Georgetown University  
School of Continuing Studies  
Master of Professional Studies in Human Resources Management  
Course Syllabus: Summer 2013

Course: MPhR 810-40

Class time: Thursdays, 6:00pm-9:20 pm

Location: Downtown campus: 640 Massachusetts Ave

Instructor: Edgar Noumair, Ph.D.

Office: Georgetown University  
640 Massachusetts Avenue, NW  
Washington, DC 20057

Office hours: By appointment only

Contact telephone: +1(240)767-4777

Email: edhn7@georgetown.edu (preferred method)

Course Description:

As organizations grow from domestic to international to transnational entities, it is becoming increasingly more important for the HR professional to understand workforce diversity and inclusion. Markets and demographics continue to evolve and change rapidly; with this change comes the need for an organization to be flexible and adjust quickly. Organizations are now realizing that diversity is no longer just an issue with maintaining compliance, but also a means to develop superior human capital and therefore leverage a competitive advantage in the market place. This course is designed to analyze the differences between cultures and how this affects business across international borders.

Course Objectives:
After taking this course, students will be able to:

1. Explain the role of diversity in organizations and how organizations in different countries leverage diversity.
2. Identify and critically evaluate the strategic advantage that a diverse workforce can provide multinational corporations.
3. Understand the emerging role of the Chief Diversity Officer and the competencies associated with such.
4. Analyze the differences between different countries and cultures in business.
Grading System

This course will use a case study method of education, therefore using real life business cases to get a better understanding of trends in global diversity and how this affects business management. In addition, class participation is a major factor, and there will be a comprehensive final at the end of the semester.

Grading is as follows:
- Three case study papers 60%
- Final Paper 40%

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100%

Participation is critical to success in this class. Participation is not just showing up for class. To excel in debate comments made and questions asked must be thought out and drawn from knowledge of the material. Therefore, it is essential that you read each assignment fully prior to class – a demonstrated knowledge of the material will help further constructive debate during class.

Final Exam

A 15 pages Final Practitioner Scholarly paper written on a topic in the field. The topic has to be preapproved, uses APA format with citations, and references.

Determining Your Final Grade

This class will be very challenging. Achieving an “A” in this class is not as easy as just showing up and contributing. It will require hard work to receive a “B.” Those students who perform exceptionally well and stand out above and beyond all other students have the opportunity to receive an “A.” Students are therefore encouraged to apply themselves fully to the course. Letter grade descriptions are as follows:

A = 95-100%
Clearly stands out as excellent work. An “A” grade work could be used as a model for other students to emulate. Shows excellent grasp of subject matter and conceptual integration. The presentation shows excellent in-depth analytical thinking and an elegantly innovative application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.
A- = 90-94%
Represents high quality performance. Shows excellent grasp of subject matter and conceptual integration. Shows a high level of thinking, analysis and application. It is very well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B+ = 87-89%
Represents very good work. Shows thorough grasp of subject matter and effective application. Shows good thinking and analysis. It is well written and organized. Additional input is provided, relevant to the subject, from outside sources or personal experience.

B = 83-86%
Represents good work. Shows adequate level of thinking and analysis. Standard of presentation, organization and appropriateness of application is adequate. Some level of additional input is provided.

B- = 80-82%
Work is below graduate level expectations, marginally passing. Presentation is rather general, superficial, or incomplete and not very well written. Indicates minimal level of individual thought or effort with inadequate attempts at application.

C = 70-79%
Work is clearly unsatisfactory. It is poorly written and presented, shows poor analysis, misses important elements and lacks any noticeable attempts at application.

F = 69% and below
Fails to meet minimum acceptable standards.

**Case Studies**

Three cases will be assigned during the semester. Each will be discussed in class after a written analysis is submitted prior to class. Written case analysis will be expected from all students. All papers should be a minimum of 4 pages and should not exceed 6 pages, double spaced 12-point font (Times New Roman). APA format must be used and points will be deducted for failure to do so. The case studies are due by 5 p.m. on the due date and must be submitted to Blackboard. Students must also bring a hard copy to class that day.

All papers not posted before the start of class will be considered late and therefore WILL RECEIVE A FAILING GRADE. As in business, late work is unacceptable.

**Case Analysis Expectations**

In preparing a written case analysis, all students should:

- Read the case (I recommend reading it once straight through and then reading it a second time before starting an outline or writing)
- Identify the problem(s) in the case: do not waste space repeating the facts
• Think about ways to apply theory discussed in class (or learned from your business backgrounds) to help solve the problem(s)
• Papers that simply summarize the case will be heavily penalized
• Link your analysis above to your choice of appropriate action(s) to help solve the problems(s) in the case (in class, after assessments are already turned in, we will debate what would be the best course of action)

A majority of your grade on case analysis centers around that last bullet point.

