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

DR. BARBARA LINCOLN
OTMT 483.25
MANAGING DIVERSITY IN ORGANIZATIONS
SATURDAYS
JUNE 6, JUNE 27 & JULY 18, 2015
WLA GRADUATE CAMPUS
SUMMER 11 2015

SYLLABUS
MANAGING DIVERSITY IN ORGANIZATIONS
OTMT 483.25
SUMMER 11, 2015

Day/Class: Saturdays: June 6, June 27, and July 18, 2015
Time: 8:30 a.m. to 5:30 p.m.
Location: WLA Graduate Campus

Dr. Barbara Lincoln
E-mail: drlincoln2@earthlink.net
Other contact information will be provided at our first session.

**If you cannot attend all three sessions of this class, please do not enroll in it at this time.

Catalog Course Description

This seminar exposes students to the personal and organizational implications of increasing workforce diversity. The seminar aims to: (1) 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 (2) examine the managerial implications of increasing cultural diversity in organizations. In accomplishing the former, the current state of theory, research, and application is explored in several thematic areas, including: (1) the nature or character of diversity in organizations, and (2) 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 the exploration of these issues, the emphasis will be on developing greater understanding of issues, problems, and opportunities posed by greater cultural diversity within the United States 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. The overall goal is to exemplify the challenges and benefits of diversity and increase the possibilities of living and working together in a multicultural society.

The seminar incorporates the following:
- To analyze the implications of economic and demographic trends for the workforce and global competitive stance of U.S. commerce and industry;
- To acquaint students with the workforce diversity issues confronting organization members and managers;
- 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;
- To expose students to some of the “model” diversity-management practices that have been adopted, with good effect, by various organizations;
- To examine empirical research that links diversity-management efforts to received benefits, including increased productivity, lower turnover and absenteeism, fewer grievances, etc.

Methodology

Class meetings will emphasize discussion and participation rather than a traditional lecture format. There will be a strong emphasis on discussing assigned readings and sharing experiences. The use of case analyses, discussions, in-class activities, videos, and individual and group presentations will provide a variety of learning experiences. The emphasis is on the application of the conceptual knowledge to “real world” organizational situations. Students will be expected to display high personal involvement and commitment, as evidenced by:

1. Competent preparation, demonstrated by active and responsible participation in all the facets of the learning experience.
2. Integration of course concepts and theoretical frameworks at every opportunity, particularly in the class projects.
3. Professional approach to the mastering of the subject matter. Substandard reports will not be accepted.
4. Coming to class prepared and arriving on time. We have a great deal of information to cover in each session and your presence is important for our combined learning as a community.
5. Timely project submissions.
   - Instructors have a duty to ensure equitable treatment of all participants.
   - **Late papers, if accepted**, incur a penalty – see “Additional Guidelines” below.

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

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. Your learning, and that of your colleagues, is maximized when our individual resolve is to discuss our experiences, thoughts, and feelings, without fear of being judged, stereotyped, or categorized by our fellow participants. To facilitate the creation of this desired learning community, the following guidelines are suggested as the code of conduct by which each of us agrees to abide.

**Anyone who feels that he/she cannot go along with these rules should consult with the Professor.**

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.

**Basic Textbook and Course Materials**


- Download the following articles from Pepperdine library’s database:


**Please check with the librarian if you have any problems accessing these articles.**

**Recommended Reading**


**Attendance Policy**

Consistent attendance at and preparation for all class sessions are crucial to the student's successful performance in and completion of the course. Students who miss one class session (a 4-hour meeting) will lose participation points for that session and will have their final course grade reduced to the next lower grade level (e.g., a grade computed as B+ is recorded as B). Note: Attending only approximately one-half of a class session corresponds to one-half of a class session being missed. In order to pass this course, if more than one class session (a 4-hour period) is missed, the student will be required to complete a make-up assignment which will be designed by the professor, or will be encouraged to repeat the course.

It is recognized that business related activities or an illness might necessitate an absence, and it is expected (as well as courteous) to let the instructor know in advance of the class.

**University Conduct**

This course may require electronic submission of essays, papers, or other written projects through the plagiarism detection service Turnitin ([http://www.turnitin.com](http://www.turnitin.com)). Turnitin is an online plagiarism detection service that conducts textual similarity reviews of submitted papers. When papers are submitted to Turnitin, the service will retain a copy of the submitted work in the Turnitin database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. The use of Turnitin is subject to the Terms of Use agreement posted on the Turnitin.com website. You may request, in writing, to not have your papers submitted through Turnitin. If you choose to opt-out of the Turnitin submission process, you will need to provide additional research documentation and attach additional materials (to be clarified by the instructor) to help the instructor assess the originality of your work.

