

**MARSHALL GOLDSMITH SCHOOL OF MANAGEMENT—
ORGANIZATIONAL PSYCHOLOGY DIVISION
ALLIANT INTERNATIONAL UNIVERSITY
SAN DIEGO CAMPUS**

COURSE DESCRIPTION AND SYLLABUS

**ORG7330 – Sections 1 and 2
CULTURAL DIVERSITY IN ORGANIZATIONS
Spring 2009**

Section 1: Tuesday, 5:30 p.m. – 9:25 p.m., LIB 112

Section 2: Tuesday, 9:00 a.m. – 12:55 p.m., LIB 112

3 units

INSTRUCTIONAL STAFF

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Office Hours: Tuesdays and Wednesdays, 2:00-4:00 p.m. and by appointment

COURSE WEBSITE

<http://elearning.alliant.edu/course/view.php?id=544>. (Course ID: SP 09 ORG7330-S1 Cultural Diversity in Organizations). All students should become familiar with using the Moodle website and should check it frequently. Course announcements, information, documents, and other useful resources will be posted there, and each field work group will have its own virtual space. This is also where the online dialogue forum is hosted (one for each section). For assistance with Moodle, logging on to the website, and other technical matters, please contact Jessica McKean, Alliant's E-learning Specialist, jmckean@alliant.edu). We will also have space on <http://alliant.wikispaces.net>. More details regarding the wiki and how to use it will be discussed in class.

GRADING

Letter (see section below on Assessment Methods).

COURSE RATIONALE

In all of its offerings, Alliant International University strives to educate professionals who will be effective in a variety of settings and who will be able to work well with diverse people in varied contexts to achieve common goals, in ways that bridge both cultural and international differences (see Alliant's Vision Statement). Indeed, the key focus of Alliant's strategic vision is to be "a Professional Practice University in a Multicultural/International Context." Similarly, the mission and vision of the Marshall Goldsmith School of Management highlight the key role of multicultural and international contexts in our educational programs. This course is required in the curriculum of all of the Organizational Psychology Division programs at MGSM's San Diego Campus, in furtherance of these missions and visions. It also provides a graduate-level introduction to a key specialty area as well as critical background knowledge and skills for all those pursuing masters or doctoral level education in organizational and consulting psychology.

In 2002, the American Psychological Association adopted as policy the *APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists* (available online via the course website or at <http://www.apa.org/pi/multiculturalguidelines.pdf>). This document describes core knowledge and skills that psychologists should have to function ethically and effectively in a diverse

society such as the United States. Similarly, the *Guidelines for Education and Training at the Doctoral Level in Industrial-Organizational Psychology* (see <http://www.siop.org/PhDGuidelines98.aspx>) as well as the *Guidelines for Education and Training at the Masters Level in Industrial-Organizational Psychology* (see <http://www.siop.org/guidelines.aspx>) developed by the Society for Industrial and Organizational Psychology (SIOP) discuss the importance of appreciating diversity as it applies to the multiple competence areas listed. Additionally, the Society of Consulting Psychology's (SCP) 2005 *Guidelines for Education and Training at the Doctoral and Postdoctoral Level in Consulting Psychology/Organizational Consulting Psychology* (available online at <http://www.div13.org/Reports/2005OCP-E&T-GUIDELINES.htm>) list self-awareness and self-management, assessment, and multicultural and international awareness, knowledge of socio-political background and cultural values and patterns as core general competencies for consulting psychologists. This course contributes to development of each of these competencies. Understanding diversity and its implications is also important in developing the domain-specific competencies described in the SCP document.

In addition, this course is designed to support achievement of the following learning outcomes listed as goals for some or all of MGSM's Organizational Psychology Division programs:

- Ability to design and implement a coherent plan to evaluate his/her practice within Organizational Studies.
- Advanced skills in written and oral communication to lay, managerial, and professional audiences.
- Ability to understand and critically evaluate the literature in a given area.
- Advanced skill at collecting, analyzing, and evaluating information for prevention, assessment, and intervention with groups and organizations.
- Ability to integrate knowledge of sexual orientation, gender, culture, race, ethnicity, and nationality to work with groups, and organizations.
- Increased self-knowledge and personal growth as a result of educational and professional preparation in graduate school.
- Knowledge of the concepts, models, and theories that consulting psychologists use at the individual, group and organizational levels.
- Skills in organizational systems analyses, interventions, development and evaluation processes.
- Skills in group dynamics, group process and group facilitation
- Knowledge of I-O Psychology concepts, models, theories
- Skills in analytical and synthetic thinking processes

Finally, Alliant has adopted a series of multicultural and international competencies for its faculty and students. This course plays a fundamental role in supporting the development of these competencies for students in MGSM-OPD programs in San Diego. The competencies most closely related to this course include the following:

- A positive, pro-active and non-judgmental attitude towards diverse cultural and /international identities, and in their interpersonal and professional interactions.
- A multicultural skill set for understanding oneself and being able to successfully navigate intercultural transactions.
- The ability to engage effectively in difficult dialogues about multicultural and international issues.
- Have general knowledge of various local and international cultures as it relates to one's own field to include: cultural differences and similarities, the dimensions of privilege and power, identity, social and political issues, communication and personal expression.
- An ability to show respect, affirmation and adaptability to diverse cultures and nationalities with which they interact.
- An ability to communicate effectively regarding multicultural and international issues.

