

# Standard Course Outline

## Diversity and Managing Culture

### I. General Information

<b>Course Number</b>	HRM 458
<b>Title</b>	<u>Managing Culture and Diversity</u>
<b>Units</b>	3
<b>Prerequisites</b>	HRM 360 or 361; IS 301
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### II. Catalog Description

Impact of diversity, culture, and ethnic origin on the work experience. Interaction of language, gender, race, tradition, education, economic structure, and organizational philosophy to create a set of rules for acceptable behaviors in complex organizations. Open dialogue, debate, outside research and group presentations. Letter grade only (A-F).

### III. Curriculum Justifications

This course exposes students to the challenges and opportunities associated with a culturally diverse workforce. Course content provides an important foundation for the study of business and people management, with exposure to various forms of diversity relevant to modern businesses. This first part of the course focuses on defining, identifying, and managing diversity in the workplace, while the second part examines diversity in the context of international HRM. Current topics, cases, and examples embedded in course discussion and case study assignments are included. Embedded in the specific subject matter of the course is an appreciation of the following CBA undergraduate learning goals:

- Critical Thinking (General)
- Team and Interpersonal Skills (General)
- Communication Skills (General)
- Domestic & Global Environment (Management-Specific).

### IV. Course Objectives

**Critical Thinking:** *Students will demonstrate conceptual learning, critical thinking, and problem-solving skills.*

Specific Learning goals for HRM 458: 1) Systematically examine and research international HR problems which global managers currently face. 2) Critically evaluate potential people-related solutions and their implications, considering perspectives and needs of culturally different individuals. 3) Demonstrate critical thinking about diversity issues in the context of organizational and work life.

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as objective exam questions, assigned research papers, contribution to simulations/exercises, and class participation.

**Team and Interpersonal Skills:** *Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.*

Specific Learning goals for HRM 458: 1) Effectively participate in, and contribute to work teams through building good interpersonal relationships. 2) Demonstrate enhanced readiness and ability in taking a managerial role in managing for diversity and globalization in one's career and workplace.

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as peer evaluation feedback and group work performance.

**Communication Skills:** *Students will be able to demonstrate effective oral and written communication skills in English.*

Specific Learning goals for HRM 458: 1) Effectively communicate recommendations, opinions, and analyses both orally (e.g., presentations, class discussion) and in writing. 2) Participate in class discussions regarding sensitive issues with openness towards and respect for others.

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as written assignments, class participation, and case study discussion/activity participation.

**Domestic & Global Environment:** *Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).*

Specific Learning goals for HRM 458: 1) Discern between helpful and unhelpful employment-related decisions considering the impact of the legal, regulatory, political, cultural, global and economic environment on the HR field. 2) Appreciate diversity (both within the US and across countries) as a source of organizational effectiveness, and identify individual contributions regardless of protected class status (e.g., race, religion, sex, age). 3) Demonstrate an awareness of cultural, organizational, and individual actions, practices and symbols that communicate respect/disrespect for identities and groups. 4) Understand

issues faced by multinational corporations from a Human Resource perspective, and be able to perform more effectively in a multicultural world.

Assessment methodology: Instructors should use appropriate evaluation instruments to evaluate student learning outcomes, such as objective exam questions, written assignments, case study discussion participation, and class participation in exercises.

**V. Outline of Subject Matter**

The topic outline for the course is listed below. This is only an indication of possible subjects to be worked on the course of the semester. Subject matter and sequence of topics may vary depending on the instructor.

<i>Topics</i>
Why should managers care about diversity?
Stereotyping
Cultural differences (cultural values, dimensions, orientations, measures)
Cross-cultural communication
Identity
Power, oppression, and conflict
Race
Class and immigration
Gender
Sexual orientation
Age
Disabilities and appearance/weight
Ethics and religion
Properties of inclusive, multicultural organizations
International HRM (IHRM)
IHRM: Staffing
IHRM: Selection and recruitment
IHRM: Training and development
IHRM: Compensation
IHRM: Repatriation
IHRM: Performance management
IHRM: Industrial relations
Additional topics which can be included at the discretion of the instructor

**VI. Methods of Instruction**

- a) Instructors should use appropriate instruction methods that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO.

Examples of instruction methods for the course include:

- Class lecture and discussion, with stories and examples elicited from both the instructor and the students
- Case analyses, including both breakout small group discussions and debrief with the entire class
- Individual and team written assignments, with mandated research to inform the content of these papers
- Simulations and exercises
- A live team presentation
- Individual, short (1-2 minute) presentations to exemplify current issues in the media which are relevant to course material

- b) Instructors should use appropriate textbooks that are consistent with the course description stated in Section II, appropriate for the undergraduate level, and serve the course objectives listed in Section IV of this SCO.

Recommended textbooks:

Harvey, C. & Allard, M. J. (2012). *Understanding and Managing Diversity: Readings, Cases, and Exercises (5th Edition)*, Prentice Hall, Upper Saddle River, NJ 07458 (ISBN 13: 978-0-13-255311-7).

Dowling, P.J., Festing, M, & Engle, Sr., A.D. (2009). *International Human Resource Management (5th Edition)*, Thomson South-Western, Mason, Ohio 45040 (ISBN 13: 978-0-324-58034-1).

This or the most recent edition can be used. A comparable international HR overview textbook and/or diversity textbook commiserate with undergraduate level instruction can also be used (e.g., Bell, Briscoe). Additional readings and cases may be selected.

## VII. Instructional Policy Requirements

- a) Instructional policies should be consistent with the course description stated in Section II, and should serve the course objectives listed in section IV of this SCO.
- b) It will be assumed that the students will adhere to the tenets of *academic integrity* as articulated in [Dean's Letter on Academic Integrity](#) throughout this course. Instructors should enforce policies regarding to plagiarism, withdrawal, absences, etc., that are consistent with the University policies published in the CSULB Catalog, and following University policies on [Attendance](#), [Course Syllabi](#), [Final Course Grades](#), [Grading Procedures](#), [Final Assessments](#), and [Withdrawals](#).
- c) All sections of the course will have a syllabus that includes the information required by the syllabus policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed.
- d) It is expected that all students attend classes regularly and be responsible for all materials covered in class, regardless of their attendance. The students are expected to comply with the universally accepted norms of considerate and courteous behavior. Make-up exams

are strongly discouraged and will only be given with documented proof of an excused absence. Acceptability of the excuse will be determined based on the appropriateness of documentation. The student should give earliest possible notification of an anticipated excused absence, and can refer to [the specific university policy](#) on these issues.

- e) Occasionally adjustments in the course assignments become necessary. The students should be notified in advance about changes. Whenever possible, they should be consulted in advance about any changes.
- f) Students with Disabilities: Students with disabilities are responsible for notifying their instructor as early as possible of their needs for an accommodation of a verified disability. A student with a disability is urged to consult with Disabled Student Services as soon as possible in order to identify possible accommodations to enhance academic success.