

# MGMT 359: Managing Change and Conflict

## Winter, 2018 – On Line

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### **COURSE DESCRIPTION:**

*This class is about two important aspects of leadership: change and conflict.* They are interrelated; each contributes to and affects the other. Change and conflict have a huge impact on the implementation of organizational goals and on personal careers.

*The purpose of the class* is to help students develop skills in creating successful change and in resolving conflict. To manage both change and conflict well, a person must understand their nature and sources, and know how to plan.

*The class is on-line* which means a certain level of maturity and self-discipline is assumed of participants. There is no place to hide in an on-line class. A person must perform each and every week. Talking to me is good but it does not substitute for *getting the job done*.

*The University mission elements* in this class are Ethical Reasoning, Lifelong Learning, and Community and Civic Engagement.

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### **CHOICES:**

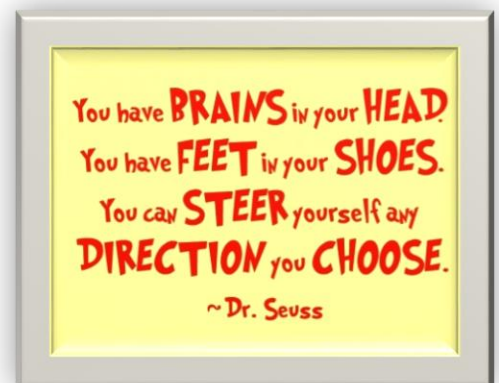
The topics in this class are important. Most people in this class either supervise others or can affect organizational decisions, and up to 50% of managerial time is spent dealing with change and conflict.

Therefore, when possible I have given people choices in assignments. The intention is to let each person focus on the material that will best help his or her life and career.

### **LEARNING OUTCOMES:**

**By the end of the course a student should:**

- Describe the nature and levels of change and understand how they affect conflict.
- Understand the various sources of conflict.
- Recognize his/her styles of conflict and know ways to manage them.
- Recognize his/her assumptions about change and know ways to manage them.
- Understand how organizational complexity and open systems relate to change and conflict management.
- Understand the environment-organizational change/conflict interface.
- Be able to apply conflict resolution strategies to specific situations.



## TEXTS:

1. Mayer, Bernard, 2012. *The Dynamics of Conflict*, 2<sup>nd</sup> ed. Jossey Bass. ISBN 9780470613535
2. Arbinger Insititue, 2015. *The Anatomy of Peace*. 2<sup>nd</sup> ed. Arbinger Properties. ISBN 9781626564312
3. Course Content such as videos, articles, and websites, found in the Week tabs on the Bb.

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### CLASS WEEK:

*The class week begins on Monday morning at 12:01 a.m.* and ends on Sunday night at 11:59 p.m. The missing two minutes are in cyberspace.

Discussion Forums begin at the beginning of the class week (Monday, 12:01 a.m.) and end at the end of the week (Sunday at 11:59 p.m.)

### ASSIGNMENTS DUE:

*All assignments (except Discussions) are due on Sunday night at midnight (11:59 p.m.).* This is the end of the class week.

### LATE ASSIGNMENTS

*Any assignment not turned in when due* will incur a 5% penalty, plus a 2% penalty per calendar day that it is late

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### CLASS BASICS:

The goal of the class is to develop skills in managing change and in managing conflict. One of the key skills is the ability to interpret what we are seeing and know how others dealt with it. This means first understanding what the experts say (theory).

#### 1. Read/view the assigned textbook and Course Content material.

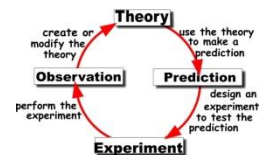
**Personal opinion is not enough.** First a person must understand what the experts say. It is not necessary to agree with the experts, but it is necessary to understand what they are saying

**2. Apply.** Apply experience to the material: illustration, cases, questions.

**3. Clearly communicate your insights to others.** This means that your thinking should be clear and writing should be professional. (Texting conventions are not professional)

**4. Make it obvious you have read and understand the assigned material.** You must communicate that you know the material in such a way that others can easily see you do know it.

**Therefore:** *No assignment in this class will receive an A unless it is obvious that the writer has read and understands the assigned material. The easiest way to demonstrate that is to cite the source of the information.*



## ASSIGNMENTS:

- A. Weekly Discussion forum**  
*6 weeks (25 pts. per week) plus Week 1 practice (10 pts)* - 160 pts
- B. Integration paper** - 100 pts  
*Integration papers will also be posted in the Discussions for class discussion.*
- C. Final Project: Conflict analysis: *Anatomy of Peace*** - 210 pts  
\* *Draft: Description of conflict (10 pts)*  
\* *Final paper (200 pts)*
- D. Miscellaneous** - @5 pts +/-

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TOTAL POINTS - @475

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pts

A (94-100); A-(90-93); B+ (87-89); B(84-86); B-(80-83); C+ (77-79); C (74-76); C- (73-70); D+ (67-69); D (64-66); F = <63

See each Week's tab for Discussion forum.

See Assignments tab for:

- Grade rubric.