COURSE DESCRIPTION (FROM CATALOG)

Explores the structure and dynamics of diversity in organizations, and their organizational behavior implications. Considers complex dynamics of ethnic, racial, gender and other diversity in organizations using social science and other perspectives, including cultural and subcultural aspects. Uses multiple levels of analysis to explore theory, research and application regarding the nature, role and treatment of differences and the creation of inclusion in the workplace. Requires active involvement in the learning process. *Prerequisite:* ORG6320 or permission of Instructor

PURPOSE OF COURSE, LEARNING GOALS & OUTCOMES, AND INSTRUCTIONAL METHODS/STRATEGY

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, students 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, effects, and vision for processes 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, bisexuals, heterosexuals, people with disabilities, African Americans, Latino/as, Asians, 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 and inclusion 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?]

COURSE REQUIREMENTS, PARTICIPANT RESPONSIBILITIES, AND ASSESSMENT METHODS

Assessment of student learning will be completed and grades in the course assigned by the instructor 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 online discussion forum) (20%)**
- b) weekly written comments/reflections (including integrative final comment) (35%)**
- c) two weeks in role of class dialogue co-leader (including wiki assignment) (12%)**
- d) group field project (including field work plan, field work, written report, and in-class presentation) (33%)**

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., competence and effort appropriate 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 and those who do so cannot earn more than a C+ in the course). Also, the instructor may assign + or – grades (e.g., A+, A-, B+, B-, etc.) at his 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, in advance of the corresponding class session, and being ready to participate in substantive dialogue regarding those readings. Students who are unprepared for class (i.e., they have not completed and thought about the assigned readings) should expect to find that reflected in their grades on this course component.

Missing or being substantially and/or regularly 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 lower 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, students' own learning and that of others will be enhanced to the extent that they are willing to speak from their own perspective and share their 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 Dialogue Forum**

An opportunity for extending dialogue among class members beyond the classroom will be an *online dialogue forum* (one for each section) housed on the course's Moodle website (at <http://elearning.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 Jessica McKean, jmckean@alliant.edu, as soon as possible). *Students are expected to post to the dialogue 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 Alliant e-mail address on Moodle is one that you check frequently, since course information may and will 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 integrate and apply them in meaningful ways.***

At a minimum, ***you should write one entry per class session (12 in total). Note that there are additional requirements for your last set of comments (see below).*** There is no specific length minimum or maximum for each entry. Although in the past, students have received acceptable grades with three or so pages for each week, excellent comments have typically, though not always, been longer. If your entries every week are particularly short, this is likely to suggest that you have not fully complied with the spirit of the requirement.

In your comments, you can address questions such as the following: 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?

A useful source of material and ideas to integrate into your comments will be not only your notes on your readings, but also the notes you take during class. As we engage in dialogues, as material is discussed, as we conduct in-class activities, and as you hear your classmates and yourself processing the readings and

activities, you will come up with ideas and you will have thoughts and feelings that you may want to track. By taking notes in the moment, you will both improve your skills in being a participant-observer and you will have a rich set of material to draw upon as you prepare your weekly comments/reflections. These notes can help you integrate the readings not only with each other, but with your learning and observations in class.

Regardless of your approach, it is critical that you reflect explicitly and integratively 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 more extensive 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 in this course. 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? ***And most importantly: 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. I encourage you to share parts of your writing with the class as appropriate, for example through the online dialogue forum.

Twice during the term, hand in your comments to date so that the instructor can review them. (Please note that I will not share your written comments or their content with anyone else inside or outside the class.)

You should hand these in—electronically via the course website on Moodle—on the following dates: Wednesday, March 4 and Friday, May 22. (Please make sure that all your comments are included in one file.) 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 and processed the assigned material (e.g., is the set of required readings explicitly and adequately addressed and integrated, in a sophisticated and thoughtful manner?),*
- (c) *Appropriateness, accuracy, and depth of 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 (including Wiki Assignment)**

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. Starting on Feb. 17, this dialogue session will be facilitated by students. Three or four pre-assigned class members will serve as dialogue co-leaders each week, and every student will take on this role twice 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. 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, dialogue co-leaders should prepare and bring to class for distribution a list of key questions and/or ideas that they see as important for the class to address or consider.

