class will be divided into teams and each team will give a brief oral report and lead the class in discussion of the main points of the book. Reports and journals are not returned. Pre-intensive reading journals are *due April 14, 2014*. Post-intensive *due July 31, 2013*.

**DURING COURSE INTENSIVE REQUIREMENTS**

2. **Personal Conflict Management Style:** Complete Leas questionnaire assessing your conflict management style prior to the intensive. Submit results along with a single page paper reflecting on your reaction to the results. Leas, Speed. *Discover Your Conflict Management Style*. Washington, DC: Alban Institute, 1997. The survey is included in the book. *Due on or before April 30, 2013*.

3. **Final Exam:** A collaborative, open book/note essay will be written as a team experience the final day of the intensive. *Due at the end of class on April 18, 2013*.

**POST-INTENSIVE COURSE REQUIREMENTS**

4. **Case Study:** Students will submit a written case study of an actual conflict situation they have experienced or are experiencing in their ministry. See Appendix 2 for the rubric by which your case study will be graded. The report should be at least ten (10) pages long and consist of the following crucial elements: *Due on or before July 31, 2013*.
   a. An introduction that addresses the context, essential questions and purpose of the study
   b. A description of the case study setting and the data collection process
   c. A narrative that contains observations from multiple sources or includes qualitative and quantitative data relating to conflict resolution models and theory
   d. Discussion which provides a complete set of logical conclusions that address the central questions—theological, social, and political dimensions of the case/situation
   e. The project elements of grammar, spelling and mechanics should reflect:
      i. The page layout is clear
      ii. Navigation between sections is clear
      iii. APA format is used for in-text and bibliographical references to external resources
f. Summary

AU Standards for Written Work
All papers submitted for this class must conform to AU Standards for Written Work, 12th edition. 10% will be deducted from the total possible points if cover page, title, sub-headings, page numbering, citations, bibliography, reference lists, abbreviations of scripture references and margins do not comply. http://www.andrews.edu/sem/dmin/project/writing_assistance/sww12-updated.pdf

INSTRUCTOR PROFILE

Dr. Patterson currently serves the educational needs of ministry professionals engaged in graduate studies at the Seminary. His primary focus within the Christian Ministries Department apart from serving as department chair is master and doctoral level classes in leadership and administration. In addition he serves as the executive director of the Christian Leadership Center of Andrews University which is dedicated to providing Christian Leadership development and guidance to organizations and ministry teams around the world.

God has led Dr. Patterson through seventeen years of pastoral ministry in Texas, Wyoming, Colorado, and Georgia. He served the needs of pastors for two years as a ministerial director in the Greater New York Conference and for twelve years in the Georgia-Cumberland Conference as ministerial director and vice-president for pastoral ministries and evangelism.

He holds a BA in Theology from Southwestern (1977) and a Ph.D. in Leadership and Administration from Andrews University (2007). His research and subsequent dissertation explored the leadership roles and relationships of pastors and educators in the context of the SDA church school.

Glenda blesses his life as wife and they make our home in Berrien Springs, Michigan. They have four children and six grandchildren.

The joy of cabinet and furniture making, tinkering with computers, genealogy research and birding are his hedge against imbalance.
APPENDIX 1
CRITERIA FOR ASSESSMENT GUIDELINES

THE B GRADE

We start with the B grade for a very specific reason. It is because a B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is an excellent grade and demonstrates a high level of knowledge, insight, critique competence and professional written presentation standards essential for an individual wishing to pursue a career as a professional pastor.

THE A GRADE

An A grade is only given when a student not only fulfills the criteria stipulated above for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and applying feedback from your lecturer, the academic process can provide a perfect opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade exhibits a limited level of knowledge, insight and critique and poor written presentation standards. This may be because of a lack of time management on the part of the student, they may have difficulty grasping the concepts being taught, English may be their second language, or they may be experiencing a personal issue that is affecting their concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

FAIL

The Fail grade is given when very limited or no demonstrable competency has been observed.

Your assessments have been specifically designed to measure and provide evidence of your competency with relation to the subject matter. This is to meet University accreditation standards. Thus, you will only be graded on the content of the assessments you submit. If it is not in your assessments, your lecturer will not have adequate evidence of your competency and will have to grade you accordingly.
**Plagiarism**

Replicating writing, cutting and pasting or moderately paraphrasing text from publications, internet sources, books, friends papers or publications, family members papers or publications, ghost writers papers or publications with the intent of passing it off as your own work, is strictly prohibited and unacceptable. Students found to be plagiarizing the work of others will receive an immediate Failing grade. Your actions will be reported to the University and your sponsor (if sponsored). You may even face expulsion from the University. Your lecturer will randomly sample sentences, phrases and paragraphs from your paper and compare them with papers from past students and with content on the internet. Your lecturer is also familiar with a lot of the publications and sources you will be using for your assessment and will also be able to identify any potential plagiarism.

