



**LIR 891 Globalization and Diversity
School of Labor & Industrial Relations
Michigan State University
Spring 2004**

Thursdays from 9:10 a.m. -12:00 p.m., 133 North Kedzie

I. COURSE OVERVIEW

Instructor

Ellen Ernst Kossek, M.B.A., M.A., Ph.D.

Professor, Human Resources & Organizational Behavior

Office: 4th floor South Kedzie Hall,

Office Hours: Before or after class, by appointment, or Thursdays 1:30-2:30

Phone: Office: 517-353-9040; 517-388-0952 cell

Email: kossek@msu.edu

Description

Globalization and Diversity responds to recent demographic and global changes and anticipates future cultural shifts in the workplace by framing diversity and globalization as a process and a resource to be leveraged rather than as a problem to be solved. To be successful, managers must learn to integrate different viewpoints 1) to enhance creative problem solving, task and organizational performance, and leadership ability, and 2) be able to design systems and policies to promote effectiveness in multicultural environments.

Purpose

The purpose of this course is to create a multi-disciplinary immersion in organizational behavior and human resource management practice and theory related to managing multiculturalism, diversity, and globalization in employing organizations. Rapid globalization is "blurring" traditional borders of nations, time, and space, and challenging assumptions about managing people, structures, and processes in businesses and other organizations. This trend is also occurring, as employees of many identities are becoming members of employing organizations. The learners will create a learning community -a change or exchange shared by all- (Senge, 1993) to safely explore the theoretical and practical issues of multicultural dynamics in diverse, global, contemporary organizations.

Goals

1. To enhance your readiness and ability in taking a leadership role in managing diversity and globalization in your career and workplace
2. Develop sustained conversation around diversity and globalization issues as they inform the personal, academic, and professional experiences
3. Develop shared understanding and vocabulary so that we can more effectively constitute our ideas around issues of gender, racial, ethnic, cultural & other difference within a corporate context and without reifying binary and hierarchical distinctions and awareness of our own cultural proclivities & assumptions
4. To understand actual and potential effects of worldwide integration resulting from globalization, juxtaposed with increasing workforce heterogeneity and consider contemporary organizational strategies

Readings

The books for the course are:

1. *The Lexus and the Olive Tree*. 2000. Friedman, T. L. NY: Anchor;
2. *International Dimensions of Organizational Behavior* (4th edition), 2002, Adler, N Cincinnati: South-Western;
3. *Readings and Cases in International Human Resource Management*, 2000, (3rd edition), Mark Mendenhall & Gary Oddou Cincinnati: South-Western College Publishing 2000.
4. *Understanding and Managing Diversity*; 2000 (2nd edition); Harvey, C. & Allard, J., NJ: Prentice Hall
5. *Reader In Gender and Work Organization*, 2003, Ely, R. & Foldy, E., Malden, Mass.: Blackwell, and
6. *Creating The Multicultural Organization: A Strategy For Capturing The Power Of Diversity*, 2001. Cox, T., San Francisco: Jossey Bass.
7. Class members may also read and review an additional book or scholarly journal article of their choice. I also encourage you to read at least one of the following periodicals: The Wall Street Journal, Business Week, Fortune, Forbes, Trade and Culture, International Business, Far Eastern Economic Review, Asia Today, The Financial Times, The New York Times.

II. COURSE POLICIES

Class Activities and Approach

1. The course is conducted as a graduate seminar in which participation is expected and encouraged. To facilitate this process of participation, each member in the class will be assigned different roles to fulfill for different classes. In addition, each participant will be a facilitator of the class discussion for one of the readings assigned for that class. We will discuss these roles and assign roles beginning with the first class. Short written assignments will also be assigned throughout the course based on the readings and used as a stimulus for class discussion.
2. Each session will include sharing cultural traditions from a culture in which you are not familiar. You are expected to participate in these demonstrations and emphasize race, gender, ethnic or other differences.
3. You are expected to ask fresh questions and keep the discussion lively and interesting. You are expected to be active learners and assume responsibility for learning and discovery and questioning the intentions of the instructor and peers.
4. Feedback on the course during the class is especially welcome and I will do my best to accommodate your suggestions as long as they do not compromise the purpose, goals and objectives of the class.
5. In the event that you must miss a class, it is your responsibility to make arrangements with another classmate to review the session. Follow up questions may be directed to me.
6. This class will emphasize discussion and participation rather than a traditional lecture format. There will be a strong emphasis on discussing assigned readings, sharing experiences and participating in experiential learning exercises. The course will include a balance of cognitive and experiential learning opportunities, including case studies, videos, role plays, self-administered instruments and team projects. For the class to succeed, each class participant must adhere to the following "PACT":
 1. Prepare for all classes.
 2. Attend all classes.
 3. Contribute to class discussions and exercises.
 3. Thoughtfully complete assignments.

