

## **LER 595: Managing Diversity Globally**

Fall 2020

Thursday 8:00-10:50 (online)

<https://illinois.zoom.us/j/91475656901?pwd=TDN4VEtNOFN4cWVLeWg5WUVNOHdwZz09>

**PASSWORD: LER595**

### **Contact Information**

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### **Course Description**

Welcome to LER 595! This course covers the challenges and rewards associated with managing today's increasingly diverse workforce. The course begins by tackling the question: "Why does diversity matter?" Throughout the course we will try to tackle this question.

In a global economy workplace diversity is not a trend; it is a reality faced by corporate leaders, human resource professionals and management consultants. Within the US immigration, migration, and gender and racial differences have been major trends shaping workplace composition. In response, over the past five decades organizational approaches to managing workforce diversity have evolved from meeting the requirements of Title VII of the Civil Rights Act (1964) to nurturing effective and diverse work groups as a business necessity. Globalization places additional pressures on managing workplace diversity effectively. These pressures include a greater need for sensitivity to cultural nuances in overseas subsidiaries and effectively transferring knowledge across geographic and cultural boundaries. In your future employment, whether you will be an HR professional or not, you will be affected by diversity, for good and, sometimes, for bad. The overarching goal of this class is to help you maximize the benefits of diversity and minimize its negative implications.

The purpose of this course is to provide an in-depth understanding of how managers and HR professionals can be effective in not only managing diversity but also in leveraging diversity as a competitive advantage. By the end of this course students will have a holistic appreciation of the tools necessary to implement effective diversity management practices for a globally inclusive workplace. To facilitate an active classroom, a range of participative learning methods are used, including case analysis, experiential exercises, small group discussions, and self-assessments.

### **Course Goals**

- Help students engage in perspective taking and understand the views and experiences of dissimilar others;
- Increase students' awareness of their personal biases (which we all have), and their ability to prevent those biases from affecting everyday interactions;
- Facilitate students' understanding of the business case for diversity;
- Provide students with concrete strategies for reaping the benefits of diversity in organizations, while avoiding potential drawbacks; and,
- Build core competencies needed by HR professionals, including the ability to work in teams, clear and concise written communication, and the ability to give effective presentations

## Required Text/Materials

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- **FOR BOTH BOOKS YOU CAN USE OLDER EDITIONS**
- Mor-Barak, Michalle E. (2013). *Managing Diversity: Toward a Globally Inclusive Workplace*. Sage Publications (Illini Union Bookstore or buy online, can also buy an older version).
- Bell, Myrtle P. (2012). *Diversity in Organizations*. Cengage Learning. Cengage Learning (Illini Union Bookstore or buy online).
  - You can also rent this book or buy the eBook here  
<http://www.cengagebrain.com/shop/isbn/9781111221300>

## Grading

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### Class participation (20%)

A major focus of this course is on class discussion and in-class learning. Class participation is an important part of the evaluation. **10 points** are awarded for regular attendance. If you have missed no more than one class in the semester you will earn 10 points. For any additional class you miss I will deduct 1.5 points from your final grade. Any tardiness/leaving class early will count as missing half a class.

**10 points** are awarded to general class participation (**speaking in class, participating in group activities**).

### Weekly questions on your readings (15%)

Before each class you will need to complete a short (10 minutes) quiz on your readings that would include 3-5 multiple-choice questions. This would sum-up to 45 questions. The quiz will be available online on (Compass) and the due time for each quiz will be 7:45am on the day of the class.

### Short Discussion Papers (20%)

You will complete two short papers during the semester. *As a business professional*, you will have to form your opinion of issues and defend them orally and in writing. Two weeks in advance of the due date, I will hand out a brief description of the topic. There will be two parts to your paper. The first part is to put *your thoughts* on paper. In your paper, (a) take a position on the issue (for/against; pressing to the field/trivial), and (b) provide rationale for your position, **calling on outside sources (and referencing them properly)** to help substantiate your position. Your sources should come from the practitioner-oriented literature. Sources to consider are: major newspapers and periodicals (e.g., Wall Street Journal, New York Times, financial times, the Economist, BusinessWeek, Fortune, etc.), and practitioner journals (e.g., Training and Development Journal, HR Magazine, Workspan, etc.). You are not limited to these resources.

You will receive the maximum credit **if you defend your position with reason and substantiate your position with facts and ideas**. You will receive half credit if you do not defend your position with logical defenses. **You will receive no credit if you do not submit your completed paper on time (submission on Compass)**. Keep in mind the following: Do not try to anticipate my position on issues. I am interested in your opinions as I'm sure your colleagues will feel the same way. I'm simply looking for you to be able to express your opinion and defend it as all competent professionals (regardless of field) must do.

Papers should be approximately two pages long (typed, **double-spaced**, 1” margins, Times New Roman **12-point font**).

