2012

BUAD 611-1S Workforce Diversity Issues

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WORKFORCE DIVERSITY ISSUES
BUAD 611-1S, 3 cr hrs
Summer 2012, Smith 250
Dr. Nancy Bertaux
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CLASS DATES:
5:30 pm - 9:00 pm Fri., May 4
9:00 am - 5:30 pm Fri., Sun., May 11, 13
9:00 am - 5:30 pm Fri., Sun., May 18, 20

REQUIRED TEXT:  Carol Harvey and M. June Allard, Understanding and Managing Diversity: Readings, Cases, and Exercises (5th ed.)

CHOOSE ONE OF THE SUGGESTED READINGS BELOW FOR PROJECT:

Kim Olver and Sylvester Baugh, Leveraging Diversity at Work: How to Hire, Retain and Inspire a Diverse Workforce for Peak Performance and Profit
Michael C. Hyter and Judith L. Turnock, The Power of Inclusion: Unlock the Potential and Productivity of Your Workforce
Michalle Mor Barak, Managing Diversity: Toward a Globally Inclusive Workplace
Karsten, Margaret Foegen, Gender, Race, and Ethnicity in the Workplace: Issues and Challenges for Today's Organizations (3 volumes), (Praeger Perspectives, 2006)
Dominguez, Cari M. and Jude Sotherlund, Leading with Your Heart: Diversity and Ganas for Inspired Inclusion (SHRM, 2010)

OPTIONAL TEXT:  Francine Blau, Marianne Ferber, and Anne Winkler, The Economics of Women, Men, and Work (6th ed.)

ARTICLES: (E-Reserve/Blackboard) check under Bertaux, BUAD 611. Password for E-Reserve: “diversity”.

PREREQUISITE: None

COURSE OBJECTIVE: To gain understanding and appreciation of issues of workforce diversity and inclusion, both national and global, and their impact on organizations, individuals and public policy including (but not limited to!) issues related to gender, race, class, nationality, sexual orientation, disability, and age.

COURSE DESCRIPTION: Workforce Diversity Issues utilizes a multi-disciplinary perspective, so we will draw on economics, sociology, psychology, history, management and law in our exploration of these issues. This course combines analysis of theoretical and background readings, examination of cases, class discussion and sharing of perspectives, experiential exercises, and application of ideas to real-world situations. Student presentations, based on individual and group research, will assist in achieving course objectives.
GRADING:

Grading will be based on the following:

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<td>Class Participation</td>
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<td>Presentation/written submission for group project</td>
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<td>Diversity audit paper</td>
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<td>Final Exam*</td>
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<td>Part II = reflective final essay</td>
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A  282-300 pts.
A- 270-281 pts.
B+ 261-269 pts.
B  252-260 pts.
B- 240-251 pts.
C+ 231-239 pts.
C  210-230 pts.
F  0-209 pts.

*Part I = readings journal; Part II = reflective final essay

NOTES: Academic dishonesty is not tolerated. Assignments, due dates, etc. may be changed at my discretion. Late assignments will be marked down 10% for each late business day. Absences are serious in a course of this kind, regardless of reason. You must see instructor and will have extra work assigned to make up for any absence. Also, please be on time for all classes. Any requests to review grading beyond a simple accuracy check will result in a complete review of the assignment, and elements of your grade could go up or down.

READING ASSIGNMENTS (unless otherwise noted, all readings are from the text, Harvey and Allard, 5th ed.; note that ra

I. Understanding Individual Perspectives of Diversity

Readings 6, 8-10

II. Understanding Social Identity Perspectives of Diversity

Kanter, (E-Reserve/Blackboard), "The Job Makes the Person."

Readings 13-17, 22, 24, 31, 33

III. Understanding Organizational Perspectives on Diversity and Inclusion

Thomas (E-Reserve/Blackboard), “From Affirmative Action to Affirming Diversity”
Cox and Blake, (E-Reserve/Blackboard), "Managing Cultural Diversity"
Reading 47

IV. Group Project Presentations; Diversity Audits

Choose one book from suggested readings above

Williams College of Business Mission Statement:
We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.
Group Presentation Assignment: BUAD 611

1. The class will divide into groups (depending on the size of the class, topics may also be assigned to individuals or pairs). Each group will have a topic related to people in a diverse workplace. You will have some class time available to coordinate your groups. It is perfectly acceptable to divide the group topic into individual sub-topics.

2. a. Presentations:
   Each group will prepare a one-page, typed overview of the presentation. The activities planned for the student's presentation should be briefly described, including how you plan to involve the class. Any special activities included in any aspect of the student's project (surveys, interviews, field visits, videos, guest speakers) should be noted. This sheet should be turned in with the group’s outline and bibliography (see below).

   b. For the presentation, each group should use one case and/or exercise from the text (other than those used by me) or, you can find or create your own case or exercise. You may assign this as reading for the class to do before your presentation if desired.

   c. Each group will give a presentation to the class. Presentations should not be "mini-lectures" -- be as creative as you wish. The goal should be to stimulate class reaction. Each group will have 30-40 minutes for its presentation. This should include at least 20 minutes for class discussion or participation/engagement. Do not exceed a total of 10 minutes for guest speakers and/or videos; also, do not exceed 15 minutes of lecture/powerpoints. Each presentation should include elements of personal experience or personal viewpoint. Observe time limits.

