

Bexley Seabury

Conflict as Ministry Opportunity – ML 463/663

Term and Year Offered: Spring 2022

Learning Environment: Online, synchronous (3 hours/week) and asynchronous

Meeting Dates/Times/Place: 1/31/22 – 5/6/22

- February 2, 2022 (first synchronous session)
- May 6, 2022 (last synchronous session – May 4)
- February 2, 9, 16, 23; March 2, 9, 16, 23, 30; April 6, 20, 27; May 4
Online 1.00-4.00pm (Central) with breaks and small group work

About Your Instructor(s): Dr. Lisa Withrow (she, her, hers)

Contact Information: lwithrow@bexleyseabury.com - 740.815.6131 – email preferred
and answered within one day

Office Hours: Meeting by appointment (online or phone)

Course Description: Conflict is inevitable. Some conflicted situations can be resolved, others must be managed. This course focuses on theological and practical approaches to conflict in churches and faith-based organizations that shed new light on how to navigate difficulty with wisdom and effectiveness. Analyses, perspectives, and skill sets offer valuable insight into the world of discord.

Note: This course integrates material from the business, social service, religious, and health sectors for the sake of bringing together a more complete theological picture of self- and community-in-conflict; included are myriad ways and means to move through discord and disruption meaningfully and effectively.

Course Goals and Outcomes:

Goal 1: Students who successfully complete this course will develop intercultural and intersectional competency in the use of conflict as ministry opportunity. (M.Div. Goal 3; D.Min. Goal 2)

- **Course Learning Outcome(s):** You will be able to demonstrate an awareness of different cultural and theological lenses and how they contribute to conflict and the expectation of its resolution. (M.Div. – 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4. D.Min – 2.1.1; 2.1.4; 2.2.2; 2.3)
- **Assessment:** This outcome will be assessed by insights gleaned from authors, growth in conflict responses in role plays, class conversation about this subject, and attention to cultural/intersectionality in the final project or paper (the assessment artifact).

Goal 2: Students who successfully complete this course will grow in the ability to develop self-awareness about conflict response and the spiritual/leadership implications for their ministry. (M.Div. Goal 4; D.Min. Goal 1)

- **Course Learning Outcome(s):** You will be able to demonstrate awareness about your conflict management style, your awareness of others' styles, ability to self- and co-regulate in conflict, and bring theological and spiritual wisdom to conflict situations as a helpful perspective to the group or organization. (M.Div. – 4.1.1; 4.2; 4.3. D.Min. – 1.1; 1.2)
- **Assessment:** This outcome will be assessed by role play interactions, case study analysis, and attention to self-awareness and context-awareness in the final project or paper (the assessment artifact).

Goal 3: Students who successfully complete this course will exercise skill in conflict management in disruptive and/or disoriented organizational systems, leading groups/congregations into mature, positive change. (M.Div Goal 5; D.Min Goal 3)

- **Course Learning Outcome(s):** You will be able to demonstrate how to lead through conflict with a systems mindset that takes into account liminal space, VUCA world (volatile, uncertain, complex, ambiguous), and the complexity of grief in our times. (M.Div. – 5.1; 5.3; 5.4. D.Min. – 3.1; 3.2)
- **Assessment:** This outcome will be assessed by small group work, role plays, class conversation, and attention to conflicted systems in the final project or paper (the assessment artifact).

A Word About Assessment: From Course Outcome Assessment to Program Assessment:

Bexley Seabury Seminary regularly evaluates the quality of our programs using a variety of data, including documents that are deposited into student portfolios. These portfolios consist of designated student work (artifacts) from each course. Each artifact is graded and accompanied by a scored rubric that assesses the work in light of desired curricular outcomes. *The designated assessment artifact for this course is the (D.Min) Final Project – designing a conflict management plan; (M.Div) Conflict Process paper. Each will include theological reflection and analysis of social location/cultural diversity.*

We use your portfolio to assess student learning (in the aggregate) and the effectiveness of our curricula in reaching desired goals and objectives. This process does not involve any further evaluation of your work for grading purposes. No identifying information will be included in any evaluation or report provided to our accreditors or other outside parties. For further information, see the Student Handbook. You may also talk with your instructor, your advisor, the Assessment Coordinator (Lelia Fry, lfry@bexleyseabury.edu), or the Academic Dean, (Jason Fout; jfout@bexleyseabury.edu).

