**[OPENING REMARKS]**

We hope that you find our Instructor’s Manual helpful as you craft your course on diversity management. Every instructor has his or her own pedagogical philosophy and approach in the classroom, and, as reflected in our example syllabi and emphasis on student participation and team work, our pedagogical philosophy is based on the co-creation of knowledge in the classroom.

We believe that diversity is best understood when students grapple with the complexities of diversity by engaging in classroom discussion, writing critical papers, examining case studies, working in teams, and performing analyses of how local and national companies manage or mismanage diversity. In this Instructor’s Manual, we offer the following:

* Example syllabi
* Examples of written assignments
* Writing Workshop materials
* Outlines of opening essays
* Teaching notes for diversity case studies
* Detailed instructions for exercises

For more information, please contact Dr. Cañas directly at kate.canas@business.utah.edu. Thank you!

Warm regards,

Kathryn A. Cañas, PhD

Harris Sondak, PhD

The University of Utah

Department of Management

David Eccles School of Business

 **SYLLABI, ASSIGNMENTS, WRITING MATERIALS, FEEDBACK SHEETS**

**[EXAMPLE SYLLABI]**

**EXAMPLE SYLLABUS #1**

**(3.0 credit hours; meets two times per week)**

**GENERAL INFORMATION** [insert your general information here]

Day and Time: Tuesday/Thursday 10:45am to 12:05pm

Room: BuC 212

Instructor: Kathryn A. Cañas, PhD
Office: BuC 425

Office Hours: Before and after class; please make an appointment

# Office Phone: 801.581.4739

Email: kate.canas@business.utah.edu

Web site: www.business.utah.edu/~mgtkc

**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, the primary and secondary dimensions of diversity, and diversity management;
* To understand the demographic changes occurring in today’s workforce;
* To understand the meaning and application of the four diversity management paradigms;
* To grapple with the strengths and weaknesses of the business case for diversity;
* To expand individual understanding and critical thinking regarding diversity;
* To identify best practices for managing diversity in the workplace;
* To act as diversity consultants by developing a strategic diversity management plan for a local organization;
* To examine business cases of companies that represent both effective and ineffective diversity management practices; and
* To enhance your facilitation, public speaking, interpersonal, and writing skills.

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

**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. 2014. *Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises Third Edition*. Upper Saddle River, NJ: Pearson.

**PEDAGOGICAL PHILOSOPHY** [insert your pedagogical philosophy here]

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 challenges or differs from that of your instructor and/ 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** [insert your school policies here]

***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.

***Laptops and Cell Phones***

There are no laptops or cell phones allowed in class unless you are instructed by your professor to take them out, specifically to use them for an exercise. The laptop may be used only with an electronic copy of the textbook.

**REQUIREMENTS**

* Class Participation
	+ Diversity Current Events Report
	+ Drafts of Individual Papers
	+ Attendance and In-class Discussion 15%
* Team Facilitation of Case Study 10%
* Diversity Journal 10%
* Individual Paper 1 10%
* 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 readings listed on a particular day are due on that day. Thank you.

**WEEK 1 INTRODUCTIONS AND DEFINITION OF DIVERSITY**

T: ▪ Introduction to course and to each other

 ▪ Detailed discussion of syllabus & assignments

 ▪ Define diversity using the “Diversity Wheel” framework (on p. 9)

H: ▪ **Reading:** Introduction/Preface (p. ix-xv)

 ▪ **Exercises:** Your Pie Chart (p. 275)

**WEEK 2 THEORETICAL UNDERPINNINGS OF DIVERSITY**

T: ▪ **Reading:** “Diversity in the Workplace: A Theoretical and Pedagogical

 Perspective” (p. 3-25)

 ▪ **Work in Teams:** Discussion Questions

 ▪ **Exercise:** Diversity Questionnaire (p. 276)

H: ▪ Review Final Team Project (p. 301-304) and form teams

 ▪ Complete discussion of “Diversity in the Workplace: A Theoretical and

 Pedagogical Perspective”

**WEEK 3 LEGAL UNDERPINNINGS OF DIVERSITY**

T: ▪ **Guest Speaker:** OEO Officer from the University of Utah

▪ **Reading:** “Diversity in the Workplace: A Legal Perspective” (p. 26-44)

