

ML502: Interpersonal Communication and Conflict Management

Lecture Outlines

LECTURE I

Introduction

- I. Review of Foundation Sociology
 - A. Nature of the discipline
 - B. Sample application
 - C. Practical implications
- II. Understanding Human Groups
 - A. Mutuality, presentiality and simultaneity
 - B. Generalized others and significant others
- III. Nature of Communication
 - A. Definition of communication
 - B. Context of communication
- IV. Human Groups and Organizational Growth
 - A. Three eras of theory
 - B. Goal achievement and interpersonal communication
- V. Philosophy of Ministry and Leadership
 - A. Review of the literature
 - B. Principles of an effective philosophy

LECTURE II

Communication Models

- I. Field of Experience Model
- II. Interpersonal Episode Model
- III. Transactional Model
- IV. Management Process Model
- V. Hard and Soft Organizational Model

LECTURE III

Communication Messages

Introduction: Communication Scripts

- I. Communication Processes
 - A. Denotation - dictionary definition
 - B. Interpretation - contextual meanings
 - C. Relationships - personal contacts
- II. Areas of Administrative Communication
 - A. Communicate objectives repeatedly
 - B. Protect emotional tone
 - C. Identify clear channels
 - D. Recognize different levels
 - E. Teach effective communication
 - F. Evaluate personal communication
- III. Guidelines for Feedback
 - A. Feedback should be specific, not general
 - B. Feedback depends upon mutual trust
 - C. Feedback which is solicited will be better received
 - D. Feedback should be descriptive
 - E. Feedback needs to be checked for validity
- IV. Ten Commandments of Good Communication

- A. Seek to clarify your ideas before communicating
- B. Examine the true purpose of each communication
- C. Consider the total physical and human setting when you communicate
- D. Consult with others when planning communication
- E. Be mindful of overtones
- F. Convey something of value to the receiver
- G. Follow up your communication
- H. Communicate for tomorrow as well as for today
- I. Be sure your actions support your communication
- J. Seek to understand

LECTURE IV

Learning To Listen

Introduction: Sensing, attending, understanding and remembering

I. Improving Listening Skills

- A. Find areas of interest
- B. Judge content, not delivery
- C. Hold your fire
- D. Listen for ideas
- E. Be flexible
- F. Work at listening
- G. Resist distractions
- H. Exercise your mind
- I. Keep your mind open
- J. Capitalize on thought speed

II. Listening to Superiors

- A. Assurance of meaning
- B. Concentration
- C. Unfamiliar messages

III. Listening to Subordinates

- A. Balance response
- B. Follow through
- C. Sufficient access
- D. Underlying assumptions

IV. Listening as a Means of Solving Interpersonal Problems

- A. Because of unrealistic expectations
- B. Because of Satan's overtime activity
- C. Because of ignorance of managerial processes
- D. Because of expectations that are greater on both sides

V. Listening to Non-Verbal Messages

- A. Definition of non-verbal communication
- B. Influence of non-verbal communication
- C. Non-verbal symbols

Conclusion: Self-assessment scale

LECTURE V

Self Concept and Communication

I. Self Concept as a Communication Model

- A. Johari window model
- B. Insight and truth in self concept
- C. Self growth and spiritual formation

II. Self Concept and Latent roles

- A. Lessons from the Hawthorne Studies
- B. Centrality of interaction in latent role research
- C. Latent roles and closure