Learning Methodology: The professor and students will meet weekly (with the exception of Holy Week) for discussion based on designated resources for the day, role play, case study analysis, and question/answer time. Further, students will meet in small groups during the designated synchronous online time to determine their projects and paper topics with exercises related to ministry contexts and the goals listed above, as assigned by the professor. The intention is to create a co-learning atmosphere, with the professor providing resources and facilitation, engaging different learning styles each week.

Note: *Should a student need accommodations, please let the professor know at the beginning of the term rather than immediately before assignments are due.*

Course's Required and Recommended Resources:

Required books, inventories, and online articles:

- Books:
 - Berger, Jennifer Garvey. *Unlocking Leadership Mindtraps: How to Thrive in Complexity*. (Stanford, CA: Stanford Briefs/Stanford University Press, 2019). **Due February 23.**
 - De Groat, Chuck: *When Narcissism Comes to Church: Healing Your Community from Emotional and Spiritual Abuse* (Downers Grover, IL: Intervarsity Press, 2020). **Due April 20.**
 - Garrido, Ann M. *Redeeming Conflict: Twelve Habits for Christian Leaders* (Notre Dame, IN: Ave Maria Press, 2016). **Due February 9.**
 - Kaur, Valarie. *See No Stranger: A Memoir and Manifesto of Revolutionary Love* (New York, NY: One World, 2021). **Due March 23.**
- Inventories:
 1. Jones, W. Paul. *Worlds Within a Congregation*. Abingdon Press, 2000. (Handout used with permission, available on Canvas) **Due February 16**
 2. Intercultural Development Inventory results – **if you have not taken the inventory, which must be ordered online by a qualified interpreter followed by the interpreter working individually with you upon receipt of results, you will learn the basic principles in class March 16.**
- Handouts on Canvas:
 - Theological Worlds Inventory **Due February 16**
 - Immunity to Change map **Due March 9**
 - Hofstede spectra **Due March 30**
 - Example of Polarity Map **Discussed April 6**
- Websites/links posted on Canvas:
 1. Short introduction to the immunity of change with Lisa Lahey - https://www.youtube.com/watch?v=KfQBEi_ksJM (5.13 minutes) **March 9**
 2. YouTube of Lisa Lahey – Immunity of Change process (please access handout on Canvas before listening) https://www.youtube.com/watch?v=KfQBEi_ksJM (75.27 minutes – moves quickly) **March 9**
 3. Ted Talk with Kimberlé Crenshaw - Intersectionality **March 16**
<https://www.youtube.com/watch?v=akOe5-UsQ2o> (18.49 minutes)
 4. Ted Talk with Chimamanda Ngozi Adichie – The Danger of the Single Story
<https://www.youtube.com/watch?v=D9Ihs241zeg> (19.16) **March 16**
 5. Hofstede's organizational culture: <https://hi.hofstede-insights.com/organisational-culture> **March 30**
 6. Hofstede's cultural dimensions:
https://www.mindtools.com/pages/article/newLDR_66.htm **March 30**
 7. YouTube of Hofstede: <https://www.youtube.com/watch?v=wdh40kgyYOY&t=662s> (32.00 minutes) **March 30**

