

Course: BU623-M and BU623-N Conflict Management  
Credit: 3 Semester Hours  
Semester: Spring 2021, Cycle 6, Course begins May 10 and ends July 2, 2021  
**Students meet with instructor: 5/27, 29, 6/3, 5\***  
**Students have a lot of assignments due before the classroom meetings!**  
Time: \*Modulars meet: Thur. 6 p.m. – 9 p.m.,  
Sat. 8:30 a.m. – 4:00 p.m.  
Instructor: Victor “Skip” Hessel, Jr., DM, MBA  
E-mail: [skip.hessel@calvary.edu](mailto:skip.hessel@calvary.edu)  
No office; no office hours – adjunct professor  
Cell: (816) 588-3709, Students may text-message instructor.

## I. DESCRIPTION

With a biblical approach to personal and interpersonal conflict, students learn essential qualities of biblical peacemaking. Students learn about managing conflict in a variety of scenarios with an emphasis on the organization.

*\* This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

*\* The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

## II. OBJECTIVES

A. General competencies to be achieved. The student will be able to:

1. Review conflict resolution systems and realize the biblical criteria in developing a proper response to conflict.
  - a. Program Objectives 1, 2, 4, 5
  - b. Assignments a, b, c
2. Identify how personality and temperament relate to conflict management in organizations.
  - a. Program Objectives 2, 3, 4

- b. Assignments a, b, c
- 3. Learn how to apply biblical principles of peacemaking in a variety of applications.
  - a. Program Objectives 1, 2, 3, 4
  - b. Assignments b, c
- 4. Identify appropriate management systems, strategies, and approaches that will lead to a biblical model of peacemaking.
  - a. Program Objectives 2, 3, 4, 5
  - b. Assignments a, b, c

B. Specific competencies to be achieved. The student will be able to:

- 1. Develop and manage skills to assist self and others with appropriate communication styles that will lead to conflict resolution.
  - a. Program Objective 4
  - b. Assignments b, c
- 2. Learn a variety of responses to problem solving and a collaborative approach to conflict management with a biblical resolve.
  - a. Program Objectives 2, 3
  - b. Assignments a, b, c
- 3. Understand the emotional dynamics and impact conflict has on an individual or group
  - a. Program Objectives 4, 5
  - b. Assignments a, b, c
- 4. Practice conflict management decision making using case study.
  - a. Program Objective 2
  - b. Assignment c
- 5. Prepare action plans to apply conflict resolution principals.
  - a. Program Objectives 4, 5
  - b. Assignment b, c
- 6. Consider different means of managing conflict in a variety of settings.
  - a. Program Objectives 1, 5
  - b. Assignments a, b, c

### III. REQUIREMENTS

- A. Attendance of all classes – some assignments completed in class.
- B. Read text, complete assignments on time, and participate in class discussion and activities.
- C. Completion of course materials according to the prescribed schedule.

D. Complete final paper.

#### IV. METHODS

- A. Lecture
- B. Reading and writing assignments
- C. Student Participation – discussion in online forum, assigned interaction.
- D. Final Applied Learning Paper
- E. Course Grading:
  - 1. Advance Assignments & Response Papers 50%  
(No credit is given for partial reading)
  - 2. Discussion, Participation, & Interaction 25%  
(Please note: Online discussions will take place each week.  
Participation is required every week.)
  - 3. Final Applied Learning Paper 25%

#### V. REQUIRED MATERIALS

##### A. Bible

The Holy Bible, [www.biblegateway.com](http://www.biblegateway.com) (the instructor will use NASB).

Please feel confident in using the Bible you use in other Calvary

University courses (see statement below). Retail price \$0.00.

*The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (meaning that the translation is generally word-for-word from the original languages), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (paraphrases, and thought-for-thought translations like NLT and NIV) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version. The professor uses NASB or ESV.*

##### B. Other Textbooks:

Elmer, D. (2010). *Cross-culture conflict: Building Relationships for Effective Ministry*. Downers Grove, IL, IVP. ISBN 978-0830816576.

Retail price \$18.00

Gangel, K. (1999). *Communication and conflict management in churches and Christian organizations*. Wipf & Stock. ISBN: 978-

1579109028. Retail price \$25.60

Van Yperen, J. (2004). *Making peace: A guide to overcoming church conflict*. Chicago, IL: Moody Press. ISBN: 978-0802431851.

Retail price \$10.09. Available on Kindle.