III. Self Concept and Threat

- A. Negative results of threat
- B. Threat and tunnel vision

C. Crisis as challenge of threat

IV. Self Concept and Significant Others

A. Interplay of self concepts

B. Handling anger in significant others

C. Egotism and the love ethic

LECTURE VI

Language and Interpersonal Relations

I. Language as a Reflection of Ourselves

A. Language reflects values

B. Language reflects attitudes

C. Language - scientific or magical?

II. Language and General Semantics

A. Two meanings of every word

B. Wilson's triangle of meaning

III. Language and Perception

A. Socious slogans

B. Korzybski's non-identity and non-allness

C. Perception as the product of experience

IV. Language and Meaning

A. Meanings are in people

B. Denotation and connotation

V. Language and Relationships

A. Relationships ascribe meaning

B. Communication as punishment

C. Repairing communication breakdown

LECTURE VII

Conflict Defined and Clarified

Introduction: Identifying conflict

I. Understanding Conflict - Misconceptions

- A. Conflict is abnormal
- B. Conflict and disagreements
- C. Conflict is pathological
- D. Conflict must be reduced or avoided
- E. Conflict is personality problem
- F. Conflict is linked only with anger
- G. Conflict is the admission of failure

II. Conflict Defined

III. Essential Elements in Defining Conflict

- A. Interdependency
- B. Interactive struggle
- C. Incompatible goals
- D. Interference (perceived)
- E. Interface of opposition and cooperation

IV. Conflict Management Defined

V. Conflict and the Communication Process

- A. Predisposition, management and assessment
- B. Perspective considered
- C. Role definition
- D. Relationship viewed
- E. Communication skills
- F. Power or influence
- G. Values
- H. Style utilized
- I. Coalitions

J. Problem-solving

VI. Summary

LECTURE VIII

Conflict and the Old Testament

Introduction

I. From the Book of Proverbs

A. Conflict used constructively

B. Conflict used destructively

II. Conflict Principles from the Book of Proverbs

A. At times, conflict is best managed by avoiding the conflict

B. When God's child reduces his conflict with the Lord, he finds even his enemies are at peace with him

C. We are personally responsible to control our temper

D. It is wise to manage conflict in its early stages

E. In any conflict situation, hear all sides. Guard against formulating opinion too early

F. A mutually agreed upon third party or (method) can help manage the conflict

G. Some conflicts are not worth the fight

H. By doing something good (nice) for the person you are having conflict with, you reduce destructive conflict

I. Be slow to involve yourself in a quarrel that is not your own

J. Destructive conflict must be fed to continue its existence

III. Summary

LECTURE IX

Conflict and the New Testament

I. Conflict: The Gospels

A. Luke 22:24-27

1. Conflict issue

2. What we learn about conflict

B. Luke 10:38-42

1. Conflict issue
2. What we learn about conflict

C. John 12:1-8

1. Conflict issue
2. What we learn about conflict

D. Matthew 20:1-16

E. John 21:15-19

II. Conflict: The Epistles

A. Romans 12:9-21

B. 1 Corinthians 6:1-8

C. Galatians 2:11-21

D. Philippians 1:12-18; 4:2,3

III. Summary

LECTURE X

Role Definition and Values

Introduction

I. Conflict and Role Definition

- A. Definition of role
- B. Definition of interrole conflict
- C. Definition of intrarole conflict
- D. Role definition as a control
- E. Role definition as a predictor of behavior
- F. Role definition as mutually defined

II. Conflict and Values

- A. Values revelation
- B. Values clarification
 1. An exercise in value clarification
 2. Shared values

3. The pastor's values

4. Mr. Brown's values

III. Summary

LECTURE XI

Conflict and Non-Verbal Communication

Introduction

I. Why Non-verbal Communication Is Important

II. What Non-verbal Communication Does

A. It replaces

B. It reinforces

C. It can contradict

D. It reveals emotional and relationship messages

III. How We Use Non-verbal Communication

A. Proxemics

B. Facial expression

C. Paralinguistics

D. Eye contact

E. Personal attire

F. Hand gestures

G. Body position

H. Physical environment

I. Posture

J. Head movement

IV. What We Learn from Non-verbal Communication

LECTURE XII

Interpersonal Relations and Recruitment

I. Biblical Guidelines for Interpersonal Relationships

- A. The goal and end of interpersonal relationship
- B. Interpersonal relations and reconciliation

II. Christian Analysis of the Human Relations Movement

- A. Human relations are both a means and an end
- B. Manipulation of people is wrong
- C. Interaction is basic to the human relations process
- D. Both the organization and the worker must be changed

