

The Center for Dispute Resolution

Southern Methodist University

Course Syllabus

Managing Generationally-Generated Conflict

**Southern Methodist University
Summer 2017**

Instructor Information:

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Course Description: Purpose, and Focus:

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An extensive study of the concepts of conflict management directly addressing generationally generated conflict. This course will pay particular attention to generational theory and systems theory, applying dispute resolution skills and principles to this common problem.

Purpose and Focus:

This course introduces the participants to the culture of conflict that has developed between employees of different generations in the workplace. Additionally, the process approaches to managing these difficult moments will be introduced in such a way that a collaborative environment will be established. The course will assume that the participant will have influence either as employee or consultant on system design and/or conflict management systems in companies.

Course Goals:

- (1) Use generational diversity as a lens through which to understand the changing workplace, the changing workforce, and the future.
- (2) Appreciate the attitudes and behaviors of those of other generations.
- (3) Make adjustments in your own attitude and behavior in order to communicate and work more effectively with those of other generations.
- (4) Focus on the common ground---the work you have in common---and build mutually supportive relationships with individuals of all generations.
- (5) Evaluate the generation mix in your team and your organization and plan for the human capital management issues facing you and your organization as a result of generational diversity: Will you face a talent drain among your aging workforce? What can you do to help implement a flexible retention program to stem the tide? How can you contribute to the knowledge transfer process? Does your team/organization have a gap in bench strength for senior management? Do you have a mid-level leadership gap? What are you doing to improve recruiting, selection, training, development, supervision, self-management, rewards, and retention among the best workers of every generation?

Learning Outcomes: What students will gain from participation in this course?

By the end of this class, students will be able to:

- 1) Critically analyze sources of generationally-generated conflict that exists in organizations
- 2) Demonstrate the ability to recognize and articulate common points of impasse between different generations in the workplace
- 3) Apply the dispute resolution skills to the conflict created between generations
- 4) Develop a Systems Design Project that begins the process of mitigating conflict between colleagues in work settings.

Teaching Methodology

This course is offered as short course offering. Students will participate in readings, lectures, class discussion,

and small group work, watch videos, and write extensively for the class.

Course Materials:

Taylor, Paul and Pew Research Group. *The Next America: the Looming Generational Showdown*, PublicAffairs, Perseus Books Group, 2014. Hardback ISBN# 978-1-61039-350-8; Electronic ISBN# 978-1-61039-351-5

Readings from a collection of articles and Internet sites collected by Dr. Joiner provided for one week prior to class

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Assessment and Grading:

- | | |
|---------------------------------------|-----|
| • Personal Assessment Paper | 20% |
| • Books Review | 35% |
| • Class Project (Case Study) | 35% |
| • Class participation and involvement | 10% |

Grading Scale:

See attached scale

Tentative Schedule: (See attached schedule)

Course Agenda for Module 1: The culture of generationally generated conflict

Module 2: A systemic approach to addressing impasses

Module 3: Leading through difficulty with younger employees

Module 4: Systems Design and the generationally conflicted workplace

Course Requirements:

1. *Book Reviews* - Each student will select one of the textbooks to read and critique. ½ of the paper will be a summation of the salient points of the text while the second ½ will be critique of those points. Each

- of these papers should be approximately 5 typed pages/doubled spaced. Due by _____
2. *Group conflict management discussions* - The students will participate in-group discussions addressing conflict through case studies.
 3. *Class project (Case Study)* - Each student must complete a 10-page double spaced/typed paper applying the concepts learned in class to a particular case study, which will be handed out during the last day of class. Final papers will be due on _____.
 4. *Personal Assessment Paper* - Each student will write a paper addressing their conflict style and tendencies in leadership using the material presented in class. This paper should be at least 4 pages in length addressing the conflict style and tendencies. Dr. Joiner will pass out a more descriptive requirement for this paper in class. It should be written between class weekends and due on _____.

All papers should be turned in electronically to Dr. Joiner at steve.joiner@lipscomb.edu.

