

**UNIVERSITY OF LA VERNE**  
**College of Business and Public Management**

**Management 368: Culture and Gender Issues in Management**

**Fall 2015 – ON LINE –**  
**CRN 2164**

**Faculty:** Linda I. De Long, Ed.D.  
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**Office Hours:** By appointment only.

**Class Dates:** (August 31st, 2015 to November 8, 2015)

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**\*\*Class weeks run from Sunday to the following Saturday each week.\*\***

**Course Designation**

Public Administration/Health Care Management/Management  
PADM 353/MGMT 353/HCM368 Culture and Gender Issues in Management.

- Four semester hours
- Undergraduate credit

**Course Description**

This course identified approaches and resources used by individuals in attaining career goals and a diverse workforce. This course is designed to recognize the changes that are necessary in the management arena because of women and people of varying circumstances and of diverse cultural backgrounds entering organizations. It examines the historical, psychological, ethical, legal and sociological viewpoints of culture to better understand and to increase effectiveness of management. It provides an opportunity for individuals to recognize and learn skills necessary to succeed in an organization setting both as a manager as well as an effective worker, by facilitating verbal and non-verbal communication skills through awareness and better understanding of culture and gender differences. This course will facilitate the adaptation of flexibility needed in leadership, motivation, and decision-making techniques in cross-cultures. It will create an understanding of concepts of sexual discrimination, sexual harassment and sexism in the work place as well as culture and racial discrimination. While the course is culture and gender focused, issues pertaining to racial differences, AIDS, the aging workforce, as well as physically challenged employees will be discussed.

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## Required Readings

- **International Dimensions of Organizational Behavior**, by Nancy J. Adler, Southwestern College Publishing, 5th Edition.
- **Gender in the Workplace, A Case Study Approach** by Jacqueline DeLaat, SAGE Publications, Inc., 2<sup>nd</sup> Edition, 2007.

- **Selected Readings**

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## COURSE OBJECTIVES

The course objectives are to:

- ❖ Create an awareness and appreciation of the differences between genders and cultures.
- ❖ Examine the historical, political, and societal factors that have led to these differences.
- ❖ Explore similarities between people regardless of their background and circumstances.
- ❖ Develop tools and strategies to build effective teams among diverse groups.
- ❖ Recognize managerial processes and outcomes in the context of cultural similarities and differences.
- ❖ Learn how to utilize select models to achieve synergy of diversity as a competitive advantage in organizations.

## Learning Outcomes

The learning outcomes include to:

- ❖ Understand and appreciate the diversity of cultures that exists locally, nationally, and internationally, locating oneself within the context of a particular culture and civilization.
- ❖ Identify and analyze similarities and differences among individuals and groups, highlighting the moral and social (political, cultural, or beliefs systems) significance human beings attach to their differences.
- ❖ Describe and analyze the personal, social (political, cultural or belief systems), and economic effects of discrimination, prejudice, exclusion, subordination, and ideologies of racial and dominant groups superiority on affected groups and individuals.

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### Learning Outcomes, continued

- ❖ Demonstrate critical inquiry into one's own assumptions and stereotypes with regard to questions of diversity.
  - ❖ Demonstrate an understanding of the role of individuals, groups, organizations, governments, and societies in the development of sustainable systems (i.e. systems that provide for the current generation without jeopardizing the ability to provide for future generations).
  - ❖ Understand the impact of culture on organizations
  - ❖ Understand the cultural differences and similarities on leadership, motivation and decision-making.
  - ❖ Understand work-life balance issues affecting individuals.
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### Course Content

The course content includes lectures, case analysis, articles reviews which integrate the concepts and application of the following areas:

- ❖ **Management and Diversity** where students will engage in discussions on defining what diversity encompasses in the current environment, the advantages and challenges that managers and employees face in working with diverse populations. Students will also explore strategies for promoting diversity in organizations.
- ❖ **The impact of culture on organizations**\_to ensure that students have an in-depth understanding of cross- cultural management (internationally, multi-nationally, trans-nationally, and globally) strategies necessary to transcend national boundaries
- ❖ **Communication across cultures** where students learn about the challenges of cross cultural communication where verbal and non-verbal communication can lead to cross-cultural misperception (based on how each see the world), misinterpretation (assigning meaning to what is perceived based on their culture), and misevaluation (judgment using their respective culture as the standard of measurement), and strategies for training people to communicate more effectively with people of other cultures.
- ❖ **Global leadership, motivating people across cultures and multi-national decision-making** to ensure that students recognize American assumptions about leadership, motivation and decision-making, and analyzing these from a cross-

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## Course Content, continued

cultural perspective, discussing how these assumptions are similar and dissimilar and their implications.

- ❖ **Managing cross-cultural transitions** to ensure that students understand the challenges of global assignments entry and transition back home from managing expatriates effectively, equitably, and ethically, culture shock, the trailing spouse, career interruptions and planning, and coaching men and women for global managerial success.
- ❖ **Gender Issues in the workplace** to ensure that students understand critical issues including sexual harassment, glass ceiling effects, gender stereotypes about work; career development and mentoring, balancing work and family responsibilities, and why they exist and continue to exist in spite of legislation to prevent their occurrences.

## Course Assessment

Points will be deducted for late assignments **by 5 points** for each late assignment.

Midterm and Final Exams	20%
Case Study Analysis	10%
Group Discussion Participation	5%
Diversity Paper	20%
PowerPoint Presentation on Paper	5%
Discussion Posts (ten in total)	40%
Total	100 points

## Participation/Attendance (5%)

Students are required to participate in every on line class session including class assignments. **Participation points earned in a session are subject to zero points, if a student does not complete assignments for that week. Please advise your professor, if there will be a missed week's session.** Points will be deducted for lack of participation or attendance. If you will miss a session, it is the student's responsibility and not the instructor's to contact the instructor, preferably by emailing or calling the instructor's phone number to inform of the absence and inquire about missed materials/course content. In addition, participation in the activities during the class will be a focus of the attendance assessment toward the final grade.

**IF YOU MISS A SESSION, YOU MAY BE SUBJECT TO LOST POINTS AND MAY LOWER YOUR GRADE BY A FULL GRADE).**

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## **Completion of Course Evaluation**

Students are asked to please complete the course evaluation at the end of class by the last class session.

## **Class Norms**

You will each be asked to participate and conform to class norms. to ensure that each student remains respectful of one another in discussing and debating different opinions related to course subject matter. This will weigh in the overall attendance portion of the grade. The instructor will dialogue with any student who does not adhere to the ground rules established in the on line course. All students through their individual and group discussions will be expected to demonstrate professional demeanor and a respectful approach in their dialogues. The professor will conduct a sideline conversation for any student who does not adhere to the norms or the standards set by the class norms.

## **Mid Term and Final Exams (20%; 10% each one)**

There will be two exams for the class. Exam questions will include short answer, multiple choice and essay. The two exams will test for selected chapters and not be cumulative. However, the instructor may or may not provide review notes (may be done via a short PowerPoint provided each week) from the chapter readings that will be tested on the mid term or final. It is expected that the student is prepared for the exam, regardless if the instructor covered the course material via any PowerPoint support. Refer to the weekly schedule for expected readings.

Much, but not necessarily all, of the material tested on the exams will come from the subjects covered and/or emphasized in class. The remainder of the material tested on the exams **may be taken** from the required course readings or to other exercises assigned. Students are expected to read the assigned chapters from the text in advance in order to be prepared for class discussions.

## **Make up exams must be discussed as soon as possible with the professor.**

Obtaining approval for a make-up exam is at the sole discretion of the professor. Further, if a make-up exam is approved, it is the student responsibility to coordinate with the professor for taking the exam.