Also, by Monday afternoon at 5 pm, each dialogue co-leader for that week must prepare and upload to the course wiki (on <http://alliant.wikispaces.net>) a short (8-12 line) summary of and comment on one of the week's assigned or optional readings. This assignment is designed to provide students with practice in sharing resources on diversity with non-experts, since the material generated will be made available publicly. More detailed instructions for this assignment will be provided in class.

- **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 Alliant as the course progresses,
- explore the applicability of course learning in organizational contexts,
- develop skills for working in a diverse, 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 (typically) three or four class members that is diverse on more than one dimension, and ideally, on as many as possible (e.g., gender, ethnicity, age, program at Alliant, work background, country of origin, 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 in which you work) 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 **Thursday, March 19**. (You are strongly encouraged to turn in this plan sooner, if possible.) You *must* meet at least once as a group with the instructor to discuss your plans and to get additional input into their structure and content, *before* completing and handing in this statement.
- 5) Interview a minimum of twelve members of the organization (nine members of the organization for groups of three), 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, in light of your reading and learning in the course.
- 8) Write a **report and analysis** of your data. This paper should have a minimum of 30 pages, not including title page, references and 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 to 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. (Note that, in unusual cases, the instructor may adjust individual grades on this component up or down on the basis of strong evidence suggesting extremely unequal contributions. This will only be done in exceptional circumstances and at the sole discretion of the instructor.)
- 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.
- In addition to the criteria above, evaluations of achievement on the field work component of the course will also take into account completion of the field work plan and presentation of a thoughtful, clear, and appropriate oral report during the last class session. (Instructions for these presentations will be discussed in class.)

Due dates: Work plans, Thursday, March 19. Group papers, Tuesday, May 19. Papers should be handed in electronically (via the course website).

SUMMARY OF COURSE REQUIREMENTS, DELIVERABLES, AND GRADING

<i>Assignment</i>	<i>Due Date</i>	<i>Comment</i>	<i>Grading Summary</i>
Attendance and preparation	Each week	Complete the assigned readings before class	A: Has not missed more than one class <i>and</i> is always prepared. B: Has not missed more than two classes <i>and</i> 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 <i>not</i> 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.

<i>Assignment</i>	<i>Due Date</i>	<i>Comment</i>	<i>Grading Summary</i>
Written comments/reflections	Complete regularly; hand in as follows: March 4, May 22	See criteria on p. 6	<p>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.</p> <p>B: As above, though less extensive. At least one entry per week, explicitly referring to readings, of sufficient scope and depth.</p> <p>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.</p>
Dialogue co-leader	Sign up with course staff – serve as co-leader twice during semester between Feb. 17 and May 12.		<p>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.</p> <p>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.</p> <p>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.</p>
FIELD WORK PROJECT:			
Work plan statement	March 19 (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 19		<p>A: More than 32 pages, 27 – 50 references, excellent, thorough analysis; excellent performance on all or most criteria (see pp. 6-9 of syllabus).</p> <p>B: 30 pages, 20 references minimum. Good or very good performance on all or most criteria.</p> <p>C: Barely acceptable performance on all or most criteria.</p>

<i>Assignment</i>	<i>Due Date</i>	<i>Comment</i>	<i>Grading Summary</i>
Group presentation (in class) of field work and field work experience	May 19		This presentation is not formally graded. However, poor or perfunctory presentations, or those that do not include all group members, can negatively affect the group project final evaluation.

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:

- Cox, T., Jr., & Beale, R. L. (1997). *Developing competency to manage diversity: Readings, cases & activities*. San Francisco: Berrett-Koehler. [ISBN 9781881052968; referred to as COX & BEALE]
- Mor-Barak, M. E. (2005). *Managing diversity: Toward a globally inclusive workplace*. Thousand Oaks, CA: Sage. [ISBN 9780761927730; referred to as MOR-BARAK]
- Stockdale, M. S. & Crosby, F. J. (2004). *The psychology and management of workplace diversity*. Malden, MA: Blackwell. [ISBN 9781405100960; referred to as S&C]

Assigned readings (other than those in the books above) 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.

POLICIES AND PROCEDURES

Policies Related to Attendance, Lateness, or Missed Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University Catalog for the complete policy on attendance. In this class, students are expected to attend all group and class meetings. In cases of illness or other such situations that involuntarily and unexpectedly require an absence, students should make every effort to communicate with the instructor and/or their group as appropriate, as well as transmit completed work and make arrangements to complete the rest.

Instructor Assumptions

Most of my assumptions are embedded in the sections above. Some additional ones are:

Prerequisites. It is assumed that all students taking the course have the required prerequisite knowledge of organizational psychology at a basic level (as covered in ORG6320). Students who believe they may need to refresh their knowledge in this area are expected to do so independently and promptly.

