Contact Information

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Course Description

Welcome to HRIR 5022! This course covers the challenges and rewards associated with managing today’s increasingly diverse workforce. Diversity has the potential to benefit employees and organizations alike, yet the benefits of diversity are only realized in organizations with effective diversity management practices. In this course, we therefore begin by tackling the question: “Why does diversity matter?” Specifically, we focus on the basic psychological processes—including attitudes toward ingroups and outgroups, stereotyping, and prejudice—that affect how members of different social groups perceive and interact with one another. We then will address the question: “What are best practices for successful diversity management?” In particular, we discuss strategies for creating diversity through recruitment and staffing, creating a climate for inclusion, and developing and retaining diverse talent. Student engagement and willingness to share diverse perspectives are critical to the success of this course. 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

- 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
- Help students engage in perspective taking and understand the views and experiences of dissimilar others
- Increase students’ awareness of the power of stereotypes as well as strategies for preventing stereotypes from affecting everyday interactions
- 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

- A course packet available from the UMN bookstore (each student must purchase a packet)
- Readings available online through Business Source Premiere
Grading

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<thead>
<tr>
<th>Project 1: Being a minority</th>
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<tr>
<td>Project 2: Diversity consulting teams</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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*Project 1: Being a minority.* For your first project, you will be asked to spend two to three hours in a situation where you are the minority (i.e., dissimilar from everyone else in the situation). You will then write a three page paper based on your experience. A formal assignment will be handed out during the week 1 class (1/24) and I will also post the assignment on Moodle. Project 1 is due at the beginning of the week 4 class (2/14, 5:45 pm).

*Project 2: Diversity consulting teams.* Your second project will involve serving as a consultant for an organization that is having difficulty managing a diverse workforce. The project will be based on a case included your course packet and will be completed in teams. I will hand out a formal assignment and announce project teams in class during week 3 (2/7), and will also post the assignment on Moodle. Each team will be asked to present their recommendations in class during week 6 (2/28). A 10-15 page report that describes your recommendations in greater detail is due on 3/7 at 5:45 pm.

*Class participation.* This is an interactive, discussion-based course and your willingness to share your opinions and insights is critical to its success. To encourage participation, I will grade your in class participation during four class sessions (each week except week 1 and week 6). I realize that class conflicts may arise and will therefore drop your lowest participation grade (i.e., you can miss one class without penalty). If you will miss more than one class, please see me *prior to* your second absence about making up participation points. You will also have the opportunity to self-evaluate your participation at the end of the course (see p. 3 for a description of the class participation grading criteria). Most students find that it is relatively easy to participate in this course, but I of course understand that not everyone will want to speak up in class. If you prefer not to participate in class, you may opt to write two weekly response papers in lieu of in class participation. You may pick the weeks for which you would like to write response papers, with the exception that you may not write a response paper for week 1 or week 6. A hard copy of your response papers is due at the start of class (see p. 3 for response paper instructions and grading criteria). If you would like to write response papers in lieu of in class participation, you must let me know before the start of the week 2 class.

*Grading policies.* I am committed to ensuring that grades are determined fairly and consistently, and spend a great deal of time evaluating your assignments. If you ever have a question about a grade, let me know and I would be happy to discuss the grade with you in further detail. Because this is such a short course there are no extra credit opportunities. Late assignments will not be accepted.
In Class Participation Grading Criteria

I will post your weekly participation scores on Moodle. If you ever have any questions about your grade, please do not hesitate to contact me. I will be more than happy to discuss your grade with you. Please note that listening to others is an important component of participation. Students are therefore expected to carefully listen to what others have to say, and not dominate the conversation.

Excellent participation (A). Student attends the entire class, actively participates in all class activities and small group discussions, and makes frequent and insightful contributions to full class discussions, by engaging in many of the following behaviors:
- Sharing a relevant personal
- Offering an opinion on the topic at hand
- Making comments that integrate multiple readings and/or class themes
- Raising a new and interesting question that generates class discussion
- Providing an insightful answer to another student’s question

Very good participation (A-). Student attends the entire class, actively participates in all class activities and small group discussions, and contributions to full class discussions, for example by engaging in at least one of the behaviors listed above.

Satisfactory participation (B). Student attends the entire class and actively participates in all class activities and small group discussions, but does not contribute to full class discussions. Alternatively, student earns a higher participation grade but misses part of class.

Poor participation (C). Student attends the entire class, but does not fully participate in class activities and small group discussions, and does not contribute to full class discussions.

Unacceptable participation (F). Student misses class OR student is in class but detracts from the classroom climate by engaging in disruptive behaviors (e.g., making comments that are insensitive, checking email or surfing the internet during class on a laptop or smartphone).

