HORIZON
COLLEGE & SEMINARY
est. 1935

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

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

On Campus ('A') Live-Stream

March 1-2, 15-16; April 12-13, 2024
Winter 2024
Friday, 6-9pm; Saturday, 9am-4pm

Rev. Marvin Wojda, MA; Paul Magnus, PhD
marvin@elimchurch.ca; pmagnus@briercrest.ca

Course Goals

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

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 these types of issues in satisfactory, and even productive ways, in any ministry or service context and, in particular, for those who must lead. Being well grounded in biblically, theologically, ethically, functionally, contextually, socially, and 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

To demonstrate competency and confidence in understanding the inter-relationship and impact in managing of change, power, and conflict, students will
1. Demonstrate a readily applicable grasp of an answer to the question of the essence of why, what, how, and 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.

- *Assessment:* Integrative Reading and Report; Student Case Vignette Report; Class Teamwork and Journal; Integrative Ideologically Grounded Function Model.

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.
   - *Assessment:* Student Case Vignette Report; Class Teamwork and Journal

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

3. Communicate a capacity to distinguish and compare best practices 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, and problem-based changes.
   - *Assessment*: Integrative Reading and Report; Student Case Vignette Report; Class Teamwork and Journal; Integrative Ideologically Grounded Functional Model.

4. Present their growing expertise in dealing with the types of change in a minimum of three ways.
   - *Assessment*: Integrative Reading and Report; Class Teamwork and Journal.

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

5. 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 and applicable.
   - *Assessment*: Integrative Reading and Report; Student Case Vignette Report; Class Teamwork and Journal; Integrative Ideologically Grounded Functional Model

6. 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 on the subject of leadership, "do not lead as the Gentiles who lord it over…."
   - *Assessment*: Class Teamwork and Journal

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.

7. 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 of both the risk and reality of conflict to enhance wholehearted and wide engagement.
   - *Assessment*: Integrative Reading and Report; Student Case Vignette Report; Class Teamwork and Journal; Integrative Ideologically Grounded Functional Model.
8. 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.
   - *Assessment*: Integrative Reading and Report; Class Teamwork and Journal; Integrative Ideologically Grounded Functional Model

Course Work

Required Readings
Choose Glaser or Patterson (2023); Sande or Tutu; Kotter or Bolsinger.
Patterson (2022) and Arbringer Institute are required for all students.

Glaser, Judith. *Conversational Intelligence: How Real Leaders Build Trust & Get Extraordinary Results.* New York, Bibliomotion, 2016. ISBN: 978-1629561431.
OR
Patterson, Kerry et al. *Crucial Influence: Leadership Skills to Create Lasting Behavior Change.* Third Edition. Toronto: McGraw Hill Education, 2023. ISBN: 978-1265049652.

Sande, Ken. *The Peacemaker: A Biblical Guide to Resolving Personal Conflict.* Third edition. Grand Rapids: Baker Books, 2003. ISBN: 978-0801064852.
OR
Tutu, Desmond & Mpho Tutu. *The Book of Forgiving: The Fourfold Path for Healing Ourselves & Our World.* New York: Harper Collins, 2014. ISBN: 978-0062203571.

Kotter, John P. *Leading Change*, *With a New Preface by the Author*. Boston, MA: Harvard Business School Press, 2012. ISBN: 978-1422186435.
OR
Bolsinger, Tod. *Canoeing the Mountains: Christian Leadership in Uncharted Territory*. Downers Grove: InterVaristy Press, 2015. ISBN: 978-0830841479.

Patterson, Kerry et al. *Crucial Conversations: Tools for Talking When Stakes are High.* Third Edition. Toronto: McGraw Hill, 2022. ISBN: 978-1260474183.

Arbinger Institute. *The Anatomy of Peace: Resolving the Heart of Conflict.* Expanded Edition. San Francisco: Berrett-Koehler, 2022. ISBN: 978-1523001132.