III. Recruiting Volunteers

- A. Align recruitment to informal friendships
- B. Accept no substitute for dialog
- C. Assume vulnerability in leadership
- D. Always keep your word
- E. Acknowledge rejection gracefully
- F. Avoid clashes of authority

IV. Interpersonal Relations and Participatory Management

- A. Steps toward team leadership
- B. Facilitating a shared vision

LECTURE XIII

Interpersonal Relations and Training

I. Designing Interpersonal Relationships

- A. Modes of analysis
- B. Guidelines for communication flow

II. Relating Roles and Needs

- A. Identifying participatory groups
- B. What people want from work groups

III. Creating a Climate of Growth

- A. Organism and organization
- B. Quality control

IV. Developing Retention Qualities

- A. Finding flexible but stable people
- B. Developing loyalty that lasts
- C. Establishing quality control
- D. Recognizing spiritual power

LECTURE XIV

Interpersonal Relations and Supervisions

I. Leadership and Relationship

- A. Decentralize authority
- B. Share information

II. Communication and Hierarchy

- A. Hierarchy and decision making
- B. Supervisory communication

III. Self-Realization and Creativity in Supervision

- A. The power of personal goals
- B. The dynamic of spiritual achievement
- C. The creativity of cooperative ministry

IV. Evaluation: Giving and Receiving

- A. Evaluative measures
- B. Evaluative questions
- C. Evaluative guidelines
- D. Evaluative tools

LECTURE XV

Relationship Levels

Introduction

- I. Content Messages and Relationship Messages
- II. Symmetrical versus Complementary Relationships
 - A. Symmetrical relationship
 - B. Complementary relationship
- III. A Communication Axiom
- IV. Summary

LECTURE XVI

Conflict and Power

Introduction

- I. The Concept of Power
- II. The Denial of Power
- III. The Definition of Power
- IV. How Power Operates
- V. Types of Power Influence
 - A. Reward power
 - B. Coercive power
 - C. Legitimate power
 - D. Referent power
 - E. Expert power
- VI. The Measurement of Power/Influence
- VII. The Sharing of Power/Influence
- VIII. Summary

LECTURE XVII

Negotiation and Bargaining

Introduction: Definition

I. Structural Characteristics of Bargaining Relationships

- A. Involvement of two parties
- B. A conflict of interest
- C. Temporarily joined in a voluntary relationship
- D. Conflict over resources
- E. Process of negotiation

II. The Presence of Audiences

III. The Functions of Third Parties

IV. Summary

LECTURE XVIII

Conflict and Coalitions

Introduction

I. Coalition Defined

II. Coalitions that are Dangerous

III. Coalition Formation

- A. Minimum resource theory
- B. Minimum power theory
- C. Anticompetitive theory
- D. Confusion theory

IV. Conditions Likely to Form Coalitions

V. Desirability of a Coalition Partner

VI. Division of Outcomes in Coalitions

VII. When Coalitions are Legitimate

LECTURE XIX

Conflict Management Style

Introduction

I. Three Major Styles

- A. Nonconformation orientation
- B. Solution orientation
- C. Control orientation

II. A Five-fold Division

- A. Forcing
- B. Confrontation
- C. Smoothing
- D. Avoiding
- E. Compromise

III. Shawchuck's Five-fold Division

- A. Avoiding (the turtle)
- B. Accommodating (the teddy bear)
- C. Collaborating (the owl)
- D. Compromising (the fox)
- E. Competing (the shark)

