

SYLLABUS
889: PEACEMAKING AND THE INTEGRAL MODEL OF MINISTRY
One-Day Optional Residency (Spring) & Distance Learning
FACULTY: Rev. Gary Simmons, ThD
Date Revised: 6/15/10

The HU mission statement lists “compassionate service” as a main goal. Providing compassionate service is a ministry in and of itself and often requires working within various organizations and groups. This course presents an integral framework for understanding, embracing, and moving through interpersonal and developmental challenges of ministry as it pertains to organizational and group work. Students will learn how to embrace conflict as a pathway to greater authenticity, wholeness, and personal transformation. To gain a greater understanding of the complexities of organizational and group dynamics, they will explore, in depth, Ken Wilber's integral theory and its specific usefulness for unraveling the complexities of church growth. Using this model, students will be asked to explore the model’s applicability to other specific groups and organizations in which they have an interest. In addition they will gain insight into the dynamics that impact cultural and systemic change.

FACULTY BIOGRAPHY

Rev. Dr. Gary Simmons is a renowned peacemaker and spiritual leader whose teachings and ground-breaking Integral Model of Ministry are transforming church organizations and helping church leaders to more fully express their Divine calling, energize their spiritual communities and expand their capacity to carry out their mission with greater integrity and congruence. As the Assistant Vice President of Integral Operations, Dr. Simmons served the Association of Unity Churches International for thirteen years, during which time he was instrumental in creating *The Transformation Experience*-a whole-system church growth and development approach. Dr. Simmons’ contributions have been recognized with multiple awards, including the “Expanding the Dream Award,” and, in 2004, the prestigious “Myrtle Fillmore Award” for embodying the heart of Unity in his ability to help heal divisions. Dr. Simmons holds a fourth-degree black belt in the martial art of tae kwon-do.

FACULTY CONTACT INFORMATION

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Conference Call #: 323-417-0075 - Access Code: 566942

COURSE DELIVERY STYLE & PLAN OF ACTION

This course will involve listening to prerecorded audio and video sessions covering ten topics in addition to reading and written assignments, conference calls, and other web-based venues identified in this syllabus. The ten sessions and related assignments are organized into a thoughtful and effective presentation of the course objectives. It is recommended that students study the course CD’s in their sequential order:

Session I	Nothing and No One is Against You
Session II	The Four Winds of Conflict
Session III	Who’s the Matter with You?
Session IV	Peacemaking vs. Difference-making

Session V	Creating Thriving, Coherent, & Integral Churches
Session VI	The Pastor / Flock Paradox
Session VII	Ken Wilber Goes to Church
Session VIII	The Integral Map of Ministry Development
Session IX	The Integral Model of Ministry
Session X	AQAL Development Strategies

RESIDENTIAL REGISTRATION

Register with the HU Bursar, Marilyn McGehee (888-272-6109) for the residency portion of the course. There is an additional \$25.00 per day fee for residency classes held at Unity Village.

LEARNING OUTCOMES

Students will:

- Demonstrate how to dismantle the appearance of an “enemy” and apply the concept that, when their life experience looks or feels against them, the experience is really a mirror unto their own disconnect.
- Assess how they create the conditions that support the storms of their lives. They will differentiate between who they are and what they are having as their experience.
- Analyze their own default operating self-system and discover the myths, messages, and beliefs that comprise their “shadow” self. They will use a 21-Day reflection process to dismantle unconscious patterns of relating and meaning making. Students will demonstrate how to dismantle the appearance of an “enemy” and apply the concept that, when their life experience looks or feels against them, the experience is really a mirror unto their own disconnect.
- Analyze how the head and heart frame reality and demonstrate an ability to sort through perceptions and meaning-making. They will identify peace as an intrinsic quality of being that manifests through the principle of congruence.
- Analyze the organizational, relational, cultural, and consciousness factors linked to thriving churches and other organizations, and explore how their distinguishing characteristics and practices relate to operational coherence and congruence.
- Discuss how congregational size and cultural centrisms affect dynamics of church growth. They will describe the distinctions between family, pastoral, program and corporate/mega size churches and why the pastor / flock paradigm is a dominant modality through out the size spectrum. They will analyze the link between Pareto’s Principle and the pastor / flock church dynamic as well as in other organizations.
- Apply Ken Wilber’s integral theory as a framework for understanding organizations as a living, holonic system. They will describe the four quadrants and differentiate between first and second tier dynamics.
- Summarize the milestones within the four developmental domains that comprise the Integral Map of ministry and demonstrate a basic understanding of the interrelatedness of the quadrants. Alternatively, they will assess the integral developmental framework as applied to other organizations.
- Assess an integral model of ministry and how it is capable of resolving the pastor / flock paradox.
- Create strategies for implementing the integral model and consider methodologies for affecting cultural and systemic transformation in groups and organizations.

