

**NOVA SOUTHEASTERN UNIVERSITY
THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES**

GRADUATE LEADERSHIP STUDIES

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP

**LDR 9220
ORGANIZATION AND MANAGEMENT OF
HUMAN CAPITAL IN MULTICULTURAL SYSTEMS**

Online Study Guide

Revised Fall 2002

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PREFACE

This study guide is designed for Nova Southeastern University (NSU) students as they explore the leadership challenges in the context of diverse organizations. This course builds on the concepts of successful leadership in managing diversity. Rationale for this course is found on the need to develop a knowledge base and skills necessary for effective leadership behaviors in workplace diversity.

The need to build and develop human capital in the context of today's diverse and multicultural organizations will be the focus of study within this aspect of organizational leadership. As a concept, human capital is a metaphor in the management and leadership field that underlines the value and role of individuals in the overall structure of the organization. It characterizes employees as critical assets, thus, establishing the importance they have as critical elements for organizational successful performance. For leaders in today's multicultural workplace, how to build and respond to the needs of individual employees

This study and resource guide serves as an overview of the topics to be studied in **LDR 9220 Organization and Management of Human Capital in Multicultural Systems**. In this guide students will find a description of learning outcomes expected as a result of active engagement in the study area. Detailed explanations of reading and writing assignments along with teaching and learning resources are included. As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with further areas for discussion, reflection, and collaboration with your course colleagues during your online sessions.

Course topics are examined using a variety of learning resources including textbooks, journal articles, web sites and other Internet resources, and the experiences and expertise of the learners themselves. Students are expected to contribute actively to the collaborative learning experience envisioned for this course. Your instructor will serve as a facilitator, guide, and individual/group consultant in the learning process

COURSE DESCRIPTION

Participants in **LDR 9220: Organization and Management of Human Capital in Multicultural Systems (6 credits)** will examine the role and responsibilities of leadership in the multicultural development of the organization of human capital. Issues of ethnics and professionalism, individual and group behavior, teams and systemic work, and conflict resolution will be studied within the context of power and politics within the multicultural system.

INSTRUCTIONAL SEQUENCE

The instructional sequence of **LDR 9220** is divided into three major components that will be examined over the 15-week period of the course. The guide is divided into these three areas:

- The first area is **The Reality of Culture and Diversity in Organizations**. This area examines the presence of diversity within the framework of the organization.
- The second area is **The Nature of Culture and Diversity in the Workplace**. In this area students will delve into the influence of diversity on the social and psychological behaviors of individuals in the organization.
- The third area is **Strategies To Build Human Capital In Workplace Diversity**. In this area, students examine need and role of strategies to create an effective organizational culture. Issues related to managing diversity and promoting equality and ethical behavior are explored.

LEARNING OUTCOMES

As a result of actively engaging in LDR 9220, students will:

- Develop an understanding about the concept of human capital within multicultural contexts
- Ponder the nature of diversity in the workplace
- Select strategies to build human capital in the diverse workplace
- Develop communication skills for multicultural settings
- Utilize interpersonal skills that respond to culturally diverse groups
- Locate and interpret significant research and theory that serve as the framework for assessing and addressing issues in cultural diversity in organizations

- Clarify and compare contemporary approaches to leadership as they relate to culturally diverse settings
- Discuss the dynamics of learning – driven organizations and their relationship to diversity enhancement
- Explain how diversity influences the work ethic
- Explore current diversity issues in the workplace

COURSE CONDUCT

Course topics are organized over a 15-week session. You should plan to spend a minimum of five hours per week working online exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing the necessary background work to prepare for the chat sessions and the assignments. Written assignment information appears in the **Written Assignment Requirements** section of the study guide. Additionally, the assignments and activities for each session will be posted as messages in the course area on Embanet.

As you progress through the course, you are encouraged to apply the concepts and principles that you are learning to everyday practice. Use this learning as an opportunity to apply, informally and immediately, your new learning within your work setting. More formal opportunities may arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in reading assignments, writing assignments, and online chat sessions. Make the most of this experience.

REQUIRED TEXTBOOKS

Davenport, T. (1999). *Human capital. What is it and why people invest in it*. San Francisco: Jossey Bass.

Cox, T., & Beale, T. (1997). *Developing competency to manage diversity. Readings, cases & activities*. San Francisco: Berret-Koehler.