▪ **Work in Teams:** Discussion Questions

H: ▪ Complete discussion of “Diversity in the Workplace: A Legal

 Perspective”

▪ **Exercise:** What Constitutes Sexual Harassment? (p. 290)

**WEEK 4 AN INTEGRATED APPROACH TO DIVERSITY MANAGEMENT**

T: ▪ **Reading:** (1) “An Integrated Approach to Managing Diversity in Organizations” (p. 45-64);(2)“Exemplary Diversity Leaders and Organizations” and “Case Study: Diversity as Strategy: IBM and the Leadership of Louis Gerstner” (p. 65-86)

 ▪ **Work in Teams:** Discussion Questions

H: ▪ Complete discussion of “Integrated Approach” and “Exemplary Diversity”

**Writing Workshop**

 ▪ Bring in draft of Paper One for peer review

**WEEK 5 PAPER DEADLINE & WORK ON FINAL TEAM PROJECT**

T: ▪ **Paper One is Due**

 ▪ Work on Final Team Project

H: ▪ **Exercise:** Analysis of Mini Diversity Management Cases ▪ Work on Final Team Project

**WEEK 6 GENDER & THE WORKPLACE**

T: ▪ **Reading:** (1) “Off-Ramps and On-Ramps” (p. 90-101); (2) Case Study:

“Augusta National Golf Club: Membership for Women or Staying the Course?” (p. 102-109)

 ▪ **Work in Teams:** Discussion Questions

H: ▪ **Case Facilitation Team #1:** Augusta Case

 ▪ **Exercise:** Masculine and Feminine Speaking Styles

**WEEK 7 RACE, NATIONAL ORIGIN, & THE WORKPLACE**

T: ▪ **Reading:** (1) “The Truth about Mentoring Minorities” (p. 118-123); (2) Case: “The Classic Look of Discrimination: Abercrombie & Fitch’s Struggle to Manage Diversity” and the A&F Response (p. 123-131); (3) “Case: Making the Cut or on the Ropes: A Play-by-Play Analysis of Diversity and Sports in NFL, NASCAR, PGA, and NBA” (p. 131-141); (4) “Case: Denny’s Restaurants: Creating a Diverse Corporate Culture A & B” (p. 146-152)

 ▪ **Work in Teams:** Discussion Questions

 ▪ **Case Facilitation Team #2:** Abercrombie & Fitch

H: ▪ **Case Facilitation Team #3:** Diversity and Sports

▪ **Case Facilitation Team #4:** Denny’s Restaurants

{Note: The Texaco can be substituted for Denny’s}

**WEEK 8 AGE & THE WORKPLACE**

T: ▪ **Reading:** (1) “It’s Time to Retire Retirement” (p. 168-176); (2) “The Changing Landscape of Work” (p. 177-186) (3) Case: “Asleep at the Wheel: Ford Motor Company’s Exclusion of the Older Worker” (p. 189-198)

 ▪ **Work in Teams:** Discussion Questions

H: ▪ **Case Facilitation Team #4:** Ford Motor Co. Case

 ▪ **Exercise:** Understanding the Multigenerational Workforce (p. 287)

 ▪ **Work in Teams:** Final Project

**WEEK 9 RELIGION, SPIRITUALITY, & THE WORKPLACE**

T:▪ **Reading:** (1) “Taking Religion to Work” (p. 200-209); (2) “Spirituality in the Workplace” (p. 209-212) (3) Case: “Purity of Spirit: Tom’s of Maine” (p. 213-222)

 ▪ **Work in Teams:** Discussion Questions

H:  ▪ **Case Facilitation Team #5:** Tom’s of Maine

▪ **Exercise:** Religion and the Workplace—A Brainstorming Activity (p. 280)

▪ **Exercise:** Religion and Spirituality: What Could Be Happening Here? (p. 291)

**WEEK 10 SPRING BREAK: NO CLASS**

T/H: Spring Break

**WEEK 11 SEXUAL IDENTITY & THE WORKPLACE**

T: ▪ **Reading:** (1)Selections from *Straight Talk about Gays in the Workplace*

(p. 224-231); (2) Case: Nike and the LGBT Community (p. 231-233); (3) Case: “The Cracker Barrel Restaurants” (p. 234-238); (3) Transgender Case: When Steve Becomes Stephanie (p. 240-247)

▪ **Guest Panel:** Students from the LGBT Resource Center; business executive from the LGBT community

