Alliant International University
California School of Organizational Studies
San Diego Campus

COURSE DESCRIPTION AND SYLLABUS
ORG7330 – CULTURAL DIVERSITY IN ORGANIZATIONS
Spring 2005

Thursday, 1:00 p.m. -4:55 p.m., Room 101

3 units

WEBSITE

http://online.alliant.edu. All students should become familiar with using the website and should check it frequently. Course announcements, information, documents, and other useful resources will be posted there. For assistance with Blackboard CourseInfo, logging on to the website, and other technical matters, please contact Andrea Henne, e-mail: ahenne@alliant.edu).

STAFF

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COURSE DESCRIPTION AND LEARNING GOALS

This course focuses on the complex dynamics of ethnic, racial, gender, and other diversity in organizations as seen from the vantage points of social science and organizational studies. We will adopt multiple levels of analysis to critically explore the current state of theory, research and application regarding the role and treatment of differences and the creation of inclusion in the workplace. The course is designed as an introduction to this important area (those wishing to learn more can take the Advanced Seminar, *Multiculturalism in Organizations*, or others, as periodically offered). A guiding assumption and focus for the course is that awareness, understanding, and skills regarding cultural diversity and inclusion are cornerstones of effective and ethical professional practice in organizational psychology, consulting psychology, and related fields. After the course, you should have a firmer basis for undertaking research and practice that is more sensitive to and inclusive of cultural diversity. Learning in the course is geared both to the personal and to the professional—as we consider the nature and implications of cultural diversity, the way these are intertwined and inseparable comes to the fore.

The course structure is interactive and participative. We will use a variety of methods in our collective and individual exploration, including dialogue and conversation about assigned readings and the themes that link them, experiential exercises and structured activities, videos, lectures, student briefings, fieldwork, and writing assignments. This structure will allow participants to achieve the following goals:

• Develop and articulate a personal definition and vision for *diversity* that is evolutionary, and is derived from personal experience and the experiences of others, as well as the theoretical and empirical literature; compare and contrast this individual view with the *nature* or *character* of diversity in organizations as elaborated and/or experienced by others [What is it that varies? In what ways are different groups and their members "diverse?" How is this relevant to oneself, other people, and organizations?]

- Able to articulate and apply the origins, diffusion, impact, and vision for concepts such as *prejudice*, *oppression*, and *inclusion* in work organizations and in society at large (particularly in the United States) [What are the barriers to diversity and inclusion in organizations? What are the benefits of diversity and inclusion for organizations? What are the connections of broader patterns of intergroup relations with the role of diversity in the workplace?]

- Able to articulate and apply relevant *historical* and *contemporary issues* central to the experiences of women, men, gays, lesbians, heterosexuals, people with disabilities, African Americans, Latino/as, Whites, members of other racial/ethnic groups, and other people in the U.S. and in organizations, across a range of diversity dimensions. [How does diversity in identities and cultures influence organizations and their members and society? How are differences experienced and handled by people in the workplace and society? What factors influence these dynamics? What types of dynamics are most likely to foster inclusion and high performance among all members of diverse and multicultural organizations? What would full inclusion "look" and "feel" like?]

- Able to describe and discuss the *orientations* to and *conceptual models* for diversity adopted by organizations, the correlates of these approaches, and the possibilities for *organizational change.* [What are models and visions that can be used to describe and act on diversity and how it is or should be addressed? What strategies can be used to build effective and inclusive multicultural organizations?]

READINGS

Readings will be assigned from a variety of sources, including books and journals. Weekly reading assignments, together with questions for reflection, will be posted on the course website, usually at least two weeks or more in advance of the due date. The following will be major books for the course and are available via the campus bookstore or its website (www.efollett.com):

- Cox, T., Jr. (2001). *Creating the multicultural organization: A strategy for capturing the power of diversity*. San Francisco: Jossey-Bass. [Referred to as COX01]

- Cox, T., Jr. & Beale, R. L. (1997). *Developing competency to manage diversity: Readings, cases & activities*. San Francisco: Berrett-Koehler. [Referred to as COX & BEALE]

- Stockdale, M. S. & Crosby, F. J. (2004). *The psychology and management of workplace diversity*. Malden, MA: Blackwell. [Referred to as S&C]

Copies of the readings (other than those in Cox, Cox & Beale, and Stockdale & Crosby) will be made available on library reserve or as otherwise arranged with the class. Assigned readings should be read **before** the session for which they are listed.

PARTICIPANT RESPONSIBILITIES, COURSE REQUIREMENTS, AND EVALUATION

Student evaluations for the course will be completed by the instructors based on our assessment of performance on all course requirements. **These course requirements (described in more detail below) and their weight in computing final grades are as follows:**

   a) **attendance/preparation/class participation (including web-based discussion forum) (20%)**
   b) **weekly written comments/reflections (including integrative final comment) (35%)**
   c) **one week in role of class dialogue leader (10%)**
   d) **group field project (including field work and written report) (35%)**

Grading in the course will be based on the following definitions:

   A = Student excels in completing the requirement – has gone substantially above and beyond the basic requirements to show an outstanding level of competence and effort.
   B = Student demonstrates very good performance (i.e., satisfactory competence and effort at a graduate level).
   C = Student performs just at or below the minimally acceptable level of required competence and effort (less than expected at a graduate level).
   D/F = Student performs substantially below minimally acceptable standards of competence and effort, completes unacceptable work, or does not complete the assignment.

*To receive an A or B grade in the course, students must complete **each and every requirement*** (i.e., it is not acceptable to leave out a requirement). Also, the instructors may assign + or – grades (e.g., A+, A-, B+, B-, etc.) at our discretion.

- *Attendance and Preparation*

Much of the primary learning in the course will take place in the classroom. Both to take advantage of this and to contribute to the learning of others, *students will be expected to be present, prompt, and fully prepared for all class sessions*. Full preparation for class involves completing all assigned readings thoroughly and thoughtfully and being ready to participate in dialogue regarding those readings. Missing or being substantially late for more than one class session will be a negative factor in course evaluations (if you have a good reason to miss more classes, please discuss this with the instructor as soon as possible); missing more than two sessions (or the equivalent) may result in a C grade or less for this component of the course. Also, regular tardiness will be considered to be a negative factor in assigning grades for this component.

- *Class Participation*

Participation will be a key contributor to learning in the course. Students are expected to fully involve themselves in activities and discussions through active participation. This not only enhances individual learning, but also contributes to that of others. Your learning and that of the whole group will advance mostly to the extent that a) you are prepared and actively engaged, and b) also help create the conditions that encourage and facilitate such preparation and engagement by others. Thus, during class you are asked to be fully present. Doing this means keeping up with assignments outside of class as well as contributing to the group during class meetings.

Ultimately, the effectiveness of the course will hinge on how well students contribute to the creation and maintenance of an inclusive, dynamic, safe, and supportive learning community. Competition for airtime will only detract from individual and group learning. Participation means that each student should seek not only to have her or his voice heard at appropriate moments, but also to make it possible for others to do so. Individuals will vary in when and how they speak, *so participation cannot and will not be measured via number of spoken words*. Indeed, on occasion speaking too much can be seen as negative participation! Students are encouraged to strive to expand their range of participation modes and to experiment with new behaviors so as to increase individual effectiveness. (For example, those used to speaking up immediately and frequently can try listening for a long time before saying something, while those who rarely say something in a group can practice initiating dialogue and speaking up sooner rather than later.) ***Effective participation is***:

(a) thoughtful, self-reflective, inclusive, and respectful of differences;
(b) encompasses both listening and speaking;
(c) builds on readings and activities as well as the prior contributions of other class members;
(d) contributes to the learning of the group and its members;
(e) encourages interaction across many students; and
(f) is connected to and contributes to the overall course objectives and those of the specific module and/or activity, as well as to the work of the group as a whole.

In participating, then, students should strive for integration. At the same time, class members should give themselves and others grace and room to make mistakes and to learn from them. Our conversations and interactions will themselves constitute data about diversity and inclusion in the workplace that can add rich material for learning, but only if, in looking at ourselves, we can collaborate thoughtfully, sensitively, and with an open mind. In particular, we expect that you will approach the class as a laboratory for practicing inclusive behaviors and experiencing their impact.

Class discussions will sometimes touch on topics that group members may view as controversial or difficult. Because of this, ***students' responsibility for participation includes permitting all members of the class to be themselves and to feel safe. Everyone in the class should be free to hold her or his own opinion without pressure from others to change it or fear of being attacked. Each individual should also be free to choose when and if to express her or his views***. Class members should remember, however, that one's opinions may have an impact on others, and, so, in the same way one should be able to express an opinion, those others should be able to express the impact they feel of those opinions. *Also, your learning and that of others will be enhanced to the extent you are willing to speak from your perspective and share your experiences, feelings,*

and views with the group. Finally, ***class members are responsible for honoring and maintaining the confidentiality of others;*** if students choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside the classroom. Maintaining confidentiality is not only a matter of respect for others, but also a matter of professional ethics, and so, in this sense, reflects on individuals' suitability for professional practice.

Ground rules for dialogue. The following guidelines are useful to keep in mind, so as to permit the use of dialogue for the development of an effective learning community:

1) Listen, listen, listen; and then respond.
2) Suspend judgement: accept the speaker's frame of reference as true for him or her.
3) Don't repeat for the sake of repeating: If someone else has voiced what you were going to say, you don't need to say it again, but you can build on it.
4) Focus on learning and inquiry.
5) Use "I" language.

[For more detailed information on dialogue, please see William Isaacs's 1999 book on the topic (*Dialogue and the art of thinking together*. New York: Doubleday) as well as the websites listed in the Dialogue folder of the External Links section of the course website.]

- *Course Website and Discussion Forum*

An opportunity for extending dialogue among class members beyond the classroom will be an *online discussion forum* housed on the course's website (at http://online.alliant.edu). This resource, accessible from on- or off-campus, will serve various purposes, including: 1) providing a chance to continue conversations on class-related themes outside the classroom, 2) permitting the whole class to participate in outside-class interactions, and 3) increasing the opportunities to share ideas and perspectives, ask and answer questions, clarify issues, disseminate information, and communicate with other students and course staff. If you are registered for the course, you should already be enrolled on the website (if you have trouble accessing it, please contact Andrea Henne, ahenne@alliant.edu, as soon as possible). *Students are expected to **post to the discussion forum a minimum of 9 times during different calendar weeks (Sunday-Saturday)** in the semester.* In doing so, you are encouraged to share ideas and resources. If you would like, you can also post selections from your Weekly Comments/Reflections (see below).

