North Park University
School of Business and Nonprofit Management
SBNM 5040 A4 13S1 – Managing Diversity and Conflict

(2 Semester Hours)

Syllabus

Course Facilitator: Catherine Marsh, Ed.D., Professor of Management and Leadership

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Office Hours: Before and after class or by appointment

Office Location: My office is located on Spaulding Avenue, across the river from the main campus. I'm on the first floor of the two flat across from Burgh Hall with the signage, "School of Business and Nonprofit Management."

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. 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.

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 and Assessments:

All other required reading assignments and assessments, except for the Thomas Kilmann Conflict Mode, can be found on the Moodle course site in the **weekly module during which the readings are assigned or recommended.**

The Thomas Kilmann Conflict Mode will be distributed in class. A fee of $25 will be charged to your account to cover the cost of this assessment tool.

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.

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 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.

Course Outline

Session	Objectives	Activities/Exercises	Assignments
1 8/27	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 **9/3**	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 leaders. *Leader to Leader, Summer* (41), *45-49.* Thomas, R.R., Jr. (1996). Redefining diversity. *HR Focus, 73* (4), 6-7.
3 **9/10**	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 **9/17**	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	Paper on Diversity Strategy Thomas Kilmann Conflict Mode – will be distributed in class	**DUE: <u>First Paper Diversity Strategy for My Organization</u>** Article on <u>Deutsch's Typology of Conflict</u> Weeks, Pages 3 – 62 Conduct Country Research Conduct Interviews
5 **9/24**	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 conflicts in ***Crash*** • Recognized the potential for reconciliation and discussed ways to realize that potential.	View ***Crash*** together in class	Weeks, Pages 63 – 146 Conduct Country Research Conduct Interviews

6 **10/1**	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***	Weeks' Conflict Resolution Survey – complete together in class Film Clip from ***Office Space*** Role Plays	Weeks, Pages 147-285 DUE: **Interview Top Ten Lists Presentations** Conduct Country Research – Prepare Module for Presentation
7 **10/8**	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**
Saturday **10/12 at 11:59 PM**	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**

Assignments:

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

1. 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

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

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	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.

2. **Awareness Expanding Assignments** **45 maximum points**

Cultural Interviews – 15 points

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

Orientation to Work in Another Culture – 30 points

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

Course Grading: Maximum: 165 points

Paper 1: Diversity Strategy	50 points
Paper 2: Conflict Analysis	50 points
Interview Presentations	15 points
Orientation Project	30 points
Participation	10 points
Team Member Evaluation	10 points

155- 165	A
149-154	A-
145 -148	B+
139- 144	B
132-138	B-
129-131	C+
122- 128	C

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

Course Policies:

Attendance:

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed with only a 2 point deduction in participation points as long as all readings and assignments are made up by the student within a reasonable time period (the following class session). Missing a second class session is allowed only in unusual circumstances by prior arrangement and will result in 4 additional points deducted from the participation points. Since this represents more than 25% of the class time for the course, the student runs the risk of receiving a lower overall grade for the class. A student who misses three classes 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). Tardiness is a **major** annoyance. We will start the class on time and will expect you to be there.

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

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.