Independence/interdependence. Your instructor will be available as a guide and resource to you throughout the course. Nevertheless, we expect that each student and each field work group will show both independence and initiative throughout the semester in learning and moving forward on course requirements. At the same time, it is important to remember, particularly in the context of the field work project, that learning to work interdependently with other students – many of whom are different from you in a variety of ways – is also a key part of the course and a wonderful opportunity to learn about diversity and inclusion in organizations.

Announcements and e-mail. Students are expected to regularly check the e-mail account listed on their Moodle profile. This will be the e-mail address used for communication and announcements outside of class. Students are also expected to log in to Moodle on a regular basis, and review any announcements or other material posted on the course website.

Getting help and raising questions/concerns. Students are encouraged to ask questions and raise issues inside and outside of class. It is important to address concerns or other issues on a timely basis. If something arises that students do not wish to discuss or cannot be resolved in class, they are encouraged

to see the instructor during regular office hours or by appointment. If you have any course-related concern, or anything that you need to bring up to the instructor, please do not wait. You are welcome to meet with me 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.

Document preparation standards. Students are expected to prepare documents that are well written, adhere closely to appropriate standards of grammar, and are free of spelling, syntax, and typographical errors. Students should carefully proofread and correct all drafts and other documents before submitting them. The instructor is not responsible for correcting spelling, syntax, grammatical errors, and poor writing. All materials prepared by students should include a date and name. All papers should follow the style guidelines described in *APA Publication Manual (5th edition)*. Documents not in compliance with these requirements will be returned unread by the instructor.

Office hours. I am sometimes available during office hours without an appointment during those rare times when no one else is in my office. It will be better, however, if you do make an appointment. Just before class is usually not a good time for me to talk. If you must see me then, it's best that you try to let me know in advance, if at all possible. E-mail is usually a good way to reach me to make an appointment.

Responsibility to Keep Copies

It is the students' responsibility to keep copies of ALL submitted assignments and papers and materials. Remember – it is good practice to keep electronic backups of all drafts of assignments and papers as well as hard copies of all final versions that are turned in. On rare occasions, work may be lost because of computer failure or other mishaps.

Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University.

The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

Policy on Plagiarism and Screening for Plagiarism

Any act of plagiarism (defined on p. 59 of the 2007-2008 University Catalog as “Any passing off of another's ideas, words, or work as one's own”) is considered to be a violation of the University's Academic Code of Conduct and Ethics and will be addressed using the Policies and Procedures described in that Code, as published in the University's latest catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com which is exclusively used for the purpose of detecting plagiarism. You may indicate in writing to the instructor by the end of the add/drop deadline for this course that you refuse to participate in the Turnitin.com process, in which case the instructor can use other means to verify the originality of your work. Material identified as plagiarized will be dealt with

pursuant to University's Student Code of Conduct and Ethics: Academic. ***Penalties for plagiarism can be severe, up to and including expulsion from the University.***

As discussed above, academic honesty and following accepted standards and norms of scholarship are critical values at Alliant, as at any university. Students are responsible to learn and use 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 *all* 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 inseting of text. Violations will not be tolerated.

Note that the course website includes links to resources designed to help you understand and prevent plagiarism. We highly recommend that you carefully review these materials early in the semester. A book that may be particularly helpful is the following: Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism, 2nd edition*. Glendale, CA: Pyrczak Publishing. [ISBN 1884585574]

Disability Accommodations Request

If you need disability-related accommodations in this class, please see the instructor privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support from Alliant's Office of Disability Services. If students have questions about accommodations, they should contact the Office of Disability Services.

Policy on Course Requirements during Religious Holidays

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors are expected to make reasonable accommodations when a student is absent from class because of religious/cultural/spiritual observance. A student who plans to be absent from class because of a religious/cultural/spiritual observance is expected to request accommodations by his/her instructors at least two weeks prior to the date in question, and preferably within the first two weeks of the semester. A student who makes such a request in advance must be given the opportunity to make up the work which was missed, provided that the make-up work does not create an unreasonable burden on the instructor or the University. Students should suffer no adverse or prejudicial effects for missing class when they have given due notice in advance. However, absence from classes or from examinations does not relieve students of the responsibility for meeting the course requirements. This policy does not change existing course or academic program policies with respect to the impact of absences or missed class time on the student's evaluation. (For more information, please refer to *Alliant International University Policy on Religious/Cultural/Spiritual Observance by Students, Staff, and Faculty*, June 2008.)

Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring—or other student support services—on your campus.

Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures (described in the Graduate Student Handbook) or contact the Systemwide Dean of Students, Dr. Craig Brewer (e-mail: cbrewer@alliant.edu; tel. 949.303.9768).

