Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management

Course Syllabus

Course: SBNM 5040 – A2 Managing Diversity and Conflict
Academic Year: 2012/13 **Semester/Quad:** Fall A
Credit Hours: 2
Prerequisites: *None*

Instructor: *Judith (Judy) Donor*
Phone: 847-754-5477 - cell
Email: jdonor@northpark.edu

Availability:

Before or after class and by appointment. Please e-mail to schedule phone or online appointment

Course Description:

One of the most significant political and moral dilemmas of our time is that of how to deal with the increasing diversity of our society and the conflict this diversity creates. The globalization of business has increased the concern for diversity significantly. Business organizations reflect the societies in which they exist and thereby present managers with the need to address issues of diversity and conflict in order to optimize organizational effectiveness. This course will develop an appreciation for the diversity managers face, an understanding of what is required to manage that diversity and in particular, how to deal with the inevitable conflict arising out of diversity.

Course Materials:

[Supplemental fees to be handed out in class: $25.00]
REQUIRED : Textbooks:
Weeks, D. (1994). *The Eight Essential Steps to Conflict Resolution*, G. P. Putnam & Sons. ISBN# 0-87477-7518

Thomas, R. Roosevelt, Jr. (2006). *Building on the promise of diversity: How we can move to the next level in our workplaces, our communities and our society.* New York, NY: AMACOM ISBN 10: 0-8144-0862-1

Articles: Additional materials are listed under Weekly modules on Moodle:

Essential IDEA Objectives:

[The complete list of IDEA objectives are shared here. ***You must select only 3 IDEA objectives from this list****, as they will later be included in the IDEA course evaluation that students complete. I.e., decide which 3 objectives from this list are the "essential" objectives for your course and delete the rest.]*

1. Learning fundamental principles, generalizations, or theories.
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Specific Course Objectives:

More specifically, the student who successfully completes the course will have: Identified diversity mixtures and assessed the associated diversity tension. Recognized the benefit of diversity tension and appreciated the positive role of conflict in a diverse work environment. Selected the options appropriate for managing diversity tension. Applied Roosevelt Thomas' framework "meaningful diversity" his/her real world of work. Deconstructed personal biases and socialization in order to build a strategy for managing diversity. Appreciated the need to stimulate positive forms of conflict in building successful organizations. Analyzed conflict using Morton Deutsch's Typology of Conflict. Created a plan for managing a specific conflict in a productive manner by applying Week's Eight Steps of Conflict Resolution.

Course Methodology:

Students are responsible for all assigned readings prior to class. In class, we will have a number of exercises, case studies, lectures, and discussions. The learning process will be heavily dependent upon the student's willingness to become involved in each activity.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Technical Skills Required:

However, it is expected that participants know how to perform basic tasks such as sending email with attachments, creating, editing and saving documents in a file structure, and performing web searches. The orientation in Moodle should be completed before beginning this course. Other than having the having ability to function in Moodle, students should be able to write papers using MS Word. Additionally, PowerPoint will be needed to access slides that are posted as resources for the week and to prepare the group project presentation.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)

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1	*8/28*	*By the completion of this week's module, each student will have:* • *demonstrated basic understanding of course structure and requirements through engagement in discussion forums and journal completion.* • *acquainted him/herself with each student in class through the introduction forum.* • *discussed his/her identity and examined in what ways he/she does or does not participate in "privilege." identified historical events and current issues influencing attitudes toward diversity management*	*Cultural Identity Exercise* *Privilege Assessment* *Thomas, Chapters 1-5, pages 5-82 White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh*
2	*9/4*	*By the completion of this week's module, each student will have:* • *Identified diversity mixtures and assessed diversity tension* • *discussed tension associated with the gender diversity mixture* • *selected the appropriate options for dealing with diversity tension* • *Identified the country for the final project*	*View PBS discussion on gender diversity in the workplace: Men Women and Competition in the Workplace..* *Thomas, Chapters 6-10, pages 85-162 DUE: Country Choice for Final Group Project* *Monte, E.P., Groome, L. & Shively S. (2011). Surviving stereotypes: Men and women in family business. Family Business Magazine, Winter, 46-48.* *U.S. Department of Commerce Economics and Statistics Administration (2011). Women in America: Indicators of social and economic well-being.* *Complete the Gender Roles Questionnaire* *** *Supplementary (not required) Reading (will help with understanding Thomas):* *Thomas, R.R., Jr. (2006). Diversity management: An essential craft for*

