

Leading Congregations through Conflict and Change

EMP1021HS

Emmanuel College

Toronto School of Theology

Winter 2019

Instructor Information

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Course Identification

Course Number: EMP1021HS
Course Format: In-class
Course Name: Leading Congregations through Conflict and Change
Course Location: Room 302, Emmanuel College
Class Times: January 14 (10:00-5:00), January 28 (10:00-5:00), February 11 (at the United Church Headquarters, 10:00-5:00), March 4 and 18 (10:00-5:00).
(In 2019 this is being conducted as an intensive course that will be concluded by March 25. As a result, the course load will feel heavier as the work of the course is compacted into about 3/4 of the semester.)
Prerequisites: EMP1741H Care and Community or equivalent
Snow Days and Sick Days: We have already built into the class a delayed start of 10:00 to allow people to arrive. I will be here unless the GO train is inoperable. If you cannot be present for class because of transportation during a major storm, please email me and we will teleconference you in my skype, facetime, etc. If you are ill, please email me and we will teleconference you in. Please do not bring contagious illnesses to class.

Course Description

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Institutional conflict, when led skillfully, can be a source of creativity and growth, but when avoided, becomes a means to institutional stagnation and decline. This course focuses on the basics of the

personal qualities and skills needed by leaders who assist congregations and other religious institutions to meet conflict and change in a spiritually and theologically grounded, healthy, and productive manner.

The course will proceed in one introductory day and four day-long units, based on four different episodes of congregational or institutional conflict. Each one of these will be role played and reflected upon on the basis of conflict transformation leadership theory and theology/spirituality. Two of the role plays will emphasize conflicts that are primarily due to actions internal to the congregation; two of the role plays will be based on conflicts created by forces in the congregation's context. The class topics and readings include:

Date of class	Topic	Required Reading
January 14 10:00	Course organization; hearing one another's stories; listening	
January 28 10:00-5:00	Communications Theory	Marshall Rosenberg, <i>Living Nonviolent Communication</i>
February 11 10:00-5:00 (Meeting will be at the United Church headquarters, not Emmanuel College)	Grief	Lyon and Moseley, <i>How to Lead in Church Conflict: Healing Ungrieved Loss</i>
March 4 10:00-5:00	Emotional and Family Systems Theory	Ronald Richardson, <i>Creating a Healthier Church</i>
March 18 10:00-5:00	Relationship Practice	Marc Gopin, <i>Bridges Across an Impossible Divide</i>

The first assignment is unique: a short story that the student writes based on a conversation with another student in-class.

After that, the assignments follow a regular pattern: a) students will read a text in preparation for the class and prepare a one page summary of the thesis and development of the text; b) students will do a self-monitoring exercise in class after the role play, and then complete the self-monitoring exercise and post it to blackboard within 48 hours; c) students will post the reflective paper on the role play, with two parts, on the role play and the book, within a week after the role play occurs

Course Learning Objectives/Outcomes

Basic Degree:

Spiritual and Vocation Formation: Display capacity for spiritual practices requisite to leadership in church and community.

Practices of Church Leadership: Demonstrate ability to integrate theory and practice in congregational and community leadership.

CRPO Competencies: Although this course is not primary oriented toward spiritual care or pastoral psychotherapy, the learning may contribute to CRPO competencies 1.4, 1., 2.1, 2.2, 2.3 and 4.3.

Course Resources

These books are available least expensively in kindle-form or from online sellers so I have not put in a book order. Purchase from the seller of your choice. They will also be on reserve in the library.

Required Course Texts

- Marshall Rosenberg, *Living Nonviolent Communication: Practical Tools to Connect and Communicate Skillfully in Every Situation* (Boulder, Colo Sounds True, 2012).
- Ronald Richardson *Creating a Healthier Church* (Minneapolis: Fortress Press, 1996).
- Dan P. Moseley and K Brynolf Lyon, *How to Lead in Church Conflict: Healing Ungrieved Loss* (Nashville: Abingdon, 2012).
- Marc Gopin, *Bridges Across an Impossible Divide* (New York, NY: Oxford University Press, 2012).

Recommended Additional Resources

- Fisher & Shapiro's Beyond Reason: Using Emotions as You Negotiate (downloadable) Arthur Paul Boers, "Never Call them Jerks, (Alban Institute, 1999)
- <http://www.beyondintractability.org/>
- <http://www.crinfor.org/>
- [http://www.icsinventory.com./](http://www.icsinventory.com/)
- <http://justpeaceumc.org/>

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask Emmanuel College Main Office (E-mail: ec.office@utoronto.ca) for further help.

