

**VIRGINIA COMMONWEALTH UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE & PUBLIC ADMINISTRATION**

**PADM 691 SPECIAL TOPICS:
INCREASED WORKFORCE DIVERSITY:
IMPLICATIONS FOR MANAGING HIGH PERFORMANCE ORGANIZATIONS
Spring 2002**

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Class meets on Tuesdays at 7pm in the Center for Public Policy conference room at 919 West Franklin.

There is increasing demand in the public, not-for-profit, and private sectors for the development of high performance organizations (HPO's). These are organizations that enable people working together to produce and deliver products and services that meet customer requirements in the context of environments that change rapidly. Organizations reach their objectives through the effective utilization of their workforce. Yet, because of changing demographics and changes in the workplace, the profile of the workforce is undergoing drastic changes.

GOALS OF THE COURSE

Participants in this course will become familiar with the anticipated demographic changes in the workforce and the latest research that reports on the opportunities, challenges and issues that will result from an increase in the percentage of African Americans, women, Asian Americans, immigrants, gays and lesbians, older workers, Native Americans, the "knowledge" workers, workers who suffer from workplace illiteracy, Hispanics, workers with disabilities, Generation X workers, contingent workers, workers who suffer from substance abuse, HIV infected workers, etc., as well as a decrease in the percentage of white males (each of these groups can be referred to as an "identity group."

A major focus of this course will be the implication of increased workforce diversity for the effective managing of organizations and possible organizational responses. Participants will become aware of strategies organizations and managers can use to "Value Diversity," that is to create an organizational culture that allows all organizational members to use their full potential to contribute to its high performance. Research opportunities for the study of workforce diversity will be stressed.

Bloom's "Taxonomy of Educational Objectives" suggests that *Knowledge (K)* can be defined as: to describe, to recall, to define, to name, to recognize, to list, etc.

Comprehension/analysis/evaluation (C) can be defined as: to understand, to have insight into, to distinguish, to categorize, to analyze, to discriminate, to contrast, to select, to support, to compare.

Application (A) can be defined as: to apply, to demonstrate, to use, etc. It is my opinion that usually learning takes place in the K-C-A sequence.

Classes will consist of lectures, discussions, analysis of case studies, videos, invited speakers, and presentation of participants' papers.

SPECIAL RESOURCES THAT WILL BE USED IN THIS COURSE

Texts (all available in the VCU bookstore):

Chamers, Oskamp & Costanzo, Diversity in Organizations

Cox & Beale, Developing Competency to Manage Diversity

Adler, International Dimensions of Organizational Behavior, 4th edition

Since these, and other resources, are vital to your written assignments, you should read the first two chapters in each of these resources by Session II, and finish the rest of these books by Session V.

On reserve:

Steers, Richard, Organizational Effectiveness; This is a valuable resource that is now out of print. Two copies are on reserve in the library. We (you) have the author's permission to duplicate whatever sections you want.

I have also placed on reserve several other course related resources. Please check the Course Reserve (CR) listings for names.

You are urged to read the daily papers and other current journals for relevant articles. Materials of importance should be brought to class for discussion. You should make yourself aware of the various journals of interest published by the professional associations and universities. Examples include:

Public Administration Review	The Futurist
Public Policy	Futures: The Journal of Planning and Forecasting
The American Political Science Review	Journal of Policy Analysis and Management
Policy Sciences	Organizational Dynamics
Administrative Science Quarterly	Sloan Management Review
Policy Analysis	The Academy of Management Review
Public Interest	The Academy of Management Executive
State Government	The Academy of Management Journal
Public Management	The Academy of Management Proceedings
Municipal Yearbook	

American Economic Review The Public Manager The Bureaucrat Policy Studies Journal Nation's Cities Industrial Relations Public Productivity and Management Review Public Administration Quarterly Future Survey Annual Administration and Society Public Personnel Management Personnel Journal Sage Public Administration Abstracts American Demographics	Journal of Applied Psychology American Sociological Review Journal of Organizational Behavior Groups and Organizational Studies Journal of Management Monthly Labor Review Training and Development Journal Human Resource Management Management Review Journal of Management History Administrative Theory & Praxis Review of Public Personnel Administration
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Be sure to be familiar with the endnotes and references in your readings.

