Course Description

Fellowship International personnel will evaluate their current orientations in interpersonal relationships and develop skills that will allow them to function more effectively and synergistically with others, whether family, colleagues or strangers. Through interaction with critical scholarship and others engaged in cross-cultural ministry, as well as involvement in practical projects, the participants will be exposed to a set of skills that will enable them to interact more effectively when facing interpersonal conflict. The aim is for the participants to acquire the tools to overcome unhealthy responses and develop skills to handle difficult relationships successfully. Of special concern will be the cross-cultural element in interpersonal interactions. Participants will be expected to articulate, through written correspondence, their evaluation and personal responses to the presented material. In addition, they will document their development in and use of the skills being taught. Graduate credit for this course is offered by ACTS Seminaries (Trinity Western University) in partnership with Fellowship International through the ACTS Centre for Ministry Excellence.

This course is divided into three sections, with a separate instructor for each. The professor of record is Mark Naylor, who is also the instructor for one section. The sections and instructors are as follows:

- Section 1: Tools for Handling Tough Conversations – Mark Naylor
- Section 2: DiSC – Dave Marttunen
- Section 3: Responding to Anger – Gary Lidstone

Please be aware of the terminology and make-up of the course:
- The course is made up of 3 sections
- Each section consists of 4 sessions
- Each session is a 2 week period

Course Objectives

Participants will demonstrate, within their cross-cultural context, their ability to successfully apply within difficult relationships the interpersonal skills being taught. They will provide constructive feedback to each other’s development with the goal of helping each other progress in the application of these skills.

Specifically, this course intends to lead each participant toward mastery of the skills needed to develop and maintain healthy interpersonal relationships as seen through four different, though complementary, domains. This course will lead the participant…

Knowledge …to become aware of their own tendencies and orientation within tense situations and stressful relationships, to be able to articulate and explain the principles and skills by means of which a person can overcome personal weaknesses and poor responses, to identify other’s orientations and the
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reactions which will determine success or failure in dealing with them, to understand the contextual stresses that contribute to poor reactions, to be able to describe the dynamics of those situations that require skillful navigation.

Skills ... to discern at an early stage those problem situations in which interpersonal skills are required, to overcome unhealthy reactions and respond with awareness and mature judgment, to avoid both flight and fight and instead be able to engage others positively according to perceived weaknesses, strengths and orientations, to be a peacemaker, to develop a stronger capacity to think critically and analytically in order to keep unhealthy emotional responses in check.

Character ... in the development of those characteristics of personal mastery that will enable them to intentionally and productively engage the difficult relationships and situations in their life, to deepen their commitment to the living out of biblical truth, to form personal conclusions and convictions about the importance of healthy interpersonal relationships in the context of ministry.

Application ... to put into practice the skills they are being exposed to, to share their experiences - both failures and successes - with other participants, to address problem relationships constructively.

Textbooks and Resources (* signifies availability as download from “course materials” + indicates books that the participant will need to purchase.)

Section 1: Tools for Handling Tough Conversations


Patterson, K. Q&A Communicating Over E-mail in Crucial Skills, December 1, 2010 Vol. 8 No. 48

http://now.eloqua.com/es.asp?s=567&e=108781&elq=33966d25261a492788f6f266a44cf5fa

Section 2: DISC

1. DiSC Classic 2.0 Profile (online version)

Section 3: Responding to Anger

Selected readings from:


Website

This course will utilize the TWU MyCourse system (https://courses.mytwu.ca/my/), which requires the TWUPass username and password for access. Technical problems can be addressed to the helpdesk found at https://www1.twu.ca/support. All participants will be assigned a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. A student’s email account is available through this portal and is vital for
communication about grades, account statements, lost passwords, sign-up instructions, and other such matters.

**Course Schedule**

Instructor: Mark Naylor (May 2 – Jun 24)

*Section 1: Tools for Handling Tough Conversations*
- Weeks 1-2: Start with Heart
- Weeks 3-4: Make it Safe
- Weeks 5-6: Stating my path, Hearing others’ paths
- Weeks 7-8: Putting it all together

One week break (complete written assignment)

Instructor: Dave Marttunen (Jul 4 – Sep 2)

*Section 2: DiSC*
- Weeks 9-10: DiSC profile – self discovery
- Weeks 11-12: DiSC team discovery
- Weeks 13-14: Support and negotiation
- Weeks 15-16: Team integration

One week break (complete written assignment)

Instructor: Gary Lidstone (Sep 12 – Nov 4)

*Section 3: Responding to Anger*
- Weeks 17-18: Understanding the Roots, Risks and Roles of Anger
- Weeks 19-20: Emotional Inventory
- Weeks 21-22: Identifying Emotional Baggage
- Weeks 23-24: Dealing with the Pain of Anger

(complete written assignment)

Time expectation for course participation is 4 hours per week (8 hours per session).

