



Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

PTH 730 – Change and Conflict Management
Spring, 2012

Essential Information

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

Instructor Information

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Office Hours: 8:00- 4:30 Monday -Thursday

Catalog Description

This course examines the skills required for effectively leading and managing change within the church and in groups while recognizing that change is difficult. It prepares the student to identify, avoid, or manage common types of conflicts and presents the communication styles and strategies for working through conflict.

Course Narrative & Rationale

The course is structured upon the assumption that change is inevitable because it is built into the very fabric of the world God created. Christian leaders are called upon to help organizations and individuals cope with change and, when necessary, to be agents of change. The course also recognizes that conflict is inevitable and, at times, can be healthy as organizations and individuals learn to communicate and work together toward commonly held objectives. Leaders must evidence skills in managing conflict and be cognizant of communication techniques that enhance the resolution of conflict.

M. Div. Degree Objectives

Objective Two: Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments.

Objective Four: Cultivation of gifts, practical skills, and vocational identity as a minister of the Gospel of Jesus Christ through engagement in and reflection of the pastoral arts.

Objective Five: Understanding of local and global diversity through the investigation of cultural contexts, to enable the Church to proclaim effectively and to embody the mission of God.

Course Outcomes

Upon completion of this course, the student will be able to:

1. Understand that change is an essential part of the life of individuals as well as organizations, but that does not make it any easier to accomplish or to endure. (Lecture, Texts, Case Study, Change Project)
2. Demonstrate the ability to discern organizational culture (Lecture, Texts, Case Study, Change Project)
3. Distinguish when an organization needs to change and when things should be celebrated rather than changed (Lecture, Texts, Case Study, Change Project, Final Exam)
4. Articulate the eight steps necessary to produce lasting change (Lecture, Texts, Change Project, Final Exam)
5. Be conversant with change theory and means of making change not only enduring, but anticipated (Lecture, Texts, Change Project, Final Exam)
6. Understand that conflict is inevitable and, at times, can be healthy for both individuals and organizations (Lecture, Texts, Case Study, Conflict Project)
7. Recognize the reasons why conflicts between individuals occur and how those conflicts can be handled in appropriate ways (Lecture, Texts, Case Study, Conflict Project)
8. Articulate the steps necessary to prevent conflict or, when conflict occurs, to resolve it (Lecture, Texts, Case Study, Conflict Project, Final Exam)
9. Discern your own emotions during conflict and recognize that the only person you can control is you (Lecture, Texts, Case Study, Conflict Project)
10. Demonstrate the ability to lead an organization into developing a conflict management process (Lecture, Texts, Case Study, Conflict Project, Final Exam)

Church of the Nazarene COSAC Competencies

The Church of the Nazarene has established competencies that must be met for Ordination within the denomination. The competencies that relate to this class are listed below. Other denominations and theological traditions will have similar objectives for ministerial preparation. Students from other denominations and theological traditions that require additional competencies are encouraged to discuss the need to address these requirements with the professor.

1. Ability to provide oversight of one's ministry using management skills including servant leadership, conflict resolution, and administration. (CP-5)
2. Ability to conceive and articulate purpose, mission, vision, and to develop strategic plans in ways that strengthen a unified vision. (CP-7)
3. Ability to develop team building skills, identify and cultivate spiritual gifts, recruit volunteers, empower laity, diagnose and intervene in problems. (CP-8)
4. Ability to prepare, organize, and deliver a biblically sound basic scheme of administrative oversight in culturally appropriate ways, using appropriate techniques and skills. (CP-34)
5. Ability to assess and implement emerging approaches to administration in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives. (CP-36)

Required Texts & Course Materials

Heath, Chip and Heath, Dan. *Switch: How To Change Things When Change Is Hard*. New York: Broadway Books, 2010.

Kotter, John P. and Cohen Dan S. *The Heart of Change: Real-Life Stories of How People Change Their Organizations*. Harvard Business School Press, 2002.

Patterson, Kerry; Grenny, Joseph; McMillan, Ron; and Switzler, Al. *Crucial Conversations: Tools for Talking When Stakes Are High*. McGraw Hill, 2002.

Runde, Craig E. and Flanagan, Tim A. *Becoming a Conflict Competent Leader*. John Wiley & Sons, 2007.

