



**GMGT 7350 (T01) (3.0 CH)**  
**MANAGING DIVERSITY**  
**Summer 2010**

**DRAFT**

---

**INSTRUCTOR**

Name: N. Sue Bruning  
Phone: 474-6566  
Fax: 474-7545  
Email: bruningn@cc.umanitoba.ca

Office Location: 420 Drake Centre  
Office Hours: By appointment

**COURSE DESCRIPTION**

The topic of diversity management has relevance for our increasingly diverse domestic employee population as well as in the conduct and management of international organizations. This diversity creates many opportunities for improved performance, greater creativity and expanded markets; but the management of diversity also presents challenges through increased conflict, under-utilized potential and decision-making mistakes. This course examines perceptions of, and attitudes towards, diversity in the workplace. Through an examination of various diversity issues the purpose of the course is to increase management diversity competency and to foster more effective teams.

**COURSE OBJECTIVES**

- a) To develop self-awareness and diversity awareness.
- b) To develop familiarity with the types of situations and issues confronted by managers when working in a diversified environment.
- c) To develop skills of motivating, communicating and working productively with co-workers, subordinates, managers and customers who may differ in significant ways.
- d) To learn to foster effective diverse team performance.
- e) To examine challenges faced by management in diverse international/multinational organizations

**COURSE MATERIALS**

Required:

Readings package available in the University of Manitoba Book Store.

May be additional readings assigned during the term.

**COURSE METHODS**

We will seek to accomplish the objectives of the course through experiential learning by using multiple methods, such as class discussion, exercises, cases, videos, web-based exercises, guest speakers and critical examinations of different issues.

## COURSE ASSESSMENT

The grading the course will be determined as follows:

General class participation and contribution	25%
Individual class assignments	25%
Individual written summary paper	25%
Team participation, project and presentation	25%
TOTAL	100%

Cumulative Marks	Grade	GPA	Performance
90-100	A+	4.5	Excellent
80-89	A	4.0	Very Good
75-79	B+	3.5	Good
70-74	B	3.0	Satisfactory
65-69	C+	2.5	Marginal
60-64	C	2.0	Unsatisfactory
50-59	D	1.0	Unsatisfactory
Below 50	F	0.0	Unsatisfactory

### 1. Description of Assignments:

- 1) **General class participation and contribution.** Attend the class, be *Prepared* and be *Involved* in class discussion and in contributing to the learning that takes place in classes.
- 2) **Individual Assignments.** For 5 of the 10 sessions, you will be required to search for a/an news/event from internet, newspapers, or magazines that links to the topic of the next class. After you choose the article (no limitation for length, but 2 pages would be the optimal), please develop one or two discussion questions and write up your brief answers to these two questions (around 1/2 page for each question). Hand them in at the class of your choice and we may have class discussion on the materials you provide and link it to the material we discuss in the class. Each assignment will weight for 5%.
- 3) **Team Project.** With your team, you will do a diversity audit for an organization of your choice. Each team will give a 30-minute (Maximum) all-member, in-class presentation at the last class of this course. ***No written report is needed, but presentation slides should be copied (could be 6 slides on each page) and distributed to each classmate and the instructor at the beginning of class on June 22nd.*** Detailed instructions for this group project will be distributed in class.
- 4) **The Written Summary Paper:** It is required that you write a synthesis paper for this course. The paper will be a synthesis in a critical perspective of all the topics we covered. This may include your critiques on some key ideas or concepts which led to a new perspective. The purpose is to help you to record and organize your learning and develop the skills of critical thinking in fields of Diversity Management. You should feel free to support your argument with experiences from readings beyond those assigned that are related to the course content.

## Notes on the Final Assignment and Grading:

- The paper should be single-spaced and typewritten, about 8-10 pages long (4000 to 5000 words), single-spaced, using a Times Roman, 12 point font. The margins on all four sides must be a minimum of 1 inch. To ensure fairness for all students, non-compliance with these format requirements will result in a deduction of marks.
- The paper should be emailed by midnight on the due date (**June 25, 2010**).
- All sources must be referenced using full citations.
- Creativity is encouraged. The general grading criterion will be as follows:
  - A general summary to cover all topics --- **C+**;
  - A good synthesis summary of all topics -- **B**;
  - A good summary with your own self-reflections, opinions or thoughts, -- **B+**;
  - Your own self-reflections, thoughts and ideas linking all topics together, -- **A**;
  - A good synthetic summary and you also put things in a perspective based on your self-reflections, ideas and thoughts -- **A+**.(Electronic comments/feedback will be provided to students.)

## COURSE SCHEDULE

### Class   Date

1.     **May 18**     **Introduction and the Canadian Workplace – Canadian Workplace, Diversity Management and Strategic HRM**  
**Readings:** Mentzer, M.S. (2009). How Canada promotes workplace diversity. In Harvey, C.P. & Allard, M.J. Understanding and managing diversity (4<sup>th</sup> Edition). Pearson Prentice Hall: Upper Saddle River, NJ. (pp. 111-117).
  
2.     **May 20**     **Diversity Management and Strategic HRM**  
**Reading:** Cox, T., Jr. (2001). The challenge of managing diversity (chap 1) and A strategy for meeting the challenge (chap. 2), *Creating the multicultural organization*. Jossey Bass: San Francisco. (pp 1-30.)  
  
Thomas, D.A. (2004). Diversity as strategy. *Harvard Business Review*, September, 98-108.
  
3.     **May 25**     **Ethnicity, Culture and Values**  
**Reading:** Combs, G.M., Nadkarni, S. & Combs, M. (2005). Implementing affirmative action plans in multinational corporations. *Organizational Dynamics*, 34(4), 346-360.  
  