H: ▪ **Case Facilitation Team #6:**The Cracker Barrel Restaurants

▪ **Exercise:** Short Case Study Analysis of “When Steve Becomes Stephanie”

▪ **Exercise:** Analyzing Nike’s Branding and Outreach to the LGBT Community (p. 291)

▪ **Exercise:** 10 Question Assessment: Does Your Organization Represent a Workplace with Equal Opportunities for LGBT Employees? (p. 295-296)

**WEEK 12 DISABILITIES & THE WORKPLACE**

T: ▪ **Reading:** (1) “Counting on Workers with Disabilities” (p. 251-256);

 (2) Case: “In the Eye of the Perfect Storm: Creating Accessibility—IBM, GM, and CISCO” (p. 262-272)

▪ **Guest Speaker:** Expert on Disabilities and the Workplace

H: ▪ **Case Facilitation Team #7:** Disabilities/The Perfect Storm

 ▪ **Exercise:** The Ten Commandments of Interacting with People

 with Disabilities (p. 292-293)

**WEEK 13 WRITING WORKSHOP & WORK ON FINAL PROJECT**

T: ▪ **Writing Workshop**

 ▪ Bring in draft of Paper Two for peer review

H: ▪ **Paper Two is Due**

▪ Work on Final Team Project

**WEEK 14 PAPER DEADLINE & WORK IN TEAMS**

T: ▪ Work Day

H: ▪ Work on Final Team Projects

 ▪ Team Presentations: “The Diversity Consulting Team”

**WEEK 15 DEADLINE FOR TEAM PRESENTATIONS & PAPERS**

T: ▪ Team Presentations: “The Diversity Consulting Team”

H: ▪ Team Presentations: “The Diversity Consulting Team”

**WEEK 16 DEADLINE FOR TEAM PRESENTATIONS & PAPERS**

T: ▪ Team Presentations: “The Diversity Consulting Team”

 ▪ Final Diversity Consulting Team Papers are due

**EXAMPLE SYLLABUS #2**

**(3.0 credit hours; meets one time per week)**

**GENERAL INFORMATION** [insert your general information here]

Day and Time: Monday 6:00pm to 9:00pm

Room: BuC 106

Instructor: Kathryn A. Cañas, PhD
Office: KDGB 323

Office Hours: Before and after class; please make an appointment

# Office Phone: 801.581.4739

Email: kate.canas@business.utah.edu

Web site: www.business.utah.edu/~mgtkc

**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, the primary and secondary dimensions of diversity, and diversity management;
* To understand the demographic changes occurring in today’s workforce;
* To understand the meaning and application of the four diversity management paradigms;
* To grapple with the strengths and weaknesses of the business case for diversity;
* To expand individual understanding and critical thinking regarding diversity;
* To identify best practices for managing diversity in the workplace;
* To act as diversity consultants by developing a strategic diversity management plan for a local organization;
* To examine business cases of companies that represent both effective and ineffective diversity management practices; and
* To enhance your facilitation, public speaking, interpersonal, and writing skills.

We will explore issues both conceptually and experientially. Specific topics will include understanding differences such as gender, race, national origin, 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. 2014. *Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises Third Edition*. Upper Saddle River, NJ: Pearson.

**PEDAGOGICAL PHILOSOPHY** [insert your pedagogical philosophy here]

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 challenges or differs from that of your instructor and/ 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** [insert your school policies here]

***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.

***Laptops and Cell Phones***

There are no laptops or cell phones allowed in class unless you are instructed by your professor to take them out, specifically to use them for an exercise. The laptop may be used only with an electronic copy of the textbook.

**REQUIREMENTS**

* Class Participation
	+ Diversity Current Events Report 5%
	+ Drafts of Individual Papers 5%
	+ Attendance and In-class Discussion 10%
* Team Facilitation of Case Study 10%
* Diversity Journal 10%
* Individual Paper 1 10%
* Individual Paper 2 15%
* 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.