Supplemental Resources

- Adams, Marilee. *Change Your Questions, Change Your Life: 12 Powerful Tools for Leadership, Coaching, and Life* (Oakland, CA: Berrett-Koehler Publishers, 2015).
- Adichie, Chimamanda Ngozi. *Americanah* (New York, NY: Anchor Books, 2014).
- Beaumont, Susan. *How to Lead When You Don't Know Where You're Going: Leading in a Liminal Season* (New York, NY: Rowman & Littlefield/Alban Institute, 2019).
- Blake, Amanda. *Your Body is Your Brain: Leverage Your Somatic Intelligence to Find Purpose, Build Resilience, Deep Relationships, and Lead More Powerfully* (Trokey Press, 2018). **To be referenced in class.**
- Boers, Arthur Paul. *Never Call Them Jerks: Healthy Responses to Difficult Behavior* (Herndon, VA: Alban Institute, 2000).
- Branson, Mark Lau and Juan F. Martinez. *Churches, Cultures & Leadership: A Practical Theology of Congregations and Ethnicities*. (Downers Grove, IL: IVP Academic, 2011).
- Crenshaw, Kimberlé. *On Intersectionality: Essential Writings* (New York, NY: The New Press, 2022). **To be referenced in class.**
- Friedman, Edwin H. *Friedman's Fables* (New York, NY: The Guilford Press, 1990).
- Gray, Dave. *Liminal Thinking: Create the Change You Want by Changing the Way You Think*. (Brooklyn, NY: Two Waves Books, 2016). **To be referenced in class.**
- Heifetz, Ronald A. and Marty Linsky. *Leadership on the Line: Staying Alive Through the Dangers of Leading* (Boston, MA: Harvard Business School Press, 2002). **To be referenced in class.**
- Hunsinger, Deborah Van Deusen, and Theresa F. Latini. *Transforming Church Conflict: Compassionate Leadership in Action*. (Louisville, KY: Westminster John Knox Press, 2013).
- Jones, W. Paul. *Worlds Within the Congregation: Dealing with Theological Diversity* (Nashville, TN: Abingdon Press, 2000). **To be referenced in class.**
- Kegan, Robert and Lisa Laskow Lahey. *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization* (Boston, MA: Harvard Business School Publishing, 2009). **To be referenced in class.**
- Lyon, K. Brynolf and Dan P. Moseley. *How to Lead in Church Conflict: Healing Ungrieved Loss*. (Nashville, TN: Abingdon Press, 2012). **To be referenced in class.**
- Oswald, Roy and Barry Johnson. *Managing Polarities in Congregations: Eight Keys for Thriving Faith Communities* (New York, NY: Rowman & Littlefield/Alban Institute, 2010). **To be referenced in class.**
- Rendle, Gilbert R. *Behavioral Covenants in Congregations: A Handbook for Honoring Differences* (Herndon, VA: Alban Institute, 1999).
- Stone, Douglas, Bruce Patton, and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most* (New York, NY: Penguin Books, 1999).
- Withrow, Lisa R. *Leadership in Unknown Waters: Liminality as Threshold to the Future* (Cambridge, England: The Lutterworth Press, 2020). **To be referenced in class.**

Students are expected to access the “Tech Help” resources via the button at the bottom of the Canvas home page for a description of technology requirements.

Course Expectations and Assignments

Note: Late work results in a grade reduction by 30% per day. After 3 days past the due date, the work will not be accepted.

- Class participation in the synchronous class period – role plays, discussion with evidence that the assigned materials have been read and/or completed, small group assignments with full participation (break out rooms): 25% based on level of participation and evidence of engaging material. **Due: Ongoing**
- Two case studies based on conflict (internal or external) – written in short form (2300 words): 10% each case study – 20% total, based on clarity of presentation, clarity of writing, and depth of work following outline (intentionally short for clarity)
 - Background of situation (200 words)
 - Situation (500 words)
 - Theological (not psychological or pastoral) issues/theological worlds (500 words)
 - The underlying concern (200 words)
 - What you would like to change (200 words)
 - What you will change about yourself /apply learning from course to date (200 words)
 - Next steps (500 words)

These cases will be presented in breakout rooms and then posted on Canvas as a file upload.

First case due: March 2
Second case due: April 20
- Inventory work: 5% based on completion and ability to share results.
 - Be prepared to share results of Theological World inventory with peers during synchronous class period (inventory posted on Canvas as a resource)
 - No upload to Canvas needed

Due: February 16
- Immunity to Change work: 10% based on completion of work with attention to depth of issues called for on the map.
 - View short introduction video first, then long explanation video of Immunity to Change map with Lisa Lahey and fill out Immunity of Change map (available on Canvas)
 - Prepare to share desire for change in small group (breakouts), with continuation at your own pace to work on your change
 - Upload map as file on Canvas

Due: March 9
- *M.Div. Final Paper (artifact):* 40% (You may choose to do this option or the longer D.Min. option.)