**Assignments and Evaluation**

There is no final exam for this course, so your learning process is entirely dependent upon your own ability to take the process seriously. You will be evaluated on your faithfulness to the quality of your online interaction, the details of the research assignments, and the course papers. As a rule of thumb, this course should take about 4 hours of work a week (8 hours each session), including readings, postings and written assignments. If you find the demands of the course are taking up more time than expected, please send the instructor a note to that effect in order to get help to adjust the work to fit the time frame. The assignments have been calculated based on the following expectation of time required:
- Posts: 3 hrs per post (includes: 1 one original post per participant the second week of each session, with a minimum of 3 replies to the posts of other participants)
- Written assignments: 1 double-spaced page per hour
- Research assignments: 3-4 hours
- Reading: 25 pages per hour
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Assignments will be of three types:

• **Online Interaction**—Online interaction will consist of three parts: (a) a thorough reading and engaging of the instructor’s posted introduction of the session and any additional material **(posted at the beginning of each two-week session)**, (b) a clear and concise evaluation of the material and/or report of research assignments **before Monday of the second week**, (c) and a written interaction with the posts of at least three other participants in the course **before Thursday of that second week**. Interaction will be marked primarily by the weight of its content rather than its length, although **300-400 words per post** is recommended (responses to other’s posts may be considerably less than this). Each post must demonstrate that the participant has thoroughly and critically grappled with the content presented by the instructor and other participants. Interaction will be worth **30% of the final grade (10% per section)**. NOTE: Participants are invited to continue the online discussions as they wish, although only the required posts will be marked.

• **Research Assignments** will be an integral part of this course. Because this is a course on interpersonal relationships, it is imperative that the material be applied within the participant’s network of relationships, whether family or colleagues, friends or acquaintances. Detailed instructions for the research assignment will be provided at the appropriate time. These assignments will be worth **30% of the final grade (10% per section)** and will be based on conformity to the instructions given as indicated through your posts and/or written assignments.

• **Written Assignments**: Each section will require a written paper based on the section’s work and constitute one section of the final project. This will be marked as part of the course project (see below) and is worth **30% of the final grade (10% per section and all three become ¾ of the final project)**.

• **The Course Project** will consist of the papers (and maybe a few posts) required from each section plus a 3 page concluding description and evaluation of the changes that the participant has been able to implement in their daily lives and interactions. Participants are advised to start the project at the onset of the course and add to their file as assignments are completed. The written assignments flow out of the online interaction and will become part of the course project. In summary, course project has four parts:
  o Tools for Handling Tough Conversations
  o DISC
  o Managing Anger
  o Description and evaluation of personal changes in interpersonal interactions.

The course project should be submitted within two weeks from the end of the last session (weeks 23-24) and will comprise **40% of the final grade (30% from each session’s paper plus 10% concluding description and evaluation)**.

Details for each section:

**Important**: Each session will have “instructor’s notes” posted in “course materials”. Please read the instructor’s introduction to the course as well as the notes specific to each session before beginning the reading and assignments. The online notes may be more up to date than the syllabus and will be considered the authoritative instructions.

**Note**: Important dates for online participation are in **Bold**, key instructions are in **FULL CAPS**.

**Section 1 (Sessions 1-4, Weeks 1-8): Tools for Handling Tough Conversations**
Session 1: Start with Heart - Weeks 1-2
READ through the course syllabus, the introduction to the course as well as the instructor’s notes for Weeks 1-2 (These are all found on the webpage under “Course Materials”). Also READ the first 4 chapters of Crucial Conversations [pp 1-63]. TAKE the “Style under Stress” test as per instructions in the instructor’s note.
Interactive assignment: Be sure you are familiar with the “Guidelines for forum interaction” - found on the MyCourses page under “Introductions” - before posting. Follow the instructor’s notes and instructions in the “Style Under Stress (forum)” and do your first POST by Monday of the second week.
By Thursday of the same week, re-enter the website, READ what others have written and POST at least three thoughtful, substantial, and encouraging responses to what your fellow participants have written. Respond directly to the participant, showing your responses as replies to what they have written.