## VI. COURSE ASSIGNMENTS

- a. Students are to read all three textbooks (Elmer, Gangel, Van Yperen) and write a 1000+ word essay on **each** book. Reflect on what you believe to be the most important issues from each assigned reading. ***Compare and contrast how these authors handle conflict systems found in society to the Biblical conflict systems.*** If students did not take ***SS249 Conflict Resolution***, then she/he may need to express the Biblical view from personal experience and study. Students may write more than 1000 words, but papers with less than this amount will likely receive a grade reduction. Word count is intended to be a guide rather than an absolute standard; however, reflection papers below the minimum word count probably are not thorough enough. **All Three Assignments due before we meet in the classroom. See Canvas LMS for due dates.**
- b. Participation: During each class, the instructor will post an interaction topic for **all** students to discuss in the on-line forum each week during the duration of the course. Students must engage in each assignment given, and respond to at least two classmates. Students must follow guidelines for “Substantive Posts” to receive full credit. **Assignment due: Each week during course.**
- c. Prepare a written 10- to 15-page Applied Learning Paper detailing personal learning outcomes from the course. At least 75% of the paper should have **application** from course materials, lectures, activities, and exercises. The

remaining 25% of the paper should have direct application to your work, ministry, or a thoroughly researched case study. (Students must clearly reference sources for case study.) In this section, describe how you intend to take course principles and apply them in the future. Throughout your paper, make clear references to the origins of your learning by citing references as appropriate. (Please see grading rubric at the end of this syllabus.)

**Assignment due: March 6, 2020.**

VII. TENTATIVE CLASS SCHEDULE

Date/Week	Class Topic Description
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Course introduction &amp; front matters</li> <li>• Possible guest speaker will discuss making tough decisions in conflict management.</li> <li>• The biblical heart of conflict management</li> </ul>
<b>Saturday</b>  <b>Thursday</b>	<ul style="list-style-type: none"> <li>• More on the “heart” expected by God</li> <li>• Principles of confrontation</li> <li>• Personal conflict</li> <li>• Management challenges</li> <li>• Case Studies Acts 15/Galatians 2</li> <li>• Some historic case studies in conflict management</li> <li>• Principles of conflict management style selection</li> <li>• Letting go</li> </ul>
<b>Saturday</b>	<ul style="list-style-type: none"> <li>• Counseling others in conflict</li> <li>• The church in conflict</li> <li>• A case study – special in class assignment</li> <li>• Challenges for managers today</li> </ul>

*Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any disabling condition that may require support.*

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own.*

Organization Development students write papers according to the *Publication Manual of the American Psychological Association*, Seventh edition (APA Manual). The instructor suggests that students acquire the manual or resources to produce correct formatting.

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)), located in the library building, is dedicated to providing free academic assistance for all CU students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

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## BIBLIOGRAPHY

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Wheeler, Tom. *Take Command: Leadership Lessons from the Civil War*. New York:

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Wright, Walter C. Jr. *Relational Leadership*. Carlisle, Cumbria, CA: Paternoster Pub.,

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Yperen, Jim Van. *Making Peace, A Guide to Overcoming Church Conflict*. Chicago:

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## RUBRIC FOR THE EVALUATION OF WRITTEN ASSIGNMENTS

CRITERIA	NEEDS IMPROVEMENT Minimum Points	SATISFACTORY Medium Points	EXCEPTIONAL Maximum Points
<p><b>CONTENT</b> 75%</p>	<p>The writer does not demonstrate cursory understanding of subject matter, and/or the purpose of the paper is not stated clearly. The objective, therefore, is not addressed and supporting materials are not correctly referenced.</p> <p><i>48.9 or FEWER POINTS</i></p>	<p>The writer demonstrates limited understanding of the subject matter in that theories are not well connected to a practical experience or appropriate examples, though the attempt to research the topic is evident, and materials are correctly referenced.</p> <p><i>49 to 65.9 POINTS</i></p>	<p>The writer demonstrates an understanding of the subject matter by clearly stating the objective of the paper and links theories to practical experience. The paper includes relevant material that is correctly referenced, and this material fulfills the objective of the paper.</p> <p><i>66 to 75 POINTS</i> <b>Score:</b></p>
<p><b>ORGANIZATION</b> Including Readability &amp; Style 20%</p>	<p>Paragraphs do not focus around a central point, and concepts are disjointedly introduced or poorly defended (i.e., stream of consciousness).</p> <p>The writer struggles with limited vocabulary and has difficulty conveying meaning such that only the broadest, most general messages are presented.</p> <p><i>15.9 or FEWER POINTS</i></p>	<p>Topics/content could be organized in a more logical manner. Transitions from one idea to the next are often disconnected and uneven.</p> <p>Some words, transitional phrases, and conjunctions are overused. Ideas may be overstated, and sentences with limited contribution to the subject are included.</p> <p><i>16 to 18.9 POINTS</i></p>	<p>The writer focuses on ideas and concepts within paragraphs, and sentences are well-connected and meaningful. Each topic logically follows the objective and the conclusion draws the ideas together.</p> <p>The reading audience is correctly identified, demonstrated by appropriate language usage (i.e., avoiding jargon and simplifying complex concepts). Writing is concise, in active voice.</p> <p><i>19 to 20 POINTS</i> <b>Score:</b></p>
<p><b>FORMAT</b> 4%</p>	<p>The paper does not conform to Turabian or APA style. Students must use one or the other correctly.</p> <p><i>0 POINTS</i></p>	<p>The paper does not conform completely to Turabian or APA style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the appropriate style guide).</p> <p><i>Up to 2 POINTS</i></p>	<p>The paper is correctly formatted to style (e.g., margins, spacing, pagination, headings, headers, citations, references, according to the <i>appropriate style guide</i>).</p> <p><i>2.1 to 4 POINTS</i> <b>Score:</b></p>
<p><b>GRAMMAR, PUNCTUATION, &amp; SPELLING</b> 1%</p> <p>Poorly written papers with numerous mistakes <b>may receive greater grade reductions</b>. Less emphasis on rubric does not give students license to forgo proofreading their work.</p>	<p>The writer demonstrates limited understanding of formal written language use; writing is colloquial (i.e., conforms to spoken language). Grammar and punctuation are consistently incorrect. Spelling errors are numerous.</p> <p><i>0 POINTS</i></p>	<p>The writer occasionally uses awkward sentence construction or overuses and/or inappropriately uses complex sentence structure. Problems with word usage (e.g., evidence of incorrect use of Thesaurus) and punctuation persist causing difficulties with grammar.</p> <p><i>0.5 POINTS</i></p>	<p>The writer demonstrates correct usage of formal English language in sentence construction. Variation in sentence structure and word usage promotes readability. There are no spelling, punctuation, or word usage errors.</p> <p><i>1 POINT</i> <b>Score:</b></p>

### **What is a Substantive Post? © 2016**

By Skip Hessel, D.M.

In a world of social media and text-messaging, proper interaction between student and teacher and other students is increasingly important. However, scholars begin to blur the boundaries of academic substance. Students want to make good grades and receive fair treatment. Instructors want to share principles of their discipline. In an effort to clarify how to post thoughts in an interactive forum, these instructions attempt to define substance.

A substantive post conveys a complete thought with academic rigor. Student scholars must take into account the wide variety of readers in a social media setting and communicate appropriately. One cannot assume that every reader has had exactly the same training or even similar experiences. Ergo, one must write complete thoughts to overcome any inadequacy. Similarly, academic rigor forgoes any thoughtless conclusions. While expressing new ideas and exercising academic freedom, contributors must consider what is known about the subject and include known knowledge in academic writing. Writers should consider the level of knowledge and use certain amount of judgement too. Substance requires balance. Scholars should consider their readers and communicate as well as possible.

Because today's academic environment includes many cultures, writers must consider the inappropriate use of metaphors and colloquialisms. An expression or satire may not make sense to a reader from a culture in another part of the same country or on the other side of the world. Students posting substantive responses avoid using expressions and phrases with vague meanings that the reader could misunderstand.

Substantive posts also cite sources. When using the ideas of others, a scholar gives appropriate in-text citations when responding to forum. For example,

Blackaby and Blackaby (2011) found many believers get frustrated with technology and media that has become commonplace; however, believers must “embrace technology with gusto” (p. 8).

Others who express innovative thinking should receive credit for their ideas and intellectual property. Additionally, readers should have the opportunity to consider source materials themselves. A substantive post will include such citations.

Students often ask for specific guidelines. Unfortunately, students sometimes put minimum requirements ahead of quality responses. At the risk of students falling into this trap, the instructor believes a substantive post will contain one or two complete paragraphs that include approximately 300 words. Some substantive posts convey meaning with less; however, many require much more. Moreover, a substantive post will demonstrate the scholar’s attempt to grow. Therefore, assigned reading materials and other sources are found as in-text citations and as references. At a minimum, each substantive post will contain at least one. Students expecting great evaluations should include at least one citation in a 300+ word post.

In many ways, participating in a forum raises tremendous opportunity. The asynchronous learning environment allows students to consider the thoughts of others, to research the subject, and to respond in their own time. Students should take advantage of this unique opportunity. Your instructor will gently correct you and evaluate you along your journey. But, great students will consider how they can practice these skills from their very first post.

Reference: [No need for page break in substantive post.]

Blackaby, H., & Blackaby, R. (2011). *Spiritual leadership: moving people on to God’s agenda*. B & H Publishing: Nashville, TN.