

## Overview

For the final project in this course, you will develop an **executive summary presentation** with speaker notes. Imagine that you are a human resource professional in an organization that is struggling with a conflict regarding a critical strategic project. Leaders in the organization are looking to you to assess the conflict, determine what the key issues are, and recommend an action plan to resolve it.

Organizational managers, and especially human resource professionals, need to develop a mindset that sees organizational conflict as a naturally occurring, expected event in any organization. Conflict brings attention to "pinch points" in organizations and needs to be perceived as an opportunity for improvement, not as a distraction to the job at hand. This course introduces key concepts of organizational conflict in this context, and provides you with some common industry tools and templates you will use as you seek to understand the root causes of a conflict and develop action plans to address them.

In this project, you will use organizational tools associated with the define, measure, analyze, improve, and control (DMAIC) process, a Six Sigma problem-solving methodology that many organizations use to solve a variety of issues. By following the rudimentary elements of the DMAIC process, you will <u>define</u> the problem, <u>measure</u> its impact on the organization, <u>analyze</u> the issue in order to assess how best to resolve it, develop recommendations to <u>improve</u> the situation (propose a solution), and suggest an ongoing process to ensure the proposed solution controls the issue, preventing a flare-up or reoccurrence of the original issue.

The project is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. These milestones will be submitted in **Modules Three**, **Five**, and **Seven**. The final product will be submitted in **Module Nine**.

In this assignment, you will demonstrate your mastery of the following course outcomes:

- Analyze conflicts involving organizational culture for determining the root causes of dissonance between organizational values and the individual values
  of its members
- Propose data-driven processes that determine critical variables present in conflicts between employees for addressing organizational conflict situations
- Develop evidence-based strategies for addressing future conflicts involving organizational culture
- Assess the effectiveness of organizational leadership for informing organizational leaders on how to increase employee engagement, foster collaboration, and build effective teams
- Develop appropriate gap-analysis strategies for assessing the congruence of ethical, moral, and legal variables present in conflict situations between employees and organizational values



For your project, you will choose one of the case studies provided—<u>Final Project Case Study One</u> or <u>Final Project Case Study Two</u>—and develop an executive summary presentation with speaker notes and citations based on the case study. In your presentation, you will analyze the case study, determine the cause of the conflict, recommend corrective actions to resolve the conflict, and make recommendations to avoid similar conflicts in the future.

Specifically, the following **critical elements** must be addressed:

- I. **Defining Goals:** In this section, you will summarize the desired resolution to the conflict in the case study based on your knowledge of the organization's business goals, customer needs, and the process that needs to improve.
  - A. Construct a **problem statement** that clearly articulates the personnel conflict that has arisen. Be sure to consider the project scope and future-state goal in contextualizing the conflict.
  - B. Complete a **stakeholder analysis**, identifying the key stakeholders that are involved in or affected by the current situation and future-state goal as articulated in the problem statement.
  - C. Develop a high-level suppliers, inputs, process, outputs, and customers (SIPOC) **process map**, identifying the quantitative and qualitative variables that are likely to contribute to the conflict.
- II. Measuring Performance: In this section, you will create a process to gather data on the current situation.
  - A. Propose a process to effectively collect data on the identified variables (from the SIPOC analysis) and appropriately evaluate it.
  - B. Construct an **Ishikawa diagram** (fishbone diagram) of the variables that contribute to the conflict, selecting the critical variables that require further analysis.
  - C. Describe the role of these critical variables in developing corrective changes to address the conflict in the problem statement.
- III. Analysis: In this section, you will begin to create a picture of what the future state will look like, focusing on the proposed solution.
  - A. Determine the **root causes of the conflict** by assessing the variables you identified and the information provided in the case study.
  - B. Construct **questions** you would ask **of the stakeholders** (voice of customer) if this were a live situation to pressure test your initial assessment of the probable root causes.
  - C. Using the "Five Whys" process, construct **additional questions** you anticipate needing to ask as stakeholders answer your initial question.
- IV. **Improve:** The goal of this section is to demonstrate that the solutions you propose should resolve the organizational conflict in the case study, leading to an improved future state.
  - A. Recommend appropriate **corrective actions** to address the previously determined root causes of the conflict.
  - B. Propose quantifiable metrics that could measure progress in implementing the recommended corrective actions.
  - C. Identify potential areas of resistance to the recommended corrective actions, providing recommendations to reduce such resistance.
  - D. Assess the effectiveness of various **leadership styles** on employee engagement and employee empowerment in the case study.
  - E. Determine how an effective **team-building process** could have prevented some of the issues with the dysfunctional team in the case study. You might consider team-building models like Drexler/Sibbet or Tuckman.
  - F. Recommend **effective leadership** styles and **team-building** processes that organizational leadership could use to promote increased employee engagement and foster collaboration moving forward.



