



UNIVERSITY OF NORTH TEXAS
College of Business

MGMT 5550, Emerging Issues in Health Services Management

[Course Information](#) | [Tech Requirements](#) | [Access & Navigation](#) | [Requirements](#) | [Communications](#) |
[Assessment](#) | [Academic Calendar](#) | [Course Evaluation](#) | [Scholarly Expectations](#) | [Resources](#) |
[Course Policies](#) | [UNT Policies](#) | [Bibliography](#)

COURSE INFORMATION

- MGMT 5550 / Emerging Issues in Health Services Management
- Spring / 2018
- MGMT 5550; Sections 001, 026, 080, 086; 3 Credit Hours
- This course is part of the Accelerated Online Program meeting completely online during session 2

Professor / Instructor Contact Information

- Tracy L. Dietz, Ph.D., Associate Dean for Assessment & Academic Reporting
- BLB 290F
- 940-565-3534 (voice); 940-565-4930 (FAX)
- Face-to-Face Office Hours are Monday and Wednesday from 9:30 am until 12:00 noon
- tracy.dietz@unt.edu

About the Professor / Instructor

I earned a doctorate in Sociology from UNT in 1995. Upon completion of the doctorate, I accepted a position as a post-doctoral research fellow at the University of New Hampshire to study scale development (metrics creation). I remained at UNH from January 1996 through July 1997. In August 1997, I began as a tenure-track professor in the Sociology and Anthropology department at the University of Central Florida and was tenured in 2003. In 2006, I accepted a position in the Office of the Provost at UCF where I managed our state mandated academic program assessment, worked on compliance issues related to both SACS (Southern Accreditation of Colleges and Schools) and program assessment (business, nursing, engineering, etc). I also served as chair of the IRB to ensure compliance with federal policies related to the treatment of human subjects in research protocols at the university. I came to UNT as Associate Dean in the College of Business in August 2009, where I oversee accreditation and academic reporting (U.S. News and World Report, for instance) and am a tenured associate professor in the Department of Management.

Materials – Text, Readings, Supplementary Readings

- Required readings are available electronically through the library, some of them on electronic reserve. I have provided links to online resources but in some cases you may need to log in to the UNT Library website using your EUID and password and then search for the item if you are at a location off site.

- You will also use the Harvard Business Review Case Study, “DaVita: A Community First, a Company Second which can be purchased for about \$10 at <https://hbr.org/product/davita-a-community-first-a-company-second/OB89-PDF-ENG>
- **All other materials will be accessed directly through the Blackboard site (or may be sent to you). Many items are embedded in the course modules. You will be expected to review and be knowledgeable of these materials.**

Supplementary Videos

While you will not need to purchase a book for this course, completion of the course will require that you have access to three movies (popular films) that are accessible through various outlets like Amazon, YouTube, Vudu that may require that you pay a rental fee (typically \$2.99). Links will be provided below as well as online but you may find you have access to these videos through other services free or cheaper.

Course Description

- Investigation, analysis and discussion of emerging concepts, challenges and controversies relevant to management in health services settings. Examines a wide range of topics including economic, social, and organizational issues and their implications for management practice.
- Course is delivered in an accelerated, online format.
- The population of the United States is quickly becoming more diverse. To manage a diverse workforce and consumer (patient) base, health services administrators need a range of competencies. This competency-based course will provide students with both theoretical foundations and skills to address the modified expectations and requirements of governing bodies over health care agencies in the United States and improve healthcare delivery system related to community, patients, the operating structure and human factors in the workforce.

Learning Objectives

- 1) To develop an understanding for the business case for diversity, demographic trends, industry requirements, the ecological model, and a systems approach to diversity in the health services management industry.
- 2) To develop an understanding of the social construction of difference, power, privilege and status at the macro level, and how these differences are reinforced through national and regional cultural values, institutionalized biases and sub-cultural groups, specifically as they relate to the health services industry.
- 3) To develop the ability to identify status disparities and their consequences for power, oppression, stereotyping and performance in the health care workplace.
- 4) To develop the ability to identify the value of diversity in the health care workplace.