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## **Discussion Forum Posts (40%; each discussion forum is worth a max of 4 points)**

Questions related to course readings or course articles provided. These discussion questions will be posted most weeks (see calendar of events). New questions will be posted on Sunday later afternoon/early evenings).

- ❖ Each student must individually post and respond to the **original discussion question by Thursday at 11:59 pm (PST)**.
- ❖ Each student must then also respond to at least **two** other student postings by the start of the **next week's Saturday 11:59 pm (PST)**.
- ❖ Students will respond with a **minimum of 150 words** and a **maximum of 200 words** and respond to other student posts with a **minimum of 100 words** and a **maximum of 125 words**.
- ❖ **Discussion Forum** postings will be graded on depth, insight and the application of assigned readings. Responses to student postings should contribute to everyone's learning by asking insightful questions or stating specifically why you agree/disagree. Postings such as "I agree" or "cool" alone are not acceptable. Although this is not an English assignment, part of being in this program means writing clearly and using correct spelling and grammar. Please see **netiquette** and **class norms** under "course information" for additional guidance.
- ❖ See the **Discussion Forum rubric** at the end of this syllabus.

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## **Term Paper/Verbal Presentation (25%) (20% for paper, 5% for presentation)**

One of the assessments from this course will be a written paper on a topic of your choice, **related to Culture/Gender Issues in Management**. If the topic does not have a theme around Culture/Gender Issues, then the student will **lose a minimum of 5 points**. It is important that you follow the established guidelines shown on the next page.

- 1). The paper is not to exceed **12 type-written**, 12 POINT, double-spaced pages nor be less than **seven** pages. Paper will include a cover page and reference page based on the APA format (6<sup>th</sup> edition) provided by the instructor. **(LATE SUBMISSION OF PAPERS WILL AUTOMATICALLY LOSE 5 POINTS.)**
- 2). The paper should **include at least five (5) references** on the topic, citing sources following APA (6<sup>th</sup> edition) format only for the paper and discussion boards. Please use the Wilson Library resources to cite from dictionaries, encyclopedias and other reference books. As an example, **Wikipedia.org** is not considered a scholarly reference and should **not** be used for your papers. You may use one reference from a website or other on line source that is not found through the standard scholarly search engines. If you have questions, please ask.

**Special Note:** Follow standard **APA (6<sup>th</sup> edition)** guidelines regarding **sourcing** and references. **YOU WILL LOSE POINTS IF YOU DO NOT PROPERLY CITE RESEARCH PAPER AND COMPLETE REFERENCES.**

- 3). Topic can be about any subject, which has a direct bearing on the aspects of **Culture and Gender Issues in Management**. This may include a management approach, techniques or concepts that would be helpful or of special interest to you. The topic may also be an exploration of an issue which is of special concern to those cultures and genders in management.
- 4) Topic choices must be APPROVED, based on the course schedule by preparing a brief outline/summary paragraph (**TYPED ONLY**) of your topic (one or two paragraphs at most). This will be submitted in writing to the instructor **for approval. Instructor must approve topic change, PRIOR to writing your paper** If the instructor does not approve change of topic; paper will automatically lose 5 points. Instructor reserves the right to change your topic, if a number of students select the same topic.

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**Term Paper/Verbal Presentation (25%) (20% for paper,5% for presentation)**

- 5) **PowerPoint Presentation (or other presentation tool that is compatible with Blackboard). (Graded as 10% for the PowerPoint)** You must complete the PowerPoint presentation and post it; otherwise, this will **lower your PAPER GRADE by 5 points**. The presentation should cover the main idea of your topic or at most one/two ideas from your research, not necessarily the entire report. In addition, you will be strongly encouraged to prepare a visual aid or handout to enhance your overall presentation. Make your presentation interesting by getting creative!!! The professor will provide you with the criteria used to assess your verbal presentation as we commence week five. This PowerPoint presentation will become a part of the discussion board for the last class session.
- 6) **Special Note:** Papers will be graded accordingly to grammar, punctuation, usage, proper sentence structure, as well the overall organization and flow of text. This will be weighed in the overall grade for the paper. Please edit and proof your papers. **DO NOT PROVIDE AN ABSTRACT FOR THIS PAPER.** PRESENTATIONS SUBMIT LATE WILL BE GRADED ACCORDINGLY.