Recommended Texts & Course Materials

Fisher, Roger and Ury, William. *Getting to Yes: Negotiating Agreement Without Giving In*. (Second Edition) Penguin Books, 1991.

Course Outline

WEEK 1, February 7, 2012: Introduction to the Course

Objectives:

- Orient students to the syllabus and the topic
- Understand some surprising truths about change
- Complete a conflict style self-assessment

WEEK 2, February 14, 2012: Managing Change

Objectives:

- Understand that all organizations have their own unique culture that is often very difficult to change
- Grasp that change does not mean total disassociation with the past
- Discover the obstacles to implementing change

Reading Assignment

- *The Heart of Change* Introduction
- *Switch* Chapters 1 – 4

WEEK 3, February 21, 2012: Managing Change

Objectives:

- Recognize that producing lasting change requires developing a sense of urgency
- Be conversant with the fact that producing lasting change requires building a guiding coalition

Reading Assignment

- *The Heart of Change* Chapters 1 – 2
- *Switch* Chapters 5 – 7

WEEK 4, February 28, 2012: Managing Change

Objectives

- Recognize that producing lasting change requires developing a vision and strategy for change
- Discern that producing lasting change requires communicating the change vision
- Discover that producing lasting change requires empowering people for broad-based action

Reading Assignment

- *The Heart of Change* Chapters 3 – 5
- *Switch* Chapters 8 – 10

WEEK 5, March 6, 2012: Managing Change

Objectives

- Understand that producing lasting change requires generating short-term wins
- Recognize that producing lasting change requires consolidating gains and producing more change
- Discover that producing lasting change requires anchoring new approaches in the culture

Reading Assignment

- *The Heart of Change* Chapters 6 – 8, Conclusion
- *Switch* Chapter 11

WEEK 6, March 13, 2012: No Class – Professor Out of Town

WEEK 7, March 21, 2012: No Class – Reading and Research Week

WEEK 8, March 27, 2012: Managing Change

Change Case Reports Due as a Group Presentation
Reading Reports Due on *Heart of Change & Switch*
Change Project Oral Presentations

WEEK 9, April 3, 2012: Managing Conflict

Objectives

- Identify the characteristics of crucial conversations
- Understand the dynamics of conflict
- Comprehend how to stay focused in conflict

Reading Assignment

- *Crucial Conversations* Chapters 1, 2 & 10
- *Conflict Competent Leader* Chapters 1 – 2

WEEK 10, April 10, 2012: Managing Conflict

Objectives

- Discern when conflict is getting out of hand
- Identify destructive and constructive ways of handling conflict
- Be conversant with how to create an environment that makes it safe to have open communication

Reading Assignment

- *Crucial Conversations* Chapters 3 – 5
- *Conflict Competent Leader* Chapters 3 – 4

WEEK 11, April 17, 2012: Managing Conflict

Objectives

- Learn how to stay in the dialogue even when you are angry
- Discover how to speak persuasively, not abrasively
- Master the skill of listening well

Reading Assignment

- *Crucial Conversations* Chapters 6 – 9
- *Conflict Competent Leader* Chapters 5 – 6

WEEK 12, April 24, 2012: Managing Conflict

Objectives

- Discern how to make decisions to move forward (Dialogue is not the same as decision making. Decide how to decide)
- Discover how to build organizations that are conflict competent
- Recognize that sometimes conflict cannot be resolved in the way we would prefer

Reading Assignment

- *Crucial Conversations* Chapters 10 – 12

WEEK 13, May 1, 2012: Managing Conflict

Conflict Case Reports Due as a Group Presentation

Reading Reports Due on *Crucial Conversations* & *Conflict Competent Leader*

Conflict Project Oral Presentations

WEEK 14, May 8, 2012: Final Exam & Presentation on Peacemaking Church

Course Assignments & Requirements

1. Reading/Lecture Notes:

Complete the assigned reading according to the schedule posted in the course outline. On the appropriate due dates listed in the course calendar, provide a report on each book utilizing the book report form included with this syllabus. (Outcomes 1-10)

