PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIAUDIO
SCHOOL OF BUSINESS AND MANAGEMENT

DR. JOHN A. CONSOLI

BSM 483.45

MANAGING DIVERSITY IN ORGANIZATIONS

JUNE 2 & 3 AND JULY 7 & 8, 2006
IRVINE CAMPUS

SUMMER 2006

SYLLABUS

I was so much older then; I'm younger than that now. Bob Dylan
MANAGING DIVERSITY IN ORGANIZATIONS  
BSM 483.45  
Summer 2006

Friday, June 2 (6-10 pm) & Saturday June 3 (8 am-5 pm)  
Friday, July 7 (6-10 pm) & Saturday, July 8 (8 am – 5 pm)  
Irvine Campus

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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 has 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.

**Textbook**


**Articles and Cases**

The course requires you to acquire and read several articles. All but one of the articles, *Managing Conflict in a Diverse Workplace*, and a single case which will be assigned by the end of the first weekend, are available online at the Pepperdine University Library or over the Internet.

*Managing Conflict in a Diverse Workplace* and the single case that will be assigned for the group case analysis assignment can be downloaded and purchased at: [www.study.net](http://www.study.net) Go to the web site and click on “Student Instructions.” Follow the instructions and work your way to BSM 483. You will see course materials that are available to you for a nominal fee.

**Course Grading Structure**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Response Paper One</td>
<td>40</td>
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<tr>
<td>Response Paper Two</td>
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<td>Response Paper Three</td>
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<td>Response Paper Four</td>
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<tr>
<td>Group Project</td>
<td>40</td>
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<tr>
<td>Participation</td>
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<td>Personal Development Plan</td>
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<td>or Final Individual Project</td>
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<td>240</td>
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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
- “B-” = 80 - 82 points
- etc.

Course Assignments

Response Papers: Four response papers will be due during the course. The purpose of each paper is to encourage you to think about things you may not have thought about before and to aid you in taking a position or strengthening your position on a particular idea or concept.

All papers are to be prepared using an APA format, using the Times New Roman font and not to be less than 8 point or larger than 12 point. Margins, footers, and headers are to be standard. With the exception of Response Paper one, all assignments are to be double-spaced. Please do not prepare a title page for any of the response papers. Head your papers with your name and date on the top line. Center the title of your response paper three lines down from the top of the first page.

Response Paper One (Due June 2, 2006)
This response paper is to be approximately four paragraphs in length and define the following four terms: culture, race (be sure to specify how many races are on the planet), cultural relativism, and ethnicity. You are to explain the meaning of each term as succinctly as you can, using whatever resources you find appropriate and are comfortable with. You are also required to offer an example for each term you define. While you may use whatever sources you deem appropriate, you are expected to correctly cite your sources. This assignment is to be single spaced and should fit on one page. You need not connect or interrelate the four terms. Four “stand-alone” paragraphs will meet the requirement for this assignment.

Materials assigned for this course may not provide you with the information that is being requested in this assignment.

If called upon in class, you should be able to explain how many races exist as well as explain the difference between ethnicity, race, and culture. You should also be prepared to offer examples of different ethnicities. This assignment is valued at 40 points.

Response Paper Two (Due June 2, 2006)
David Brooks, in People Like Us, challenges us to examine how we live our lives on a daily basis. He asks “are you really in touch with the broad diversity of American life?” “Do you care?” In a response paper not to exceed one page (or 250 words) explain why you believe you are in touch with the diversity of American life or, alternatively, why you may not be, and perhaps don’t care. This assignment is valued at 30 points.

Response Paper Three (Due July 7, 2006)
In his Letter from Birmingham Jail, Martin Luther King uses the phrase “single garment of destiny” to describe human unity. This may be similar to what Thomas and Ely identify as the assimilation paradigm (we’re all the same) in their article, Making Differences Matter. Thomas
and Ely also describe two other paradigms: differentiation (we celebrate differences) and integration (promotes equal opportunity and values cultural differences).

Describe the paradigm for managing diversity you observe in the organization you are employed in. Give specific examples of actions management has taken or built into the organizational structure and/or culture of the organization. This paper is not to exceed three pages (750 words). This assignment is valued at 40 points.

Response Paper Four (Due July 7, 2006)
This is truly not a response paper, but merely a “thought” exercise that is to be submitted in writing. After reading Peggy McIntosh’s article on white privilege, think about yet another white privilege you can add to her list. This assignment requires you to write one sentence – one white privilege, just as Peggy McIntosh does. Papers that contain more than one sentence will receive no credit for this assignment. This assignment is worth 10 points.