**WEEK 1 INTRODUCTIONS AND DEFINITION OF DIVERSITY**

**Date**▪ Introduction to course and to each other

 ▪ Detailed discussion of syllabus & assignments

 ▪ Define diversity using the “Diversity Wheel” framework (on p. 9)

 ▪ **Reading:** Introduction/Preface (p. x-xv)

 ▪ **Exercise:** Your Pie Chart (p. 275)

**WEEK 2 THEORETICAL UNDERPINNINGS OF DIVERSITY**

**Date**▪ **Reading:** Diversity in the Workplace: A Theoretical and Pedagogical

 Perspective (p. 2-25)

 ▪ **Exercises:** Diversity Questionnaire

 ▪ Review Final Team Project (p. 301-304) and form teams

**WEEK 3 NO CLASS**

**Date** Labor Day

**WEEK 4 LEGAL UNDERPINNINGS OF DIVERSITY**

**Date** ▪ **Reading:** Diversity in the Workplace: A Legal Perspective (p. 26-44)

 ▪ **Guest Speaker:** OEO Officer from the University of Utah

 ▪ **Exercise:** What Constitutes Sexual Harassment? (p. 290)

**WEEK 5 AN INTEGRATED APPROACH TO DIVERSITY MANAGEMENT**

**Date**▪ **Reading:** (1) An Integrated Approach to Managing Diversity in Organizations;(2) Exemplary Diversity Leaders and Organizations; (3) Case Study: Diversity as Strategy: IBM and the Leadership of Louis Gerstner (p. 65-86)

▪ **Writing Workshop**

 ▪ Bring in draft of Paper One for peer review

**WEEK 6 PAPER DEADLINE & WORK ON FINAL TEAM PROJECT**

**Date** ▪ **Paper One is Due**

 ▪ Work on Final Team Project

 ▪ **Exercise:** Analysis of Mini Diversity Management Cases

**WEEK 7 GENDER & THE WORKPLACE**

**Date**▪ **Reading:** (1) Off-Ramps and On-Ramps (p. 90-101); (2) Augusta Case (p. 102-109)

 ▪ **Work in Teams:** Discussion Questions

▪ **Case Facilitation Team #1:** Augusta National Golf Club

 ▪ **Exercise:** Masculine and Feminine Speaking Styles

**WEEK 8 NO CLASS**

**Date**▪ Fall Break

**WEEK 9 RACE, NATIONAL ORIGIN, & THE WORKPLACE**

**Date**▪ **Reading:** (1) The Truth about Mentoring Minorities (p. 118-123); (2) A&F Case & Response (p.123-131); (3) Case: Making the Cut or On the Ropes: A Play by Play Analysis of Diversity and Sports (p. 131-141) Denny’s Case (p.146-152)

 ▪ **Work in Teams*:*** Discussion Questions

▪ **Case Facilitation Team #2:** The Classic Look of Discrimination:

 Abercrombie & Fitch’s Struggle to Manage Diversity

▪ **Case Facilitation Team #3:** Denny’s Restaurants

▪ **Exercises:** Diversity and Sports: An Examination of the NFL, NASCAR,

 NHL, PGA, and NBA

{The Diversity and Sports Case can be substituted for Denny’s; the Texaco case is another option}

**WEEK 10 AGE & THE WORKPLACE**

**Date**▪ **Reading:** (1) It’s Time to Retire Retirement (p. 168-176); (2) The Changing Landscape of Work (p. 177-186); (3) Ford Case (p. 189-198)

 ▪ **Work in Teams:** Discussion Questions

▪ **Case Facilitation Team #4:** Asleep at the Wheel: Ford Motor

 Company’s Exclusion of the Older Worker

**WEEK 11 RELIGION, SPIRITUALITY, & THE WORKPLACE**

**Date**▪ **Reading:** (1) Taking Religion to Work (p. 200-209); (2) Spirituality in the Workplace (p. 209-212); (3) Case: Tom’s of Maine (p. 213-222)

 ▪ **Work in Teams:** Discussion Questions

 ▪ **Case Facilitation Team #5:** Purity of Spirit: Tom’s of Maine

 ▪ **Exercise:** Religion and Spirituality—What Could be Happening Here?

