“So, God created man[kind] in his own image, in the image of God created he [them]. . . . And God saw everything that he had made, and, behold, it was very good.”

Genesis 1:27, 31, Holy Bible, (King James version)
COURSE DESCRIPTION:

This seminar exposes students to the personal and organizational implications of increasing workforce diversity. The seminar aims to (a) explore the complex dynamics of ethnic, racial, and gender diversity in organizations, as seen from the vantage point of social science and organizational studies, and (b) examine the managerial implications of increasing cultural diversity in organizations. In accomplishing the former, the current state of theory, research, and application are explored in several thematic areas, including (i) the nature or character of diversity in organizations, and (ii) the dynamics of ethnic, racial, and gender diversity in organizations. In pursuit of the latter, the seminar examines the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organizational change. Throughout these explorations, emphasis will be on developing greater understanding of issues, problems, and opportunities posed by greater cultural diversity within the workforce.

COURSE OBJECTIVES:

The course of study is designed to provide the participant with a fundamental understanding of issues, problems, and opportunities in the management of workforce diversity at the small group and organization-wide levels. These processes are explored as "hands-on" experiences augmented with instructional learning. Emphasis is placed upon gaining a working knowledge of the historical, evolutionary, process, and systemic dimensions of workforce diversity for the purpose of enhancing student effectiveness as members of culturally diverse work settings.

Additionally, through the examination of the problems, opportunities, and strategies associated with the management of workforce diversity, the course of study is designed to assist participants, as current or future managers, in developing a skill set which will enable them to lead diverse groups effectively. The overriding objective is to enhance student effectiveness in managing diverse workgroups to enhance organizational productivity and competitiveness.
Specifically, the objectives for the seminar include the following:

a) To analyze the implications of economic and demographic trends for the workforce and global competitive stance of U.S. commerce and industry;

b) To acquaint students with the workforce diversity issues confronting organization members and managers;

c) To provide a forum for students to problem-solve around issues related to membership in work groups comprised of associates, co-workers, or employees from different racial, ethnic, and gender backgrounds.

d) To expose students to some of the “model” diversity-management practices that have been adopted, with good effect, by various organizations.

e) To examine empirical research that links diversity-management efforts to received benefits, including increased productivity, lower turnover and absenteeism, fewer grievances, etc.

BASIC TEXTBOOK AND COURSE MATERIALS:

> Cox, Jr., Cultural Diversity in Organizations, [Custom Book Order in Bookstore]
> Blank and Slipp, Voices of Diversity, AMACOM Publishing, 1994

INSTRUCTIONAL PHILOSOPHY & LEARNING PROCESSES:

To achieve the seminar objectives, we will employ a number of learning modalities, including: assigned readings, case studies, experiential exercises, literature reviews, lecture/discussions, and (optional) a field research project. Course pedagogy is aimed at the creation of a dynamic, interactive learning process in which we will surface and examine relevant information from various sources, including texts, cases, journals, and each other. Emphasis will be placed on the application of conceptual/theoretical knowledge to "real world" organizational situations.

In addition to gaining increased understanding of the dynamics of diversity, a major aim is that of developing experientially-based skill in effectively resolving issues and problems arising in settings involving workforce diversity by providing an opportunity to acquire new knowledge and to gain experience in the application of that knowledge in a classroom setting. The key to acquiring knowledge here is involvement -- i.e., active, responsible, and competent participation in all facets of the learning experience.

PERFORMANCE MEASURES AND EXAMINATIONS:

Each participant can facilitate attainment of course objectives via the maintenance of high personal involvement and commitment, that is:
1) Competent preparation, demonstrated by active participation in assigned activities and class discussions.
2) Integration of course concepts and theoretical frameworks at every opportunity, particularly on the Seminar Project.
3) Professional approach to the mastering of the subject matter.
4) Punctuality and timely project submissions. (Late projects incur a penalty.)

In lieu of an in-class essay examination testing understanding of key concepts and frameworks explored in the seminar, student teams analyze a case study utilizing appropriate core concepts. Further, those participants desirous of the opportunity to earn an “A” -- not an “A-,” but an “A” -- will undertake a field-based Seminar Project (see explanation below and on next page) which is due not later than the beginning session of the second weekend meeting of the course.

GUIDELINES FOR STUDIES:

Each of the below-discussed core assignments has been designed to facilitate your conceptual and practical understanding of issues concerning workforce diversity and its management. All written work is to be typed, is to follow the specified format, and is to be carefully proofread and edited before being submitted. The following guidelines are intended to provide a general orientation. Additional information regarding these projects will be provided in class.

