



Nazarene Theological Seminary

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

PTH730— Change and Conflict Management Online Summer, 2009

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 at http://support.nts.edu/index.php/Essential_Information. Additional technical support information can be found at <http://support.nts.edu>.

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

Instructor Information

Professor: D. Martin Butler, Ph.D.

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between 9:00 p.m. and 8:00 a.m.

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.

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

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-22 Administration)

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-24 Administration)

Required Texts & Course Materials

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.

Various Authors. *Managing Change to Reduce Resistance (The Results-Driven Manager Series)*. Harvard Business School Press, 2005.

Other Recommended Resource

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

Course Outline

WEEK 1: 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
- 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* pages 1 - 60
- *Managing Change* pages 1 - 129

WEEK 2: 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
- Understand that producing lasting change requires generating short-term wins

Reading Assignment

- *The Heart of Change* pages 61 - 141
- *Managing Change* pages 161 - 195

WEEK 3: Managing Change

Objectives

- 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* pages 143 - 185
- *Managing Change* pages 131 - 160

WEEK 4: Managing Conflict

Objectives

- Identify the characteristics of crucial conversations
- Understand the dynamics of conflict
- Comprehend how to stay focused in conflict
- Discern when conflict is getting out of hand

Reading Assignment

- *Crucial Conversations* pages 1 - 63 and 179 -192
- *Conflict Competent Leader* pages 1 - 64

WEEK 5: Managing Conflict

Objectives

- Identify destructive and constructive ways of handling conflict
- Be conversant with how to create an environment that makes it safe to have open communication
- 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* pages 65 - 159
- *Conflict Competent Leader* pages 65 - 165

WEEK 6: 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* pages 161 - 178 and 193-328
- *Conflict Competent Leader* pages 167 - 185

Course Assignments & Requirements

ASSIGNMENTS DUE EVERY WEEK

1. Class Dialogue and Attendance:

- Students are encouraged to read posts nearly every day.
- Students are required to write a quality post at least five days each week. A quality post is one that begins a new topic, is a critical reflection on another person's post, or one that moves the discussion in a new direction. Submission of assignments other than weekly discussion question answers does not count as dialogue posts. (That is, students are required to submit quality posts at least five days per week and the only assignment that counts as part of the five quality posts is the discussion question answer.)
- Posts should be at least 75 words in length for a new topic and at least 50 words for a response to another's topic. (Discussion question posts have their own word count requirement. See below.)
- Correct grammar and accurate spelling are expected.

2. **Reading/Lecture Notes:**

Complete the assigned reading within the first two days of the week so that the reading informs your contribution to the discussion. You are encouraged to read ahead as necessary in order to be prepared for each week's discussion. Submit in the appropriate forum a 250 word reading report summarizing two key issues discovered in the readings of the texts and/or the lectures. Use parenthetical references when citing passages. The Reading Report is due by no later than **TUESDAY of each week.**

3. **Discussion Questions:**

I will provide discussion questions each week. Students are to select two of the questions and answer them in the appropriate forum no later than **WEDNESDAY of each week.** Responses should reflect insights gained in the readings and life experiences. Responses should be roughly 300 words in length, per question. The submission of your discussion question answers count toward the dialogue requirement listed above. In addition to submitting your own discussion question answers, students are expected to respond to at least one of the answers of your colleagues by replying to the appropriate discussion thread. Responses to your fellow students count for the dialogue points mentioned in number one above.

4. **Weekly Reflection:**

Submit in the appropriate forum a 500 word reflection of what you felt were the key items covered during the week and how those items apply to current life as well as to future aspirations. Specifically you should report on:

- A. What is the most significant thing I learned this week?
- B. How did what I learned change my thinking about this week's topic?
- C. What previous experiences in my life related to what I read and learned?
- D. How will I use this knowledge in the future?
- E. What questions do I still have about this week's learning?

To score well, the reflection must make reference to the assigned reading (including parenthetical references), will include suggested real-world manifestations of the week's material, and a plan for implementing the material in the student's personal and/or professional setting.