**Language and Grammar**

There is an expectation that a person who holds a Master’s qualification will have advanced written language skills, particularly in the language in which their Masters was taught. Thus, no special consideration will be given to students who speak English as a second language or native-English speakers who struggle with written English. Such students are advised to seek the assistance of the campus writing lab or seek the services of a professional academic editor prior to the submission of their assessment.

Students are encouraged to have someone else read their assessments aloud to them prior to submission. This practice will provide you with immediate feedback as to how your written assessment sounds/reads to another person. You may even want to have a friend or a professional academic editor look over your assessments to identify any typing, spelling or punctuation errors too.

**Classroom Seating**

To facilitate the instructor in learning each student’s name, please select a permanent seat in the classroom.

**Disability Accommodations**

If you qualify for accommodations under the American Disabilities Act, please see the instructor as soon as possible for referral and assistance in arranging such accommodations.

**Emergency Protocols**

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout the buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

**Other Policies**

Computer use in class is for taking notes. The professor reserves the right to discontinue the use of computers during class lectures if inappropriate use is noted. Food is not allowed in the classroom by Seminary policy.
CLASS ATTENDANCE

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. Whenever the number of absences exceeds 10% of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.”

Andrews University Bulletin 2010, page 29-30

ACADEMIC INTEGRITY

Andrews University takes seriously all acts of academic dishonesty. Academic dishonesty includes (but is not limited to) falsifying official documents; plagiarizing; misusing copyrighted material; violating licensing agreements; using media from any source to mislead, deceive or defraud; presenting another’s work as one’s own; using materials during a quiz or examination other than those specifically allowed; stealing, accepting or studying from stolen examination materials; copying from another student; or falsifying attendance records. For more details see the Andrews University Bulletin 2010, page 30.

“Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university.”

Andrews University Bulletin 2010, page 30
# APPENDIX 2

## Rubric for Assessing the CHMN526 Case Study

<table>
<thead>
<tr>
<th>4 Point</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory material</strong></td>
<td>The introduction provides a well-developed context for the project. The significance of central questions is illustrated by references to course materials.</td>
<td>The introduction provides an adequate context for the project. The purpose is identified through reference to one or more central questions.</td>
<td>The introduction is present. Identification of the purpose and central questions is sketchy.</td>
<td>There is no introduction. The purpose is not identified</td>
</tr>
<tr>
<td><strong>Descriptions of the setting and data collection process</strong></td>
<td>The narrative contains well-developed descriptions of the setting and the data collection process (which is built upon concepts from current research, theory, and course materials).</td>
<td>The narrative contains adequate descriptions of the case study setting and the data collection process.</td>
<td>The narrative contains an adequate description of the setting, but an incomplete description of the data collection process</td>
<td>The narrative contains an incomplete or vague description of the setting, and no description of the data collection process</td>
</tr>
<tr>
<td><strong>Record of observations</strong></td>
<td>The narrative contains observations from multiple sources, includes qualitative and quantitative data, and makes references to models of appropriate practice that are supported by current research and theory.</td>
<td>The narrative contains observations from multiple sources or includes qualitative and quantitative data.</td>
<td>The narrative contains observations from at least two sources.</td>
<td>The narrative contains observations from only one perspective, or of a single type of data</td>
</tr>
<tr>
<td><strong>Discussion, logic, and conclusions (L’ship Theology, Theory, etc.)</strong></td>
<td>The discussion seems complete. Conclusions are logical; they address the central questions, suggest possible strategies for addressing weaknesses, and are tied to the course work.</td>
<td>The discussion seems complete. Conclusions are logical and address the central questions.</td>
<td>The discussion is adequate, but conclusions - if present - do not match the central questions.</td>
<td>The discussion is incomplete or illogical, and conclusions are missing or unrelated to the central questions.</td>
</tr>
</tbody>
</table>
| **Presentation clarity and style** | All of the following are true:  
• The project contains no serious errors in grammar, spelling or mechanics.  
• The page layout facilitates understanding of the narrative.  
• Navigation between sections is clear.  
• APA format is used for in-text and bibliographic references to external resources. | One (1) of the following is true:  
• The project contains multiple or serious errors in grammar, spelling or mechanics.  
• The page layout is cluttered. Navigation between sections is unclear.  
• APA format is not used for in-text and bibliographical references to external resources | Two (2) of the following are true:  
• The project contains multiple errors in grammar, spelling or mechanics.  
• The page layout is cluttered. Navigation between sections is unclear.  
• APA format is not used for in-text and bibliographical references to external resources. | At least three (3) of the following are true:  
• The project contains multiple errors in grammar, spelling or mechanics.  
• The page layout is cluttered. Navigation between sections is unclear.  
• APA format is not used for in-text and bibliographical references to external resources. |