2. Case Study:

The class will be divided into two groups. Time will be given during most class sessions for group work. Each group is to write a case on the topic of change in the church as well as a case on the topic of conflict in the church. The cases from Group A will be presented to Group B for analysis and resolution and visa versa. Reports from the groups are due according to the schedule posted in the course calendar. (Outcomes 1-3,6-10)

3. **Change Project:**

Select ONE of the change projects listed below and notify me of the topic no later than week three. The project is due according to the course calendar listed in this syllabus. (Outcomes 1-5)

1. In chapter 2 of *Switch*, Heath and Heath discuss the importance of finding the bright spots. That is, they contend we should find out what an organization is doing well and then replicate that. For this project develop an appreciative inquiry process that leads the place you work, the place you worship, or other group with which you have affiliation to discover its strengths. Describe the steps to be taken by the group and identify the people who will be involved. Develop questions to be used in the process. Carry out the plan with the group in a one to two hour appreciative inquiry session. Summarize your findings. The paper is to be roughly 2000 words in length.
2. Choose a recent change initiative in which you have been a primary player. Describe the setting, the people involved, the barriers to change encountered in the process, and the outcome. Utilizing Kotter's eight stages, assess the extent to which each of these stages applied in your setting. The paper is to be roughly 2000 words in length.
3. Choose a situation you are facing at work, in your church, or with another organization with which you have affiliation that needs to undergo change. Describe the setting, the people involved, etc. Based upon your readings for the course and assuming the role of primary decision maker regarding the matter, articulate the process you would follow to produce the desired change. What would you do to help insulate the process from pitfalls that often develop during change? The paper is to be roughly 2000 words in length.
4. Conduct library research into the concept of "organizational culture." Describe the history of the concept, major authors, status of the topic in current leadership literature, etc. The paper is to be written in formal research paper style with appropriate references and bibliography of at least three sources—one of which may be one of the texts for the course. The paper is to be roughly 2000 words in length.
5. Select a book on change (other than the course texts) or a series of articles on the topic. Read at least 100 pages and produce a 5 to 7 page report on the key concepts taught therein. How is the author's approach to change different from or similar to that which was covered in class? The paper is to be roughly 2000 words in length.
6. In Kotter's book he describes the videotaping of an unhappy customer and the sharing of that video with employees who were astounded to learn that a customer had such negative feelings about their product. The purpose of the video was to create a sense of urgency about the

need to change. Produce a fifteen minute video/dvd you can share with the class which you feel could graphically be used to help your work or your church see the urgent need to change something. (For instance, a video shown to the board of your church depicting the deplorable conditions in the kindergarten classroom may help them see the need to clean, paint, improve lighting, and replace stained carpet – particularly if the video included a testimonial from a family who left the church partially because their child was highly allergic to the mold she encountered while attending the kindergarten Sunday School class.) This should be an actual rather than contrived situation and a tool that you plan to use in the appropriate setting. (In other words, in the illustration presented, for instance, don't stage the room to look worse than it actually is.)

4. Conflict Project:

Select ONE of the conflict projects listed below and notify me of the topic no later than week three. The project is due according to the course calendar listed in this syllabus. (Outcomes 6-10)

1. In *Crucial Conversations*, the authors suggest that the only person we can control in conflict is ourselves. Yet, we often find ourselves out of control. Develop and put into written form a strategy for getting in touch with your feelings. Identify some books or articles you will read, some advisors whose counsel you will seek, some steps you will incorporate into your practices during conflict, etc. Describe a situation in which, sadly to say, your reaction to the conflict situation made matters worse. Looking back, how would you handle it differently after gaining insights from this class? The paper is to be roughly 2000 words in length.
2. In *Becoming a Conflict Competent Leader*, the authors write about the need to develop organizations that are conflict competent. Outline a program you would implement where you work or where you worship that would take people through training in conflict management. Identify topics to be discussed, resources to be used, etc. (Hint: see chapter 6 of the text.) Present the plan to your supervisor, pastor, or to whomever you directly report and get his/her thoughts on the matter. Report the observations. Draw conclusions about how simple or difficult it is to get leadership to see the importance of working through conflict. The paper is to be roughly 2000 words in length.
3. Choose a conflict situation you are facing at work, in your church, or with another organization with which you have affiliation. Describe the setting, the people involved, etc. Based upon your readings for the course and assuming the role of primary decision maker regarding the matter, articulate the process you would follow to reconcile the conflict. The paper is to be roughly 2000 words in length.

