Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: SBNM *5040, Managing Diversity and Conflict, B12*
Academic Year: 2012/13 **Semester/Quad:** *Fall B*
Credit Hours: 2
Prerequisites: *none*

Instructor: Alese Campbell

Phone: 847-971-7076

Email: acampbell@northpark.edu

Availability:

Please contact me via email. I will respond to requests during the week within 24 hours and 48 hours on the weekend. Also, if needed, I am available for a telephone conversation; please email me a request with availability.

Course Description:

One of the most significant political and moral dilemmas of our time is how to deal with the increasing diversity of our society and the conflict it creates. The globalization of business has increased the concern for diversity significantly. 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. The purpose of this course is to 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 conflict arising out of diversity.

Introductory Comments:

Welcome to online course 5040; I look forward to exploring options for managing diversity and conflict in your workplace.

Course Materials:

REQUIRED

Textbook(s):
The Eight Essential Steps to Conflict Resolution (G.P. Putnam & Sons)
Dudley Weeks
ISBN# 0-87477-7518

Building on the Promise of Diversity: How we can move to the next level in our workplaces, our communities and our society. (AMACOM)
Thomas R. Roosevelt
ISBN 10: 0-8144-0862-1

Articles:
Articles from various business publications will be assigned via Moodle. Either a copy of the article or a link will be provided in the weekly module.

Movie:
The movie "Crash" is available through Netflix or on demand at Blockbuster.com

OPTIONAL

There may be optional articles of interest noted in the weekly Moodle format.

Essential IDEA Objectives:

The essential objectives of this course (per the IDEA framework, a nationally recognized assessment tool used by many higher learning institutions) are:

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:

The student who successfully completes the course will have:

1. Identified diversity mixtures and assessed the associated diversity tension.
2. Recognized the benefit of diversity tension and appreciated the positive role of conflict in a diverse work environment.
3. Selected the options appropriate for managing diversity tension.
4. Applied Roosevelt Thomas' framework "meaningful diversity" to his/her real world of work.
5. Deconstructed personal biases and socialization in order to build a strategy for managing diversity.
6. Appreciated the need to stimulate positive forms of conflict in building successful organizations.
7. Analyzed conflict using Morton Deutsch's Typology of Conflict.
8. Created a plan for managing a specific conflict in a productive manner by applying Week's Eight Steps of Conflict Resolution.

Course Methodology:

Because this course is being taught in intensive format, it is very important for students to keep up with reading assignments and online discussions of the reading. Indeed, it is impossible to pass this course if you do not complete the assigned readings each and every week. Each week's discussion forum draws directly from the readings and student posts should incorporate important points from the readings (in order to receive the maximum points). Questions will be posted by the course facilitator on the course site on a weekly basis to stimulate the discussion. Responses need not be directed to the course facilitator but can and should be in response to the thoughts and ideas of other students as well.

Discussion Leader Assignment:

One or two students will be assigned each week to serve as discussion leaders. As discussion leaders, it will be the responsibility of these students to provide the opening "posting" to that week's discussion question, to "manage" the discussion during the week, and to summarize key points at the end of that week. Up to 20 extra-credit points are available for the discussion leader assignment.

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:

The orientation in Moodle should be completed before beginning this course. Other than having the 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.

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	*Oct 22-28*	• Introductions • Exploring your identity and what ways you do or do not participate in "privilege" • Historical events and current issues influencing attitudes toward diversity management	*Read* • Thomas, Chapters 1-5, pages 5-82 • Assigned articles posted in Moodle *Assignments posted in Moodle* • Cultural Identity Exercise posted in Moodle • Privilege Assessment posted in Moodle • Discussion Forum participation
2	*Oct 29-Nov 4*	• Identify diversity mixtures • Discuss tension associated with gender diversity • Options for dealing with diversity tension	*Read* • Thomas, Chapters 6-10, pages 85-162 • Assigned articles posted in Moodle *Assignments – posted in Moodle* • View PBS discussion: Men, Women and Competition in the Workplace • Questionnaire: The Gender Roles • Discussion Forum participation
3	*Nov 5-11*	• Conflict management styles • Impact of world view on decision-making • Examine how misinformation may lead to stereotyping and oppression	*Read* Weeks, pages 3-62 Assignments posted in Moodle • Multi-Cultural Quiz • Complete and score, Thomas Kilmann Conflict Mode Instrument • Inclusive Language Tutorial and Exercise • Discussion Forum participation • Prepare for cultural interview

Week	Dates	Topics	Assignment(s)
4	*Nov 12-18*	• Cross cultural perspectives • Explore views of Americans and America by those not born in the U.S. • Examine how misinformation may lead to stereotyping and oppression	*Read* *Thomas, Chapters 11-12, plus pages 165-207* Assignments posted in Moodle • Multi-Cultural Quiz • Paper on Diversity Strategy • Discussion Forum participation • Cultural interview
Break	*Nov 19-25*	*Holiday Break*	
5	*Nov 26-* *Dec 2*	• Stereotypes • Morton Deutsch's *Typology of Conflict* • The role of emotional intelligence in conflict • Potential reconciliation	*Read* • Weeks, pages 63-146 • Assigned articles posted in Moodle Assignments posted in Moodle • View movie *Crash*
6	*Dec 3-9*	• Conflict views • *Eight Steps to Conflict Resolution*	*Read* • Weeks, pages 147-245 Assignments posted in Moodle • Conflict Resolution Survey • Discussion Forum participation • View *Office Space* film clip
7	*Dec 10-13*	• Analyzing real world conflicts	Assignments posted in Moodle • Paper on Conflict Resolution