I am sure that you will find the various computerized databases in the library, such as InfoTrac (social sciences & management literature), Lexis/Nexis (news and law), PsycInfo (psychology), ERIC (education journals), Dow Jones (newspapers & business journals), PAIS (public administration), Dissertation Abstracts (all topics), and Congressional Universe (Congress) useful in carrying out your research. The Social Sciences Citation Index component of the Web of Science database is also a useful research tool. Be sure to discover the resources in the government documents section of the library as well—on the Web at <<http://www.library.vcu.edu/jbc/govdocs/govhome.html>>

I have arranged a training session on the library databases and the use of the Internet/WWW. This is scheduled for Saturday, January 25th from 10 am until noon. It will be held in the library computer-training room on the 3rd floor of Cabell. Since space is limited, please call the POS-PAD Office at 828-1575 to reserve a space.

PARTICIPANTS' RESPONSIBILITIES

You should realize that for most of my courses, my classes meet for at least 45 or 48 contact hours including during examination week. I usually have detailed “participant-oriented, behavioral learning objectives” for each session. Because of the experimental nature of this course and the small number of participants, this will be my “laid-back” course. Secondly, after the first couple of sessions, reading assignments will be posted on the course Blackboard Web site.

Since it is expected that you will actively participate in the class discussion, it is necessary that assigned readings be completed prior to class time. **YOU SHOULD DEVELOP QUESTIONS THAT WILL HELP YOU BETTER UNDERSTAND THE READING MATERIAL.** Class sessions will be spent responding to your questions and presenting new material. You are advised to use the syllabus as an aid in doing the readings. I might even throw in a "pop quiz" just to see if the readings are understandable. The results of such a quiz will not count towards your grade. I also recognize that there is a large amount of reading required and that the educational value of this experience to you is a function of your preparedness so please

read each assignment closely. SINCE THE GRADED ASSIGNMENTS WILL REQUIRE REFERENCES TO THE LITERATURE YOU MIGHT FIND IT USEFUL TO TAKE COMPLETE NOTES AS YOU DO THE READINGS.

Class participants must be aware that two supplemental goals of this course are the enhancement of writing skills and of library and electronic media research skills. Therefore participants can expect to spend considerable time doing research for the four written assignments. Experience of previous classes leads me to expect that you will probably spend, at least, an average of 8-12 hours per week doing the work for this course. I would like feedback from you as to the amount of time required to successfully complete the work for this course so please keep track as you do the assignments/readings.

Please make sure that you are clear as to the expectations of in-class and written assignments and that you obtain adequate feedback on your performance. Since an additional goal of this class is the fostering of adequate communication skills, you are urged to examine your written work for deficiencies in clarity of presentation. Specific minimum learning objectives have been identified for each class session. You should achieve those objectives through the readings, class discussions, lecture or any other means. Let me know if you feel that these objectives have not been met.

IT IS EXPECTED THAT CLASS PARTICIPANTS WILL ATTEND EVERY SESSION. ABSENCE FROM A SIGNIFICANT PORTION OF ANY CLASS SESSION WILL BE COUNTED AS A FULL ABSENCE.

Unexcused violation of this attendance policy before the mid-point of the class will result in a student being administratively withdrawn. If this policy is violated after the withdrawal deadline, a failing grade will be issued. An excused absent can be discussed, in advance, with us.

After teaching at VCU for more than fifteen and a half years, I have identified three characteristics of those course participants that experience difficulty in my courses.

- They do not do the readings and take good notes before the appropriate class session.
- They miss class sessions (even for good reasons) and do not make plans to record the session or at least get class notes before the next session.
- They do not take my advice to begin the assignments the first night we begin to discuss the topic but rather wait until the weekend before the assignment is due.

If you have doubts about the speed and comprehensiveness of your note taking, please feel free to record the class sessions. I like to think that each session contains many "golden words of wisdom."

Assignments:

For our first weekend meeting, there will be an ungraded assignment written in draft form, not to be turned in, but to be discussed in class. You are to research as many "Theories of Diversity"

(theories trying to predict the likely relationship between workforce diversity and other phenomena) as possible, as well as theories of organizational behavior that should be re-examined in light of the increased diversity of organizational membership. Bring your findings to class and we'll discuss them.

There will be three graded written assignments for this course, each worth 33 1/3 of your grade.