IV. A Major Description of Each Style

LECTURE XX

Organizational Causes of Conflict

I. Confrontation as Conflict

- A. Purposeful deviation
- B. Levels of conflict
- C. Keeping groups healthy

II. Criticism and Conflict

- A. Giving and receiving

B. Irrational ideas about leadership

III. Dogmaticism and Conflict

A. Accurate assessment

B. “The wrongness of being right”

IV. Conflict and Efficiency Breakdown

A. Efficiency in leadership

B. Conflict episode model

LECTURE XXI

Conflict Strategies and Tactics

Introduction

I. Avoidance Tactics

A. Postponement

B. Controlling the process

C. Resorting to formal rules

D. Changing the physical environment

E. Tacit coordination

F. Precuing

G. Gunnysacking and dumptrucking

H. Coercive tactics

I. Linguistic manipulation

J. Refusal to recognize the conflict

K. Fogging

II. Escalation Tactics

A. Labeling

B. Issue expansion

C. Coalition formation

D. Threats

E. Constricting the other

F. Breaking the relational rules

III. Maintenance Tactics

A. *Quid pro quo*

B. Agreement on relational rules

C. Combining escalation and reduction tactics

IV. Reduction Tactics

A. Fractionation

B. Negative inquiry

C. Metacommunication

D. Response to all levels of the conflict

E. The position paper

F. Compromise

G. Establishment of outside criteria

LECTURE XXII

Stress: Cause and Cure

I. The Right to Fail

A. Creativity vs. conservatism

B. Three problems in developing creativity

II. Stress in Ministry

A. Recent research

B. Common categories

C. Lay-leader stress

III. Fear of Success

A. Reflected in competition anxiety

B. Exemplified in Jonah

C. Experienced in guilt

IV. The Contribution of Small Groups to Stress Reduction

A. Process of reduction

- B. Handling disagreement
- C. Mutual assistance

LECTURE XXIII

Workaholic Syndrome

I. Causes of Executive Stress

- A. Stress from competition
- B. Stress from change

II. Conflict and Stress

- A. Warning signs
- B. Conflict resolution

III. Marks of the Workaholic

- A. Ten characteristics
- B. Biblical examples

IV. Practical Suggestions for Defeating Workaholism

- A. Respond to people
- B. Give of yourself
- C. Enhance awareness
- D. Develop spontaneity
- E. Slow down
- F. Find a hobby
- G. Avoid stress
- H. Forgive yourself
- I. Work at self concept
- J. Watch stress causes

LECTURE XXIV

Destructive and Constructive Conflict Management

Introduction

I. The Normal Development of Conflict

II. Destructive Management of Conflict

A. Internal strife hinders effective functioning

1. Time
2. Energy
3. Vision

B. Non-shared or conflicting goals

C. Incompatible, irreconcilable role definitions

D. Threat of broken relationship dominates

E. Desire for relationship no longer exists

F. Lines of communication close

G. Lack of accuracy in communication

III. Constructive Management of Conflict

A. Respond to conflict in earliest stages

B. Conflict issue is in focus

C. Basic rules of conflict are followed

D. Creative options available are seen

E. Conflict is viewed as a problem to be solved

F. Produce authentic and worthwhile information

G. Set a context for independent and knowledgeable choices

H. Personal commitment to mutual plan of action

Study Questions

LECTURE I

1. What is the basic question common to all organizations?
2. Why is it correct to say that the church is both organism and organization?
3. How would you define sociology?
4. What is the meaning of the word culture?
5. Why is the word “mutuality” important in communication theory?

LECTURE II

1. Of what does language consist?
2. What is the purpose of feedback?
3. Why must organizational values be integrated with individual values?
4. Why does Harold Westing suggest that no committee or board in a church should meet without the rest of the staff knowing the agenda and outcome of the meetings?
5. According to the “Bubble Model,” why might administrative ethics sometimes fail?

LECTURE III

1. What is meant by personal “script”?
2. According to Smith and Williamson, what are the three levels of meaning which interpersonal communication messages take on?
3. According to Engstrom and Dayton, what are the four essential ingredients of any organization?
4. What three dimensions of the communication process seem to require our exclusive attention?
5. Why must we always examine the true purpose of communication?

LECTURE IV

1. On the Nichols’ 10-point scale of listening, rate yourself from 1-10 on each item so your final appraisal relates to a potential score of 100.
2. What three things must a subordinate do to follow through on what you have told him?

