HORIZON
COLLEGE & SEMINARY
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Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

LS5112 Managing Change, Conflict and Power
3 credit hours. Prerequisites: none.

September 8-12, 2020   Paul Magnus, PhD with Rev. Marvin Wojda, MALM
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Course Content and Goals

Course Description
This course is designed to introduce students to biblical/theological and cultural/sociological perspectives on change management, transitions, conflict resolution, and power.

Relationship to Horizon's Mission
The biblical record indicates throughout its pages how frequently issues of change management and transition, power and authority management and/or mismanagement significantly impact the escalation and/or de-escalation of conflict in ways that require clarity of understanding, processing and/or managing each of these significant topics. As such, the biblical record serves as a guide for handling such issues in satisfactory, and even productive ways, in any ministry or service context and, in particular, for those who must lead. To be well grounded in biblically, theologically, ethically, functionally, contextually, socially and in culturally sensitive ways will be required for personal, organizational, corporate, and/or national or even international "Kingdom Building" leadership and service. Given the commitment of Horizon College and Seminary to advance God's Kingdom by preparing Spirit-empowered leaders for life and ministry, competence and confidence in becoming fluent in regard to these core and even central issues of life, leadership, service and ministry will be very crucial.

Course Competencies and Learning Outcomes

A. To demonstrate competency and confidence in understanding the inter-relationship and impact in managing of change, influence, power, and conflict students will:
   1. Demonstrate a readily applicable grasp of an answer to the question of the essence of the why, the what, the how and the when each of these interlinked themes is essential in self-leadership and ministry leadership from a theoretical/theological/biblical/sociological/functional standpoint and how managing of each bears on each and all of the others.

        a. *Assessment:* Integrative Reading and reading report, classroom engagement quality and quantity within both the full learning circle and assigned class teams, in class team pre-course case report processing, pre-course case vignette inclusion, in class role play or team demonstrations and the post course paper

        b. *Assessment:* Daily journaling to show commitment to and progress in integrative self-leadership and/or ministry leadership toward a better future in processing the inter-relationship of these themes

2. Illustrate enhanced clarity as they interpret and re-interpret their life and ministry experiences (that serve as a case in point along with professor offered and processed cases), to enable enhanced processing competencies and confidence in assessing and interpreting which of the course themes best be chosen and applied to ensure an even stronger future.

        a. *Assessment:* Pre-course written case vignette, course team report and guidance exercises as they process hope and help for each other toward a better future in self-leadership and ministry leadership.

        b. *Assessment:* Daily journal inclusions of new discoveries from learning circle facilitated sessions, lectures, case vignettes by professor(s), and from assigned class team process.

B. To demonstrate competence and confidence to lead and do change management toward self and ministry leadership the students will:

1. Communicate a capacity to distinguishing and compare best practice in dealing with Change Management including a full range of types of planned changes, progressive changes toward transition(s) and succession(s), paradigmatic/frame bending changes, unpredictable changes and problem-based changes

        a. *Assessment:* Identified discoveries on how to live forward and apply discoveries in integrative reading report resources, their own case report evidence of discoveries, their journaling of daily discoveries, and their communicated discoveries in the facilitated learning circle dialogue and their class team dialogue, and the post course paper model.

        b. *Assessment:* Feedback and insights offered when change case vignettes are processed by professor(s) and student team member case vignettes

2. Present their growing expertise in dealing with the types of change in a minimum of three ways-

        a. *Assessment:* Their integrative pre-course reading report on change resource chosen, being interviewed as the expert on change resource read, their feedback on the change focused case vignette team assessment and two of these will be expected given assignment flexibility.

        b. *Assessment:* The daily journal written record evidencing the heightened competence, capacity and confidence leading change initiatives as a person and as a ministry leader.

