

Alliance Theological Seminary
New York City Campus
Spring 2016 Syllabus

COURSE: CD 712.NA Leading Change and Conflict Resolution

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OFFICE HOURS: NA

TEXTS:

Required:

1. William Bridges, *Managing Transitions: Making the Most of Change 3rd Ed.* DeCapo Lifelong Books, 2009. ISBN-10: 0738213802 ISBN-13: 978-0738213804
2. Gene Edwards, *A Tale of Three Kings.* Tyndale Pub, 1992. ISBN-10: 0842369082 ISBN-13: 978-0842369084
3. H. F. Halverstadt, *Managing Church Conflict.* John Knox Press. 1991. ISBN-10: 0664251854, ISBN-13: 978-0664251857
4. Henri J. M. Nouwen, *The Return of the Prodigal Son: A Story of Homecoming.* Image Books / Doubleday Publishing Group. 1994. ISBN-10: 0385473079
5. Edgar H. Schein, *Organizational Culture and Leadership 4th Ed.* Jossey-Bass Publishers. 2010. ISBN-10: 0470190604 ISBN-13: 978-0470190609

Suggested:

- Michael Beitle's *Strategic Organizational Change.* PPI. 2006
- K. Gangel & S. L. Canine's *Communication & Conflict Management.* Broadman & Holman Publishers. 1992
- K. L. Callaha, *Effective Church Leadership: Building on the Twelve Keys.* Harper and Row Publishers. 1997
- Stephen Covey, *Principle – Centered Leadership.* Simon Schuster. 1999
- Robert A. Frying, *The Leadership Ellipse.* InterVarsity Press. 2010
- Eddie Gibbs, *Leadership Next.* InterVarsity Press, 2005
- Daniel Goleman, *Emotional Intelligence.* New York, NY: Bantam Books, 2005
- Robert Greene, *The 48 Laws of Power.* Penguin. 2000
- Harvard Business Review on *Crisis Management.* 2000
- Harvard Business Review on *Managing Uncertainty.* 2000
- Michael Allison & Jude Kaye, *Strategic Planning for Non Profit Organization.* John Wiley & Sons, Inc. 2003
- John E. Kaiser, *Winning On Purpose.* Abingdon Press. 2006
- John Maxwell, *25 Ways To Win With People.* Thomas Nelson. 2005
- _____, *Relationships 101.* Thomas Nelson. 2004
- _____, *The 21 Irrefutable Laws of Leadership Workbook.* Thomas Nelson. 2003

- _____, *The 17 Indisputable Laws of Teamwork Workbook*. Thomas Nelson. 2007
- Harvard Business Review on *Negotiation and Conflict Resolution*. 2000
- Malphurs, *The Dynamics of Church leadership*. Baker Books, 1999
- Malphurs & W. Mancini, *Building Leaders*. Baker Books, 2004
- Michael Milco, *Ethical Dilemmas In Church Leadership*. Kregel Academic. 1997
- Henri Nouwen, *In the Name of Jesus: Reflections on Christian Leadership*. Crossroad Publishing. 1993
- R. Fisher, Wm Ury & B. Patton, *Getting To Yes*. Random House. 2003
- M. Bonem & R. Patterson, *Leading From The Second Chair*. Jossey-Bass Publishers. 2005
- Alfred Poirier, *The Peace Making Pastor*. Baker Books.2006
- R. Scott Rodin, *The Steward Leader*. InterVarsity Press. 2010
- A. Roxburgh & F. Romanuk, *The Missional Leader: Equipping Your church to Reach a Changing World*. Jossey-Bass Publishers. 2005
- Gary McIntosh & Rima Samuel, *Overcoming the Dark Side of Leadership*. Baker Books.1998
- Ron Susek, *Firestorm*. Baker Books. 1999
- Ed Young, *The Creative Leader*. Broadman & Holman, 2006
- William Ury, *Getting Past No*. Bantam Books. 1993
- Michael T. Wilson & Brad Hoffmann, *Preventing Ministry Failure*. InterVarsity Press. 2007
- Walter C. Wright, *Relational Leadership*. Paternoster Press. 2002

COURSE DESCRIPTION:

This course is designed to explore the dynamics of leading for change in life and social institutions, particularly for the church. Major sources of conflict common to the community of faith will also be studied from a biblical, psychological, cultural and sociological perspective. Students will develop leadership skills in leading changes and in resolving unhealthy conflicts.

STUDENT LEARNING GOALS:

All the goals below are to be carried out in an atmosphere of the highest scholarly standards of conduct.