The course website will also provide a space for sharing information about the course, posting announcements and documents, and providing links to useful websites. Please check it frequently. Also, please make sure that your e-mail address on Blackboard is one that you check frequently, since course information may be sent by e-mail via the website.

- *Weekly Comments/Reflections*

You should write thoughtful comments connected to each class session/reading assignment, recording thoughts, ideas, analyses, and reflections triggered by and in response to the assigned course readings, as well as any of the additional readings you complete. Please feel free to weave in other reading you are doing, current events, or other observations about the dynamics of cultural diversity as they apply to the course themes.

The comments should capture your responses and reactions to each week's readings, as well as their application to your fieldwork group's development*. In writing your comments, you should **make specific references to the week's readings and their content***. The comments are a key way to demonstrate that you are indeed doing the required readings, integrating them, and learning from them in ways that are professionally and personally meaningful. One way to start it is by recording your responses to the "Suggested Questions for Discussion" that are distributed along with the list of each week's readings. You can also identify new concepts, definitions, and/or models provided by the readings. Finally, you can reflect about the new information that you gained from the readings (e.g., what did you learn that week? What should you study more to enhance your knowledge? What are your doubts?) and its connections to your own life, interests, observations, and/or experiences. ***The comments should be relevant to the topics discussed each week, and must explicitly address the assigned readings***. Description and analyses of personal experiences are welcome as they connect to those topics. In particular, you should apply your learning from the reading

and from class sessions to understanding your experience in the context of your fieldwork group (see below for additional information on this). ***It should be evident from your written comments that you have read the readings, thought about them, and can apply them in meaningful ways.***

At a minimum, ***you should write one entry per class session (14 in total)***. There is no specific length minimum or maximum, although it is suggested that you write at least two pages for each week (excellent comments are typically, though not always, longer). ***There are additional requirements for your last set of comments (see below)***. If your entries every week are extremely short, however, this may suggest that you have not fully complied with the spirit of the requirement. In your comments, you can address questions such as: What questions or issues do the readings raise for you? What connections do you see among the readings for a particular week? What associations do you see with prior readings or with other material you have read? How does what you have read either clarify something you have been wondering about or make you more confused? Why is a particular writer completely off base? Why is she or he on target? What ideas or questions relevant to issues of personal or professional concern for you were raised? Two general questions you might think about in considering any particular article(s) or the full set of readings for a week are:

- What three things did you learn that you didn't know before?
- What three things would you still like to know?

Regardless of your approach, it is critical that you reflect explicitly in the context of your reading and learning in the course.

Application to group work and final comments: You are required to apply what you are learning to understanding the process and experience of your field work group, as seen from your vantage point. **You should incorporate reflections on these issues in your weekly comments, and look back on the semester as a whole in your final, longer, comment**. In your last set of comments, you should build on your group experience and reflections from throughout the term in a somewhat longer comment that describes, analyzes, and interprets your experience of the fieldwork process, in particular working in and with your group. During the group's work, some predictable processes are likely to occur, such as conflict, cohesiveness, difficulties, doubts, concerns, appreciation, and so on. Developing awareness of and the ability to reflect on these processes as they relate to diversity is also an important part of the learning. What did you observe about your group process, and especially about your role in it? What made your group effective? What did you learn in personal terms? What were the implications of your team's composition and dynamics for what you learned and how you learned it? *How does all this connect to diversity and inclusion in organizations?* If you had to do the fieldwork over again, what would you do to improve it? In these reflections about your group, and especially in your last comment, you have a chance to discuss your own attitudes towards and experience of the group work, those of others, and their implications to the study of diversity in the workplace. ***Make sure to explicitly connect these analyses and comments to the readings and themes of the course***. In your final comments for the semester, you can also reflect on how the field work project and learning about diversity in the course has impacted on your views about organizational psychology, your career, your professional and scholarly plans, and so on.

By the end of the semester, the set of written comments should provide you with a roadmap of your learning process so far and with written nuggets of your personal wisdom that hopefully will be useful to you as you continue along the road of learning about cultural diversity and life in organizations. During the semester, writing your comments and reflections should help you focus your thoughts, clarify your interests, and prepare for class discussions. The comments can also help you a great deal in preparing your fieldwork report; if you want to write a good paper, start by writing good comments!

Some (or much) of what you write may be of interest to other members of the class and could serve as a stimulus for class dialogues. We encourage you to share parts of your writing with the class as appropriate, either through the online discussion forum or by bringing in sufficient copies to class. If at all possible, please share such material with us in advance (preferably via e-mail).

Twice during the term, hand in your comments to date so that the instructors can review them. (Please note that we will not share your written comments or their content with anyone else inside or outside the class.) ***You should hand these in—both electronically and in hardcopy—on the following dates: March 10 and May 17. (Please include the complete set of comments each time. In other words, at the end of the term,***

hand in both your new entries and the earlier entries with our feedback.) *Your evaluations for this requirement will be based on:*

    (a) *Completeness (do you have at least one entry for each week of the course and overall, are they of adequate length and scope? Have you analyzed your group experience, particularly in the last comment?)*

    (b) *Evidence of having read the assigned material (e.g., is the set of required readings **explicitly** and adequately addressed, in a sophisticated and thoughtful manner?),*

    (c) *Appropriate and accurate application of course learning and material to analysis and conclusions,*

    (d) *Understanding shown of concepts and other material discussed, and*

    (e) *Degree of intellectual and personal engagement with the topics.*

- ***Serve as Class Dialogue Co-Leader***

Starting on Feb. 24, we will begin class each week with a dialogue session focused on reviewing and making sense of the assigned readings in the context of the week's theme. Two or three pre-assigned class members will serve as dialogue co-leaders each week, and every student will take on this role once during the semester. Although all students should do the assigned readings, those serving in the role of dialogue co-leaders will have the additional responsibility to facilitate the group's learning/thinking about these readings and their connections to the week's theme. Although the course instructors will also actively participate in the dialogue, the dialogue co-leaders will have the primary responsibility to engage the group, to encourage broad and constructive participation, and particularly to ensure that the conversation incorporates clear, thoughtful, and precise attention to the substantive content of the readings and brings out key and important learning. This means that the dialogue co-leaders should be especially familiar with the readings and their content, and prepared to support the group in making appropriate connections and references. To stimulate and support the dialogue, each dialogue co-leader should prepare and bring to class for distribution a list of key questions and/or ideas that he or she sees as important for the class to address.

- ***Group Field Work Project (including Field Work Report/Analysis)***

Understanding diversity in the workplace involves more than scholarly knowledge. It requires being able to "see" life in organizations from different perspectives and levels of analysis. None of us can do this alone or solely from our own point of view. In a sense, understanding diversity must be a collective process. Yet, as scholars, we must also sharpen our individual ability to contribute to this process and to fill in ever-increasing portions of the picture (while continuing to recognize that we can never fully complete it). Also, the usefulness of scholarly knowledge regarding diversity will be connected to its applicability in specific contexts.

This major term project is designed to give you practice in gathering information and gaining understanding from different vantage points (those of your classmates and of diverse workers in an organization) and collaboratively to develop a clearer picture and appreciation of some of the dynamics of diversity in one workplace. A second purpose of the project is to allow you to consider the applicability and utility in a specific context of the research and theory we will be studying, as well as to see the abstract concepts illustrated in "real life." Thus, in doing this project, the challenges are (a) to learn how to see better what others might see, and (b) to explore the connections between academic knowledge and data gathered from unique individuals in one organization. The specific objectives of this set of course requirements are for students to:

- learn about how people in the workplace experience diversity and its impact on their work life,
- make connections of course concepts to the workplace outside AIU as the course progresses,
- explore the applicability of course learning in organizational contexts,
- develop skills for working in a multicultural team,
- experience some of what it might be like to do diversity-related research and practice in organizations,
- learn more about how others see the world and their work experiences,
- learn more about themselves as they become more skilled in connecting to, hearing from, and learning about people who are both different and similar,

- get exposure to and some familiarity with diverse approaches to gathering and interpreting data,
- become more skilled at interpreting data and connecting it to concepts and theory about diversity.

For the fieldwork project, you must, *in collaboration with a group of classmates, interview members of one organization with regards to their experiences of and perspectives on issues related to diversity in the workplace*. You will then, *as a group, report, analyze, and comment on the findings.*

The details of the fieldwork project assignment are as follows:

1) In class (following steps to be presented), form a group of four class members in your section that is diverse on more than one dimension, and ideally, on as many as possible (e.g., gender, ethnicity, age, program at AIU, work background, etc.). *(This will be done together, in class, so please do not do this in advance.)*

2) As a group, pick an organization (it could be one you work in) in which to conduct your fieldwork. Collect any necessary background information about the organization. In deciding which organization will be best, consider access, your relationships to the organization, the interests of the group members, and the potential for learning about diversity and multiculturalism.

3) Develop a work plan with your group that addresses all important aspects of the project such as goals and objectives, strategies and focus, specific group interests, organizational history, plans for entry into the organization and access to interviewees, questions to be asked, logistics, interviewee sampling and recruitment, assignment of interviewers, plans for confidentiality, and so on. In selecting interviewees, make sure that as much as possible they represent both genders, different ethnic/racial groups, and other dimensions of diversity as appropriate and feasible in the context of the organization and your degree and type of access.

4) Write a statement (*one per group*) describing critical components of the work plan, and hand it in no later than **March 21**. (You are strongly encouraged to turn in this plan sooner, if possible.) You **must** meet at least once as a group with the teaching assistant to discuss your plans, *before* completing and handing in this statement.

5) Interview a minimum of twelve members of the organization, such that a) you work at least twice with each of the other members of your group and b) each member of the group completes a total of 6 interviews. When pairing with each of your collaborators, make sure that once you are the primary interviewer and once the secondary interviewer. Primary interviewers can lead the questioning and function as the more "active" partner, while the secondary interviewers can take notes and fill in when necessary.

6) Gather any necessary additional background information about the organization.

