Instructor: Sava Berhané  
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Office: N/A  
E-mail: sberhane@brandeis.edu  
Class location: TBD  
Class meeting day and time: Wednesdays, 5:00-8:00pm

**Course Description**

The increasing diversity of the modern workforce and the globalization of business present new challenges and opportunities for organizations and their leaders. This course highlights the knowledge, skills and attitudes needed by staff, managers, and leaders to optimize inclusion and the constructive engagement of differences within the workplace.

The course introduces students to analytical frameworks for understanding and influencing individual, group, inter-group and total organization dynamics. It increases students’ awareness of and competence in recruiting, collaborating with, retaining, managing, and advancing people different from themselves. Through case studies, team projects, self-reflection instruments, experiential exercises, lectures and readings, students develop knowledge and skills for working effectively with a diverse set of people in complex environments. They will learn to diagnose managerial problems and develop effective plans for action, taking into account the impact of external stakeholders on internal organizational dynamics. Ultimately, the purpose of Leading in the Era of Diversity is to enable students to become effective leaders of organizations.

As an Organizational Behavior (OB) elective, this course does not replace or duplicate BUS 120a ("Organizational Behavior in Business"), which is required for the Business major.

**Course Prerequisites** BUS 10a or WGS 5a or Permission from Instructor

**Learning Outcomes**

- To understand how an employee moves from entry-level to a C-level position, and what knowledge, skills and attitudes help him or her to effectively navigate a diverse workforce
- To increase awareness of one’s own and others’ behavior patterns and their implications for effective individual and group performance in organizations
- To pay attention to the effective functioning and managing of teams, with particular attention to diversity
- To better understand how power and status can impact work relationships and organizational systems
- To gain an awareness of one’s own discretionary power/authority - knowing what one can do as a person and a leader to deal effectively and constructively with diversity issues/situations
- To develop a “diversity lens,” with the ability to lead diverse teams and spot and address issues at work effectively
Courseload
Four-Credit Course (with 3 hours of class-time per week). Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, quizzes, reports, paper, team project, etc).

Reading Materials
As an organizational behavior (OB) elective, the course builds on important themes from OB. While the majority of the course material and class discussion will build on listed readings and cases, this course requires students to purchase a new or used copy of Organizational Behavior 3rd Edition; Steven L. McShane/ Mary Ann Von Gilnow (McGraw Hill). The purpose of the book is to ensure that all participants have a shared understanding of the perspectives and theories that define human behavior in organizational settings.

Other readings and assignments will be distributed to the class via LATTE. Also, an HBS coursepack with articles and cases will be available for purchase at the start of the course. Students may opt to purchase a coursepack with cases only to reduce cost. These students will be responsible to find assigned HBS articles via the Goldfarb Library online resource.

Teaching Methods
This course uses assigned readings, case studies, class discussions, and lectures to address key issues of leading in an era of diversity. Because leadership approaches vary by person and context, students in this class will be expected to participate in conversations and debates. Class preparation and participation by all students is essential.

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.
4. Thoughtfully complete assignments.
Use name cards to facilitate discussion (and grading) and please sit in the same seat each class.

Assignments and Grading

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15%</td>
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<tr>
<td>Homework</td>
<td>15%</td>
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<tr>
<td>Article Presentation (x2)</td>
<td>10%</td>
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<tr>
<td>Weekly Quizzes</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>20%</td>
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<tr>
<td>Team Project*</td>
<td>30%</td>
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*Assigned groups will study cases and work on team project together throughout the course.

Due Dates
All coursework is due on or before the date assigned via email. This includes: a) completion of readings for class, b) written homework, c) article presentation reports and PowerPoints, d) the team project, and e) the final paper. No credit will be given for coursework that is completed and submitted after the due date. With respect to the paper and team project, a one-grade increment
will be subtracted (e.g. 3.3 --> 3.0) for each day that the paper/project is late. **Note:** Please bring a hard copy of coursework to each class and turn it in to me at the end of class.

**Attendance/Participation (15%)**
Other than the rare absence, this course requires regular attendance and active participation in class discussion. Attendance will be taken at the beginning of each class. All students are allowed one absence, no questions asked. Any additional absences will result in a one-grade increment reduction from the student’s overall grade (e.g. 3.3 --> 3.0).

I will also note participation in class when calculating participation grade.

**Homework (15%)**
The purpose of homework assignments, such as short response papers, is to get you thinking and writing about the materials we will be working with for the next class session. Written homework assignments are expected to be 2-3 double-spaced, typed pages long and professionally presented. (Please make sure your paper is at least 500 words in length.) Weekly assignments must be submitted via email on or before the assigned due date.

**Article Presentation (10%)**
Each student will bring to the attention of the class one published article (published 2014 or later) dealing with material relevant to leading in an era of diversity *at least two times during the semester*. Your articles do not need to be academic articles – I am looking for any published article in newspapers, magazines, or academic/research journals – and can be published online. The point is to find business related articles that each student can share with the class and contribute to the overall learning of the class. I will have a sign-up sheet for students to identify the date of their presentations.