Student Learning Goals The Student will:	Program Goals	Nyack Core Goals	Assignments &/or Assessments Used
Students will examine the dynamics of organizational leadership for change	Foundation for personal development and necessary managerial	Socially relevant; personally transforming	Dialogues of biblical characters & organizational materials
Students will evaluate and value the emotional and relational aspects of spiritual leadership as they relate to change and conflict.	Foundation for personal development and necessary skills for leadership; holistic development of spiritual maturity	Socially relevant; intentionally diverse; personally transforming	Leadership formation paper based on leadership model; character study or personal experience in leadership
Students will explore the processes of institutional goal-management & planned changes.	Foundation for personal development and necessary skills for ministry; development of spiritual maturity; promote integration of holistic ministry	Socially relevant; personally transforming	Assigned readings from required texts and summary paper
Students will identify the major sources of conflict from different perspectives.	Foundation for personal development and necessary skills for ministry; development of spiritual maturity; promote integration of holistic ministry.	Socially relevant; intentionally diverse; personally transforming	Group dialogues of case studies and summary papers
Students will evaluate & develop leadership skills in planned change & conflict resolution	Foundation for personal development and necessary skills for ministry; development of spiritual maturity; promote integration of holistic ministry	Socially relevant; personally transforming	Personal reflection on leadership skills and ministry demands.
Students will consider a personal learning goal from individual student.	Foundation for personal development and necessary skills for ministry; development of spiritual maturity; promote integration of holistic ministry	Personally transforming	Submit personal learning goal at the beginning of class and semester end reflection.

Course Information

Literacy Goal

Developing a personal & practical understanding of spiritual leadership that will enable students to work toward as well as lead others in planned change and conflict resolution.

Course Correlation

This course is part of the “ministry phase” of the ATS model of theological formation. It assumes that students have completed the person and church phases, thus have a better understanding of their call to professional ministry and the nature and mission of the church of Jesus Christ. This course also serves as a catalyst for students to cultivate and nurture their innate organizational leadership potentials.

Course Requirements

Students are expected to read all required texts and other texts as well as any journal sections or book chapters distributed in class. Please sign a statement at the end of the semester declaring the following: *I hereby confirm that I have conscientiously read all the pages listed on this log.*

ASSESSMENT RESULTS

The School/Department of ATS may use assignments that are assessed for this course for program evaluation purposes. Individual results may be used as exemplars but will only be available to the program reviewers and not made public. Results of assessments will be used to show program effectiveness and evaluated for program improvement.

GRADING:

Grading Standards

Grading standards from ATS are found in the course catalogue as follows:

A: Indicates exceptional performance that is clearly beyond the expected standard. The student displays a comprehensive knowledge of course content and methodology, skill in communicating that knowledge, as well as originality and independence in application. The work evidences interaction with scholarly literature that goes beyond course requirements and exhibits few or no mechanical, stylistic, or grammatical errors. The student provides a striking individual style that is clear and lively without detracting from the academic nature of the work.

B: Indicates that the expected standard has been achieved. The work evidences few mechanical, stylistic, or grammatical errors, and demonstrates reasonable organization and development of ideas. Ideas are clearly and logically expressed, supported well by relevant literature, and properly documented.

C: Indicates that work is below the expected standard in many respects. The work displays a basic understanding of principles and materials treated in the course but the expression of the understanding is significantly impeded by any of the following: lack of conceptual organization; development and flow of ideas; inadequate documentation of sources; significant spelling and grammar errors.

D: Indicates that the work is significantly below standard and is only minimally acceptable for credit. The work reveals a lack of understanding or serious misunderstanding of the principles and the materials treated in the course. Submitted work lacks a clearly defined thesis and/or fails

to support the thesis with appropriate research, fails to provide proper source citation, or relies mainly on summaries or paraphrases of other people's work. The work contains poor sentence structure, punctuation, grammar, and style.

F: Indicates failure. The student displays inadequate or fragmentary knowledge of course content and methodology. The work contains plagiarized materials.

Grading Percentages:

Online Discussion	15%
Article Reviews (2@ 10%)	20%
Book Reviews (2@ 12.5%)	25%
Final Project	25%
Class Contribution	15%

Grading Scale:

Grades for this class are calculated on a total points basis for each category of grading. Each category is assigned a percentage of the total grade. All grades are calculated based on the following scale of Letter Grade\Percentile Equivalents:

A	=	100% - 94%	C	=	77% - 73%
A-	=	93% - 90%	C-	=	72% - 70%
B+	=	89% - 88%	D+	=	69% - 68%
B	=	87% - 83%	D	=	67% - 63%
B-	=	82% - 80%	D-	=	62% - 60%
C+	=	79% - 78%	F	=	59% - 0%

COURSE REQUIREMENTS

A. Online Discussions:

Every week students will participate in online threaded discussions found on E360 in the course Discussions menu. Original responses are expected within 3 days of the beginning of each week and responses to two classmates must follow in the remainder of the week.

