

LE 742 Change, Power, and Conflict Management
Fall 2024

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Course Dates: September 9-13, 2024
Course Delivery Method: Online Modular

3 Credit Hours

COURSE DESCRIPTION

This course provides a careful and thoughtful examination of individual and organizational change, power and conflict dynamics and how to work toward positive outcomes, momentum, and commitment. The course emphasizes discovering, experiencing and applying processes that bring about the resolution, revitalization, renewal, and/or reconciliation needed to move toward a preferred future.



COURSE INTEGRATION

This course seeks to fulfill Briercrest seminary's outcome #2 "preparing students to serve the local church and its global mission" by helping students consider how to manage the complexities of power, change, and conflict management in ways that honour God and serve His kingdom. The course fulfills the MA in Leadership and Management outcome #1 "integrating biblical and theological studies into the field of leadership" by bringing the book of Exodus to bear on leadership and looking at the novel *Watership Down* through both theological and psychological lenses, thereby exposing students to innovative and useful leadership principles for times of conflict and change.

COURSE TEXTS

Adams, Richard. *Watership Down*. Reprint edition. New York: Scribner, 2005. (Any edition of the novel is acceptable).

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*. New York: Seabury, 2017.

Hagberg, Janet. *Real Power: Stages of Personal Power in Organizations*. 3rd edition. Salem, WI: Sheffield, 2002.

The book of Exodus in any version of the Bible.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>) and their myBriercrest.ca email account.

COURSE OUTCOMES

1. Students will discover biblical, theological, psychological, and emotional insights for leading through times of conflict and change.
2. Students will learn to define the terms “change,” “power,” and “conflict” and discover the dynamics of each in relationships.
3. Students will come to understand the role of anxiety, adventure, and theological reflection in learning and leading through times of conflict and change.
4. Students will apply their learning to come up with creative solutions for managing change, power, and conflict management in healthy ways.

COURSE OUTLINE AND CONTENT

Day	Reading	Topic
Monday	Watership Down – Ch. 1-11 Exodus 1:1-22	Defining our terms: Change, Power, and Conflict (Management) and exploring their dynamics Group Time #1 – Describe a past conflict.
Tuesday	A Failure of Nerve – Ch. 1 Watership Down – Ch. 12-17 Exodus 5-11	Anxiety and Change The journey/adventure and change – Exodus and Watership Down Group Time #2 – Your journey vision. Where are you now and what are you doing?
Wednesday	A Failure of Nerve – Ch. 7 Watership Down Exodus 32:1-24	Power and Triangles Group Time #3 – Describe a current leadership triangle.
Thursday	Real Power Watership Down – Power dynamics Exodus	Personal Power - Calmness, anxiety, self-differentiation, and power. Group Time #4 – Describe your personal power stage.
Friday	Wrap Up	Addressing outstanding questions, insights, or threads from the course

ASSIGNMENTS

Please submit all written assignments to Canvas.

Pre-Course Assignments:**Personal Reflection on a Conflict Situation – 25%**

Students will write a 5-page, double spaced, personal reflection paper on a conflict they are presently encountering through the lens of Hagberg's *Real Power* book. The conflict could be taking place in the workplace, church, or family. Care should be taken to anonymize story details. Describe what led to the conflict and the pertinent pressure points as well as an assessment of each person's (including yourself) stage of power.

Due: Sunday Evening before the course (September 8, 2024)

Mid-Course Assignments:**Daily Insights – 25%**

At the end of each day (except for Friday), write a 500-word reflection on insights and threads from the day. Include any themes you would like to explore more deeply in the course.

Due each day by 9pm CST on Canvas.

Post-Course Assignments:

Due: November 8, 2024

Research and Integration Paper – 25%

Write a 6-8 page double-spaced paper providing insights on change, power, and/or conflict management from *Watership Down* and *Exodus*. Highlight similarities in themes and characters between the two books and ways those themes and characters provide leadership insights for dealing with change, power, and/or conflict management.

Leadership in Change and Conflict Paper – 25%

Drawing on a minimum of 4 academic sources* in addition to *Failure of Nerve*, write a 6-8 page paper discussing the differences between anxious leadership and self-differentiated leadership in times of conflict and change.

*Academic books or peer-reviewed journal articles.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Modular classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of

academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).