Response Paper Instructions and Grading Criteria

Response papers should be two pages long (double-spaced, 12-point Times New Roman font, with 1” margins all the way around). You may use the critical thinking questions posted on Moodle each week as a guide in writing your paper, although you are not required to do so. If you use the critical thinking questions please write your paper as an essay, not as a response to a list of questions. You will earn a high grade if your paper demonstrates that you did all of the assigned readings and carefully considered the material. Papers that only summarize the readings will not earn a high grade. Instead, your paper should include a discussion of your reactions to the readings (e.g., What did you find interesting, provocative, or troubling? How do your personal experiences relate to the readings?). Response papers should be free of typos and grammatical errors. Students who opt to write response papers are still expected to participate in class at an “satisfactory” level (see above).
Classroom Climate

Diversity is a fascinating topic, but also a highly sensitive one. Thus, it is absolutely essential that our discussions are conducted within a climate of respect, sensitivity, and understanding. To facilitate an effective classroom environment, please adhere to the following guidelines:

- Listen to your classmates and try to understand their point of view.
- Use “I” language – do not assume that others share your opinions and perspectives.
- If you disagree with a class member’s opinion, rather than making the snap judgment that he/she is wrong, think about how his/her experiences may differ from your own.
- Before speaking in class carefully consider whether or not your comment may offend others.
- If a class member says something offensive, please speak up and explain why such a comment is disrespectful or inappropriate from your point of view.
- Keep all class conversations and comments strictly confidential – do not discuss your classmates’ perspectives and opinions with anyone not enrolled in the course.

Course Schedule

This is a tentative schedule of readings and assignments. I may make changes to the schedule as the course progresses. Please come to class having completed all readings listed for that session and having carefully considered the critical thinking and/or case preparation questions for that week, which will be posted on Moodle one week in advance. We will not necessarily discuss all readings each week, but doing the assigned readings will enable you to fully participate in class discussions.

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1/24/11</td>
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<td>Assigned</td>
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<td>1/31/11</td>
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<td>2/7/11</td>
<td>Staffing</td>
<td>Kovach, Kravitz, &amp; Hughes (2004). Affirmative action: How can we be so lost when we don’t even know where we are going? <em>Labor Law Journal</em>, 55, 53-61.</td>
<td>Assigned</td>
</tr>
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## Course Schedule (Continued)

| | | **Project 1 Due (5:45 pm)** |
| | | **Project 2 Presentations Due (5:45 pm)** |
| Week 6: 2/28/11 | Wrap-up & Presentations | **Project 2 Papers Due at 5:45 pm on 3/7*** |

*Reading is included in the course packet. All other readings are available online through Business Source Premiere. If the full text for an article is not immediately available, follow the “Find It” link. To access Business Source Premiere go to www.lib.umn.edu. Click on “Indexes” and select the letter “B.” Scroll down and click on “Business Source Premiere.”

† This is an empirical article (i.e., the authors conduct a scientific survey or experiment and report on their findings). Please read the introduction and discussion sections careful. You may skim the methods and results sections.

### Moodle Course Website

We will be using Moodle in this course. You should be able to see a link to the Moodle site at MYU portal (http://www.myu.umn.edu), after logging in to MYU with your x500 ID and password. If you do not see the course link, you may also login to Moodle directly at: http://moodle.umn.edu. Before you begin using Moodle, configure your computer properly by following the instructions included here: http://www1.umn.edu/moodle/start/technical.html. It is recommended that you use Firefox as your web browser when accessing the Moodle site.
Online Resources

- Gender and Diversity in Organizations Division of the Academy of Management: http://division.aomonline.org/gdo/
- For a list of additional readings on managing diversity please see the Moodle site

MAHRIR Policy

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at ds@umn.edu. Additional information is available at the DS website http://ds.umn.edu.
STATEMENT ON COURSE REQUIREMENTS

1. The instructor will determine the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed.

2. A student may not negotiate the submission of extra work in an attempt to raise his or her grade unless the instructor has made such opportunities available to all students.

3. Academic misconduct is a very serious issue with potential consequences ranging from failure in the course in question to dismissal from the University. Academic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. This includes (but is not limited to) cheating on assignments or examinations; plagiarizing, which means representing as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Instructors may define additional standards beyond these.

4. Carlson School students are expected to understand and uphold the Carlson School Code of Conduct. Any violation of the Code of Conduct will not be tolerated and appropriate action will be taken.

5. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements should bring this to the attention of the instructor during the first week of class so that appropriate accommodations can be made. Similarly, students for whom English is not their native language may request accommodation (such as additional time for examinations).

6. Student complaints or concerns about some aspect of a course sometimes arise. If possible, it is hoped that these can be resolved through an informal meeting between student and instructor. However, if a student feels this is not feasible, or if such discussion does not remedy the problem, the student may consult with the Director of Graduate Studies in 3-300 Carlson School of Management (if a graduate student) or the Director of the Industrial Relations Center, also in 3-300 Carlson School of Management (if an undergraduate student).

7. University policy prohibits sexual harassment. Copies of the University policy on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

8. Materials for this course are available in alternative formats upon request. Please contact the Director of Graduate Studies, 3-300 Carlson School of Management, (612) 624-2500.