Discussions Due Weekly

B. Book Reviews

Students are to write two book reviews:

The first is a 3-5 page reflection paper on the Text by Bridges *Managing Transitions*. This paper must be typed, double-spaced and in 12 cpi font size. Include the bibliographic data of the text, each author's purpose for writing, general approach to the issues, strengths and weaknesses of each book and your personal impressions of the work. An outline for this assignment can be found in the Resources/Outlines folder on E360.

Review 1 Due Date *See Assignment Schedule

The second is a 3-5 page reflection paper on one of the following books:

- *A Tale of Three Kings* by Edwards
- *Return of the Prodigal Son* by Nouwen.

This paper must be typed, double-spaced and in 12 cpi font size. Include the bibliographic data of the text, each author's purpose for writing, general approach to the issues, strengths and weaknesses of each book and your personal impressions of the work. . An outline for this assignment can be found in the Resources/Outlines folder on E360.

Review 2 Due Date *See Assignment Schedule

C. Article Reviews

Students are to write a 1-2 page paper on two articles:

- *One on the subject of Change Management and the church*
- *One on the subject of Conflict Resolution and the church*

These papers must be typed, double-spaced and in 12 cpi font size. Include the bibliographic data of the text, each author's purpose for writing, general approach to the issues, strengths and weaknesses of each book and your personal impressions of the work.

Review One Due Date *See Assignment Schedule

Review Two Due Date *See Assignment Schedule General Purpose of reviews:

To demonstrate one's ability a) to understand assigned reading, b) to think critically and analytically, and c) to integrate what is read with other resources and life's experiences. The ability of students to express their thoughts in conventional grammar and proper spelling is also evaluated.

****Basic Guidelines: Follow Outline Provided!***

D. Final Project (Written Project or Group Project)**Written Project:**

This assignment requires the student identify a church effected by organizational change, currently experiencing change, or embarking on change. The church should be one that the student has (or be able to acquire) a high degree of familiarity), and the change can be historic, current, or impending. The purpose of the project is to provide the student with an opportunity to examine the nature of change in an actual organizational context. Examine the change process; compare and contrast the three phases of transition.

Due date: *See Assignment Schedule

Group Project:

Students will be assigned to a specific group for the duration of the course. Groups will work together in the areas of leading change and conflict resolution. The purpose of these encounters is to integrate and exemplify positive, practical leadership and follow-ship skills as developed throughout the semester. The ability to understand and integrate sound practices for change and conflict resolution will be presented in case studies focusing on sound ministerial leadership. Each student will write a summary (about two pages, double-spaced) based on the understandings and insights derived from group discussions. Format and guidelines for discussion are self-contained in each case study.

Due date: *See Assignment Schedule

E. Class Contribution

Adult students learn best through active participation & they bring into class a reservoir of diverse experiences, both good & not so good. Therefore, all students are expected to contribute to the class's learning process through listening, reflecting & responsive talking in class discussion. All students are also expected to exemplify mutual grace, respect & courtesy in a classroom environment. This includes but is not limited to being: punctual in arriving to & departing from class; in attendance of all sessions; prepared & attentive in class participation & mutually respectful for instructor and fellow students.

***Absolutely no late papers will be accepted two weeks after due date. No electronic papers will be accepted under any circumstances. All late papers will receive an automatic one grade deduction.**

COURSE INFORMATION**CLASS POLICIES:**

1. Attendance: You are permitted one hour of absence for each hour the course meets during the week; however, you must contact the professor via email or voice mail before the end of class. All assignments are due on the date designated.
2. Late assignments: (Give detail on your policy for assignments handed in late.)
3. Style Guide for written work: (Give detail on how written assignments should be completed. Indicate MLA, APA or other style guide students should follow.)
4. Academic Integrity and Plagiarism: In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people's words or ideas as though they were your own) will be subject to the penalties as described in the plagiarism policy in the college catalog and student handbook.
5. Reasonable Accommodation: Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
6. Electronic Devices: It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
7. Academic Quality: Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the ___ style guide.
8. Communication with Instructor: Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly.
9. Writing Center: All Nyack College students seeking assistance with pre-writing, drafting, revising, and editing their written assignments are encouraged to use the resources available through the Writing Center. Sites are available at the Rockland graduate and undergraduate campuses, the Manhattan campus, and phone consultation is available for off-campus graduate students.