Course Policies:

Attendance:

- *This seminar requires the full participation of all students. Attendance is required. Missed classes could result in a lower grade. If students find themselves in extenuating circumstances*
- *Students with a documented disability are responsible for: 1) ensuring that current documentation is on file in the Disability Services office and requesting accommodations within the first week of enrollment in a long semester or by the second class day of a short term; 2) discussing the approved accommodation with the instructor by the end of the first class day of a short semester.*
- *Students are responsible for tracking their academic progress in this class throughout the semester.*

Schedule for Generationally Generated Conflict

First Weekend: (Days 1-3)

- Introduction to the field of generational studies

- "Soft theory" and hard data
 - The problem of generalization
 - Uses of information
 - Understanding the four generations through narrative and data
- Understanding the differing approaches to leadership through work and family
 - Leadership theory
 - Conflict theory
 - Task and Relationship model
- Analyzing power and influence within generations
 - Hershey Blanchard
 - Influence as power
 - Team dynamic (self assessment tools)
- Application of leadership models to these generational groups
 - What works and why
- Introduction of systems theory in addressing issues and overcoming impasse
 - Intro to Bowenian systems theory
 - Definitions
 - Leadership implications
 - Application to generational leadership
- Use of appropriate discussion, video, simulations, and case studies.

Second Weekend (Days 4-6)

- Developing models of leadership across generations
 - Having Difficult conversations
 - Mentoring
 - Extending family
- Managing expectations and loyalty
 - A new loyalty
 - Service and Learning at work
 - Leading up and down
 - Work ethic issues
 - Professional development
- Appropriate use of planning and assessment instruments
 - Individual development
 - Team development
- Facilitation models for intergenerational leadership
 - Facilitating individual discussions
 - Facilitating team discussions
 - Mediating between generations
- Systems Design within the organizations as influenced by multiple generations

- Building safe systems
 - Improving communication
 - Complaints and response systems
- Use of appropriate discussion, video, simulation, and case studies.

COURSE POLICIES

STUDENT EVALUATION AND GRADING SCALE

93-100 = A Exceptional	A superior / outstanding performance. Has mastered the concepts and adds unique contributes to class discussions.
90-92 = A- Excellent	A very good / admirable performance. Displays understanding in all areas of the class, and contributes successfully to class discussions.
87-89 = B+ Outstanding	Above average performance. A few insignificant flaws may appear, but overall has great application of the field.
83-86 = B Good	A generally satisfactory, intellectually adequate performance. Few significant flaws in performance.
80-82 = B- Adequate	A barely satisfactory performance. Contributes little to class discussions and lacks a clear understanding of concepts.
77-79 = C+ Not sufficient	An unacceptable performance. Unable to engage in class discussions and has little comprehension of theories.

COURSE POLICIES

Honor Code

Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundations and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>

Class Decorum:

To foster a good learning environment for yourself and your fellow students we ask that you adhere to the following guidelines during class:

- Please turn off (or set on vibrate) all cell phones
- Do not engage in social media, read newspapers, books for other classes or other outside reading material during class
- Walking into class late is as disruptive as leaving early. If you must leave early, make arrangements with the instructor before class begins, and when you leave, do so quietly.
- Professional respect and courtesy for your fellow students is imperative at all times

- Interfering with or disrupting any University teaching, research or administrative activity may result in referral for review to the Director, Chair and/or Office of Student Conduct and subject to removal from the program

Absence

Students may miss no more than five (5) hours of a seminar format (weekend) class and no more than 2 full classes of regular evening courses. Basic and Family Mediation courses are part of the Texas Statutory certificate requirement, no more than two hours total may be missed to qualify for these certificates.

Notification of Absence Due to Religious Holy Day(s)

Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the online university catalog for more explanations. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

Add/Drop Policy

If you are unable to complete this course, you must officially withdraw by the university deadline; the last day to Add/Drop regular courses without a grade record or billing. Withdrawing is a formal procedure which you must initiate with the Dispute Resolution office; your instructor cannot do it for you.

Grade of Incomplete

A student may receive a grade of “I”(Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures deadline, the grade of I will be changed to the grade provided by the instructor at the time the incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student’s work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two concurrently held grades of Incomplete in courses is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses will be put on probation and not allowed to enroll further until the total is reduced.

Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once

registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

Statement on Confidentiality and Emotional Safety

In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other personal information, reactions, etc., only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. Failure to do so can result in termination from the program.