STRUCTURE OF COURSE WORK:

Individual Literature Review Project:

Through the assigned readings for each session, you will have the opportunity to (a) gain an in-depth understanding of one important framework for probing issues of workforce diversity, and (b) examine some common concerns and issues drawn from research on the diversity experiences of different cultural groups. Designated students will initiate discussion of select material in the Cox textbook by presenting a MAXIMUM ten-minute summary of the assigned chapters. A second designated student will then summarize a selected reading in the Blank and Slipp textbook on the diversity experiences of a particular cultural group. NOTE: These presentations warrant due preparatory attention and must NOT consist of a reading of major segments of the assigned material.

A sign-up list will be circulated at our initial (i.e., Friday evening) seminar session, at which time participants will indicate their choices of chapters to present. In this connection, it is imperative that all participants at least skim in advance all chapters in the main textbook, Cox’s Cultural Diversity in Organizations.

Seminar Project (OPTIONAL)
Those who wish to qualify for an “A” seminar grade will conduct a short field study concerning issues of diversity in the workplace. Due at the outset of the second weekend of classes, this assignment entails (i) the interviewing of at least two managers about the issue of diversity, (ii) the writing of a brief case study on the interviewees' experiences and attitudes in relation to diversity in the workplace, and (iii) the analysis of the interviews, using understandings, concepts, and frameworks drawn from the seminar.

One of the manager-interviewees should be the same race and gender as the seminar participant. The other manager-interviewee should be of a different race or gender -- or, preferably, different in both race and gender. (This seminar focuses on ethnicity, race, and gender as examples of diversity at work. If, however, you would like to focus your Project on some other dimension of diversity, please so advise.)

It is anticipated that the Seminar Project will consume approximately fifteen, doubled-spaced, typed pages. However, as length is rarely an adequate surrogate for quality, Project report length should be determined primarily by the nature of the data collected and analyzed. (NOTE: The submission of a Seminar Project does NOT guarantee an “A” seminar grade; it merely affords an additional opportunity for participants to accumulate the number of points required for an “A.” See the attached "Note on the Seminar Project in BSM 483" for additional information.)

Group Case Analysis Project:

Participants will form teams for the purpose of the Group Case Analysis Project. These project teams should encompass a diversity of ethnic, racial, and gender backgrounds to facilitate experiential learning.

Each team is responsible for the in-class preparation of the assigned case for the Group Case Analysis Project. Each team is to prepare a seven-eight-page typed (single-spaced) analysis in narrative style. (A suggested format to use in developing the case analysis outlines will be presented in class.) During the in-class analysis and subsequent limited discussion of the case, individual teams may be called upon to present and/or discuss various aspects of their analysis of the assigned case. Class discussion of the case must NOT consist of a reading of the teams' written analyses.

**GRADING:**

Presented below are the points award for each component of the course.

<table>
<thead>
<tr>
<th>Points Available</th>
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<tbody>
<tr>
<td>Literature Review Project:</td>
<td>25</td>
</tr>
<tr>
<td>Group Case Analysis Project</td>
<td>40</td>
</tr>
<tr>
<td>Class Participation and Discussion:</td>
<td>25</td>
</tr>
<tr>
<td>Seminar Project (optional)</td>
<td>10</td>
</tr>
</tbody>
</table>
Letter grades will be determined as indicated below:

- “A” = 93 points and above
- “A-” = 90 - 92 points
- “B+” = 87 - 89 points
- “B” = 83 - 86 points [the likely (i.e., modal) grade for those who do not do a Seminar Project]
- “B-” = 80 - 82 points
  etc.

ATTENDANCE POLICY AND CLASS PARTICIPATION:

Attendance Policy:

It is expected that all participants will attend all six, four-hour class sessions, as we have but two weekends in which to meet the learning objectives of this seminar. However, participants are advised that physical presence *per se* -- although necessary -- is an insufficient condition for earning credit for class participation. One must be both present *and* contribute in order to earn class participation points. That is, participation credit is not awarded for mere presence in the classroom. [Additional information on the awarding of class participation credit is contained in the proviso on the next page.]

Class Participation Policy:

Class participation is an integral aspect of the "dynamic interactive" learning process desired in the course. Regular participation is a key performance expectation.