C. To demonstrate competency in obtaining and communicating clarity of understanding and the implications of leading with (or without any one of) power, influence and authority the students will

1. Describe with conversational intelligence how they perceive and provide leadership with or without, all or any one or all three of, power, influence and/or authority and in ways that are biblically, theologically/theoretically, culturally, and functionally wise ways and applications.

    a. *Assessment:* Integrative reading report, case vignette inclusion, class team demonstration and application, interview of each student in the circle on textbook resources that are applicable, professor case vignette on power (power, authority, influence interwoven) insights and feedback, post course paper model.

    b. *Assessment:* Daily Journal that specifically defines the terms and their use and application to assure the grasp of clarity and application.

2. Develop a personal covenant on how they will lead with or without power, authority, and/or influence based on a reflective evening meditation on the one absolute and non-negotiable teaching of Jesus one the subject of leadership, "do not lead as the Gentiles who Lord it over…."

    a. *Assessment:* Quality of the covenant that commits to how leadership with power, influence and/or authority will not "lord it over" in readiness for sharing and interpretation by the class team each is in.

    b. *Assessment:* To be included in the daily journal as an application of the day of processing together on the theme of power.

D. To demonstrate competence and confidence in leading and managing conflict in ways that minimize the escalation of conflict and maximize the reduction, resolution and reconciliation of conflict that is personal, organizational, contextual, national or even international in nature.

1. Experiment with and apply 5-7 approaches to leading to reduce the risk of contributing to conflict and in fact instead contributing to de-escalation both the risk and reality of conflict to enhance wholehearted and wide engagement.

    a. *Assessment:* Class team assigned portions of the *Conversational Intelligence* textbook or *Crucial Conversations* textbook by class teams to role play and apply on the fourth day of the course, or the team will apply either of the books as the key resource to guide the process of dealing with the conflict case(s) brought by one of the professors and review their own pre-course case report for gaining added perspective and insight.

    b. *Assessment:* Daily reflective journal entries regarding the difference conversational intelligence and crucial conversations minimizes conflict when a leader is fluent in using these resources.

2. Engage in de-escalation, resolution, mediation and reconciliation applying several processes all of which are focused on closing a gap that has widened as conflict has deepened and widened and all of which apply a mediatorial, reconciliatory, and forgiveness model, process and cycle.

    a. *Assessment:* Integrative reading assignment applications, class team application assigned to use course presented processes toward closing conflict

gaps with individual and/or group conflict, and with personal closing student circle interview and post course paper model will be inclusive of discoveries.

b. *Assessment:* Final Journal report in which each student discloses a precise course application that identifies a clear set of principles on how they will lead and manage toward minimizing conflict escalation and maximizing de-escalation with ideals, values, operationalized values, commitments and selected processes and the post course paper process model will build off the integrative discoveries.

Course Work

Required Readings

Glasser, Judith. *Conversational Intelligence: How Real Leaders Build Trust & get Extraordinary Results.* Routledge, 2016. ISBN 13: 978-1629561431.

> **OR**

Gerzon, Mark. *Leading Through Conflict: How Successful Leaders Transform Differences into Opportunities.* Boston, Harvard Business School Press, 2006. ISBN: 978-1-59139-919-3. If still available used or new is fine.

Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict.* 3rd edition. Grand Rapids: Baker Books, 2003. ISBN: 978-0801064852.

> **OR**

Lederach, John Paul. *Reconcile: Conflict Resolution for Ordinary Christians.* Kitchener, ON: Herald Press, 2014. ISBN: 978-0-8361-9903-1.

Patterson, Kerry, Joseph Grenny, Ron McMillan, & Al Switzer. *Crucial Conversations: Tools For talking When Stakes are High.* Second Edition. Toronto: McGraw Hill, 2012. ISBN: 978-0071771320.

Patterson, Kerry, with Joseph Grenny, Ron McMillan, & Al Switzer. *Influencer: The New Science of Leading Change. Second Edition.* Toronto: McGraw Hill education, 2013. ISBN 13: 978-0071808866.

