

**DAVID ECCLES SCHOOL OF BUSINESS/DEPARTMENT OF MANAGEMENT  
MGT5810: MANAGING DIVERSITY THROUGH COMMUNICATION  
DR. KATHRYN A. CAÑAS/FALL 2009**

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Day and Time: Monday Night (6:00pm to 9:00pm)  
Room: BuC 106  
Instructor: Kathryn A. Cañas, PhD  
Office: BuC 33  
Office Hours: Before and after class; please make an appointment  
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### **PURPOSE**

The world is changing at an ever-increasing rate—the amount of information readily available, the complexion of our work environment, and the number and diversity of people with whom we interact. As people active in today’s world, as managers, and as members of the workforce, this diversity poses both challenges and benefits. Greater emphasis on understanding cultural differences and managing diversity as a competitive advantage has become a reality and an opportunity in American business.

### **OBJECTIVES**

To define diversity and what it means to manage diversity in the workplace.  
To expand individual understanding and critical thinking regarding diversity.  
To identify best practices for managing diversity in the workplace.  
To acquire tools for working productively with diverse groups of people.  
To examine cases of organizations that have effectively and ineffectively managed diversity.  
To enhance communication skills, specifically in terms of public speaking and writing.

We will explore issues both conceptually and experientially. Specific topics will include understanding differences such as gender, race, national origin, gender, age, religion and spirituality, disabilities, and sexual orientation.

### **REQUIRED TEXT**

Analytical thinking and integration are important elements of the educational process. To maximize your learning, you are expected to read and process materials on your own as well as in class.

Cañas, Kathryn and Harris Sondak. 2007. *The Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises*. Upper Saddle, NJ: Prentice Hall.

## **PEDAGOGICAL PHILOSOPHY**

My pedagogical philosophy is based on the significance of dialogue in the classroom. In other words, through the conversations and discussions that we have in the classroom, knowledge is created. Within this pedagogical framework, the creation of a safe space is critical; students should feel comfortable articulating their opinions. If your opinion differs from mine or from those of your classmates, please feel free to express it—without such freedom it is impossible to create a learning community. In addition, I want to make you aware that some of the topics that we discuss during the semester may make you feel uncomfortable; it is often at these moments, when learning occurs.

Throughout the semester, I will incorporate a variety of teaching tools: film clips, discussion, activities, guest speakers, team building, etc. Being absent, late to class, and failing to work effectively with your team will negatively affect your grade. In addition, in order to pass the course, students must turn in all assignments. During the semester, if you believe that you have been graded unfairly, I invite you to discuss your concerns with me. My policy for this is for you to write a petition (one or two paragraphs) for why you deserve a higher grade.

## **UNIVERSITY OF UTAH POLICIES**

### ***Student Absences***

Excused Absences: Students absent from class to participate in officially sanctioned University activity (e.g., band, debate, student government, intercollegiate athletics) or religious obligation, or with instructor's approval, shall be permitted to make up both assignments and examinations. The University expects its departments and programs that take students away from class meetings to schedule such events in a way that will minimize hindrance of the student's orderly completion of course requirements. Such units must provide a written statement to the students describing the activity and stating as precisely as possible the dates of the required absence. The involved students must deliver this documentation to their instructors, preferably before the absence but in no event later than one week after the absence. (PPM 9-7 Sec 15)

### ***The Americans with Disability Act***

The David Eccles School of Business seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services (<http://disability.utah.edu/>) 160 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

### ***Scholastic Behavior***

All students are expected to uphold standards of academic honesty. Failure to do so (plagiarism, cheating, etc.) may result in: failure of the assignment, failure of or expulsion from the class, or expulsion from the University.

According to the “Code of Student Rights and Responsibilities,” Section 1 General Provisions and Definitions, “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

### ***Grading Policy***

#### *A - Excellent Performance/Superior Achievement*

An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

#### *B - Good Performance/Substantial Achievement*

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

#### *C - Standard Performance and Achievement*

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

#### *D - Substandard Performance/Marginal Achievement*

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

#### *E - Unsatisfactory Performance and Achievement*

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.

## REQUIREMENTS

• Class Participation	
- “Diversity Current Events” Report	5%
- Drafts of Individual Papers	5%
- Attendance and In-class Discussion	5%
• Team Facilitation of Case Study	15%
• Individual Paper 1	15%
• Individual Paper 2	20%
• Final Team Presentation, “The Diversity Consulting Team”	15%
• Final Team Paper, “The Diversity Consulting Team”	20%
	100%

## COURSE CALENDAR

Note: The reading listed on a particular day is DUE on that day.