Session 2: Make it Safe - Weeks 3-4
READ the instructor’s notes and Chapters 5-6 of Crucial Conversations [pp 65-118].
Research assignment: Arrange and partake in two conversations in which you will explore two difficult topics or relationships. In one you will work on making it safe for yourself and the other person. In the other you will explore a “story” you are telling yourself. See full instructions in the online assignment and Instructor’s notes.
Interactive assignment: In a POST, as per online interactions instructions (by Monday of the second week), you will describe your research and critique the reading. As before, by Thursday of the same week, you are instructed to RESPOND to at least three of the postings from other participants.

Session 3: Stating my path, Hearing others’ path - Weeks 5-6
READ the instructor’s notes and Chapters 7-8 in Crucial Conversations [119-160].
Research assignment: Two assignments: (1) Choose a relationship in which there is, or has been, some tension. Following STATE, talk together about one of your difficult interactions. (2) Find someone who has a different conviction on a topic than yourself, preferably an emotional one (eg. a moral issue). Practice the listening skills and then apply ABC to present your position. See full instructions in the online assignment.
Interactive assignment: In a POST, as per online interactions instructions (by Monday of the second week), you will describe your research and critique the reading. As before, by Thursday of the same week, you are instructed to RESPOND to at least three of the postings from other participants.

Session 4: Putting it all together - Weeks 7-8
READ the instructor’s notes and Chapters 9-12 in Crucial Conversations [161-228].
Research assignment: Using the overview of the book found on pages 186-188, choose one of the skills that you believe are particularly helpful to you at this point. Engage in one more difficult conversation to practice that skill. See full instructions in the online assignment.
Interactive assignment: In a POST, as per online interactive instructions (by Monday of the second week), describe the interactions and your tendencies. See full instructions in the online assignment. As before, by Thursday of the same week, RESPOND to at least three of the postings from other participants.
Written assignment (Course Project Chapter 1): By the end of the week break, upload an 8 page record of your personal discoveries and development through this process of applying the Crucial Conversation principles. It should include citations from the readings and posts as well as illustrations from your research. I will be looking for evidence that you have engaged the material and made practical application to your life. See full instructions in the online assignment.
Section 2 (Sessions 5-8, Weeks 9-16): DISC

Session 5: DiSC profile –Self discovery - Weeks 9-10
READ the instructor’s notes prior to going online to complete the DiSC profile.
Research Assignment: Complete the DISC test online as per instructor’s notes. Download and store the pdf file of the completed profile. READ through section 1 of your profile report.
Written assignment: Provide a 2 page evaluation your profile as per online instructions and submit it before Monday (ie., before the post). NOTE that there is a written portion for each session, which will be collated into the second chapter of the course project at the end of this section.
Interactive assignment: In a POST, by Monday of the second week, provide your segment numbers and classical pattern. Choose a prominent biblical character and make an educated guess of what their pattern would be as per online instructions. By Thursday of the same week, RESPOND to at least three of the postings from other participants.

Session 6: DiSC Team Discovery - Weeks 11-12
READ the instructor’s notes.
READ the articles found on the website: http://www.discardsonline.com/UDISC/cultural.html (links are on the column on the left hand side).
Interactive assignment: In a POST, by Monday of the second week, reflect on why we might want to recruit someone to our team with a trait that we are lacking, but when we work with that person we find it difficult. Give a personal example where you have seen or experienced this. By Thursday of the same week, respond to three other posts by explaining how, using DiSC profile insights, you would respond or react to the situation or trait that is described.
Written Assignment: Using your own profile, write how you will begin a crucial conversation on the topic of starting a new ministry initiative with a high C team leader. Make use of the DiSC charts download, which describe a working relationship from the position of strength, the chart found in your profile called “The DiSC dimensions,” and the website readings. Maximum 2 pages double spaced.