The Weekly Reflection is due no later than **Sunday and no earlier than Friday of each week.**

ASSIGNMENTS DUE ON ASSIGNED DATES THROUGHOUT THE TERM

1. **Autobiography:**

Students are required during WEEK ONE to submit a brief autobiography to the appropriate forum to enable us all to become better acquainted. Tell us a little about your personal, professional, and educational life as well as about your ministry calling. Respond, as appropriate, to the autobiographies of your colleagues.

2. Change Project:

Select ONE of the change projects listed below and notify me of the topic via my personal e-mail address no later than Friday of week one. The project is due no later than **Friday of Week Three** and should be submitted to both the appropriate assignment link and as an attachment in the Change Project Forum of week three.

1. Develop an appreciative inquiry process (See *Managing Change*, pages 49-57) for the place you work, the place you worship, or other group with which you have affiliation. Describe the steps to be taken by the group and identify the people who will be involved. Develop at least two questions to be used in each stage. Carry out the process 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.)

3. **Conflict Project:**

Select ONE of the conflict projects listed below and notify me of the topic via my personal e-mail address no later than Friday of week four. The assignment is due no later than **Friday of Week 6** and should be submitted to both the appropriate assignment link and as an attachment in the Conflict Project Forum of week six.

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.)

4. Final Exam:

An exam over the reading (texts and lectures) will be posted by the instructor no later than Wednesday of week 6 and will be due by **MIDNIGHT Saturday night of week 6.**

Method for Submitting Assignments

All assignments are to be submitted via Moodle and not as e-mail attachments. The only e-mail you are asked to submit to me is your list of preferred case topics. Of course, if you have individual questions to raise with me that you do not want to submit to the classroom, feel free to e-mail me; however no assignments are to be submitted as e-mail attachments.

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

Participation Points (25 points per week X 6 weeks)	150 points
Discussion Questions (45 points per week X 6 weeks)	270 points
Weekly Reflection (15 points per week X 6 weeks)	90 points
Reading Report (15 points per week X 6 weeks)	90 points
Change Project	150 points
Conflict Project	150 points
Examination	<u>100</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.

Participation points will be granted according to the following rubric:

Posting Rubric

	Poor	Below Average	Average	Great
Participation and Initiative Shown	Rarely participates in discussion; does not make an effort to participate; seems indifferent	Limited initiative, does not post minimum requirement; occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Posts minimum requirement; attempts to direct the discussion and to present relevant viewpoints for consideration by group	Demonstrates good self-initiative; posts frequently; attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely
Relevance of Posts	Posts responses which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most responses are short in length and offer no further insight into the topic	Frequently posts responses that are related to discussion content; prompts further discussion of topic	Consistently posts responses related to discussion topic; cites additional references related to topic to further discussion
Clarity of opinions/ideas; connection to topic	Does not express opinions or ideas clearly; evidences grammatical/spelling mistakes	Unclear connection to topic evidenced in minimal expression of opinions or ideas; occasional spelling/grammatical errors	Opinions and ideas are stated clearly; occasional lack of connection to topic; well-written and presented	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic; well-planned
	10 points	15 points	20 points	25 points

Course Calendar

Date	Week	Assignment
5/18	1	Autobiography
5/19	1	Reading Report
5/20	1	Discussion Questions
5/22	1	Notify professor of Change Project Topic
5/24	1	Weekly Reflection
5/26	2	Reading Report
5/27	2	Discussion Questions
5/31	2	Weekly Reflection
6/2	3	Reading Report
6/3	3	Discussion Questions
6/5	3	Change Project
6/7	3	Weekly Reflection
6/9	4	Reading Report
6/10	4	Discussion Questions
6/12	4	Notify professor of Conflict Project Topic
6/14	4	Weekly Reflection
6/16	5	Reading Report
6/17	5	Discussion Questions
6/21	5	Weekly Reflection
6/23	6	Reading Report
6/24	6	Discussion Questions
6/26	6	Conflict Project
6/27	6	Final Exam
6/28	6	Weekly Reflection