



CL4525 Fall 2015

Theological Leadership in Addressing Change and Conflict

INSTRUCTOR

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MEETING

Online

SEMINAR DESCRIPTION

A course that will help students develop a framework for engaging and addressing organizational change and conflict within congregations. Biblical and theological resources will be put into conversation with organizational theory literature and the behavioral sciences in an effort to clarify the leader's role in leading change processes and developing effective strategies in addressing church conflict.

Half Course

OBJECTIVES

Each seminar participant will . . .

1. **Develop a theology of change**, with an eye toward congregational ministry or the ministry setting in which they plan to lead.
2. **Gain an understanding of key resources** available to leaders for addressing change and conflict within congregational systems.
3. **Become aware of key issues** regarding change and conflict in congregations.
4. **Actively engage in discussion with peers** around developing a theology of change, assessing theoretical resources, and leading in the midst of change and conflict within a congregation or other ministry setting.
5. **Complete a final group project** that applies the course material in a concrete manner within a ministry setting.

REQUIRED READING/RESOURCES

Elton, Terri Martinson, "Leading in the Midst of Change – a theologically grounded, theoretically informed hermeneutic of change," *Journal of Religious Leadership*, Fall 2008, Vol. 7, No. 2 (e-reserve)

Kegan, Robert and Lisa Laskow Lahey, *Immunity to Change: How to Overcome It and Unlock the Potential in Yourself and Your Organization* (Boston: Harvard Business School Publishing, 2009)

Leas, Speed, *Discover Your Conflict Management Style* (Washington, DC: The Alban Institute, 1997).
_____, Levels of Conflict http://www.luthersem.edu/world/Archives/4-2_Working/4-2_Leas.pdf

Robinson, Anthony *Changing the Conversation: a third way for congregations* (Grand Rapids: Eerdmans, 2008)

COURSE FORMAT AND REQUIREMENTS

Course Structure

This course has weekly assignments in **three areas** each of the six weeks. The three areas address leading change and conflict *personally, theologically and theoretically*, and in a particular *ministry setting*. Assignments include readings, online modules, video presentations, peer discussion, and contextual engagement.

Students are expected to engage all aspects of the course, not only for their own learning but also for the sake of their peers. If the student does not understand an assignment or has a conflict with meeting deadlines, they should contact both the professor and the other students in their group.

Course Requirements

Each student will be required to do the following:

1. **Course Participation** – Each student will be expected to participate in all aspects of the course. Engaging peers and the professor is a key part of the learning in this course, therefore students are asked to make it a priority. Each student will be placed in a small group to process the weekly assignments and work their personal living case study. Small groups will meet in **real time** (using Google Hangout) for 1 hour each week to discuss assignments in each of the three areas for that week. Students will share leadership, with one student leading the discussion each week and posting a one-page summary of the group's discussion in MyLutherNet. In addition, each small group will create an annotated bibliography to share with the rest of the class. (See more details below.)
30% of the student's grade.
2. **Assigned reading** – Each student is expected to complete the assigned readings and be prepared to discuss the material each week in small groups as well as integrate material them into their contextual project. (See contextual project for more details.)
3. **Annotated Bibliography** – Each small group is to create an annotated bibliography to share with the rest of the class. Annotated bibliographies are to include 15 resources for leading conflict, change, and innovation. Resources should be a mixture of theological and theoretical books, articles, and websites. Annotations should be 100-150 words and include: (a) information on the author; (b) key points of the book; and (c) how this resource could be used in dealing with change and/or conflict within a ministry setting. Annotated bibliographies are to be **posted in MyLutherNet on Monday, September 28th**.
15% of the student's grade.
4. **Personal Leadership Reflection Paper** – Each student will write a two-page paper on their leadership style around change and conflict and their personal learnings from Kegan and Lahey's book and Lea's book/assessment. Papers are to be **posted in MyLutherNet on Monday, October 26th**.
15% of the student's grade.
5. **Contextual project** – Each student will address the course material through the lens of a living case study. Case studies are to be a ministry situation in a context in which you have or are leading. Each week there will be a contextual part of the assignment to help student's dig into different aspects of their case study. While the weekly assignments are ways of looking at "parts" of the case study, the contextual project is a way of looking at the "whole." Using the learning from all aspects of class (readings, video, discussion, and contextual assignments), the student is to present the particulars of their case study and reflect upon it theologically, theoretically, and strategically in this 10-15 page paper. This paper should include resource materials and a bibliography and have the following four sections:
 - *laying out the case and assessing the issues* – describe the context (historical and what circumstances surrounded the situation), describe the ministry, name key events, name key questions and highlight key issues to be addressed. (2-3 pages)
 - *providing a theological frame* – drawing upon various biblical and theological resources, suggest 3-4 core ideas and create a theology of change for this living case. (3-5 pages)
 - *providing a theoretical frame* – tending to the issues named in section one and drawing upon the theology of change in section two, provide a theoretical frame from the theories studied in this course for this living case study. (3-5 pages)

- *suggest strategic steps for moving forward* – based on the first three sections, suggest actions steps that the leadership of this ministry could implement. (2-3 pages)

Papers are to be **posted on Monday, October 12th**. Students will present their contextual projects to their small group the final week of class. Points will be allocated in this way: 8 points for each of the four sections (32 points total), 5 points for integrating readings into project, and 3 for grammar and citations.