\*\*\*\*\*See the **Writing Rubric** at the end of this syllabus.\*\*\*\*\*

**Case Study Analysis (10%)\*\*\***

Submit a **three page (maximum of four pages, double-spaced)**, please), typed paper summarizing and analyzing your selected Case Study from the book. You will only select one case study to respond to for this assignment. For the specific case study you select, you will respond to the "Student Response" question that is selected by the professor for that week (in some cases, the assignment could be more than one question from the list of questions in the book). You will be graded on proper APA citation and reference formatting for this case study. Please provide both a **Cover Page and Reference page** as well, for the case study you selected. Finally, proper grammar, punctuation and usage will be assessed.

**\*\*\*LATE CASE STUDY ANALYSIS (TURNED IN AFTER THE ASSIGNED DATE WILL BE SUBJECT TO A LOWERING OF POINTS).\*\*\***



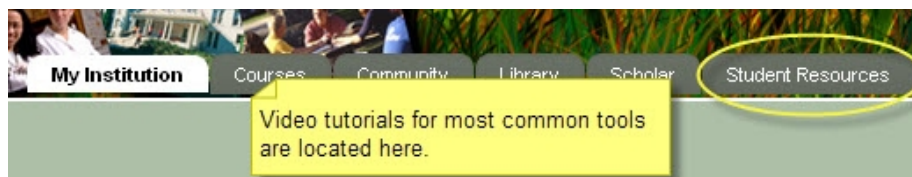
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## Technology Requirements

You must have regular access to a computer with Internet access (broadband recommended). The final assignments must be submitted in Word and PowerPoint or the equivalent (e.g. Google products). Some parts of the Blackboard software work in Internet Explorer most work best in Mozilla Firefox (free download from [www.mozilla.com](http://www.mozilla.com)) depending on your Windows and browser versions. If you have trouble accessing something in Blackboard with one browser, please try another (for example, online exams do not work in IE, but work well in Firefox). When planning the submission of assignments and posting on the discussion board, please keep in mind that some workplace firewalls prevent access to Blackboard. If you are unfamiliar with Blackboard, there is a "help" button and links to short YouTube videos (under "student resources" tab at the top of the screen) that demonstrate different skills needed for this course (such as posting on the Discussion Board, posting assignments, and accessing the gradebook). The Center for Teaching and Learning is very helpful with Blackboard problems as well. For the fastest response, send a detailed email to [bbhelp@laverne.edu](mailto:bbhelp@laverne.edu).



## Academic Honesty and Integrity

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.
- b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.

For further information about ULV's policy on Academic Honesty, please refer to the University catalog on the ULV website.

(University of La Verne Catalog 2014/2015 at: <http://laverne.edu/catalog/download/>)

**Academic Honesty and Integrity, continued**

The CBPM will follow current University policy found in the section of the Catalog entitled 'Academic Honesty.' Some of the key elements of that section are summarized below.

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- \* All assignments of all types are to be the work of the student or students presenting the material and only those students.
- \* Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source. Use of the exact wording requires a "quotation" format.
- \* Deliberately supplying material to another student for purposes of plagiarism or academic dishonesty is culpable."

**Extra Credit**

There will also be an opportunity for students who would like to raise their course grade with extra credit. A student should submit a written request to the professor first. A maximum of **5 additional points** may be earned by **approved** extra credit. Unless otherwise stated by the professor, tangible, printed copies of the optional research/writing projects must be submitted in class by or on the due date. In addition, all optional research/writing projects must be typed in double-spaced format and in 12-point typeface.