Williams, M. (2001). *The 10 lenses. Your guide to living and working in a multicultural world*. Sterling, VA: Capital Books.

RECOMMENDED READINGS

Allport, G. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley.

Betancourt, H., & Lopez, S. (1993). *The study of culture, ethnicity, and race in American*

- psychology. *American Psychologist*, 48, 629-637.
- Brislin, R. (2000). *Understanding culture's influences on behavior*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Bucher, R. (1999). *Diversity consciousness. Opening our minds to people, culture, and opportunities*. NY: Prentice Hall.
- Bull, J. (2002). Managing the emotional side of change. *Library Mosaics* 13 (2), 11-12.
- Carr-Ruffino, N. (1999). *Diversity success strategies*. Portland, ME: Butterworth-Heinemann.
- Conger, J., Spreitzer, G. M., & Lawler, E. E., (Ed.) (1993). *The leaders change handbook*. San Francisco: Jossey-Bass Publishers.
- Correll, M. R., Jennings, D. F. (1997). *Fundamentals of organizational behavior*. Newark, New Jersey: Prentice Hall, Inc.
- Cushner, K. (2003). *Human diversity in action. Developing multicultural competence for the classroom*. Boston: McGraw Hill.
- Fernandez, J. P. (1991). *Managing a diverse work force. Regaining the competitive edge*. NY: Lexington Books.
- Gudykunst, W. & Kim, Y. (1997). *Communicating with strangers: An approach to intercultural communication*. (3rd Ed.). NY: McGraw-Hill.
- Goldstein, S. (2000). *Cross-cultural explorations. Activities in culture and psychology*. Boston: Allyn and Bacon.
- Hofstede, G. (1980). *Cultures' consequences: International differences in work-related values*. Beverly Hills, CA: Sage Publications.
- Jamieson, D., & O'Mara, J. (1991). *Managing workforce 2000. Gaining the diversity advantage*. San Francisco: Jossey Bass Publishers.
- Musser, L. (2001). What we say and what we reward: Valuing employees through recognition programs. *Library Administration and Management*, 15 (2), 85-90.
- Nieto, S. (1999). *Affirming diversity. The sociopolitical context of multicultural education*. NY: Longman.
- Ogbu, J. (1992). Understanding cultural diversity and learning. *Educational Researcher*, 21 (8), 5-14.
- O'Toole, J. (1996). *Leading change*. NY: Ballantine Books.

- Paludi, M. (2002). *Human development in multicultural contexts. A book of readings*. Upper saddle River, NJ: Merrill.
- Robbins, S. P. (1999). *Essentials of organizational behavior*. New York: Prentice Hall.
- Roosevelt, R. (1996). *Redefining diversity*. NY: American Management Association.
- Rothwell, W., Hohne, D., & King, S. (2000). *Human performance improvement: Building practitioner competence*. Houston: Gulf Publishing.
- Schein, E. H. (1997). *Organizational culture and leadership*. San Francisco: Jossey Bass Publishers
- Schein, E. H. (1994). *The corporate culture survival guide*. San Francisco: Warren Bennis Book, Jossey-Bass Publisher.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, R., & Smith, B. (1999). *The dance of change*. NY: Doubleday.
- Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). *The fifth discipline field book*. NY: Doubleday.
- Senge, P. (1990). *The fifth discipline*. NY: Doubleday.
- Simons, G. F., Abramms, B., Hopkins, L. A., & Johnson, D. J. (1996). *Cultural diversity fieldbook. Fresh vision and breakthrough strategies for revitalizing the workplace*. Newark, New Jersey: Peterson's Books.
- Simmons, J. (1999). Using culture as a construct for achieving diversity in human resources management. *Library Administration and Management*, 13 (4), 205-9.
- Singer, M. (1998). *Perception and identity in intercultural communication*. Yarmouth, ME: Intercultural Press.
- Summerfield, E. (1997). *Survival kit for multicultural living*. Yarmouth, ME: Intercultural press.
- Takaki, R. (1993). *A different mirror. A history of multicultural America*. Boston: Little, Brown and Company.

COURSE REQUIREMENTS

Learning activities for **LDR 9220 Organization and Management of Human Capital in Multicultural Systems** consist of readings; writing assignments; and, interactive learning experiences (chats).