Evaluation & Course Schedule

Requirements

Class participation:

Students evaluated their own contributions to the learning community based on a series of questions at the end of the semester. 20%

Self-monitoring on role plays:

Each student will build their self-awareness through a journal that track their internal responses during role plays and class discussion. Self monitoring should include four parts: psychological, sociological, cultural, theological/spiritual. Definitions of these four parts can be found on quercus. 20%

One short story based on a story of a conflict told to you by a classmate:

The goal is to listen to the classmate’s story empathically (understanding their experience) and write it as a short story. They should be able to say, “Yes, that’s me!” if the story is accurately and well written. Bring a printed copy for your partner to read in class and categorize: Yes, that’s me; That’s largely me by something small is missing; That’s largely me but some large component is missing; No, this isn’t the story I told. The goal of this assignment is to listen empathically, to test your capacity for listening and reporting back accurately, and to use your imagination as part of the empathic process. 20%

Book reviews on class texts:

Each student will prepare book reviews based on the assigned text in preparation for class. Book reviews should follow a standard book review format, 750-1000 words. Standard book review format includes: the thesis, the development of the text, and appreciative and critical comments. Reviews will be graded on clarity of statement, component parts. Clear, accurate writing always matters. Four one-two page papers. 20%

Role Play Analysis and Spiritual/theological analysis:

Each student will analyze the role play in two parts;

1. Interpreting the role play in light of the role play using the book (1-2 pages), and
2. Exploring the own theological presuppositions, or their theological conflicts, and their spirituality that undergirds their leadership, that emerged from the role play (1-2 pages).

Role play analysis will be based on accuracy of the connection between the text and the role play, focus on the most important issues, clarity of theological statement and perceptiveness of self-understanding. Clear, accurate writing always matters. Four two-four page papers, one on each role play. 20%

Course Schedule and Assignment due

Class Date	Assignment Due	Date due and Instructions
January 14	Short Story due January 1 posted to Quercus	Bring to hard copy to class on January 28
January 28	Book review on Rosenberg	Due posted to Quercus by midnight January 27
January 28	Role-play self-monitoring	Due posted to Quercus by January 30 at 10:00am
January 28	Role-play analysis	Due posted to Quercus by February 4 at 10:00 am

February 11	Book review on Richardson	Due posted to Quercus by midnight February 10
February 11	Role-play self-monitoring	Due posted to Quercus by February 12 at 10:00 am
February 11	Role play analysis	Due posted to Quercus by February 18 at 10:00 am
March 4	Book review on Moseley and Lyon	Due posted to Quercus by midnight on March 3
March 4	Role-play self-monitoring	Due posted to Quercus by March 6 10:00 am
March 4	Role-play analysis	Due posted to Quercus by March 11 at 10:00 am
March 18	Book Review on Gopin	Due posted to Quercus by March 17 at midnight
March 18	Role-play self-monitoring	Due posted to Quercus by March 20 at 10:00 am
March 18	Role-play analysis Class participation self-evaluation	Due posted to Quercus by March 25 at 10:00 am

Grading System

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD and AD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Potential penalty for missing major deadlines will be a five point deduction from the grade of the assignment. This penalty is not applied to students with documented medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the examination day scheduled for the course. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to

complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/policies/grading.htm>) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students must register at the University of Toronto’s Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students should be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses.

Format of papers: Papers should be submitted in Times New Roman or Calibri, 12 pt. font, double spaced, with one inch margins, with the student's name in the header on every page.

Bibliography

Main Texts

Gopin, Marc. *Bridges Across an Impossible Divide*. (New York, NY: Oxford University Press, 2012).

Moseley, Dan P. and K Brynolf Lyon. *How to Lead in Church Conflict: Healing Ungrieved Loss*. Nashville: Abingdon, 2012.

Richardson, Ronald. *Creating a Healthier Church*. Minneapolis: Fortress Press, 1996

Rosenberg, Marshall. *Living Nonviolent Communication: Practical Tools to Connect and Communicate Skillfully in Every Situation*. Boulder, Colo Sounds True, 2012

Further Study

Non-violent Communication

Rosenberg, Marshall B. *Living Nonviolent Communication: Practical Tools to Connect and Communicate Skillfully in Every Situation*. Boulder, Colo: Sounds True, 2012.

_____. *Practical Spirituality: The Spiritual Basis of Nonviolent Communication*. Encinitas, CA: Puddledancer Press, 2005.

