

<b>COURSE TITLE</b>	<b>BUS 2016-09—Change and Conflict Management: Theory &amp; Practice</b>
<b>DESCRIPTION</b>	Surveys the major theories, research, and resources on the origins, significance, and methods of managing and resolving change and conflict in the organization.
<b>PREREQUISITES</b>	None
<b>SEMESTER</b>	Fall 2017 Term II
<b>CLASS HOURS</b>	6:00–10:15 pm, Tuesdays
<b>COURSE START</b>	October 24, 2017 (First assignments due)
<b>INSTRUCTOR</b>	Dr. Tish Davis-Wick
<b>PHONE</b>	650-347-0219
<b>EMAIL</b>	<a href="mailto:tishdw@dwcinc.com">tishdw@dwcinc.com</a> or <a href="mailto:pdaviswick@ndnu.edu">pdaviswick@ndnu.edu</a>
<b>OFFICE HOURS</b>	30 minutes prior to the start of each class, or can be a prearranged appointment.
<b>CONSULTATION</b>	Students are welcome to meet with me 30 minutes before class hours or to schedule appointment. If you are having difficulties with either the assignment or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.
<b>COURSE MATERIAL</b>	<p>Fisher R., Ury W., &amp; Patton, B. (2011). <i>Getting to Yes</i> (3<sup>rd</sup> ed.). New York: Penguin Books. ISBN: 978-0143118756</p> <p>Flanagan, T. &amp; Runde, C. (2010). <i>Developing Your Conflict Competence</i>. San Francisco: Jossey Bass. ISBN: 978-0470505465</p> <p><b>NOTE:</b> in addition to these texts, supplemental readings will be assigned throughout the course.</p> <p><b>NOTE:</b> See page 3 for assignments due on the first night of class</p>
<b>PUBLISHED TEXTBOOK INFORMATION</b>	In accordance with the Federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part of its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a nonrefundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.

**INTENSIVE BUSINESS ADMINISTRATION PROGRAM LEARNING OBJECTIVES (PLO)**

Students will:

1. Acquire and demonstrate analytical and problem solving skills within various disciplines of business-accounting, economics, finance, management and marketing
2. Learn to describe, discuss and analyze current events in American business with attention to the global, social and ethical dimensions of events
3. Acquire the communication, research and technological skills needed to analyze a business situation, and prepare and present a management report
4. Develop critical thinking abilities and a foundation of ethical principles that allows them to work effectively, respectfully, ethically and professionally with people of diverse ethnic, cultural, gender and other backgrounds

**Course Learning Objectives**

By the end of the class, students (you) will be able to:

- Understand the sources and dynamics of conflict between individuals and within organizations
- Develop self-awareness of personal conflict styles and response to change
- Demonstrate enhanced conflict competence in handling personal conflict
- Demonstrate knowledge of effective organizational approaches to conflict and change
- Be able to clearly communicate conflict management theories and skills, both orally and in writing, while integrating knowledge gained in earlier Intensive courses

**Academic Honesty**

Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

**Privacy and Confidentiality**

One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share any information that is confidential, privileged or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

**Syllabus Updates**

Refer to this syllabus for course assignments. However, the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified about any changes made to the syllabus during class or on-line. In all circumstances University policies will be strictly adhered to.

**Class Attendance**

Your attendance is very important to your studies at the University. Nonattendance or lack of participation in the class will be considered during the grading process. Intensive classes

require a stringent absence policy since even one absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) must withdraw from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student's responsibility to initiate the drop or withdrawal. There are no exceptions.

**Late Homework**

Assignments are to be completed and submitted at the start of each class meeting. Assignments not turned in on time are considered late. Late assignments will be accepted only for one week after the due date; after which time the assignment will not be accepted. Only up to two assignments may be turned in late during the duration of the class. Late assignments scores will incur a reduction of 10% of point value.

**Extra Credit**

None specified, although the opportunity to introduce it will be at the discretion of the instructor.

 **Assignments for the First Night of Class**

Please read chapters one, two and three of *Developing Your Conflict Competence*. Please submit writing assignment #1: Conflict Analysis (see the *Assignments* section below for details).

**Instructor Information**

Tish Davis-Wick has worked with, taught and supported individuals, teams and organizations for the last 30 years as they explored their own strengths and weaknesses and implemented personal development plans, which have always included their ability to manage conflict and deal with change. Her path of building personal awareness and interpersonal competence has extended throughout her life and that inquiry remains active in her life today. She has taught in numerous universities in California and has maintained an active individual and organizational development consultant business for the last 25 years. She has her Master's in Counseling Education from the University of Southern California (USC) and a Doctorate in Education and Business Administration also from USC.

**Class Format**

During the class period a combination of teaching and learning techniques will be utilized. Textbook lessons and theory will be covered in a variety of methods. Group work and case studies will occur throughout the class sessions. It is understood that, while the required reading is necessary, you will not receive a lecture on every chapter.

**Grading Criteria**

Will be explained in detail during the first class session.

**Format for Writing Papers**

All papers must follow the APA style. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. Each paper must be typed with a size 12-point font, double-spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course

number and date. Please number each page of your paper and staple the submission together before it is turned in.

Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points **will** be deducted for not following these instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA style webpage at <http://www.apastyle.org/previoustips.html>.