3. Suggest some reasons why human relations problems are often more severe in a Christian organization than in a secular organization.
4. What is the relationship of the doctrine of the Holy Spirit to the issue of false expectations in the Christian organization?
5. What kind of communication messages are non-linguistic, analogic and processed primarily by the brain's right hemisphere?

LECTURE V

1. What is the significance of Proverbs 23:7 to a study of self concept?
2. What is the significance of Romans 12:3 to the issue of self concept?
3. What is the difference between latent roles and deviant roles?
4. Why is threat such a common tool of manipulators and autocrats?
5. Why must good leaders avoid anger?

LECTURE VI

1. What is the significance of Colossians 4:6 to our study of language in communication?
2. What is the difference between the scientific view and the magical view of language?
3. What is the difference between the referent meaning of a word and its reference meaning?
4. What is the difference between denotative and connotative meaning?
5. Explain the statement, "It is the nature of communication that we use its processes against its purposes."

LECTURE VII

1. How was coalition viewed as a result of the communication process?
2. What do we learn about problem-solving when it comes to the conflict?
3. Why is the word struggle a good word for conflict?
4. Why is conflict more than "just a personality problem"?
5. How do communication skills relate to the before, during and after of the conflict process?

LECTURE VIII

1. According to Proverbs what does negative feedback (criticism) do?
2. What two problems developed when the Israelites failed to rebuke?
3. When is it best to avoid a fight or conflict?
4. Explain “When a man’s ways pleases the Lord he makes even his enemies live at peace with him.” (Proverbs 16:7)
5. Why is it important to hear all sides of a conflict?

LECTURE IX

1. When the conflict issue was “Who was the greatest?” (Luke 22:24-27), what is learned about conflict?
2. At the heart of the conflict in Matthew 20:1-16 is perceived injustice. What does this parable show us about conflict?
3. Commitment and restoration of Peter after his denial of the Lord is the issue in John 21:15-19. What role does conflict play in this account?
4. What two conflict principles come from 1 Cor. 6:1-8?
5. In Paul’s confrontation with Cephas (Gal. 2:11-21), why was it imperative for Paul to have this meeting?

LECTURE X

1. Define what is meant by “role.”
2. What is “intra-role conflict”?
3. What three important principles grow out of the fact that role definitions are mutually defined?
4. In what ways in your experience has conflict sharpened the focus of your values and the values of those around you?
5. Write out what values Mr. Brown and the Pastor hold together. What values are unique to Mr. Brown? to the pastor?

LECTURE XI

1. Why is non-verbal communication important?
2. How does non-verbal communication relate to the statement, “you cannot not communicate”?
3. Of the ten ways we communicate, which three do you find yourself using most frequently?
4. How could you change the physical environment (place where you regularly meet people) to foster better communication?

5. Record an interview and listen to it to determine how you are using paralinguistics. Evaluate your part positively and negatively.

LECTURE XII

1. What is the end result and primary goal of positive interpersonal relations?
2. Explain why human relations in the Christian organization are both a means and an end.
3. What aspect of Christian theology most militates against Skinnerian manipulation?
4. In renewing the life of a Christian organization, what is more important, the changing of the organization or the changing of its workers?
5. What two behaviors do Kouzes and Posner differentiate by saying one gets others to do things while the other gets others to want to do them?

LECTURE XIII

1. According to classic Dickson and Roethlisberger research, what are the Five Basic Concerns of Employees?
2. How do you evaluate Starr's principles? With which do you agree? With which do you disagree?
3. What is meant by the sentence, "People do not accept or reject training in a vacuum"?
4. According to the research of Phillips and Taylor, what do group members want?
5. What is expected of them?

LECTURE XIV

1. What is the end result of empowering subordinates?
2. What items would you add to the list by Kouzes and Posner describing strategies of empowerment?
3. What should a supervisor do when he listens to a subordinate?
4. Why is the right to fail important?
5. What is the basis for all effective and fair evaluation?