### A. DISCUSSION:

Each person will participate in six Discussions, *plus the practice Discussion in Week 1*. Discussion begins Monday at 12:01 a.m. and ends Sunday at 11:59 p.m. Ignore the missing minutes.

A grade rubric is under the Assignments tab. An alternative assignment is on the next page.

- **Week 1:** Practice discussion worth 10 points total. It is required (e.g. everyone does it).
- **Week 2-9:** Choose any six weeks to Discuss. Each week is worth 25 points total. I will grade the first six Discussions you enter. If you enter a discussion, but change your mind, email me *before* I grade it (usually Monday a.m.) and that discussion will be dropped.  
**Note: Once graded, the grade stands. Sorry, no make-up on Discussion.**
- **Week 10: no discussion.**

### Instructions:

- **Each person will contribute three (3) “substantial comments” to the weekly Discussion.** Use the assigned material (Textbook and Course Content) in these comments.
- “Substantial comments” means to add substance to the Discussion.  
**Step 1: Discuss the question or respond to the post** using the assigned material.  
**Step 2: Then extend the discussion** using experience, or past class material, or opinion, or internet links, or....

**Note:** repeating the same information over and over in different posts is not adding substance to the discussion. Just saying.

- **Choose questions or posts to answer or respond to.** A variety of things will be posted: questions, issues, textbook cases, video cases, and Integration papers. *Choose which postings you want to respond to.* My recommendation is to choose a variety of issues to ponder.
- **You are not required to discuss by a certain day of the week.** *However, when a post has been* thoroughly talked about, it will disappear from the Discussion. For best choice, talk early in the week.
- **Cite Sources:** All comments must be your own work, or else you must cite the source of the information. When quoting or paraphrasing other sources, use the APA system. Example: (Brown, 2017, YouTube). This requirement helps everyone practice citation conventions.

**REGARDING TEXTBOOK CASES:** We all know there are case analyses available on the internet. Do not use them. The value is to figure things out for yourself.

Most of the case analyses on the internet are posted by students. Most of the analysis is outdated and much of it is badly done. You are as qualified as anyone to analyze cases, and using other peoples' analysis will tank your grade. So please don't.

**“Discipline is choosing between what you want now and what you want most.”  
-Abraham Lincoln**

Assignments tab has:  
-Grade Rubrics  
- Guidelines  
- “How to Cite”  
- Examples

## **B. INTEGRATION PAPER**

Each person will write one short Integration paper (roughly 1,700 words) **that apply two ideas from the assigned Textbook chapters to two videos or articles from Bb/Class Content.** The videos or articles illustrate, expand, contradict, or illuminate the textbook.

### **Instructions:**

- Sign up for the week you choose to hand in the paper. Write the paper on the assigned textbook and Course Content material *for the week the paper is due.*
- Choose two different ideas from the Mayer assigned chapter(s). Choose two different videos or articles from the Course Content for the week. Integrate one of the items from the folder into one Mayer idea and the other into the second Mayer idea. **Each item from Course Content should be integrated into a different Mayer idea. The two results can be compared and contrasted.**
- **“To integrate” means to do one or more of the following:**
  - Compare the two sources on one idea, such as power.
  - Show where the two sources disagree on an issue and discuss why.
  - Use one source to illustrate an idea from the other source.
  - Use one source to expand upon or disagree with an idea from the other.

- **Do not describe** the ideas in great detail: we have all read or watched them. The purpose of the paper is to integrate the ideas, not repeat them. But do describe them enough that it is obvious that you understand them. Also, *cite the sources you use*.
- End the paper with at least three lessons learned, conclusions reached, or recommendations derived. These can be mixed; example: two lessons and one recommendation.
- Turn in the Integration papers through the SafeAssign link under the Assignments tab. Also post the paper in the following week's Discussion for the class to discuss. (Paper is turned in on Sunday p.m., and posted in the Discussion beginning Mon. a.m.). The paper will be used for review and to help the class link the topics throughout the term.
- The week his or her paper is posted, an author can respond to questions or discussion about the paper as part of his or her Discussion – i.e. “three substantial comments.”
- There is a grade rubric, example papers, and information about Integration under Assignments.

### **Format details:**

- Use headings and bold them. This will make the paper easier to read.
- When using ideas from the textbook, article or video, cite the source using APA format. Citations require a bibliography. If you are rusty on how to do this, there are links to OWL under the Assignments tab.
- This is a formal paper so use formal language. The paper should be about 1,700 words, double spaced, 12 pitch type, 1” margins. Use a cover page. There is no penalty for longer papers.
- The paper is due Sunday p.m. of the week you signed up for. Submit the paper through the SafeAssign link under Assignments. *Also* post the paper in the Discussions for the class to discuss.

**“Everything is hard before it is easy.  
-Goethe**

Assignments tab:  
-Grading rubric.  
-"How to Cite"  
-SafeAssign  
-Example

## **C. FINAL PROJECT: *THE ANATOMY OF PEACE.***

This final project is a practical application of how to analyze change and conflict. Teams of up to four people will choose a conflict and analyze it using the series of Arbinger diagrams and charts.

