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

CELIA YOUNG, MBA, MA
OTMT 483.45
MANAGING DIVERSITY IN ORGANIZATIONS
SATURDAYS
September 12 through October 10, 2015
IRVINE CAMPUS
Fall, 2015

SYLLABUS
MANAGING DIVERSITY IN ORGANIZATIONS
OTMT 483.45
SPRING, 2015

Day/Class: Saturdays: September 12, September 26 and October 10, 2015
Time: 8:30 a.m. to 5:15 p.m.
Location: Irvine Graduate Campus

Celia Young, MBA, MA
E-mail: celia@celiayoungandassociates.com
Other contact information will be provided at our first session.

**If you will miss any part 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, gender and other diversity issues 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, gender and other 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.
Methodology

Class meetings will emphasize on experiential learning including exercises and discussion 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, 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.

CLASS NORMS

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.

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


Suggested Reading:
• The Shriver Report by Maria Shriver and the Center for American Progress. “A Woman’s Nation” http://awomansnation.com/purchase.php (on-line purchase)
• Elsie Y. Cross. “The Diversity Factor”
• Tim Wise. “Between Barack and A Hard Place: Racism and White Denial in the Age of Obama”
• Eric Marcus. “Is It a Choice? Answers to the Most Frequently Asked Questions about Gay & Lesbian People”
• Thomas Freiedman. “The World is Flat”
• Geert Hofstede. “Culture’s Consequences”

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

From the pull down menu, select Business Source Premier, and enter the author’s name and title of the article in quotation marks to locate these articles.


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

Recommended Reading


ATTENDANCE AND PUNCTUALITY POLICY

Consistent attendance at and preparation for all class sessions are crucial to the student's successful performance in and completion of the course. Sometimes, business related activities or an illness might necessitate an absence, however, students who miss 4 hours or more of the class will have their final course grade reduced to the next lower grade level (e.g., a grade computed as B+ is recorded as B). If a student misses 8 hours or more of the class, she or he will get a failing grade. If you are going to be absent from the class, you are expected (as well as courteous) to let the instructor know in advance of the class.

The class starts at 8:30am. Students are required to arrive before the class starts. Tardiness will be negatively impacting your grade.

CONDUCT POLICY

Graziadio students are expected to respect personal honor and the rights and property of others at all times. This includes abiding by the Graziadio Honor Code as well as the Pepperdine University rules on conduct. These rules can be found in the Legal Notices section of the Graziadio Catalog.

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/.

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.
- No beepers or cell phones are allowed. 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 such as making a presentation.
GRADING

I have designed the following grade components in order to give students a variety of avenues to express their hard work and learning, and to ensure a fair and logical way of determining how well they have done in this class.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Oral Presentation of Text Chapter – small group assignment</td>
<td>30</td>
</tr>
<tr>
<td>Case Study by small group in Class</td>
<td>20</td>
</tr>
<tr>
<td>Individual Paper</td>
<td>30</td>
</tr>
<tr>
<td>Peer Evaluation for Small Group Assignment</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation (includes regular attendance, punctuality and active participation in all class discussions)</td>
<td>10</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>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Exceptional quality work</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>Professional quality work</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Marginal work</td>
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<tr>
<td>C</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>70-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
<td>Unacceptable work</td>
</tr>
<tr>
<td>F</td>
<td>66 or below</td>
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</table>
Class Agenda
Please note: All students are expected to have read the assigned Chapters BEFORE coming to class.

<table>
<thead>
<tr>
<th>Session Number and Date 2013 Saturdays</th>
<th>Topics</th>
<th>PRE-READINGS</th>
<th>ACTIVITY &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 September 12</td>
<td>-Diversity definition</td>
<td>-Section 1 of “Reading for Diversity and Social Justice”</td>
<td>Didactic presentation, discussions and exercises</td>
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<td></td>
<td>-Business imperatives</td>
<td>-Papers by McIntosh</td>
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<td></td>
<td>-Power Dynamics</td>
<td>-Paper #1 by Young</td>
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<td>-Levels of systems</td>
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<td></td>
<td>-Tracking skills</td>
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<td></td>
<td>-Dialogue skills</td>
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<tr>
<td>#2 September 26</td>
<td>-Race</td>
<td>-Designated parts of Sections 2 – 6 from “Reading for Diversity and Social Justice”</td>
<td>Student presentations. Discussions and exercises</td>
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<tr>
<td></td>
<td>-Spiritual Practice</td>
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<td>-Gender</td>
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<td></td>
<td>-Sexual Orientation</td>
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<td>-Social Class</td>
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<tr>
<td>#3 October 10</td>
<td>-Culture</td>
<td>-Paper #2 by Young</td>
<td>Case Study Individual Paper due by October 24</td>
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<td></td>
<td>-Global Diversity</td>
<td>-Self-selected readings from the recommended list</td>
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<td></td>
<td>-Leadership</td>
<td>-Relevant global news</td>
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<td></td>
<td>-Organization Strategy</td>
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COURSE REQUIREMENTS