Graduating Seniors – due: May 6

Ongoing students – due: May 14

Topic and outline:

1. Choose one aspect of this course that made the most impact on you. Your choice will be the main theme of the paper based on a question or problem you wish to explore about it. Examples (you can make up your own):
 - polarity management as a congregational way forward in the midst of stuckness
 - intercultural competency and the spectra of difference as a new lens for church members' spiritual formation
 - immunity to change as a tool to move a new idea forward
 - narcissism holding the church hostage and what can be done about it
 - theological worlds can bring a new understanding to worship and teaching diversity in the church
2. Introduce your topic and what is important about it.
3. Create an argument about why this issue is the most important for your context (describe what is happening in the context, why conflict is in place or rising, and how this choice of issue is best to address it).
4. Discuss the theological concerns underpinning this conflict and your approach to it.
5. Discuss your own theological world and conflict management style in light of your choice of topic.
6. Discuss the cultural diversity clues available to you and what you observe about intersectionality.
7. Create an imagination about how your choice of topic can lead to powerful, positive change for yourself as leader and for your church/organization. How might you get there in each case?
8. Conclusion about what you have learned in this course, especially about your topic of choice, and what your next steps would be should you employ your topic.

Further notes about content:

- Incorporate at least 3 authors/presenters as your conversation partners into the paper (books, articles, or videos).
- Write in narrative form rather than outline.
- Feel free to use as many authors/presenters beyond the requisite 3 as you like.
- Cite sources by footnote, Chicago style. No bibliography needed.
- Feel free to read course goals and outcomes as guidelines for your work.
- Proofread. More than once.

Length of Paper: 3000-3500 words

Grading criteria: clarity of conveying concepts learned in class, level of writing skill including flow and correct grammar usage, clear introduction and conclusion, and comprehensive discussion of topics in assignment as outlined.

- *D.Min. Final Project (artifact): 40%*

Graduating M.Div. Seniors (if you choose this option) – due: May 6
D.Min. students – due: May 14

Topic and outline:

1. Determine a particular conflict in your church/organization (current or past)
2. Create a thesis statement with an additional paragraph that describes the problem you are attempting to manage or solve, and how you might manage or solve it.
3. Start by addressing these topics after your thesis statement
 - What are the theological issues?
 - What are the underlying issues (could be grief, power, immunity to change, etc.)?
 - What are your own issues?
 - What has not been tried before that you might try now?
 - What are the intersections and cultural concerns that are present?
 - What will you imagine the resistances to change/conflicts rising to be and how will you address them?
 - What desired outcomes do you wish to see? How will you know whether you have reached them or you have to “change the game” in the middle?
4. Create your plan by using the relevant tools, insights, and concepts from this course. Cite at least 4 authors/presenters from the course as your conversation partners for the plan. If you wish (not required), you can cite their concepts by developing an imaginary conversation/interview with one or more authors who are helping you.
 - Discuss specifically how you will create the plan:
 - Other than authors/presenters, who will you listen to as you design and implement? Why?
 - Who are the stakeholders and how will they be involved?
 - How will you manage resistance?
 - What will adaptive leadership look like in the midst of this plan?
 - What tools do you need?
 - What intersections and cultural concerns are you addressing as part of this plan?
5. Think through and write how you would implement your project with steps and a timeline (the timeline can be in outline format)
6. While you may not implement the project in the time given, imagine possible scenarios as outcomes if you were to do so at some point.
7. Conclusion about the potential efficacy of the plan AND the relevance of this course for your ministry, and how they might specifically impact your future work.

Length of Project write-up: 4500-5000 words

Further notes about content:

- Incorporate at least 3 authors/presenters as your conversation partners into the project (books, articles, or videos).
- Feel free to use as many authors/presenters beyond the requisite 3 as you like.

- Cite sources by footnote, Chicago style. No bibliography needed.
- Feel free to read course goals and outcomes as a guidelines for your work.
- Proofread. More than once.

Grading criteria: based on choice of meaningful, impactful practical project, clarity of conveying concepts learned in class as they relate to the project, level of writing skill including flow and correct grammar usage, clear introduction and conclusion, comprehensive discussion of topics in assignment listed above, and an outline of steps and timeline for the project.

- Auditors and students taking the course for CEUs should take inventories and engage with websites required. Class participation required. Readings not required though encouraged.
- Participation in worship, while not required, is an integral part of students' formation.
- Course evaluations are an important part of the educational process. They help instructors understand what is working well for a course and what might benefit from some changes. Dr. Withrow uses evaluations to improve course content and co-learning opportunities. Her courses change each time they are taught based on feedback.