COURSE TOPIC OUTLINE & SCHEDULE (SUBJECT TO CHANGE)

This syllabus describes the general structure and content of the course. Students should remember, however, that the exact content and schedule of the syllabus as described below is subject to change at the instructor's discretion without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics.

Date	Topic	Assignment Due
Jan. 27	Introduction to cultural diversity in organizations	Information sheet (due Friday 1/30)
Feb. 3	Dialogue about diversity/Creating norms for effective learning	
Feb. 10	Exploring our and others' differences, including sources of our identity	
Feb. 17	Difference and power: Concepts of prejudice, discrimination and oppression	
Feb. 24	NO CLASS MEETING (available for group meetings)	
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?	Weekly comments, Part 1 (due Wed. 3/4)
March 10	NO CLASS MEETING (available for group meetings)	
March 17	Setting the stage for change: Strategies for creating diverse and inclusive organizations	Field work plan (due Thurs. 3/19)
March 24	NO CLASS MEETING (Spring Break)	
March 31	NO CLASS MEETING (Cesar Chavez Holiday)	
April 7	Skills and competencies for multicultural teams and workplaces/ Organizational assessment and change for diversity and inclusion	
April 14	Culture and ethnicity as dimensions of difference	
April 21	NO CLASS MEETING (available for group meetings)	
April 23-24	Meet with Diversity Collegium (downtown) - TBD	
April 28	Race and racism in organizations	
May 5	Gender and sexism in organizations	
May 12	Sexual orientation, physical ability, age, social class, and other differences in the workplace	
May 19	Presentation/discussion of the field work experience Conclusion/wrap-up	Field work paper (due Tuesday 5/19) Weekly comments, Part 2 (due Friday 5/22)

Readings for January 27: INTRODUCTION TO CULTURAL DIVERSITY IN ORGANIZATIONS

- Course syllabus
- 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]
- 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 13: R. Haq. International perspectives on workplace diversity).
- COX & BEALE, Chapters 1-3, pp. xi-47.
- MOR-BARAK, Chapters 1 (pp. 1-14), 4 (pp. 72-96), and 5 (pp. 97-118).

OPTIONAL:

- MOR-BARAK, Chapter 2.
- 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]
- Nkomo, S. & Stewart, M. M. (2006). Diverse identities in organizations. In S. R. Clegg, C. Hardy, T. B. Lawrence, & W. R. Nord (Eds.). *The Sage handbook of organization studies (2nd ed.)* (pp. 520-540). London: Sage.
- van Knippenberg, D. & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58, 515-541.
- Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group and Organization Management*, 31, 212-236.
- 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. How do you feel about being in this course? What learning goals and expectations do you have for this course? What type of learning atmosphere is most conducive for your learning?
2. 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 and expression of cultural diversity raise for organizations?
3. What is the connection, in your view, between *diversity* and *inclusion*? Why are these concepts and their implications important to understand for organizational and consulting psychologists and anyone interested in organizational behavior?
4. R. Roosevelt Thomas was quoted in *The New York Times* many years ago 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 3:

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.vantagepartners.com/publications/publication.cfm?id=45&&pdf=1>]
- 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>]
- Davidson, M. N. & James, E. H. (2006). The engines of positive relationships across difference: Conflict and learning. In J. E. Dutton and B. R. Ragins, (Eds.), *Exploring positive relationships at work: Building a theoretical and research foundation* (pp. 137-158). Mahwah, NJ: Erlbaum.
- [<http://faculty.darden.virginia.edu/davidsonm/doc/DavidsonJames%20Reviewed%20Revises%20R.pdf>]

OPTIONAL:

- Bohm Dialogue (<http://www.david-bohm.net/dialogue/>): A collection of David 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 diverse 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 new questions do you have?

Readings for February 10

EXPLORING OUR AND OTHERS' DIFFERENCES AND SOURCES OF IDENTITY

MOR-BARAK, pp. 121-133.

COX & BEALE, Ch. 4.

Ferdman, B. M. (2007). Inclusion starts with knowing yourself. *San Diego Psychologist*, 22 (4), 1, 5-6.

Ferdman, B. M. (2007). Self-knowledge and inclusive interactions. *San Diego Psychologist*, 22 (5), 25-26.

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.

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.

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.

Fontana, A. & Frey, J. H. (2005). The interview: From neutral stance to political involvement. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 695-727). 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 17

DIFFERENCE AND POWER: CONCEPTS OF PREJUDICE, DISCRIMINATION, AND OPPRESSION

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

MOR-BARAK, pp. 53-59, 133-167.

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.

Kim, J. (1994). The limits of a cultural enlightenment approach to multiculturalism. 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. 130-134). Burr Ridge, IL: Irwin.