### **Group Project (30%)**

Your group project will involve creating a Global Diversity Handbook for a multinational company. The hand book should be specifically designed to address diversity management in an overseas subsidiary of a **US-based multinational**. Pick a location in Europe, Asia, Latin America, Africa or Australia and develop a handbook that incorporates headquarters and subsidiary based considerations for developing an inclusive workplace. See the last pages of the syllabus for an outline of the handbook.

At the end of the semester each group will submit their reports to me and make a 20 minute presentation (one group at a time). **When you make the presentation imagine that you are a group of global diversity consultants presenting your handbook to senior management in at the headquarters/ or top management team in the subsidiary.**

The written report can be approximately 15-20 pages in length, double-spaced, in 12-point font, and with margins of 1 inch. Students will be **assigned to groups of 5** in the second or third week of class. The breakdown for the group project grade is as follows:

Group presentation: 10%

Written report: 10%

Peer evaluation: 10%

### **Individual Presentations of a “Hot Diversity Topic” (10%)**

Every week several students will be assigned to make an individual presentation regarding a) “Diversity in the headlines” – a particular news story that you read and would like to summarize for the class along with questions that relate this story to what we study in class OR b) a “Diversity dilemma” in the workplace that you have faced/observed and would like to discuss in class in relation to specific materials assigned to this course. Presentation should take no more than 5 minutes and should be followed by **ONE Discussion question**. *Use a Power Point Presentation to effectively communicate your “Hot Diversity Topic”.*

### Grading Scale

A	96-100%
A-	92-95.9%
B+	88-91.9%
B	84-87.9%
B-	80-83.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
F	Below 60%

## Course Schedule

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### Week 1. August 27: Introduction

- Introduction to the course
- Barnaga: An Introductory Game

## **I. THE BIG PICTURE**

### Week 2. September 3: Global Workplace Trends, Legislation, Affirmative Action

- Thomas, D. A. Diversity as Strategy (2004). **Harvard Business Review**, 82(9), 98-108.
- Bell Chapters 1 (Introduction) and Chapter 3 (Legislation).
- **Before week 2 class: Take at least two demo tests on Project Implicit Social Attitudes here: <https://implicit.harvard.edu/implicit/>**

### Week 3. September 10: Perspectives on Diversity and Discrimination

- Connor, J. C. (2000). It wasn't about race: Or was it? **Harvard Business Review**, 78(5), 37-44.
- Ely, R. J., Meyerson, D. E., & Davidson, M. N. (2006). Rethinking political correctness. 84(9). 78-87.
- Davidson, M. N. (2012). How hard should you push diversity? *Harvard Business Review*.
- Bell Chapter 2 (Theories and Thinking About Diversity)
- **Discussion Paper 1 Distributed**

### Week 4. September 17: Theoretical Understanding of Identity and Diversity; Communication and Relationships in Global Context

- Javidan, M., Teagarden, M., & Bowen, D. (2010). Making it overseas. **Harvard Business Review**, 88(4), 109-113.
- Bell – Chapter 16 (International Diversity and Facing the Future)

## **II. STRATEGIES FOR MANAGING DIVERSITY IN A GLOBAL CONTEXT**

### **Week 5. September 24: Recruiting and Selecting for an Inclusive Workplace**

- Bell – Chapters 4-7 (4: Black/ African Americans; 5: Latinos/Hispanics; 6: Asians/Asian Americans; 7: Whites/European Americans)
- Optional: Bell Chapter 8 (American Indians, Alaska Natives, and Multiracial Group Members)
  
- **Discussion Paper 1 due**

### **Week 6. October 1: Group Meetings**

- I will meet with each group for 15 minutes to discuss your group project.

### **Week 7. October 8: Stereotyping and the Gender Pay Gap**

- McCracken, D. M. (2000). Winning the talent war for women: Sometimes it takes a revolution. **Harvard Business Review**, 78(6), 159-165
- Blau, F. D., Kahn, L. M. (2007). The gender pay gap: Have women gone as far as they can? **Academy of Management Perspectives**, 21(1), 7-23.
- Bell – Chapter 9 (Sex and Gender) and Chapter 10 (Work and Family)

### **Week 8. October 15: Training, Mentoring, & Network Groups for an Inclusive Workplace**

- Anand, R., & Winters, M. 2008. A Retrospective View of Corporate Diversity Training From 1964 to the Present, **Academy of Management Learning and Education**, 7: 356-372.
- Bell – Chapters 11-13 (11: Sexual Orientation; 12: Religion; 13: Age)
- Optional: Bell Chapter 15 (Weight and Appearance)
  
- **Discussion Paper 2 Distributed**

### **Week 9. October 22: Organizational Approaches to Managing Diversity**

- Gilbert, J., & Ivancevich, J.M. (2000). Valuing diversity: A tale of two organizations. *Academy of Management Executive*, Vol. 14, (1) 93-105.
- Bezrukova, K., Jehn, K. A., & Spell, C. S. (2012). Reviewing diversity training: Where we have been and where we should go. *Academy of Management Learning and Education*, 11(2), 207-227.