- V. **Controls:** This section will recommend methods that should help ensure the proposed solution resolves the defined problem now and in the future.
  - A. Describe how you would address **ethical, cultural, and legal variables** that present challenges when working with team members from different backgrounds and different geographic regions. Support your response with relevant examples.
  - B. Explain how organizational values can be identified, validated, and codified to reduce the potential for organizational dissonance.
  - C. Develop an appropriate **gap-analysis strategy** to periodically assess the congruence, or lack thereof, between an organization's espoused values and its enacted values. Be sure to consider the ethical, cultural, and legal variables in the development of your gap-analysis strategy.

## **Milestones**

## Milestone One: Defining Goals

In **Module Three**, you will take what you have learned about Define and begin your work on your selected case study, establishing the Define phase of the DMAIC process. **This milestone is graded with the Milestone One Rubric.** 

#### Milestone Two: Measuring and Analyzing Conflict

In **Module Five**, you will provide the Measure and Analyze phases of the DMAIC process and apply them to your selected case study. You will first measure performance by creating a process to gather data on the current situation and then begin to create a picture of what the future state will look like, focusing on the proposed solution. **This milestone is graded with the Milestone Two Rubric.** 

#### Milestone Three: The Improve Phase—The Path to Solving Conflict

In **Module Seven**, you will submit a draft of the Improve phase for your selected case study. It should focus on your Improve recommendations, while also probing those recommendations for unwanted consequences. **This milestone is graded with the Milestone Three Rubric.** 

### Final Submission: Executive Summary Presentation With Speaker Notes

In **Module Nine**, you will submit your final presentation. It should contain your compilation of your learning, incorporating all instructor feedback on your three previous milestones and showcasing the DMAIC process for your selected case study. It should be a complete, polished artifact containing **all** of the critical elements of the final product. It should reflect the incorporation of feedback gained throughout the course. **This submission will be graded using the Final Project Rubric.** 

## **Deliverables**

Milestone	Deliverable	Module Due	Grading
1	Defining Goals	Three	Graded separately; Milestone One Rubric
2	Measuring and Analyzing Conflict	Five	Graded separately; Milestone Two Rubric
3	The Improve Phase—The Path to Solving Conflict	Seven	Graded separately; Milestone Three Rubric
	Final Submission: Executive Summary Presentation With Speaker Notes	Nine	Graded separately; Final Project Rubric



# **Final Project Rubric**

**Guidelines for Submission:** Your executive summary presentation should be 10 to 12 slides in length, accompanied by speaker notes. It should be of professional quality. Use APA formatting and citations.

Critical Elements	Exemplary (100%)	Proficient (90%)	Needs Improvement (70%)	Not Evident (0%)	Value
Defining Goals:	Meets "Proficient" criteria and	Constructs a problem	Constructs a problem	Does not construct a problem	6.4
Problem Statement [WCM-610-01]	problem statement demonstrates a complex grasp of the personnel conflict and how it relates to the project scope and future-state goal	statement that clearly articulates the personnel conflict that has arisen, considering the project scope and future-state goal in contextualizing the conflict	statement that articulates the personnel conflict that has arisen, considering the project scope and future-state goal in contextualizing the conflict, but problem statement is cursory,	statement that articulates the personnel conflict that has arisen	
			lacks clarity, or contains inaccuracies		
Defining Goals: Stakeholder Analysis [WCM-610-01]	Meets "Proficient" criteria and response demonstrates a sophisticated awareness of who is involved in and affected by the current situation and future goal as articulated in the problem statement	Completes a stakeholder analysis, identifying the key stakeholders who are involved in or affected by the current situation and future-state goal as articulated in the problem statement	Completes a stakeholder analysis, identifying stakeholders who are involved or affected by the current situation and future-state goal, but analysis is cursory or contains inaccuracies, or stakeholders identified are not relevant given the problem statement	Does not complete a stakeholder analysis, identifying the stakeholders who are involved or affected by the current situation and future-state goal	6.4
Defining Goals: Process Map [WCM-610-01]	Meets "Proficient" criteria and process map demonstrates keen insight into the quantitative and qualitative variables that are likely to contribute to the conflict	Develops a high-level SIPOC process map, identifying the quantitative and qualitative variables that are likely to contribute to the conflict	Develops a SIPOC process map, identifying the quantitative and qualitative variables that are likely to contribute to the conflict, but process map is cursory or contains inaccuracies	Does not develop a SIPOC process map	6.4
Measuring Performance: Identified Variables [WCM-610-02]	Meets "Proficient" criteria and proposed process demonstrates keen insight into how to collect and appropriately evaluate data on identified variables	Proposes a process to effectively collect data on the identified variables and appropriately evaluate it	Proposes a process to collect and evaluate data on identified variables but proposition is cursory or illogical, collection method is not effective, or evaluation process is not appropriate	Does not propose a process to collect and evaluate data on identified variables	6.4