7) Share all data among the whole group. Interpret the data, sharing insights and coming up with collective views and interpretations of what you found.

8) Write a **report and analysis** of your data. This paper should have a minimum of 32 pages, plus attachments, including *at least* 16 pages devoted to analysis, interpretation, and discussion. The paper must include a *minimum* of 20 substantive references to different course readings. You should include the following sections: Executive Summary, Introduction, Method, Results, and Analysis/Interpretation of the Field Work Results. These are described below:

   a. *Executive Summary*. This is a 1-2 page summary of what you did, what you found, and what it means (i.e., what are the implications or key learnings) suitable for sharing with the organization in which you conducted the interviews. It should be written in a style accessible to the layperson and should focus on broad themes rather than specific data.

   b. *Introduction*. Description of the project and its goals and objectives, including the organization and relevant aspects of its history and culture, the primary focus of the project, the members of your group, the entry process and agreements with participants and the organization, and the logic used to select participants.

   c. *Method*. Description of the procedures and processes the group used to conduct the field work, including the number of interviews conducted, with whom, how these were done, the questions asked and the logic for their selection, and all other relevant information about participants, logistics, confidentiality, and so on.

    d. *Results*. Descriptive account of the major findings in the interviews, including any relevant quotes. This section may be organized by themes, but it should be clear how results connect to interviewees. If you wish, transcriptions or selections from the interviews may be included in an Appendix. In this section, be sure to describe critical facts and important incidents that occurred during the interviews.

    e. *Analysis/Interpretation of Field Work Results*. What are the principal themes that emerged? What was the experience of difference in the organization? What was the impact of diversity? How was it handled and what difference did this make? What are the future prospects for full inclusion in the organization? These are meant to be suggestive questions, so you should feel free to come up with your own (and make these clear in your paper!). You should consider these issues from multiple levels of analysis (individual, interpersonal, group, intergroup and organizational), in light of and *explicitly referring to course learning and readings and any relevant additional readings*. Be sure to link your discussion with the introduction, both in terms of the organization and in terms of what is learned or illustrated about broader issues regarding cultural diversity in the workplace. In what ways were your findings connected to what was studied during the semester? Do the findings illustrate or fail to illustrate what the authors we read were saying? How? Why? How can you relate the findings with your professional life? How can the results of the fieldwork be useful to this or another organization? What are your conclusions? ***It is critical that this section of the paper build on and use the learning gleaned from the material covered in the course, particularly the readings.***

Please note the following points regarding the group papers:

- Evaluations of the group papers will assume that all those submitting the paper had equal responsibility for the final product.

- Your paper should be analytic, thorough, and scholarly. At the same time it should also acknowledge and address your role and impact in the process of data gathering and interpretation.

- The length of the papers is not necessarily the most important aspect; completeness is.

- Each group will give a brief in-class presentation about its fieldwork on the last day of class.

- Papers will be evaluated using the following criteria:

    a. Completion of assignment according to the instructions (i.e., did you do what you were asked?).
    b. Degree of useful, detailed and relevant data from the interviews.
    c. Clarity and completeness of the report of what was done and how, and of what was found.
    d. Completeness, thoroughness and integration of the discussion of findings, including pulling out of broader themes and connections to the data.
    e. Appropriate and accurate application of specific course learning and material to analyze and interpret the data and reach conclusions.
    f. Breadth of attention to course readings and material (including explicit and sufficient references to readings, constructs, etc.)
    g. Understanding shown of the concepts and other material discussed.
    h. Connection of the data to broader aspects of diversity in organizations.
    i. Creativity, thoughtfulness, and insight shown in the field work and the analysis.
    j. Clarity, quality, and organization of the writing.
    k. Appropriate acknowledgment and citation of all sources (including correct use of APA style).
    l. Overall quality of the paper.

Due dates: Work plans, March 21. Group papers, May 13. Papers should be handed in electronically and if possible, in hardcopy.

SUMMARY OF COURSE REQUIREMENTS, DELIVERABLES, AND GRADING

Assignment	Due Date	Comment	Grading Summary
Attendance and preparation	Each week	Complete the assigned readings before class	A: Has not missed more than one class; is always prepared. B: Has not missed more than two classes; is usually prepared C: Has not missed more than three or four classes; is sometimes prepared
Class participation	Each week and on website	Effective participation involves listening as well as speaking – it is *not* a function of frequency or number of words	A: Almost always contributes effectively and thoughtfully to class dialogue; consistently follows the guidelines for effective participation listed on p. 3. B: Often contributes effectively and thoughtfully to class dialogue; can often follow the guidelines for effective participation. C: Occasionally contributes effectively to class dialogue; occasionally or rarely follows the guidelines for effective participation.
Postings on website discussion forum	Throughout semester	Initiate topics in addition to responding to classmates.	A: Initiates relevant threads and engages with and responds to classmates in constructive, generative, integrative ways. Often makes thoughtful contributions more than once during the week. Posts on ten or more different calendar weeks (Su-Sa) during semester, usually making multiple useful postings. B: Posts on at least 9 different calendar weeks (Su-Sa) during the semester, usually in constructive ways that either connect to or stimulate others' postings. C: Posts on less than 8 different calendar weeks.
Written comments/ reflections	Complete regularly; hand in as follows: March 10, May 17	See criteria on p. 6	A: Completes at least one thoughtful, extensive and integrative entry per week, explicitly referring to readings, and showing clear evidence of careful reading and integration of the assignments and the weekly theme. Consistently provides data-based, thoughtful reflection and analysis of group experience, including a more extensive piece in the final comment as described on p. 5 of the syllabus. B: As above, though less extensive. At least one entry per week, explicitly referring to readings, of sufficient scope and depth. C: Less than one entry per week and/or less than adequate final comment and/or entries are superficial, minimal, or perfunctory and/or do not show sufficient evidence of carefully completing reading assignments.

Dialogue co-leader	Sign up with course staff – once during semester		A: Is clearly prepared by having read and thought about the readings and their connection to the weekly theme as well as bringing for distribution a good set of stimulating questions and/or ideas, engages with the group and promotes collective learning on the topic, models and supports constructive and inclusive dialogue with broad participation. B: Has read and thought about the readings and constructively participates, along with other dialogue leaders and the group, in the conversation about the readings and the week's theme; has prepared a suitable set of questions and/or ideas for distribution, generally behaves according to norms for effective and inclusive dialogue. C: Has read some of the readings and participates in the group's conversation. Has prepared a minimally acceptable set of questions and/or ideas for distribution.
FIELD WORK PROJECT:			
Work plan statement	March 21 (or sooner)		This assignment is not formally graded – but if not completed or completed perfunctorily it can negatively affect the group project final evaluation.
Field work report/analysis (group)	May 13		A: More than 32 pages, 27 – 50 references, excellent, thorough analysis; excellent performance on all or most criteria (see pp. 6-9 of syllabus). B: 32 pages, 20 references minimum. Good or very good perfomance on all or most criteria. C: Barely acceptable performance on all or most criteria.

ADDITIONAL INFORMATION

- Any student with a disability that requires accommodation is asked to discuss this with one of the instructors as early in the semester as possible, so that the necessary arrangements can be made.

- Dr. Ferdman is sometimes available during office hours without an appointment during those rare times when no one else is in his office. It will be better, however, if you do make an appointment. Just after and especially before class are usually not good times for him to talk. If you must see him those times, it's best that you try to let him know in advance, if at all possible. E-mail is usually a good way to reach him to make an appointment. Dr. Kimbrough will be available by appointment. You can reach him via e-mail or by leaving him a phone message.

- If you have any course-related concern, or anything that you need to bring up to the course faculty or to the teaching assistant, please do not wait. You are welcome to meet with us at any time. If there is something on your mind, please do not let it simmer. It is important that you bring up issues that need to be discussed when you think about them, rather than letting them sit.

- Academic honesty and following accepted standards and norms of scholarship are critical values at AIU. Students are responsible to learn the appropriate format for referencing sources in written work. The 5th (and latest) edition of the *Publication Manual of the American Psychological Association* is the best guide in this regard and should be followed in your written work. (See also www.apastyle.org on the Web.) All material—*including course readings*—on which written work is based, should be adequately

and fully cited, whether or not direct quotations are used. Make sure to indicate appropriately (through footnotes, references in the text, or other appropriate citation mechanisms) the nature of your reliance on these sources. *All direct quotations in written work, regardless of length, must be clearly marked as such* through the use of quotation marks and/or insetting of text. Violations will not be tolerated.

COURSE TOPIC OUTLINE & SCHEDULE (SUBJECT TO CHANGE)

Date	Topic	Assignment Due
Jan. 27	Introduction to cultural diversity in organizations	
Feb. 3	*No class meeting (work on readings)*	
Feb. 10	Dialogue about diversity/Creating norms for effective learning	
Feb. 17	Exploring our and others' differences, including sources of our identity	
Feb. 24	Difference and power: Concepts of prejudice, discrimination and oppression	
March 3	Models and visions of diversity in society and organizations: 1) Justice, fairness, and group and individual differences. 2) What is an inclusive, multicultural organization?	
March 10	Setting the stage for change: Strategies for creating diverse and inclusive organizations	Weekly comments, Part 1
March 17	*Fieldwork group meetings*	Field work plan (due Monday 3/21)
March 24	Skills and competencies for multicultural teams and workplaces/ Organizational assessment and change for diversity and inclusion	
March 31	No class meeting (Spring Break)	
April 7	Culture and ethnicity as dimensions of difference	
April 14	No class meeting (SIOP Conference)	
April 21	Race and racism in organizations	
April 28	Gender and sexism in organizations	
May 5	Sexual orientation, physical ability, age, and other differences in the workplace	
May 12	Presentation/discussion of the field work experience; Conclusion/wrap-up	Field work paper (due Friday 5/13) Weekly comments, Parts 1 & 2 (due Tuesday 5/17)

Readings for January 27

INTRODUCTION TO CULTURAL DIVERSITY IN ORGANIZATIONS

Course syllabus

COX01, Foreword, Preface, & Chapter 1, pp. ix-16

COX & BEALE, Chapters 1-3, pp. xi-47.

S&C, pp. 1-51, 277-298 (Chapter 1: R. Hays-Thomas. Why now? The contemporary focus on managing diversity; Chapter 2: K. M. Thomas, D. A. Mack, & A. Montagliani. The arguments against diversity: Are they valid?; Chapter 3: R. Haq. International perspectives on workplace diversity).