- 5) To develop intrapersonal and interpersonal conflict resolution competencies related to diversity in the healthcare setting.
- 6) To develop an ability to identify and implement structural diversity management factors, typical of diversity checklists, such as member selection criteria; policies and goals; procedural principles of justice; fairness and inclusiveness; and planned conflict resolution tactics related to the health services management industry.

Teaching Philosophy

Content in the module presentations are closely linked to the readings with the inclusion of additional supplementary materials used to enhance understanding of the material or to bring focus to a specific issue with respect to employment. Discussion topics are based upon material found in the readings and online modules, often based upon the application of what you have learned. Similarly, assignments will require the same application and critical thinking.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Hardware and software necessary to use Bb Learn: <http://www.unt.edu/helpdesk/bblearn/>

Browser requirements: <http://kb.blackboard.com/pages/viewpage.action?pageId=84639794>

Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Word Processor

Email

Minimum Technical Skills Needed:

Using the learning management system

Using email with attachments

Creating and submitting files in commonly used word processing program formats

Copying and pasting

Using spreadsheet programs

STUDENT TECHNICAL SUPPORT

The University of North Texas [UIT Student Helpdesk](#) provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu

Phone: 940.565-2324

In Person: Sage Hall, Room 130

Our hours are:

- Monday-Thursday 8am-midnight

- Friday 8am-8pm
- Saturday 9am-5p
- Sunday 8am-midnight

ACCESS & NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: <https://learn.unt.edu>

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <http://ams.unt.edu>.

Student Resources

As a student, you will have access to these resources:

- Locate the “*UNT Helpdesk*” tab at the top of the Blackboard Learn window, which provides links to student resources of technical information and instruction, and how to contact the Help Desk for assistance.
- Take the [Blackboard Learn Student Orientation](#). It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard's [On Demand Learning Center for Students](#). It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Student Academic Support Services

Links to all of these services can be found on the [Academic Support tab](#) within Blackboard Learn.

- **Academic Resource Center:** buy textbooks and supplies, access academic catalogs and programs, register for classes, and more.
- **Center for Student Rights and Responsibilities:** provides Code of Student Conduct along with other useful links.
- **Office of Disability Accommodation:** ODA exist to prevent discrimination on the basis of disability and to help students reach a higher level of independence.
- **Counseling and Testing Services:** CTS provides counseling services to the UNT community as well as testing services; such as admissions testing, computer-based testing, career testing and other tests.
- **UNT Libraries:** online library services
- **Online Tutoring:** chat in real time, mark up your paper using drawing tools and edit the text of your paper with the tutor's help.
- **The Learning Center Support Programs:** various program links provided to enhance the student experience.
- **Supplemental Instruction:** program for every student, not just for students that are struggling.

- **UNT Writing Lab:** offers free writing tutoring to all UNT students, undergraduate and graduate.
- **Math Tutor Lab:** located in GAB, room 440.
- **Succeed at UNT:** how to be a successful student information.

Being a Successful Online Student

[-What Makes a Successful Online Student?](#)

[-Self Evaluation for Potential Online Students](#)

How the Course is Organized

The course is structured into 8 modules. The modules will include a presentation of related material and then students will be asked to post a response to a discussion topic and to make appropriate responses to others' posts. The date for the closing of each discussion (and when it will be graded) are provided in the course calendar below. Students will also be required to complete a mid-term exam and a final exam. These exams will be objective, multiple-choice/true false, essay, and short-answer exams. Exams will be timed. Students may use any materials they desire but should keep the timer in mind. Finally, there will be additional short assignments.

What Should Students Do First?

To begin the course, start with the first module. Modules will be opened automatically at 7 am on the Monday of each week and will remain available until 7 am the following Sunday.