"Situational Leadership, Perception and the Impact of Power." Hersey, Paul, Kenneth H.
Blanchard, and Dewey E. Johnson. *Management of Organizational Behavior.* Chapter
8. 10th edition. Boston, MA: Pearson, 2012. **Uploaded to Populi.

**While students have the benefit of accessing many of their textbooks online through the
Digital Theological Library, they will not have access to the Digital Theological Library upon
graduation. Therefore, we encourage students to purchase select textbooks to build their
personal library. For your convenience, Horizon has partnered with Kennedy's Parable to
provide textbooks.

Course Assignments and Activities

<u>Pre-Course Assignments</u>

1. *Integrative Reading and Report* (30%).

Each student will have read the 5 textbooks (reading one or the other where that is noted for a
total of 5 books) and the chapter "Situational Leadership, Perception and the Impact of
Power" (uploaded to Populi) with sufficient comprehension for class interaction to gather
memorable insights, identify values and applications, compare and contrast the authors, and
share the benefits and liabilities of each of the readings.

In addition to being prepared to interact on your gleanings from your readings, you will write
a 7–10-page written summary that identifies memorable insights, application, comparison,
and analysis of each of the books, and an integrative conclusion for the collection of
readings. It is expected that the reading and paper be completed before the first day of class.

Please also note that we will let each course participant choose 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: #1, 3, 4, 5, 7, 8
- **Assignment Length**: 7-10 pages.
- **Due date:** February 27 at 11:59PM

2. *Student Case Vignette Report* (20%).
Each student should also prepare a case report of his or her most painful or delightful
experience with any one of the three course themes: 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's 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 when processing it with their class working team.
- Related Learning Outcomes: #1, 2, 3, 5, 7.
- **Assignment Length**: 7 pages.
- **Due date:** February 27 at 11:59PM

Mid-Course Assignments

3. *Class Teamwork & Journal* (20%).

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 for each of the three sections will be dedicated to this journey. There will be several presentations and numerous course group activities and demonstrations. A summative presentation will be expected within the later portion of each of the three sections.

Each student will provide a class written journal of their primary discoveries and gleanings for each Friday/Saturday, 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 as guided each day. Point form is very acceptable for this project.
- Related Learning Outcomes: #1, 2, 3, 4, 5, 6, 7, 8.
- **Assignment Length**: as described above. **Due date**: Presentation last day of each of the 3 segments; April 15 at 11:59PM (Journal).

Post-Course Assignments

4. *Integrative Ideologically Grounded Functional Model Toward Managing Change, Power & Conflict* (30%).
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, 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 upon 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: #1, 3, 5, 7, 8.
- **Assignment Length**: 7-10 pages. **Due Date**: April 26 at 11:59PM.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Classroom time	30 hrs	N/A	
1. Integrative Reading and Report	35 hrs	Feb 27 at 11:59PM	30%
2. Student Case Vignette Report	10 hrs	Feb 27 at 11:59PM	20%
3. Class Teamwork and Journal	5 hrs	April 15 at 11:59PM	20%
4. Integrative Model	40 hrs	April 26 at 11:59PM	30%
Total =	120 hrs		

Course Outline / Class Schedule

TIME	TOPICS OF DISCUSSION	SUPPORTING TASKS/ASSIGNMENTS
1/2 day: Fri, March 1	**Unit I: Introduction 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	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. Theological reflection and biblical engagement on the subject of change
1 Day: Sat, March 2	**Unit II: Managing Change** A. Biblical Perspective on Change and a Leader's Change Journey B. The Possibilities of Changing Anything (Kotter & *Crucial*	A. 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.