Week	Dates	Topics	Assignment(s)
			leaders. Leader to Leader, Summer (41), 45-49. *Thomas, R.R., Jr. (1996). Redefining diversity. HR Focus, 73 (4), 6-7.*
3	*9/11*	*By the completion of this week's module, each student will have:* • *Practiced applying Thomas' Diversity Management Framework* • *examined how misinformation can lead to stereotyping and oppression.*	*Multi-cultural quiz – will be conducted in class* *Thomas, Chapters 11- 12 plus appendices, pages 165-207* *Complete the Inclusive Language Tutorial and Exercise* *Conduct Country Research Conduct Interviews*
4	*9/18*	*By the completion of this week's module, each student will have:* • *determined his/her conflict management style by completing and interpreting the Thomas Kilmann Conflict Mode* • *recognized how he/she contributes to conflict* • *recognized the role of culture shock on expat assignments and discussed aspects of cross-cultural preparation* • *analyzed the impact of world view on decision-making*	*DUE: First Paper on Diversity Strategy for My Organization* *Thomas Kilmann Conflict Mode – will be distributed in class* *Article on Deutsch's Typology of Conflict* *Weeks, Pages 3 – 62* *Conduct Country Research* *Conduct Interviews*
5	*9/25*	*By the completion of this week's module, each student will have:* • *examined diversity mixtures and associated diversity tension in the movie **Crash*** • *examined stereotypes operational in **Crash*** • *determined the role of emotional intelligence in conflict* • *applied Morton Deutsch's Typology of Conflict to*	*View Crash together in class* *Weeks, Pages 63 – 146* *Conduct Country Research* *Conduct Interviews*

Week	Dates	Topics	Assignment(s)
		*conflicts in **Crash*** • *Recognized the potential for reconciliation and discussed ways to realize that potential*	
6	*10/2*	*By the completion of this week's module, each student will have:* • *completed interviews with three people from countries other than the United States* • *analyzed the cross-cultural perspectives* • *determined how Americans and America are seen by people who were not born in this country.* • *created a plan for conflict resolution by applying Week's Eight Steps to conflicts represented in a film clip from **Office Space***	*complete together in class Film Clip from Office Space Role Plays* ***DUE**: Interview Top Ten Lists Presentations* *Conduct Country Research – Prepare Module for Presentation*
7	*10/9*	*By the completion of this week's module, each student will have: gained insight into another culture by preparing an orientation module to prepare other students to work in another country*	***DUE**: Group Project – Orientation to Another Culture*
8	*Monday 10/15 at 8:00 am*	*By the completion of this week's module, each student will have:* • *analyzed a real world conflict created a plan for resolution of a real world conflict*	***DUE:** Conflict Resolution Paper*

Grading:

Assignment	Points
Paper 1 – A Strategy for managing diversity in my organization	50
Paper 2 – Analysis of a conflict	50
Cultural Interview Presentation	15

Assignment	Points
Orientation to Work in Another Culture	30
Participation	10
Team Member Evaluation	10
Total	*165*

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (155-165)		B- (132-138)
	A- (149-154)		C+ (129-131)
	B+ (145-148)		C (122-131)
	B (139-144)		F (<122)

Assignment Grading Policies:

Please be aware that your instructor will <u>not</u> accept late submissions of any papers, projects, or assignments for any reason whatsoever. A late submission will be recorded as 0 points.

Student Responsibilities:

Participation in class discussions and the completion of assignments is required for this course. You cannot successfully complete this course without completing the weekly reading assignments. It is imperative that students complete the weekly assigned readings before participating in class discussions.
If you have questions, concerns or issues, please contact me via e-mail. But you may also contact me by phone.

Instructor Responsibilities:

As your instructor I will:
1. The instructor will design the course in such a way that learners have every opportunity to achieve learning objectives.
2. The instructor will provide updated information on relevant resources for the various topics of interest.
3. The instructor will read and critically assess learner's assignments and provide feedback as soon as possible.
4. Facilitate a participant centered course experience to focus on student learning
5. Provide updated information on relevant resources for the various topics
6. Respond to all e-mails within 24 hours of receipt.

ASSIGNMENT SPECIFICATIONS

ASSIGNMENT #1 - A strategy for Managing Diversity in my Organization – 50 Points

Assignment Specifications:

I. Introduce the organization & describe the diversity mixtures that exist (slides on diversity mixtures and reading).

II. Identify the tension associated with one or two critical diversity mixtures.

III. Choose the options listed in the power point slides and your readings to determine the most effective way to deal with the diversity tension. Remember that your goal is not to maximize diversity – rather it is to maximize the achievement of organizational goals.

IV. Establish what diversity goals are appropriate to the organization.

(According to D. Roosevelt Thomas, your organization consists of a jar full of jelly beans. If your company needs to add more diversity to its workforce, will the same policies, culture and systems work for the organization in the same way?)

V. Establish a strategy. (Using the phases talk, think & walk, tell how you would implement the diversity in your organization.)