Tutu, Desmond & Mpho. *The Book Of Forgiving: The Fourfold path for healing ourselves & our world.* Harper Collins, 2014. ISBN: 978-0-06-220356-4.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Pre-Course Assignments
1. *Integrative Reading and Report* (Value—25%).
Each student will have read the 5 textbooks (reading one or the other where that is noted for a total of 5 books) with sufficient comprehension for class interaction, to gather memorable insights, identify values and applications, compare and contrast the authors and to share the

benefits and liabilities of each of the readings. In addition to being prepared to interact on your gleanings from your readings, a 7-10 page written summary that identifies memorable insights, application, comparison and analysis of each of the books and then provides an integrative conclusion for the collection of readings. It is expected that the reading and paper be completed before the first day of class. A soft copy sent to pmagnus@briercrest.ca is a very acceptable way to submit the paper, but you must also submit it to Populi. Please also note that we will let each course participant chose one book that they wish to be our expert on as we process through the week. There may be a number who select any one of the books and if so a few of you will get to speak as our resident expert on a book. This normally broadens the load and benefit of class dialogue and engagement and allows for deepened focus.

- Related Learning Outcomes: A1a; B1a; B2a; C1a: D1a
- **Assignment Length**: 7-10 pages. **Due date**: September 5, 2020.

2. *Student Case Vignette Report* (Value—25%).
Each student should also have prepared a case report of her or his most painful or delightful experience with any one of the three course themes, namely, change, power or conflict. The case can be built around any one of the three themes as they apply to a personal experience, corporate role experience, corporate culture wide experience, or a national experience or even a global experience.

A written 7-page case vignette report is expected that describes the characters involved (not necessarily named), the problem escalation process and the current state of the issue with some reflections on new light that has come in processing the pre-course reading. Each student should also have a one-page executive summary of this case vignette that can readily be used when introducing this reality to the class and in particular when processing it with their class working team.

- Related Learning Outcomes: A1a; A2a; B1a; C1a; D1a
- **Assignment Length**: 7 pages. **Due date:** September 5, 2020.

Mid-Course Assignments
3. *Class Teamwork & Journal* (Value—25%).
Each student will be expected to engage in intense dialogue and interaction regarding readings, course discussions, class teamwork clarity enhancement, role play, demonstrations, class casework, professor case interpretive work, and experience in use of best practices and processes reviewed. The teamwork will assist with member self-awareness, self-evaluation and exercises that deepen understanding and clarity on the work of each in journaling daily discoveries and applications. The class team size will be contingent on the size of the entire class (the full class learning circle). The week will conclude with a brief team demonstration on their teamwork outcomes. The teamwork will be applied as we proceed through the course and approximately 45 minutes each day will be dedicated to this journey. There will be several presentations and numerous during course group activities and demonstrations. A summative presentation will be expected within the later portion of the course. Each student will provide a class daily written journal of their primary discoveries and gleanings for each class day, including their discoveries and process learning in their teamwork. The written journal should provide approximately a

one-page succinct set of discoveries of memorable insights, course or teamwork applications and as guided each day. Point form is very acceptable for this project.

- Related Learning Outcomes: A1a; A1b; A2b; B1a; B2b; C1a; C1b; C2b; D1a; D1b; D2b
- **Assignment Length**: as described above. **Due date**: September 14, 2020 at the latest.

Post-Course Assignments:

4. Integrative Ideologically Grounded Functional Model Toward Managing Change, Power & Conflict (Value—25%).

Each participant will be expected to develop a theologically, ideologically and theoretically grounded functional model, complete with an explanation of how the model would be applied to personal and/or corporate change, influence, power and conflict management identification, processes toward best practice in escalation and de-escalation in closing gaps in reduction of resistance, in bringing results, resolution and reconciliation. This project should be between 7-10 pages in length. Numerous resources that will be of major help for you will be referred to and referenced as we process the daily class learning circle facilitation. The ideological foundation will expect good research and the model itself that is intended to be integrative will require creative design and often be based of our journey together throughout the week and the pre-course readings.

OR

Discuss a creative alternative with the instructor and shape a contractual request for such a project.

- Related Learning Outcomes: A1a; B1a; C1a; D1a; D2a; D2b
- **Assignment Length**: 7-10 pages. **Due Date**: October 26, 2020.