	Influence)
	C. Change Dialogue About, Why, What, How, and When to Change
	D. Your Attitude Towards Change
	E. Kinds of Change and Adaptive Model(s)
	    -Accidental or Occasional Change
	    -Planned Progressive Change
	    - Transitions and Succession(s)
	    -Paradigmatic/ Frame Bending Change
	    -Problem Based Change
	    -Unplanned & Unpredicted Change in Unpredictable Times
	F. Principles and Practices Toward Successful Change; Importance of Trust, Clear Vision, Dealing with Resistance to Change
	G. Change Process Model(s)
	H. The Emotions of Change
		B. Expect to process the "case in point" team member vignette on change.
		C. Reflections on and discussions on *Leading Change* and *Canoeing the Mountains.*
		D. Review of and discussion on the emotions of change from *The Change Cycle*

1.5 Days: March 15, 16	**Unit III Leadership & Managing Power, Influence, Impact To minimize conflict & maximize Desired Outcomes** A. Framework for the Perceptions of Power, Influence, and Progressively Intentional Influence & Impact (Lead. Definition) B. Models, Perceptions, Definitions of Power, Influence, and Intentional Interdependence & Relationship Between the Terms (Hersey & Blanchard as well *Power Code,*	A. Review books read and soft copies of resources distributed on influence and power along with the *Crucial Influence* textbook and/or the *Conversational Intelligence* textbooks B. Keep reflecting on Jesus and Paul; on their power, influence and intentional interdependence in their teaching and examples on these themes. C. Professor case presentation for teamwork interpretation, insight, suggestions, strategic advice, and recommendations on the issue of power & influence. D. Expect class team member "case in point" processing on the team member with a power-centered

	by Kay & Shipman, as well as Dilenschneider, Power *and Influence: The Rules have Changed)* C. Stages of Progressive Application of Power and Influence (Hagberg & Hersey & Blanchard & others) D. Maximizing of Influence Toward Impact and Desired Outcomes (*Crucial Influence,* S. Covey Toward Win/Win, V. Bohns, Deborah Lu, Zoe Chance, & Others) E. Management of Influence and Power with Nine Habits of "Highly Effective People and Leaders" F. Examine the Concept of Being an *Influencer* with Bosses Above You, Beside You (Right and Left), and Below You in Real Time (*HBR Guide to Managing Up & Across: Build Relationships, Herd Cats, Gain Influence)* G. Reflections on Jesus and Paul as "Influencers" H. Reflections on Being an Influencer Across Gaps & Divides I. Managing the POWER of Healthy Tension to Come Together (Tim Arnold & Others) J. The Concept of Disciplined Choice Not to Overpower and/or Overpower & the Implications (Ken Blanchard, *The Three*	case. E. Be prepared to discuss the *Crucial Influence* textbook. F. Reflect on Jesus and/or Paul as "persons" of power, influence, and intentional interdependence. G. Class teamwork process and experience influence and being influenced as you begin process on your case vignette on the subject of power or class processing chosen case as needed. H. Final session in dialogue and individual and team reporting

	Keys to Empowerment) K. Building a Leadership Bridge to Maximize the Benefits & Outcomes of the Application of Power and Influence (Mark Gerzon, *Leading Through)* L. Processing Leadership with Conversational Intelligence that Builds a Bridge and Dashboard that Progressively Enables Applying a Conversational Pathway that Changes Environment, Function, and Organizational Culture toward Intentional Interdependence Even to the Extent of Co-Connecting, Co-Leading, Co-Creating, Co-Governing, and Co-Delivering, Co-Measuring the Outcomes in Leadership and on Change and Conflict. (Judith Glaser, *Conversational Intelligence)* M. Dreaming, Dialoguing and Reporting on Next Steps in the Application of Power and Influence that Maximizes Benefit & Minimizes Conflict	
1.5 Days: April 12/13	**Unit IV: Conflict Dynamics & Processes: Understanding Conflict** A. Definitions/ Descriptions of Conflict B. Experiences of Conflict (Personal Descriptions) C. Literature Descriptions of	A. Reflect on those whom 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. B. Reflect on the person(s) who gives you the most pain in your life and prepare a list of why.

