**University of Cincinnati**

**OLHR 2095: Leading the Diverse Workplace**

**ONLINE**

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**Textbook:**   
Stockdale, M. S., & Crosby, F. J. (2004). The Psychology and Management of Workplace Diversity. ISBN-13: 978-1405100960.

**Course Description:**Presently, more than fifty percent of the US workforce consists of minorities, women, and immigrants. Organizational leaders are confronted with the challenge of managing a workforce that is increasingly diverse relative to race, ethnicity, gender, physical ability, sexual preference, and age. Organizations have also realized that highly competent associates come from a variety of cultural and group identities. It is a fundamental business fact that organizations that value the talents of a diverse workforce will have a competitive advantage in the marketplace. The intent of this course is to increase one's awareness of issues of diversity and differences in order to work more effectively and ethically with a variety of populations defined by gender, class, race, ethnicity, religion, ability, age, and sexual orientation. The course will introduce students to a historical, economic, political, personal and social framework for understanding culture and diversity in a social and workplace environment via readings, cases, and exercises designed to clarify the complexity of managing and working in a changing and increasingly diverse workplace.

**Student Learning Outcomes:**

*After taking this course, students should be able to:*

1. Promote in others the understanding, affirmation, and respect for people from diverse backgrounds and culture.

2. Define the concept of diversity as it relates to the workplace.

3. Demonstrate the ability to critically understand cultural differences, expectations, personal philosophy, and assumptions leading personal biases.

4. Critically reflect on personal awareness of their feelings about their own power, class, gender, race, ethnicity, religion, ability, age, and sexual orientation issues and how these issues impact their relationships in a personal and work environment.   
  
5. Describe the impact of politics, history, and power on minorities and women members of our Western society.

**Course Requirements:   
*Reading*:** All readings should be completed prior to attending class. Successful students will be those who *actively* read the material. For example, taking some notes and thinking about what you are reading are important for your success.

***Participation:*** You will earn points for participating in discussion boards , and at various points throughout the quarter extra credit opportunities may be available during class time (extra credit opportunities cannot be made up if you have missed class).

***Personal Identity Paper:*** The personal identity paper will be a 2-4 page (double-spaced) paper that represents your personal assessment of your ethnic/racial/cultural heritage. In the paper, discuss your cultural background by reflecting on your behaviors, roles, expectations, perceptions of others and the world, and values that guide you in your life. You should be sure to examine and discuss social systems such as family values (both now and when you were growing up), nationality, ethnicity, religion, language, geographic region, gender, socioeconomic status, educational status, military status, and political orientation. This paper should include an introduction, body paragraphs, and a conclusion. Your conclusion section should include at least two insights that you gained as a result of completing the assignment. You may also be asked to share one or two things that you learned in class.

***Diversity Experience:*** During the quarter, each student will be required to participate in a diversity out-of-class immersion experience related to an ethnic, cultural, religious, or racial group in the United States and to write a short reaction paper detailing this experience.

Specific requirements of this assignment:

1. The experience must be completed during the semester when you are taking this course. Previous experiences cannot be used.

2. The reflection paper should be 2-4 pages in length (double-spaced), and include:

a. An introduction paragraph that explains the reason(s) you chose the experience.

b. Body paragraphs that describe the event, what you observed, and any people that you met.

c. A conclusion that discusses what you learned from the experience and how that learning will be useful to you in the future. If you did not learn anything useful, talk about the barriers that prevented you from learning and what you could do next time a situation that requires you to be involved with a diverse group arises.

d. Proof of the experience, such as: a signed and dated statement from someone you interviewed or talked with, a program or flyer, receipt with the date, a digital photo of you at the event.

Examples of experiences:

a. Visit a church, synagogue, mosque, or other place of religious worship—where the service differs significantly from your own faith.

b. A homeless shelter or soup kitchen.

c. A nursing home.

d. A minority organization (e.g., a Black, Latino, or Women’s organization).

e. A school for the deaf.

f. Mentally or physically disabled support organizations.

Ground rules for the diversity experience:

* Go by yourself to a place you have not been before.
* The place should be where you are a numerical or identity minority.
* Do not choose a setting where you feel like an intruder into someone’s (or some group’s) privacy. Remember that some experiences may require you to obtain permission first.
* Do not go to a place where you feel you may be unsafe. Use good judgment.
* Do not go to a bar.
* Do not say this is a school experiment or field experience requirement, but that you are there to learn.