3. Each group should turn in a binder with all of the following, on the day of the presentation.

   a. A fairly detailed scholarly outline (not a paper) covering your topic, approximately two typed, double-spaced pages per person. Include a cover sheet with your names and topic. You should not try to "cover" your outline during your presentation, but it should serve to "inform" the presentation. There is typically much more information on the outline than the group can cover during the presentation.

   b. A reading list developed on your topic (6-8 readings—beyond those listed as texts—per person in your group should be about right, depending on your topic). You should generally have a mix of sources, which may include books, scholarly journals, newspaper and magazine articles, organization documents and interviews. Most of your sources should not be magazine and newspaper articles, as they are typically somewhat shallow in their treatment of topics, but they make useful auxiliary sources. The list should be in proper bibliographic format—use either MLS or Chicago style, as long as you are consistent; see the reference librarian if you need help.

   c. Copies of articles on your reading list. (You needn't copy books or book chapters!)

   d. Don't forget to attach a one-page summary of your presentation! (see 2.a. above).

4. Projects will be evaluated based on the following criteria: content, clarity, style, effectiveness, creativity, research, evidence of community contact/involvement, personal experience/viewpoint.
Diversity Audit Assignment: BUAD 611

Do a diversity audit of an organization with which you are familiar. You can do this as an individual or with a partner or group. All group members will receive the same grade, so it is the group's responsibility to make sure all members contribute.

Assume the role of a diversity consultant. All audits should have some statistics (see E-Reserves, "Analyzing Organizational Demographics" for ideas). Do the best you can with this; feel free to add to or subtract from this list as you feel is appropriate for your organization. You can also use questionnaires/surveys, focus groups and/or interviews to gather data on attitudes in your organization. (Refer to the Harvey article #47, “Evaluating Diversity and Inclusion in the Real World.” Some samples of instruments are on E-Reserve under “Corporate Audit” from Lee Gardenswartz and Anita Rowe, Managing Diversity.) Please, pick, choose and alter content to fit your needs. Your report should summarize this qualitative data and express any insights they impart. Finally, your report should briefly offer suggestions to the organization in light of what the audit has shown.

Your report should also use as a substantive reference one or more of the following books (or any of the books under suggested readings above):


The report should be 5-7 pages long, double-spaced, not including data tables/graphs/etc. If time allows, you will make an informal, 5-10 minute presentation on it during class.

NOTE: This is sensitive stuff for many organizations! Do not give the organization's name in your report and let anyone you talk to for the audit know that they and the organization will not be named, that this is only for academic purposes, etc.
Workforce Diversity
Final Exam: Part I, Reading Journal
Dr. Bertaux

Responses need not be more than a couple of paragraphs for each reading. Please type your responses. For any given reading, you are permitted to “write your own question” for reaction/analysis if desired.

Q # / Reading #
1 / 6 Miner, “Body Ritual Among the Nacerima.” Imagine that you are a member of the author’s culture. What kinds of stereotypes could you have of the American culture and its people if this reading is your only source of information?

2 / 8 McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies." What does the author mean by the concept of "white privilege"? What is your reaction to this concept on a personal level?

3 / 9 Choose one of the discussion questions at the end of the reading.

4 / 10 Choose one of the discussion questions at the end of the reading.

5 / 13 Sowell, "A World View of Cultural Diversity." In America, the management of workers by "assimilation into the workforce" is being replaced by the "integration of diversity." How would the author explain this shift in approach?

6 / 14 Choose one of the discussion questions at the end of the reading.

7 / 15 Choose one of the discussion questions at the end of the reading.

8 / 16 Choose one of the discussion questions at the end of the reading.

9 / 17 Choose one of the discussion questions at the end of the reading.

10 Tannen, (E-Reserve/Blackboard, “The Power of Talk: Who Gets Heard and Why”) How does Tannen relate communication and diversity issues? Does this resonate with your own experience in the workplace?

11 Choose one of the discussion questions at the end of the reading.

12 / 24 Hunt, "Are We Equal Yet? Making Sense of Lesbian, Gay, Bisexual, and Transgender Issues in the Workplace.” What factors or forces might continue to discourage some organizations from taking on the issue of gay and lesbian rights in the workplace? How might these factors or forces be overcome?

13 / 31 Choose one of the discussion questions at the end of the reading.

14 / 33 Fisher et al, "Religion in the US Workplace.” Identify a belief, value, or attitude of your that you can attribute to your religion, and explain how this could affect your role and performance in a multicultural workplace.

15 / 47 Choose one of the discussion questions at the end of the reading.

16 Kanter, (E-Reserve/Blackboard, "The Job Makes the Person.") Employees who are critical and resentful are often frustrated and blocked people who are not very productive and who act as depressors on others. What might be done to improve their morale and productivity?

17 Cox and Blake, (E-Reserve/Blackboard, "Managing Cultural Diversity.") How does an organization's failure to manage women and minorities effectively translate into unnecessary costs? How can more effective management of these groups lead to competitive advantages?

18 Blau et.al. (E-Reserve/Blackboard, “Models of Labor Market Discrimination.”) Select and describe one of the theories of discrimination described in this reading. Give an example of how you have seen (or heard of) this kind of discrimination in the workplace.

19 Thomas, (E-Reserve/Blackboard, "From Affirmative Action to Affirming Diversity.") Assess one of your current/past employers, or this college, in terms of Thomas’ six-step cycle. Where is this organization in terms of managing diversity? What changes have you observed as a result of its successes or failures in this process?

20 Bonilla-Silva et al (E-Reserve/Blackboard, "I Did Not Get that Job Because of a Black Man...: The Story Lines and Testimonies of Color-Blind Racism,") Analyze this article in light of our discussion of theories of discrimination. Does the idea of “color-blind racism” make sense to you? Why or why not?