Participation
Participation grades are based upon your active participation in class discussions and group exercises. Participation grades are also based upon how well you respect others when they are talking. Sidebar discussions and other disruptive behavior will adversely impact your participation grade. Tardiness and absences will necessarily impact your participation grade. Participation is valued at 30 points.

Group Case Analysis Project
You will be expected to participate in a group case analysis. The analysis will be comprised of both a written product and a group presentation made on the second Saturday of class. The cases are available on www.study.net Cases are listed below:

- Avon Products (A)
- Laura Wollen and ARPCO, Inc.
- Lotus Development Corp: Spousal Equivalents (A)
- Monitor Co: Personal Leadership on Diversity
- Staffing Wal-Mart Stores, Inc. (A)

Further instructions regarding this assignment will be discussed in class. This assignment is valued at 40 points.

Personal Development Plan
This assignment is an opportunity for you to identify no less than three areas addressed in the course that you want to apply in your professional life for the purpose of developing yourself professionally and improving attitudes and the overall climate toward diversity in the organization you are employed in. You are to identify three specific actions or behavioral changes you will take in the next six months and that you believe will improve or enhance your work environment in a context of diversity. Describe (a) specifically what steps or behavioral changes you will take and (b) why you are taking the described actions or making specified behavioral changes. Your plan should be rich with citations and/or references that explain why you are proposing specific steps, actions or behavioral changes. This assignment is an opportunity for you to demonstrate your mastery of the assigned readings. This is best accomplished by explaining why you propose taking certain steps or making certain behavioral changes. This assignment should be approximately 5 to 7 pages in length, utilizing standard margins and a font size no less than 10 point or larger than 12 point. Times New Roman is the preferred font. This assignment worth 50 points and is due on July 8, 2006.
Final Individual Project
Students interested attempting to earn a letter grade of ‘A’ have the option of completing and submitting an assignment by the end of class on July 8, 2006. No projects will be accepted after July 8, 2006. The assignment requires you to interview an executive or a mid level manager about diversity management in the organization they are employed. The interview is to focus on:

(a) The organization’s diversity policies on diversity.
(b) Mentoring programs, recruitment programs, or other programs the organization maintains to foster a diversified work environment.
(c) The biggest success(s) the organization can celebrate regarding the management of a diversified workforce.
(d) Biggest obstacles to furthering diversity in the organization.
(e) Steps the leader has taken to minimize bias in the organization.

The topics listed above are offered as starting points for the interview rather than limitations to this assignment. You are encouraged to expand the scope of the interview. The interview is to be summarized in a narrative format and is to be between five and ten pages in length. Font size, type etc. is to be the same as that used in the response papers (described above). The assignment is due July 8, 2006 and is worth 50 points.

Class Schedule

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<tr>
<th>Friday</th>
<th>Introductions &amp; Review of Syllabus</th>
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<tr>
<td>June 2, 2006</td>
<td>Race/Culture/Ethnicity/Relativism</td>
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Read: Thiederman, Chapters 1 & 2

Response Papers One and Two are Due

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<tr>
<th>Saturday</th>
<th>Diversity and Discrimination</th>
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<tr>
<td>June 3, 2006</td>
<td>Read: Thiederman, Chapters 3-9.</td>
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<td></td>
<td>Humphreys, J. (2002). The best of intentions. <em>Harvard Business Review</em> 80 (7), 31-42. (Print entire article but you need to read only pp. 31-34).</td>
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Bring: Managing Conflict in a Diverse Workplace (Harvard Business School Case 9-395-090). (This publication is for in-class activities only. You need not read it before coming to class).
**Do:** Go to the web site below and learn about biases you may have. Pick one or more of the fourteen Implicit Association Tests listed.

Take one or more tests and have fun learning about biases. You will not be required to disclose your biases to anyone. This is strictly for your own edification and sharing any information you learn from the test is entirely optional.

https://implicit.harvard.edu/implicit/demo/selectatest.html

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**Friday**

**Civil Rights, White Privilege, and Women in the Workplace**

**July 7, 2006**

**Read:** Thiederman Chapters 10 & 11


http://almaz.com/nobel/peace/MLK-jail.html


http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html


**Response Papers Three and Four are Due**

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**Saturday**

**Diversity and Management**

**July 8, 2006**

**Read:** Thiederman Chapters 12 & 13


**Presentation of Group Case Analysis Presentations**