Attendance Policy and Participation:

Because you are adults, the course design is based on the assumption that each of you is a resource person as well as a learner, and that each of us has a responsibility to contribute to the group's learning as well as our own. Practically this means that if you miss a class or do not prepare for class everyone misses your

contribution, especially those you work with during group work. Individual preclass preparation is vital for the class success. Everyone is expected to attend classes and honor other students' educational rights by arriving on time. You cannot earn full attendance credit if you arrive late and/or leave early. This is a sliding scale (more credit lost with each absence) that allows one absence. After that one point per absence will be deducted from the participation grade regardless of the circumstances. Everyone should prepare for class by reading assigned materials and selected outside readings, by submitting written work (when assigned) and by participating fully in class exercises and discussions. There will be a class sign in sheet to help assess participation. A global and diverse world needs globally and multi-culturally adept citizens; develop this skill by mixing with students you meet in this class. Talk to each other before and after class; work to create diverse groups for class assignments; sit next to new people whenever possible. All these activities are part of your participation grade.

Course policies.

I don't accept late papers or late in class assignments or reschedule finals except under truly extraordinary and documented circumstances. Also in the interests of fairness: All work is due by the assigned date and to be submitted to me in class. I will not receive class assignment via email.

Evaluation of Learning Opportunities

Evaluation for the course is divided among the following activities:

Experiencing Diversity Exercise	10 points
Leader Roles: Guide, Cultural Tradition Sharer, Linking Pin or Reporter	15 points
Participation (Attendance & Preparation of class assignments)	15 points
Research Project	25 points
Final Exam	35 points

Grading Standards

4.0	90-100 points
3.5	80-89 points
3.0	70-79 points

Lower grades will be given for lower points

Guidelines for Grading Written Work

- Did you fully address the assignment and questions?
- Did you incorporate the readings in writing the assignment
- Do you have citations for your work?
- Did you formulate your response in an organized fashion?

Note on Special Accommodations for Disability

If there is any student in this course who, because of a documented disability, may have a need for special accommodations, please discuss this with me.

Academic Honesty

Unless otherwise indicated, all assignments are to be completed on an individual basis. Academic honesty is the cornerstone of the development of knowledge. If a student allows her or his name to stand on work where in fact there was essentially no contribution made, then that student is guilty of academic misconduct.

Course Ground Rules: A Few Human Factors to Remember

Discussions of cultural diversity often touch on topics that group members view as controversial or difficult. Because of this, class participants are also responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, however, that one's opinions may have an impact on others. Thus your learning, and that of other class participants, will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Class participants are responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class. In closing, please try to remember that:

1. Together we are here to learn about very complex issues that have plagued society, in one form or another, since the beginning of civilization.
2. We all have some type of prejudice against some thing, group, class, or individual.
3. We all have experienced some level of prejudice.
4. We are all guilty of some degree of cultural ignorance concerning another group or class of people. No one in the class knows everything there is on issues related to cultural diversity, so it is expected that we come to class with an open mind.
5. We are not here to victimize one another because learning about race, gender and other differences occurs more readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped or categorized by our colleagues.

III. CLASS LEARNING OPPORTUNITIES

Course Outline

(Discussion questions, case or exercises may also be assigned the week before for each topic.)

