I. Course Description

Managing Global Diversity focuses on innovative practices that make the workplace more inclusive and more productive. The globalizing economy requires a new approach to diversity management in both for-profit and non-profit organizations. Conversely, employees are required to adapt to the rapidly changing economic, social and cultural environment that is affecting their families, communities and workplace.

If managed effectively, workforce diversity can provide organizations with access to a broad talent pool, drive business growth by marketing to minority communities, and generate good-will from customers and investors by enhancing corporate image. However, management practices that do not value and promote diversity may have grave implications, resulting in increased intergroup conflicts, discrimination, and even violence in the workplace.

Utilizing social-psychological based theories that we use in management research, such as social identity and intergroup relations theories, this course will examine the inclusion and exclusion experiences of people from diverse communities. The course will build on, and expand, foundation year content in social policy, human behavior theories, and practice on the macro, mezzo, and macro levels.

II. Course Objectives

Upon completion of this course students will:

1. Have up-to-date knowledge about the new realities of the workforce, including demographic, legislation, and social policy trends in the U.S., and around the world;
2. Understand interdisciplinary theories of cross-cultural differences in interpersonal relations and communication in the workplace;
3. Understand the causes and consequences of workforce exclusion, highlighting the groups commonly excluded in various countries;
4. Be able to examine the impact of immigration, worker migration, and expatriates on the management of international organizations, both for-profit and non-profit and understand the ethical basis for diversity management;
5. Be able to analyze and synthesize research-based knowledge relevant to culture, race, religion, gender, sexual orientation and disabilities in assessing, planning, intervening, and acting as leaders with employees and employers in the broader community.

This course aligns with PACE, the Lindner College of Business strategy for developing the complete business professional.

P – Professionalism
• Begin practicing professional communications, learning to express ideas clearly, logically and persuasively in both oral and written formats.
• Develop and practice teamwork skills through group projects and exercises.

A – Academics
• Develop foundational knowledge of business functions and their interactions within organizations.
• Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques of SWOT analysis and business plan development.

C – Character
• Learn and apply leadership techniques for project management (plan, brief, execute, debrief).
• Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
• Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement
• Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
• Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

III. Course Format
This is a seven-week course with assignments due, generally, at the beginning of class sessions. In general, you will read a chapter in the textbook and then take a 30-minute open book quiz. There will be one experiential exercise paper and a final paper/presentation. During the class, there will be exercises and assignments.

IV. Course Evaluation and Grading
Students are expected to read the assigned readings for each class. The reading assignments will be essential preparation for students’ comprehension and participation in class. Evaluation of classroom participation and written assignments will be based on quality of ideas presented. Class members are expected to display logical organization, clarity of expression, integration of reading material and depth of thought on the materials. Evaluation of written material will also be based on the degree to which it corresponds to the assignment.

Assignment grades are determined in each class based on the following standards:
(1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.
(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.
(3) A grade of B will be given to student work which meets those basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B– will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of the content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C– and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

**Final Grade:**

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<th>Percentage Range</th>
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<td>90 – 92</td>
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<td>73 – 76</td>
<td>C</td>
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<tr>
<td>70 – 72</td>
<td>C-</td>
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**Assignments:**
The assignments in this class are a combination of individual and group projects and include the expectation that you will be involved in active learning throughout the semester. They include the following:

1. **Chapter Quizzes**
   - There will be 10 quizzes during this class; one for each chapter in the book. It will be given online and it will be open-book however you need to take it by yourself and not with anyone else. It will be considered as cheating I find that you took it with anyone else and the consequences will be a grade of 0 for that quiz. Each quiz will consist of 10 randomly selected questions out of a pool of between 20 and 50 chapter questions. Each question will be worth .25 of a point so that each quiz will be worth 2.5 points.

2. **Experiential exercise**
   a. **Background:**
   The following assignment exposes you to a new situation, requires you to carefully observe your surroundings and asks you to both describe what you felt and what other individuals might feel to have you among them. Your assignment is to go by yourself (you may not take anyone with you) to a place you have not been before, and to observe what you see (and participate, if appropriate). Please note that these two conditions (doing something you have not done before and doing it by yourself) are important. After your field experience, you will write a 3-4 page (approximately 1200 – 1500 words) paper that includes the following:
   - Date and address of where the experience took place.
   - Length of time you were there.
   - Brief description of the setting.
   - Your reaction to the situation in terms of your behavior/feelings.
• The reaction of the other individuals toward you.
• What this experience teaches you about being different from others in your environment.
• How such an experience might influence your development if you were to live or work in such a setting for a major portion of your life.
• Relevance of theory and readings.
• Concluding comments.

Listed below are some examples of places other students have visited:
• A Protestant visits a Buddhist service
• A Caucasian visits a Black church or student organization
• A hearing individual visits a school for the deaf
• Students sat in a faculty lounge or with faculty who are eating lunch
• A native American visits an gathering of international students.