| | 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 | C. Reflect on how you do conflict.
D. Who agrees with your "self-assessment" around conflict style?
E. Prepare for team conflict de-escalation resolution applications and presentations.
F. Be prepared to speak as the resource expert on Ken Sande.
G. Be so familiar with the Sande slippery slope visual that it becomes instinctive for you to use it.
H. Be ready to discuss and apply the Tutu textbook and model.
I. William Ury resources and DVD
J. Professor guided presentation on *Never Split the Difference: Negotiating as if Your Life Depended on It* or watch his interview on DVD.
K. 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.
L. Reflect on the ways Jesus and Paul dealt with conflict as identified in the New Testament.
M. Reflect on the costs/benefits of conflict as you have experienced it to date.
N. Anticipate a professor-guided case vignette from *The Anatomy of Peace* produced by the Arbinger Institute on escalation and de-escalation of conflict.
O. Dialogue together about the anatomy of peace and our cultural divide with Indigenous people groups.
P. Reflections from Gerzon textbook by professor
Q. Teamwork experiencing of crucial conversations and conversational intelligence with |

		resource experts on these books sharing their expertise. R. DVD by David Livermore on Cultural Intelligence.

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?
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?

- Assignments will not be accepted after *April 26, 2024.*

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 explains how to submit assignments on Populi.

Late Assignments and Extensions
All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. 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	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 Student Handbook.

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. 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.

Bibliography
Arbinger Institute. *The Anatomy of Peace: Resolving the Heart of Conflict.* San
    Francisco: Berrett-Keohler, 2008. ISBN:978-1-57675-584-6.
Barker, Joel. *Future Edge: Discovering the New Paradigms of Success.* New York: William
    Morrow, 1992. ISBN 0-688-10936-5.
Bohns, Vanessa. *You Have More Influence Than You Think: How We Underestimate Our
    Power of Persuasion, and Why It Matters*. W. W. Norton & Company 2021. ISBN
    978-1324005711
Covey, Stephen R. *The 3rd Alternative: Solving Life's Most Difficult Problems.*
    Toronto: Free Press, 2011. ISBN 978-1-4516-2626-1.

_____*The Speed of Trust: One Thing that Changes Everything*. New York: Free Press 2006. ISBN 978-0-7432-9730-1

Dana, Daniel. *Conflict Resolution: Mediation Tools for Everyday Worklife*. Toronto: McGraw Hill, 2003. ISBN 0-07-136431-5.

_____. *Managing Differences: How to Build Better Relationships at Work and at Home.* Third Edition. Prairie Village, Kansas: MTI Publications, 2001. ISBN 0-9621534-3-5.

Davis, Laura. *I Thought We Would Never Speak Again: The Road from Estrangement to Reconciliation.* Toronto: Harper, 2005. ISBN 0-06-095702-6.

Dilenschneider, Robert L. *Power and Influence: The Rules Have Changed.* Toronto: McGraw Hill, 2007. ISBN 13:978-0-07-148978-8.

Gangel, Ken and Samuel Canine. *Communication and Conflict Management.* Nashville: Broadman Press, 1992.

Harvard Business Press. *HBR Guide to Managing Up and Across: Build Relationships, Herd Cats, Gain Influence.* Boston: Harvard Business School Publishing, 2013. ISBN 978-1- 4221-8760-9.

Hershey, Paul & Kenneth Blanchard. *Management of Organizational Behavior* (6th edition). (Chapter 8 & 9).

Kahane, Adam. *Power and Love: A Theory of Social Change.* San Francisco: Berrett-Koehler Publishers, 2010. ISBN 978-1-60509-304-8.

Kiefer, Charles and Leonard A. Schlesinger with Paul Brown. *Action Trumps Everything: Creating What You Want in an Uncertain World.* Duxbury, MA.: Black Ink Press, 2010. ISBN 978-0-9831319-1-5

Keohane, Robert & Joseph Nye, Jr. *Power and Interdependence.* 4th Edition. Toronto: Longman, 2012. ISBN 13: 978-0-205-08291-9.

Kotter, John. *A Sense of Urgency.* Boston: Harvard Business Press, 2008. ISBN-13:978-1-4221- 7971.

_____. *Leading Change*. Boston: Harvard Press, 1996.

_____. *The heart of Change: Real Life Stories about how People Change their Organizations.* Boston: Harvard Business Review Press, 2002. ISBN 978-1-4221-3.