- | | |
|------|--|
| 1/15 | Introductory Meeting; Overview of the Course
No reading assigned! |
| 1/22 | Managing diversity – Is There a Business Case?: Emerging Paradigm Shifts

Ely & Foldy: Part VI Overview, Ch 26, 28
Harvey & Allard: pp. 3-27 & 45-59
Cox 1-16
Adler Ch. 4 |
| 1/29 | Moving Beyond Individual Perspectives: Understanding Diversity at the Group, Organizational & Cross-Cultural Levels of Analyses

Ely & Foldy: Ch. 1, 4, 5, 23
Harvey & Allard, pp. 89-94

Guest speaker: Roberta Tisdale Michigan Dept. of Transportation |
| 2/5 | Privilege & Oppression

Ely & Foldy: Ch. 8, 24, 30, 27
Harvey & Allard: pp. 120-129, 141-148

Being Exposed to Diversity Assignment Due in Class |

2/12 **Some Other Dimensions of Diversity**

Harvey & Allard, pp. 95-99, 117-119,130-140; 149-157, 277-278
Case or exercise to be assigned.

2/19 **Global Perspectives: The Impact of Culture on Organizations & HR Strategies**

Read: Adler Ch, 1,2,3
Case or exercise: TBA

2/26 **Globalization: Current Perspectives**

Read Friedman: Lexus & Olive Branch.

Harvey & Allard: pp. 33-42

3/4 **Leadership: Gender, Culture, & Race**

Adler Ch. 6
Ely & Foldy, Ch. 13, 27, 22

Handout: Selected Diversity Exercises from Nkomo S. & Kossek, E. Employer Strategies to Manage Diversity in Kossek, Ellen Ernst and Richard N. Block. (Eds.) 2000. *Managing Human Resources in the 21st Century: From Core Concepts to Strategic Choice*, Cincinnati: Ohio: Southwestern/ITT Publishing.

3/11 **SPRING BREAK**

3/18 **Organizational Change Strategies**

Cox : Ch 2-7
Ely & Foldy, Ch, 17, 19, 20, 25
Case from Field Guide: from E. E. Kossek & S. A. Lobel (Eds.), 1996. *Managing diversity: Human resource strategies for transforming the workplace* (pp. 164-193). Cambridge, MA: Oxford.

3/25 **Strategy & IHRM**

Mendenhall & Oddou (reading 1.1. & 1.2; 2.1 & 2.2, 8.1, . & case 2.1)

4/01 **International Staffing & Development**

Mendenhall & Oddou: Reading 3.1 & 3.2 & 4.3, 6.3

Before class, go to Texas Instrument's website and take their FitCheck (<http://www.ti.com/recruit/docs/fitcheck.shtml>). What role does FitCheck play within TI's hiring process? What impact is FitCheck likely to have on the diversity of TI's workforce?(From Carol Kucik, University of Melbourne)

4/08 **Global Careers and International Perspectives on Work and Family**
Adler, Ch 8, 9, 10

Steps: Visit the European Industrial Relations Observatory website: <http://www.eiro.euroworld.com/>. Students should search the website using work and family policy. Chose a work-family policy or practice in a European country or across the European Union and describe how this policy or practice differs from laws and practices in the United States. Be ready to present your findings to the class.

Adapted from: Peter Berg, Michigan State University

4/15 **5Managing Expatriates**
Mendenhall & Oddou: Reading 5.1, 5.2, 9.1, 9.2, 9.3

4/22 **Managing Employees , Teams, & Productivity Globally**
Mendenhall & Oddou: Reading 6.1 & 6.2, 7.2, 7.3, 8.2
Adler Ch. 5

4/29 Presentations & Wrap-Up
No reading! Research project due.

Final Examination: Wed. May 5 7:45-9:45 a.m.

LEADER ROLES

1. Sharing Cultural Traditions (adapted from Laura Bierema, University of Georgia)

Learning about customs and practices of other cultures particularly with regard to race, gender or ethnicity or culture is critical to developing understanding of multiculturalism. Depending on class size and preferences, individuals or small groups will be responsible for researching, documenting and modeling a cultural practice of their choice. The culture selected either can be one of great familiarity or one the presenters have little or no experience with. The modeling will be done at the beginning of the class and should not be longer than **10-12 minutes**. Dates for presentation will be assigned at the beginning of the semester.