How Students Should Proceed Each Week for Class Activities

Completion of modules should begin by the student reading the required text reading and reviewing the presentation in the module, making sure to review any videos, readings included in the module, and websites linked in the text of the presentation. Powerpoint presentations are also available for each module but are provided solely for the student to use for either studying or organizing their progress through the course. After reviewing all related materials, students should respond to assigned discussion postings and develop the response to the case study presented. Student are advised to keep these responses manageable (keep in mind the 2-3 page length). Rubrics are provided for more detail on how discussions and assignments will be evaluated.

COURSE REQUIREMENTS

1. The student will access and follow all course instructions found in the weekly/unit content area of the Blackboard course.
2. The student will review all material provided in the presentation section of the module.
3. The student will complete the assigned 'online' exams/quizzes by accessing the 'assessment' tool in the Blackboard course. *These occur at the end of Module 4 and at the end of Module 8.*
4. The student will respond to posted online course discussion questions using the Blackboard discussion tool.
5. The student will complete 7 short activities described in the modules.
6. The student will complete and submit assignments (papers and case study responses) electronically using the Blackboard assignment drop box tool/tab.

COMMUNICATIONS

Information about the communication tools in the course and how they will be used:

- Announcements
- Email / Messages
- Discussions

Interaction with Instructor and Other Students Statement: *Students are encouraged to contact me about individual matters or questions through my UNT email address, tracy.dietz@unt.edu. I will respond to other communication methods but typically have access to the above address most of the day and I may respond more quickly to the above.*

Students are encouraged to engage in PROFESSIONAL communication behaviors in this course. Remember that you can never foretell who may be your superior or someone you might want to work with on something in the future. Please remain courteous. This is not to say you should refrain from being critical or debating. But that critique and debate should always remain on a professional plane. Remember that in the electronic environment we cannot evaluate body language or paralanguage (how something is said rather than the meaning of the individual words). Before hitting send/submit reconsider what you have said to make sure it accurately reflects your sentiment and is not likely to be misinterpreted. If you are reading something that seems offensive, you should take a moment to reflect on whether there may be a miscommunication problem. From my experience, students rarely are trying to be offensive or overly critical of one another but sometimes it gets interpreted that way.

Some helpful tips for professional communication online:

- *Don't use all caps – it is intended to designate shouting.*
- *Respect other's privacy by maintaining confidentiality and being ethical.*
- *Use the “Would I say it in person” question before hitting submit.*
- *Remember that you are not the only one in the class and others may need/want to participate.*
- *When sending emails, don' reply all unless it is important to all.*
- *Don't engage in flaming.*
- *Try to use proper grammar, spelling, etc. Again, remember you never know who may be reading your postings.*
- *Remember that there is a difference between substantiated facts and opinions. Don't confuse the two in your postings.*
- *Remember that the students in the course may come from different professional backgrounds and be at different stages in their education. Please be considerate when using acronyms. It is helpful to include the spelled-out phrase/name.*

ASSESSMENT & GRADING

Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you by each Monday and close on the following Monday morning.

1. **Mid-Term Examination:** You will be required to complete one in-class examination. This exam will consist of short-answer, essay, and objective questions covering information from the class discussions and readings. The examination will be worth 20% of your final grade. This exam will assess objectives 1-3. (TOTAL = 200 points) This will be a timed test.
2. **Final Examination:** You will be required to complete one subjective final examination at the end of the semester that requires you to apply your knowledge to a hypothetical case. This exam will be in an essay format and will cover information from the class discussions and readings. Due to the nature of the course, this exam will be comprehensive in nature requiring you to apply material from the entire semester. The examination will be worth 30% of your final grade. This exam will assess objectives 1-6. (TOTAL = 300 points)
3. **Video Case Analysis 1:** You will watch the movie “Gattaca”. You will be required to apply what you have learned in the modules up through and including Types of Differences in Organization to analyze institutionalized status differences, artifacts of culture, verbal and non-verbal cues, and instances of assimilation and deviance. You will be evaluated on your ability to identify competing values, institutionalized components of culture that influence managers' recruitment, hiring and promotion processes, and their detrimental effects on individuals and the organization as well as your ability to analyze tensions between minority and majority sub-cultural groups. You will be asked to imagine a similar scenario of the society in the movie being a large health care organization and how the circumstances might play out in that organization. Finally, you will be evaluated on your written communication