Ferdman, B. M. & Davidson, M. N. (2002). A matter of difference—Inclusion: What can I and my organization do about it? *The Industrial-Organizational Psychologist, 39* (4), 80-85. [http://www.siop.org/tip/backissues/TIPApr02/pdf/394_080to085.pdf]

OPTIONAL:

Davidson, M. N. & Ferdman, B. M. (2001). A matter of difference-Diversity and inclusion: What difference does it make? *The Industrial-Organizational Psychologist, 39* (2), 36-38. [http://www.siop.org/tip/backissues/TipOct01/pdf%20tip/392_036to038.pdf]

Ferdman, B. M. & Davidson, M. N. (2002). A matter of difference-Diversity and drawing the line: Are some differences too different? (Or: who's in, who's out, and what difference does it make?). *The Industrial-Organizational Psychologist, 39* (3), 43-46. [http://www.siop.org/tip/backissues/TIPJan02/pdf/393_043to046.pdf]

In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge, IL: Irwin:
    Editor's introduction, Preface (pp. xxi-xxix).
    Price M. Cobbs. The challenge and opportunities of diversity (pp. 25-31).
    Elsie Y. Cross. Truth-or consequences? (pp. 32-37).
    Frederick A. Miller. Forks in the road: Critical issues on the path to diversity (pp. 38-45).

SUGGESTED QUESTIONS FOR DISCUSSION AND CONTEMPLATION
Introduction to Cultural Diversity in Organizations

1. What comes to mind when you think about "diversity" and "diversity in the workplace?" What is meant or should be meant by "diversity"? What is the best way to conceptualize this diversity? What issues does the presence of cultural diversity raise for organizations?

2. Why might these be important to understand for organizational and consulting psychologists and anyone interested in organizational behavior?

3. What learning goals and expectations do you have for this course? What type of learning atmosphere is most conducive for your learning?

4. R. Roosevelt Thomas was quoted in *The New York Times* as saying that "managing diversity is a business issue." What does this mean? What do you think about this?

5. What alternative frameworks for understanding and dealing with diversity can you begin to identify? On what assumptions are these frameworks based? What goals or visions do they serve? What are the implications of these various frameworks?

6. What new questions do you have?

Readings for February 10

DIALOGUE ABOUT DIVERSITY/CREATING NORMS FOR EFFECTIVE LEARNING

Bushe, G. R. (2001). *Clear leadership: How outstanding leaders make themselves understood, cut through the mush, and help everyone get real at work*. Palo Alto, CA: Davies-Black Publishing. [Chapter 3, "Leadership and the four elements of experience," pp. 71-86.]

The Kaleel Jamison Consulting Group, Inc. (2001). *Learning community behaviors: A safe place/zone*. [http://www.inclusionbreakthrough.com/pdf/book/learning_community_beh.pdf]

The Kaleel Jamison Consulting Group, Inc. (2002). *Eleven behaviors for inclusion*. [http://www.inclusionbreakthrough.com/pdf/book/eleven_behaviors_inclusion.pdf]

Isaacs, W. N. (1999). Dialogic leadership. *The Systems Thinker, 10* (1), 1-5. [http://www.thinkingtogether.com/publications/systhink.pdf]

Patton, B. M. (1999 Summer). Difficult conversations with less anxiety and better results. *Dispute Resolution Magazine*, pp. 25-29. [http://www.cmi-vantage.com/new/pdf/Dispute.Resolution.Magazine.pdf]

Roberts, P. (1999 October). The art of dialogue: How to improve your conversation skills by becoming a better speaker and listener. *Fast Company*, p. 166. [http://www.fastcompany.com/online/28/dialogue.html]

OPTIONAL:

Bohm and Dialogue (http://www.muc.de/~heuvel/dialogue/index.html): A collection of Bohm's ideas on dialogue and commentaries. Check out, in particular, "Dialogue - A Proposal."

Isaacs, W. N. (1999). *Dialogue and the art of thinking together*. New York: Doubleday. [Chapters 4 ("Listening," pp. 83-109,) 5 ("Respecting," pp. 110-133), and 10 ("Setting the Container," pp. 239-251).]

SUGGESTED QUESTIONS FOR DISCUSSION AND CONTEMPLATION
Dialogue about Diversity/Creating Norms for Effective Learning

GOALS: a) Establish learning norms for the class for the semester

        b) Identify and elaborate on the critical issues of cultural diversity and inclusion in the workplace.

1.   What learning goals and expectations do you have for this course? What type of learning atmosphere is most conducive for your learning?

2.   Think about a high performing team that you have belonged to. What made it work well together? What aspects of those dynamics would you like to see in your group and in the class this semester? Why?

3.   What alternative frameworks for understanding and dealing with diversity can you begin to identify? On what assumptions are these frameworks based? What goals or visions do they serve? What are the implications of these various frameworks?

4.   What new questions do you have?

Readings for February 17
EXPLORING OUR AND OTHERS' DIFFERENCES

COX & BEALE, Ch. 4.

Ferdman, B. M. (1995). Cultural identity and diversity in organizations: Bridging the gap between group differences and individual uniqueness. In M. Chemers, S. Oskamp, & M. A. Costanzo (Eds.). *Diversity in organizations: New perspectives for a changing workplace* (pp. 37-61). Thousand Oaks, CA: Sage.

Klein, D. C. (1994). Collective dis-identity. In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 272-279). Burr Ridge, IL: Irwin.

Davidson, M. N. & Ferdman, B. M. (2004). A matter of difference—Here and there: A conversation about identity. *The Industrial-Organizational Psychologist, 41* (3), 47-53.

Ferdman, B. M. & Davidson, M. N. (2004). A matter of difference— Some learning about inclusion: Continuing the dialogue. *The Industrial-Organizational Psychologist, 41* (4), 31-37.

Fontana, A. & Frey, J. H. (1994). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 361-376). Thousand Oaks, CA: Sage.

OPTIONAL:

Ferdman, B. M. (2000). "Why am I who I am?" Constructing the cultural self in multicultural perspective, *Human Development, 43*, 19-23.

Babad, E. Y., Birnbaum, M., &. Benne, K. D. (1983). *The social self: Group influences on personal identity*. Beverly Hills, CA: Sage. [Part I. Initial considerations. (Especially the following sections: "Self-definition and group memberships," "A method of inquiry into the social self," "Skills for self inquiry," and "Exploring life history.")]

Marecek, J., Fine, M., & Kidder, L. (1997). Working between worlds: Qualitative methods and social psychology. *Journal of Social Issues, 53*, 631-644.

Brown, L. M. (1997). Performing femininities: Listening to White working-class girls in rural Maine. *Journal of Social Issues, 53*, 703-723.

SUGGESTED QUESTIONS TO THINK ABOUT

FOCUS: building skills for inquiring about our differences, both of ourselves and others.

OBJECTIVES: a) to learn about processes of inquiry as initial preparation for conducting interviews as part of the field work assignment,

b) to delve experientially into the nature and range of the diversity in each of our selves and in our group.

1. Who are you? What makes you who you are?

2. What are some of the social components of your identity? Have these developed/changed over time? How? Why?

3. If someone wanted to find out more about who you are, what types of questions would they have to ask? How would they have to ask them?

Readings for February 24
DIFFERENCE AND POWER: CONCEPTS OF PREJUDICE, DISCRIMINATION, AND OPPRESSION

COX & BEALE, Chapter 5, Chapter 6 (pp. 96-110, 139-146).

McIntosh, P. (1992). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. H. Collins (Eds.), *Race, class, and gender: An anthology* (pp. 70-81). Belmont, CA: Wadsworth.

Davidson, M. N. & Ferdman, B. M. (2002). A matter of difference-Inclusion and power: Reflections on dominance and subordination in organizations. *The Industrial-Organizational Psychologist, 40* (1), 62-67.

Fiske, S. T. (2002). What we know now about bias and intergroup conflict, the problem of the century. *Current Directions in Psychological Science, 11*, 123-128.

In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge, IL: Irwin:

- William J. Paul & Ava Albert Schnidman. Valuing differences: The challenges of personal prejudice and organizational preference (pp. 60-66).

- Jean Kim. The limits of a cultural enlightenment approach to multiculturalism (pp. 130-134).

In J. Ferrante & P. Brown, Jr. (Eds.) (1998). *The social construction of race and ethnicity in the United States*. New York: Longman:

- Selected discrimination cases handled by the U.S. Department of Justice in 1996 (pp. 440-454).

- Patricia Hill Collins. Toward a new vision: Race, class, and gender as categories of analysis and connection (pp. 478-495).

Thompson, C. (2000). Can White heterosexual men understand oppression? In M. Adams, W.J. Blumenfeld, R. Castañeda, H.W. Hackman, M.L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 477-482). New York: Routledge.

McClintock, M. (2000). How to interrupt oppressive behavior. In M. Adams, W.J. Blumenfeld, R. Castañeda, H.W. Hackman, M.L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (pp. 483-485). New York: Routledge.

OPTIONAL:

Chesler, M. A. (2001). The charge to the White male brigade. *Journal of Applied Behavioral Science, 37*, 299-304.

Maier, M. (1997, Summer). Invisible privilege: What White men don't see. *The Diversity Factor*, pp. 28-33.

Ely, R. J. (1995). The role of dominant identity and experience in organizational work on diversity. In S. E. Jackson & M. N. Ruderman (Eds.), *Diversity in work teams: Research paradigms for a changing workplace* (pp. 161-186). Washington, DC: American Psychological Association.

Fine, M. (1997). Witnessing Whiteness. In M. Fine, L. Weis, L. C. Powell, & L. Mun Wong (Eds.), *Off White: Readings on race, power, and society* (pp. 57-65). New York: Routledge.

Gaertner, S. L., Dovidio, J. F., Banker, B. S., Rust, M. C., Nier, J. A., Mottola, G. R., & Ward, C. M. (1997). Does White racism necessarily mean antiblackness? Aversive racism and prowhiteness. In M. Fine, L. Weis, L. C. Powell, & L. Mun Wong (Eds.), *Off White: Readings on race, power, and society* (pp. 167-178). New York: Routledge.