The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:
- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
- Forgery, alteration, or misuse of University documents, records, or identification.
- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative process of the University or any of the approved activities.
- Otherwise unprotected behavior that disrupts the classroom environment.
- Theft or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

- **Dismissal** – separation of the student from the University on a permanent basis.
- **Suspension** – separation of the student from the University for a specified length of time.
- **Probation** – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.

**Policy on Disabilities**

**Assistance for Students with Disabilities**
The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. In order to initiate services, students should meet with the Director of the DSO at the beginning of the semester to discuss reasonable accommodation. If a student does not request accommodation or provide documentation, the faculty member is under no obligation to provide accommodations. You may contact the Director of Disability Services at (310) 506-6500. For further information, visit the DSO Web site at: [http://www.pepperdine.edu/disabilityservices/](http://www.pepperdine.edu/disabilityservices/).

**Additional Guidelines – Please read this carefully**

- All required reading is to be completed **prior to** the class session it will be presented.
- Keep a copy of everything you submit.
  - A front cover page must be included with all work required. This cover page should have the following information:
  - the name of the assignment, the student’s name, the course name and title, the professor’s name and the date.
- **All papers are to be submitted as a Word document to Sakai**
- Follow APA format (6th edition) for all written work turned in.
- All papers are to be word processed – **double-spaced**, with 1” margins on all sides. Papers must be carefully proofread and free from grammatical, spelling, punctuation and other errors.
• Failure to follow the guidelines of APA format in your written reports will result in a significant point deduction for the assignments.
• All information obtained from any source must be properly cited, both within the text of a paper and on a properly formatted Reference page.

• Professional writing is the ability to express oneself both articulately and accurately using the written word. Business demands that reports and papers be accurate, make a point, and suggest a direction or a conclusion, and professional writing is a course expectation.
• All papers are graded for content, style and format.
• Regarding scholarly research material for your papers in this class, the following Internet resources are not acceptable for citation purposes: Wikipedia, WikiAnswers, or any other internet resource where authors and/or sources cannot be identified and properly cited.
• All papers are to be the student’s own work. Failing to provide citations for the words or thoughts of another is considered plagiarism, and it is considered improper conduct subject to disciplinary action.
  • See Pepperdine University’s Academic Catalog for details concerning this issue.
• Plagiarism, defined by the Council of Writing Program Administrators, is when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.
  • This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. This means: submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source.

• LATE WORK: Assignments must be turned in when due. Late work cannot be accepted unless prior arrangements have been made with the professor. Be sure to contact the professor if you believe you must turn in an assignment after the due date.
  • Assignments turned in after the due date will be penalized at 10% per day.
    ▪ As an example, a paper turned in 3 days late will have 30% of the points earned deducted.
  • No late work will be accepted that is more than 6 days late.
• All assignments submitted for each course must be created for that particular course. Any assignment (a paper or presentation) submitted for credit in one course may not be duplicated and submitted for credit in any other course.
• Regarding pagers and phones, no paging or cell phone use during class. This is very disruptive. If you require an exception, discuss this with the professor.
• Eliminate laptop computer distractions. You should only use your laptop computer during class for class-related purposes. You should not use your laptop computer during class for any other activities, including playing games, listening to music, downloading files, visiting websites unrelated to class activities, reading e-mail unrelated to the class assignments, instant messaging your friends, and so forth. If observed engaging in such behavior, you will be asked to leave the class.
Grading

The quality of learning in this class reflects, in large part, the thoroughness of preparation of each member of the class for class meetings, and the contributions of class members. Opportunities are provided for clear feedback, not only from the professor but from the other students as well. Evaluation criteria will include the quality and quantity of your written and oral participation in class.

**Participation is an important part of this course.** Each class meeting will be a forum to share ideas and understanding.

It is essential that students listen carefully and participate in each session. Appropriate and effective class participation means that the points made are relevant to the discussion, and that they increase understanding. Comments should take into consideration the ideas offered by others in the class, and should show evidence of a thorough reading and analysis of the material.

Additional information on class participation expectations is on page 11 of this syllabus.