skills. This assignment is worth 15% of your final grade. This assesses your ability to integrate objectives 1-3. (TOTAL = 150 points)

4. **Module Activities:** Throughout the semester you will be prompted to complete activities related to the topic of discussion for that module. These may require you to go to a website, analyze information there and present information via the module discussion board. Together these assignments will compose 10% of your final grade. These exercises assesses objectives 1-6. (TOTAL = 100 points)
5. **Twelve Angry Men:** During one of the course meetings you will watch the movie Twelve Angry Men. You will submit a written paper analyzing team dynamics where you will 1) differentiate between unproductive, productive and innocuous conflicts; 2) identify effective communication, status management and influence tactics of “somebodies” and “nobodies”; and 3) observe how encouraging authenticity and emphasizing ethical principles unified the team to achieve a common goal. This assignment is worth 15% of your final grade. This assesses objective 4 & 6. (Total = 150 points)
6. All seminar participants are expected to actively participate in the class discussions through the discussion board. For lack of a better term, these activities will be called “class participation and preparation”. Class participation and preparation will be worth 10% of your final grade and will be evaluated on whether or not the student actively participates in the discussion as a prepared student (online or in class) and on online module assignments not discussed above. This means that you should be able to demonstrate that you have critically read the materials EVERY week. While I will review your participation in the discussions (that are separate from the 7 module activities), they will compose a total score at the end of the semester. Failure to actively participate and make meaningful commentary will result in a failing grade for this component. It is particularly important that all students participate in this course given it is designed as a web-based course. A grading rubric is provided. (TOTAL = 100 points)
7. All seminar participants should follow all rules regarding academic integrity. Any student who violates this standard will be prosecuted to the fullest extent of the UNT regulations. Do not cheat and do not plagiarize. Doing so will result in my filing a formal complaint with the appropriate dean and failing you for the semester or assignment. If you quote exactly from a source, you must use quotation marks and reference precisely (including page number) and if you paraphrase you must reference appropriately. Failure to do so equates to plagiarizing and can result in your failure of the course and dismissal from the university with disciplinary notations on your transcript. However, you should note that using any material that is not common knowledge or your own independent, original thought must be referenced. For more information please go to http://owl.english.purdue.edu/handouts/research/r_plagiar.html.

Grading

Total Points Possible for Semester = 1000

900-1000 = A
800-899 = B
700-799 = C
600-699 = D
Below 600 = F

The Week

Unless otherwise noted, each new week begins at 7 am on Monday. All new materials/modules will be available at that time. Anything that is due is due at that time (for instance an activity for Module 1 will be due at 7 AM on the second Monday of class – March 27). If you turn in an assignment, paper, etc. late (which is 7:01 am) your grade will be docked 5 points for each 24-hour period.

Accessing Grades

Assignment Submission Instructions

To submit discussion postings, access the discussion board and submit your original or follow-up post to the appropriate discussion thread.

To access and submit exams, you will go to the “assessment” section after completing Module 4 and Module 8. Exams will be completed and submitted online. Each quiz is timed and can be accessed only one time within the scheduled time window. Please read the on-screen instructions carefully before you click “Begin Assessment”. After each quiz is graded and released, you may go back to the Assessments page and click “View All Submissions” to review your exam results.

Papers should be constructed in a word processing program and submitted as either a Word or PDF file through the course assignment drop box.

