

**SYLLABUS**  
**OLS 454 – Fall, 2009**  
**Gender and Diversity in Management**

Leslie Raymer, Instructor

454-01 meets Mondays 6:00-8:45pm in Neff B70  
454-02 meets Mon-Wed 4:30-5:45pm in Neff 147

**COURSE OBJECTIVES** - Upon completion of the course requirements, students should be able to:

1. Analyze how their own cultures and biases influence interactions with others.
2. Recognize and respect individual differences.
3. Identify how conflicts may originate from cultural differences.
4. Better expose myths and stereotypes about different cultural groups.
5. Assess how individual actions and organizational practices influence equity and opportunity.
6. Analyze why gender equity and diversity are important from an organizational perspective.
7. Identify organizational factors that hinder and those that promote managing diversity.

**GOALS OF WOMEN'S STUDIES** – This course is cross-listed with Women’s Studies, and embraces the goals of Women’s Studies also:

1. To analyze academic disciplines from a feminist and antiracist perspective.
2. To encourage original scholarship and research about women that takes into consideration gender, race, class and sexual identity.
3. To integrate self-exploration with academic skills.
4. To provide a non-authoritarian learning environment which values students' ideas and encourages an open exchange of information and opinion.
5. To promote an individual and critical approach to learning.
6. To promote knowledge of the diversity of women's experiences.

**RESOURCES** for the class:

- Thomas, Kecia M. (2005) *Diversity Dynamics in the Workplace*
- Harvey, Carol P., and Allard, M. June. (2005). *Understanding and Managing Diversity: Readings, Cases and Exercises – 4th Edition*

Voice messages can be left at 260-432-4523, but email usually works best - RaymerL@ipfw.edu. Organizational Leadership and Supervision office is in Neff 288 and I have a mailbox there, if you have occasion to leave something for me. **OFFICE HOURS** can be arranged at our mutual convenience (I am available before or after class) if I can be helpful to you during the semester.

**PLEASE REMEMBER:** This is *your* journey. I expect you to be responsible for it, and am most happy to serve as one of your resources. I expect well-prepared and engaged students.

*Need I say it???*

*Please turn off all distracting electronic devices before class, and give us your full attention for the duration of the class meetings.*

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### **Gender and Diversity in Management**

#### **General information and helpful resources:**

Details and further information are available in your student handbook/calendar.

#### **Academic Honesty:**

Academic Honesty is expected of all IPFW students. Cheating and/or plagiarism include:

- Having unauthorized assistance on any examination, paper, or project
- Presenting someone else's work as your own (i.e., without acknowledging source)
- Taking exams or course materials from an instructor or student
- Submitting the same academic work for credit more than once without consent

Violations of academic honesty are unacceptable and will result in failure.

#### **Accommodations for Special Needs:**

If you have a disability or acquire one, contact Services for Students with Disabilities (SSD), call 481-6657 (voice/TTY), email [wagenfee@ipfw.edu](mailto:wagenfee@ipfw.edu) (for the office of Eric Wagenfeld, Director of SSD), or stop by the offices in Walb 113. They will help you determine how IPFW can best accommodate your needs, and I will be happy to cooperate.

#### **Multicultural Services:**

IPFW is committed to affirmative recruitment and retention of racial and ethnic minority students. If you feel the need for conversation, support or advocacy, contact Chris Douse [dousec@ipfw.edu](mailto:dousec@ipfw.edu) in Multicultural Services at 481-6608. The staff in Multicultural Services (Walb 118) will assist with support and further referral if/as necessary.

#### **Center for Women and Returning Adults:**

The Center is available to returning adult students, to assist with non-academic needs unique to your experience. From childcare referrals to drop/add information, this office will refer students in need of support to the appropriate campus and community resources. Julie Creek [creekj@ipfw.edu](mailto:creekj@ipfw.edu) is the director.

#### **Writing Assistance:**

Written expression of your ideas and perspectives is an important aspect of this course and a valuable life skill. If you have concerns about your writing ability, or simply want to improve your writing, this is a wonderful – and free – opportunity. Make use of the Writing Center in Kettler G19. The Center has peer tutors available to assist you in learning to present your ideas clearly. Sign up for appointments online at [www.ipfw.edu/casa/writing](http://www.ipfw.edu/casa/writing) or drop in for assistance. The staff there can help you best if you seek help during the early drafts of your paper and bring along a copy of the assignment.