Readings: The readings are organized according to the three major study areas of this course. The reading assignments are essential for your understanding course content presentation as well as in the online chat sessions. Furthermore, the reading assignments are vital in the preparation of your written assignments. It is important that you complete all of the required reading as quickly as possible. You are also invited to read and reflect on readings related to the class topics beyond those required in the course. You are expected to integrate the content of reading assignments into all of your work. There will be opportunities for questions and clarification of the concepts presented during each online chat. Reading assignments will be posted in the Embanet weekly folder.

From time to time additional reading assignments may be posted in the Embanet folder. Be sure to check carefully each week.

Chats: You will be required to participate in six chats with your instructor and four chats with your course colleagues. The dates and times for the instructor chats will be posted in the Embanet weekly folders. Colleague chats will be organized by you and your LDR 9220 colleagues and will be conducted without the instructor. All chats will be saved as electronic files and posted on Embanet to facilitate future reviews by faculty and students. Chat participation, both quantity and quality, is part of your final course grade. (See Grading Criteria.)

Written Assignments: Unless otherwise indicated, written assignments are due by MIDNIGHT on Saturday of the determined week. Assignments should be posted as an email message attachment to the appropriate Embanet assignment folder. Students are advised to keep a copy of all written assignments throughout the doctoral program.

There are four major written assignments in this course:

1. Action plan for workplace diversity
2. Human Capital Plan in Workplace Diversity
3. Conflict Resolution
4. Current Diversity Issues

WRITTEN ASSIGNMENT REQUIREMENTS

Please note that all major assignments must follow Organizational Leadership and APA (5th ed.) format and style requirements.

Written Assignment #1 Action Plan for Workplace Diversity

This major assignment provides an opportunity to design an action plan for your organization related to the development, management, and maintaining a diverse workforce. This assignment is due Week 7 of the course.

Prior to the development of your organizational action plan, investigate the current literature about organization and diversity. Identify sources that best correlate with the characteristics of your organization. You are expected to select and use the most appropriate ones to support your action plan.

Your action plan should consider and address the following:

- Your position and views about diversity in the organization
- Current diversity profile of your workforce
- Description of diversity issues in your organization
- Examples of actual responses that demonstrate how your organization values diversity
- Status of affirmative action in your organization
- Rationale to support the development of your action plan (Prioritize the areas requiring attention)
- Action plan: Specify the proposed activities

Written Assignment #2 Human Capital Improvement Plan

In this assignment you will develop a plan to enhance the capacity level of human capital in your organization. This experience provides opportunities to conduct an in-depth analysis of your current organization's strategies in responding to diversity. This assignment is based on the guidelines described in the chapter "Looking through the lenses at human resources" in the Williams' book (pages 206-218). This assignment is due Week 10 of the course.

Review the main concepts defined by Williams. Design your plan based on the eight steps described by Williams in his book *The 10 lenses* (pages 206-218). Include in your plan an introduction along with a description of the nature of your organization and personal observations. This written assignment should be 10-20 pages long. Be sure to follow the APA (5th edition) guidelines.

Written Assignment #3

Diversity and Conflict Resolution: Case Study

In this assignment you will examine conflict in workplace diversity. You will need to develop a detailed case study describing the nature of the diversity issue and the process followed to resolve the conflict. Your own organization can be used as a setting for the case study and the conflict can be real or hypothetical. This assignment is due Week 13 of your course. Include the following:

Background information about the diversity issue or situation: Include detailed information about the nature of the diversity issue or situation. (What do we know about _____? Why can it lead to conflict?)

Review of the literature: References, research findings related to the situation (What do we know from similar cases?)

Conflict resolution strategies: Describe the strategies used. Include your personal observations and views (How was it resolved?)

Written Assignment #4

Current Issues in Managing Diversity

In this written assignment you will identify an issue of interest related to management of human capital in workplace diversity. Search and investigate the literature in the field related to the issue you chose. Conduct interviews to support the issue with perspectives from stakeholders. Report your findings in writing (minimum 15 pages). This assignment is due Week 15 of the course.

Include the following:

- Introduction to the topic
- Rationale for the selection of the issue
- Nature of the issue
- Implications of the issue and relationship to human capital
- Review of the Literature (at least five references)
- Discussion
- Personal comments and observations
- Reference list.