Definition of "Class Participation":

"Class participation" is defined as "in-class comments that are relevant to the focal topic and that illuminate the issue via use of (i) pertinent conceptual/theoretical frameworks, (ii) purely cognitive processes, and/or (iii) pertinent ‘real-world’ illustrations." [NOTE: Participants earn credit for input into discussions of materials for which they have no pre-assigned responsibility.]

Evaluation of Class Participation:

Each participant's in-class comments relative to a sessional activity (e.g., case analysis) are evaluated and marked as a “major contribution,” a “contribution,” or a “participation – as a function of the degree to which the particular input moved the discussion further along the path toward the specific learning objectives underlying the particular topic/issue under discussion.

Determination of Amount of Credit for Class Participation:
At course end, participants are aggregated into "high," "medium," and "low" clusters, based on a review of each student's participation record. These clusters are then compared to corresponding clusters in recent classes in order to ensure consistency across trimesters of classes. [Note: A participant does not receive the participation credit to which his/her membership in a given "participation" cluster would otherwise entitle him/her IF (a) the participant misses more than one class session -- including partial-session absences, or (b) the participant does not earn at least two "major contributions" during the course.]

Selected Myths and Misapprehensions About Class Participation:

The quality of participation, not vacuous commentary or pointless verbosity, is what matters. That is, it is the quality of one’s reasoning and analysis, including the weighing/sifting of complex issues -- not others’ agreement with one's point of view -- that informs the Instructor's evaluation of a participant's input into a discussion. Thus, the sometimes perceived problem of elusive concurrence plays no role in the evaluative process for class participation.

With respect to the notion of experiential omniscience, it must be said that while relevant real-world experiences can be, and often are, of great value in illuminating issues, comments of limited merit are rarely redeemed via their punctuation with anecdotes, fables, rules-of-thumb, or theories-in-use drawn from one's work experiences. It must be recognized that pet theories concerning whatever phenomenon, cannot be purveyed, ipso facto, as "laws," but rather as hypotheses that the class may rightly subject to critical examination and discourse.

UNIVERSITY POLICIES ON CONDUCT AND DISABILITIES:

GSBM students are expected to respect personal honor and the rights and property of others at all times. The University rules on conduct can be found on pages 192-193 of the GSBM Catalog. Additionally, participants are expected to maintain in-class conduct that is conducive to learning. To this end, the following Code of Conduct is set forth as a supplement to University rules governing general student conduct.

Code Governing Class Discussion in BSM 483, Managing Diversity in Organizations:

Preface: Together we are here to learn about complex and increasingly vital issues of diversity that impact personal, managerial, and organizational effectiveness.

Our aim is to turn discussions into opportunities to learn as much as possible, not just about issues, but also about ourselves. These learning opportunities can be maximized
through our adherence to specific rules of behavior. [Anyone who feels that he/she cannot abide by these rules should consult with the Instructor.]

1) Respect the rights of others to “see” or experience the world differently than we do.

2) Seek to avoid remarks, behaviors, and actions that deliberately degrade or demean others.

3) Hold in confidence information and remarks shared in the class. (If these are discussed with persons not in the class, be respectful of the referenced speaker's right to privacy by not revealing his/her identity.)

4) Approach each class session with an open attitude, a desire to learn something new, a resolve to see issues from a different perspective, and a willingness to reflect thoughtfully on what is heard.

5) Bring to the setting a high level of personal commitment and involvement – remaining aware of the class as a diverse organization in its own right and assuming individual responsibility for its vitality and effectiveness.

Further, each of us must be aware that inattentive side chatter while the class is in session is disruptive of the learning process, as it distracts others' attention from course activities in process. Excessive side chatter while the class is in session is grounds for administrative dismissal from the course.

Finally, students with disabilities are encouraged to familiarize themselves with the University's Policies on Disabilities on page 31 of the GSBM Catalog. Additional information is available from the University's equal opportunity officer, Dr. Calvin H. Bowers, at (310) 456-4208.