Generally, for each class we will take up to 30 minutes (typically this means 3-4 reports) to hear about these articles. We may skip a day due to timing. Please be prepared to speak for about 5 minutes on your article and also be prepared for questions from myself and/or your classmates. In addition, please submit via email a 1-2 page that includes:
- Your full name
- A brief (one paragraph or bullet points) summary
- Full citation
- The relevance to this class – in other words, what does your article demonstrate, either well or poorly, that we cover in this class?
- Attach copy of article and PowerPoint
*More details will be provided in a handout on this assignment.

**Weekly Quizzes (10%)**
Short weekly quizzes will be given at the start of each class to ensure that students have read their OB chapters and to track whether students enter class with a shared understanding of the perspectives and theories that define human behavior in organizational settings.

**Final Paper (20%)**
Students will write a 10-12 page paper on one topic in the course. *More details will be provided in a handout on this assignment.*
Team Project – Diversity Case and Leadership Interview (30%)
Students will receive a diversity case study, which will require them to conduct external research, answer individual and group questions, and produce a comprehensive paper/report. Students will also be asked to interview one senior leader on a topic related to their case and report findings. (Instructor will assign a senior leader to each group.) Finally, students will present their work to the course and prepare for Q&A. *More details will be provided in a handout on this assignment.

Statement on Academic Integrity
You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities (http://www.brandeis.edu/studentlife/srcs/rr/) for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides (http://brandeis.libguides.com/content.php?pid=10580%sid=70585).

Learning Disabilities
If you have a hidden or visible disability which may require classroom accommodations, please see me immediately. Please keep in mind that reasonable accommodations are not provided retroactively.

Office Hours
I will not hold regular office hours. However, you can schedule an appointment with me (which you should request by email).

***Subject to change. The most updated current version will always be in LATTE.***

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<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment/Activity</th>
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| 1     | Jan. 18 Diversity in the Workplace – Making the Case | • Please read the syllabus for today  
• Chapter 2: Individual Behavior, Personality and Values  
• Case Study (handed out in class) |
| 2     | Jan. 25 Perceiving Ourselves at Work | • Chapter 3: Perceiving Ourselves and Others in Organizations  
• Fill out your “social identity profile” after reading the instructions (on LATTE)  
• Case Study (HBS Coursepack)  
• Weekly Quiz  
• HW (due by midnight Jan 24th) |
| 3     | Feb. 1 Judging Others at Work | • Chapter 4: Workplace Emotions, Attitudes and Stress  
• Pattern Recognition by Klein & Diaz-Hernandez: read and be prepared to discuss in class (LATTE) |
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<tr>
<th>Date</th>
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<th>Assignments</th>
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<tr>
<td>Mar. 1</td>
<td>Power and Influence in the Workplace</td>
<td>• Chapter 9: Power and Influence in the Workplace&lt;br&gt;• “The Visible Man,” <em>Fast Company</em>, profile of one black man’s experience in Silicon Valley (LATTE)&lt;br&gt;• Case Study (HBS Coursepack)&lt;br&gt;• Weekly Quiz&lt;br&gt;• HW (due by midnight Feb. 28th)</td>
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<td>Mar. 8</td>
<td>Designing Organizations with Diversity in Mind</td>
<td>• Chapter 11: Leadership in Organizational Settings&lt;br&gt;• Chapter 12: Designing Organizational Structures&lt;br&gt;• Case Study (HBS Coursepack)&lt;br&gt;• Weekly Quiz&lt;br&gt;• HW (due by midnight March 7th)</td>
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<td>Date</td>
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| 8 Mar. 15 | Dealing with Difference at Work | - Chapter 10: Conflict and Negotiations in the Workplace  
- Weekly Quiz  
- HW (due by midnight March 21)  
**Team Project Report is due today** |
| 9 Mar. 22 | Organizational Culture – Inclusion and its Challenges | - Chapter 13: Organizational Culture  
- Case Study (HBS Coursepack)  
- Weekly Quiz  
- HW (due by midnight March 21) |
| 10 Apr. 5 | Organizational Culture continued – Evaluating Success | - *Making the Right Hire* by The Bridgespan Group & *Hiring for Cultural Fit* by Dan Schawbel (LATTE)  
- “Valuing Differences at Digital Equipment Corporation” by Barbara A. Walker (LATTE)  
- Case Study (HBS Coursepack)  
- Weekly Quiz  
- HW (due by midnight April 4) |
| 11 Apr. 12 | Organizational Change – Building Leaders | - Chapter 14: Organizational Change  
- Case Study (HBS Coursepack)  
- Weekly Quiz  
- HW (due by midnight April 11) |
| 12 Apr. 19 | Class Speaker(s) | - HW (due by midnight April 19)  
**Speaker(s) TBD** |
| 13 Apr. 26 | In-Class Team Presentations – Q&A/Class Feedback and Learnings | - Team Peer Evaluations are due by midnight on April 25th |
| 14 May 3 | In-Class Team Presentations Continued–Q&A/Class Feedback and Learnings | Final Paper is due by midnight on May 10th. |