**The student's final grade for the course will be determined as follows:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation (includes regular attendance and active participation in all class discussions)</td>
<td>24</td>
</tr>
<tr>
<td>1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____</td>
<td></td>
</tr>
<tr>
<td>2. Film Analysis (Individual paper)</td>
<td>16</td>
</tr>
<tr>
<td>Due Date: June 20, 2015</td>
<td></td>
</tr>
<tr>
<td>3. Current Diversity Issue (2-3 person assignment)</td>
<td>20</td>
</tr>
<tr>
<td>Due Date: July 15, 2015</td>
<td></td>
</tr>
<tr>
<td>4. Oral Presentation of text chapter (Individual assignment)</td>
<td>20</td>
</tr>
<tr>
<td>5. Diversity Awareness Exercise – 4 person assignment (no formal paper required)</td>
<td>20</td>
</tr>
<tr>
<td>Due Date: July 18, 2015</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grades are determined on a straight-scale basis using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points/Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>Exceptional quality work</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Professional quality work</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
</tbody>
</table>
Class Agenda

Please note: All students are expected to have read the assigned Chapters BEFORE coming to class.

<table>
<thead>
<tr>
<th>2015 Date and Time Saturday</th>
<th>Topics</th>
<th>READINGS</th>
<th>ACTIVITY &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session #1 6-6-15 AM</td>
<td>Defining diversity; Managing Diversity; Introduction and conceptual framework. Introduction to the course; Review Syllabus, assignments, etc.</td>
<td>Textbook, chap 1 **Article: Body Ritual Assessments and exercises.</td>
<td></td>
</tr>
<tr>
<td>#2 PM</td>
<td>Diversity legislation Discrimination, equality, fairness</td>
<td>Textbook, chaps 2, 3 Assessments and exercises. *Video – part 1</td>
<td></td>
</tr>
<tr>
<td>6-20-15</td>
<td><strong>Film Analysis Due</strong></td>
<td><strong>Student presentations</strong></td>
<td></td>
</tr>
<tr>
<td>Session #3 6-27-15 AM</td>
<td>Global demographic trends Socioeconomic Transitions Defining diversity in a global context</td>
<td>Textbook, chaps 4, 5, 6 **Article: Diversity as Strategy **Student Presentations *Video – part 2</td>
<td></td>
</tr>
<tr>
<td>#4 PM</td>
<td>Theoretical perspectives Culture and communication Interpersonal relationships</td>
<td>Textbook, chaps 7, 8, 9 **Article: Cultural Competence</td>
<td></td>
</tr>
<tr>
<td>#6 PM</td>
<td>The Inclusive Workplace: Level III and Level IV Course wrap-up</td>
<td><strong>Diversity Awareness Experiences.</strong></td>
<td></td>
</tr>
</tbody>
</table>

If we cannot end now our differences, at least we can help make the world safe for diversity. ~~~John F. Kennedy
Course Requirements

1. Class Participation

Student involvement in discussions during each session is an important aspect of this course. Quality participation in class is encouraged and will be a large component of the final grade. Discussions will cover chapter contents, presentations, cases, and class activities. The instructor may call upon students to start the discussion and/or answer specific questions during the class session. **Regular participation in the learning process is a key performance expectation.**

**Note:** Sitting in class with a laptop open and attention focused on the computer is inappropriate behavior for this class as it inhibits participation and is perceived by others as a lack of interest in the material being discussed.

Grading Rubric:

<table>
<thead>
<tr>
<th>Criteria for Class Participation</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of Contributions</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Comments are relevant and reflect understanding of text, previous remarks of other students; shares insights about assigned material.</td>
<td>Comments are sometimes relevant and reflect understanding of text, previous remarks of other students; sometimes shares insights about assigned material.</td>
</tr>
<tr>
<td><strong>Level Of Engagement In Class</strong></td>
<td></td>
</tr>
<tr>
<td>Student actively contributes to class by offering ideas and asking questions <strong>more than once</strong> per class.</td>
<td>Student proactively contributes to class by offering ideas and asking questions <strong>once</strong> per class.</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Student listens when others talk, both in groups and in class. <strong>Student incorporates or builds off of the ideas of others.</strong></td>
<td>Student <strong>generally</strong> listens when others talk, both in groups and in class.</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Student is <strong>almost always</strong> prepared for class with assignments and required class materials.</td>
<td>Student is <strong>usually</strong> prepared for class with assignments and required class materials.</td>
</tr>
<tr>
<td><strong>Total - average score</strong></td>
<td>116</td>
</tr>
</tbody>
</table>
2. **Film Analysis**  
**Due June 20, 2015 by 10 p.m.**

*Description.* Students are to write a paper on the issues brought out in the film. It is essential that the student take notes while viewing the film to capture their own thoughts, questions and reactions to the various scenes being depicted.