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VITA ABSTRACT

A tenured member of the Faculty of the Graziadio School, Professor Clif Darden holds the B.S. degree, magna cum laude, from the University of Southern California, and the M.B.A. and D.B.A. degrees from the Harvard Business School. His teaching and research areas include strategic management and organization theory and design. Dr. Darden has served in consulting and management development capacities for a variety of organizations, both domestically and abroad. Active in the international management education arena, he served as a visiting professor in case research at Assumption University of Thailand (Summer 2000); as a visiting professor of organization and management at the Universiti Kebangsaan Malaysia (Summer 2001); and, as a lecturer in case research and development at The National Institute of Public Administration - Malaysia (2001, 2002, and 2003). A veteran case researcher/writer, Dr. Darden is a past President of the Western Casewriters Association; a former member of the Board of Directors of the North American Case Research Association; and, an active member of The Academy of Management and The Harvard Business School Association. He recently completed a six-year term as a member of the Harvard University Board of Overseers.
CLASS SCHEDULE, TOPICS, AND ASSIGNMENTS

CLASS SESSION I:  Friday, September 12, 2003 -- 6:00 P.M. - 10:00 P.M.

6:00 - 10:00  Topics:  Introductions/Course Overview/Workforce Trends

Activities:  Overview of Course: Objectives/Content/Ground Rules
Selection of Literature Reviews for Presentation
Team Composition for Group Case Analysis Project

Lecturette:  *Cox’s Conceptual Model re Impact of Diversity: An Overview From Affirmative Action to Valuing Diversity*

Readings:  Cox, Part One – Chapter 3
Blank and Slipp, Part One – Chapters 1 & 2

Video:  “Valuing Diversity – Part I”

CLASS SESSION II:  Saturday, September 13, 2003 -- 8:00 A.M. - 12:00 Noon

8:00 - 12:00  Topics:  Individual Factors Impacting Diversity

Activities:  LR - Cox, Chapter 2:  *Diversity and Organizational Leadership*
LR - Cox, Chapter 4:  *Group Identities in the Self-Concept*
LR - Cox, Chapter 5:  *Prejudice and Discrimination*
LR - Cox, Chapter 6:  *Stereotyping*
LR - Blank and Slipp, Chapter 3:  *African-Americans*
LR - Blank and Slipp, Chapter 4:  *Asian-Americans*

Video:  “A Tale of O”

Readings:  Cox, Part Two – Chapters 4 - 6
Blank and Slipp, Part Two – Chapters 3 & 4

CLASS SESSION III:  Saturday, September 13, 2003 -- 1:00 P.M. - 5:00 P.M.

1:00 - 5:00  Topics:  Group Factors Impacting Diversity

Activities:  LR - Cox, Chapter 7:  *Cultural Differences*
LR - Cox, Chapter 8:  *Ethnocentrism*
LR - Cox, Chapter 9:  *Intergroup Conflict*
LR - Blank & Slipp, Chapter 5:  *Latinos*
LR - Blank & Slipp, Chapter 6:  *Recent Immigrants*
LR - Blank & Slipp, Chapter 7:  *Workers with Disabilities*

Readings:  Cox, Part Three – Chapters 7 – 9
CLASS SESSION IV:  Friday, October 3, 2003 -- 6:00 P.M. - 10:00 P.M.

6:00 - 10:00  Topics:  Organizational Issues Impacting Diversity

Activities:  
LR - Cox, Chapter 10:  *Organizational Culture and Acculturation*
LR - Cox, Chapter 11:  *Structural Integration*
LR - Cox, Chapter 12:  *Informal Integration*
LR - Cox, Chapter 13:  *Institutional Bias*
LR - Blank & Slipp, Chapter 8:  *Younger and Older Workers*
LR - Blank & Slipp, Chapter 9:  *Gays and Lesbians*

Video:  “*Valuing Diversity - Part 2*”

Readings:  Cox, Part Four – Chapters 10 – 13  
Blank & Slipp, Part Two – Chapters 8 & 9

CLASS SESSION V:  Saturday, October 4, 2003 -- 8:00 A.M. - 12:00 Noon

8:00 - 12:00  Topics:  Managing Diversity – Guidelines for Leadership

Activities:  
LR - Cox, Chapter 14:  *A Model to Guide Organization Change*
LR - Cox, Chapter 15:  *Tools for Organization Development/Change*
LR - Blank and Slipp, Chapter 10:  *Women*
LR - Blank and Slipp, Chapter 11:  *White Men*
LR - Blank and Slipp, Chapter 12:  *When You Are “The Other”*
LR - Blank and Slipp, Chapter 13:  *When You are the Manager*

Readings:  Cox, Part Five – Chapters 14 - 15  
Blank and Slipp, Part Two – Chapters 10 & 11  
Blank and Slipp, Part Three – Chapters 12 & 13

CLASS SESSION VI:  Saturday, October 4, 2003 -- 1:00 P.M. - 5:00 P.M.