4. Conduct library research into the concept of “conflict management.” Describe the history of the concept, major authors, status of the topic in current leadership literature, etc. The paper is to be written in formal research paper style with appropriate references and bibliography of at least three sources—one of which may be one of the texts for the course. The paper is to be roughly 2000 words in length.
5. Select a book on conflict (other than the course texts) or a series of articles on the topic. Read at least 100 pages and produce a report on the key concepts taught therein. How is the author’s approach to conflict different from or is similar to that which was covered in class? The paper is to be roughly 2000 words in length.
6. Produce a humorous video/dvd to share with the class about “Wrong Ways to Handle Conflict.” Based upon insights learned in the course and with tongue-in-cheek, demonstrate in the video at least three ways to NOT handle conflict. At the end of the video identify to the class the proper way to handle such matters. The video should be roughly 15 minutes in length. (If you chose the video project for change, you may not do the video project for conflict. In other words, only one video project is permitted per student for the course.)

5. **Final Exam:**

The final comprehensive experience will be a single essay written on the topic, “The Christian Leader’s Guide to Managing Change and Conflict” and should demonstrate the student’s understanding of the issues covered in class as well as two or three biblical and theological matters related to the same. The essay should not exceed five pages, typed, double spaced. The essay may be written with open books, Bible, notes, articles, etc, and, if desired, a skeletal outline. Please cite resources properly. DO NOT pre-write the essay prior to sitting down to complete this assignment. You will be allotted two hours in which to write your essay. The professor will be looking for the student’s grasp of the steps to bringing lasting change as well as the steps to having crucial conversations as those matters are “informed” by a Christian world view. (Outcomes 3,4,5,8,10)

Distribution of Student Learning Hours

	Hours
Face-to-face Class Sessions	38
Online Participation in forums, groups, etc.	0
Reading	24
Writing	6
Other Assignments and Learning Activities	65
Exams & Quizzes	5

TOTAL	138
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Method for Submitting Assignments

All written assignments (Book reports, Projects, and the Final Exam) are to be submitted via Moodle.

Inclusive Language

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

Policy Regarding Late Work & Missed Exams

No credit will be given for late assignments unless arrangements have been made with me IN ADVANCE.

Course Grading

Reading Reports (75 points X 4 Reports)	300 points
Case Presentation	150 points
Change Project	175 points
Conflict Project	175 points
Examination	<u>200</u> points
 Total	 1,000 points

900 - 1000 points	A
800 - 899 points	B
700 - 799 points	C
600 - 699 points	D
Below 600 points	F

Grades on written assignments will be based 85% upon content, 5% upon form and style, and 10% on grammar and punctuation. Each grammatical and spelling error will reduce the grade by one half of one percent up to a maximum of a ten percent reduction.

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such

modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

Class Attendance

Attendance at classes is essential for realizing the maximum benefit of your education. Since the professor in each course is best acquainted with the importance of consistent attendance, he or she will determine the rules for attendance.

If you must be absent because of extenuating circumstances, contact the professor as soon as possible to discuss the situation. If a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

Course Calendar

Date	Week	Assignment
2/7	1	
2/14	2	
2/21	3	
2/28	4	
3/6	5	
3/13	6	
3/20	7	
3/27	8	Change Case Group Presentation; Reading reports on <i>Heart of Change</i> and <i>Switch</i> ; Change Project
4/3	9	
4/10	10	
4/17	11	
4/24	12	
5/1	13	Conflict Case Group Presentation; Reading reports on <i>Crucial Conversations</i> and <i>Becoming a Conflict Competent Leader</i> ; Conflict Project
5/8	14	Final Exam

Book Report

Student _____

Date _____

Book Title _____

Author _____

Percentage of Book Read _____%

Thesis or Purpose: (One Paragraph of not more than 50 words)

Insight #1 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #2 Learned: (List)

(One Paragraph on how this will help you in ministry)

Insight #3 Learned: (List)

(One Paragraph on how this will help you in ministry)

Quotes: (Give 5 quotes with page number and a couple of sentences explaining why you thought this quote was important.)