Each student will select and review a film that deals with an aspect of cultural diversity.  
*A list of acceptable films and complete details of this assignment will be provided at our first class meeting.*

**The paper should be structured as follows:**

1. Write a 5-6 page analysis of a single film; the page count does not include the cover or reference pages. Be creative and present the material in an interesting and engaging manner.

2. **The Introduction.** Include a brief summary of the story and description of the main characters. Describe the context in which the story is set, and what you think the film is trying to say -- the film's message.

3. **The Body of the Paper.** Discuss the film's meaning, and the character parallels/motifs. Describe two or three scenes that were particularly effective in communicating the message of the film to the audience. Analyze the themes present in the film (such as racism, biases, cross-cultural communication, obesity, family values, GLBT issues, immigrants, etc.).
   
   - Research the literature (use 3-4 scholarly sources) to enhance your analysis of the film. Use the course text to support your ideas if applicable.
   - Cite all sources used in APA format, both within the text and on the Reference page.
      - How to format a Reference page - [http://owl.english.purdue.edu/owl/resource/560/05/](http://owl.english.purdue.edu/owl/resource/560/05/)

4. **Conclusion.** Bring to a close your analysis of the film's message and the way it was portrayed. Don't simply repeat your introduction, but discuss the broader implications of the film in terms of the ideologies and social values addressed in the film. Why was the film made the way it was? What did you like best about the movie? Why? What did you like least about the movie? Why?
Grading

To earn full credit, all of the following criteria must be met:

<table>
<thead>
<tr>
<th>Content</th>
<th>Content is relevant, accurate, thorough, and organized effectively. Main points well supported; examples clearly support arguments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Style</td>
<td>Writing is professional with no spelling or grammatical errors and has been carefully proofread. Captures and engages reader's interest.</td>
</tr>
<tr>
<td>Clarity and coherence</td>
<td>Writing flows smoothly from one idea to another. Writer has assisted the reader in following the logic of the ideas expressed.</td>
</tr>
<tr>
<td>References</td>
<td>Well-documented and within body of the paper; use of the course text and additional sources from the literature enhances the content presented; references included throughout in current APA format. Internet resources such as Wikipedia and WikiAnswers where authors and/or sources cannot be identified are not acceptable for citation purposes.</td>
</tr>
<tr>
<td>Cover page and reference page</td>
<td>Cover page lists the assignment name, your name, course name and title, professor’s name, and the date submitted. Cover page and reference page are in APA format with appropriate number of references included.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Paper is presented professionally, word–processed, double spaced, 12 point font, 1” margins on all sides.</td>
</tr>
</tbody>
</table>


Several students will select a current diversity issue in the workplace and research the issue from a variety of perspectives. Examples of topics could be age discrimination, gender diversity/discrimination, diversity issues in Europe, diversity issues in Asia, cross cultural communication, diverse leadership styles, child labor, etc. The specific concepts to be selected will be decided at our first meeting.

The paper should be structured as follows:

1. Students will write a 8-10 page analysis of a concept or issue related to workplace diversity. The page count does not include the cover or the reference page.
2. Begin the analysis with a short introductory paragraph expressing what the concept is and why it is significant to you and your colleagues. Be sure to define and describe it carefully.
3. Research the literature (use at least 4 scholarly sources) to enhance your analysis of the selected concept. Use the course text to support your ideas if appropriate. Provide examples, illustrations and case studies that will enhance the understanding and appreciation of the concept, and analyze the various ways it can be addressed in the workplace.
4. Identify recommendations for further research, education and management as appropriate.
5. Have an interesting and meaningful conclusion. In the conclusion, bring to a close your analysis of the concept, and beyond a summary of key points made. Discuss also the broader implications of the main points addressed in the paper, and any suggestions for workplace diversity training that might apply. This part should be at least 1-2 pages.