2. Guide

Working individually or in pairs depending on class size and preference, this role involves a 15 minute opening discussion and overview of the day's topic. If there is an exercise or case in the texts that you would like to have assigned to the class, please feel free to make suggestions. Dates for presentation will be assigned at the beginning of the semester.

3. Linking Pin or Reporter

At any time of your choice during the term, you can choose to participate by being a linking pin (relating the days topic) to an earlier one in the class, or be a reporter bringing in an article on a current event that relates to a course topic. It is required that you act as to be a linking pin and a reporter at least once each during the term. These roles you do not sign up for in advance but do whenever it works for you in class.

Final Exam

The final exam will be taken virtually. A list of study topics will be given before the exam to help with preparation.

Being Exposed to Diversity Assignment

Purpose:

- 1) To become exposed to cultural or ethnic differences
- 2) To examine your feelings resulting from being a minority

Background:

The following assignment exposes you to a new situation, requires you to carefully observe your surroundings and asks you to both describe what you felt and what other individuals might feel to have you among them. Your assignment is to go by yourself (**you may not take anyone with you**) to a place you have not been before, and to observe what you see (and participate, if appropriate). Please note that these two conditions (doing something you have not done before and doing it by yourself) are important. After your field experience, you will write a 3-4 **page** paper that includes the following:

- Date and address of where the experience took place.
- Length of time you were there.
- Brief description of the setting.
- Your reaction to the situation in terms of your behavior/feelings.
- The reaction of the other individuals toward you.
- What this experience teaches you about being different from others in your environment.
- How such an experience might influence your development if you were to live or work in such a setting for a major portion of your life.
- Relevance of theory and readings in any of the texts
- Concluding comments.

Listed below are some examples of places other students have visited:

- * A Protestant visits a Buddhist service
- * A Caucasian visits a Black church and student organization
- * A hearing individual visits a school for the deaf
- * A man visits a maternity clinic
- Students sat in a faculty lounge
- A native Mid-Michigander visits an gathering of international students

Do not choose a setting where you would feel like an intruder into someone's privacy. In some situations you may need to get permission to observe the group. Use your good judgment. **Do not place yourself into a situation that is physically dangerous to you.** Choose a setting that you truly want to learn about so you don't feel like an "undercover agent." **Papers must be typed, double-spaced, one inch margins, and 12 pitch font.** They will also be evaluated on the extent to which they are clearly organized, with no grammatical or spelling errors. In writing your paper, make sure to make specific references to the readings and their content (**and to appropriately reference work when you draw from readings and other literature**).

Assignment adapted from Dorothy Mark (1989), Organizational Behavior Experiences and Cases. St. Paul, MN: West Publishing Company

Research Project

You will have the opportunity to work on this project individually or in groups depending on class size and personal preference. You are given options to choose from in order to customize it to your interests. You are encouraged to consult with the instructor as your ideas develop. A paragraph on the choice of the research option and topic for the paper is due Jan. 29. An outline is due March 4. Each student will prepare an oral presentation on their project for the last day of class, which is also the deadline for handing in the term paper. Here are some possible options for the paper, but if you choose to do something different than these suggestions, please discuss your ideas with me first.

Presentation:

Each project will have an oral report to brief members of the class on the projects. The length of time for the presentation will be 15 minutes and will take place during the last two weeks of class. These reports will be evaluated on the following criteria:

- New learnings were clearly specified
- Clarity, organization and impact of the presentation
- Apparent knowledge of subject matter
- Effective introduction
- Emphasis of main points
- Smooth delivery
- Use of visual aids/equipment
- Rapport with class
- Creativity/innovation
- Response to questions
- Overall professionalism
- Inclusion of theoretical model**
- Implications of your work**

Option 1: Conduct an in-depth study of one of the topics of the course (or a related topic approved by me such as a current event related to the implications of proposed U.S. immigration changes for employers, how other countries view diversity compared to the U.S., and the future of affirmative action in the U.S., or how different genders or cultures manage work life boundaries. All study methodologies are possible including library research, field studies of organizational practices, interviews, etc. You will prepare a written report (**25 double-spaced pages**) and a presentation to be given to the class during the last two weeks of class. **Papers must be typed, double-spaced, one inch margins, and 12 pitch font.**
Adapted from Stacey Blake Beard, Harvard University

Option 2: Diversity Initiative Field Analysis in Organization You Have or Can Get Access

Analyze diversity initiatives in a specific global or diverse organizational context. Examine tools and techniques that a company of your choice has found useful in changing the organization towards a multicultural model. How has corporate leadership managed interpersonal conflict, turnover, and backlash? What human resource policies are adopted and how could they be improved in the future.? You are expected to do some research and are encouraged to look at an organization to which you have real access.