<b>WEEK 1</b>	<b>Introductions &amp; Defining Diversity</b>
<i>August 24</i>	<ul style="list-style-type: none"> <li>• Introduction to course and to each other</li> <li>• Detailed discussion of syllabus &amp; assignments</li> <li>• Define diversity using the “Diversity Wheel” framework (8-9)</li> <li>• <i>Reading:</i> “Introduction” (xi-xiv)</li> </ul>

<b>WEEK 2</b>	<b>Theoretical Underpinnings of Diversity</b>
August 31	<ul style="list-style-type: none"> <li>• <i>Reading:</i> “Diversity in the Workplace: A Theoretical Perspective” (3-22)</li> <li>• <i>Exercise:</i> “Your Pie Chart” (225)</li> </ul>

**WEEK 3—September 7      Labor Day—NO CLASS**

<b>WEEK 4</b>	<b>Legal Underpinnings of Diversity</b>
<i>September 14</i>	<ul style="list-style-type: none"> <li>• <i>Reading:</i> “Diversity in the Workplace: A Legal Perspective” (27-40)</li> <li>• <i>Guest Speaker:</i> EEO Officer from campus</li> <li>• <i>Exercise:</i> “What Constitutes Sexual Harassment?” (232-233)</li> </ul>

<b>WEEK 5</b>	<b>Exemplary Organizations &amp; Writing Workshop I</b>
<i>September 21</i>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> Exemplary Organizations for Diversity Management (208-211); “Diversity as Strategy” (211-222)</li> <li>• <b>Writing Workshop I</b></li> <li>• Bring in draft of Paper One for peer review</li> </ul>

<b>WEEK 6</b>	<b>Paper Deadline &amp; Work on Final Team Project</b>
<i>September 28</i>	<ul style="list-style-type: none"> <li>• <b>Paper One is Due</b></li> <li>• In teams, discuss your paper’s significance</li> <li>• Work on Final Team Project</li> </ul>

<b>WEEK 7</b>	<b>Gender &amp; the Workplace</b>
<i>October 5</i>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> “Off-Ramps and On-Ramps” (47-60)</li> <li>• <b>Work in Teams:</b> Discussion Questions</li> <li>• <b>Case Facilitation Team #1:</b> Augusta National Golf Club (60-68)</li> </ul>

**WEEK 8—October 12      Fall Break—NO CLASS**

<b>WEEK 9</b>	<b>Race and National Origin &amp; the Workplace</b>
<i>October 19</i>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> “The Truth About Mentoring Minorities Race Matters” (78-84)</li> <li>• <b>Work in Teams:</b> Discussion Questions</li> <li>• <b>Case Facilitation Team #2:</b> Texaco, Inc. (85-98)</li> <li>• <b>Exercise:</b> “Cultural Diversity” (241-242)</li> </ul>

<b>WEEK 10</b>	<b>Age &amp; the Workplace</b>
<i>October 26</i>	<ul style="list-style-type: none"> <li>• <b>Reading:</b> “It’s Time to Retire Retirement” (122-131)</li> <li>• <b>Work in Teams:</b> Discussion Questions</li> <li>• <b>Case Facilitation Team #3:</b> Asleep at the Wheel: Ford Motor Company’s Exclusion of the Older Worker (131-138)</li> </ul>

**WEEK 11****Religion and Spirituality & the Workplace***November 2*

- **Reading:** "Taking Religion to Work" (144-154)
- **Work in Teams:** Discussion Questions
- **Case Facilitation Team #4:** Purity of Spirit: Tom's of Maine (154-163)
- **Exercise:** "Religion and Spirituality – What Could be Happening Here?" (236)

**WEEK 12****Sexual Identity & the Workplace***November 9*

- **Guest Panel:** Students from the LGBT Resource Center
- **Reading:** "Selections from *Straight Talk About Gays in the Workplace*" (170-177)
- **Work in Teams:** Discussion Questions
- **Case Facilitation Team #5:** The Cracker Barrel Restaurants (177-182)
- **Exercise:** "Discrimination Based on Sexual Orientation – Counting the Costs" (237-238)

**WEEK 13****Disabilities & the Workplace***November 16*

- **Guest Speaker:** Disabilities and the Workplace
- **Reading:** "Excerpt from *the Inclusive Corporation: A Disability Handbook for Business Professionals*" (189-195)
- **Work in Teams:** Discussion Questions
- **Case Facilitation Team #6:** In the Eye of the Perfect Storm: Organizations Creating Accessibility (195-206)
- **Exercise:** "The Ten Commandments of Interacting with People with Disabilities" (239-240)

**WEEK 14****Writing Workshop II & Work on Final Project***November 23*

- **Writing Workshop II**
- Bring in draft of Paper Two for peer review
- Work on Final Team Project

**WEEK 15****Paper Deadline & Work in Teams***November 30*

- *Paper Two is Due*
- In teams, discuss your paper's significance
- Work on Final Team Project

**WEEK 16****Team Presentations***December 7*

- Team Presentations "The Diversity Consulting Team"