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## Grading Policy from University of La Verne

### Grading Policy from University of La Verne

The following guidelines will be used in grading all course requirements. Students who are not familiar with university grading policies should read the grading policies section of the University of La Verne Catalog.

A	= 94+
A-	= 90 – 93
B+	= 87 – 89
B	= 84 – 86
B-	= 80 – 83
C+	= 77 – 79
C	= 74 – 76
C-	= 70 – 73
D+	= 67 – 69
D	= 64 – 66
F	= <64

### **WF**

Student will designate an unofficial withdrawal from a course.

### **INC**

According to the ULV catalog, incompletes are authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause and only with a formal petition from the student to the professor before the end of the term. Please read the grading policy section of the ULV catalog. INC grades may be assigned if the student meets all three of the following conditions: 1) The student faces an emergency (serious illness, death in the family, or unavoidable job transfer). 2) The student participates in at least 60% of the course work. 3) The student completes at least 60% of the course requirements.

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## **RECOMMENDED WRITING STANDARDS**

**See Writing Rubric attached.**

The standards for in-class writing (projects, group exercises, tests, in-class drafts) will cover the same essentials as the standards for out-of-class writing, but they will be evaluated more leniently, taking into account pressure of time.

### **Content: 50%**

Completed all parts of assignment  
Developed thoughtfully with appropriate support for ideas  
Synthesized/evaluated appropriate materials  
Original/appropriate approach-clear thesis

### **Organization: 25%**

Logical plan  
Appropriate order of ideas  
Appropriate beginning and conclusion  
Appropriate cohesion/progression of ideas/transitions

### **Form/Mechanics/Surface: 25%**

Correct language control  
No grammatical or sentence errors  
No spelling/punctuation/capitalization errors  
Correct idiom/word usage

**Followed assignment format standard is the American Psychological Association (APA) 6<sup>th</sup> Edition standard.**

For assistance, please refer to: Hacker, D., A Writer's Reference. 6<sup>th</sup> Ed., (Boston, MA: Bedford/ St. Martin's Prentice Hall, 2010).

***Other APA references and student support will be posted on Blackboard as well for your review and use.***

- **Purdue University**  
<http://owl.english.purdue.edu/owl/resource/560/01/>
- **Concordia University**  
<http://library.concordia.ca/help/howto/apa.pdf>
- **Diana Hacker**  
A Writer's Reference, 6<sup>th</sup> Edition  
<http://www.dianahacker.com/>
- **American Psychological Association – Publication Manual, 6<sup>th</sup> Edition**  
<http://www.apastyle.org/>

## **THE UNIVERSITY OF LA VERNE MISSION STATEMENT**

Through its academic and co-curricular programs, the University provides rich educational opportunities that relate to both the academic and personal development of its students. For its undergraduates the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to integrate theory and practice.

Philosophically, the University emphasizes four major concerns that affirm a positive and rewarding life for its students.

➤ **Values Orientation**

The University affirms a philosophy of life that actively supports the health of the planet and its people. The University, therefore, encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.

➤ **Community and Diversity**

The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to promote appreciation of biodiversity by helping students understand the impact/dependence of human beings on their environment.

➤ **Lifelong Learning**

The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility and continued personal growth.

➤ **Community Service**

The University believes that service is a primary goal of the educated person. The University therefore encourages its students to experience the responsibilities and rewards of serving the human and ecological community. (University of La Verne online catalog 2014-2015)

### **Important Course Expectations**

- ❖ **Please remember to check Blackboard each week on Sunday. Additionally I would recommend checking Blackboard at least one additional time. All information that I will add/enhance will be sent via the Announcements feature in Blackboard. Your current student email is the designated email that will be used to correspond with you via Blackboard. Ensure you access your ULV email or ensure you forward your ULV email to your personal email address at least twice per week to keep informed and receive announcements.**
  
- ❖ **Assignments must be submitted through Blackboard.**
  
- ❖ **Absences**  
If you will miss a week's on line session, please notify the Professor at least a week ahead if possible. If this is not feasible, then please notify the Professor, before the start of the next on line class session. If you are absent from this on line class, it is your responsibility to obtain missed materials from the Professor or through Blackboard.
  