VI. Summarize and Close

Category	Excellent 10 points	Very Good 9 points	Good 8 points	Fair 7 points	Poor 6 points	Unacceptable 5 points or less
1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper.	The introduction states the main topic and the topic clearly relates to the content of the paper.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the paper.	An attempt has been to introduce the paper, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	Paper topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Personal experience has also been used to support the topic.	Paper topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Paper topic is clear but the supporting information is general - not clearly based on theory provided in the course.	Paper topic is somewhat clear but there is a need for more supporting information.	Paper topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The paper topic is not clear and the content is not in alignment with course concepts.

3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting .
4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the paper.	All course concepts are reported accurately, but some may be extraneous to the topic of the paper.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the paper.	Most course concepts are reported accurately but some may be extraneous to the topic of the paper.	A few course concepts are reported accurately and may be extraneous to the topic of the paper.	NO course concepts are reported OR most are inaccurately reported.

ASSIGNMENT #2 - Analysis of a Conflict - 50 Points

Assignment Specifications:

Choose a conflict in which you were personally involved or had the opportunity to observe. Conduct an analysis and build a plan for resolution.

I. Introduction explaining observed symptoms.

II. Analysis of the conflict in accordance with the system of analysis discussed in slides and using Morton Deutsch's Conflict Typology. Identify types of conflict and ingredients of the conflict.

III. Plan for Resolution using Dudley Weeks' Eight Steps.

IV. Summary and Conclusion.

[Specify rubric information in this table. Add/delete rows and columns as necessary.]

Category	Excellent	Very Good	Good	Fair	Poor	Unacceptable
	10 points	9 points	8 points	7 points	6 points	5 points or less

1. Introduction (Organization)	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper. Additionally the introduction is inviting to the reader.	The introduction states the main topic and the main topic clearly relates to the content of the paper. The introduction previews the structure of the paper.	The introduction states the main topic and the topic clearly relates to the content of the paper.	The introduction states the main topic, but the topic as introduced does not relate clearly to the content of the paper.	An attempt has been to introduce the paper, but the main topic has not been clearly stated.	There is no clear introduction of the main topic or structure of the paper.
2. Focus on Topic (Content)	Paper topic is clear and well-focused topic. Main idea stands out and is supported by detailed knowledge of theory provided in the course. Personal experience has also been used to support the topic.	Paper topic is clear and well-focused. Main idea stands out and is supported by detailed knowledge of theory provided in the course.	Paper topic is clear but the supporting information is general - not clearly based on theory provided in the course.	Paper topic is somewhat clear but there is a need for more supporting information.	Paper topic is not clear. Although the material is alignment with course concepts, it is presented in a seemingly random and incoherent manner.	The paper topic is not clear and the content is not in alignment with course concepts.
3. Grammar & Spelling (Conventions)	Writer makes no errors and using grammar and formatting proficiently to enhance the overall readability of the paper.	Writer makes no errors in grammar, spelling or APA formatting.	Writer makes 1-2 errors in grammar, spelling or APA formatting.	Writer makes 3-4 errors in grammar, spelling or APA formatting	Writer makes more than 4 errors in grammar, spelling or APA formatting.	Writer makes more than 5 errors in grammar, spelling or APA formatting.
4. Accuracy of Concepts (Content)	All course concepts are reported accurately and support the topic of the paper.	All course concepts are reported accurately, but some may be extraneous to the topic of the paper.	Almost all course concepts are reported accurately but some may be extraneous to the topic of the paper.	Most course concepts are reported accurately but some may be extraneous to the topic of the paper.	A few course concepts are reported accurately and may be extraneous to the topic of the paper.	NO course concepts are reported OR most are inaccurately reported.

ASSIGNMENT #3 – Cultural Interviews - 15 points

Assignment Specifications:
Individual/Team Interview Assignment: "Who are we as Americans?"
I. Each team member will interview three immigrants from three different cultures to determine how each immigrant views America and Americans.
II. The team will synthesize the interviews into two "Top 10" Lists.
1) Who/What is America?
2) Who are Americans?
III. The Top 10 lists will be distributed in class as a part of a 10 minute presentation

ASSIGNMENT #4 – Orientation to Work in Another Culture – 30 Points

Assignment Specifications:
This assignment will be done in teams. Each team will analyze the culture of a country of their choice and prepare one module for an orientation and training program that will prepare Americans to live and work in this country. The presentations will run up to 30 minutes and must contain a sample component of the actual training that is to take place. The project is not a social studies lesson or an overview of the country. Rather, it is a detailed glimpse of one very specific aspect of the culture that would impact the ability to conduct successful business.
The orientation module may be presented in the teams' choice of creative forms including PowerPoint presentation, role plays, simulations, etc.
Deliverable to Instructor: A table of contents for a more detailed orientation, of which the module presented is one small part, plus a reference list of sources

POLICY STATEMENTS

Academic Honesty
In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website: http://www.northpark.edu/ada