Follow instructions provided in modules for the activities.

ACADEMIC CALENDAR/COURSE DESIGN

Date	Mod #	Module	Assignments/Activities Due	Assignment Due
		Diagnosing Diversity Challenges		

<p>3/19 - 3/26</p>	<p>1</p>	<p>Diversity in Society and Healthcare</p> <p>Cohen, J. J., Gabriel, B. A., & Terrell, C. (2002). The Case for Diversity in the Health Care Workforce. <i>Health Affairs</i>, 21(5), 90-102. http://content.healthaffairs.org/content/21/5/90.full.pdf+html</p> <p>Salisbury, J. & Byrd, S. (2006). Why Diversity Matters in Health Care. <i>CSA Bulletin</i>. http://dc3.dmcbeam.org/Members/patelashok/diversityhealthcare.pdf</p> <p>Gajewski, M. (2005). Strategic Diversity to Increase Human Capital in Public and Nonprofit Organizations. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.167.4574&rep=rep1&type=pdf</p> <p>Health Research & Educational Trust (2013, June). Becoming a culturally competent health care organization. Chicago, IL. Accessible at: http://www.hpoe.org/Reports-HPOE/becoming_culturally_competent_health_care_organization.PDF</p> <p>Dreachslin, J. L. & Myers, V. L. (2007). A systems approach to culturally and linguistically competent care. <i>Journal of Healthcare Management</i>, 52(4) 220-226. http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=e68f1af7-0c78-40d4-a9b8-b5d1d0a98b87%40sessionmgr105&vid=1&hid=125</p> <p>Office of Minority Health – Culturally & Linguistically Appropriate Standards https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53</p> <p>Cortina, L. M. (2008). UNSEEN INJUSTICE: INCIVILITY AS MODERN DISCRIMINATION IN ORGANIZATIONS. <i>Academy of Management Review</i>, 33(1):55-75. https://lsa.umich.edu/psych/lilia-cortina-lab/Cortina.AMR2008.pdf</p> <p>Chan, C. S. & Treacy, M. (1996). Resistance in multicultural courses. <i>American Behavioral Scientist</i>, 40(2), 212-221. http://search.proquest.com/docview/214760675/fulltextPDF/2842DA0AF234EA9PQ/1?accountid=7113</p>	<p>Online Activities 1 & 2. See Module for more information.</p>	<p>Activities 1 & 2 Due 3/26/2018, 7AM</p>
<p style="text-align: center;">Dissecting Difference</p>				
<p>3/26 -4/2</p>	<p>2</p>	<p>Social Construction & Institutionalized Differences</p> <p>Excerpts from: Paine, Thomas (1776) <i>Common Sense & The Rights of Man</i>; Preamble of the United States Constitution. http://www.ushistory.org/paine/commonsense/sense1.htm & http://www.ushistory.org/paine/rights/b2-intr.htm</p> <p>Malat, J., Clark-Hitt, R., Burgess, D. J., Friedemann-Sanchez, G., Van Ryn, M. (2010). White doctors and nurses on racial inequality in health care in the USA: whiteness and colour-blind racial ideology. <i>Ethnic and Racial Studies</i>, 33(8), 1431-1450. http://www.tandfonline.com/doi/full/10.1080/01419870903501970?scroll=top&needAccess=true</p>	<p>Online Activity 3. See module for more information.</p> <p>Video Case Analysis (Gattaca) Write-Up</p>	<p>Activity 3 Due 4/2/2018, 7AM</p> <p>Gattaca Write-up Due 4/2/18, 7 am</p>