- ❖ **All late assignments are subject to losing points.** Please provide a detailed explanation and conduct a reasonable perspective dialogued first with the Professor. Additional documentation may be requested. These decisions will be handled on a case-by-case basis. Any item submitted late will lose points and there will be no submissions after 3 days from the date of the due date assignment. Point will be returned to zero points.
  
- ❖ **Expectations of Faculty**  
The expectations of the faculty member are to be prepared for class and to create an environment that facilitates learning, openness, personal growth, and mutual trust and respect. I will give appropriate and timely feedback and timely return of graded assignments to facilitate your learning and integration of the concepts. The faculty member is committed to the success of each student.

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**CALENDAR OF EVENTS**

Each week information is contained and identified. Assignments will be posted on Blackboard each week, generally on Sunday later afternoons.

DATE	READINGS/ TOPICS/ ACTIVITIES	ASSIGNMENTS DUE
<b>Week 1</b> <b>August 30th</b>	<b>Orientation and Class</b> Self Introduction and Course Overview <b>Organizational Behavior</b> ❖ Read Chapter 1-2  <b>Other Class Activities</b> ❖ Self Introduction ❖ Norms ❖ Commencing PPT: <i>What is Cultural Diversity?</i>	<b>Discussion Post #1 due</b> <b>Response post due by</b> <b>Sat., 9/5/15 by 11:59pm</b> <b>PST</b> <b>Included are:</b> ❖ <b>Self Introduction</b> ❖ <b>Norms</b>
<b>Week 2</b> <b>Sept. 6th</b>	<b>Organizational Behavior</b> ❖ Read Chapter 3  <b>Gender in the Workplace - 1<sup>st</sup> Case</b> ❖ Half a Pie, or None?	<b>If selected, respond to</b> <b>Case #1 by 9/12/15</b>  <b>Discussion Post #2</b> <b>Ind. post due 9/10/15.</b> <b>Response post due by</b> <b>Sat.,9/12/15 by 11:59pm</b> <b>PST</b>
<b>Week 3</b> <b>Sept. 13th</b>	<b>Organizational Behavior</b> ❖ Read Chapter 4  <b>Gender in the Workplace – 2<sup>nd</sup> Case</b> One Step Forward, Two Steps Back? <b>Other Class Activities</b> ❖ Submit your Diversity Paper Topic	<b>If selected, respond to</b> <b>Case #2 by 9/19/15</b>  <b>Discussion Post #3</b> <b>Ind. post due 9/17/15.</b> <b>Response post due by</b> <b>Sat., 9/19/15 by 11:59pm</b> <b>PST</b>

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**CALENDAR OF EVENTS**

Each week information is contained and identified. Assignments will be posted on Blackboard each week, generally on Sunday later afternoons.