Hurtado, A. (1999). The trickster's play: Whiteness in the subordination and liberation process. In R. D. Torres, L. F. Mirón, & J. X. Inda (Eds.), *Race, identity, and citizenship: A reader* (pp. 225-243). Malden, MA: Blackwell.

Jacques, R. (1997). The unbearable whiteness of being: Reflections of a pale, stale male. In P. Prasad, A. J. Mills, M. Elmes, & A. Prasad (Eds.), *Managing the organizational melting pot: Dilemmas of workplace diversity* (pp. 80-106). Thousand Oaks, CA: Sage.

Nash, D. (2000, Spring). Understanding dominance and subordination: One White man's experience. *The Diversity Factor*, 8-12.

Morawski, J. G. (1997). White experimenters, White blood, and other White conditions: Locating the psychologist's race. In M. Fine, L. Weis, L. C. Powell, & L. Mun Wong (Eds.), *Off White: Readings on race, power, and society* (pp. 13-28). New York: Routledge.

Gaines, Jr., S. O. & Reed, E. S. (1995). Prejudice: From Allport to DuBois. *American Psychologist, 50*, 96-103.

SUGGESTED QUESTIONS TO THINK ABOUT
Difference and Power: Concepts of Prejudice, Discrimination, and Oppression

1. What is *prejudice*? What is *ethnocentrism*? In what ways do these constructs relate to *discrimination*? Are prejudice and/or ethnocentrism pre-conditions for discrimination?

2. What is a useful way to define *oppression*? What are some examples of oppression?

3. In what ways does oppression function as a system? How do oppressive systems arise? How are they maintained?

4. In what ways have you experienced oppression? In what ways do you contribute to maintaining systems of oppression?

5. On what bases is privilege assigned in society? Is it earned? Why or why not?

6. Are there privileged groups or classes in any organizations you have belonged to? How are/were the boundaries between groups defined? How does the privilege get manifested? To what extent is the privilege acknowledged? What prevents and/or facilitates this? How is the system of privilege maintained?

7. What privileges do you have based on your group membership(s)? How does this privilege affect you personally?

8. What questions, comments and/or insights do you have about power, and about systems of oppression and privilege?

Readings for March 3
MODELS AND VISIONS OF DIVERSITY IN SOCIETY AND ORGANIZATIONS

COX and BEALE, Chapters 8 & 9.

S&C, pp. 53-77 (Chapter 3: Mark D. Agars & Janet L. Kottke. Models and the practice of diversity management: A historical review and presentation of a new integration theory.)

Kitano, H. H. L. (1991). Goals. *Race Relations, 4th Ed.* (pp. 10-27). Englewood Cliffs, NJ: Prentice-Hall.

Williams, P. J. (2000). From *The alchemy of race and rights*. In F. J. Crosby & C. VanDeVeer (Eds.), *Sex, race, and merit: Debating affirmative action in education and employment* (pp. 75-80). Ann Arbor: University of Michigan Press.

Thomas, D. A. & Ely, R. J. (1996, September-October). Making differences matter: A new paradigm for managing diversity. *Harvard Business Review*, 79-90.

Miller, F. A. & Katz, J. H. (1995). Cultural diversity as a developmental process: The path from monocultural club to inclusive organization. In J. William Pfeiffer (Ed.), *The 1995 Annual: Volume 2, Consulting* (pp. 267-281). San Diego, CA: Pfeiffer & Co.

Ferdman, B. M. (1997). Values about fairness in the ethnically diverse workplace. [Special Issue: Managing in a global context: Diversity and cross-cultural challenges]. *Business and the Contemporary World: An International Journal of Business, Economics, and Social Policy, 9,* 191-208.

Gilbert, J. A. & Ivancevich, J. M. (2000). Valuing diversity: A tale of two organizations. *Academy of Management Executive, 14*(1), 93-105.

In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge, IL: Irwin:

- Section III: Visions of our human potential, pp. 109-120 (Marilyn Loden, "Toward creativity, cooperation, community"; Robert W. Terry, "Authenticity: Unity without uniformity"; Frederick A. Miller, "When diversity means added value"; Bailey Jackson, "Coming to a vision of a multicultural system"; Kate Kirkham, "One of many"; Edith Whitfield Seashore, "Save the dream for everyone")

- Judith Palmer, "Diversity: Three paradigms," pp. 252-258.

- Section V: Visions of our Organizational Potential, pp. 205-227 (Judith H. Katz, "Walking toward our talk"; Marvin R. Weisbord, "A look back, twenty years from now"; Jack McGrory, "Discard the melting pot: Diversity is strength"; Evangelina Holvino, "A vision: The agitated organization"; Elsie Y. Cross, "America at the crossroads"; Catherine S. Buntaine, "Beyond smiling faces"; Guillermo Cuellar, "The new challenge: For the good of all"; Jane Magruder Watkins, "The future is now").

OPTIONAL:

Berry, J. W. (1997). Individual and group relations in plural societies. In C. S. Granrose & S. Oskamp (Eds.), *Cross-cultural work groups* (pp. 17-35). Thousand Oaks, CA: Sage.

Gentile, M. C. (1995). *Ways of thinking about and across difference*. Harvard Business School Case 9-395-117. Cambridge, MA: Harvard Business School Publishing.

Crosby, F. J., Ferdman, B. M. & Wingate, B. R. (2001). Addresing and redressing discrimination: Affirmative action in social psychological perspective. In R. Brown & S. Gaertner (Eds.), *Blackwell handbook in social psychology. Vol. 4: Intergroup processes* (pp. 495-513)*. Oxford: Blackwell.

Patricia L. Nemetz & Sandra L. Christensen (1995). The challenge of cultural diversity: Harnessing a diversity of views to understand multiculturalism. *Academy of Management Review, 21*, 434-462.

Haney, C. & Hurtado, A. (1994). The jurisprudence of race and meritocracy: Standardized testing and "race-neutral" racism in the workplace. *Law and Human Behavior, 18*, 223-248.

Gamson, W. A. (1999, September/October). Ambivalences about affirmative action. *Society*, 41-45.

Gurevitch, Z. D. (1989). The power of not understanding: The meeting of conflicting identities. *Journal of Applied Behavioral Science, 25*, 161-173.

Thomas, R. R., Jr. (1995). A diversity framework. In M. Chemers, S. Oskamp, & M. A. Costanzo (Eds.). *Diversity in organizations: New perspectives for a changing workplace* (pp. 245-263). Thousand Oaks, CA: Sage.

Brickson, S. (2000). The impact of identity orientation on individual and organizational outcomes in demographically diverse settings. *Academy of Management Review, 25*, 82-101.

Bond, M. A. & Pyle, J. L. (1998). Diversity dilemmas at work. *Journal of Management Inquiry, 7*, 252-269.

Ely, R. J. & Thomas, D. A. (2001). Cultural diversity at work: the moderating effects of work group perspectives on diversity. *Administrative Science Quarterly, 46*, 229-273.

Davidson, M. N. (1999). The value of being included: An examination of diversity change initiatives in organizations. *Performance Improvement Quarterly, 12*, 164-180.

Thomas, D. A. & Gabarro, J. J. (1999). *Breaking through: The making of minority executives in corporate America*. Boston: Harvard Business School Press. [Chapter 2 ("Doing diversity: Three decades in pursuit of equal opportunity," pp. 35-62) and Chapter 7 ("Diversity strategy: Three approaches to enabling minority advancement," pp. 151-186).]

Lau, D. C. & Murnighan, J. K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review, 23*, 325-340.

Adler, N. J. (2002). *International dimensions of organizational behavior*, *4th ed.* Cincinnati: South-Western. (Chapter 4: Creating cultural synergy, pp. 105-132).

SUGGESTED QUESTIONS TO THINK ABOUT

Models and visions of diversity in society and organizations

1. What are alternative approaches used by societies to incorporate (or eliminate) differences? What are your preferences in this regard? Why?

2. What role do individual preferences have in affecting societal orientations to diversity? Do you see a distinction between values held by individuals and societal-level orientations? Explain.

3. What connections do you see between views about and the handling of diversity in organizations and related perspectives in the larger society? How do values fit into the picture?

4. What are some of the intrinsic paradoxes and traps in achieving "utopia?" How can/ should such paradoxes and traps be dealt with?

5. What are your own views about the "best" or the "right" way for a society, for an organization and for you to live with diversity? Where do these views come from? How do you see them developing right now and in the future?

6. Given heterogeneity in an organization along race, ethnic, gender and other dimensions of difference, what are the options for how this diversity is incorporated into the organization? To what extent is a developmental or stage model appropriate for capturing alternative orientations to diversity in organizations? What are the implications of different types and degrees of diversity, both for how the diversity is handled, and for organizational functioning and effectiveness?

7. What connections do you see between views about and the handling of diversity in organizations and related perspectives in the larger society? How do values fit into the picture?

8. What would the ideal organization look like in terms of diversity and how differences are viewed and addressed? Why? By what criteria is this the "ideal?"

9. Do you see a distinction between values held by individuals and organizational-level orientations? Explain.

10. Think about the organization to which you belong or in which you participate. What are the predominant ideologies regarding the role of diversity in these organizations? How do you personally feel about this? What visions do you have regarding the models of diversity that *should* hold in these organizations?

11. What other questions have been raised for you as you consider this topic?

Readings for March 10
SETTING THE STAGE FOR CHANGE: STRATEGIES FOR CREATING DIVERSE AND INCLUSIVE ORGANIZATIONS

COX & BEALE, Chapter 10

COX01, Chapters 2 & 3

S&C, Chapter 12 (Evangelina Holvino, Bernardo M. Ferdman, & Deborah Merrill-Sands. Creating and sustaining inclusion in organizations : Strategies and approaches).

Jayne, M. E. A. & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management, 43*, 409-424.

Dass, P. & Parker, B. (1999). Strategies for managing human resource diversity: From resistance to learning. *Academy of Management Executive, 13*(2), 68-79.

Ferdman, B. M. & Brody, S. E. (1996). Models of diversity training. In D. Landis & R. Bhagat (Eds.), *Handbook of intercultural training, 2nd Ed.* (pp. 282-303). Thousand Oaks, CA: Sage.