#### **CASA (Center for Academic Support and Advancement):**

CASA, located in Kettler G27, is a free tutoring service available to students at IPFW. Do not hesitate to utilize this service for any of your classes, should you feel a need to do so. CASA is committed to the success of every student at IPFW. (College is about the only time this kind of support is available to you as part of the fee package – be sure to take advantage of everything!)

**Class discussions** may well include difficult and controversial subjects. Open, respectful dialogue is our goal, as we all learn best in an environment of gentle honesty. Your willing participation and clear respect for others is expected at all times.

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**Performance expectations and guidelines for papers**

**Participation** points will be awarded for demonstration of familiarity with the weekly readings. Each student will be awarded up to 4 participation points each week, for a total of up to 60 points (...understand that simply being present in the room is the *least* of my expectations!) Full points will be earned by those who have obviously read the materials and prepared for class, and participate with meaningful contributions. Participation points will be posted mid- and end-of-term.

**Class presentations** will be worth up to a total of 60 points. Students will present one aspect of diversity or our assigned diversity-related topic to the rest of the class. These assignments will be made during the first class or two. These presentations will serve as the framework for our class discussion. Each student will also present at the in OLS 454 'diversity symposium' September 14, for up to 20 points.

**Diversity exercises** are 'hands on' assignments during the semester. They are to be completed as part of your preparation for class discussion. A reflection paper summary of your findings will be required to earn up to 10 points for each exercise. The various exercises and experiences are intended to stretch you beyond your usual social circle, encourage you to more deeply become engaged in our wonderfully diverse community...and to learn some things about yourself. A couple pages double-spaced are usually sufficient for these papers. Clear, concise writing, free of grammatical and spelling errors is always expected. Papers must be turned in on the due date. These papers will be graded by your peers, so plan to impress them!

**Service Learning** paper is worth up to 50 points. For this requirement, complete a brief (4-5 hour) community volunteer/involvement experience, and reflection paper. Spend time in an organization that serves a non-dominant population (of which you are not a member). Summarize the experience in a 3-4 page reflection paper.

- What is the structure of the organization, and how is it alike or different from others organizations with which you are familiar?
- Describe the service you provided, when, where it took place, the number of participants,
- How and why did you choose this service experience? How long were you there?
- What were your assumptions, concerns, and expectations? How were they reinforced or refuted by your experience? (Take some time to consider this both before and after the event.)
- Include things you learned, or understandings that were reinforced.
- Discuss your observations and reactions. What did you think and feel about what was happening, or what you heard?
- How does this event tie into our class discussions? Choose at least one concept from class and consider it in your reflection and analysis,
- Include any personal insights.
- What questions, ideas or concerns were prompted, by your involvement?

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**Research Project** (*final project is required - all OLS majors must achieve a grade of C or better*)

For the final project, students may choose one of three general areas for the research paper:

- Emerging diversity issues in 21<sup>st</sup> century
- Alternative organizational structures, diversity and equity
- Effective diversity management in a globalized market

Search, identify and read as least two scholarly articles or book chapters (in addition to the material presented in class) that address that particular area of research, specifically as relates to the workforce. The paper should be about 10-12 double-spaced pages, clearly written, free of grammatical and spelling errors. All sources should be accurately cited at the end of your paper, as indicated by APA style.

After completing your research, you will conduct two interviews, relating the research, your interviewee's input, and your own thoughts and observations. For this part of your research, it is required your interviewees hold a different demographic perspective or life experience than you do (difference in race or ethnicity, generational differences – any of the aspects of diversity we have discussed.) Your job then, is to share your research findings with them, and get their 'take' on your findings and thoughts. Then, explore with them how the factors of race and age influence our opinions and understanding.

It is important to remember to seek volunteers who are as comfortable sharing openly with you as possible (i.e. – beware of issues of "power imbalance" – do not utilize your immediate co-workers, and certainly NOT your direct reports!) Again, if you need "leads", see me and we can arrange an interview with members of the community who have agreed to participate in this endeavor.

Remind your interviewee you will keep the information confidential, that you will not use their real name, and will not disclose their identity, either to other members of the class or to your instructor. Rather, be clear the interview is for your personal growth, and to give you a real-time, real-person reflection on what you have learned in your research.