### **Grading for Papers**

All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the text and discussed in class, as well as integrating those concepts with her or his own ideas and experiences.
- The writing documents should have the appropriate sources, which integrate source material smoothly into the paper, and maintains the writer's critical voice, rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has a logical, clear organization and transitions between sections that help the reader follow the writer's logic.
- **Grammar and spelling do count. Please proof read your papers carefully. Points will be deducted for poor grammar and misspellings.**

### **Grading Criteria for Presentations**

PowerPoint presentations are designed to help you develop your analytical and presentation skills. Each student will be graded individually. The grading criteria for the presentation will include:

- Organization of material presented and use of time
- Logical thought process, in-depth analysis and persuasiveness
- Vocal variety—volume, inflection, enunciation and rhythm
- Eye contact—class involvement and interaction
- Use of gestures—body language, movement, posture, appropriate use of hands
- Use of audio-visual aids

### **Workload**

In addition to class attendance, every intensive class at NDNU includes assignments estimated to take approximately three hours per week, per unit, outside of class (12 hours). The distribution of average weekly hours on instruction/study for this class will follow that norm, equaling a total of 16 hours per week, generally in accordance with the following:

Distribution of average weekly hours of instruction/study = Total of 16 per week

### **Participation**

This class will be highly interactive, and will depend on your participation as an active listener and speaker, which involves:

- Careful listening and building on others' questions and comments

- Comments or questions informed by careful reading of the text and associated materials
- Connections made among readings, prior discussions and activities
- Efforts to foster participation and learning of other class members
- Questions and comments that promote understanding of and respect for different perspectives

### Program for Academic Success and Services—PASS

The Program for Academic Success and Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. NDNU's PASS, as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information contact the PASS office at [pass@ndnu.edu](mailto:pass@ndnu.edu) or call 650-508-3670.

### Make-ups and Incompletes

No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to *complete* a course. If you feel that you have a very special circumstance, you may write a letter describing that to the Dean and me. If the Dean and I agree that it was for a *valid* reason, you will get an incomplete "I" grade.

### Course Assignments/Grading Criteria/Key Dates

The course grade will be based on the following approximate distribution (totaling 100%):

#### Assignments Value

Assignment	% Value
Classroom participation/attendance	15
Writing assignment #1: Conflict self-reflection	15
Writing assignment #2: midterm paper	20
Group project/presentation	25
Final exam	25
<b>Total</b>	<b>100</b>

#### Grade/Point Conversion

<b>A+</b> 100-97	<b>A</b> 96-94	<b>A-</b> 93-90
<b>B+</b> 89-87	<b>B</b> 86-84	<b>B-</b> 83-80
<b>C+</b> 79-77	<b>C</b> 76-74	<b>C-</b> 73-70
<b>D+</b> 69-67	<b>D</b> 66-64	<b>D-</b> 63-60
	<b>F</b> 59 or lower	

**TENTATIVE COURSE SCHEDULE**

<i>Week</i>	<i>Topic</i>	<i>Assigned Reading Due</i>	<i>Assignment Due</i>
<b>1</b> <b>Oct 24</b>	Course overview and introduction to conflict management	<i>Developing Your Conflict Competence</i> , Chapters 1-3	Writing assignment #1: Conflict analysis (see description below)
<b>2</b> <b>Oct 30</b>	Engaging constructively with others	<i>Developing Your Conflict Competence</i> , Chapter 4	-----
<b>3</b> <b>Nov 7</b>	Negotiation skills and tools	<i>Getting to Yes</i> , Chapters 1-3	-----
<b>4</b> <b>Nov 14</b>	Third-party interventions	<i>Getting to Yes</i> , Chapters 4-6	Writing assignment #2: Midterm paper
<b>5</b> <b>Nov 21</b>	Team conflict	<i>Developing Your Conflict Competence</i> , Chapter 5	Group project presentations
<b>6</b> <b>Nov 28</b>	Organizational conflict	<i>Developing Your Conflict Competence</i> , Chapter 6	Group project presentations
<b>7</b> <b>Dec 5</b>	<b>Final Friday</b>	<b>FINAL EXAM</b>	-----

**Assignments**

Writing Assignment #1—DUE ON FIRST NIGHT OF CLASS

The purpose of this assignment is for you to reflect on your relationship with conflict, analyze your conflict style, and to think about areas of strength and growth related to how you manage conflict. Please consider the following questions in writing your paper (you don't have to answer them all, just choose the ones that have the most meaning for you):

1. What is your comfort level with conflict?
2. What types of conflict do you find yourself encountering most often and in what areas of your life (work, home, etc.)?
3. In what ways do you typically respond to conflict; how would you describe your conflict style?
4. What are the skills and tools you currently use to resolve conflict?
5. What skills and tools would you like to learn more about and in what ways would you like to increase your conflict competence?
6. How do you respond to change and transition and in what ways have you seen change be a source of conflict?

*IMPORTANT NOTE:* This paper should be approximately two to three typed, double-spaced pages. Please present the paper as a cohesive essay, not as bulleted, individual responses to each question.

**Conflict Reflections**

Each class will begin with a discussion of conflict scenarios students experienced or observed during the past week. Please make notes about the experience or observation for yourself so you will be prepared to:

- a. Relate something about what you experienced or observed to key concepts and skills we are reading about and discussing in class.
- b. Ways you are increasing your conflict competence and/or contributing to your organization's conflict competence.
- c. Discuss any current events that relate to course content.

Writing Assignment #2: Midterm Paper

To be assigned.

Group Project/Presentation

To be assigned.