Students taking the course for credit are expected to complete the evaluation as part of their participation in the learning experience. Auditors are encouraged to complete the evaluation as well. Evaluations will be available in Populi near the end of the course and will remain open until the grade deadline for each term. Evaluations should be completed based on your experience of the course and should not be based on your final grade. For this reason, during the grading period, you will not be able to see your grade in Populi until you have completed the evaluation. After the grade deadline, you will be able to see your grade in Populi, but you will no longer be able to share your voice through the course evaluation.

Better Practices for Zoom Sessions:

Zoom works best when certain criteria are met:

- The latest version of Zoom is installed. Periodically check for updates and download the latest version.
- One computer:one user. You should have your own device (including camera and mic) and zoom link for the sake of good, equal access.
- If you are in a shared or noisy space, use headphones/earbuds. In general, it is normally best to keep your mic muted unless you are speaking. This helps minimize background noise.
- Minimize distractions around you (try to be in the same location for the duration of the session). If you must be in transit, mute your mic.

- Plan ahead to ensure you have a stable internet connection for the duration on the session. If your connection becomes unstable, it may be helpful to turn off your video when you speak.
- Otherwise, cameras should generally be on, unless you need to step away to take care of something. This contributes toward demonstrating your presence and participation in class during the session.

Course Grading & Feedback:

- Dr. Withrow attempts to return papers with extensive comments or project reviews within a week of their submission. If a delay is necessary, she will inform the class of her deadline to return materials to you. Likewise, she will participate in threaded conversation alongside students.
- Grading for D.Min. students will be on a Pass/Fail basis; grading for M.Div. students will be recorded as indicated in the chart below unless the student is taking the class on a Pass/Fail basis. For students taking the course Pass/Fail, the equivalent of a “C” is the minimum passing grade. Grades will be recorded numerically throughout the semester on Canvas, visible to students.
- Please be aware that the Canvas gradebook reflects cumulative grades for assignments for your course, but the final official grade for the course will be recorded manually by the instructor in Populi.

Bexley Seabury requires a minimum grade of C to pass a course.		
Grade	Points	Description
A (4.00)	96-100	Superior/Mastery
A- (3.67)	90-95	Excellent
B+ (3.33)	87-89	Very Good
B (3.00)	84-86	Good (high)
B- (2.67)	80-83	Good (low)
C+ (2.33)	75-79	Acceptable (high)
C (2.00)	70-74	Acceptable/Adequate
F (0)	< 70	Unacceptable (Fail)
A grade of “P” in a Pass/Fail course is equivalent to a grade of C or above.		

Course Schedule on Canvas:

Module 1: Introduction (Opens January 31, closes May 15)

Week 1 (2/2) – online 1.00-4.00 pm Central

Goal: to introduce the course as integration of learning from different sectors in a VUCA world

Outcome: to demonstrate awareness of the process for learning and practicing conflict management as opportunity for ministry and organizational growth (through reflective conversation and small groups)

Class process and content:

- Introductions – settings, conflicts, what students want from course
- Centering
- Development of covenant for co-learning
- Overview of course modules/syllabus and expectations
- Break
- The VUCA world as our context
- Group exercise with conflict content
- Theological reflection
- Takeaways
- Break
- Small groups – what conflict comes with the work (discussion)
- Farewell

Module 2: Internal work (Opens February 3, closes May 15)

Reading due: Garrido – February 9

Assignment due: Theological Worlds Inventory – February 16

2.1 Week 2 (2/9) - Purpose of Conflict, Conflict Styles - online 1.00-4.00 pm Central

Due: Garrido – Redeeming Conflict

Goal – to grow in self-awareness of conflict management styles and purpose of conflict

Outcome – to demonstrate understanding of conflict styles, regulation of self, and frame conflict theologically (through small groups and discussion)

M.Div. Goal 2

M.Div. Learning Outcome 4.1.1, 4.2, 4.3

D.Min. Goal 2 - same

D.Min. Learning Outcome 1.1, 1.2

Class process and content:

- Welcome and centering
- Conflict styles – primary, secondary
- What it means to know the styles
- Role play
- Break
- Purpose of conflict – Garrido discussion
- Takeaways
- Break

- Small group exercise
- Takeaways and blessing

2.2 Week 3 (2/16) - Theological Worlds, Liminality, Liminal Thinking, and Conflict - online 1.00-4.00 pm Central

Due: Theological Worlds Inventory (posted on Canvas)

Goal – to learn theological differences beyond conservative/liberal polarization as another conflict management approach