Collins, P. H. Toward a new vision: Race, class, and gender as categories of analysis and connection. In J. Ferrante & P. Brown, Jr. (Eds.) (1998). *The social construction of race and ethnicity in the United States* (pp. 478-495). New York: Longman.

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.

Bell, J. M. & Hartmann, D. (2007). Diversity in everyday discourse: The cultural ambiguities and consequences of "happy talk." *American Sociological Review*, 72, 895-914.

OPTIONAL:

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

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

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.

- Maier, M. (1997, Summer). Invisible privilege: What White men don't see. *The Diversity Factor*, pp. 28-33.
- 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.
- Nash, D. (2000, Spring). Understanding dominance and subordination: One White man's experience. *The Diversity Factor*, 8-12.
- Paul, W. J. & Schnidman, A. A. (1994). Valuing differences: The challenges of personal prejudice and organizational preference. 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. 60-66). Burr Ridge, IL: Irwin.

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

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.

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

MOR-BARAK, pp. 59-71; pp. 207-227.

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.

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.

COX and BEALE, Chapters 8 & 9.

Palmer, J. (1994). Diversity: Three paradigms. 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. 252-258). Burr Ridge, IL: Irwin.

OPTIONAL:

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 (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")
- Section V: Visions of our Organizational Potential (Judith H. Katz, "Walking toward our talk"; Evangelina Holvino, "A vision: The agitated organization"; Elsie Y. Cross, "America at the crossroads").

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.

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 (Marilyn Loden, "Toward creativity, cooperation, community"; Kate Kirkham, "One of many"; Edith Whitfield Seashore, "Save the dream for everyone")
- Section V: Visions of our Organizational Potential, pp. 205-227 (Marvin R. Weisbord, "A look back, twenty years from now"; Jack McGrory, "Discard the melting pot: Diversity is strength"; Catherine S. Buntaine, "Beyond smiling faces"; Guillermo Cuellar, "The new challenge: For the good of all"; Jane Magruder Watkins, "The future is now").

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

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.

Crosby, F. J., Ferdman, B. M. & Wingate, B. R. (2001). Addressing 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.

- Nemetz, P. L. & Christensen, S. L. (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.
- Roberson, Q. M. (2006). Disentangling the meanings of diversity and inclusion in organizations. *Group and Organization Management*, 31, 212-236.
- 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 17

SETTING THE STAGE FOR CHANGE: STRATEGIES FOR CREATING DIVERSE AND INCLUSIVE ORGANIZATIONS

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

COX & BEALE, Chapter 10

MOR-BARAK, pp. 228-259, 286-299.

Kossek, E. E., Lobel, S. A., & Brown, J. (2006). Human resource strategies to manage workforce diversity: Examining 'the business case.' In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), *Handbook of workplace diversity* (pp. 53-74). London: Sage.

Plummer, D. & Jordan, C. G. (2007). Going plaid: Integrating diversity into business strategy, structure and systems. *OD Practitioner*, 39 (2), 35-40.

Anand, R. & Winters, M. (2008). A retrospective view of corporate diversity training from 1964 to the present. *Academy of Management Learning & Education*, 7, 356-372.

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).

Review www.instituteforinclusion.org (especially the Mission, Vision, and Principles), as well as the *Inclusive Behaviors and Practices* draft document (available on course Moodle).

OPTIONAL:

MOR-BARAK, pp. 260-285.

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

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.

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.

Kalev, A., Dobbin, F., & Kelly, E. (2007). Best practices or best guesses? Assessing the efficacy of corporate affirmative action and diversity policies. *American Sociological Review*, 71, 589-617.

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.

Page, S. E. (2007). Making the difference: Applying a logic of diversity. *Academy of Management Perspectives*, 21(4), 6-20. Also, commentaries on Page, 2007 in the same issue:

- Bell, M. P. & Berry, D. P. (2007). Viewing diversity through different lenses: Avoiding a few blind spots. *Academy of Management Perspectives*, 21(4), 21-25.

- Klein, K. J. & Harrison, D. A. (2007). On the diversity of diversity: Tidy logic, messier realities. *Academy of Management Perspectives*, 21(4), 26-33.

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 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 April 7

**SKILLS AND COMPETENCIES FOR MULTICULTURAL TEAMS AND WORKPLACES/
ORGANIZATIONAL ASSESSMENT AND CHANGE FOR DIVERSITY AND INCLUSION**

COX & BEALE, Chapter 11.

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

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.

Wasserman, I. C., Gallegos, P. V., & Ferdman, B. M. (2008). Dancing with resistance: Leadership challenges in fostering a culture of inclusion. In K. M. Thomas (Ed.), *Diversity resistance in organizations* (pp. 175-200). Mahwah, NJ: Lawrence Erlbaum Associates.

Bennett, J. M. & Bennett, M. J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds), *Handbook of intercultural training (3rd ed.)* (pp. 147-165). Thousand Oaks, CA: Sage.

