

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

**GRADUATE LEADERSHIP STUDIES**

**DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP**

**LDR 9230  
LEADERSHIP: THE DIVERSITY CHALLENGE**

**Online Study Guide**

**Revised Fall 2002**

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## Table of Contents

	Page
Preface .....	3
Course Description .....	4
Learning Outcomes .....	4
Course Conduct .....	4
Topical Course Outline .....	5
Required Texts .....	8
Recommended Texts .....	8
Course Requirements .....	10
Written Assignment Requirements .....	10
Grading Criteria .....	13
Course Assignment Outline.....	13

## **PREFACE**

This study guide is designed for Nova Southeastern University (NSU) students in exploring the importance of leadership in managing cultural diversity. Such leadership is a critical element in the formula of success for any organization, business, and school system in today's increasingly diverse society. This class provides an overview of the principal areas of managing for diversity. Students learning outcomes anticipated as a result of active engagement in the study area presented. Reading and writing assignments, as well as 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 more a guided discussion and specific instructions during your online sessions.

The instructional sequence of Diversity Specialization is divided into three courses. The third course LDR 9230 Leadership: The Diversity Challenge will be covered over a 15 week period. Topics to be explored will include; framework for understanding competency for managing diversity, the challenge of managing diversity, moving toward diversity effectiveness, the process of organizational change, and sustaining results as a challenge. Participants will take away a set of principles and strategies to guide their personal and professional development, and assist them in the accumulation and arrangement of information critical for their studies. Effective leadership is the overriding theme in each of the courses of study.

## **COURSE DESCRIPTION**

In LDR 9230 Leadership: The Diversity Challenge, participants will explore leadership and its challenge for diversity in organizations, various theories, models and paradigms of managing for diversity will be examined within the context of ethnical, economic and social change and its implications for leadership. Processes for organizational change will be reviewed and strategies practiced for the challenge of sustained results.

## **LEARNING OUTCOMES**

As a result of actively engaging in LDR 9230, the participants will:

- Establish and maintain a diverse workforce
- Develop diversity as part of an organizational structure
- Create diversity training strategies to enhance an effective staff organization
- Analyze the process of change as it impacts the diverse work environment and the implications for effective leadership
- Examine the process of change and the leaders' role as a catalyst in organizations
- Explore the challenge for leaders in creating, managing and sustaining diversity.

## **COURSE CONDUCT**

LDR 9230 Leadership: The Diversity Challenge as previously stated, is divided into four major areas: framework for understanding competency for managing diversity, moving toward diversity effectiveness, the process of organizational change and sustaining results as a challenge. These topics will be covered over 15 sessions. You should plan to spend a minimum of five hours per week reading and 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 background work necessary to prepare assignments. Written assignment information appears in the Written Assignment Requirements section of this study guide. Additionally, the assignments and activities for weeks 1 through 15 will be either listed or posted as messages in the course area on Embanet.

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

## **TOPICAL COURSE OUTLINE**

### **WEEK ONE:**

#### **A FRAMEWORK FOR UNDERSTANDING COMPETENCY FOR MANAGING DIVERSITY**

- Explore the definition and models of diversity competency
- Understand the meaning of diversity
- Examine managing diversity as a business strategy

### **WEEK TWO:**

#### **DEVELOPING INDIVIDUAL COMPETENCY**

- Understand prejudices and discrimination
- Explore cultural differences

### **WEEK THREE:**

#### **DEVELOPING ORGANIZATIONAL COMPETENCY**

- Explore organizational culture
- Examine the formal and informal structures of organizations

### **WEEK FOUR:**

#### **THEORY AND PRACTICE**

- Examine the reality
- Put theory to practice

### **WEEK FIVE:**

#### **THE CHALLENGE OF MANAGING DIVERSITY**

- Explore diversity as value-added activity
- Investigate a strategy for meeting the challenge
- Examine leadership as the first requirement for change

**WEEK SIX:**

## USING RESEARCH FOR THE DEVELOPMENT OF MEASUREMENT PLANS

- Identify data to build commitment
- Understand the need for effective education
- Understand the alignment of organizational systems and practices

**WEEK SEVEN:**

## LEADING FOR A CHANGE

- Explore the leaders' challenge
- Reframe the future

**WEEK EIGHT:**

## THE CHALLENGE OF COMMITMENT, TEACHING AND LEARNING

- Review the challenge developing commitment
- Develop tools for teaching and learning