Each participant will write a publishable/presentable essay on each of three "identity groups." You should be prepared to select your first "identity group" by the end of Session II. You will present your draft essay to the other participants (after first making it available to them by placing it on the course Blackboard site). We will critique it in class and provide you feedback. You will then have one week to refine your effort before submitting it to me for grading. The first papers will be presented during Session VII. I will present one that I am working on with some former students, during Session IV.

Each paper should include, at a minimum:

- Description of the "Identity Group" being discussed, its magnitude (if applicable) and importance in organizational life (20%)
- A review of all (as much as possible) research that has been conducted or suggested on this identity group (45%)
- Strategies for "valuing diversity" of this identity group in a High Performance Organization (35%)

Each paper will be assessed based upon:

- Demonstrated knowledge of the "identity group"
- Demonstrated knowledge of the research on this identify group
- Demonstrated quantity of research (it could be expected that each paper might require at least 25-30 outside references, with a good mixture of book, primarily research journal articles, and internet sources)
- Demonstrate quality of research—at least 4-6 citations per page of review of the literature, multiple citations (see a good Academy of Management Journal, Journal of Applied Psychology, or Administrative Science Quarterly article).
- Responsiveness to the assignment

Detailed descriptions of the assignments will be provided the first night the assignment is discussed. ALL ASSIGNMENTS MUST BE TURNED IN NO LATER THAN THE THURSDAY AT NOON AFTER THE SESSION INDICATED. Late papers will be penalized. If you plan on attaching your paper to an e-mail message, be sure to deliver a hard copy to my office by the end of day Thursday. Since each of these will require time to complete, you might find it useful to begin the assignment as soon as you receive it. Each of these four written assignments should reflect graduate level work. That is, the written work meets the objectives of the assignment, is in clear correct English and shows conceptual understanding of major issues with pertinent points discussed in a way that demonstrates some creativity or originality (rather than merely stringing together a series of quotes). There should be a good grasp of reading

material evidenced and quoted in the written assignments. These assignments will require research into materials additional to the assigned readings.

It is expected that each assignment will use books, research articles and electronic sources as reference materials. These written efforts should reflect the writing style, tone and approach of such professionally-orientated journals as the Public Administration Review, Public Productivity & Management Review, The Academy of Management Review, and/or Public Personnel Management.

In addition each participant will be expected to read the class electronic bulletin board as frequently as possible, at least twice a week and certainly before each class session, and post a message relevant to the course objectives at least once every week. I will use the bulletin board to communicate with class participants about changes in class schedule/requirements, useful resources, current events, etc.

Class participants should use a standard manual of style, such as the American Psychological Association, and use its suggested format in all written work. Please indicate on the assignment which manual of style you are using.

After the first assignment, any written assignment that, in my opinion, does not reflect graduate-level writing performance including the use of a "manual of style," will be returned ungraded and the revised submission will be considered late.

I will use the Blackboard site to communicate with class participants about changes in class schedule/requirements, useful resources, current events, etc, and as a medium to facilitate communication between class participants. You access Blackboard through its URL address <http://blackboard.vcu.edu>. Your VCU e-mail login is to be used, as is your VCU e-mail password. Blackboard contains an online student manual, which you should master as soon as possible. If you don't already have a VCU e-mail account, you must immediately go to the VCU website (www.vcu.edu), click on "Information Technology" then "students" and follow the instructions to create an account. If you also don't have a VCU Onecard, I would assume you need to follow the instructions for "incoming students." E-mail me if you still have problems. I will use Blackboard to bring to your attention current events relevant to this course, post lecture notes, and bring to your attention other required resources. I want you to share useful information. Since I might send either individual or group e-mails to you using Blackboard, you should make it a point to read your VCU e-mail daily.

In the current VCU Resource Guide, which can be found on the VCU Web site, there is a description of the University's Honor System. It describes "Pledged" and "Unpledged" assignments. Just to confuse you, the assignments in this course will be a hybrid of these two concepts. You are encouraged to share useful resources and to discuss your potential responses to these assignments and to both offer and to receive assistance in using the electronic spreadsheet in completing assignments two and four. However cheating, plagiarism, the facilitation of academic dishonesty, abuse of academic materials, stealing or lying will be considered violations of the VCU Honor System.