Reminders:
- As with all papers, be sure that the content is accurate, details are relevant, and examples clearly support arguments.
- Be sure the paper is well-constructed, interesting, relevant, well-documented and that your ideas flow nicely.
- Proofread carefully to catch errors in grammar, punctuation, spelling, and other writing issues.
- Be creative and present the material in an interesting and engaging manner.
- Be sure to follow APA format - proper citations of all sources used and a properly formatted reference page.

**Grading** will be based on the quality, relevance to workplace diversity and importance of the topic. See the grading table for Assignment 2.

4. **Oral Presentation of Text Chapter**

Description. One or two students will present information from one of the assigned chapters from the course text. Students should skim all chapters of the text ahead of time. Chapters 1 - 3 will be reviewed by the professor.
- The scheduled dates for the presentations for the different chapters are shown on page 10 of this syllabus. There will be sign-ups during our first meeting.

The presentations should consist of the designated student(s) summarizing the chapter contents and initiating a class discussion of the material in the assigned chapters. The presentation should be about **20-25 minutes** maximum and the talk should include the students’ own thoughts concerning the usefulness and application of the covered material. **Some additional research on the subjects covered in the chapters must also be done, such as current statistics or other relevant data. All sources used in developing this presentation must be properly documented. This presentation should be well thought-out and carefully prepared.** These presentations must not consist of a reading of major segments of the assigned material; the use of visual aids, such as PowerPoint, is strongly encouraged.

**Grading** - Each presentation made on time will earn a grade on the basis of the following criteria:
A presentation that shows mastery of the course material, a careful review of the main ideas presented in each chapter, value added from the research done and analyses presented, and conciseness and clarity of expression. Presentations will also be evaluated and graded strictly on quality of content and not on quantity. Presentations must conform to the time limitations.
See below for further characteristics of an excellent presentation.

<table>
<thead>
<tr>
<th>Content</th>
<th>Content is clear, thorough, and organized effectively. Content appropriate for time allowed. Major points clearly defined.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of Delivery</td>
<td>Use of visual aids appropriate. Slides easy to read, interesting, with no spelling or grammatical errors. Handout/outline provided</td>
</tr>
<tr>
<td>Performance</td>
<td>Consistently maintains eye contact, keeps the audience interested. Presents information without reading notes. Voice clear and audible. Speaks fluently. Presentation is not rushed. Adheres to time limits. Professional appearance.</td>
</tr>
<tr>
<td>Questions and Comments</td>
<td>Allows time for class discussion; audience feedback solicited; questions consistently are effectively addressed and correctly answered.</td>
</tr>
<tr>
<td>References and citations</td>
<td>Appropriate number of references included both on individual slides and on the final reference slide. Proper APA format used.</td>
</tr>
</tbody>
</table>

**An outline of the presentation** (or copies of the PowerPoint slides – 4 slides to a page please) is to be submitted to the professor at the beginning of the class session the presentation is scheduled.

The actual presentation must be sent to the professor ahead of time as an attachment to an email message.

5. **Diversity Awareness Exercise** Due Date: July 18, 2015

For this assignment, teams of four students will find a way to experience cultures that are different from their own. Possible activities might be to attend a lecture, view a documentary, visit a church, attend a social event, participate in volunteer activities, attend ethnic festivals, etc.

**Students need to check with the professor regarding their choice of activity in order to obtain permission to proceed with the exercise.**

- Students need to find a place where they are the minority – “the other.”
- Students need to take detailed notes on their experience and will discuss during our last day of class their impressions and feelings, and what they have learned from this encounter. Some research done on the selected group should also be presented.
- These talks should be about 25-30 minutes long, and students are encouraged to be creative as well as informative.
- No formal paper is required; however, an outline of the key points of this experience needs to be handed in to the professor the day of the class discussion.
- Grading will be based upon the type of activity selected, the quality of the discussion and the application of course concepts to this learning experience.

Welcome to this course on managing diversity. In business today, the recognition of the importance of diversity and inclusion has become a key priority of organizational leaders.
Many minorities face complicated barriers in education, work and social opportunities, and it is vital that we understand the impact of these challenges. The material to be covered in this class is extremely valuable to managers at all levels, and it is my sincere hope that you will find this class beneficial, rewarding and challenging.

*For those who have seen the Earth from space, and for the hundreds and perhaps thousands more who will, the experience most certainly changes your perspective. The things that we share in our world are far more valuable than those which divide us.*

~~~~ Donald Williams (Astronaut)