LECTURE XV

1. If a relationship is healthy, this aspect fades into the background. Why would this be true?
2. What does the account of the Samaritan woman in John 4 illustrate to us about relationships?

3. Think back to the last conflict encounter you had. Were there more symmetrical or complementary interchanges? Why?
4. Write a short paragraph describing David's relationship with Jonathan. Now do the same with David and King Saul.
5. What is the communication axiom present in this study? Why do you think this is true?

LECTURE XVI

1. Why is "influence" a good synonym for "power"?
2. Name the five types of power. Rate them as to which you use the most to which you use the least.
3. What is usually true when a person claims he has "no power" in a given relationship?
4. Think of three examples of "expert power" in Christian circles. Are these examples more "referent power" situations or "legitimate power" examples?
5. What questions help us to measure power in any conflict situation?

LECTURE XVII

1. What five structural components must be present for a genuine bargaining experience to occur?
2. Why is a voluntary relationship important in negotiation and bargaining?
3. Trace the bargaining steps revealed in Genesis 29-31 between Jacob and Laban. Are these repeated in most bargaining situations today?
4. List the proposals and counter-proposals seen between Moses and Pharaoh in Exodus.
5. What is the difference between a third party and an audience?

LECTURE XVIII

1. What makes a potential coalition partner attractive?
2. What do we know about the division of outcomes as it pertains to coalitions?
3. What did Caplov determine concerning coalitions?
4. Are coalitions formed consciously or unconsciously? Why?
5. Think through the steps the Gibeonites took to form a coalition with Israel in Joshua 9.

LECTURE XIX

1. When would avoidance or non-confrontation be an improper conflict style?
2. Can you think of times when Jesus Christ demonstrated a conflict style of control? Of non-confrontation? Of solution?
3. Do you view the style of collaboration or compromise as the most realistic style? Why?
4. Why do you think both men and women tend to become more non-confrontation-oriented as they advance in years?
5. In times of strong conflict which style do you exhibit most frequently?

LECTURE XX

1. According to Speed Leas, what do church people fight about?
2. What kinds of things do Leas and Kittlaus group under substantive conflict?
3. What four functions must leaders carry out to keep conflicting groups healthy?
4. How do you respond to Ellis' "ten most irrational ideas about leadership"? With which do you agree and disagree?
5. Identify the four kinds of conflict which appear in Wilson's Conflict Episode Model.

LECTURE XXI

1. Of what benefit is the tactic, "quid pro quo"?
2. A frequent tactic is use of a "threat." When is it worthwhile to use this in conflict situations?
3. Of all the tactics discussed in this study, which have been most effective when someone else used it on you?
4. What are your options if your adversary uses the tactic, "refusal to recognize the conflict"?
5. Can you think of any biblical examples of the tactic, "Changing the physical environment"?

LECTURE XXII

1. According to Kouzes and Posner how do people with "hearty attitude" handle stress?
2. Discuss the possible reasons why the top five problems faced by senior pastors with staff, senior pastors without staff and associate pastor are at points similar and at other points different.
3. Explain the statement, "Stress lies within ourselves."
4. How does the Jonah record demonstrate the fear of success?
5. How can stress be reduced in a small group?

LECTURE XXIII

1. What is workaholism?
2. Place the following words in their proper order of occurrence: tension, burnout, stress and workaholism.
3. Suggest some lifestyle changes which can alleviate stress in the life of a leader.
4. Identify the most effective pattern of conflict resolution continuum.
5. The lecture offers ten suggestions for defeating workaholism. Review as many as you can remember.

LECTURE XXIV

1. What are some signs that the desire no longer exists to continue a relationship?
2. Does communication always help to reduce conflict? Why?
3. How does accuracy in communication help to reduce destructive conflict?
4. What role does “producing creative options” have in helping us to manage conflict constructively?
5. When would a person allow destructive conflict to win?