In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge, IL: Irwin:
Bailey Jackson & Rita Hardiman. Multicultural organizational development (pp. 231-239).
Mark A. Chesler. Organizational development is not the same as organizational development (pp. 240-251).

OPTIONAL:

Arredondo, P. (1996). *Successful diversity management initiatives: A blueprint for planning and implementation*. Thousand Oaks, CA: Sage. [Chapter 6: Articulating goals and strategies, pp. 96-112; Chapter 7: Implementing diversity-related strategies, pp. 113-124.]

Bond, M. A. & Pyle, J. L. (1998). The ecology of diversity in organizational settings: Lessons from a case study. *Human Relations, 51*, 589-623.

Gentile, M. (1994). *Managerial effectiveness and diversity: Organizational choices*. Harvard Business School Case 9-395-020. Cambridge, MA: Harvard Business School Publishing.

Hart, M. A. (1997). *Managing diversity for sustained competitiveness: A conference report*. Report 1195-97-CH, The Conference Board, 845 Third Avenue, NY, NY 10022.

Kossek, E. E., Markel, K. S., & McHugh, P. (2003). Increasing diversity as an HRM change strategy. *Journal of Organizational Change Management, 16*, 328-352.

Lobel, S. A. (1999). Impacts of diversity and work-life initiatives in organizations. In G. N. Powell (Ed.), *Handbook of gender and work* (pp. 453-474). Thousand Oaks, CA: Sage.

Richard, O. C. & Johnson, N. B. (2001). Understanding the impact of human resource diversity practices on firm performance. *Journal of Managerial Issues, 13*, 177-195.

Robinson, G. & Dechant, K. (1997). Building a business case for diversity. *Academy of Management Executive, 11*(3), 21-31.

Wheeler, M. L. (1995). *Diversity: Business rationale and strategies: A research report*. Report 1130-95-RR, The Conference Board, 845 Third Avenue, NY, NY 10022.

Wentling, R. M. & Palma-Rivas, N. (1998). Current status and future trends of diversity initiatives in the workplace: Diversity experts' perspective. *Human Resource Development Quarterly, 9*, 235-253.

SUGGESTED QUESTIONS TO THINK ABOUT
Setting the stage for change: Strategies for creating diverse and inclusive organizations

1. What are the various factors that are can drive or propel change in organizations in relation to diversity? How do you see these as related to the type of changes and change processes that occur and to the effects of these changes?
2. What have you learned about the role of *framing* in creating and maintaining change processes?
3. What is (and should be) the role of an organization's leadership in developing and implementing a diversity change strategy?
4. What is the role of conflict in changing organizations to be more inclusive? How much focus should be

placed on conflict reduction?

5. What understandings have you gained so far to help frame your thinking about organizational change in relation to diversity?

Readings for March 24
SKILLS AND COMPETENCIES FOR MULTICULTURAL TEAMS AND WORKPLACES/
ORGANIZATIONAL ASSESSMENT AND CHANGE FOR DIVERSITY AND INCLUSION

COX & BEALE, Chapter 11.

COX01, Chapters 4-7.

S&C, Chapter 5 (Donna Chrobot-Mason & Marian N. Ruderman. Leadership in a diverse workplace).

Davidson, M. N. (2000). *Leaders who make a difference: Critical skills for leading a diverse workforce*. Darden Graduate School of Business Administration Case UVA-OB-0676. Charlottesville, VA: University of Virginia.

Holvino, E. & Sheridan, B. (2003, April). *Working across differences: Diversity practices for organizational change* (CGO Insights Briefing Note No. 17). Center for Gender in Organizations, Simmons School of Management. (http://www.simmons.edu/som/cgo/insights17.pdf)

Katz, J. & Miller, F. A. (2003). Diversity consultation skills. In Deborah L. Plummer (Ed.), *Handbook of diversity management: Beyond awareness to competency based learning* (pp. 427-446). Lanham, MD: University Press of America.

Katz, J. & Miller, F. A. (2003). Building inclusion and leveraging diversity a way of doing business. In Deborah L. Plummer (Ed.), *Handbook of diversity management: Beyond awareness to competency based learning* (pp. 447-471). Lanham, MD: University Press of America.

In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge, IL: Irwin:
Catherine S. Buntaine. Developing cross-gender partnerships competencies: Exploring the seven C's (pp. 259-266).
Milton J. Bennett & Barbara R. Deane. A model for personal change: Developing intercultural sensitivity (pp. 286-293).
Edith Whitfield Seashore. Feedback: Making a difference in a world of differences (pp. 301-307).

Gardenswartz, L. & Rowe, A. (1994). *Diverse teams at work: Capitalizing on the power of diversity*. Chicago: Irwin. [Read pp. 17-30 & 126-130.]

Blake-Beard, S. (2001, October). *Mentoring relationships through the lens of race and gender* (CGO Insights Briefing Note Number 10). Center for Gender in Organizations, Simmons School of Management.

Hubbard, E. E. (2003). Assessing, measuring, and analyzing the impact of diversity initiatives. In Deborah L. Plummer (Ed.), *Handbook of diversity management: Beyond awareness to competency based learning* (pp. 271-305). Lanham, MD: University Press of America.

White, M. B. (1996, Summer). Strategies for success: The San Diego story. *The Diversity Factor*, 2-10.

Dobbs, M. F. (1994, Spring). San Diego's diversity commitment. *The Public Manager*, 59-62.

OPTIONAL:

SKILLS AND COMPETENCIES

Thomas, R. R. Jr. & Woodruff, M. (1997). Diversity competencies: Key capabilities of global managers. [Special Issue: Managing in a global context: Diversity and cross-cultural challenges]. *Business and the Contemporary World: An International Journal of Business, Economics, and Social Policy, 9*, 21-62.

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Elsass, P. M., & Graves, L. M. (1997). Demographic diversity in decision-making groups: The experiences of women and people of color. *Academy of Management Review*, 22, 946-973.

Smith, K. & Berg, D. (1997). Cross-cultural groups at work. *European Management Journal*, 15, 8-15.

McGrath, J. E., Berdahl, J. L., & Arrow, H. (1995). Traits, expectations, culture and clout: The dynamics of diversity in work groups. In S. E. Jackson & M. N. Ruderman (Eds.), *Diversity in work teams: Research paradigms for a changing workplace* (pp. 17-45). Washington, DC: American Psychological Association.

Thompson, D. E., & Gooler, L. E. (1996). Capitalizing on the benefits of diversity through workteams. In E. E. Kossek & S. A. Lobel (Eds.), *Managing diversity: Human resource strategies for transforming the workplace* (pp. 392-437). Cambridge, MA: Blackwell.

Jackson, S. E., May, K. E., & Whitney, K. (1995). Understanding the dynamics of diversity in decision-making teams. In R. A. Guzzo, E. Salas, & Associates, *Team effectiveness and decision making in organizations* (pp. 204-261). San Francisco: Jossey-Bass.

ASSESSMENT &CHANGE

Potts, J. (1996, Summer). Diversity assessment: Telling the story. *The Diversity Factor*, 33-39.

Plummer, D. L. (2003). Diagnosing diversity in organizations. In Deborah L. Plummer (Ed.), *Handbook of diversity management: Beyond awareness to competency based learning* (pp. 243-269). Lanham, MD: University Press of America.

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Blake, B. F., Heslin, R., & Curtis, S. C. (1996). Measuring the impact of cross-cultural training. In D. Landis & R. Bhagat (Eds.), *Handbook of intercultural training, 2nd Ed.* (pp. 165-182). Thousand Oaks, CA: Sage.

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Larkey, L. K. (1996). The development and validation of the Workforce Diversity Questionnaire: An instrument to assess interactions in diverse workgroups. *Management Communication Quarterly, 9*, 296-337.

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Lobel, S. A., & Kossek, E. E. (1996). Human resource strategies to support diversity in work and personal lifestyles: Beyond the "family friendly" organization. In E. E. Kossek & S. A. Lobel (Eds.), *Managing diversity: Human resource strategies for transforming the workplace* (pp. 221-244). Cambridge, MA: Blackwell.

Zane, N. C. (2002). The glass ceiling is the floor my boss walks on: Leadership challenges in managing diversity. *Journal Of Applied Behavioral Science*, *38*, 334-354.

SUGGESTED QUESTIONS TO THINK ABOUT
Skills and Competencies for the Multicultural Teams and Workplaces

1. What skills are essential for people to work effectively and inclusively in a multicultural workplace?

2. Is there such a thing as "multicultural competence?" What is it? How is it obtained?

3. What role might intercultural training play in helping people develop these essential skills and competencies? How would you combine intercultural training with more strategic approaches to skills development?

4. How might people's various identities and experiences connect and interact with both their motivation to develop skills for the multicultural workplace, and the necessary skills themselves? Do different types of people need different skills? Explain.

5. What skills for multicultural work do you want and need? How do you anticipate developing them? What skills do you already have? How did you get them? How will you maintain and sharpen them? How will

these skills connect to the new skills you plan to develop?

6. How do group-, organizational-, and societal-level factors interact both with the skills that are necessary for effective functioning in multicultural environments and with the opportunities to obtain such skills?

7. What other questions or insights do you have regarding this topic?

8. What makes for an effective work team? What makes for an effective multicultural work team?

9. What factors are critical for you in bringing out your best work when you are part of a team? How do these connect with the variables discussed in the readings?

10. What insights or questions regarding diversity in work teams do you have?

Organizational assessment and change for diversity and inclusion

1. Given the factors inciting change, what types of change do you think are most likely to be effective?

2. What alternative paradigms for change can you identify or describe? How would you describe/measure effectiveness in the context of these different paradigms? What alternative views or definitions of effectiveness can you identify and/or articulate?

3. What have you learned about assessment of the change processes?

4. What are the pieces of the puzzle that you feel are still missing for you? How can you begin to find these? Do you think that they exist or will they need to be created?

Readings for April 7
CULTURE AND ETHNICITY AS DIMENSIONS OF DIFFERENCE IN ORGANIZATIONS

COX & BEALE, Chapter 7

S&C, Chapter 4 (Dianna L. Stone & Eugene F. Stone-Romero. The influence of culture on role-taking in culturally diverse organizations)

Ferdman, B. M. (1992). The dynamics of ethnic diversity in organizations. In K. Kelley (Ed.), *Issues, theory and research in industrial/organizational psychology* (pp. 339-384). Amsterdam: North Holland.

