

# Foster

## School of Business

UNIVERSITY of WASHINGTON

### MGMT 579A

#### Managing a Diverse and Inclusive Workforce

Summer A 2018

#### Course Syllabus

**Instructor:** James D. Carter, DBA  
**Office:** Paccar (TBD)  
**Office Hours:** Wednesdays 6:00pm – 8:00pm  
**E-mail:** work: [Cartej2@uw.edu](mailto:Cartej2@uw.edu) Personal: jcarter5732@gmail.com  
**Phone:** (773)851-7449  
**Course Website:**  
**Class Hours & Place:** 5:50pm – 9:30 pm Mondays

#### I. Course Overview:

Successful management of our increasingly diverse workforce is one of the most important challenges facing organizations today. Inclusion is the key to unleashing the potential embedded in a multicultural workforce.

Inclusive leadership explores the diversity paradox and unpacks how leaders can leverage diversity to increase innovation and creativity for competitive advantage. This course aims to provide students with a working knowledge of cross-cultural management, help them develop a global mindset, enhance their cultural intelligence, as well as equip them with theoretical and analytical tools to make sound management decisions in a multi-cultural setting.

Accordingly, this course will include three modules. First, the global context for diversity management. Second, the social psychological perspectives of workforce diversity. And third, managing a diverse workforce in the global context.

A range of participative learning methods will be used to facilitate an active classroom environment (e.g., case study, team projects, experiential exercises, group discussion, role playing, self-assessment, and guest speakers).

#### II. Course Learning Goals:

- Understand the challenges that managers and Human Resource (HR) professionals face when interacting with a multicultural workforce either abroad or domestic
- Understand, explain and conduct studies about the functioning of and the interplay between multinational companies, the countries in which they do business and the challenge of managing in a global context.
- Build core competencies required for successful management and leadership in multicultural contexts (e.g., the ability to collect, analyze, and synthesize information to make logical and informed decisions)

**III. Required Textbook:**

Mor Barak, M (2017). *Managing Diversity Toward a Globally Inclusive Workplace* (4<sup>th</sup> Ed.). Thousand Oaks, CA: Sage Publications Inc.

**IV. Evaluation and Student Responsibilities:**

Exam 1	15%
Exam 2	15%
Individual Cases	30%
Group Project	25%
Community Contribution	15%
<b>Total</b>	<b>100%</b>

The following grading scale will be used to determine final course grades:

% points	97-100	90-96	84-89	78-83	70-77	64-69	58-63	50-57	44-49	38-43	34-37	<34
Letter	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Decimal	3.9-4.0	3.5-3.8	3.2-3.4	2.9-3.1	2.5-2.8	2.2-2.4	1.9-2.1	1.5-1.8	1.2-1.4	0.9-1.1	0.7-0.8	0

This class is NOT graded on a curve. Historically, the median is 3.2-3.4.

**Late assignment policy:** I do NOT accept late assignments.

**Guideline for disputing a grade:** If you wish to dispute a grade on an exam or assignment, please do the following: (i) Return the exam or assignment to me along with a written statement describing the issue you have with your grade; (ii) Indicate specific questions/items, which you would like me to consider, and back up your claims with specific notes, page numbers, etc. I will accept and consider your concerns as long as they are made in writing and are given to me within a week after the return of the assignment/exam in question.

**I. Exams:**

Exam 1 will be held in class on July 2, 2018

Exam 2 will be held in class on July 16, 2018

Exams are closed book and will consist of short essay answer questions based on the cases that we discussed in the class. Please consult Canvas under the "Exam Preparation" tag for details.

**II. Individual Cases:**

In the classes, we will use cases extensively to help us get a taste of the real-world problems relating to cross-cultural management. Before the class discussion of each case, you will be given a list of questions to help you understand the case and to think through the situation along with the dilemma that the case protagonist is struggling with. You need to turn in your answers to these questions before we start class discussion. How much and how well you will learn from the cases and how successful the class

discussions can be will heavily depend on how well you prepare for the cases before the class. There are a total of 16 cases. Please consult Canvas under the "Individual Cases" tag for details.

**iii. Team Project:**

PPT deck – July 16, 2018

Final Paper – July 16, 2018

Final Presentation – July 16, 2018

Each team will select a case from the text to examine. The team will focus on the unique challenge presented by the case ((i) the national context of country, which includes but is not limited to economic, political, and cultural backgrounds; (ii) the general management and practices in country. The team will utilize create a SWOT analysis of the case which will explore the possible gains and risks associated with either the lack of diversity or sets to provide a remedy.

More details regarding this project are available on Canvas under the “Team Project” tab.

**IV. Community Contribution:**

The efficient way to learn is to actively engage in your education. Therefore, I expect each of you to have done the assigned case and chapter readings and come to class ready to discuss them and to share your understanding, insights, and relevant experiences with your classmates. Your community contribution score is based on BOTH your class participation and your involvement in Canvas Discussion Board. Details on how I am going to grade your community participation are available on Canvas under the “Community Contribution” tab.

**V. Academic Misconduct:**

WAC 478-1220-020 of the University of Washington Student Conduct Code states that students are expected to “Practice high standards of academic and professional honesty and integrity.” This means that students will not engage in activities like plagiarism, multiple submissions (submitting a paper for credit to more than once class), turning in a paper that you didn’t write, cheating on exams, or collaborating on individual assignments. In short, academic dishonesty WILL NOT BE TOLERATED in any form. Although you may discuss assignments outside of class, turning in identical assignments, copying off others during exams, looking at someone else’s exam, using past assignments or tests (other than what is posted on Canvas for common use) or any other form of academic dishonesty will result in a zero grade on the assignment and/or exam and could result in more severe penalties as allowed by University policy. Put even more succinctly: do your own work.

At the Foster School, we strive to promote an atmosphere that encourages “better than compliance.” You are a member of a learning community and expected to uphold the fundamental standards of honesty, respect and integrity. It is your responsibility to model these qualities and encourage others to do the same.

**VI. Disability Resources:**

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from the office of Disability Resources for Students (formerly Disabled Student Services) indicating you have a disability

that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

## **VII. Course Schedule, Handouts, and Deliverables**

This schedule is tentative. Because the amount of time required to cover each topic tends to vary, topics may be changed or omitted depending on our progress throughout the quarter.

### **Session 1 – June 18, 2018**

**Introduction: The Global Context For Diversity Management**

**Hand out: In class**

**Preparation: Chapters (1,2,3 & 5) read before class session**

### **Session 2 - June 25, 2018**

**Social Psychological Perspectives of Workforce Diversity**

**Hand out: In class**

**Preparation: Chapters (6,8 & 9) read before class session**

**Exam I**

### **Session 3 – Jul 2, 2018**

**Managing a Diverse Workforce In the Global Context – The Inclusive Workplace**

**Hand out: In class**

**Preparation: Chapters (10, 11 & 13) read before class session**

### **Session 4 – July 9, 2018**

**Managing a Diverse Workforce In the Global Context – The Inclusive Workplace (Cont.**

**Hand out: In class**

**Preparation: Chapters (15, 16 & 17) read before class session**

### **Session 5 – July 16, 2018**

**Course Review**

**Exam II**

**Group Presentation**

**Course Evaluation**

**Due: Team paper**

**(PPT deck for team presentation due by start of class)**