 **▪ Exercise:** Religion and the Workplace: A Brainstorming Activity

**WEEK 12 SEXUAL IDENTITY & THE WORKPLACE**

**Date**▪ **Reading:** (1)Selections from *Straight Talk about Gays in the Workplace* (p. 224-231); (2) Case: Nike and the LGBT Community (p. 231-233)

 (3) Cracker Barrel Case (p. 234-238); (4) Transgender Case: When Steve

 Becomes Stephanie (p. 240-247)

▪ **Guest Panel:** Students from the LGBT Resource Center; Business Executive from the LGBT Community

 ▪ **Work in Teams:** Discussion Questions

 ▪ **Case Facilitation Team #6:**The Cracker Barrel Restaurants

▪ **Exercise:** Short Case Study Analysis: When Steve Becomes Stephanie

▪ **Exercise:** Analyzing Nike’s Branding and Outreach to the LGBT Community (p. 291)

▪ **Exercise:** 10 Question Assessment: Does Your Organization Represent a Workplace with Equal Opportunities for LGBT Employees? (p. 295-296)

**WEEK 13 DISABILITIES & THE WORKPLACE**

**Date**▪ **Reading:** (1) Counting on Workers with Disabilities (p. 251-256);

 (2) Disabilities Case—Perfect Storm (p. 262-272)

▪ **Guest Speaker:** Disabilities and the Workplace

 ▪ **Work in Teams:** Discussion Questions

▪ **Case Facilitation Team #7:** In the Eye of the Perfect Storm: Creating

 Accessibility—IBM, GM, and CISCO

 ▪ **Exercise:** The Ten Commandments of Interacting with People

 with Disabilities (p. 292-293)

**WEEK 14 WRITING WORKSHOP & WORK ON FINAL PROJECT**

**Date** ▪ **Writing Workshop**

 ▪ Bring in draft of Paper Two for peer review

 ▪ Work on Final Team Project

**WEEK 15 PAPER DEADLINE & WORK IN TEAMS**

**Date**▪ **Paper Two is Due**

▪ Team Presentations: “The Diversity Consulting Team”

 ▪ Team Papers: “The Diversity Consulting Team”

**WEEK 16 DEADLINE FOR TEAM PRESENTATIONS & PAPERS**

**Date**▪ Team Presentations: “The Diversity Consulting Team”

 ▪ Team Papers: “The Diversity Consulting Team”

**[DIVERSITY CURRENT EVENT]**

As a way to maintain a dynamic classroom, I begin each class with a Diversity Current Event. This is an informal five-minute presentation in which the student stands in front of the class and describes a current event related to diversity—it can be in the realm of business, politics, pop culture, music, film, religion, sports, and so forth. The student summarizes the current event in his/her own words, mentions how it relates to class, and then fields any related questions. Typically, one of my main assignments is the 10-Entry Diversity Journal, so I tell them that the Diversity Current Event can also function as one of the journal entries.

**[GUEST SPEAKERS]**

Guest speakers who are experts in diversity management, from either a management or legal perspective, are incredibly helpful in a diversity management course. If you are not an expert on the legal aspects of diversity management, it is important for you to locate an expert—such as an attorney or human resource specialist—who works at your university or in your community and who is able to shed light on the legal aspects of diversity in the workplace.

An EEO Officer from your University, for example, can explicate complicated legalities of diversity management (i.e. the protected classes, sexual harassment, and the Americans with Disabilities Act). Trust us, the ADAAA is really complicated! If your university has a Vice President of Diversity, you could invite him or her to speak on the general role that diversity plays at your university, the diversity management initiatives that your university has implemented, your university’s vision for diversity, and so forth.

In addition, if your university has a Gay Lesbian Bisexual Transgender (GLBT) Resource Center on campus, you could contact someone from this program to speak on GLBT issues in the workplace. Hearing personal experiences of being discriminated against in the workplace as a member of the GLBT community or as a GLBT ally has created powerful learning moments for many of my students. Further, members of the GLBT community have proven excellent sources for describing innovative diversity management initiatives. This year I invited an executive from the LGBT community to speak, and he helped the students understand how to create an inclusive work environment for GLBT employees. Further, he described effective diversity training, specifically in regard to GLBT issues.

Perhaps one of the most impactful guest speakers you could have in class is an expert on people with disabilities in the workplace, especially someone who has a disability and is willing to share his or her personal experiences. One of our guest speakers, Stan, tells his story of becoming disabled and then having to finish school and enter the workplace—all within a year. He describes, in detail, the challenges he faced when applying and interviewing for specific jobs and then accepting and maintaining his position. My students are captivated by his personal story, expertise on disabilities in the workplace, and advice for effectively managing people with disabilities. Such guest speakers help to break down the negative stereotypes of people with disabilities as angry and lazy; they open their audience members to the benefits of hiring a person with a disability.