Course Outline / Class Schedule
COURSE OUTLINE AND CONTENT

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
3/4 day	**Unit I: Influence and Course Dynamics & Processes** A. Introduction of Course Plan B. Introduction of Course Hopes C. Introduction of Course Participants D. Introduction of Course "Case in Point" approach E. Introduction to Course Themes and the linkage between change, power, and conflict F. Introduction of Course Resources and participants G. Course teamwork assignment & launch I. Examine the Concept of being an An *Influencer* with bosses above you, beside you (right and left) and below you in real time (HBR) J. Reflections on Jesus and Paul as "Influencers" K. Reflections on being an influencer across gaps & divides	a. Be ready to fully engage in dialogue from the very start of the course. Your advance textbook reading, report and case report will be very significant as we process. b. Reflect on your "personal profile" and what impact this has on how you feel about change, influence, power and conflict. c. Think about the most difficult person in your life and prepare a profile sketch on them (for oral report). e. Be prepared to discuss the *Influencer* textbook. f. Reflect on Jesus as influencer and Paul as influencer. g. Opportunity will be given to process and experience key insights from HBR Guide to, *Managing Up and Across: Build Relationships, Herd Cats, Gain Influence.* h. Class teamwork process and experience influence and being influenced as you begin process on your case vignette.

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS

1.5 days	**Unit II: Influence, Power and Change Dynamics & Processes**
	  A. Framework for Influence and Power
	  B. Dimensions of Influence and Power
	  C. Sources and kinds of Influence, authority and Power
	  D. Kinds of power and Readiness for Power
	  E. Models of Influence and Power
	  F. Management of Influence and Power
	  G. Influence and Management of Difficult People
	  H. The Implications of a Philosophy of Scarcity and/or Abundance
	  I. The Concept of Disciplined Choice not to Overpower and the Implications (Win/Win or….)
	  J. The Possibilities of Changing Anything? (Kotter & *Influencer* team)
	  K. Change dialogue and about, why, what, how and when change
	  L. Principles and practices toward successful change
	  M. Change Process Model(s)
	  N. Kinds of change and adaptive model(s)
	    -accidental or occasional change
	    -planned progressive change
	    -planned progressive change transitions and succession(s)
	    -paradigmatic/frame bending change
	    -problem based change
	    -Unplanned & unpredicted change in unpredictable times
		a. Review books read and soft copies of resources distributed on influence and power along with the *Influencer* textbook.
		b. Reflect on how those who find you difficult (the few odd people) and attempt to identify the reasons why they would ever say that. Prepare a list and be ready to chat about the implications as we process & in your teamwork.
		c. Reflect on the persons who give you the most pain in your life and prepare a list of why.
		d. Keep reflecting on Jesus and Paul; on their influence and Power and on their teaching on these themes.
		e. Professor Case presentation for teamwork interpretation, insight, suggestions, strategic advice and recommendations on the issue of power.
		f. Expect class team member "case in point" processing on the team member with a power-centered case.
		e. Anticipate the case vignette shared in *Our Iceberg is Melting* by John Kotter & Holger Rathgeber and a gain clarification on John Kotter's significant & long-standing change Model.
		f. Anticipate significant dialogue about the kinds of change and how best to process each of these kinds and in particular how to process in seasons of unpredictable change in unprecedented times such as we have been in globally since February 2020.
		g. Expect to process the "case in point" team member vignette on change.