**WEEK NINE:**

## BUILDING COMMUNITY

- Explore the elements of workplace community
- Distinguish problems from paradox

**WEEK TEN:**

## PUTTING THEORY INTO PRACTICE

- Selection of appropriate practices

**WEEK ELEVEN:**

## DIVERSITY TRAINING TOOLS

- Explore the construction and benefits from a diverse workforce

- Investigate tools for self-awareness
- Explore communication and listening

### **WEEK TWELVE:**

#### EFFECTIVE COMMUNICATION, TEAM BUILDING AND MANAGING CONDUCT

- Explore effective communication in a diverse organization
- Investigate and develop a supportive climate for team building
- Examine the benefits and negative sides of conflict

### **WEEK THIRTEEN:**

#### LEADERSHIP

- Explore words, reality and culture
- Investigate the reasons for leadership at every level

### **WEEK FOURTEEN:**

#### SUSTAINABLE RESULTS

- Explore measurement in the change process of diversity
- Examine follow-up for sustainable results

### **WEEK FIFTEEN:**

#### A REVIEW OF THE CHALLENGE OF DIVERSITY

- Examine assessment tools, surveys for managing for diversity
- Identifying ways to keep the challenge of diversity in the workforce

## REQUIRED TEXTS

- Cox, T. Jr., & Beale, R. L. (1997). *Developing competency to manage diversity: Readings, cases and activities*. San Francisco: Berrett – Koehler Publishers, Inc. ISBN 1-881052-96-6
- Cox, T. Jr., (2001). *Creating the multicultural organizations: A strategy for capturing the power of diversity*. San Francisco: Jossey-Bass/John Wiley Co. ISBN 0-7879-5584-1
- Cross, E.Y., Katz J.H., Miller, F. A., & Seashore E.W. (1994). *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*. NY: McGraw Hill. ISBN 0-7863-0307-7
- Jacobson, R. (2000). *Leading for a change: How to master the five challenges fixed by every leader*. Boston: Butterworth Heinemann. ISBN 0-7506-7229-X
- Sonnenschein, W. (1999). *The diversity toolkit: How you can build and benefit from a diverse workforce*. Chicago: Contemporary Books/NTE Contemporary Publishing Group, Inc. ISBN 0-0092-8042-4

## RECOMMENDED TEXTS

**The following books are required or suggested for this course:**

- Blank, R., Slipp, S. (1994). *Voices of diversity*: NY: American Management Association (AMACOM).
- Carr-Ruffino, N. (1999). *Diversity success strategies*. Boston: Butterworth Heineman.
- Cox, T., Jr. (1994). *Cultural diversity in organizations: Theory, research and practice*. San Francisco: Berrett-Koehler Publishers.
- Jamieson, D., & O'Mara, J. (1991). *Managing workforce 2000. Gaining the diversity advantage*. San Francisco: Jossey Bass Publishers.
- Johnson, S. MD. (1998). *Who moved my cheese?* NY: G. P. Putman's Sons.
- Manus, B. (1994). *Visionary leadership*. San Francisco: Jossey-Bass/John Wiley & Sons, Inc.
- Morrison, A. (1996). *The new leaders; Leadership diversity in America*. San Francisco: Jossey Bass Publishers.
- Pollar, O., & Gonzalez, R. (1994). *Dynamics of diversity: strategic programs for your*

*organization*. Menlo Park, California: Crisp Publications, Inc.

Rasmussen, T. (1996). *The ASTD trainer's sourcebook: Diversity*. NY: McGraw Hill, Inc.

Thomas, R. R. Jr., (1991). *Beyond race and gender*. NY: American Management Association (AMACOM).

Thomas, R. R. Jr. (1996). *Redefining diversity*. NY: American Management Association (AMACOM).

Thomas, R. R. Jr., (1999). *Building a home for diversity*. NY: American Management Association (AMACOM).

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

**The following will be used in this course and in each succeeding study area as writing resources:**

American Psychological Association (1994). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Legget, G., Mead, D. D., & Dramer, M. G. (1995). *Prentice Hall handbook for writers* (12th Ed.). Englewood Cliffs, N.J.: Prentice Hall.

**The following books are highly recommended, but not required reading:**

Conger, J., Spreitzer, G. M., & Lawler, E. E., (Eds.) (1993). *The leaders change handbook*. San Francisc: Jossey-Bass Publishers.