	<p>Types of Differences in Organizations Meyerson (2001). Different ways of being different. Tempered Radicals: How people use difference to inspire change at work. (Excerpt) MORE INFORMATION TO COME</p> <p>Black is Black Ain't Video available through UNT Video on Demand (https://unt.kanopystreaming.com/video/black-isblack-aint)</p> <p>Video Case Analysis – Watch and Complete Paper, Gattaca (can be accessed through various outlets such as Amazon, Netflix, etc.) Instructions for write-up available in Blackboard https://en.wikipedia.org/wiki/Gattaca</p>		
<p>4/2-4/9</p>	<p>3 Power & Disparities Johnson (1997) The Trouble We're In (Ch 3 Privilege, Power & Difference). MORE INFORMATION TO FOLLOW</p> <p>Johnson (1997). Capitalism, Class and the Matrix of Domination (Ch 4 Privilege, Power & Difference, p42-56) MORE INFORMATION TO FOLLOW</p> <p>Fuller (2004) A Disorder Without A Name. (Somebodies & Nobodies) MORE INFORMATION TO COME*</p> <p>Aliens & Natives</p> <p>Loden, M. & Rosener, J. B. (1991). The dynamics of assimilation. Workforce America! Managing Employee Diversity As A Vital Resource. New York, NY: Irwin Publishing. MORE INFORMATION TO COME*</p> <p>Implications for Somebodies, Nobodies & Organizations <u>Privilege</u> McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. Peace and Freedom, July-August, 10-12. Kim, J. (1994). https://www.deanza.edu/faculty/lewisjulie/White%20Priviledge%20Unpacking%20the%20Invisible%20Knapsack.pdf</p> <p>Johnson (1997) Getting Off the hook: Denial & Resistance. Chapter 9 in Privilege, Power & Difference. McGraw-Hill: New York. MORE INFORMATION TO FOLLOW</p> <p><u>Stereotypes</u> Snyder (1982). Self-Fulfilling Stereotypes. Psychology Today, 363-366. http://faculty.babson.edu/krollag/org_site/soc_psych/snyder_stereo.html</p> <p>Cocchiara, F.K. & Campbell Quick, J. (2004). The negative effects of positive stereotypes: ethnicity-related stressors and implications on organizational health. Journal of Organizational Behavior, 25, 781-785. http://onlinelibrary.wiley.com/doi/10.1002/job.263/epdf</p> <p>van Ryne & Burke (2000). The effect of patient race and socio-</p>	<p>Activity (with Discussion) 4</p>	<p>Activity 4 Due 4/9/2018, 7AM</p>

	<p>economic status on physician perceptions of patients. <i>Social Science & Medicine</i>, 50:813-828. http://www.sciencedirect.com/science/article/pii/S027795369900338X</p> <p><u>Impaired Performance</u> Sutton, R. (2007). <i>The Damage Done: Why Every Workplace Needs the Rule. The No Asshole Rule: Building Civilized Workplaces and Surviving One that Isn't.</i> http://bobsutton.typepad.com/my_weblog/2007/08/the-latest-tips-1.html</p>		
4/9-4/16	<p>4 Deviants in Organizations Becker (1963) <i>The Culture of a Deviant Group: The Jazz Musician.</i> In Gelder & Thornton Eds. <i>Subcultures Reader.</i> Routledge: New York. https://books.google.com/books?id=BDa6PDEgiawC&lpg=PA55&dq=Becker%20and%20the%20culture%20of%20a%20deviant%20group%20and%20jazz&pg=PA65#v=onepage&q=Becker%20and%20the%20culture%20of%20a%20deviant%20group%20and%20jazz&f=false Go to page 55 and read to the end of that section (page 65).</p> <p>Giuffre, P., Dellinger, K. & Williams, C. L. (2008). "No Retribution for Being Gay?" Inequality in Gay-Friendly Workplaces. <i>Sociological Spectrum</i>, 28(3), 254-277. http://www.tandfonline.com/doi/full/10.1080/02732170801898380?scroll=top&needAccess=true</p>	Mid-term	Exam Due at 7 am on Monday, April 16
	Maximizing Differences		
4/16 - 4/23	<p>5 The Value of Diversity Frable, Blackstone & Scherbaum (1990) Marginal & Mindful: Deviants in Social Interactions Group Project. <i>Journal of Personality and Social Psychology</i>, 59(1):140-149. http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=4&sid=1c5e4c92-54ff-4d7c-8998-bf78d4abffd2%40sessionmgr1</p> <p>Bartz, D. E. and Rice, P. (2017) Integrating Diversity with Effective Group processes and Mindset for Productive Teams, Committees, Task Forces, and PLCs. In <i>National Forum of Multicultural Issues Journal</i>, 14(1) 1-5. http://www.nationalforum.com/Electronic%20Journal%20Volumes/Bartz,%20David%20Integration%20%20Diversity%20NFMIJ%20V14%20N1%202017.pdf</p> <p>Diamond, J. (2005). <i>Why do some societies make disastrous decisions? In Collapse: How Societies Choose to Fail or Succeed.</i> The Penguin Group: New York. Pages 419-440 http://cpor.org/ce/Diamond%282005%29Collapse-HowSocietiesChooseFailureSuccess.pdf</p>	Activity 5	Activity 5 Due 7 am, 4/23/18