\*If you have questions or concerns as you are planning your experience please contact me and we can talk about it. **Please do not assume anything.**

***Case Study:*** Rather than testing or quizzing you over course content, I am much more interested in ensuring that you are able to synthesize what you have learned, and apply it to real workplace issues. To evaluate your ability to apply the course material, you will write responses to a case study. To provide support for the recommendations you make in your response, you will need to cite at least 5 reputable sources (e.g., journal articles, books, etc.). You may use your textbook as one source, and the supplemental readings posted on Blackboard may also be helpful. It might also be useful to you (and your grade for this assignment) to learn about and include aspects of the best practices of organizations like Google, P&G, or others that value diversity and inclusion (e.g., you could try studying the websites from these organizations or looking for articles written about them).

***Final Reflection Paper***: (1-2 pages): This is a culmination paper of the experiences, materials, and information you have learned during the course, and how you will apply such learning to your life (whether academically, or professionally, with family, among your peers, etc.). You will receive more information about this assignment during the semester.

**UC Code of Conduct:**

The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.

**Special Needs Policy:**

If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that may influence your performance in this course, you should meet with me to arrange for reasonable provisions to ensure an equitable opportunity to meet all the requirements for this course. At my discretion, some accommodations may require prior approval by Disability Services.

**Late work:**

Late work will not be accepted. If you foresee a scheduling conflict, you need to get in touch with me ASAP to request a deadline extension BEFORE YOU MISS THE DEADLINE. Extensions will be permitted at my discretion.

**Grading:**

***Participation and Attendance*: 30 points (extra credit point for participation in Video Presentations, Readiness assessment)**

***Personal Identity Paper*: 25 points**

***Diversity Experience and Paper*: 70 points**

***Case study*: 50 points**

**Final Reflection Paper: 25 points**

**Quizzes: 100 points**

***Total Points* = 300**

**Grading Scale**:

A 100-93% C- 72-70%

A- 92-90% D+ 69-67%

B+ 89-87% D 66-63%

B 86-83% D- 62-60%

B- 82-80% F < 60%

C+ 79-77%

C 76-73%

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| **COURSE SCHEDULE** | | | |
| *Theme* | *Date* | *Topic* | *Reading/Homework Due on Arrival* |
| **Foundations** | 8/25 | Introduction, Syllabus, Blackboard, Library Resources for Case Studies | None |
| 9/2 | The contemporary focus on diversity & assessing the validity of arguments against diversity | -Stockdale & Crosby Ch. 1-2  -Supplemental Readings (2) |
| **Models and Process** | 9/8 | Models & practice of diversity management | -Stockdale & Crosby Ch. 3  -Supplemental Readings (2)  -**Personal Identity Paper Due** |
| 9/15 | The influence of culture on role-taking in culturally diverse organizations | -Stockdale & Crosby Ch. 4  -Supplemental Reading (1) |
| 9/22 | Leadership in a diverse workplace | -Stockdale & Crosby Ch. 5  -Supplemental Reading |
| 9/29 | Health implications of workplace diversity | -Stockdale & Crosby Ch. 6  -Supplemental Reading |
| **Diverse Groups** | 10/6 | Shattering the glass ceiling | -Stockdale & Crosby Ch. 7 |
| 10/13 | Toward the inclusiveness and career success of racial and ethnic minorities in the workplace | -Stockdale & Crosby Ch. 8  -Supplemental Reading  **-Case Study #1 Due by 6pm** |
| 10/20 | Age, disability, and obesity | -Stockdale & Crosby Ch. 9  -Supplemental Reading  -**Case Study Group Evaluation Due** |
| 10/27 | Diversity and sexual orientation | -Stockdale & Crosby Ch. 10  -Supplemental Reading |
| 11/3 | Class diversity | -Stockdale & Crosby Ch. 11  -Supplemental Reading  -**Week 10 Discussion Board Due** |
| **Further Developments** | 11/10 | Creating and sustaining diversity and inclusion in organizations | -Stockdale & Crosby Ch. 12  -Supplemental Reading |
| 11/17 |  | - Supplemental Reading  -**Diversity Experience Due** |
| 11/24 | International perspectives | -Stockdale & Crosby Ch. 13  -Supplemental Reading  -**Poster Feedback Due** |
| 12/1 | Synthesis | -Stockdale & Crosby Ch. 14  **-Reflection Paper Due**  **-Make-up Assignment due** |
| **Exam Week** | 12/8 | **No class meeting** |  |

\*The schedule and other information above are subject to change at the discretion of the instructor.