Fernandez, J. P. (1991). *Managing a diverse work force. Regaining the competitive edge*. NY: Lexington Books.

Kuczmariski, S., & Kuczmariski, T. (1995). *Values based leadership* (1<sup>st</sup> Ed.). Englewood Cliffs, NJ: Prentice Hall.

O'Toole, J. (1996). *Leading change*. NY: Ballantine Books.

Schein, E. H. (1994). *The corporate culture survival guide*. San Francisco: Warren Bennis Book, Jossey-Bass Publisher.

Senge, P. (1990). *The fifth discipline*. NY: Doubleday.

Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). *The fifth discipline fieldbook*. NY: Doubleday.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Roth, R., & Smith, B. (1999). *The dance of change*. 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*. Englewood Cliffs, NJ: Peterson's Books.

Yuki, G. (1994). *Leadership in organization* (3rd Ed.). Englewood Cliffs, NJ: Prentice Hall.

## **COURSE REQUIREMENTS**

Learning activities for LDR 9230 Leadership: The Diversity Challenge consist of readings, writings assignments, and interactive learning experiences (chats).

**Readings**: The readings are organized according to the course requirements. The reading assignments are essential for your understanding and participation in online chat sessions and in the preparation of written assignments. It is important that you complete all of the required reading as assigned as quickly as possible. You are expected to integrate the content of reading assignments into your written assignments. Reading assignments will be posted in the Embanet weekly folders.

**Chats**: You will be required to attend chats with the instructor and chats with your cohorts. The dates and times for the instructor and cohort chats will be posted in the Embanet weekly folders. Cohort charts will be with your classmates and will be conducted without the faculty. All chats will be saved as electronic files and posted on Embanet to facilitate future reviews by the faculty and students. You are required to attend all chats (instructors and cohort). Chat attendance counts as part of your final course grade. (See Grading Criteria.)

**Written Assignments**: There may be individual assignments after each session of the individual course in addition three assignments due before the end of the course. Unless otherwise indicated, written assignments are due by MIDNIGHT on Sunday of the determined week. Assignments submitted after midnight Sunday will receive reduced credit. Assignments should be posted as an e-mail message attachment to the appropriate Embanet assignment folder. Students are advised to keep a copy of all written assignments throughout the doctoral program.

## **WRITTEN ASSIGNMENT REQUIREMENTS**

### **Written Assignment # 1**

#### **DIVERSITY POSITION PAPER**

Please read the following information carefully since you are responsible for developing your own Diversity Position Paper. Your position paper should include components which you

believe are critical to your being an effective leader in a diverse setting.

It is important for you to consider the nature and purpose of your organization, its mission as well as your perceptions of staff and colleagues, you need to identify what you believe is a major diversity issue(s) in your organization. Utilize your readings. Once you identify changes needed in your organization, see if a policy or position paper already exists. If one does, improve upon it. If not, begin developing one.

In your position paper, determine whether your diversity issue is ethical, economic, social and/or cultural. Be clear, be daring, be visionary.

This assignment is due Week 8 of the course. The length of the position paper should be determined by your current understanding of your organization, its mission, vision, values, and the role diversity plays in your organization. A solid assignment at the doctoral level would be 6-10 pages. References should be cited and APA format used.

## **Written Assignment #2**

### **ORGANIZATIONAL DIVERSITY**

Many contemporary human resource issues are facing today's leaders. Some of these include managing for workforce diversity, sexual harassment, family concerns, domestic violence, AIDS in the workplace, age discrimination, language bias, glass ceiling problems, etc. Select an area of concern to you as a leader and your organization, and design a developmental education program and an assessment tool to address this concern.

Choose a diversity issue that interests you and in your introductory discussion you should focus on one or more of the following questions:

1. Why is managing for workforce diversity an important organization, leadership and human resource issue?
2. How can organizations meet the challenge of diversity?
3. What would you introduce as a new practice that would increase production, management and achievement of diversity? Why does this new practice need a developmental education program?

Your written Assignment #2 is due Week 11 of the course. Your developmental education program can be in both outline and narrative form. The assessment tool should contain at least 10 questions and be measured by a Likert scale. Your work must be of doctoral status in writing style, form and format, of about 8 - 10 pages. Use APA and citations for all references.