Suggested format is a casual environment – offer to spring for lunch, and certainly to meet on "their turf" and at a convenient time for them. Don't take more than 45 minutes or so for each interview.

Be open that you are *learning*. Prepare questions ahead of time but tells your interviewee they can "pass" on any question with which they are uncomfortable, and that they are free to let you know if you are seeking information they feel is too personal, or using language they feel is in any way inappropriate.

**IMPORTANT:** You must run you paper through Turnitin and submit that report with your paper.

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**Units of Study**

1. Introduction, definitions & theoretical frameworks –  
The ‘how’ of this class the ‘why’ and ‘what’ of diversity Weeks 1 - 3
  2. Barriers for marginalized and under-represented workers/populations Weeks 4 - 8
  3. Models for building inclusive systems and organizations Weeks 9 - 12
  4. Personal & interpersonal issues, cultural competency Weeks 13 - 15
- (See details and expectations for weekly preparation on Course Outline, page 6)*

**Recap of performance expectations**

*Assignments*

Attendance and participation	> 4 points per week x 15 weeks	60
Class presentation	> 40 points for your leadership role	40
Symposium presentation	> 20 points for your contribution	20
Service learning & reflection	> 50 points	50
Diversity exercises	> 15 points each x 10 exercises	150
Peer review	> 3 points x 10 exercises	30
Research paper	> 150 points	150

**Final grades** will be based on the following scale:

A=450 points or above	C=350-400 points
B=400-450 points	D=300-350 points

Consistent with the new IPFW initiative and OLS program guidelines, + and – final grades will be reported to registrar, based on % points scored.

Assignments are expected to be turned in on time; points will be deducted for late work. In most cases, written work will be returned to you a week after it is turned in.

Grades will be posted on Blackboard. You’ll also find other course resources on Blackboard, including copies of this syllabus, PowerPoints, and perhaps an interesting link or two. You may post announcements for diversity related activities you think may be of interest to OLS 454 students. I will post announcements as well, as may be necessary as the semester progresses.

Most of all – enjoy the study of this wonderful world of stuff called *diversity*!

**OLS  
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01 Mon eves

**COURSE OUTLINE - Fall, 2009**

6:00 to 8:45 in Neff B70

02 Mon-Wed afternoons 4:30-5:45 in Neff 147

Week	Dates	Topics	Read & discuss:		also prepare Assignments due
			Thomas	H & A	
1	8/24	<i>Unit 1- Introduction</i> Learning Diversity, Freire		5	
2	8/31	Diversity: An Introduction	1	12	H&A page 23
	9/7	<i>Labor day - no Monday class</i>			
3	9/14	Diversities - students present <i>Class will meet in a synchronous virtual community, and you will be assigned an avatar.</i>		10, 11, 18, 19, 24, 25, 26, 27, 28, 30, 31, 32, 33	
4	9/21	Legal Framework, Resistance & Theoretical Perspectives	3	41	H&A Ch 6: Explore your Org
5	9/28				
6	10/5	<i>Unit 2 - Barriers</i> Socialization and "-isms"	4	2	Treasure Hunt (handout)
	10/12	<i>No class - enjoy Fall Break!</i>			
7	10/19	Glass Ceilings and careers	5	8	H&A Ch 36: Being an Only
8	10/26	Prejudices and Stress	8	9	H&A WebEx pg 55: Racism
9	11/2	View and discuss film: <i>CRASH</i>			Service Learning
10	11/9	<i>Unit 3 - Organizational Models</i> Power, Privilege and Groups	7		H&A 50: Diversity in film (choose other than <i>CRASH</i> )
11	11/16	Recruitment and Attraction	2		Choose 2-3 from H&A Ch 42
12	11/23	Organizational Progress	10	39	H&A Ch 36: Being an Only
		Multicultural Leadership	9		Organizational In/Equality wheels
13	11/30				
14	12/7	<i>Unit 4 - Personal, Interpersonal, Global</i> Communication	6	20	Research project paper due
15	12/14	Building Cultural Competencies	11		H&A Ch 47 + Discuss research
		Final meeting	12		Personal Development Plan

To be successful in this class:

Please be present at the start of (and throughout) class, be prepared with the readings,

Participate fully.

Plan ahead and complete project assignments on or before the date they are due!