_____. *The Heart of Social Change: How to Make a Difference in Your World*. Encinitas, CA: Puddledancer Press, 2004.

_____. *We Can Work It Out: Resolving Conflicts Peacefully and Powerfully*. Encinitas, CA: Puddledancer Press, 2004.

_____. and Deepak Chopra. *Nonviolent Communication: A Language of Life*, 3rd ed. Encinitas, CA: Puddledancer Press, 2015.

Morin, Judi, Raj Gill, and Lucy Leu. *Nonviolent Communication (NVC) Toolkit for Facilitators: Interactive Activities and Awareness Exercises Based on 18 Key Concepts for the Development of NVC Skills and Consciousness*. Charleston, SC: BookSurge Publishing, 2009.

Narrative Mediation

- Bush, Robert A. Baruch, and Joseph P. Folger. *The Promise of Mediation: Transformative Approach to Conflict*. 2nd ed. San Francisco: Jossey-Bass, 2004.
- Cobb, Sara. *Speaking of Violence: The Politics and Poetics of Narrative in Conflict Resolution*. Oxford ; New York: Oxford University Press, 2013.
- Combs, Gene, and Jill Freedman. *Narrative Therapy: The Social Construction of Preferred Realities*. New York: W. W. Norton & Company, 1996.
- Foucault, Michel. *The Archaeology of Knowledge: And the Discourse on Language*. New York: Vintage, 1982.
- Irving, Howard H. and Michael Benjamin. *Therapeutic Family Mediation: Helping Families Resolve Conflict*. Thousand Oaks, CA: Sage Publications, 2002.
- Kraybill, Ronald S. *Peace Skills: Manual for Community Mediators*. San Francisco: Jossey-Bass, 2001.
- Monk, G., Winslade, J., Crocket, K., & Epston, D. (Eds.). (1997). *Narrative Therapy in Practice: The Archeology of Hope*. San Francisco, CA: Jossey-Bass.
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- Zimmerman, Jeffrey L. and Victoria G. Dickerson. *If Problems Talked: Narrative Therapy in Action*. New York: The Guilford Press, 1996.
- An E-Journal of Narrative Practice www.dulwichcentre.com.au/explorations-2010-2-nikolaj-kure.pdf

Family Systems Theory

- Bowen, Murray. *Family Therapy in Clinical Practice*. New York: Jason Aronson, Inc., 1993.
- Bregman, Ona Cohn, and Charles M. White, eds. *Bringing Systems Thinking to Life: Expanding the Horizons for Bowen Family Systems Theory*. New York, NY: Routledge, 2010.
- Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: The Guilford Press, 2011.
- Galindo, Israel. *The Hidden Lives of Congregations: Discerning Church Dynamics*. Herndon, VA: Rowman & Littlefield Publishers, 2004.
- Kerr, Michael E. and Murray Bowen, *Family Evaluation*. New York, NY: W. W. Norton & Company, 1988.
- Papero, Daniel V. *Bowen Family Systems Theory*. Boston, MA: Pearson, 1990.
- Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership and Congregational Life*. Minneapolis, MN: Fortress Press, 1996.
- Steinke, Peter L. *Congregational Leadership in Anxious Times: Being Calm and Courageous No Matter What*. Herndon, VA: Rowman & Littlefield Publishers, 2006.

_____ *How Your Church Family Works: Understanding Congregations as Emotional Systems.*
Herndon, VA: Rowman & Littlefield Publishers, 2006.

Others

Brubaker, David. *Promise and Peril: Understanding and Managing Change and Conflict in Congregations.*
Herndon, VA: The Alban Institute, 2009.

Boers, Arthur Paul. *Never Call Them Jerks.* Washington, DC: Rowman & Littlefield Publishers, 1999.

Fisher, Roger, and Daniel Shapiro. *Beyond Reason: Using Emotions as You Negotiate.* New York: Penguin Books, 2006.

Hunsinger, Deborah van Deusen and Theresa F. Latini. *Transforming Church Conflict: Compassionate Leadership in Action.* Louisville, KY: Westminster John Knox Press, 2013.

Richardson, Ronald W. *Polarization and the Healthier Church: Applying Bowen Family Systems Theory to Conflict and Change in Society and Congregational Life.* Lexington, NY: u.p., 2013.

Schrock-Shenk, Carolyn and Lawrence Ressler, ed. *Making Peace with Conflict: Practical Skills for Conflict Transformation.* Akron, PA: Herald Press, 1999.