Please be aware of VCU's Sexual Harassment Policy, and "Disruptive" Student policy, which can be found in the Resource Guide.

I am discouraging the use of "Incompletes". Please make every effort to complete all of the assignments before the end of the grading period. If, for some unavoidable reason you must request an "Incomplete," you must notify me in advance and complete the necessary paper work. However, when the incomplete assignment is turned in, it will be considered late, unless there is an approved excuse such as illness. Unless written approval from me for an extension is granted, all incompletes must be satisfied within 30 days of the end of the semester. Likewise, if you decided to withdraw from this course you must do it before the tenth week of class, and after completing the necessary paper work.

Special Notes:

If you would like to demonstrate your mastery of the course objectives by some means other than one or more of the four graded assignments please discuss with me what you would like to do. This discussion must take place before the assignment is due.

Again, I would like to have feedback as to the relative "benefits/costs" associated with each assignment. Please make a mental note as you complete the assignment and report your perceptions to us at the end of the course.

I strongly urge you to use, during this course, computer communication technologies such as e-mail, the Internet and the World Wide Web. You must, however, be aware of the possible invasion of your personal privacy while and after using these technologies. E-mail can be stored and reviewed by others. Visiting some Web sites can result in "cookies" being implanted in your computer that allow others to know other Web sites you have visited and even read other computer files on your hard drive. Many recent articles have been published on this subject in the popular press and I urge that you become familiar with these possible dangers. Certainly become familiar with and comply with the University's "Ethics Policy on Computing," which can be found in the VCU Resource Guide.

FACULTY RESPONSIBILITIES

I will be responsible for leading an in-depth discussion and providing clearly articulated learning objectives on each subject area; furnishing class participants with adequate bibliographies and electronic sources covering the field; and counseling you in regard to preparation for the assignments. I will be delighted to review drafts of your work before final submission. Participants can "re-do" one of the assignments if they wish. The final grade will be the mean of the two efforts. I will also provide feedback on your performance after each graded assignment and be available to meet with you at a mutually convenient time.

I will have office hours from 3:30 - 5 p.m. and 6 - 7 p.m. on Mondays, Tuesdays and Thursdays. I am frequently on campus on Wednesdays and Fridays as well. I can be available for appointments at these times, and before and after the class sessions. You can take your chances on "dropping in" at the specified times, but even at those times it would be better to call ahead

since there are often committee meetings, etc. I am delighted to meet with you and, in addition, will guarantee to return your calls and e-mail messages.

As an instructor, I am concerned about the equality of access to education. Also Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Virginia Commonwealth University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations must self-identify with the Coordinator of Services for Students with Disabilities on the Academic Campus. After meeting with the coordinator, students are encouraged to meet with their instructors to discuss their needs, and if applicable, any lab safety concerns related to their disabilities. To that end, I am happy to work with students to make reasonable accommodations in instruction and testing. If you have a documented disability of any kind that requires accommodation, please inform me in writing before the end of the second week of this class.

COURSE OVERVIEW

Session I Introduction to the Course, Course Requirements, and “Identity Groups”

Readings:

Wooldridge, “Increased Diversity of the Workforce” handouts

Session II Does Diversity Matter?”

Readings:

Wooldridge et al, “Increased Diversity of the Workforce: Opportunities for Public and Nonprofit Researchers,” on Blackboard under Course Documents

Chmers et al, Chs. 1 & 2

Cox & Beale, Chs. 1-3

Adler, Chs. 1 & 2

Session III Attributes of High Performance Organizations

Readings:

Wooldridge, “Attributes of High Performance Public and Nonprofit Organizations,” on Blackboard under Course Documents

Session IV The “X” Generation: Portrait of an Identity Group

Readings:

Wooldridge et al, “Meeting the Challenge: Integrating Generation X into a High Performance Organization”

Wooldridge et al, “Learning Styles of the Generation X”

both on Blackboard under Course Documents

Sessions V & VI Theories of Organizational Behavior Relevant to Workforce Diversity

Readings:

TBA

Session VII Increased Diversity of the Workforce: Implications for Public and Nonprofit Organizations

Readings: TBA

Session VIII Competencies Needed for “Valuing Diversity”

Readings:

Cox & Beale, Chs. 4-7

Adler, Chs. 4-7