

Course Syllabus

Course: SBNM 5040 B12 Managing Diversity and Conflict

Academic Year 2012/13 **Semester/Quad:** Spring A

Credit Hours: 2 Hours

Prerequisites: None

Course Facilitator:

Contact Information: Judith (Judy) Donor

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Cell Phone: 847/754-5477

E-mail: jdonor@northpark.edu or nelldon@aol.com

Office Hours: I will be online each day at various times. Please do not hesitate to contact me to schedule an appointment, either face-to-face, 3rd floor of Old Main on the main campus, Arlington Heights campus, e-mail or via telephone.

Course Description and Objectives:

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. *The purpose of the 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 inevitable conflict arising out of diversity.*

The following three objectives point to the most important course outcomes. Please focus on these objectives as you begin the course:

- *Comprehend fundamental principles, generalizations, or theories.*
- *Apply course material to improve thinking, problem solving, and decisions.*
- *Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.*

More specifically, 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" 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.

Texts:

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

Additional Readings: All other required reading assignments and assessments can be found on the Moodle course site in the **weekly module during which the readings are assigned or recommended**.

Prerequisites:

This course has no course prerequisites. All directions and support are provided for the assignments in this course.

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.

Course Teaching and Learning Methods:

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.

Important note: 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 learnings and observations. I expect that you will take active responsibility for your own learning throughout this course. I will guide you along the way.

Course Schedule:

Discussion questions for each week will be posted on Saturday morning so that we can begin discussion of the topic by Monday of each week. Thus, it is essential that you should complete your assigned readings for the week as early as possible (by Sunday evening) in order to provide meaningful and substantive discussion comments. Each week’s discussion forum will officially close at midnight (CST) on Saturday. Kicking off a discussion means posting some of your reflections and thoughts about the assigned readings and/or posts from the previous week that lead into the current week’s topics. If you cite the readings of another post, please include your references and/or page numbers so that we can all follow your thinking. Your post be approximately 250 words in length.

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> 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.

Student Responsibilities:

1. Attendance and presence are required for this class. You are expected to log in a minimum of 4-5 times per week (at any time during the week) and are expected to post a substantive contribution to each forum 3-4 times per week (see *Guidelines for Writing Good Discussion Comments* in Course Information folder). Simply saying “hello” or “I agree” is not considered a substantive contribution (see below for posting suggestions). You must support your position or begin a new topic or add somehow to the discussion when logging on. In order to receive the maximum points available for each week’s discussion forum, students should make a minimum of two original posts and two responses to other students’ posts during a week. Remember the golden rule for online posting: The quality of comments is more important than the quantity. See course site for examples of high quality, substantive posts.
2. Although I strongly suggest that all issues, questions, and problems be dealt with online, you can feel free to call or e-mail me regarding these issues at any time (with the exception of no phone calls after 10:00 p.m. CST).
4. Use good “netiquette” (see *A Guide to Netiquette in Course Information folder*). Be aware that I have zero tolerance for inappropriate netiquette.
5. When taught in the traditional format, this class meets for three hours and 20 minutes per week for seven weeks. You should expect to spend approximately two hours for every hour of course time PLUS the “seat” time of three hours...for a grand total of 9-10 hours per week (at minimum) on course responsibilities (e.g. reading, assignments, online discussion). If you don’t have this amount of time to devote to the class, you should not enroll.
6. The most predictable breakdown occurs when students are late in posting their responses. This is often the result of illness, business trips, overload, and computer glitches. **Be aware that the learning of your peers will be disrupted by your lateness!** Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group. Remember to post regularly and early, even just to say you’re still out there.

Course Facilitator Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.
2. While the course facilitator will not lead the online discussion, she will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts.
3. The course facilitator will provide opportunities for group work in class that will include discussion as well as hands-on exercises.
4. The course instructor will provide updated information on relevant resources for the various topics of interest.

5. The course facilitator will read and critically assess students' assignments and provide feedback within 3-5 days of receipt.
6. The course facilitator will respond to all student e-mails within 24 hours of receipt.
7. The course facilitator will respond to all student phone calls within 24 hours.
8. The course facilitator will evaluate student progress in the class and provide a final narrative evaluation for each student (in addition to the assignment of a letter grade).

Course Outline

<u>Session</u>	<u>Objectives</u>	<u>Activities/Exercises</u>	<u>Reading Assignment</u>
1 1/14- 1/20	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • 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 	<p>Cultural Identity Exercise</p> <p>Privilege Assessment</p> <p>Discussion Forums</p>	<p>Thomas, Chapters 1-5, pages 5-82</p> <p>White Privilege: Unpacking the Invisible Knapsack by Peggy McIntosh posted on Moodle</p>

<p>2 1/21- 1/27</p>	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> Identified diversity mixtures and assessed diversity tension discussed tension associated with the gender diversity mixture selected the appropriate options for dealing with diversity tension determined, with group members, a group name 	<p>Discussion Forums</p> <p>View PBS discussion on gender diversity in the workplace: Men Women and Competition in the Workplace.</p> <p>Complete the Gender Roles Questionnaire</p>	<p>Thomas, Chapters 6-10, pages 85-162</p> <p>Monte, E.P., Groome, L. & Shively S. (2011). Surviving stereotypes: Men and women in family business. <i>Family Business Magazine, Winter</i>, 46-48.</p> <p>Supplementary Reading (will help with understanding Thomas):</p> <p>Thomas, R.R., Jr. (2006). Diversity management: An essential craft for leaders. <i>Leader to Leader, Summer</i> (41), 45-49.</p> <p>Thomas, R.R., Jr. (1996). Redefining diversity. <i>HR Focus</i>, 73 (4), 6-7.</p>
<p>3 1/28- 2/3</p>	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> determined his/her conflict management style by completing and interpreting the Thomas Kilmann Conflict Mode recognized how he/she contributes to conflict analyzed the impact of world view on decision-making examined how misinformation can lead to stereotyping and oppression. 	<p>Multi-Cultural Quiz</p> <p>Also, accomplish the Thomas Kilmann Conflict Mode Instrument and Score it.</p> <p>Complete the Inclusive Language Tutorial and Exercise</p> <p>Discussion Forums</p> <p>Prepare for cultural interview.</p>	<p>Weeks, Pages 3 – 62</p>

