

CALIFORNIA STATE UNIVERSITY, CHICO
COLLEGE OF BUSINESS
Department of Management

MGMT 442: Managing Differences
Spring 2013, 3 Units

Section 01 (3951) TuTh 2:00-3:15 p.m., Butte 109
Section 02 (3999) TuTh 5:00-6:15 p.m., Glenn 125

Instructor: John Duncan ("Jack") Hames, JD
Office: 462 Tehama (shared space)
Mailbox: 305 Tehama (Management Department office)
Office Hours: Tuesdays and Thursdays, 1:00 - 2:00 p.m., and **by appointment**
Phone: 570-1309 (cell), or 898-6124 (campus voice mail)
Email: jdhames@csuchico.edu
Textbook: Cañas and Sondak, Opportunities and Challenges of Workplace Diversity
(2d. ed. 2012) Pearson Prentice Hall, ISBN 978-0-13-61251-4
Additional reading material may be placed on reserve or WebCT.

CATALOG COURSE DESCRIPTION:

As the work force changes domestically and globally, individual and organizational strategies for working cross-culturally and ethically must be adopted. The purpose of this course is to increase understanding of relevant human differences in organizations and to develop behavioral skills for working with these differences.

LEARNING OBJECTIVES

As the world becomes increasingly globalized, as more and more people immigrate to this country, and as previously underrepresented cultures within our country gain respect, it becomes imperative that today's manager understand a vast array of cultures. In previous generations, workers were expected to conform to the normative, mainstream American culture; this was based on the melting pot concept. Today's population is more a mixed salad composed of a variety of ingredients, each of which retains its own unique flavor and is appreciated for its special contribution to the overall taste of the salad.

For today's manager in a typical organization in California, it is essential know how to work with and demonstrate that you value people from various cultures. As our world becomes smaller and more globalized, it is likely that today's manager will also be exposed to workers and colleagues from other countries.

By the end of the semester, you should:

1. Be familiar with the demographics of the current workforce and how those demographics are changing.
2. Understand your own culture and how cultures differ.
3. Gain insight into why managers and workers become prejudiced and how to handle your own prejudice.
4. Understand how to work with individuals from diverse backgrounds.
5. Learn how to help employees successfully work with co-workers from diverse backgrounds.

COURSE STRUCTURE

I will use a variety of teaching and learning methods including lectures, cases, experiential exercises, videos, and discussions. I believe that students can learn more effectively the more they are involved in the learning process. Because of this philosophy, I will encourage high levels of interaction through both class and group discussion. Because of this interactive, hands-on approach, I will expect high levels of participation from students. Participation includes preparing for class, contributing to class discussions, asking questions, and fully contributing to individual and team activities.

GRADING

There will be exams during the semester. The format will change as the class develops. There have been take-home multiple-choice exams, take-home short answer exams, and writing exercises. Additionally, you will participate in one group project exploring solutions to a cultural clash and presenting your results to the class.

Please note that lectures and discussions will not necessarily cover exactly the same material as the books. You will, however, be tested on both material covered in class and material in the book.

No make-up exams are given without a documented illness or death in the family. You must contact me PRIOR to missing an exam by phone or by email. You will not be allowed to make up the exam without proper documentation.

You will be graded according to the following breakdown:

| | |
|-------------------|-------------------|
| Exam | 100 points |
| Homework (varies) | 50 points |
| Paper | 100 points |
| Participation | 100 points |
| TOTAL | 350 points |

You can earn extra credit by attending events we will discuss and reporting on them.

For your reference: A indicates excellent work, B indicates very good work, C indicates standard or adequate work, D indicates minimally acceptable work, and F indicates unacceptable work.

Since the grade of C represents standard or adequate work met by the majority of students in the class, the class average will probably be in the C range. Your final grade will be based on the total of the grades on the homework assignments, the exam, your paper, your grade on the oral presentation, and your attendance. If you are borderline, I will take into account your participation during lectures. Greater degrees of participation will result in the higher final grade; lesser degrees, the lower final grade.

Evaluation will be made via conventional means so that students can judge their level of performance and achievement against accepted undergraduate, university-level standards.

