

New Jersey Institute of Technology  
School of Management

Managing Diversity in Organizations  
HRM 310-002  
Spring 2009  
Office Hours: Wednesdays 4-6; Mondays 1:30 - 2:30  
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Class schedule: M/Th 4 - 5:25

### **I. Course Description**

This course analyzes issues that arise in managing a diverse work force including strategies to recruit, select, train and motivate diverse employees in a world of globalization and international trade and commerce. We will study the impact of federal laws and regulations on the field in America as well as the implications of technological developments for managing diverse people.

### **II. Objectives**

1. To understand current demographic and class patterns in the American and international workplaces and the impact of demographics and class on organizational functioning.
2. To understand the dynamics of cultural difference and psychological response to difference.
3. To analyze issues relating to gender in the workplace.
4. To analyze issues relating to race and ethnicity in the workplace.
5. To analyze issues related to integrating differently abled people into the workplace and the role of technology in such integration.
6. To analyze other workplace diversity issues from among age, religion and sexual orientation.
7. To develop strategies for managing diverse work teams.

### **III. Course Materials and Schedule**

Textbooks: 1. Nancy Adler with Allison Gunderson, *International Dimensions of Organizational Behavior*. Thomson/Southwestern ISBN 978-0-324-36074-5, and 2) Myrtle Bell, *Diversity in Organizations*. Cengage. ISBN 978-0-324-30257-8.

Unit 1 - Bell, chap. 3

Unit 2 - Adler, chaps. 1-3 and 7

Unit 3 - Bell, chaps. 9 and 13; Adler, chap. 11

Unit 4 - Bell, chaps. 4-8  
Unit 5 - Bell, chap. 12  
Unit 6 - Bell, chaps 10, 12 and 15

#### **IV. Course Deliverables**

Optional extra credit assignment - January 25 . See below.

First test - Feb. 15 20%

Stop the Clock: Article discussion and summary 10%

Term project - 20%

GRADE DEPENDS ON:

Oral presentation - Second half of term

Participation in other student led discussions\*\*

Individual paper - April 29

Second exam - March 29 20%

Final exam 30%

Chance to get up to 5 extra points on the midterm:

1. At or before the start of class on January 25 , submit a paragraph or two answering Adler, p. 66, question 3.

2. At a date I will announce in class, submit a paragraph or two answering Adler, p. 370, question 3.

\*\* Excellent or good participation means more than simply coming to class. It means engaging in dialogue to explore the material other students present.

#### **IV(a). Article discussion and summary: Week of March 1 and 8**

Two or three students find and analyze a newspaper article about a topic relating to the kind of diversity we will be discussing at one of these sessions. This means the students read the article carefully, share it with the class electronically or in hard copy, and come to class prepared to lead a discussion both about its contents and its implications for managing diversity. The student leaders prepare a summary of the article's main points which they hand out to all class members as part of the discussion.

#### **IV(b). Term project**

The project centers on managing diversity in a country other than the United States. Project concerns are the legal framework for managing diversity in that country and real-world issues affecting

business, non-profit or government agency management. Students form triads to explore how another country's organizations manage diversity. They research how the issues we have discussed in class play out in a different political and cultural setting.

Students form triads and select a country to analyze. They research a real-life diversity issue confronting this polity. They explain the legal framework for the issue and social and managerial concerns. They seek advice from the class on how the organizations involved should handle the issue. The aim of the role play is to elicit advice that can lead to managerial decision making.

Teams must interact with the class in the oral presentation. Each team member must play an active role in the presentation.

Team presentations will take place during the second half of the term. Each team should register its country and issue with me by Feb. 8. As two teams may not use the same country, it may be useful to register a choice early.

Excellent role plays are made by choosing interesting, relevant issues, explaining concerns adequately and eliciting student-audience input.

Each student also hands in an individual paper (ca. 4-7 pages). The paper deals with the dynamics of preparing the role play with another person. What are the psychological dynamics of working on a goal-oriented project and meeting deadlines with another person. In the paper, tie practice to theory. Use diverse sources to support points. ALL SOURCES MUST BE CITED when they are used. Simply putting a bibliography at the end of a paper is insufficient! Please note that each student must present with a group and hand in a paper to get a grade.

If you have questions about whether you have a suitable topic, please talk to me. Choosing an appropriate topic is the key to making an effective presentation and getting a passing grade.

#### Learning Goals and Learning Outcomes

##### Learning Goal 1: Analytical and Problem Solving Skills

Learning outcome 1.11 Demonstrates knowledge of business concepts involving diversity and the ability to apply these concepts to solve business problems through test and role play performance.

## Learning Goal 2: Information and Communication skills

Learning outcome 2.1 (oral communications) - Ability to deliver effective presentations enhanced by technology through two oral presentation opportunities.

Learning outcome 2.2 (written communication and information literacy) - Ability to write a clear report on term project.

## Learning Goal 3: Interpersonal Skills and Team Dynamics

Learning outcome 3.1 Learn and manage to work effectively in teams as a leader and as a team member through two team projects.

## Learning Goal 4: Ethical Reasoning

Learning outcome 4.1 Understand the moral implications and ethical schema of individual and organizational decisions and actions in diversity management.

## Learning goal 5 Technological skills

Learning outcome 5.1 Ability to use technology for effective project management in team projects.

## Learning Goal 6 Globalization

Learning outcome 6.1 Understanding the global context in which diversity decisions are conducted.

## **Weekly schedule**

January 21 Introduction

January 25 Demographics, cultural differences

February 1 Cultural differences continued

February 8 Gender

February 15 Group work; exam

February 22 Race

March 1 Race and ethnicity continued; language issues

March 8 Disabling conditions

March 15 Vacation

March 22 Other diversity issues from among age, religion, sexual orientation

March 29 Other diversity issues; Exam

April 12 Group presentations

April 19 Group presentations

April 26 Group presentations

May 3 Wrap up

**Course Policies**

This course will uphold NJIT's code of academic integrity. Departures from the code will not be tolerated.

Tests contain material from class discussions. You must be in class to learn this material.