Earley, P.C. & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, October, 139-146.
  
4.     **May 27**     **Gender & Sexual Diversity**  
**Reading:** To be announced.

5.     **June 1**            **Racial & Religious Diversity**  
**Reading:** Rao, A. (2009). Religion, culture, and management in the New Millennium. In Harvey, C.P. & Allard, M.J. Understanding and managing diversity (4<sup>th</sup> Edition). Pearson Prentice Hall: Upper Saddle River, NJ. (pp. 192-200).
6.     **June 3**            **Age & Diversity Issues**  
**Reading:** Barzilai-Nahon, K. & Mason, R.M. (2010). How executives perceive the net generation. *Information, Communication & Society*, 13(3), 396-418.
- Hewlett, S.A., Sherbin, L. & Sumberg, K. (2009). How Gen Y & Boomers will reshape your agenda. *Harvard Business Review*, 87(7/8), 71-76.
- Stark, E. (2009). Lost in a time warp: How age stereotypes impact older baby boomers who still want to work. *People & Strategy*, 32(4), 59-64.
- Case Study:** Geissler, C. (2005). The cane mutiny: Managing a graying workforce. *Harvard Business Review*, October, 31-42 (don't read the expert opinions until after we have discussed in class.)
7.     **June 8**            **Diversity and Building Effective Teams**  
**Readings:** Brett, J., Behfar, K. & Kern, M.C. (2006). Managing multicultural teams. *Harvard Business Review*, November, 84-91.
- Gratton, L., Voigt, A. & Erickson, T. (2007). Bridging faultlines in diverse teams. *MIT Sloan Management Review*. 48(4), 21-29.
- Govindarajan, V & Gupta, A.K. (2001). Building an effective global business team. *MIT Sloan Management Review*, Summer, 63-71.
- Gibson, C.B. & Zellmer-Bruhn, M.E. (2002). Applying the concept of teamwork metaphors to the management of teams in multicultural contexts. *Organizational Dynamics*, 31(2), 101-116.
8.     **June 10**          **Pursuing Diversity in Organizations**  
**Readings:** Allen, R.S. & Montgomery, K.A. (2001). Applying an organizational development approach to creating diversity. *Organizational Dynamics*, 30(2), 149-161.
- DeMeuse, K.P. & O'Neill, K.S. (2007). A longitudinal evaluation of senior managers' perceptions and attitudes of a workplace diversity training program. *Human Resource Planning*, 30(2), 38-46.
- Gray, J.D., Lee, M.J. & Totta, J.M. (1995). Mentoring at the Bank of Montreal. *Human Resource Planning*, XX, 45-49.
- Case Study:** Harvard Business School Case: Managing Diversity at Spencer Owens & Co.

9.     **June 15**        **Global Staffing and Diversity – class taught by Francoise Cadigan**  
          To be announced
10.    **June 17**        **Team Project work session**
11.    **June 22**        **Group Presentations & Teaching Evaluation**

**Note: Slides for classes will be posted on the course website (JUMP) approximately 24 hours before class.**

### **ACADEMIC REGULATIONS**

Students are encouraged to contact Disability Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements.



It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.



## MEDICAL ABSENTEEISM FORM

I.H. Asper School of Business, The University of Manitoba

### STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY)

_____	_____	_____	_____
Last Name	First Name	Middle Initial	U of M Student Identification Number
_____	_____		
Course #	Instructor Name		
_____	_____		
Student's Signature	Date		

### TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed) (PLEASE PRINT CLEARLY)

_____	_____	_____
Physician's Last Name	Physician's First Name	Middle Initial
_____	_____	_____
Street Address	City, Province	Postal Code
_____	_____	_____
Telephone Number	Fax Number	
_____	_____	
<p><b>To the attention of the physician:</b> Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a <u>valid reason</u> to miss an important <u>exam</u> or <u>assignment</u>. Your professional evaluation is necessary to ensure that only valid cases are excused.</p>		
<p><b>I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.</b></p>		
<p>The student's condition will likely span the following dates:</p>		
_____	until	_____
(Indicate start date)		(Indicate end date)
_____		_____
Physician's Signature	Date	

### NOTES TO PHYSICIAN:

- Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.
- **PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.**

### NOTES TO STUDENT:

- The use of this form is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.
- It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor's office.



### **N. Sue Bruning**

Department of Business Administration  
I.H. Asper School of Business

N. Sue Bruning, Ph.D. is a Professor of Business Administration at the I.H. Asper School of Business at the University of Manitoba in Canada. Her teaching and research specialties are in a number of areas of organizational behaviour including diversity, leadership, organizational change, teamwork, expatriation, workplace aggression, psychological contracts and healthy organizations. She (with other colleagues) has received a number of major federal grants from both US and Canadian sources that have covered topics such as stress management strategies, expatriation processes and the impact of healthy organizations policies and practices. She has worked closely with a number of organizations on research and training activities, including General Electric, Alcatel, City of Winnipeg, Ducks Unlimited, Standard Aero, etc. Her professional activities include Past President of the Administrative Sciences Association of Canada (ASAC) and of the International Federation of Scholarly Associations of Management (IFSAM). She was the Department Head of her academic department, from 2000 until 2005 before deciding to return to an academic research and teaching position. She has published an introductory organizational behaviour textbook (with coauthors) and has presented over 100 papers at academic conferences and published over 40 research articles. She is currently coauthoring a book on the management of health and safety in organizations with Paul Gallina and David Halton. Dr. Bruning has taught courses and made presentations at a number of universities in various countries, including: USA, Canada, Finland, Japan, South Africa, Tanzania, Switzerland, Australia, Singapore, China, Malaysia and Germany.