Required Materials and Texts:

Simmons, Gary, *The I of the Storm: Embracing Conflict, Creating Peace*, Unity House, 2001, ISBN 0871592703, available www.theQeffect.com

Simmons, Gary & Bonario, Rima, *The Art & Practice of Living with Nothing & No One Against You Workbook*, available www.theQeffect.com

Simmons, Gary & Bonario, Rima, *The Art & Practice of Living with Nothing & No One Against You Workshop Video*, Online format available from the instructor.

Simmons, Gary, *Creating Thriving, Coherent New Thought Churches Using an Integral Approach*, *Journal of Integral Theory and Practice*, Summer 2009, available from instructor.

Simmons, Gary, *Peacemaking and the Integral Model of Ministry*, Ten CD Boxed set, United Centers for Spiritual Living, Holmes Institute 2008. To order contact Maureen @ mthurston@religiousscience.org

Wilber, Ken, *The Integral Vision*, Shambala, 2007, ISBN 978-1590304754

HOLOS FACULTY-STUDENT COMMUNICATIONS POLICY

Students and instructor communicate frequently via email, and phone conferences create a collegial forum for sharing ideas among class participants. Telephone conferences and calls with instructors are the student's expense. Faculty should inform students of any times that they are not available for email or phone communication. Students should inform instructors if they will not be available for scheduled phone conferences. Students should allow three days for a response after emailing an instructor. If you have not received a response after three days, re-send the email, call the instructor and leave a voice message. If you have still not received a response after two more days, forward your email communications with the instructor to the Dean of Faculty. Further action will be determined by the Dean of Faculty.

ASSIGNMENT FORMATS

- All written assignments must be **Microsoft Word** documents sent by email as attached files.
- All papers should be **double-spaced**.
- **FONT:** Times or Times New Roman.
- **E-MAIL SUBJECT LINE:** Always include your name and the Assignment number in the subject line of your E-mail and on the title page of your assigned papers.
- **END NOTES:** All referenced material must be cited using endnotes. Include the Author's name, the publication name, the publisher, the date of publication, and the page number.
- **FILE NAME:** When you "save" your document, you MUST use the following format to name your Word file: Or your file will be returned so that you can add the proper file name and format: The document you attach to your e-mail should be in the following format:

SmithJ_887#1.doc. (Last Name, First Initial_Course #, Assignment#.doc) Use Times, Times New Roman, or Helvetica fonts, 12 pt. and cite all referenced material using *Chicago Manual of Style* endnotes.

OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE

Assignment #1: Aha Journal Read, Listen, and Write 3 page reflection paper	10%
Assignment #2: 21 Day Q Process: Watch video, Participate in 3 Debriefing Conference calls	20%
Assignment #3: Reflection Paper: Write 5 page on the Q Process	20%
Assignment #4: Scholarly Paper: Integral Application Part 1 Listen, Read and Write 3 pages	15%
Assignment #5: Scholarly Paper: Integral Application Part 2 Read and Write 10 pages	35%

DETAILS OF ASSIGNMENTS

ASSIGNMENT #1

Due Date: October 8, 2010

Percentage of Grade: 10%

Learning Outcomes of Assignment: Students will assess how they create the conditions that support the storms of their lives. They will differentiate between who they are and what they are having as their experience.

Required Texts and/or Materials: The I of the Storm—Embracing Conflict Creating Peace, CD's 1 – 4: Peacemaking and the Integral Model of Ministry

Assignment Description: Read required text. While listening to CD's 1 – 4 keep a journal of “aha's and insights” relevant to your own spiritual understanding and how you show up in your life. Write a 3 page reflection paper citing specific insights or revelations you have noticed in reading the text and listening to the CD's regarding your own journey in dealing with challenging situations / people.