Adler, N. J. (2002). *International dimensions of organizational behavior*, 4th ed. Cincinnati: South-Western (Chapters 1, "Culture and management" & 2, "How do cultural differences affect organizations?")

Ferdman, B. M. & Cortes, A. (1992). Culture and identity among Hispanic managers in an Anglo business. In S. B. Knouse, P. Rosenfeld & A. Culbertson (Eds.), *Hispanics in the workplace* (pp. 246-277). Newbury Park: Sage.

Gallant, S. M. (1999). Cultural assumptions in cross-cultural relations. In A. L. Cooke, A. S. Craig, B. Greig, & M. Brazzel (Eds.), *Reading book for human relations training, 8th Edition* (pp. 103-109). Alexandria, VA: NTL Institute for Applied Behavioral Science.

OPTIONAL:

Triandis, H. C., Kurowski, L. L., & Gelfand, M. J. (1994). Workplace diversity. In H. C. Triandis, M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology, Volume 4* (pp. 769-827). Palo Alto, CA: Consulting Psychologists Press.

Bernardo M. Ferdman & Plácida I. Gallegos (1996):

- Crossing borders: The experience of a Mexican American HR manager in a maquiladora. In E. E. Kossek, S. A. Lobel, & R. Oh (Eds.), *Managing diversity: Human resource strategies for transforming the workplace. A field guide* (pp. 1-23). Cambridge, MA: Blackwell.

- Crossing borders at a maquiladora: Lessons learned from an HR manager's experiences. In *At the frontier of managing diversity: Integrating practice and research (Proceedings of the 1995 AIMD Global Conference on Managing Diversity)*. Atlanta, GA: American Institute for Managing Diversity.

Kochman, T. (1994). Black and White cultural styles in pluralistic perspective. In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore, Eds. *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 198-204). Burr Ridge, IL: Irwin.

Jones, J. M. (2002). Toward a cultural psychology of African Americans. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 3, Chapter 1), (http://www.wwu.edu/~culture), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA. [http://www.ac.wwu.edu/~culture/jones.htm]

Hofstede, G. (1991). Levels of culture. *Cultures and organizations: Software of the mind* (Chapter 1). London: McGraw-Hill.

Betancourt, B. & López, S. R. (1993). The study of culture, ethnicity, and race in American psychology. *American Psychologist*, *48*, 629-637.

Gardenswartz, L. & Rowe, A. (1998). Learning the cultural etiquette of communication. [Chapter 5 in] *Managing diversity: A complete desk reference and planning guide (Revised Edition)* (pp. 87-127). Burr Ridge, IL: Irwin.

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SUGGESTED QUESTIONS TO THINK ABOUT
Culture and Ethnicity as Dimensions of Difference
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1. If we consider *ethnicity* as a dimension of difference, what is it that varies, psychologically speaking? How would the answer to this question change depending on the level of analysis (e.g. intrapersonal, interpersonal, group, intergroup, organizational, societal, global)?

2. What are some useful ways to think about ethnicity as it relates to organizations? What are some less useful ways? What are the theoretical and empirical bases for your position?

3. What is *culture*? In what ways is it important to organizations and organizational behavior? At what

level(s) of analysis is it most useful as an explanatory construct?

4. Can you distinguish between *ethnicity* and *culture*? How are these concepts different? similar? Is it useful to make this distinction? How? Why?

5. How would you characterize the perspectives of the various authors we have read regarding ethnicity and culture as dimensions of difference? What important variables do they include in their models and which do they leave out?

6. How would you characterize the important differences between United Statesian and other organizations? managers?

7. How applicable are internationally-derived perspectives such as Hofstede's and Adler's domestically in the U.S.? In other countries? Why?

8. Is it possible to characterize "American" culture? If so, how? If not, why not?

9. What are some of the implications of individualism for conceptualizing ethnicity and culture as valid dimensions of difference?

10. Where is culture "located?" How can we best "see" it or discover it?

11. How much is attributable to "national" cultures? How much is structural? What does the interaction between structure, process and culture look like?

12. Describe some specific expressions of culture and cultural diversity in the U.S. context. How do you "know" that what you have described is "cultural?"

13. How might researchers' views and research be influenced by their own culture and by their values and regarding the place of cultural differences in society?

14. What difference do/should cultural and/or ethnic differences make for the workplace? How should cultural differences be addressed by organizations? Why?

Readings for April 21
RACE AND RACISM IN ORGANIZATIONS

Smedley, A. & Smedley, B. D. (2005). Race as biology is fiction, racism as a social problem is real: Anthropological and historical perspectives on the social construction of race. *American Psychologist, 60,* 16-26.

Blank, R. M., Dabady, M. & Citro, C. F. (Eds.) (2004). *Measuring racial discrimination: Panel on methods for assessing discrimination*. Washington, DC: The National Academies Press. [Read Executive Summary, Chapter 1 (Introduction), Chapter 2 (Defining race) and Chapter 3 (Defining discrimination). *Optional:* Chapter 4 (Theories of discrimination)]

Gould, S. J. (1994, November). The geometer of race. *Discover*, pp. 65-69.

Selections from Joan Ferrante & Prince Brown, Jr. (Eds.) (1998). *The social construction of race and ethnicity in the United States*. New York: Longman:

- Mitzi Uehara-Carter, "On being Blackanese," pp. 56-58
- Prince Brown, Jr., "Biology and the social construction of the 'race' concept," pp. 131-138
- U.S. Bureau of the Census, "Questions related to ethnicity," pp. 202-206
- Prince Brown, Jr., "Why 'race' makes no scientific sense: The case of Africans and Native Americans," pp. 320-325
- Richard T. Schaefer, "Talking past one another," pp. 462-464
- Ward Churchill, "Let's spread the 'fun' around: The issue of sports team names and mascots," pp. 465-469.

Brown, N. L. (1999). Learning about my racism. In A. L. Cooke, A. S. Craig, B. Greig, & M. Brazzel (Eds.), *Reading book for human relations training, 8th Edition* (pp. 87-88). Alexandria, VA: NTL Institute for Applied Behavioral Science.

Ayers, W. C. (1997). Racing in America. In M. Fine, L. Weis, L. C. Powell, & L. Mun Wong (Eds.), *Off White: Readings on race, power, and society* (pp. 129-136). New York: Routledge.

S&C, Chapter 8 (Kevin Cokley, George F. Dreher, & Margaret S. Stockdale. Toward the inclusiveness and career success of African Americans in the workplace).

Ferdman, B. M. & Gallegos, P. I. (2001). Racial identity development and Latinos in the United States. In C. L. Wijeyesinghe & B. W. Jackson (Eds.), *New perspectives on racial identity development: A theoretical and practical anthology* (pp. 32-66). New York: New York University Press.

Selections from Richard Delgado & Jean Stefancic (Eds.) (1998). *The Latino/a condition: A critical reader*. New York: New York University Press

- Juan F. Perea, "The Black/White binary paradigm of race," pp. 359-368
- Elizabeth Martínez, "Beyond Black/White: The racisms of our time," pp. 466-477.

Thompson, C. (2000, Spring). When the topic is race: White male denial. *The Diversity Factor*, 13-16.

Potts, J. (1994). White men can help—but it's hard. In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 165-169). Burr Ridge, IL: Irwin.

OPTIONAL:

Hirschman, C. (2004). The origins and demise of the concept of race. *Population and Development Review, 30*, 385-415.

Nkomo, S. M. (1992). The emperor has no clothes: Rewriting "race in organizations." *Academy of Management Review, 17*, 487-513.

Appiah, K. A. (1996). Race, culture, identity: Misunderstood connections. In K. A. Appiah & A. Gutmann, *Color conscious: The political morality of race* (pp. 30-105). Princeton, NJ: Princeton University Press.

Anthias, F. (1992). Connecting "race" and ethnic phenomena. *Sociology, 26*, 421-438.

Carter, R. T. (1997). Is White a race? Expressions of White racial identity. In M. Fine, L. Weis, L. C. Powell, & L. Mun Wong (Eds.), *Off White: Readings on race, power, and society* (pp. 198-209). New York: Routledge.

Jones, J. M. (1997). Racism: What is it and how does it work? In J. M. Jones, *Prejudice and racism, 2nd ed.* (pp. 365-410). New York: McGraw-Hill.

Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist, 52*, 613-629.

Dovidio, J. F. & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science, 11*, 315-319.

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist, 54,* 805-816.

Cooper, C. & Thompson, C. E. (1997). Managing corporate racial diversity. In C. E. Thompson & R. T. Carter (Eds.), *Racial identity theory: Applications to individual, group, and organizational interventions* (pp. 181-200). Mahwah, NJ: Lawrence Erlbaum.

Jones, E. W., Jr. (1994). Black managers: The dream deferred. In Mary C. Gentile (Ed.), *Differences that work: Organizational excellence through diversity* (pp. 65-84). Boston: Harvard Business Review. [Reprinted from Harvard Business Review, May-June 1986]

Howard, G. R. (2000, Spring). Ways of being White. *The Diversity Factor*, 20-24.

Katz, J. (1999). *White culture and racism: Working for organizational change in the United States*. The Whiteness Papers, No. 3 (Published by Center for the Study of White Culture, Inc., Roselle, NJ).

Wells, L. Jr. & Jennings, C. L. (1998). The Wells schema of Black organizational experience. *Journal of Applied Behavioral Science, 34*, 397-402; Wells, L., Jr. (1998). Consulting to Black-White relations in predominantly White organizations. *Journal of Applied Behavioral Science, 34*, 392-396.

Selections from M. Adams, L. A. Bell, & P. Griffin (1997). *Teaching diversity and social justice: A sourcebook*. New York: Routledge: (1) Rita Hardiman & Bailey W. Jackson, "Conceptual foundations for social justice courses," pp. 16-29; (2) Charmaine L. Wijeyesinghe, Pat Griffin, & Barbara Love, "Racism curriculum design," pp. 82-109.