Adapted from Professor Helene Elting, The Wharton School University of Pennsylvania

Paper: Required Sections for Option 1 and 2

Introduction

Purpose

Method

Main Description and Analysis

Findings

Recommendations for Improving Personal Efficacy in this Area

Recommendations for Organizational Effectiveness in this Area

Conclusion (Inclusion of theoretical model & Implications of your work)

References (half must be refereed articles and a mix of practitioner and scholarly work)

Appendix Presentation Copies

Disk

Option 3 The Business Globalization Project (Adapted From Barbara Parker, Seattle University)

1. Select a firm

Each person selects a firm from a global industry. Everyone should select firms headquartered outside their home country. These library reference sources may help you get started: a) The Global marketplace, b) International directory of company histories, c) World class business, d) Hoover's handbook of world business, and e) Encyclopedia of global industries; some of these are on-line, e.g., Hoover's on-line is a very helpful resource for both firm and industry data.

A caveat: there is no "one best way" to approach this project. However, the library subscribes to many electronic databases that contain research appropriate to this project. Although a general web search also will turn up much information on global enterprises, the latter approach yields less useful information for this project than library resources (electronic and print).

2. Prepare the Individual paper

Use library and credible electronic sources to find information suitable for answering a-e below.

This is a research paper; you must consult multiple sources beyond those generated by the organization itself. When writing, think of yourself as an analyst rather than a reporter. This means that when you describe a business activity, you also need to explain how that description advances some point you are making. Your audience is a business reader interested in working for or investing in the firm, and part of your job is to help the reader evaluate this firm. The reader knows text materials very well, but wants to know how you apply those concepts to a company.

3. Individual Paper Content

a) Introduction to the firm

i. Provide a history of ½-1 page

Bring us up to date with the company and events affecting it. If the enterprise has a long history, review it briefly and put your major emphasis on events in the recent past that have shaped the enterprise for a global world.

ii. Describe the firm today

Outline the businesses in the company portfolio and explain what percentage of its revenues/profits come from the business that represents the industry you are to study. In some cases, e.g., McDonald's, the portfolio is comprised of a limited range of products. In other cases, e.g., General Electric, the parent company owns a huge number of businesses in different industries ranging from white goods (appliances) to consumer and industrial products.

iii. Provide most recent data on size

Report at least on the last year's company revenues,* markets/nations served or in which the company has a presence (manufacturing, sales, investments), and number of employees worldwide. Ideally, you will find this information on the company and on the business/industry on which you are focusing.

iv. Apply definitions of a global enterprise from class texts to evaluate the extent to which your firm is global

Provide specific examples to demonstrate you understand can apply the definition and dimensions of globalization.. For example, a company that operates in all continents and in 134 nations is quite global in establishing a worldwide presence. After this application, decide how global you think the firm is at this point and explain your decision.

b) Apply levels of strategy to your company

Find a statement issued by the firm (or make inferences based on behaviors) that answers the enterprise strategy question: what is the organization's overall purpose/why does it exist? [This statement might be called its vision statement, value statement, mission or a similar term; in some cases, organizations do not specifically outline their purpose in which case you must infer their purpose from what they say and/or do] Then go beyond enterprise strategy to find evidence of how the firm operationalizes corporate, business, operational, and individual levels of strategy

You must provide at least a sentence applying each level of strategy to your firm. Additionally, you must provide at least one concrete example to show how the organization works to achieve its business strategy within your assigned industry. Business strategy questions to answer include: what is the basis of this firm's strength? What does it offer that others do not (or does it offer anything special?); what are its major strategies/approaches to competing in the global market? how rivalrous is it and with what firms; does it compete to win with wholly owned subsidiaries or collaborate via joint ventures or other strategic alliances.