ASSIGNMENT #2

Due Date: November 15, 2010

Percentage of Grade: 20%

Learning Outcomes of Assignment: Students will demonstrate how to dismantle the appearance of an “enemy” and apply the concept that, when their life experience looks or feels against them, the experience is really a mirror unto their own disconnect. Analyze how the head and heart frame reality and demonstrate an ability to sort through perceptions and meaning-making. They will identify peace as an intrinsic quality of being that manifests through the principle of congruence.

Required Texts and/or Materials: The Art & Practice of Living with Nothing and No One Against You Workbook and Workshop Video.

Assignment Description: Watch the 6 hour online video workshop and complete exercises (instructor will provide student with access information). After completing the workshop video, read required text and complete the 21-Day Q Process. Participate in three weekly conference calls during the 21-Day Q Process (one call after each weekly phase).

Assignment 2 PHONE CONFERENCE #1, 2, & 3

Phone number: 323-417-0075

Access Code: 566942

Dates: Dates and times are decided by instructor and students once the course convenes.

ASSIGNMENT #3

Due Date: November 29, 2010

Percentage of Grade: 20%

Learning Outcomes of Assignment: Students will map their own default operating self-system and discover the myths, messages, and beliefs that comprise their “shadow” self. They will use a 21-Day reflection process to dismantle unconscious patterns of relating and meaning making.

Required Texts and/or Materials: The Art & Practice of Living with Nothing and No One Against You Workbook.

Assignment Description: Write a 5-page reflection paper your 21-Day Q Process experience. Include specific examples and situations and the patterns you discovered and how the process has contributed to your own spiritual unfoldment. Summarize a phase three worksheet that was particularly transformative.

ASSIGNMENT #4

Due Date: December 18, 2010

Percentage of Grade: 15%

Learning Outcomes of Assignment: Students will summarize the milestones within the four developmental domains that comprise the Integral Map of ministry and demonstrate a basic understanding of the interrelatedness of the quadrants. Alternatively, they will assess the integral developmental framework as applied to other organizations. Students will discuss how congregational size and cultural centrisms affect dynamics of church growth. They will describe the distinctions between family, pastoral, program and corporate/mega size churches and why the pastor / flock paradigm is a dominant modality through out the size spectrum. They will analyze the link between Pareto's Principle and the pastor / flock church dynamic as well as in other organizations.

Required Texts and/or Materials: Peacemaking and the Integral Model of Ministry CD Program 5 – 7, Journal Article: Creating Thriving, Coherent New Thought Churches Using an Integral Approach, The Integral Vision

Assignment Description: Listen to CD's 5 – 7. Read Journal Article and Integral Vision. Write a 3 page paper on the following conundrum: Imagine you are the community leader of 100 adult participants (i.e. a church community) and on the following Sunday, your community doubles to 200. Describe the obvious tensions and challenges you would need to resolve in the structural, relational, cultural, and consciousness quadrants in order to attain stability. What internal and external shifts and changes would need to occur?

ASSIGNMENT #5

Due Date: January 15, 2011

Percentage of Grade: 35%

Learning Outcomes of Assignment: Students will apply Ken Wilber's integral theory as a framework for understanding organizations as a living, holonic system. They will describe the four quadrants and differentiate between first and second tier dynamics. Students will assess an integral model of ministry and how it is capable of resolving the pastor / flock paradox. Students will create strategies for implementing the integral model and consider methodologies for affecting cultural and systemic transformation in groups and organizations.

Required Texts and/or Materials: Peacemaking and the Integral Model of Ministry CD Program 8 – 10.

Assignment Description: Listen to CD's 8 – 10. Write a 10 page concluding topical paper on how an integral approach to ministry (or any other organizational dynamic) might impact the New Thought movement (or the cultural dynamic associated with the organization if other than a New Thought ministry) sufficient to demonstrate your comprehension of the integral model of ministry. Include a definition of "an integral approach" and its value in understanding growth and development issues.

FINAL ASSIGNMENT:

Complete and return the course evaluation form you will receive a course evaluation form in August and February. You will receive notification of your final course grades only after you have submitted an evaluation for all courses you completed this semester. Students who plan to take an Incomplete in a course must wait until finishing a course before returning the evaluation form for the course.