### **Week 10. October 29: Business Cases for Diversity**

- Majchrzak, A., Malhotra, A., Stamps, J., & Lipnack, J.(2004). Can absence make a team grow stronger? *Harvard Business Review*, 82(5), 131-137.
- **Listen to:** <http://www.npr.org/sections/thesalt/2017/01/03/506740287/refugees-resettled-in-chicago-help-make-its-most-famous-cheesecake>
- Johnson, S. K., Heckman, D. R., & Chan, E. T. (2016). If there's only one woman in your candidate pool, there's statistically no chance she'll be hired. *Harvard Business Review*, 26.
- Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94, 52-60.
- **Discussion Paper 2 Due**

### **Week 11. November 5: Final Group Meetings: Final Draft of Final Project Handbooks**

- Mor-Barak Chapters 11-14 (THESE ARE READINGS FOR YOUR FINAL PROJECT SECTION 4)

### **Week 12. November 12: Expatriates and Global Teamwork**

- Hamel, G. (2009). Moon shots for management. *Harvard Business Review*, 87(2), 91-98.
- Brett, J., Behfar, K., & Kern, M. C. (2006). Managing multicultural teams. *Harvard Business Review*, 84(11), 84-91.
- Earley, P. C., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, 82(10), 139-146.
- Maznevski, M., & Distefano, J. (2000). Creating value with diverse teams in global management. *Organizational Dynamics*, 24(4), 50-67.

**Week 14. November 19: Group Presentations Part I**

**Week 15. December 3: Group Presentations Part II**

**Final Projects Are Due**

## **OUTLINE FOR GROUP PROJECTS: GLOBAL DIVERSITY HANDBOOK**

**Your paper should be guided by Mor-Barak's book and the four levels of inclusion**

### **Executive Summary (1 page)**

### **Section 1 - Company Background: (2-4 pages)**

- What is the company and industry that will be the focus of the handbook? (Products, history, size, income, profits...).
- What is the business strategy of this company?
- What is the company's diversity strategy / approach to managing diversity?
  - The business strategy and diversity strategy are the most important to develop. You will make recommendations in section 4 that should relate back to the business and diversity strategy.
- What is the country that you chose for this handbook? Why is this country important to the company?

### **Section 2- Goal of Diversity Handbook (1 page)**

- Based on the above – what is the main diversity mission and who is the intended audience for this handbook? Intended audiences are the people who will need to decide whether to adopt (and fund) your recommendations and those who will need to implement them.
- Which two excluded groups did you choose?

### **Section 3- Country Background: (3-5 pages)**

- Cultural background (describe the county demographics, culture, and labor force as it pertains to your company. What demographics/ cultural issues are pertinent and why?). This can be based on the demographics of your employees, the demographics of your customers, or both.
  - Put special emphasis on the cultural and demographics of your two excluded groups.
- Legal framework – As it pertains to equal employment or discrimination – especially to your two excluded groups
- Labor market characteristics of your chosen excluded groups:
  - In which ways are they underrepresented?
- Summaries the two excluded groups you chose as the focus of your handbook (for example, gender and disability status) and explain why you are focusing on these demographics. Why inclusion of these demographics (based on all you have written above) is critical for your company's success?



**Section 4 – Diversity Strategy Recommendation in Country X (base this section on Mor-Barak’s book and the first three levels of inclusion) (5-7 pages).**

- Here you will suggest new policies/programs/benefits/organizational changes that will enable a better inclusion of the two groups you identified earlier as being excluded in your company. For each level of inclusion you will need to suggest/make recommendations of policies/programs/benefits/organizational changes that will enhance the inclusion of the groups you mentioned. The policies/programs/benefits/organizational changes do not need to be the same for the two groups. You will need to:
  - (a) Identify the barriers for inclusion at each level for each demographic category.
  - (b) Identify current practices for inclusion at each level for each demographic category.
  - (c) Suggest new policies/programs/benefits/organizational changes that will enhance the inclusion of each demographic category.
  - (d) Identify the costs associated with your recommendations (monetary and non-monetary).
  - (e) Identify the benefits associated with your recommendations (monetary and non-monetary).

Level 1 Inclusion: Barriers/ Practices / Recommendations / Costs / Benefits

Level 2 Inclusion: Barriers/ Practices / Recommendations / Costs / Benefits

Level 3 Inclusion: Barriers/ Practices / Recommendations / Costs / Benefits

**Important**

- The barriers and practices you will identify should directly reflect what you have already presented in the previous sections.
- Your recommendations should be related back to your business and diversity strategy and to business goals from Section 1

You can attach any additional materials as Appendices.