Outcome – to demonstrate understanding about theological difference and how it leads to conflict and can lead to new appreciation of theological diversity (through class exercise and discussion)

M.Div. Goal 2

M.Div. Learning Outcome 4.1.1, 4.2, 4.3

D.Min. Goal 2 - same

D.Min. Learning Outcome 1.1, 1.2

Class process and content:

- Welcome and centering
- Liminality (Withrow in supplemental reading)
- Liminal Thinking (Gray in supplemental reading)
- Break
- Theological Worlds inventory results (Jones in supplemental reading)
- The impact of theological worlds for conflict management
- Break
- Whole class exercise
- Takeaways and blessing

Module 3: Neuroscience, Immune Systems, and Conflict (Opens February 17, closes May 15)

Reading due: Berger – February 23

Assignments due: First case study – March 2

Lahey (2 videos) – March 9

Immunity to Change map – March 9

3.1 Week 4 (2/23) - Neuroscience I - online 1.00-4.00 pm Central

Due: Berger – Unlocking Leadership Mindtraps

Goal – to grow self-awareness neurologically and mentally about internal conflict management and apply this awareness externally to different levels of system

Outcome – to demonstrate an understanding of adaptive leadership and immunity to change accompanied by mindtraps (through class exercise and discussion)

M.Div. Goal 2, 3

M.Div. Learning Outcome 4.1.1, 4.2, 4.3; 5.1, 5.3, 5.4

D.Min. Goal 2, 3 - same

D.Min. Learning Outcome 1.1, 1.2; 3.1, 3.2

Class process and content:

- Welcome and centering
- Adaptive leadership general principles (Heifetz and Linsky in supplemental reading)
- Immunity to change
- Immunity to change map – small group discussions
- Break
- Mindtraps and immunity to change
- Class exercise with mindtraps
- Break
- Introduction to neuroscience Part I – the 3 Zones
- Implications for work with volunteers and church systems - class discussion
- Takeaways and blessing

3.2 Week 5 (3/2) – Neuroscience II and Leadership - online 1.00-4.00 pm Central

Due: first case study

Goal – to discover further influences of the brain on responses to conflict internally and externally and to integrate learnings in case study reflection

Outcome – to demonstrate understanding of integration of physical, mental, and spiritual aspects of conflict (via case study and discussion), and raise deeper awareness about self and systems in conflict

M.Div. Goal 2, 3

M.Div. Learning Outcome 4.1.1, 4.2, 4.3; 5.1, 5.3, 5.4

D.Min. Goal 2, 3 - same

D.Min. Learning Outcome 1.1, 1.2; 3.1, 3.2

Class process and content:

- Welcome and centering
- Neuroscience Part II – the body and the brain (Blake in supplemental reading)
- Break
- Case studies in small groups
- Break
- What was learned in cases based on class material thus far – class discussion
- Questions rising about conflict and theological reflections
- Coaching time for class as time allows
- Takeaways and blessing

3.3 Week 6 (3/9) – Adaptive Leadership and Immunity to Change in Self and Systems - online 1.00-4.00 pm Central

Due: Lahey – two videos, Immunity to Change map

Short introduction to the immunity of change with Lisa Lahey -

https://www.youtube.com/watch?v=KfQBEi_ksJM (5.13 minutes)

YouTube of Lisa Lahey – Immunity of Change process (please access handout on Canvas before listening)

https://www.youtube.com/watch?v=KfQBEi_ksJM (75.27 minutes – moves quickly)

Goal – to understand Immunity to Change and create maps for own journey in change, then for the organization’s immunity to change

Outcome – to demonstrate the understanding of what might keep organizations stuck (through small groups and class takeaways)

M.Div. Goal 2, 3

M.Div. Learning Outcome 4.1.1, 4.2, 4.3; 5.1, 5.3, 5.4

D.Min. Goal 2, 3 - same

D.Min. Learning Outcome 1.1, 1.2; 3.1, 3.2

Class process and content:

- Welcome and centering
- Summary of immunity to change and questions (Keegan and Lahey in supplemental reading)
- Fielding questions about maps
- Break
- Immunity to change maps in small groups
- Feedback from small groups
- Commitment for the work – accountability/support partners
- Break
- Significance for work in various levels of systems, especially incorporating volunteers, that are stuck – class discussion
- Living in the sandwich as leader – managing up and down in stuck systems
- Takeaways and blessing