1. **CLASS PARTICIPATION/PUNCTUALITY**

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.*

Due to the fast pace and intensive format of this class, every minute you are late, you will be missing important learning. Additionally “tardiness” can be seen as sign of disrespect for your classmates and teacher. Therefore, *Punctuality is absolutely a must at the start of each class and every break.*

2. **CHAPTER PRESENTATIONS**

*Description.* Break into five subgroups. Each group will prepare and present a section of the textbook. Each section represents a social identity. The presenting group will explore
history of oppression, progress already made and yet to be made. The group will also examine the impact of each of the “isms” on the workplace. Each group will have a total of **45 minutes** that allow a balanced spread of presentation, discussions and exercises. There will be a 10 minutes audience debriefs. All presentations will be done on **September 26.**

Each presentation should include students’ own thoughts concerning the usefulness and application of the covered material along with some additional research on the subjects, such as current statistics or other relevant data. All sources used in developing this presentation must be properly documented. The intent is to give a succinct overview of the specific diversity subject and explore the workplace impact and possible strategy.

Be creative in your use of visual aides, including PowerPoint, Flipcharts, drawings, videos, etc.

**Grading.** Each subgroup will use the 45 minutes in balance to present and facilitate an exercise for purpose of supporting the learning. Each group 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, conciseness and clarity of expression, your personal experience or workplace impact and strategy. Your grade will also be based on how creative, informative and thoughtful your exercise is and your facilitation skills.

**An outline of the presentation and exercise is to be submitted to the professor by 6:00pm the day before the class session the presentation is scheduled. This includes the title, objective, major points of agenda and summary.**

3. **CASE STUDY**

During the class on **October 10,** the students will break into subgroups to do case study. Each group will choose a real life situation related to possibly some diversity issues that were unresolved. The subgroup will brainstorm what their intervention strategy will be at all three levels of the system including individual, group and organization. They will discuss who should intervene with the most positive outcome with least amount of risks.

Then the group will enact their case including their chosen intervention. Everyone in the group will be involved in the enactment. There will be no bystanders.

The other subgroups will be given opportunities to challenge or offer alternative strategies.

4. **INDIVIDUAL PAPER**  

**Due Date: October 24, 2015**

Each student will write a paper, picking one each of his or her dominant and subordinated social identities to explore.

1. Unconscious incompetence
2. Personal Struggles
3. Learning journey and developmental goals
4. How Power dynamics show up in his or her organization? What impact?
5. What parts of the entrenched culture no longer serve the organization?
6. How will she or he exercise leadership to effect change? Benefit and risks.
7. Personal lessons after exploring his or her thoughts for this paper

The paper shall be **up to 10 pages of text** (not including the cover page or reference page).

- A cover page must be included with the paper including name of the paper, the student, the course title, professor and the date.
- All papers are to be submitted as a Word or PDF document attached to an e-mail sent to the professor at celia@celiayoungandassociates.com
- Your written work is expected to be of professional quality. Please type, spell-check, proofread, and edit all written work before submission.
- All information obtained from any source must be properly cited, both within the text of the paper as well as in the reference page.
- All papers are graded for content, style and format.
- **Plagiarism**, defined by the Council of Writing Program Administrators, is when a writer deliberately uses someone else’s language, ideas, or other original 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.
- **LATE WORK**: Assignment must be turned in when due. Regardless your reasons, late submission will be penalized at 5% per day. For an example, a paper turned in 6 days late will have 30% of the points earned deducted. **I will not accept any paper that is more than 10 days late.**

5. **PEER EVALUATION**

A peer evaluation is to be done for the **Subgroup Presentation**. Peer evaluation is a necessary skill and it is one component of ethical professional conduct. In school projects and in job situations you will be expected to evaluate the performance of others. Not only must you evaluate others, but you must learn to receive the judgment of others on your own work.
ABOUT THE PROFESSOR

Since 1986, Ms. Young and her associates have helped their clients develop vision and strategies and implement “change” in their businesses worldwide. They coach and develop globally competent and multiculturally versatile leaders on the individual and group basis in order to help mold a new organization that is nimble and flexible in order to meet its customers’ needs around the world. Ms. Young is a faculty member of the Gestalt Institute of Cleveland, Organization System Development Programs where she trains coaches in the theory, concept and application of Gestalt in the development of “Whole Person” leadership, teams and organization. She is an adjunct professor for Pepperdine University, School of Business. Ms. Young is also a professional speaker on Pacific Rim cultures, cross-cultural communication, organizational behavior, organizational change, multicultural leadership, diversity and creativity, and global business strategies. Ms. Young has a BA in Business Administration from Fu-Jen University in Taiwan, a MBA in Marketing from Michigan State University and a MA in Counseling Psychology from Pepperdine University. Having been educated and had business careers on both sides of the Pacific Rim, she possesses an excellent and unique ability to straddle the two worlds. It is between the two worlds where Ms. Young continues to do her life’s work.

www.celiayoungandassociates.com
http://asianbusinessconsulting.com/
http://www.linkedin.com/in/celiayoung