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1.25 day	**Unit III: Conflict Dynamics & Processes: Understanding Conflict** A. Definitions/Descriptions of Conflict B. Experiences of Conflict (personal Descriptions) C. Literature Descriptions of Conflict D. The Underlying Causes of Conflict E. The Contexts of Conflict F. The Foundational roots of Conflict G. The Escalation of Conflict H. The Patterns of Conflict I. The Zones of Conflict J. The Slippery Slope of Conflict K. The Benefits, liabilities and/or Costs of Conflict L. Escalation or de-escalation of Conflict M. Leadership toward minimizing conflict and maximizing engagement N. Leading with Conversational intelligence O. Leading with Crucial Conversational Intelligence P. Leading with Cultural intelligence Thursday Chapel 10:45-12:15	a. Review the Sandy textbook or the Lederach textbook and prepare to discuss. b. Each group will be expected to identify a potential or actual case of conflict in the emerging church described in the Book of Acts. Each group will be assigned to do a demonstration on one of the cases from Acts. c. Reflect on the ways Jesus and Paul dealt with conflict as identified in the New Testament. d. Think about what Biblical character you most resemble when you deal with conflict. e. Be prepared to speak as the resource expert on Ken Sande. e. Reflect on the costs/benefits of conflict as you have experienced it to date. f. Anticipate a Professor-guided case vignette from *The Anatomy of peace* produced by the Arbinger Institute on escalation and de-escalation of conflict. g. Dialogue together about the anatomy of peace and our cultural divide with indigenous people groups. h. Reflections from Gerzon textbook by expert or a professor if not chosen by student. i. Teamwork experiencing of crucial conversations and conversational intelligence with resource experts on these books sharing their expertise. j. DVD by David Livermore on Cultural Intelligence.

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1.5 days	**Unit IV: Conflict Dynamics & Processes: Processing Toward Resolution** A. Typical Styles of processing Conflict B. Styles of Human Interaction and Conflict C. Processes/styles of De-escalation of Conflict D. Processes/styles of De-escalation of emotions around conflict E. Processes/styles of collaboration toward De-escalation of Conflict F. Models/systems/pathways of Conflict De-escalation G. Processes/strategies of negotiation, mediation and arbitration toward de-escalation of conflict H. Processes/strategies are mediatorial 90% of the time I. Review the best of William Ury and the Harvard team processes J. Review the best of Chris Voss process advice I. Processes/strategies of team conflict de-escalation/resolution J. Processes toward strategic management of organizational conflict k. Course closure and review of expectations to follow last day of the course	a. Reflect on how you do conflict. b. Who agrees with your "self- assessment" around conflict style? c. Do 2 or 3 conflict style instruments after estimating your place (after class instruction, please –the instruments in supporting resources independently) and be ready to discuss the results. d. Be ready for a day of movement and active involvement. e. Prepare for team conflict de-escalation resolution applications and presentations. f. Be so familiar with the Sande slippery slope visual that it becomes instinctive for you to use it. g. Be ready to discuss and apply the Tutu textbook and model. h. William Ury resources and DVD i. Professor guided presentation on his fine book, *Never Split the Difference: Negotiating as if your Life Depended on It* or watch his interview on DVD. h. Anticipate class team presentation on your teamwork discoveries on leading and managing through change, power, conflict in ways that maximize engagement and that minimizes escalation of resistance to change, overpowering or underpowering of people we seek to influence, de-escalate conflict and eliminate unforgiveness.

The final day of class will include a time in which each makes a commitment in response to several key questions-

1. **What is my current reality regarding how I process and lead/manage change, power and conflict?**
2. **What is my current reality regarding culture wide divides in a context, within a country and within our global world of leadership? Where do I land on the four primary capabilities?**
3. **How does my life purpose inform what I should do to change this reality?**
4. **How will my behaviors and foundational values need to be adjusted?**
5. **How will I change my ways so I do my life and work strategically?**

6. **How will I do what I do differently, for whom and with what resources?**
7. **How will that make me unique in my life and setting?**
8. **Who must I influence to do what if this is to happen?**
9. **What is most important right now?**
10. **What will be most important for you in your current or planned context of service?**

Academic Policies

General Guidelines for the Submission of Written Work
Formatting Papers
- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the Horizon Format Guide consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments
Assignments should be submitted via Populi. The resource at this link https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions
Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

Academic Honesty
Horizon uses the University of Saskatchewan definition of plagiarism described as "the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See here for examples of plagiarism and further guidelines in the College Student Handbook.

Disability Services Information
If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current documentation of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance
Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy
While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette
If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus.

Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology
Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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