Module 4: Cultural Systems and Conflict (Opens March 10, closes May 15)

Readings due: Kaur – March 30

Assignment due: Two TED talks – Crenshaw, Adichie – March 16

IDI results if you have them

Hofstede video, organizational dimensions and culture worksheets online

4.1 Week 7 (3/16) – Intercultural diversity, Intersectionality, Single Stories – online 1.00-4.00 pm Central

Due: Crenshaw TED talk, Adichie TED talk

Kimberlé Crenshaw - Intersectionality

<https://www.youtube.com/watch?v=akOe5-UsQ2o> (18.49 minutes)

Chimamanda Ngozi Adichie – The Danger of the Single Story

<https://www.youtube.com/watch?v=D9Ihs241zeg> (19.16 minutes)

Attention to Intercultural Development Inventory

(if you have taken it, bring results to class)

Goal – to develop intercultural competency and intersectional awareness in systems

Outcome – to demonstrate understanding of intercultural conflict sources and the intersectional nature of difference (through class discussion and role play)

M.Div. Goal 1, 3

M.Div. Learning Outcome 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4;

D.Min. Goal 1, 3 - same

D.Min. Learning Outcome 2.1.1; 2.1.4; 2.2.2; 2.3

Class process and content:

- Welcome and centering
- Intersectionality (Crenshaw in supplemental reading)
- Examples – class discussion
- Break
- Single stories, Mindtraps, Immunity to change
- Role play
- Break
- Where we are – intercultural development (inventory)
- Intercultural conflict (optional inventory to purchase online - <https://icsinventory.com>)
- Takeaways and blessing

4.2 Week 8 (3/23) – Narrative for Inviting Empathy and Connection: the power of story - online 1.00-4.00 pm Central

Due: Kaur - See No Stranger

Goal – to engage the power of story, noting intersectionality and intercultural issues, with spiritual/theological implications for ministry

Outcome – to demonstrate empathy and understanding for difference (via small groups and role play)

M.Div. Goal 1, 2

M.Div. Learning Outcome 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4; 4.1.1; 4.2; 4.3

D.Min. Goal 1, 2 - same

D.Min. Learning Outcome 2.1.1; 2.1.4; 2.2.2; 2.3; 1.1, 1.2

Class process and content:

- Welcome and centering
- Class discussion on *See No Stranger* and its relevance for ministry
- Small groups – personal discussion about being stranger
- Break
- Empathy and connection in conflict
- Theological framework for Christian leadership in conflict
- Role play
- Break

- Group exercise based on neuroscience and empathy connected with the power of story
- Takeaways and blessing

4.3 Week 9 (3/30): Cultural Difference – Hofstede, Introduction to polarities - online 1.00-4.00pm Central

Due: Hofstede's organizational culture:

<https://hi.hofstede-insights.com/organisational-culture>

Hofstede's cultural dimensions:

https://www.mindtools.com/pages/article/newLDR_66.htm

YouTube of Hofstede:

<https://www.youtube.com/watch?v=wdh40kgyYOY&t=662s> (32.00 minutes)

Goal – to learn cultural differences via polarities and spectra and the polarity management tool

Outcome – to demonstrate understanding of cultural spectra and how polarities can be managed (via exercises and class discussion)

M.Div. Goal 1, 3

M.Div. Learning Outcome 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4;

D.Min. Goal 1, 3 - same

D.Min. Learning Outcome 2.1.1; 2.1.4; 2.2.2; 2.3

Class process and content:

- Welcome and centering
- Cultural dimensions and what they mean for ministry
- Organizational dimensions and what they mean for ministry
- Connection with the power of story and preference/theological beliefs and liminal thinking
- Small group exercise using a Hofstede spectrum
- Break
- Introduction to polarity management (Oswald and Johnson in supplemental reading)
- Break
- Hofstede and polarities
- Implications for use in the parish – class discussion
- Takeaways and blessing

Module 5: Polarities and Systems - working with volunteers (Opens March 31, closes May 15)

Readings due: DeGroat – April 20

Assignment due: Second case study – April 20

5.1 Week 10 (4/6) – Liminal “and” with Polarity Management – online 1.00-4.00 pm Central

See sample Polarity Map on Canvas

Goal – to learn the polarity tool more deeply and the liminal nature of managing division