Readings


Students are also required to read a number of cases. Links to the cases are provided in the schedule below. In addition, two cases will be posted on Blackboard for download. From time to time, I may distribute cases or articles for your review.

Citation System

Students must use APA Style (APA Publication Manual 6th Edition) for all papers submitted in this course. Points will be deducted for failure to follow APA style. The following links provide guidance for APA style and citations:

http://apastyle.org/ American Psychological Association
http://owl.english.purdue.edu/owl/section/2/10/ Purdue Online Writing Lab.

SafeAssign (Blackboard)

Students agree that by taking this course all required papers will be subject to submission to SafeAssign for text matching algorithm for detection of plagiarism. All submitted papers will be added as source documents in the SafeAssign reference database solely for the purpose of detecting plagiarism of such papers in the future.

Late Assignments

Except in rare circumstances, late papers are not accepted. Requests for extensions must reach me no later than a week before the paper is due. In case of an emergency, this rule can be waived with appropriate documentation and cause.
Incompletes

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

Students with Disabilities Policy

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services among others. Students must obtain an official letter from the Academic Resource Center listing the exact accommodations needed.

Students with disabilities should contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; http://ldss.georgetown.edu/index.cfm) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Academic Integrity

You are required to adhere to all policies set forth in the Student Handbook: http://www12.georgetown.edu/scs/mps/mps_student_handbook.cfm#_Toc206922375. This includes an understanding of the University's Honor System and honor pledge: 
In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; To live out a commitment to integrity in all my words and actions; To be honest in every academic endeavor; And to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together. To live out the ideals of Georgetown University, I commit myself to be a person for others in my daily life respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; And to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.
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<tr>
<th>Date</th>
<th>Topic/Textbook Reading</th>
<th>Case Assignment/Class Activity</th>
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<tr>
<td>Week 1</td>
<td>Global Diversity Management - Chapters 5, 2 and 3</td>
<td>Introduction to Course Material / Review of Syllabus Classroom Lecture</td>
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<td>Domestic, Global and Trans-National Diversity Management</td>
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<td>Week 2</td>
<td>Global Diversity Management - Chapter 4</td>
<td>Case Analysis: Making Differences Matter: New Paradigm for Managing Diversity (for class discussion only - to learn and understand case analysis)</td>
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<td>Comparative Diversity Management</td>
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<td>Week 3</td>
<td>Global Diversity Management – Chapter 6</td>
<td>Case Analysis Due</td>
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<td>Diversity Management: Organizational and Strategic Issues</td>
<td>Managing Diversity in India: From Integration to Accommodation?</td>
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<td>Class Discussion: Diversity in India</td>
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<td>Week 4</td>
<td>D&amp;I in the courtroom</td>
<td>Guest Lecture</td>
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<td>Week 5</td>
<td>Global Diversity Management – Chapter 7</td>
<td>Global Diversity Management: the case of automobile manufacturing companies in Japan</td>
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<td>Week 6</td>
<td>Global Diversity Management – Chapter 8</td>
<td>Case Analysis Due</td>
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<td>Diversity Management as a Career</td>
<td>Reading: Affirmative Action in Brazil: Challenges and Prospects Flávia Piovesan (posted to Blackboard)</td>
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<td>Reading: Diversity Management and Ideology: Reflections from Brazil Mário Aquino Luis Guilherme Galeão-Silva</td>
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<td>Week 7</td>
<td>Chief Diversity Officer</td>
<td>Reading: Competencies of a Chief Diversity Officer (posted to Blackboard)</td>
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<td>Week 8</td>
<td>Global Diversity Management – Chapter</td>
<td>Innovative performance in African technical projects—A multi-level study</td>
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<td>Week 9</td>
<td>Global Diversity Management – Chapter 10</td>
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<td>Diversity Management: Individual Issues</td>
<td>Managing Diversity in Israel: Some Applications for South Africa</td>
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<td>Week 10</td>
<td>Global Diversity Management – Chapter 11</td>
<td>Quantitative Indicators: Content or Packaging</td>
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<td>Methodologies and Toolkits</td>
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<td>Week 11</td>
<td>Global Diversity Management – Chapter 12</td>
<td>Workforce Diversity Initiatives of 5 Multinational Corporations in Europe</td>
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<td>FINAL EXAM</td>
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