## **Written Assignment #3**

### **RESEARCH DRIVEN DIVERSITY COMPETENCY PLAN**

The purpose of the Research Driven Diversity Competency Plan is to identify another aspect of your workplace organization that could be reformed or improved, and develop a plan for change. The due date for Assignment 3 is week 15, posted in the Weekly Assignment Folder on Embanet. As you have learned, diversity and change are important to organizations. A leader needs to develop, manage and maintain cultural diversity in the workplace/organization.

Written Assignment #3 requires that you select an aspect of your organization that you determine needs change. Change must be data driven. Use data in the change process for a diversity competency plan as follows: (1) use data to build commitment to change, (2) use data to enhance diversity education, (3) diagnose the climate for diversity, (4) measure programs, and (6) use research to drive change.

Develop a prospectus for this mini research project in much the same way as you would develop your prospectus for your dissertation. Address the following sections:

- Introduction-stating research used
- Statement of Problem-referring to research
- Nature and significance of the problem
- Purpose of the proposed project
- Research Questions
- Methodology

The following might be helpful in developing your plan:

- The background information on the organization that illuminates the needed change
- The goals and objectives you wish to achieve
- The approach you will use to introduce the needed change
- How you will communicate your overall vision to the members of the organization and to customers/clients/constituents
- How you plan to win the support from those in the organization (or clients)
- How you plan to move the change process in the organization's functioning or operations to implement the reform
- How you will lead the effort to institutionalize the change so that it becomes woven into the fabric of the organization – its new way of doing business

As you develop your paper, move from theory to practice. Include the information on theories that you have gathered from your readings and online chat sessions, and include them in your plan. Use correct APA format and include cited references. At least three to five references outside the course texts are required. This paper will be a solid paper of 12-15 pages at the doctoral level.

## GRADING CRITERIA

The major assignment, for LDR 9230 and their corresponding points are as follows:

1.	Diversity	25 pts (25% of grade)
2.	Organizational Diversity	25 pts ( 25% of grade)
3.	Research Driven Research Competency Plan	40 pts ( 40% of grade)
4.	Chat Participation	10 pts ( 10% of grade)

The grades given in all Organizational Leadership courses are A, B and F. Grades C and D may be given on assignments by professors as indicators of quality.

An Incomplete (I) is only granted if the student has completed most of the assignments. An I is only negotiated with the professor and is granted at the discretion of the professor. The terms for completing the work are determined by the professor. The time extension may not exceed one term or 15 weeks.

A student who has not completed 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 repeat the course.

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 ASSIGNMENT OUTLINE

### WEEK ONE:

#### A FRAMEWORK FOR UNDERSTANDING COMPETENCY FOR MANAGING DIVERSITY

Read: Cox & Beale, *Developing Competency to Manage Diversity*

#### Chapter 1: A Framework for Understanding Competency

- Define diversity competency
- The diversity competency models

#### Chapter 2: The Meaning of Diversity

- Distinguishing diversity from affirmative action

- Managing the workplace diversity: Whose agenda?

### Chapter 3: Managing Diversity and Business Strategy

- Raising awareness
- Effects of diversity on organizational effectiveness

## **WEEK TWO:**

### DEVELOPING INDIVIDUAL COMPETENCY

Read: Cox & Beale, *Developing Competency to Manage Diversity*

### Chapter 6: Prejudice and Discrimination

- Sexual orientation in the workplace
- Invisible Victims: individual reactions
- Attitudes that affect employment opportunities for persons with disabilities

### Chapter 7: Cultural Differences

- The Cultural Relativity of the Quality of Life Concept
- Feeling Foreign: Managing the Global Assignment

## **WEEK THREE:**

### DEVELOPING ORGANIZATIONAL COMPETENCY

Read: Cox & Beale, *Developing Competency to Manage Diversity*

### Chapter 8: Organizational Culture

- The process of acculturation in diverse organizations
- Bicultural Socialization: factors affecting the minority experience

### Chapter 9: Formal and Informal Structures of Organizations

- What is Affirmative Action?
- Organizational level as a dimension of workforce diversity

**WEEK FOUR:**

## THEORY TO PRACTICE

Read: Cross, Katz, Miller & Seashore. *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*