40% of the student's grade.

Grading

Grade will be determined based on completion of the following requirements:

Class Participation	30%
Group Annotated Bibliography	15%
Personal Reflection Paper	15%
Contextual Project	40%

Grading: All students must turn in all assignments to pass this class. **Late assignments** will be accepted *if* a new timeline is worked out with the instructor prior to the deadline. Otherwise late assignments will be docked points. **Assessing of assignments** will be based on the following aspects: a) followed the instructions of the assignment (if you have questions about the assignment, please contact the instructor) and quality of work; b) attention to grammar/proof-read, and, if applicable, c) integration of readings and class discussion into the assignment with appropriate citations (should follow the Chicago format).

CLASS SCHEDULE AND READING ASSIGNMENTS

Week 1

September 8 -11

Getting Grounded and Being a Reflective Leader

Area:	Reading/Assignment:	Small Group:
Personally – leading change starts with me	Kegan and Lahey, <i>Immunity to Change</i> , introduction.	Entering this course, how would you define your leadership style with regards to change and conflict?
Theological/Theoretical – adaptive leadership	Complete Week 1 online unit.	What one learning stood out in this module?
Contextually – recognizing the need for change	Elton, “Leading in the Midst of Change.” Watch video to introduce contextual project. Identify a case study to work throughout the class.	Share with the group your living case study.

Week 2

September 14-18

Expanding our Horizons

Area:	Reading/Assignment:	Small Group:
Personally - Expanding our understanding of change	Kegan and Lahey, <i>Immunity to Change</i> , Part 1	What did you learning about change that will help your leadership?

Theological/Theoretical – Creating Urgency	Complete Week 2 online unit.	What did you learn about the importance of urgency? Name some sources for creating urgency.
Contextually – God’s active in the midst of change	Robinson, <i>Changing the Conversation</i> , introduction, chapters 1 and 9. Ask 3 people in the ministry setting about how they think (thought) God is (was) present.	Share 5 biblical and theological concepts that might help frame the change situation in your ministry setting.

Week 3
September 21-25

Congregations as Complex Systems

Area:	Reading/Assignment:	Small Group:
Personally – I am a system living in a system.	Kegan and Lahey, <i>Immunity to Change</i> , Part 2	Name one take-away about your leading change within systems from the reading.
Theological/Theoretical – A Systems Approach to Change	Complete Week 3 online unit.	What did you learn about systems thinking? How might that connect to congregations?
Contextually – how did we get here?	Robinson, <i>Changing the Conversation</i> , chapters 2 and 5. Widen your lens for looking at this case study. Dig into the history of this ministry.	What insights does history offer your case study?

Week 4
September 28- October 2

Conflict is not a Four-Letter Word

Area:	Reading/Assignment:	Small Group:
Personally – What is my approach to conflict?	Leas, <i>Levels of Conflict</i> , and discover your conflict management style	Share an example of your leading in the midst of conflict and how you used (well or poorly) 1 of the 6 conflict management styles.
Theological/Theoretical - Conflict	Complete Week 4 online unit.	How does understanding conflict help you lead conflict differently?
Contextually – leading through conflict	Robinson, <i>Changing the Conversation</i> , chapters 3 and 4. Talk with a leader in this ministry about how it was led in a time of conflict.	From your reading, personal reflection, and knowledge of this context, what are two things that are important to know about leading through conflict in this ministry?

Annotated Bibliographies due (Post on MyLutherNet) – Monday, September 28th.

Week 5

October 5 - 9

Innovation, Experiment, and the Future

Area:	Reading/Assignment:	Small Group:
Personally – I can change!	Kegan and Lahey, <i>Immunity to Change</i> , Part 3	What one experiment would you like to try to expand your leadership capacity?
Theological/Theoretical – Innovation	Complete Week 5 online unit.	Name three ideas from this module you want to remember in the future. Why?
Contextually – Picturing the Future	Robinson, <i>Changing the Conversation</i> , chapters 6 and one other chapter we haven't read (you choose). Ask 3 people of different generations about their picture of the future for this ministry setting.	What did you discover about your case by "looking into the future"? What does this mean to your case study?

Week 6

October 12-16

Change and Conflict in Practice - Sharing final project

Group members share their contextual projects.

Contextual Project due (Post on MyLutherNet) – Monday, October 12th.

Personal Leadership Reflection due (Post on MyLutherNet) – Monday, October 26th.