	<p>It Begins with You Quinn, Sprietzer & Brown (2000) Changing Others Through Changing Ourselves. Journal of Management Inquiry, 9(2):147-164. http://search.proquest.com/docview/203311775/AE186E96E0114AB2P/Q/12?accountid=7113</p> <p>Kouzes & Posner (2002). Find Your Voice. In "Leadership Challenge," Third Edition. Jossey-Bass: San Francisco, 43-73. MORE INFORMATION TO FOLLOW*</p>		
<p>4/23 - 4/30</p>	<p>6 Managing Status & Conflicts Meyerson (2001). Who Tempered Radicals Are and What They do? In "Tempered Radicals: How People Use Difference to Inspire Change at Work." Boston: Harvard Business Press, 3-18. MORE INFORMATION TO FOLLOW</p> <p>Meyerson (2001). Turning Threats into Opportunities. In "Tempered Radicals: How People Use Difference to Inspire Change at Work." Boston: Harvard Business Press: Boston, 141-155. MORE INFORMATION TO FOLLOW</p> <p>Clair, Beatty & Maclean (2005) Out of sight but not out of mind: Managing Invisible Social Identities in the Workplace. Academy of Management Review, 30(1):78-95. http://www.jstor.org/stable/20159096?seq=1#page_scan_tab_contents</p> <p>Ury, W. (2007). The Great Gift of No. In "The Power of a Positive No: How to Say No and Still Get to Yes." Bantam Books: New York. MORE INFORMATION TO FOLLOW*</p> <p>Leveraging the Power of Diverse Teams</p> <p>Brett, J. Behfar, K. & Kern, M. (2006). Managing Multi-Cultural Teams. Harvard Business Review. http://athena.ecs.csus.edu/~buckley/CSc233/Managing%20Multicultural%20TeamsHarvard%20Business%20Review.pdf</p> <p>Watch Twelve Angry Men (1957 version); Instructions for report will be available on BlackBoard. This movie can be accessed through various outlets like YouTube, Netflix, etc. You may have to pay a small rental fee. http://www.filmsite.org/twelve.html</p>	<p>Written Analysis of team dynamics (Twelve Angry Men)</p>	<p>Twelve Angry Men Analysis Due 4/30/18, 7 am</p>

4/30 -5/7	7	<p>Ven der Zee, K., Vos, M., & Luijters, K. (2009). Social Identity Patterns and Trust in Demographically Diverse Work Teams. <i>Social Science Information</i>, 48(2), 175-198. http://journals.sagepub.com/doi/pdf/10.1177/0539018409102406</p> <p>Pulling it together O'Reilly, C., Hoyt, D., Drabkin, D. & Pfeffer, J. (2014). DaVita: A Community First, A Company Second. Harvard Business Review. Order at https://hbr.org/product/davita-a-community-first-a-company-second/OB89-PDF-ENG</p>	Activity 6 & 7	Activity 6, 7, and 8 Due 7 am, 5/7/18
5/7- 5/11	8		Final Exam	Final Exam Due 5/11/18, 11 am

COURSE EVALUATION

Course evaluations will be conducted at the end of the semester via SPOT. The College asks that all students complete the course assessment. If 85% or more of those enrolled complete the SPOT assessment, I will award an additional 10 bonus points to everyone's grade.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

RESOURCES

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the "Academic Support" tab.