Session 7: Support and Negotiation - Weeks 13-14
READ the instructor’s notes.
READ how Dr. Gary Smalley has used DiSC as a tool for understanding the variety of personal preferences and how our behavioural styles affect others at his site www.smalley.cc DOWNLOAD and complete the free test and note the last page that compares the dimensions to animals. This should give you further insight into negotiating with different dimensions.
Interactive assignment: As per the online instructions, by Monday of the second week, POST a reflection on how the relationship between animals and dimensions can help you relate to your family and to your team. In your post reflect on how High C’s sometimes behave as if they are D’s, and why this is so. By Thursday of the same week, respond to 3 other posts by providing suggestions that would allow for creative, positive and synergistic relationships between the people described in the posts.
Written assignment: As per online instructions and using the “Leading a Team” chart, provide a) a paragraph of explanation for each column considering your same culture relationships and b) a paragraph of explanation for each column considering your cross cultural interactions. Maximum 4 pages double spaced.

Session 8: Team Integration - Weeks 15-16
READ the instructor’s notes.
Interactive assignment: DOWNLOAD and READ the scenario provided online and, following the online instructions, by Monday of the second week, POST a summary description of the interactions indicated by
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the dimensions of the people on the team in the scenario for the written assignment. By Thursday of the same week, respond to 3 other posts by providing both critiques and affirmations for their assessment.

**Written assignment:** Elaborating on your posts and incorporating relevant insights from other participants in the interaction, provide a maximum 2 pages (double spaced) description of the interactions indicated by the scenario provided in the online instructions. This week you do not need to upload the assignment separately since you will be handing in this section’s portion of the course project by the end of the following week.

**Course Project Chapter 2:** During the week break, collate or summarize the written assignments of section 2, as well as any relevant posts and responses, including a half page description of what you have found particularly helpful. NOTE: the purpose of this exercise is to provide of review of your progress and to bring your papers together in a helpful format. Besides the written assignment of this session, the only new written portion expected in the course project is the half page description of the benefit you have gained. To be handed in by the end of the week break.

One week break (complete written assignment)

**Section 3 (Sessions 9-12, Weeks 17-24): Responding to Anger**

**Session 9: Understanding the Roots, Risks and Roles of Anger - Weeks 17-18**

READ the instructor’s notes.

READ Chapters 1, 2 and 3 in Emotionally Healthy Spirituality. Also READ Ephesians 4:14-32.

**Interactive assignment:** By Monday of the second week, POST an outline of a biblical perspective on anger following the online instructions. Include three (3) examples of healthy expressions of anger from the scriptures and indicate why they are healthy. By Thursday of the same week, RESPOND to at least three of the postings from other participants, either providing support or critique of the position given. In either case provide evidence or examples to illustrate your point.

**Written assignment:** Using the emotional and spiritual health indicators listed on pages 45, 46 of Emotionally Healthy Spirituality, courageously look inward and evaluate (graciously) where you are at this point in your life. See full instructions online. The whole assignment should be only be about 1 page in length and uploaded into MyCourses by Saturday of the second week.

NOTE: The portion of the course project to be handed in at the end of this eight week section will consist of all the work done through these four sessions. See further description online.

**Session 10: Emotional Inventory - Weeks 19-20**

READ the instructor’s notes.


**Interactive Assignment:** By Monday of the second week, POST a biblical rationale for knowing and honouring your “authentic self,” noting any correlation between “authentic self” living and a healthy response to anger and “false self” living and an unhealthy (sinful) response to anger. By Thursday of the same week, RESPOND to at least three of the postings from other participants, either providing support or critique of the position given. In either case provide evidence or examples to illustrate your point.

**Written Assignment:** Following the online instructions, you will ask yourself some hard questions about how faithful you are to your “authentic self.” Using Sczazero’s differentiation scale on pages 83, 84, determine where you are on the continuum and explain why you placed yourself on the continuum in the place indicated. Provide a description of your “authentic self.”

**Session 11: Identifying Emotional Baggage - Weeks 21-22**
Interactive Assignment: By Monday of the second week, POST one of the following (see further instructions online):

EITHER
a. Outline three principles you learned about handling the emotion of anger from your family of origin. If negative, how have you learned to deal with anger in a healthier manner? If positive, give examples of how you have used this healthy imprint in your life.

OR

b. Analyze your ministry setting to describe the unspoken rules regarding what is acceptable in handling anger eg. It is acceptable to be passively aggressive but overt expressions of anger must be avoided, or certain individuals are granted latitude to express anger but this does not apply to all. Share three principles you have learned (are learning) that help you “be angry and sin not” in your ministry setting.