Do not choose a setting where you would feel like an intruder into someone’s privacy. In some situations you may need to get permission to observe the group. Use your good judgment. **Do not place yourself into a situation that is physically dangerous to you.**

In some situations you may need to get permission to observe the group. Use your good judgment. **Do not place yourself into a situation that is physically dangerous to you.** Choose a setting that you truly want to learn about so you do not feel like an “undercover agent.” Papers must be typed, double-spaced, one inch margins all around, and 12 pitch font. They will also be evaluated on the extent to which they are clearly organized, with no grammatical or spelling errors. In writing your paper, make sure to make specific references to the readings and their content (use at least 3 references from the course readings). This paper is worth 30% of your grade. **This paper is due by Monday July 14 by noon.**

Assignment adapted from Dorothy Mark (1989), Organizational Behavior Experiences and Cases. St. Paul, MN: West Publishing Company and from Ellen Ernst Kossek

3. **II. Team PPT presentation.** You will be randomly assigned to a team of 3 members. As a team you will select a for-profit or non-profit organization that has activities in several countries (e.g., the Red Cross, Chevron-Texaco, NBC). You are asked to prepare a PPT presentation examining the organization’s work-family, diversity, and corporate social responsibility policies and programs. Each team member is responsible for one area (as described in 2, 3 or 4, below) and together you are responsible for sections 1 and 5 below. Use the following questions as your guide:

1. **Introduction and overview of the organization** – what are the main activities and mission statement of the organization? What is its geographic spread?

2. **How does the organization accommodate work-family balance** for its employees?
   a. Describe relevant policies and programs.
   b. Does the organization have different programs for employees in different countries or a unified policy for all?
   c. Do these programs show sensitivity to cultures in different countries or is there a preference to the “home-base” country?
   d. Focus on gaps in the organization’s policies and programs

3. **How does the organization accommodate the diversity of its workforce?**
   a. Describe relevant policies and programs.
   b. Does the organization have different programs for employees in different countries?
c. Do these programs show sensitivity to cultures in different countries or is there a preference to the “home-base” country? What is the diversity profile of the management team as compared to the total company (if available)?

d. Focus on gaps in the organization’s policies and programs

4. How does the organization accommodate the needs of its community and environment via corporate social responsibility?

a. Describe relevant policies and programs.

b. Does the organization have different programs for communities in different countries?

c. Do these programs show sensitivity to cultures in different countries?

d. Focus on gaps in the organization’s policies and programs

5. You were hired by this organization to help make it an Inclusive Organization. Based on your analysis above please make one suggestion in each of the three major areas. Be creative yet reasonable. Justify your suggestions by using references and indicate the anticipated benefits of your suggested policies/programs to employees, their families, the community and the work organization as a whole. Use at least 3 references from the course readings.

Your team will make a 15 to 20 minute (or 15 to 20 overheads) presentation to class using PPTs by posting it online. This assignment is worth 30% of your final grade. Your individual grade on this assignment is based on how well you present your chosen section and on how well the whole presentation comes together. The specifics are described in the Final Project Grading Sheet. This assignment is due to be presented on Wednesday, August 6.

4. Participation

Your participation is important to this class. It is a way of not only you but all class members to learn about diversity. None of the following is an excuse for you not participating in class:

- Too shy
- Afraid to speak in public
- Have an accent (of any kind)
- Do not have the confidence
- Do not have anything to say.

Please see course expectations for more of an explanation.

Grading:

Chapter Quizzes 25%
Experiential exercise 30%
Team PPT presentation 30%
Class Participation based on self-evaluation and group evaluation 15%

Guidelines for Grading Written Work

Did you fully address the assignment and questions?
Did you incorporate the readings in writing the assignment?
Do you have academic (both theoretical and research based) citations for your work?
Did you formulate your response in an organized fashion?
V. Course Expectations and Guidelines

Course Ground Rules: A Few Human Factors to Remember

Discussions of cultural diversity often touch on topics that group members view as controversial or difficult. Because of this, class participants are also responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, however, that one’s opinions may have an impact on others. Thus your learning, and that of other class participants, will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Class participants are responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class.

Please do not use your cell phone or, in general, any PC, pad, etc. while class is in session. In closing, please try to remember that:

1. Together we are here to learn about very complex issues that have plagued society, in one form or another, since the beginning of civilization.
2. We all have some type of prejudice against some thing, group, class, or individual.
3. We all have experienced some level of prejudice.
4. We are all guilty of some degree of cultural ignorance concerning another group or class of people. No one in the class knows everything there is on issues related to cultural diversity, so it is expected that we come to class with an open mind.
5. We are not here to victimize one another because learning about race, gender and other differences occurs more readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped or categorized by our colleagues. (Adapted from Ellen Kossek, Ph.D., Michigan State University).

Academic Integrity

Unless otherwise indicated, all assignments are to be completed on an individual basis. Academic honesty is the cornerstone of the development of knowledge. If a student allows her or his name to stand on work that is not his or her own, then that student is guilty of academic misconduct.

Academic dishonesty, as defined by The UC Student Code of Conduct (e.g., plagiarizing, cheating, etc.) will not be tolerated in any form. All work in the class is expected to represent your own efforts when appropriate (i.e. group project or in-class assignments). Collaborating with other students on quizzes, exams or any individual assignment is prohibited. By remaining in this class, you are agreeing to abide by the student code of conduct, which can be found at The UC Student Code of Conduct. For any form of academic dishonesty, at the very least, I will give the parties involved an “F” for the class.

VII. Required and Recommended Text Books

Required

VIII. Academic Accommodations

- Special needs policy. If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that might influence your performance in this course, you should meet with me during the first week to arrange for reasonable provisions to ensure an equitable opportunity to meet all of the requirements of this course. At the discretion of the instructor, some accommodations might require prior approval by Disability Services.
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<th>Bb Module</th>
<th>Covers / Assigned Reading</th>
<th>Assigned Assessment</th>
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