<p>4 2/4- 2/10</p>	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • 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 diversity strategy for his/her organization. <p>First Paper Due- Diversity Due by 8:00 am 2/11/13</p>	<p>Cultural Interview- Due 2/6/13</p> <p>Discussions</p> <p>Discussion Forums</p> <p>Paper on Diversity Strategy</p>	<p>Thomas, Chapters 11- 12 plus appendices, pages 165-207</p>
<p>5 2/11 2/17</p>	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> • 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 conflicts in Crash • Recognized the potential for reconciliation and discussed ways to realize that potential. 	<p>View Crash</p>	<p>Weeks, Pages 63 – 146</p> <p>Article on Deutsch's Typology of Conflict</p>

<p>6</p> <p>2/18-</p> <p>2/24</p>	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> determined his/her overall view of conflict indicated which of Week's Eight Steps he/she uses well indicated which of Week's Eight Steps may pose areas for personal development created a plan for conflict resolution by applying Week's Eight Steps to conflicts represented in a film clip from Office Space 	<p>Conflict Resolution Survey</p> <p>Discussion Forums</p> <p>Film Clip from Office Space</p>	<p>Weeks, Pages 147-285</p>
<p>7</p> <p>2/25-</p> <p>3/3</p>	<p>By the completion of this week's module, each student will have:</p> <ul style="list-style-type: none"> analyzed a real world conflict created a plan for resolution of a real world conflict 	<p>Paper on Conflict Resolution due 2/4/13</p>	
	<p>Grades will be posted during the week of March 4, 2013</p>		

Assignments:

A final grade for this course will be computed according to your successful completion of the following assignments:

1. Discussion Forum 340 maximum points

Discussion forums will be held every week except for Week 7. There are 17 discussion forms with a maximum grade of 20 points each for a maximum course total of 340 points.

Discussion Leader Assignment:

You will serve as a discussion leader for one week's forum or group project for which you will receive a possible additional 20 points. ***In addition to leading the discussion, you will summarize the discussion and post it at the end of your assigned week no later than 12:00 AM CDT on Sunday night following the conclusion of the discussion. See weekly forum schedule below.***

Weekly Discussion Forum Schedule:

Week 1: 3 Forums - Begin on Monday, Jan 14th and end on Saturday, Jan 19th
 Week 2: 3 Forums - Begin on Monday, Jan 21st and end on Saturday, Jan 26th
 Week 3: 3 Forums - Begin on Monday, Jan 28th and end on Saturday, Feb 2nd
 Week 4: 2 Forums - Begin on Monday, Feb 4th and end on Saturday, Feb 9th
 Week 5: 3 Forums - Begin on Monday, Feb 11th and end on Saturday, Feb 16th
 Week 6: 3 Forums - Begin on Monday, Feb 18th and end on Saturday, Feb 23rd
 Week 7: No Discussion Forums

Discussion Forum Scoring Rubric:

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 4 responses 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	Is characterized by at least 4 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to another course concept	Is 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.	
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2. Skill Building Assignments

100 maximum points

Two primary skill sets are developed during this course – diversity management skills and conflict management skills. Your knowledge and expertise are evaluated through written papers worth 50 points each.

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

Due 8:00 AM (CST) – Monday, February 11, 2013

- 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

Due 8:00 AM (CST) – Monday, March 4th

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.

Paper Scoring Rubric:

Category	<u>Excellent</u> 10 points	<u>Very Good</u> 9 points	<u>Good</u> 8 points	<u>Fair</u> 7 points	<u>Poor</u> 6 points	<u>Unacceptable</u> 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.

Course Grading:

The School of Business and Nonprofit Management considers a grade less than C as an F

Total Points Earned: _____ Final Grade:

- | | |
|-----------|----|
| 435 - 440 | A+ |
| 414 - 434 | A |
| 396 - 413 | A- |
| 390- 395 | B+ |
| 369- 389 | B |
| 351 -368 | B- |
| 345 -350 | C+ |
| 324-344 | C |

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.

Students with Disabilities:

Students with a disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Education: 773-244-5730; Business: 773-244-

6270; Nursing: 773-244-5680; Community Development: 773-244-5774; Seminary: 773-244-6219; Music: 773-244-5625). 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>

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 two weeks 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 refund policy outlined in the University Catalog.

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.

Use of APA Publication Manual:

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 Publication 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.***

Purdue University's writing lab has a plethora of online APA-specific resources that may be beneficial (<http://owl.english.purdue.edu/owl/resource/560/01/>). In particular, we are strongly encouraging you to download and review a general orientation to APA basics entitled "APA PowerPoint Slide Presentation" that can be found via the below link. In addition, a sample paper formatted according to APA standards with explanatory comments can also be found via the below link.

[APA Interactive presentation](#) that walks you through the process of setting up your APA paper/

[APA PowerPoint Slide Presentation](#)

[Sample APA Paper](#)

Other Online Resources

[North Park University Writing Center](#)

[APA Online](#)

Other Support Services:

Please see the Course Information resource for the Student Support content if you need assistance during your course.