12:00 - 4:00  Topics:  Application of Course Concepts to Case Study

Activities:  Team Meetings re Case Analysis Project

4:15 - 4:45  Team Discussions of Case Analysis Project

4:45 - 5:00  Wrap-up
NOTE ON THE *OPTIONAL* SEMINAR PROJECT IN BSM 483

As is the case with the Group Case Analysis Project, the BSM 483 Seminar Project -- which is optional -- is designed to afford course participants a challenging forum in which to demonstrate skill in mastering the conceptual and theoretical materials covered in the Course -- but from the vantage point of "the REAL, real world." This brief note contains an overview of the Project assignment. Early reflection on the contents of this Note will be beneficial in terms of the later pursuit of a Project that will be interesting, "learningful," and indeed, fun.

**Objectives of the Seminar Project**

This Project is designed to serve two principal objectives: (i) to demonstrate the participant's grasp of the core material on diversity presented in the seminar, and (ii) to ensure, insofar as possible, that such understanding is "grounded" in the practical world of organizations and management -- the arena where these understandings must ultimately be applied.

**Assignment**

Participants are to interview at least two practicing managers about the issue of diversity in the workplace. The required (approximately) fifteen-page Project document will contain a report and analysis of the findings of these interviews, as further described in the sections below.

**Section I: The Case Study Embodying the Interview Findings**

In the first section of the Project document, participants are to provide a case study of the interviewees' experiences and attitudes in relation to diversity in the workplace. These findings should be reported in an engaging and organized way. Here are the issues to be covered in the interviews and in the case study encapsulating the interview findings:

1) A brief sketch of the managers' career histories.

2) A discussion of how workplace diversity (gender, ethnicity, race, etc.) has affected their careers, and a discussion of their individual personal strategies for dealing with issues related to diversity that have affected them personally.

3) A discussion of how diversity has impacted, or impacts, the way work gets done in the interviewees' part of the organization -- job assignments, who works with whom, where the work takes place (inside/outside the organization), how people work together (their informal work dynamics), and so on.

4) A discussion of how the culture, policies, and practices of the managers' organizations influence the way diversity issues are managed. A few examples of aspects of the organization to look at: hiring, training, compensation and benefits, promoting, mentoring, succession, and company symbols and rituals.

5) A discussion of how diversity affects their relationships with others at work -- e.g., their peers, subordinates, and superiors.

This Note was prepared by Professor Clif Darden, as a basis for student project guidance in BSM 483, and may not be reproduced in whole or in part without the author’s express consent. All rights reserved. 1999.
6) A discussion of any other issues surfaced that have some demonstrable bearing on the impact of diversity in the interviewees’ organizations.

**Some Procedural Suggestions:**

a) Before contacting prospective interviewees, prepare a list of interview questions that will facilitate effective information gathering. (Prospective interviewees may well want to know what information is sought before agreeing to participate.)

b) Assure prospective interviewees of your willingness to disguise their and/or their firms’ identities, if they desire. (Then, **rigidly adhere** to such a commitment.)

c) If it will make the interviewees more comfortable, and/or permit a more leisurely, relaxed conversation, offer to schedule the interview in a setting and at a time that will least interfere with (or be disrupted by) the interviewee's job duties.

d) Ask for descriptions of specific incidents if interviewees relate information that is too general. (Remember: the more specific the interviewees can be about their experiences, the richer the data are likely to be.)

e) Try to understand the interviewees' emotive reactions to the issues or events that they describe. (If you are not clear how a reported situation made them feel, ask them how they felt about the situation/incident/policy, etc. at the time.)

**Section II: The Analysis of the Case**

After you have told the stories of your interviewees, reflect on and make sense of what they have told you. Consider in your analysis how the experiences and attitudes reported to you in the interviews fit with what you have learned about the workplace dynamics of diversity. **Remember:** A critical analytic task is to connect your data to different readings from the course. (Cite specific references when you make connections between your data and the readings.)

Crucial to a serviceable analysis is avoidance of the temptation to over-generalize. Remember that you have received the thoughts of only two representatives of whatever cultural identity groups you chose to interview -- not the entire global population of those groups.

Finally, your analysis should present your own thoughts and reactions to the interviews and the interviewing experience. What did you learn? What was your emotional reaction to the interviews? What conclusions do you reach in thinking about the interviews vis-a-vis the course?