Ely, R. J., Meyerson, D. E., & Davidson, M. N. (2006, September). Rethinking political correctness. *Harvard Business Review*, 79-87.

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

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

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>)

Joplin, J. R. W., & Daus, C. S. (1997). Challenges of leading a diverse work force. *Academy of Management Executive*, 11(3), 32-47.

Lahiri, I. (2008). *Creating a competency model for diversity and inclusion practitioners*. Report R-1420-08-RR, The Conference Board, 845 Third Avenue, NY, NY 10022 (<http://www.conference-board.org/publications/describe.cfm?id=1478>).

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.

Wheeler, M. L. (1994). *Diversity training: A research report*. Report R-1083, The Conference Board, 845 Third Avenue, NY, NY 10022.

Fowler, S. M. & Blohm, J. M. (2004). An analysis of methods for intercultural training. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds), *Handbook of intercultural training (3rd ed.)* (pp. 37-84). Thousand Oaks, CA: Sage.

Larkey, L. K. (1996). Toward a theory of communicative interactions in culturally diverse workgroups. *Academy of Management Review*, 21, 463-491.

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.

Dinges, N. G. & Baldwin, K. D. (1996). Intercultural competence: A research perspective. In D. Landis & R. S. Bhagat (Eds.), *Handbook of intercultural training, 2nd edition* (pp. 106-123). Thousand Oaks, CA: Sage.

Paige, R. M. (1996). Intercultural trainer competencies. In D. Landis & R. S. Bhagat (Eds.), *Handbook of intercultural training, 2nd edition* (pp. 148-164). 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: 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).

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.

Ely, R. J. & Roberts, L. M. (2008). Shifting frames in team-diversity research: From difference to relationships. In A. P. Brief (Ed.), *Diversity at work* (pp. 175-201). Cambridge: Cambridge University Press.

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.

KPMG (2002, June 14). *Support for the Department in conducting an analysis of diversity in the attorney workforce: Analysis of diversity in the attorney workforce, U.S. Department of Justice* (Unredacted version). Retrieved January 20, 2004 from <http://www.thememoryhole.org/feds/doj-attorney-diversity-unredacted.pdf>.

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.

Paige, R. M. (2004). Instrumentation in intercultural training. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training (3rd ed.)* (pp. 85-128). Thousand Oaks, CA: Sage.

Curtis, E. F., & Dreachslin, J. L. (2008). Diversity management interventions and organizational performance: A synthesis of current literature. *Human Resource Development Review*, 7, 107-134.

Kulik, C. T. & Roberson, L. (2008). Diversity initiative effectiveness: What organizations can (and cannot) expect from diversity recruitment, diversity training, and formal mentoring programs. In A. P. Brief (Ed.), *Diversity at work* (pp. 265-317). Cambridge: Cambridge University Press.

Rynes, S., & Rosen, B. (1995). A field survey of factors affecting the adoption and perceived success of diversity training. *Personnel Psychology*, 48, 247-270.

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.

Mor-Barak, M. E., Cherin, D. A., & Berkman, S. (1998). Organizational and personal dimensions in diversity climate: Ethnic and gender differences in employee perceptions. *Journal of Applied Behavioral Science*, 34, 82-104.

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 14

CULTURE AND ETHNICITY AS DIMENSIONS OF DIFFERENCE IN ORGANIZATIONS

COX & BEALE, Chapter 7

MOR-BARAK, Chapter 8 (pp. 168-185); Chapter 9 (pp. 186-204).

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

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.

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.

OPTIONAL:

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. (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.

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.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA. [<http://www.ac.wvu.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., Digh, P., & Bennett, M. F. (2003). Communicating effectively across cultures. [Chapter 3 in] *The global diversity desk reference: Managing an international workforce* (pp. 135-186). San Francisco: Pfeiffer.

SUGGESTED QUESTIONS TO THINK ABOUT

Culture and Ethnicity as Dimensions of Difference

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 28

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.

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.

Proudford, K. L. & Nkomo, S. (2006). Race and ethnicity in organizations. In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), *Handbook of workplace diversity* (pp. 323-344). London: Sage.

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)]

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

Winant, H. (2006). Race and racism: Toward a global future. *Ethnic and Racial Studies*, 29, 986-1003.

Deitch, E. A., Barsky, A., Butz, R. M., Chan, S., Brief, A. P., & Bradley, J. (2003). Subtle yet significant: The existence and impact of everyday racial discrimination in the workplace. *Social Relations*, 56, 1299-1324.

Gallegos, P. V. & Ferdman, B. M. (2007). Identity orientations of Latinos in the United States: Implications for leaders and organizations. *Business Journal of Hispanic Research*, 1 (1), 26-41.

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.