**Draft: Conflict description.** A one page description of the chosen conflict (without the Way of Being diagram) is **due Week 4**. This will become the introduction for your paper. Follow the format below

under Project Format/ Introduction except do not create a Way of Being diagram unless you just want to put it in; it is not part of the draft assignment. Hand in the description through the designated SafeAssign link.

### **Instructions:**

- **Choose a team of up to four people.** You may work alone or with a partner, but the maximum number in the group is four. You may choose your team until the end of Week 2 (Sunday p.m.). On Monday of Week 3, I will assign teams.
- **Choose a conflict** that a team member has experienced or observed within an organization of your choice. The conflict can be one that is already resolved, or one that is ongoing. The chosen conflict can be at the person, group, organizational, or inter-organizational level.
- *Note:* situations that are very personal, or are still emotional, tend to not work well for this assignment because it is difficult to remain objective and analytical. Also it is not always good to emotionally revisit a difficult time in the detail required by this assignment. However, this is an adult class, so feel free to use your own judgment.
- **Analyze the conflict using the Arbinger Diagrams. Analyze both sides of the conflict.** Explain the conflict in terms of the diagrams. The diagrams can be found in the book *The Anatomy of Peace*. (The diagrams can be drawn free hand in the paper).
- **In the paper, do not use people's names.** Say something like, "A boss I once had, who I will call Jon." If a workplace is involved you do not need to name the firm, but please specify the industry to give context. Example: "Several years ago I worked as Customer Service Representative in a large firm in the electronic manufacturing industry..."

### **Project Format:**

**Note: The paper should use a complete set of Arbinger diagrams to analyze the conflict situation. The set includes the Way of Being diagram, the Choice and Collusion diagrams, the "Choosing War" sets of boxes in Ch. 12 and 13 (four of them) and the Influence Pyramid. All of the diagrams are explained more fully in the addendum to the book. Put the appropriate diagrams in each section of the paper, or put them all in an addendum – whichever works best for you. The diagrams can be drawn free hand.**

**A. Introduction and “Way of Being” diagram:** This section should describe what the conflict is about – over what and between whom. Use the following elements (found in Mayer, Ch. 1): Nature of the conflict (dimensions, duration, involved parties, etc.), organizational environment of the conflict, brief history of the conflict, chronology of events. Include a “Way of Being” diagram. This section will be handed in as a draft the end of Week 4.

**B. Causes and patterns of conflict – “Choice diagram” “Collusion diagram.”** Outline the causes and sources of the chosen conflict by showing where the involved actors *on both sides of the conflict* are on the Choice and Collusion diagrams. Explain the diagrams thoroughly in terms of the chosen conflict. *Do not describe the book - both of us have read it.* Rather explain why you applied the diagrams in the book to the conflict in the way you did.

**C. Choosing war – “In the Box.”** Briefly discuss all four of the boxes *from both sides of the conflict*, but focus on the main one that this conflict affects. Which set of boxes were the involved actors in (both sides), and how did this affect the origination, development and resolution of the conflict? Explain why you say so.

**D. Recovering Inner Clarity and Peace: Getting out of the Box.** Chapter 20 discusses the four steps in the Arbinger process of getting out of the box. If the conflict is resolved, explain the processes and outcomes of the resolution in terms of the steps. If it is not resolved, or could have been resolved better, discuss what could, or should, happen to affect the resolution at each step.

**E. Conclusions.** Fill out the Influence Pyramid in terms of this situation. End with at least two (2) lessons learned, conclusions reached, or recommendations derived from this analysis.

**F. Editing.**

When using ideas from the assigned material, cite the page. Use in-text cites (i.e. Arbinger, p.x). Citations require a bibliography.

- This is a formal paper so use formal language. The paper should be double spaced, 12 pitch type, 1” margins, with a cover page.



A person's a person,  
no matter how  
**small.**  
-Dr. Seuss

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## **SAFEASSIGN:**

All assignments in this course will be submitted through SafeAssign. The reason for this is straightforward. There are many opportunities for others to steal your work. While not perfect, SafeAssign helps assure the honest student that his or her hard work will not be abused by others.

Students should be aware that assignments submitted to SafeAssign are archived indefinitely in that online database.



## **ACADEMIC HONESTY:**

There is a “no tolerance” standard in this course for academic dishonesty. This class follows current University policy, found in the section of the catalog entitled “Academic Honesty.” Some of the key elements of that section are summarized below.

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

*\*All assignments of all types are to be the work of the student or students handing in the assignment, and only those students.*

*\*Any paraphrase of wording, ideas, or findings of other person, writers, or researchers requires the explicit citation of the source. Use of the exact wording requires a “quotation” format.*

*\*Deliberately supplying material to another student for purposes of plagiarism or academic dishonesty is culpable.*

When academic honesty is in question, the following will occur:

The student(s) involved may be given an F on the assignment and/or in the course, and/or expulsion from the College may be recommended. These actions will be reported to the Academic Dean, Associate Dean, Provost, and Campus or Program Director.

*“This is the end. Everything has to come to an end, sometime.”  
– L. Frank Baum, The Marvelous Land of Oz*