

Professor: Dr. Gary N. Powell
Address: 2100 Hillside Road, Unit 1041, UConn, Storrs, CT 06269-1041
E-mail: gary@sba.uconn.edu
Phone: 860-963-7095
Class day/time: Regular classes: Wednesday, 6:00 – 9:00 PM
Saturday classes: February 9 & April 27, 9:30 – 5:00 PM

PRELIMINARY SYLLABUS

NOTE: Items with an asterisk (*) may be downloaded from the public folder for this course.

1. *Wednesday, January 23*
Topic: Introduction to the Course, Dimensions of Diversity
Exercise: People Like Us
Presentation: Dimensions of Diversity*
Readings: Chapter 1, Loden/Rosener

2. *Wednesday, January 30*
Topic: Dimensions of Diversity, Gender Role Socialization
Exercises: People Like Us (cont.), Raising Elizabeth/Robert
Readings: Chapters 2 & 3

3. *Saturday, February 9 (9:30 AM – 5:00 PM)*
Topic #1: Entering the Organization
Exercises: Consulting Analyst Wanted, Who Gets Hired?
Presentation: Recruitment and Selection*
Reading: Chapter 4

Topic #2: Working in Teams
Exercises: The Adoption Agency & The City Council
Presentation: Roles Played in Teams*
Readings: Chapter 5, Tannen, Schrank

4. *Wednesday, February 13*
Topic: Race Relations in the Workplace
Exercise: The Project Meeting
Case: It Wasn't About Race... Or Was It?
Presentation: Race Relations in the Workplace*
Reading: Brief et al.

5. *Wednesday, February 27*
Exercise: MIDTERM EXAM (take-home)

6. *Wednesday, March 6*
Topic: Leading People in a Global Economy
Exercises: Leadership Stereotypes, Culture Clash Role Plays
Presentation: Sex, Gender, and Leadership*
Readings: Chapter 6
7. *Wednesday, March 13*
Topic: Dealing with Sexuality in the Workplace
Exercises: Dealing with Sexually Oriented Behavior,
Values Regarding Sexual Intimacy at Work
Reading: Chapter 7
8. *Wednesday, March 27*
Topic: Getting Ahead in Career and Life
Case: Mommy-Track Backlash
Exercise: Work and Family Role Play
Presentation: Career Success*
Readings: Chapter 8, Kimmel, Friedman et al., Powell
Due: Becoming a Minority—written assignment
9. *Wednesday, April 3*
Topic: Working with People with Disabilities & Older People
Exercises: Accessibility Exercise, The Older Employee
Readings: Pati/Bailey, Paul/Townsend
10. *Wednesday, April 10*
Topic: Religion in the Workplace, Managing All Types of Diversity
Case: The Case of the Religious Network Group
Exercise: Diversity Incidents
Reading: Chapter 9, Cash/Gray, Gilbert/Ivancevich
11. *Wednesday, April 17*
Topic: Setting the Right Climate
Exercise: The Inclusive Workplace
Presentation: Promoting Diversity and Inclusion*
Reading: Chapter 10
Exercise: FINAL EXAM (take-home)
12. *Saturday, April 27 (9:30 AM – 5:00 PM)*
Topic: Presentation of class projects

Course Overview: A strong emphasis is now being placed on diversity-related issues of all kinds in the workplace. Diversity in the workplace may result from differences in individual characteristics such as gender, race, ethnicity, national origin, age, and physical ability/disability. The business press frequently states that organizations need to address these issues in some manner if they are to compete effectively in a global economy, and many organizations have initiated corporate diversity, plans, programs, and departments. Also, a growing body of research has suggested an effect of attention paid to diversity on corporate performance. But what should an organization actually do about increased diversity in the workplace other than watch it happen?

This course examines issues related to managing and being a member of an increasingly diverse workforce. Diversity-related issues with management implications to be examined include social identity, socialization, recruitment and selection, work group and team interactions, sexual harassment, workplace romance, leadership, career development, work and family, accommodation of people with disabilities, and organizational strategies for promoting equal opportunity and a multicultural approach toward diversity.

The course is heavily participative in format, relying on experiential exercises and cases to demonstrate key concepts. In fact, it will be difficult for you not to participate--every class member will be expected to play an important role in class simulations. As you participate in these exercises, you will gain a greater appreciation of the wide range of issues that arise when people classify themselves or are classified by others as members of different groups, whatever the basis for group classification may be. You should also gain a firm grasp of how these issues may be dealt with in a manner that preserves the integrity and takes advantage of the potential contributions of all members of the workforce, regardless of their sex, skin color, or other personal characteristics.

Religious Holidays: If any of the dates for exams or project presentations conflict with one of your religious holidays, it is your responsibility to notify me by the second class.

Evaluation: Final grades will be primarily based on performance in a midterm exam, a final exam, a written assignment, and, if conducted, a class project. The written assignment is based on your experiences in "Becoming a Minority" (see separate instructions) and is due on March 27. Attendance and participation will also be considered. If you do not conduct an optional class project (see below), the highest grade you may receive based on the exams is B.

Optional Class Project: You may conduct a special project for the course, either by yourself or in a team of up to five people. The nature of the project is completely up to your team, with the only constraints being that it is relevant to the course and that it goes beyond what is already planned to be covered in the course. Possible types of projects include conduct of a research study, design of an exercise for a course or diversity training program like this one, or in-depth analysis of an issue beyond that offered in the course. Your team is required both to make an oral presentation to the class on your project and to submit a written report. The last class (April 27) is reserved for presentation of class projects. The written report for your team project is due on April 27.

Course Materials and Readings: The text for the course is Powell, *Women and Men in Management* (3d ed., 2003). Because this book is “in press” but not yet published, it will be provided in manuscript form. In addition, course materials, reprinted articles from *Harvard Business Review (HBR)*, and duplicated readings from other sources are for sale at the UConn Co-op. It is **absolutely necessary** that you purchase the packet of course materials, including instructions for class exercises, for yourself. The readings are as follows:

1. Loden/Rosener, “Dimensions of Diversity,” 1991 book chapter
2. Tannen, “The Power of Talk: Who Gets Heard and Why,” *HBR*, 1995
3. Schrank, “Two Women, Three Men on a Raft,” *HBR*, 1994
4. Brief et al., “Beyond Good Intentions: The Next Steps Toward Racial Equality in the American Workplace,” *Academy of Management Executive*, 1997
5. Kimmel, “What Do Men Want?” *HBR*, 1993
6. Friedman et al., “Work and Life: The End of the Zero-Sum Game,” *HBR*, 1998
7. Powell, “The Abusive Organization,” *Academy of Management Executive*, 1998.
8. Paul/Townsend, “Managing the Older Worker: Don’t Just Rinse Away the Gray,” *Academy of Management Executive*, 1993
9. Pati/Bailey, “Empowering People with Disabilities: Strategy and Human Resource Issues in Implementing the ADA,” *Organizational Dynamics*, 1995
10. Cash/Gray, “A Framework for Accommodating Religion and Spirituality in the Workplace,” *Academy of Management Executive*, 2000.
11. Gilbert/Ivancevich, “Valuing Diversity: A Tale of Two Organizations,” *Academy of Management Executive*, 2000