Outcome – to demonstrate competence with the polarity tool as an instrument for congregations (via exercises, small groups, and role play)

M.Div. Goal 1, 3

M.Div. Learning Outcome 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4;

D.Min. Goal 1, 3 - same

D.Min. Learning Outcome 2.1.1; 2.1.4; 2.2.2; 2.3

Class process and content:

- Welcome and centering
- Liminality and polarities
- Exercises with the polarity tool
- Small group discussion
- Use in congregations
- Break
- Culture, difference, division, living in the liminal “and”
- Role play
- Break
- Immunity to change and polarities/theological implications
- Open conversation – questions rising for students
- Takeaways and blessing

5.2 Week 11 (4/20) – Conflict, grief, and mental illness in the system (April 20) – online 1.00-4.00 pm Central

Due: DeGroat, second case study

Goal – to learn how underlying grief and trauma can emerge as conflict, and respond appropriately; to continue integrating course work through case study

Outcome – to show how leaders might manage grief, trauma, or narcissism as part of the system (via discussion, role play, feedback); to demonstrate course integration through case study (via small groups and feedback)

M.Div. Goal 2, 3

M.Div. Learning Outcome 4.1.1; 4.2; 4.3; 5.1; 5.3; 5.4

D.Min. Goal 2, 3 - same

D.Min. Learning Outcome 1.1, 1.2; 3.1, 3.2

Class process and content:

- Welcome and centering
- How grief and trauma promote conflict (Lyon and Moseley in supplement reading)
- Responses of leaders
- Break
- Narcissism in the church – the ultimate challenge (DeGroat)
- Class discussion
- Role play as time permits
- Break
- Case studies in small groups

- Feedback
- Takeaways and blessing

Module 6: Integration and Conclusions (Opens April 21, closes May 30)

Final Project or Paper due: Seniors graduating – May 6. Other students – May 14.

6.1 Week 12 (4/27) – Integrating Conflict concerns/Developing the final project/paper – online 1.00-4.00pm Central

Goal – to integrate intercultural competency, self-awareness, tools, and skill in conflict management that leads systems in mature, positive change, formulating ideas for final project or paper

Outcome – to demonstrate focus on internal and external conflict work and ability to integrate for a summative project or paper (via role plays, small group work, class discussion)

M.Div. Goal 1, 2, 3

M.Div. Learning Outcome - 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4; 4.1.1; 4.2; 4.3; 5.1; 5.3; 5.4

D.Min. Goal 1, 2, 3 - same

D.Min. Learning Outcome - 2.1.1; 2.1.4; 1.1, 1.2; 3.1, 3.2

Class process and content:

- Welcome and centering
- Check in regarding Immunity to Change map
- Pop up role plays on topics of choice
- Reflections on role plays
- Break
- Developing the final project/paper
- Small group work to that end
- Break
- Class discussion about project and paper topics and curiosities
- Coaching as needed
- Takeaways and blessing

6.2 Week 13 (5/4) – Conclusions and next steps - online 1.00-4.00 pm Central

Goal – to crystallize projects or final papers with integration of the course content and tools, to summarize learnings and evaluate course

Outcome – to demonstrate a clear thought process for the final writing project as outlined in requirements (via discussion, exercise, small groups, and takeaways)

M.Div. Goal 1, 2, 3

M.Div. Learning Outcome - 3.1.1, 3.2.1; 3.2.2; 3.3; 3.4; 4.1.1; 4.2; 4.3; 5.1; 5.3; 5.4

D.Min. Goal 1, 2, 3 - same

D.Min. Learning Outcome - 2.1.1; 2.1.4; 1.1, 1.2; 3.1, 3.2

Class process and content:

- Welcome and centering

- Summative statements about this conflict content (how it weaves together)
- Class exercise
- Break
- Small group check in on development of project or paper
- Use of tools in the congregation
- Break
- Overall takeaways from the course and next steps for each student with the material
- Verbal evaluation
- Blessing

Academic Policies

All students in Bexley Seabury courses are expected to be familiar with the following information that is provided on Canvas, in Student Resources:

- Academic policies and forms
- Requests for withdrawals, extensions, and incompletes
- Technological requirements and assistance
- Writing guidelines and assistance
- Course Netiquette
- Prohibition of plagiarism