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		Comment to the recommender			
Measuring Performance: Ishikawa Diagram [WCM-610-02]	Meets "Proficient" criteria and critical variables identified demonstrate a sophisticated awareness of the complexities of problem being addressed	Constructs an Ishikawa (fishbone) diagram of the variables that contribute to the conflict, selecting critical variables that require further analysis	Constructs an Ishikawa (fishbone) diagram of variables that contribute to the conflict, selecting the variables that require further analysis, but variables selected are not logical or are not critical for further analysis	Does not construct an Ishikawa (fishbone) diagram of the variables that contribute to the conflict	6.4
Measuring Performance: Critical Variables [WCM-610-02]	Meets "Proficient" criteria and description makes particularly cogent connections between the critical variables and the conflict articulated in the problem statement	Describes the role of critical variables in developing corrective changes to address the conflict in the problem statement	Describes the role of different variables in developing corrective changes to address the conflict in the problem statement but description is cursory or contains inaccuracies, or variables discussed are not critical to resolving the conflict	Does not describe the role of different variables in developing corrective changes to address the conflict in the problem statement	6.4
Analysis: Root Causes of Conflict [WCM-610-03]	Meets "Proficient" criteria and determined root causes demonstrate keen insight into the complexity of the conflict	Determines the root causes of the conflict by assessing the variables identified and the information provided in the case study	Determines the root causes of the conflict by assessing the variables identified and the information provided in the case study but determination is cursory or illogical	Does not determine the root causes of the conflict by assessing the variables identified and the information provided in the case study	3.2
Analysis: Questions of the Stakeholders [WCM-610-03]	Meets "Proficient" criteria and questions demonstrate keen insight into the complexity of determining the root causes of conflict from stakeholder interviews	Constructs questions to ask the stakeholders to pressure test the initial assessment of probable root causes	Constructs questions for stakeholders to pressure test the initial assessment of probable root causes but questions are cursory or illogical	Does not construct questions for stakeholders to pressure test the initial assessment of probable root causes	3.2
Analysis: Additional Questions [WCM-610-03]	Meets "Proficient" criteria and questions expertly integrate information provided and the "Five Whys" process	Uses the "Five Whys" process to construct additional questions that may need to be asked as stakeholders answer initial questions	Constructs additional questions that may need to be asked as stakeholders answer initial questions but questions are illogical or do not use the "Five Whys" process	Does not construct additional questions that may need to be asked as stakeholders answer initial questions	3.2
Improve: Corrective Actions [WCM-610-03]	Meets "Proficient" criteria and recommended actions demonstrate a sophisticated approach to addressing the causes of the conflict	Recommends appropriate corrective actions to address the previously determined root causes of the conflict	Recommends corrective actions to address the previously determined root causes of the conflict but recommendation is cursory or corrective actions are not appropriate	Does not recommend corrective actions to address the previously determined root causes of the conflict	3.2