Bell, E. L. J., & Nkomo, S. M. (2001). *Our separate ways: Black and White women and the struggle for professional identity*. Boston: Harvard Business School Press.

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? 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? What difference has your "race" made in your life? How?

8. What is *racism*? Describe the various manifestations of individual, institutional and cultural racism. 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 May 5

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).

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.

OPTIONAL:

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

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.

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

Ely, R. & Padavic, I. (2007). A feminist analysis of organizational research on sex differences. *Academy of Management Review*, 32, 1121-1143.

- 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.]
- Eagly, A. H. & Carli, L. L. (2007). *Through the labyrinth: The truth about how women become leaders*. Boston: Harvard Business School Press.
- Chin, J. L., Lott, B., Rice, J. K., & Sanchez-Hucles, J. (Eds.) (2007). *Women and leadership: Transforming visions and diverse voices*. Malden, MA: Blackwell.

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? What is the role of factors such as *power* in creating, maintaining and interpreting gender differences and similarities? 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 12

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).

Ragins, B. R. & Wiethoff, C. (2005). Understanding heterosexism at work: The straight problem. In R. L. Dipboye & A. Colella (Eds.), *Discrimination at work: The psychological and organizational bases* (pp. 177-201). Mahwah, NJ: Lawrence Erlbaum Associates.

Obear, K. (Fall 2000). Best practices that address homophobia and heterosexism in corporations. *The Diversity Factor*, pp. 26-30.

Shore, L. M., & Goldberg, C. B. (2005). Age discrimination in the workplace. In R. L. Dipboye & A. Colella (Eds.), *Discrimination at work: The psychological and organizational bases* (pp. 203-225). Mahwah, NJ: Lawrence Erlbaum Associates.

Stone, D. L., & Colella, A. (1996). A model of factors affecting the treatment of disabled individuals in organizations. *Academy of Management Review*, 21, 352-401.

Roberts, K. (1996). Managing disability-based diversity. In E. E. Kossek & S. A. Lobel (Eds.), *Managing diversity: Human resource strategies for transforming the workplace* (pp. 310-331). Cambridge, MA: Blackwell.

Holvino, E. (Winter 2002). Class: "A difference that makes a difference" in organizations. *The Diversity Factor*, 28-34.

Olesen, M. (May 1999). The diversity issue no one talks about. *Training*, pp. 46-56.

Case studies:

- Gilmour, A. (1997). My life as a gay executive. *Fortune*, September 8, pp. 106-110.
- Blank, R., & Slipp, S. (1994). Younger and older workers. In *Voices of diversity: Real people talk about problems and solutions in a workplace where everyone is not alike* (pp. 114-137). New York: American Management Association.

OPTIONAL:

Fernald, J. L. (1995). Interpersonal heterosexism. In B. Lott & D. Maluso (Eds.), *The social psychology of interpersonal discrimination* (pp. 80-117). New York: Guilford.

Fletcher, S. & Kaplan, M. (Fall 2000). The diversity change process: Integrating sexual orientation. *The Diversity Factor*, pp. 34-38.

Shallenberger, D. (1994). Professional and openly gay: A narrative study of the experience. *Journal of Management Inquiry*, 3, 119-142.

Ragins, B. R. & Cornwell, J. M. (2001). Pink triangles: Antecedents and consequences of perceived workplace discrimination against gay and lesbian employees. *Journal of Applied Psychology*, 86, 1244-1261

Button, S. (2001). Organizational efforts to affirm sexual diversity: A cross-level examination. *Journal of Applied Psychology*, 86, 17-28.

Creed, W. E. (2006). Seven conversations about the same thing: Homophobia and heterosexism in the workplace. In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), *Handbook of workplace diversity* (pp. 371-400). London: Sage.

Pasupathi, M., Carstensen, L. L., & Tsai, J. L. (1995). Ageism in interpersonal settings. In B. Lott & D. Maluso (Eds.), *The social psychology of interpersonal discrimination* (pp. 160-182). New York: Guilford.

Coehlo, T. (2000, Winter). Cultural diversity and people with disabilities. *The Diversity Factor*, 10-13.

Prince, B. (1995). Aspirations and apprehensions: Employees with disabilities. In C. Harvey & M. J. Allard (Eds.). *Understanding diversity: Readings, cases, and exercises* (pp. 140-148). New York: HarperCollins.

Pati, G. C. , & Bailey, E. K. (1995). Empowering people with disabilities: Strategy and human resource issues in implementing the ADA. *Organizational Dynamics*, 23(3). 52-69.

Scully, M. A. & Blake-Beard, S. (2006). Locating class in organizational diversity work: Class as structure, style and process. In A. M. Konrad, P. Prasad, & J. K. Pringle (Eds.), *Handbook of workplace diversity* (pp. 431-454). London: Sage.

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!