*Assignment:*

4.1 A selection of readings to be assigned.

**WEEK FIVE:**

## THE CHALLENGE OF MANAGING DIVERSITY

Read: Cox, *Creating the Multicultural Organization*

Chapter 1: The Challenge of Managing Diversity

- Problems and opportunities for diversity
- Why past efforts have failed

Chapter 2: A Strategy for Meeting the Challenge

- A model for cultural change
- Origins of the model

Chapter 3: Leadership: The First Requirement of Change

- Who are the leaders?
- Defining a vision for change
- Defining a structure to plan and conduct change

**WEEK SIX:**

## USING RESEARCH FOR THE DEVELOPMENT OF MEASUREMENT PLANS

Read: Cox, *Creating the Multicultural Organization*

Chapter 4: Leverage Research, Develop Management Plans

- Using data to build commitment
- Diagnosing the climate for diversity

#### Chapter 5: Create Effective Education

- Content
- Format and Logistics
- Facilitation

#### Chapter 6: Align Organizational Systems and Practice

- Presence of class distinctions
- Recruiting practices
- Performance approval practices

### **WEEK SEVEN:**

#### LEADING FOR A CHANGE

Read: Johnson, *Who Moved My Cheese?* (optional)

Read Jacobson, *Leading for a Change*

#### Chapter 1 – The Leaders Challenge

- The five keys leadership challenge

#### Chapter 2: Reframe the Future

- Common factors that keep leaders from redefining the map

Submit Assignment # 1 Diversity Position Paper

### **WEEK EIGHT:**

#### THE CHALLENGE OF COMMITMENT, TEACHING AND LEARNING

Read: Jacobson, *Leading for a Change*

### Chapter 3 – Develop Commitment

- A challenge for developing commitment
- A process for establishing fellowship
- Defining Roles: Knowing how leaders and others contribute

### Chapter 4: Teach and Learn

- Teaching and learning in a refinery
- The leaders' role
- Organizational learning

### **WEEK NINE:**

#### BUILDING COMMUNITY

Read: Jacobson, *Leading for Change*

### Chapter 5: Build Community

- Workplace community
- Process at the enterprise level
- Performance management

### Chapter 6: Balance Paradox

- How leaders experience paradox
- Organizational paradox

### **WEEK TEN:**

#### PUTTING THEORY INTO PRACTICE

Read: Cross, Katz, Miller & Seashore, *The Promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations*

*Assignment:*

10.1 A selection of readings to be assigned

**WEEK ELEVEN:**

## DIVERSITY TRAINING TOOLS

Read: Sonneschein, *The Diversity Toolkit*

Chapter 3 – Looking Inward: Tools for self-awareness

- Self-awareness: the first step to leading a diverse organization
- Awareness of perceptions

Chapter 4: Looking Outward: Understanding People from Diverse Backgrounds

- Looking for understanding
- Communication styles

Submit Assignment # 2 Organizational Diversity

**WEEK TWELVE:**

## EFFECTIVE COMMUNICATION, TEAMBUILDING AND MANAGING CONFLICT

Read: Sonneschein, *The Diversity Toolkit*

Chapter 5: Effective Communication in a Diverse Organization

- Listen effectively
- Use inclusive language
- Speak with a sense of equality

Chapter 6: Diversity and Team Building

- Embrace differences
- Develop a supportive climate

Chapter 7: Managing Conflict

- The benefits of conflict

- The negative side of conflict
- Resolving conflict

### **WEEK THIRTEEN:**

#### LEADERSHIP

Read: Sonnenschein, *The diversity toolkit*

#### Chapter 8 – The Words of Leadership

- Words, Reality and Culture
- Rhetoric and cooperation
- The importance of logic and argumentation

#### Chapter 10 – Leadership at Every Level

- An open environment for diversity
- Diversity skills: A continuous process

### **WEEK FOURTEEN:**

#### A PROCESS FOR ORGANIZATIONAL CHANGE CONTINUED

Read: Cox & Beale, *Developing Competency to Manage Diversity*, Chapter 10

Read Cox, *Creating the Multicultural Organization*, Chapter 7

#### Chapter 10: A Process for Organizational Change

- Staffing and rewards as drivers of change
- Developing a philosophy for managing diversity

#### Chapter 7: Follow-up for Sustainable Results

- The plan review process
- Providing incentives for new behaviors
- Managing knowledge retention and transfer

Submit Assignment # 3 Research Driven Diversity Competency Plan

**WEEK FIFTEEN:**

A REVIEW OF THE CHALLENGE OF DIVERSITY

- Assessment tools, surveys for managing diversity
- Sustaining the challenge of diversity in organizations