When it is possible to obtain quantitative evaluations of various elements of the course (e.g., midterm exams), the following grading scale applies:

| | | | | |
|-------------|-------------|-------------|-------------|-----------|
| 100-93% = A | 89-87% = B+ | 79-77% = C+ | 69-67% = D+ | 59-0% = F |
| 92-90% = A- | 86-83% = B | 76-73% = C | 66-60% = D | |
| | 82-80% = B- | 72-70% = C- | | |

If you believe that you have been graded unfairly or that my “right” answer is wrong, you must demonstrate in writing, referring back to the text (using page numbers), lecture notes or any other relevant class material why you believe you deserve a grade other than the one you received. Your argument must be submitted within one week from the day I return the assignment to the class. If you have a legitimate argument, I will happily regrade your test or assignment.

COURSE POLICIES

1. Participation

There will be valuable discussions during our class meetings that will likely contribute as much to your learning as any other element of the course. You (and everything you represent) are needed. Unexcused absences deduct 4 points from the participation portion of the grade.

2. Ethical Standards and the Honor Code:

CSUC has a tradition of respect for students' integrity in academic work. The "Code of Student Rights and Responsibilities" delineates standards and policies of behavior. I expect students to maintain a high standard of academic integrity. You may not copy another student's answers on a test, you may not bring notes into an exam, you must write every part of your paper yourself. If you are unclear about a specific situation, ask! A summary of guidelines appears in the latest edition of the University Catalog.

3. Business Respect

Think of attending class as attending a business meeting. If you needed to miss a meeting, you would call your boss beforehand, and you would make arrangements for a co-worker to cover it for you. You would use the restroom before the meeting, you would not be late, walk out during the meeting, or take a phone call. You would avoid whispering or talking during someone else's presentation, and you would manage your facial expression and posture to convey interest and competence. You would not work on other projects or read the newspaper. You would wait until the meeting was over to discuss your individual personal accommodations. Why? Because these behaviors would reflect poorly on you and could impact your future with the employer. Because of the potential sensitivity of the topics of this class, courtesy and discretion in discussions are necessary, yet the discussions must be robust. I expect all of us to behave professionally in this class.

4. Disabilities:

Any student having a disability that adversely affects his or her ability to learn is encouraged to contact Disability Support Services at 898-5959. Let me know of your situation so that I can make an appropriate accommodation.

5. Adds/Drops

I will drop students who either do not attend or stop attending class no later than the end of the second week of the semester. During the first two weeks of the semester, you can add and drop classes through the CSUC Portal. Beginning the third week of the semester, students who want to add or drop must fill out a Change of Program form and obtain my signature. Beginning the fourth week, students who wish to drop the class need a serious and compelling reason. You must complete a COP form, provide evidence of the serious and compelling reason and obtain my signature, the signature of the chair of the Department of Management, and the signature of the dean of the College of Business. Please refer to the CSUC Catalog for examples. Beginning the fourteenth week, no drops will be permitted except for reasons clearly beyond a student's control.

6. Changes to the Syllabus

From time to time this syllabus statement may need to be amended. Students will be notified of syllabus changes during a regularly scheduled class. It will be the responsibility of the students to ensure they possess the latest version of the class syllabus.

7. If You Are Having Trouble with This Course

If you are having difficulty of some kind with the course, a solution is more likely to be found if you let me know about it early on, rather than later. Building rapport and building relationships are hallmarks of effective professionals, so think about doing so with your professors.

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CLASS SCHEDULE

(Subject to change at any time)

| Date | Topic | Readings |
|-------------|-------------------------------------|-----------------|
| 1/29 | Introductions | Preface |
| 2/5 | What is Culture | Chapter 1 |
| 2/12 | What About Me | Chapter 10 |
| 2/19 | What About Me | Chapter 10 |
| 2/26 | The Legal Perspective | Chapter 2 |
| 3/5 | Barriers to Effective Relationships | Chapter 11 |
| 3/12 | Gender | Chapter 3 |
| 3/19 | SPRING BREAK, NO CLASS | |
| 3/26 | Ethnicity | Chapter 4 |
| 4/2 | Age | Chapter 5 |
| 4/9 | Religion | Chapter 6 |
| 4/16 | Sexual Orientation | Chapter 7 |
| 4/23 | Disabilities, Age and Appearance | Chapter 8 |
| 4/30 | Organizational Competence | Chapter 9 |
| 5/7 | Exemplary Organizations | Chapter 11 |
| 5/14 | Assessing Diversity | Chapter 12 |
| 5/21 | Discussions of projects | |