**[FACILITATION]**

***Student Case Facilitations***

Facilitation is one of the most effective pedagogical strategies for creating student understanding. As noted in the syllabi, we suggest that the students facilitate the case studies in teams. By teaching the material themselves, they become experts on that particular topic. We allow our students to use the Power Point slides for each case study that accompany this Instructor’s Manual when they facilitate the cases; some of the students choose to change a few of the slides or add a few more slides. In facilitations, Power Point slides become less important because the focus is on creating dialogue.

When evaluated, we examine how effectively the students accomplish the following:

* Opened with a question, controversy, common experience
* Used specifics and examples throughout; covered main points
* Integrated summaries when appropriate; paraphrased effectively
* Used visuals to enhance learning
* Asked thought-provoking questions and effectively handled arguments
* Created a safe space in which students participated
* Maintained student interest throughout
* Appeared confident and enthusiastic

***Instructor Case Facilitations***

If you choose to teach/facilitate the case studies, we have included in the Instructors Manual two pedagogical tools to help you to design your lesson plan: teaching notes and Power Point slides for each case study. Here is a simple feedback sheet that you may want to use.

Feedback Sheet: Case Facilitation

Managing Diversity in Organizations

 Opened w/ a question,

1 controversy, common

 experience

 Used specifics &

2 examples throughout;

 covered main points

 Integrated summaries

3 when appropriate;

 paraphrased effectively

 Used visuals to enhance

4 learning

 Asked thought-provoking

5 questions & effectively

 handled arguments

 Created a safe space

6 in which students

 participated

 Maintained student

7 interest throughout

8 Appeared confident

 enthusiastic

 *Final Grade/Comments:*

**[FINAL TEAM PROJECT: “The Diversity Consulting Team”]**

***Final Team Paper: “The Diversity Consulting Team”***

We have included a detailed description of the final team project, “The Diversity Consulting Team,” in Chapter 13 (page 301) of the textbook. The description of this assignment is followed by three research tools, “Nine Symptoms that May Indicate a Need for Diversity Training,” “Managing Diversity Questionnaire,” and “Asking Good Questions” that will help your students craft more effective survey and interview questions.

***Final Team Presentation: “The Diversity Consulting Team”***

The final team presentation differs from the team facilitation in a number of ways. First, the final presentation is more formal and structured. The students must approach the presentation as if they were actually presenting to the company in which they researched. Second, while the facilitation is based on audience interaction and asking good questions, the presentation is more speaker focused. The students may ask their audience a few questions, but, for the most part, the team members communicate the majority of the information. What follows is a version of a critique sheet for the final team presentation that you might find helpful when grading and providing feedback to your students

Keep in mind that a member or members from the organization that is being examined for the team project might request to see the presentation. There are times when my students present both in the classroom and in the actual organization. And, there are times when executives come to class to watch—this always makes the students a bit nervous, but it is an excellent learning experience for them.

Evaluation Form for Presentations/Managing Diversity

Team \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_

***Opening***

* Effective ***attention-getting strategy***
* Articulation of ***purpose***
* Brief discussion of ***credibility***
* Preview of ***main points***
* Kinesthetically involved audience

***Kinesthetic Delivery***

* Used ***eye contact*** and ***gestures*** to engage audience
* Matched ***voice*** volume/inflection and ***facial***

***expressions*** to reinforce the spoken message

* Avoided distracting mannerisms
* Used ***movement*** and varied location to reinforce

key elements of the message

* Used a natural ***conversational delivery*** style—

extemporaneous, not memorized

* Engaged audience appropriately and modified

based on audience reaction

***Verbal Presentation***

* Used ***logical***, easy to follow structure
* Used ***smooth transitions*** between topics
* Used a combination of ***evidence types***

(facts, statistics, examples, stories, testimony)

* Clearly ***referenced sources***
* Covered history, research, strengths/weaknesses,

and recommendations

***Graphic Presentation***

* Used appropriate visuals for the situation
* Visuals were ***simple***, ***readable***, and ***professional***
* Presented in a skillful, non-distracting manner

***Closing***

* ***Summarized*** main points
* Ended with an ***effective concluding device*** that

created a sense of closure

* Concluding message was memorable
* Handled questions and challenges thoughtfully,

candidly, and authoritatively

Final Grade:

***Written Assignment Options***