COURSE OUTLINE AND CALENDAR

Date	In Class Topic	Assignments due by given date!
Jan 20	Please use this week to start reading the articles and the Bridges book. You will see that there is plenty of reading for this class. This first week is a chance to get ahead.	
Week 1 Jan 27	Introduction to Change Management: <ul style="list-style-type: none"> • Course overview • Why Change Management? • How does the church respond? 	Reading: 1-Hathaway- Change is... 1-Stearns-Goodbye Christian America Written: None Discussion: None
Week 2 Feb 3	Biblical Perspective on Change: <ul style="list-style-type: none"> • OT look at change • NT look at change • Historical perspective on change 	Reading: Bridges Intro, Chapters 1-3 2-Boa-Innovation and Change Written: Article Review #1 Discussion: Hathaway Discussion
Week 3 Feb 10	Managing Transitions: <ul style="list-style-type: none"> • 3 phases of change • Pastoral concepts • 	Reading: Bridges Chapters 4-6 3-Harrison-Power of Love Written: None Discussions: Change and the Bible Discussion
Week 4 Feb 17	Change Theory: <ul style="list-style-type: none"> • Lewin, Kotter • Critical comparisons • Resistance and resentment 	Reading: Articles Lewin, Brisson, Stragalas Edwards-Tale of Three Kings Written: None Discussion: Who Moved my Cheese Discussion
Week 5 Feb 24	Practical Applications to Change Theory: <ul style="list-style-type: none"> • Case Studies • How to introduce non-stop change 	Reading: Bridges 7-9 Written: Book Review on Bridges Discussion: Cat Herding Discussion
Week 6 March 2	Introduction to Conflict Resolution: <ul style="list-style-type: none"> • Levels of conflict • Conflict Inventory • Conflict modes 	Reading: Halverstadt p. 1 – 117 6- Evans -Types of Conflict 6- Spangler-Settlement, Resolution, ... Written: None Discussion: Discontentment Discussion
March 6 – 12 Spring Break		
Week 7 March 16	Biblical perspective on conflict res: <ul style="list-style-type: none"> • OT look at conflict • NT look at conflict • Contrasting to current views –Judges 	Reading: Halverstadt p. 119-200 Written: Article Review #2 Discussion: Halverstadt Discussion
Week 8 March 23	Seeking Reconciliation: <ul style="list-style-type: none"> • Nouwen review • How to speak difficult feelings • 	Reading: Nouwen –Return of Prodigal Son 8-Conflict Skills 8-Crabb-Communication Written: None Discussion: Nouwen Discussion
Week 9 March 30	Forgiveness: <ul style="list-style-type: none"> • Edwards review 	Reading: Schein- p 1-84 9-Smedes-Five things on Forgiving

	<ul style="list-style-type: none"> • Reflective listening • 	<p>Written: None</p> <p>Discussion: Edwards Discussion</p>
<p>Week 10 April 6</p>	<p>Renewal as a Discipline:</p> <ul style="list-style-type: none"> • Learning organizations • Purpose/Mission Driven the art of analysis (SWOT) 	<p>Reading: Schein- p 85-188</p> <p>10-Senge-Learning Disabilities</p> <p>Written: Book Review – Edwards or Nouwen</p> <p>Discussion: Senge Discussion</p>
<p>Week 11 April 13</p>	<p>Transformational Leadership:</p> <ul style="list-style-type: none"> • Leading transformationally • Releasing the church 	<p>Reading: Schein- p 189-289</p> <p>Written: None</p> <p>Discussion: Schein Discussion</p>
<p>Week 12 April 20</p>	<p>Practical Applications to Conflict Resolution</p> <ul style="list-style-type: none"> • Case Studies • Forgiveness as a way of life 	<p>Reading: Schein- p 291-418</p> <p>Written: None</p> <p>Discussion: Reflections Discussion</p>
<p>Week 13 April 27</p>	<p>Presentations</p>	<p>Reading: None</p> <p>Written: Final Projects</p> <p>Discussion: None</p>

ATS M.DIV CORE CURRICULUM GOALS

1. Students will lay a foundation for ongoing spiritual formation including personal development, moral integrity, and spiritual maturity.

[Corresponds to Nyack Core Goal: **Personally Transformed**]

2. Students will gain knowledge and be able to apply methodology in biblical studies, theology and cultural understandings.

[Corresponds to Nyack Core Goals: **Academically Excellent; Intentionally Diverse; Global Engaged; Socially Relevant**]

3. Students will gain an appreciation of the relational nature of ministry through the experience of being mentored and mentoring others, and through learning and practicing interpersonal ministry skills.

[Corresponds to Nyack College Core Goal: **Socially Relevant**]

4. Students will be able to understand and practice integration of the personal, theological, and practical components of holistic ministry.

[Corresponds to Nyack Core Goal: **Personally Transforming**]

5. Students will gain ministry skills for a broad range of Christian service responsibilities, and will be able to demonstrate competency in classroom and internship environments (in particular, those skills necessary for licensed and/or ordained ministry within the C&MA and other denominations).

[Corresponds to Nyack Core Goal: **Socially Relevant**]