As before, by Thursday of the same week, RESPOND to at least three of the postings from other participants.

Written Assignment: Do a genogram as illustrated on page 105 in Emotionally Healthy Spirituality. Explain how this exercise can reveal how anger is being managed. See online instructions. The assignment should be only be about 1 page in length and uploaded into MyCourses by Saturday of the second week.

Session 12: Dealing with the Pain of Anger - Weeks 23-24

READ the instructor’s notes.

READ Chapters 6 and 7 in Emotionally Healthy Spirituality

Interactive Assignment: By Monday of the second week, POST your thoughts on your personal journey through this section on anger as you interact with the Stages of Faith diagram on Page 119 in the textbook. See further instructions online. By Thursday of the same week, RESPOND to at least three of the postings from other participants, providing support or suggestions.

Written Assignment: In one page, note the issues in your life that cause you the pain of anger. Provide one Scripture that encourages you deeply as you face these issues and why it does. See further instructions online. This week you do not need to upload the assignment separately since you will be handing in this section’s portion of the course project by the end of the following week.

Course project Chapter 3: This portion of the course project consists of all the work done through these last four sessions. Please collate any posting that have provided additional as well as all the written assignments of this section into one document in an order or arrangement that best reflects your personal development to a maximum of 8 pages. Include a half page description of how this section has been beneficial for you. Upload the document.

Contact Information

The instructors are available to respond to issues related to the course:
Mark Naylor: mark.naylor@twu.ca or by telephone: 250-652-6226
Dave Marttunen: dave@daveanddonna.ca telephone: 250-385-7786 Skype dmarttunen
Gary Lidstone: gary.lidstone@gmail.com or by telephone: 226-346-2746

Transcription of Credit and Letters of Permission to Transfer Credit
Upon completion of this course, a transcript can be made available for the purpose of transferring this credit to another institution. Whether such an institution will accept such credit is solely at their discretion. A student may wish to seek a “letter of permission” (LOP) from the alternate school in advance of taking the course in order to assure the applicability of this course to a given program.

**Bibliography of Supplemental Materials**
Please contact the instructors directly for any supplemental material required.

Responding to Anger:

**Guidelines for Writing, Research, and Evaluation**

**Scholarly insight & higher order thinking**
Your papers should include your own thoughtful analysis of the topic and contribute to a substantive understanding of the subject. Papers should relate to the topic at hand, and should be developed around an analytical framework that most effectively communicates your ideas. Use higher order thinking skills and critical analysis to write your papers. Your papers should reflect your original ideas and creativity.

**Theories and ideas**
Through your research, you will find differing perspectives and theories. Carefully choose the theories and ideas that you will include in your paper and explain them thoroughly. Ensure that your explanation of facts, arguments and conclusions is logical and consistent.

**Language, grammar and editing**
In your writing, use simple, straightforward language. Avoid using jargon or a complex sentence structure that detracts from the intent of your message. Please use standard Canadian English, and ensure that spelling and grammar is correct. Before submitting a paper, edit it yourself and ask colleagues to review it as well. Rewrite any sections that are problematic.

**Structure and presentation**
The structure and organization of your papers should mirror the practices of other scholarly works in your field of study. Ideas and quotations taken from other sources must be cited as plagiarism is intellectual theft and will not be tolerated. When referencing sources, use Turabian (= Chicago) format. The following websites give general guidance regarding bibliography and footnote formatting: 

For discussion questions and forum postings you do not need to follow formal academic style, but you should still be careful to give credit to others when you utilize their ideas or words.

**Late Assignments**
Late assignments will be subject to a substantial deduction in grade (as much as one full letter grade). Assignments more than one week late will not be accepted. Exceptions to this general principal must be requested in advance and in writing to the professor of record.

**Grading**
Evaluation of this kind of work cannot help but be subjective, at least to some degree. In general, grades in the “A” range are reserved for exceptional work. If your work is average in content, or simply meets the professor’s general exception without evidence of extra effort or accomplishment, then you can expect a grade in the “B” range. Work that is passable, but less than average and less than the professor’s general expectation will earn a “C” range grade. Substandard and insufficient work will be rewarded with an “F.”