GRADING CRITERIA

The major assignments for LDR 9220 and their corresponding points are as follows:

1) Diversity Action Plan	20 points (20% of grade)
2) Human Capital Plan	25 points (25% of grade)
3) Conflict Resolution	20 points (20% of grade)
4) Diversity Issues Paper	15 points (15% of grade)
5) Lecture Responses	10 points (10% of grade)
6) Chat Participation	10 points (10% of grade)

The grades given in all Organizational Leadership courses are A, B and F. There are no plus or minus grades given with the final grade. Professors may issue grades C, and D, as well as plus and minus grades on assignments as indicators of quality.

The student must negotiate the Incomplete (I) grade with the professor. An "I" is given at the discretion of the professor and is only considered in a case where the student has completed most of the course assignments. The professor will determine the time extension given to each student. The time extension may not exceed one term, or 15 weeks.

A student who does not complete any assignment is not entitled to an "I" grade and will receive an F. Students who receive F's will be placed on probation and will be expected to take the course over again.

Each student is responsible for knowing the guidelines for probation and dismissal. Information is provided in the Student Handbook located on the web site <http://www.fgse.nova.edu/orgleader>

COURSE OUTLINE

WEEK ONE

Introduction: Organizational Leadership in a Diverse Society

- The challenge of living and working in a diverse society
- Societal trends and views on diversity
- Assumptions about organizational leadership in a diverse society
- Diversity in the workplace
- Leadership and a diversified workforce

WEEK TWO

Human Capital in the Diverse Workplace

- The concept *human capital*
- Ideas on human capital in the organization
- Organizational leadership and views of human capital
- Human capital in the context of workplace diversity

WEEK THREE***Understanding the role of culture in human behavior***

- Nature of culture
- Culture as the context of human behavior
- Exploring the facets of human diversity
- Implications of culture and diversity for leaders

WEEK FOUR***Working with a Culturally Diverse Workforce***

- Concept of culturally diverse workforce
- Statistical and demographic view of the American workforce: Current and future trends
- Issues related to diversity: Equality and equity issues

WEEK FIVE***Leaders and the diverse work setting***

- Characteristics of effective leadership in diverse work settings
- Individual Leadership style and management of diversity
- Developing competency in managing diversity
- Step process in acquiring competency in managing diversity

WEEK SIX***Individuals in Workplace Diversity***

- Knowing your work force
- Nature of diversity in the workplace: Appraisal of organizational diversity elements
- Cultural diversity issues: Glass ceiling issues

WEEK SEVEN***Appraising the influence of Culture and Diversity in the Individual***

- Learning and understanding the influence of culture in human perception
- Values, behaviors and cultural diversity issues
- Leadership and individual differences

WEEK EIGHT***Strategies that Build Human Capital***

- Human capital as an investment
- Need for strategies
- Diversity and human capital strategies
- Discovering your human capital – the organization' assets
- Matching human capital to organizational goals

WEEK NINE***Motivation Strategies and the Diverse Workforce***

- Motivation theories and leadership
- Knowing what works: Needs across the life span
- Culture and motivation

WEEK TEN***Effective Communication in Workplace Diversity***

- Creating a common culture through communication
- Characteristics of effective communication
- Culture as a filter to communication
- Diversity issues in communication

WEEK ELEVEN***Organizational Culture: Training Strategies***

- Building organizational power through training
- Training goals and purposes
- Designing training strategies
- Matching training to organizational goals
- Retention and promotion strategies: Equity issues

WEEK TWELVE***Ethical Framework in Workplace Diversity***

- Role of ethics in the organization
- Issues of equality and fairness
- Ethical behavior and leadership
- Culture, diversity and ethics: Views and perspectives

WEEK THIRTEEN***Team building in Workplace Diversity***

- Need for teams
- Characteristics of effective teams
- Building good teams
- Diversity issues and teamwork

WEEK FOURTEEN***Managing Diversity: Perspectives on Policies and Legislation***

- Review of federal and state policies and legislation
- Issues regarding diversity and organizations

WEEK FIFTEEN***Diversity and the workplace: Future Trends and Challenges***

- New directions and issues in human capital
- Perspectives on diversity: New challenges
- Envisioning leadership in the diverse workplace
- Course synthesis