Grading:

Assignment	Points	Grade %
Discussion Forums There are 17 total discussion forums in weeks 1-6, each forum is worth 20 points	340	77.0%
Paper I	50	11.5%
Paper II	50	11.5%
Total	440	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
418-440	A (95-100%)	352-364	B- (80-82%)		
396-417	A- (90-94%)	339-351	C+ (77-79%)		
383-395	B+ (87-89%)	321-338	C (73-76%)		
365-382	B (83-86%)	308-320	C- (70-72%)		

Assignment Grading Policies:

Assignments will be graded according to the rubrics provided.

Please note that while it may be possible to accumulate enough points to pass the course without completing the two papers, you will fail the course if the two papers are not submitted.
Also, no points will be given for late posts to discussion forums unless previously approved.

Student Responsibilities:

- You are expected to post a substantive contribution to each forum 3-4 times per week.
- Although I strongly suggest that all issues, questions, and problems be dealt with online, you may feel free to call or e-mail me.
- Use good "netiquette" (see A Guide to Netiquette in Course Information folder).
- The most predictable breakdown occurs when students are late in posting their responses. Be aware that the learning of your peers will be disrupted by your lateness! Please notify me as soon as possible if a situation arises and post a message to the group.

Instructor Responsibilities:

I see my role as your instructor as a "learning facilitator." Rest assured that I am reading your posts on a daily basis and I am also visiting your online group discussions. I will not necessarily respond to each and every posting, but I will jump in when I feel that an important point needs to be made or the discussion needs to be redirected. More often than not, however, I rely upon you to share important observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

ASSIGNMENT SPECIFICATIONS

Overview:

This course consists of readings, videos, surveys, assessments, interviews and written paper assignments. Due dates are outlined in the schedule of weekly assignments and in Moodle.

Each week will begin on Monday morning and close at midnight Central time zone Saturday. If you are assigned to be a discussion leader you will be expected to "kickoff" the discussion on Monday and to post a summary by Sunday midnight.

WEEKLY ONLINE DISCUSSION FORUM

Discussion Forum Specifications:

Weekly forum discussions open Monday of each week and close the next Saturday (midnight Central Time Zone.) An initial set of questions will be posted. Each week you are required to post **4 times per Discussion Forum** according to the following schedule:

• Post 1 - You must post/respond to all the initial questions no later than Wednesday (midnight) of each week.

• Posts 2, 3 and 4 are responses to other student's posts.

These posts must be completed by Saturday (midnight, Central Time Zone) of each week. Participation in the discussion forum will be graded on a weekly basis according to the following criteria:

CATEGORY	4 pts – Meets Standards	3 pts – Approaching Standards	2 pts - Below Standards	1 pt- Well Below Standards	0 pts
Integration of Content	Relates to the original posting, demonstrates knowledge of content within sources provided and reinforces course material or challenges interpretation of material.	Demonstrates knowledge of content by integrating material found in multiple sources provided.	Refers to lesson content but is not integrated effectively.	Does not refer to key points with no evidence participant understands the key points.	
Number of Posts	Minimum of 4responses during the week including original post and three posts which are made in response to other students' comments.	Minimum of 3 responses during the week including original post and two posts which are made in response to other students' comments.	Minimum of 2 responses during the week including one original post (in which you offer an observation and/or insight about something you have read) and one post made in response to other posts.	Single entry; no interaction with other participants' postings is evident. No evidence that the student has completed the reading assignment.	No Posting And No Response Posting
Relation to Original Post	Expands ideas presented in original post through sharing of relevant experience or reference material.	Responds to the ideas presented in the original post.	Response is loosely related to the ideas of the original post.	Response does not relate to the original post.	
Constructive Comments	Characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Characterized by two of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Response is none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	
Clear Writing	Clearly written with good word choice and no typographical or grammatical errors.	Organized, concise, clearly written in understandable language.	Writing is adequate but may include inconsistencies.	Writing is poor, unclear and disorganized.	

PAPERS

Paper 1: A strategy for managing diversity in my organization – 50 points

Due – Sunday, November 18 (midnight, Central Time)

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.

Paper 2: Analysis of a conflict – 50 points

Thursday, December 13, 2012 (midnight, Central Time)

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.

Papers will be graded according to the following criteria:

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.
5. Conclusion (Organization)	The conclusion is strong and concise. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is strong, but wordy. It pulls together all aspects of the paper as each relates to the topic described in the introduction.	The conclusion is recognizable and relates to the topic described in the introduction, but elements within the body of the paper have been lost between the introduction and the conclusion	The conclusion is recognizable, but does not clearly relate to the topic described in the introduction.	Only one two sentences have been written to indicate that the paper is complete.	There is no clear conclusion, the paper just ends.

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 is 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