UNT Portal: <http://my.unt.edu>

UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>

UNT Library Information for Off-Campus Users:
<http://www.library.unt.edu/services/facilities-and-systems/campus-access>

UNT Computing and Information Technology Center:
<http://citic.unt.edu/services-solutions/students>

UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>

Computer Labs: *[provide information if departmental labs are available for use to students]*. General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

COURSE POLICIES

Assignment Policy

Due dates for assignments are located in the instructions for each assignment. However, the general rule is that all assignments will be open at 8 am on the Monday of that week's module and all assignments will be due no later than 7 am the following Monday. The only exception to this is the final module (#8) and the final exam which are due at 11 am on May 11, 2018 (instructions will be given to you on April 30).

Examination Policy

If you lose connectivity during the timed, mid-term exam immediately attempt to log back in and complete the exam. If additional problems occur, please contact the Help Desk to obtain a record of the problem (obtain a remedy ticket number) and contact me via email immediately, providing that ticket number. Failure to make these contacts will result in no remedy for the issue. Students are given one week to complete each exam and thus make-ups are generally not granted. Only in EXTREME Circumstances will I allow a make-up exam. Such circumstances will require appropriate documentation.

Exam 1 will cover the material from modules 1-4

Exam 2 will cover the material from modules 1-8. This exam will take the form of a "case analysis". Please note that you will not have the full week to complete this exam. It will be due no later than 11 am, May 11, 2018, to ensure grades can be turned in on time.

Instructor Responsibilities and Feedback

- *My responsibility in the course is helping students grow and learn; responsible for providing clear instructions for projects and assessments, answer questions about assignments, identify additional resources as necessary, provide rubrics, continually reviewing and updating course content, etc.;*
- *I will provide **feedback** within 24 hours during the work week and no later than Monday morning, 10 am, if you contact me over the weekend. I will make every effort to have discussion posting and case reports graded no later than Monday of the week AFTER they are due.*

Late Work

Late work will not be accepted except under extreme, documented circumstances.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes

I generally do not award incompletes in courses. Should a circumstance arise that you are unable to complete the course and it is after withdrawal deadline, please be prepared to provide documentation of why you cannot complete the course.

Copyright Notice

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu>.

Syllabus Change Policy

It should be anticipated that the syllabus will remain as provided. Under extreme circumstance (recall the winter that UNT closed the entire week of finals), it may be necessary to alter the syllabus or timeline. If I discover it necessary to alter the syllabus, you will be informed via email and an announcement on the course website.

Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. Obtain a ticket number from the helpdesk and send to me. With this information, the instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

UNT POLICIES

Student Conduct and Discipline: [Student Handbook](#).

Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy

You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the [Student Handbook](#). The content of the Handbook applies to this course. Additionally, the following specific requirements will be expected in this class: (enter specific requirements). If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

ADA Policy

As per the Office of Disability Accommodation, a syllabus for a course SHALL include the following statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at 940.565.4323.

Add/Drop Policy

Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.

Important Notice for F-1 Students taking Distance Education Courses:

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.oea.gov/index.php/links/electronic-code-of-federal-regulations>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)" and can be found buried within this document: <http://www.gpo.gov/fdsys/pkg/CFR-2012-title8-vol1/xml/CFR-2012-title8-vol1-sec214-2.xml>

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in

advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.