Several books provide statements the company makes about itself. These can be useful to you in two ways. First, the examples provide direction for you as you search for your company's five levels of strategy. Second, some of the examples will be based on the companies you are studying. In the latter case, check what you find in the book against what the company is saying about itself today; these global firms can change very quickly.

Abrahams, Jeffrey. (1999). The mission statement book: 301 corporate mission statements from America's top corporations. Berkeley, CA: Ten Speed Press.

Graham, John W., and Havlich, Wendy C. (1999). Corporate environmental policies. Lanham, MD: Scarecrow Press. Many international firms, especially those located in Europe; Haschak,

Paul G. (1998) Corporate statements. Jefferson, NC: McFarland Publishers. Mostly US but does have US subsidiaries of global firms such as Nestle, CIBA-GEIGY, SmithKlineBeecham.

c) Explain how the firm meets common global challenges

There are typically four central challenges facing global organizations: problems that cannot be solved, managing intangibles, managing diversity, addressing new issues for which managers and organizations are ill-prepared. Provide two concrete examples from your readings to show how your organization is affected by one or more of these common challenges. Make explicit statements linking the specific challenge and the example you've chosen.

d) Integrating people, processes, and structures

Note: Your emphasis here is on what the company is doing to adapt to activities that emanate from one or more of the six global environments we study. Your focus here should be internal to show how the firm is either adapting to global shifts or attempting to shape them.

i. Explain and evaluate the firm's structure.

An organization's structure is the framework used to describe relationships between jobs, functions, and people. Draw (or copy from the website) a picture of your company's structure. Use appropriate business language to describe the structure of your organization. An example of what one might right in one case is: This structure is a divisional one, organized according to geographic regions. Assess the advantages/disadvantages associated with this structure as found in text and articles you've read about your firm. Descriptions of various structural arrangements are found on the class website chapter on structure.

ii. Find one example that shows the firm has adapted one or more processes to operate in a global world.

Processes are systematic or continuous activities used to accomplish organizational tasks. Organizations engage in many processes, including strategic management processes, social responsibility and ethics, change management, innovation, quality control processes, technology transfer, etc. What you want to do here is describe a process in which the firm engages, then explain how that process helps/hinders the firm in a global world. Your description of the selected process should be detailed such that the reader knows exactly what it is the company is doing.

iii. Find one example that shows the firm has adapted one or more of its human resource practices to operate in a global world.

The people in an organization--from top managers to production or service employees--are essential to achieving organizational purpose. Therefore, managing people is critical for global integration. Managing people includes staffing, hiring, compensating, promoting, and the like . What you want to do here is describe at least one way that people are managed in the organization you are studying. This description should be detailed. Then explain/analyze how that approach to managing people helps/hinders the firm in a global world.

e. References

The point of referencing is simple: references help the reader begin where the researcher stopped rather than begin at the same place as the researcher began. The details of referencing can sometimes be challenging. What you want to bear in mind is this: any information in the paper (other than your original thoughts) must be acknowledged by means of a parenthetical citation in the body of the paper, e.g., (Parker, 1998). Then your reader should be able to find full information about the Parker source on your reference list.

All sources should be internally cited parenthetically according to American Psychological Association (APA) style, which is followed by your texts. Provide a reference list containing at least 12-17 references using appropriate APA style. You may not count more than 3 references from the firm in the total, e.g., Corporate annual report, homepage, and a mailing from the company are permissible; you should plan on using at least six articles from current periodicals or newspapers (no older than 2 years unless negotiated otherwise), and 5 from refereed journals.

4. Details for Preparing Your Individual Paper

Deliverables

Two copies of the individual Business Globalization paper are due on the assigned date. One copy will be evaluated by your professor, another filed for future student use.

Organizing the Paper

The papers should be organized as follows:

1. Put the firm name at the upper right hand top of the first page, followed by your name and the current term date.

2. In the body of the paper provide headings and subheadings reflective of assigned categories shown above. Headings and subheadings are useful to the reader and help the writer be sure all assigned topics are covered.
3. single space
4. number the pages
5. prepare a minimum of 2-3 paragraphs each on topics covered by all parts of a-d above; ½-1 page on history alone; references are found on a separate page.