Kotter, John and Holger Rathgeber. *Our Iceberg is Melting: Changing and Succeeding Under Any Conditions.* New York: St. Martin's Press, 2005. ISBN 13:978-0-312-36198-3.

Kotter, John. *Power and Influence: Beyond Formal Authority.* New York: The Free Press, 1985. ISBN: 0-02-918330-8.

Lawson, Ken. *Successful Conflict Resolution.* London: Axis Publishing, 2007. ISBN 13: 978-0- 7641- 3705-1.

Livermore, David. *Leading with Cultural Intelligence.* Second Edition. Toronto: American Management Association, 2015. ISBN 978-0-8144-4917-2.

Lott, David B. Editor. *Conflict Management in Congregations.* Toronto: An Alban Institute book, 2014. ISBN 13:978-1-56699-243-5.

Merchant, Christina and Cathy A. Constantino. *Designing Conflict Management Systems.* San Francisco: Jossey Bass, 1996. ISBN 0-7879-0162-8.

Moore, Carolyn. *When Women Lead: Embrace Your Authority, Move beyond Barriers, and Find Joy in Leading Others*. Zondervan, 2022. ISBN-13 978-0310129646

Oudeh, Gayle and Nabil. *Conflict is For the Birds: Understanding Your Conflict Management*

Style. Ottawa: CCR International, 2003. ISBN 0-9731646-0-3.

Patterson, Kerry with Joseph Grenny, Ron McMillan, and Al Switzer. *Crucial Accountability: Tools for Resolving Violated Expectations, Broken Promises and Bad Behavior.* 2nd edition. Toronto: McGraw Hill, 2013. ISBN 13:978-0-07-183060-7.

_____. *Crucial Conversations: Tools for Talking When Stakes Are High.* Toronto: McGraw Hill, 2002. ISBN 0-07-140194-6.

Salerno, Ann and Brock Lillie. *The Change Cycle: How People can Survive and Thrive in Organizational Change.* Berrett-Koehloer Publishers. 2008. ISBN 978157657826

Scott, Gini Graham. *Disagreements, Disputes, and All-Out War: 3 Simple Steps for Dealing with any Kind of Conflict.* Toronto: American Management Association, 2008. ISBN 13:978- 0-8144-8063-2.

Stanley, Andy. *Enemies of the Heart: Breaking Free from the Four Emotions that Control Us.* Colorado Springs: Multnomah Press, 2011. ISBN 978-1-60142-145-6.

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption.* New York: Random House, 2014. ISBN 978-0-8129-8496-5.

Stone, Douglas, Bruce Patton, Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most.* Toronto: Penguin Books, 2010. ISBN 978-0-14-311844-2.

Ury, William L. with Jeanne M. Brett and Stephen B. Goldberg. *Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict.* San Francisco: Jossey Bass, 1988. ISBN 1-55542-125-3.

_____. *Getting Past No: Negotiating in Difficult Situations.* Revised Edition. Toronto: Bantam Books, 1993. ISBN 978-0-553-37131-4.

_____. *Getting to Yes With Yourself: And Other Worthy Opponents.* New York: Harper Collins, 2015. ISBN 978-0-06-236338-1.

_____. *The Third Side: Why We Fight and How We Can Stop.* Toronto: Penguin Books, 2000. ISBN 978-0-14-029634-1.

Van Yperen, Jim. *Making Peace: A Guide to Overcoming Church Conflict.* Chicago: Moody Publishers, 2002. ISBN 13:978-0-8024-3185-1.

Voss, Chris. *Never Split the Difference: Negotiating As if Your Life Depended on it.* New York: HarperCollins Publishers, 2016. ISBN: 978-0-06-240780-1.

Weeks, Dudley: *The Eight Essential Steps To Conflict Resolution.* Los Angeles: Jeremy P. Tarcher, Inc., 1992. ISBN 0-87477-656-2.

Withers, Bill and Jerry Wisinski. *Resolving Conflicts on the Job.* 2nd Edition. New York: American Management Association, 2007. ISBN 13:978-0-8144-7413-6.