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Improve: Quantifiable Metrics [WCM-610-03]	Meets "Proficient" criteria and proposed metrics demonstrate a nuanced approach to measuring the progress in implementing the recommended corrective actions	Proposes quantifiable metrics that could measure progress in implementing the recommended corrective actions	Proposes metrics that could measure progress in implementing the recommended corrective actions but proposal is cursory or illogical	Does not propose metrics that could measure progress in implementing the recommended corrective actions	3.2
Improve: Areas of Resistance [WCM-610-03]	Meets "Proficient" criteria and recommendations demonstrate keen insight into how corrective actions might be resisted	Identifies potential areas of resistance to the recommended corrective actions, providing recommendations to reduce such resistance	Identifies potential areas of resistance to the recommended corrective actions, providing recommendations to reduce such resistance, but recommendations are cursory or illogical	Does not identify potential areas of resistance to the recommended corrective actions	3.2
Improve: Leadership Styles [WCM-610-04]	Meets "Proficient" criteria and assessment demonstrates a complex grasp of the impacts of leadership styles on employees	Assesses the effectiveness of various leadership styles on employee engagement and employee empowerment in the case study	Assesses the effectiveness of various leadership styles on employee engagement and employee empowerment in the case study but assessment is cursory, illogical, or contains inaccuracies	Does not assess the effectiveness of various leadership styles on employee engagement and employee empowerment in the case study	6.4
Improve: Team-Building Process [WCM-610-04]	Meets "Proficient" criteria and determination demonstrates a complex grasp of what makes team-building processes effective	Determines how an effective team-building process could have prevented some of the issues with the dysfunctional team in the case study	Determines how a team-building process could have prevented some of the issues with the dysfunctional team in the case study but determination is cursory, contains inaccuracies, or does not describe effective team-building strategies	Does not determine how a team- building process could have prevented some of the issues with the dysfunctional team in the case study	6.4
Improve: Effective Leadership and Team Building [WCM-610-04]	Meets "Proficient" criteria and recommendations demonstrate keen insight into what makes leadership styles and team-building processes effective	Recommends effective leadership styles and teambuilding processes that organizational leadership could use to promote increased employee engagement and foster collaboration moving forward	Recommends leadership styles and team-building processes that organizational leadership could use to promote increased employee engagement and foster collaboration moving forward but recommendations are illogical or are not based on effective leadership styles and team-building processes	Does not recommend leadership styles and team-building processes that organizational leadership could use to promote increased employee engagement and foster collaboration moving forward	6.4

1	
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Controls: Ethical,	Meets "Proficient" criteria and	Describes method of	Describes method of	Does not describe method of	6.4
Cultural, and Legal	response demonstrates a	addressing ethical, cultural,	addressing ethical, cultural,	addressing ethical, cultural, and	
Variables	complex grasp of the potential	and legal variables that present	and legal variables that present	legal variables that present	
[WCM-610-05]	challenges presented by	challenges when working with	challenges when working with	challenges when working with	
	ethical, cultural, and legal	team members from different	team members from different	team members from different	
	variables when working with	backgrounds and geographic	backgrounds and geographic	backgrounds and geographic	
	team members from different	regions and supports response	regions and supports response	regions	
	backgrounds and geographic	with relevant examples	with examples, but description		
	regions		is cursory or contains		
			inaccuracies, or supporting		
			examples are not relevant		
Controls:	Meets "Proficient" criteria and	Explains how organizational	Explains how organizational	Does not explain how	6.4
<b>Organizational Values</b>	explanation demonstrates a	values can be identified,	values can be identified,	organizational values can be	
[WCM-610-05]	keen insight into the potential	validated, and codified to	validated, and codified to	identified, validated, and codified	
	for organizational values to	reduce the potential for	reduce the potential for	to reduce the potential for	
	reduce organizational	organizational dissonance	organizational dissonance but	organizational dissonance	
	dissonance		explanation is cursory, illogical,		
			or contains inaccuracies		
Controls:	Meets "Proficient" criteria and	Develops an appropriate gap-	Develops a gap-analysis	Does not develop a gap-analysis	6.4
Gap-Analysis Strategy	gap-analysis strategy makes	analysis strategy to periodically	strategy to periodically assess	strategy to periodically assess the	
[WCM-610-05]	especially cogent connections	assess the congruence, or lack	the congruence, or lack	congruence, or lack thereof,	
	between an organization's	thereof, between an	thereof, between an	between an organization's	
	espoused values and its	organization's espoused values	organization's espoused values	espoused values and its enacted	
	enacted values	and its enacted values,	and its enacted values,	values	
		considering ethical, cultural,	considering ethical, cultural,		
		and legal variables in the	and legal variables in the		
		development of the strategy	development of the strategy,		
			but strategy is cursory, illogical,		
			or not appropriate		
Articulation of	Submission is free of errors	Submission has no major errors	Submission has major errors	Submission has critical errors	4
Response	related to citations, grammar,	related to citations, grammar,	related to citations, grammar,	related to citations, grammar,	
	spelling, syntax, and	spelling, syntax, or organization	spelling, syntax, or organization	spelling, syntax, or organization	
	organization and is presented		that negatively impact	that prevent understanding of	
	in a professional and easy-to-		readability and articulation of	ideas	
	read format		main ideas		
				Total	100%