SUGGESTED QUESTIONS TO THINK ABOUT
Race and Racism in Organizations

1. What is *race*? Is this a useful construct? What are some useful and not so useful ways to conceptualize this construct?
3. What are some of the implications in society and in organizations of racial distinctions?
4. How have psychologists and organizational scholars typically conceptualized and researched race and race-related phenomena? Are these approaches useful/valid? Why?
5. What kind(s) of research can/should be done on race? Why?
6. When did you first learn about "race?" What did you learn about it? How did you learn about it?
7. What difference has your "race" made in your life? How?
8. What is *racism*? Describe the various manifestations of individual, institutional and cultural racism.
10. What are the effects of racism? (On people, organizations and institutions, society) Who are the "victims" of racism?
11. In what ways and to what extent is racism in the U.S. actually a *White* problem?
12. How do members of oppressed groups participate in the maintenance of racism?
13. List at least three specific ways in which you *personally* help to maintain each type of racism—individual, institutional and cultural. Explain.
14. List at least three specific ways in which you do (or could) work against each type of racism—individual, institutional, and cultural. Explain.
15. What options do you see for changing racial dynamics in organizations? (Include both structural and process issues.) What is the desired end goal? What would indicate "success" or positive movement?
16. What other questions have been raised for you as you consider this topic?

Readings for April 28
GENDER AND SEXISM IN ORGANIZATIONS

S&C, Chapter 7 (Linda K. Stroh, Christine L. Langlands, and Patricia A. Simpson. Shattering the Glass Ceiling in the New Millennium).

Cleveland, J. N., Vescio, T. K., & Barnes-Farrell, J. L. (2005). Gender discrimination in organizations. In R. L. Dipboye & A. Colella (Eds.), *Discrimination at work: The psychological and organizational bases* (pp. 149-176). Mahwah, NJ: Lawrence Erlbaum Associates.

In E.Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.). (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. Burr Ridge, IL: Irwin:
- Evangelina Holvino. Women of color in organizations: Revising our models of gender at work (pp. 52-59)
- Judith C. Hoy. Women in organizations: The struggle for equity continues (pp. 179-187)
- Elizabeth Hostetler. Leadership: The silencing of the feminine (pp. 188-197).

Fletcher, J. K. (2002, August). *The greatly exaggerated demise of heroic leadership: Gender, power, and the myth of the female advantage* (CGO Insights Briefing Note Number 13). Boston: Center for Gender in Organizations, Simmons School of Management.

In B. McVicker Clinchy & J. K. Norem (1998). *The gender and psychology reader*. New York: New York University Press:
1) Candace West & Don H. Zimmerman. Doing gender. Pp. 104-124.
2) Alice H. Eagly. On comparing women and men. Pp. 159-166.
3) Susan T. Fiske & Laura E. Stevens. What's so special about sex? Gender stereotyping and discrimination. Pp. 505-522.
4) Lois Gould. X: A fabulous child's story. Pp. 523-530.

Ely, R. J. & Meyerson, D. E. (2000). Theories of gender in organizations: A new approach to organizational analysis and change, *Research in Organizational Behaviour*, *22,* 105-153.

Ferdman, B. M. (1999). The color and culture of gender in organizations: Attending to race and ethnicity. In G. N. Powell (Ed.), *Handbook of gender and work* (pp. 17-34). Thousand Oaks, CA: Sage.

Tannen, D. (1995, Sept.-Oct.). The power of talk: Who gets heard and why. *Harvard Business Review,* 138-148.

Case Study: Schrank, R. (1994, May-June). Two women, three men on a raft. *Harvard Business Review*, 68-80.

OPTIONAL:

Giscombe, K. & Mattis, M. (2003). Women in corporate management at the new millennium: Taking stock of where we are. *The Diversity Factor, 11*(1), 5-10.

Ely, R. J. (1995). The power in demography: Women's social constructions of gender identity at work. *Academy of Management Journal, 38*, 589-634.

Williams, J. E. & Best, D. L. (1994). Cross-cultural views of women and men. In W. J. Lonner & R. Malpass (Eds), *Psychology and culture* (pp. 191-196). Boston: Allyn & Bacon.

Glick, P. & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist, 56,* 109-118.

Benokraitis, N. V. (1997). Sex discrimination in the 21st century. In N. V. Benokraitis (Ed.), *Subtle sexism: Current practice and prospects for change* (pp. 5-33). Thousand Oaks, CA: Sage.

Maier, M. (1999). On the gendered substructure of organization: Dimensions and dilemmas of corporate masculinity. In G. N. Powell (Ed.), *Handbook of gender and work* (pp. 69-93). Thousand Oaks, CA: Sage.

Ely, R. J. and Meyerson, D. E. (1999, Spring). Moving from gender to diversity in organizational diagnosis and intervention. *Diversity Factor*, 28-33.

Gordon, J. R. & Whelan, K. S. (1998). Successful professional women in midlife: How organizations can more effectively understand and respond to the challenges. *Academy of Management Executive, 12*(1), 8-27.

Ragins, B. R., Townsend, B., & Mattis, M. (1998). Gender gap in the executive suite: CEOs and female executives report on breaking the glass ceiling. *Academy of Management Executive, 12*(1), 28-42.

Tolbert, P. S., Graham, M. E., & Andrews, A. O. (1999). Group gender composition and work group relations: Theories, evidence, and issues. In G. N. Powell (Ed.), *Handbook of gender and work* (pp. 179-202). Thousand Oaks, CA: Sage.

Eagly, A. H. & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. *Psychological Review, 109*, 573-598.

Wood, W., and Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: Implications for the origins of sex differences. *Psychological Bulletin, 128*, 699-727.

Lipman-Blumen, J. (1989). Why the powerless do not revolt. In H. J. Leavitt, L. R. Pondy & D. M. Boje (Eds.), *Readings in managerial psychology (4th edition)* (pp. 397-407). Chicago: University of Chicago. [Reprinted from J. Lipman-Blumen (1984). *Gender roles and power*. Englewood Cliffs, NJ: Prentice-Hall.]

SUGGESTED QUESTIONS TO THINK ABOUT

Gender and Sexism in Organizations

1. What are we talking about when we use the term *gender*?

2. Are men and women different? How so?

3. Some people have framed the differences between men and women as cultural differences, speaking about "male culture" or "female culture." Is this an apt use of the culture construct? Why or why not?

4. What is the importance or relevance for organizations of gender as a dimension of human difference? What are some useful ways to think about gender as it relates to organizations? What are some less useful ways? What are the theoretical and empirical bases for your position?

5. What are the connections between the qualities of a "good manager" and gender?

6. What is the role of the organizational context with regards to creating, marking, and/or perpetuating gender differences?

7. What is the role of factors such as *power* in creating, maintaining and interpreting gender differences and similarities?

8. What is the role of culture in defining the significance of gender in organizations?

9. Ely has written: "I see … the need to explore how our understandings of gender relations are shaped by our experiences of living in a culture premised on other sorts of asymmetric social relations." (p. 14). Comment.

10. Consider gender in interaction with other identities such as race and ethnicity. What do we learn about gender when we do this?

11. What do you think about the term "women and minorities?" Explain.

12. How can we begin to address the "essentialist/social constructionist conundrum" that Ely outlines?

13. In what ways are dimensions/systems of categorization such as race, ethnicity and gender similar? How are they different?

14. Predict the future of gender as a dimension of difference. What prospects do you see for gender equity in the workplace? On what models of gender equity can/should change be based?

15. What are the most important factors affecting the dynamics of gender in the workplace?

16. What is *sexism* in the workplace? What are some of its manifestations?

17. In what ways is *power* relevant to gender relations and the dynamics of gender in organizations? (What does *power* mean in this context?)

18. What factors lead to, bring about and contribute to the maintenance of sexist behavior and sexist systems?

19. How are race and ethnicity related or not related to gender dynamics and sexism?

20. What is *sexual harassment*? Why does it happen? What is the role of *power* in sexual harassment?

21. How should we deal with sexuality in the context of work? How should organizations address sexuality? What about attraction, affection?

22. What are the elements of a positive organizational approach to preventing sexual harassment?

23. What would gender dynamics be like in an "ideal" organization?

24. What other questions have been raised for you as you consider these topics?

Readings for May 5

SEXUAL ORIENTATION, PHYSICAL ABILITY, AGE, SOCIAL CLASS, AND OTHER DIFFERENCES IN THE WORKPLACE

S&C, Chapters 9, 10, 11 (9: Myrtle P. Bell, Mary E. McLaughlin, & Jennifer M. Sequeira. Age, disability, and obesity: Similarities, differences, and common threads. 10: Micah E. Lubensky, Sarah L. Holland, Carolyn Wiethoff, & Faye J. Crosby. Diversity and sexual orientation: Including and valuing sexual minorities in the workplace. 11: Heather E. Bullock: Class diversity in the workplace).

COX & BEALE, Chapter 6 (pp. 111-138).

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SUGGESTED QUESTIONS TO THINK ABOUT

Sexual Orientation, Physical Ability, Age, Social Class, and Other Differences in the Workplace

1. How is heterosexuality evidenced in the workplace? How is homosexuality evidenced in the workplace?

2. From your perspective in response to the readings, what is the best definition of homophobia? What are the relative roles of fear versus anger?

3. What is *heterosexism*? How can it be recognized? What would be signs that one is becoming less heterosexist?

4. If your daughter (or sister) were/is a lesbian, what kind of workplace environment would/do you want for her?

5. What factors may continue to discourage some organizations from addressing gay and lesbian rights in the workplace? How might these forces be overcome?

6. What misunderstandings or biases impact on the treatment and experiences of persons with disabilities in the workplace? What are some legitimate concerns that employers may have? What are some positive reasons or advantages for hiring persons with disabilities?

7. What approach should organizations and managers take to providing job accommodations? How should organizations handle systems such as feedback/coaching, performance appraisal, job descriptions, recruitment, promotion, and so on for persons with disabilities?

8. How do age differences impact on organizations and their members? What benefits and/or problems does age diversity bring to organizations? How should age diversity be managed?

9. How does social class and its many manifestations affect individual and collective experiences in organizations? What approaches should organizations take regarding diversity along this dimension? Why?

10. In what ways are inclusion and exclusion in relation to sexual orientation, age, physical ability, social class, and other dimensions of difference demonstrated in the workplace? How do these relate to inclusion and exclusion in general? Why is inclusion important in the workplace?

11. How do the many dimensions of difference interact and combine with each other to impact on organizational life and on the experience of individuals in the workplace?

12. YOUR OWN QUESTIONS HERE!