DATE	READINGS/ TOPICS/ ACTIVITIES	ASSIGNMENTS DUE
Week 4 Sept. 20th	<p><b>Organizational Behavior</b></p> <ul style="list-style-type: none"> <li>❖ Read Chapter 5-6</li> </ul> <p><b>Gender in the Workplace – 3rd Case</b></p> <ul style="list-style-type: none"> <li>❖ Did Attorney Evans Bump her head on the “Glass Ceiling”?</li> </ul>	<p>If selected, respond to Case #3 by Sat., 9/26/15</p> <p>Discussion Post #4 due Ind. post due 9/24/15. Response post due by Sat., 9/26/15 by 11:59pm PST</p>
Week 5 Sept. 27 <sup>th</sup>	<p><b>Organizational Behavior</b></p> <ul style="list-style-type: none"> <li>❖ Read Chapter 7</li> </ul> <p><b>Mid Term</b> Chapters 1-6 in Org. Beh. &amp; Gender in the Workplace Chapters 1-3</p> <p><b>Gender in the Workplace – 3rd Case</b></p> <ul style="list-style-type: none"> <li>❖ Did Attorney Evans Bump her head on the “Glass Ceiling”?</li> </ul>	<p>Mid Term due by Sat., 10/03/15 by 11:59 pm PST</p> <p>Discussion Post #5 due Ind. post due 10/01/15. Response post due by Sat., 10/03/15 by 11:59pm PST</p>
Week 6 Oct. 4th	<p><b>Organizational Behavior</b></p> <ul style="list-style-type: none"> <li>❖ Read Chapter 8-9</li> </ul> <p><b>*Gender in the Workplace – 7th Case</b></p> <ul style="list-style-type: none"> <li>❖ Sexual Harassment in the Army</li> </ul> <p><b>Other Class Activities</b>  <b>Sexual Harassment Activities</b></p> <ul style="list-style-type: none"> <li>❖ Quiz on Sexual Harassment</li> <li>❖ Handout on Sexual Harassment</li> </ul>	<p>If selected, respond to Case #7 by Sunday, 10/10/15</p> <p>Discussion Post #6 due Ind. post due 10/08/15. Response post due by Sat., 10/10/15 by 11:59pm PST</p>

\*Please note: Case #7 is out of chapter order for all the cases in the *Gender in the Workplace* book.

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DATE	READINGS/ TOPICS/ ACTIVITIES	ASSIGNMENTS DUE
Week 7 Oct. 11th	<b>Organizational Behavior</b> ❖ Read Chapter 10-11 <b>Gender in the Workplace – 4<sup>th</sup> Case</b> ❖ Medical Mentoring	If selected, respond to Case #4 by Sat., 10/17/15  Discussion Post #7 due Ind. post due 10/15/15. Response post due by Sat., 10/17/15 by 11:59pm PST
Week 8 Oct. 18th	<b>Organizational Behavior</b> ❖ Read Chapter 12 <b>Gender in the Workplace – 5<sup>th</sup>Case</b> ❖ The Pregnant Professor	If selected, respond to Case #5 by Sat., 10/24/15  Discussion Post #8 due Ind. post due 10/22/15. Response post due by Sat., 10/24/15 by 11:59pm PST
Week 9 Oct. 25th	<b>Gender in the Workplace – 6<sup>th</sup> Case</b> ❖ Kinder, Kirche, Kuche <b>Final – handed out</b> Chapters 7-12 in Org. Beh. & Gender in the Workplace Chapters 4-7 <b>PowerPoint Presentation on Diversity Paper topic</b> ***Final available to review/complete on 10/25/15	If selected, respond to Case #6 by Sat., 3/7/15  Discussion Post #9 due Ind. post due 10/29/15. Response post due by Sat., 10/31/15 by 11:59pm PST PPT Presentation due by Sunday, 11/01/15
Week 10 Nov. 1st	Wrap up week	Final Exam due Wed., 11/04/15 by 11:59pm PST Diversity paper due on Sat., 11/07/15 by 11:59pm PST Discussion Post #10 due by Sunday, 11/08/15 by 11:59pm PST

Selected articles, YOU Tubes and other activities may become part of the overall focus for this class.

**SPECIAL NOTE: MODIFICATION OF THIS SYLLABUS MAY BE MADE AT ANY TIME AT THE PROFESSOR'S DISCRETION.**

***Sample Paper Topics***

*Special Note: Only **two students** per same/similar topic will be approved. Instructor reserves the right to ask a student to change a topic, if more than two students submit requests on the same topic.*

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Financial Planning w/Diversity  
Goals and Values  
Success Strategies-For Diversity Managers  
Risk Taking and Culture  
Positive Mental Attitude and Cultural Differences  
Networking-How Men and Women Network  
Self-Directed Work Teams Employees with Disabilities  
Sexual Harassment  
Motivational Strategies and Culture  
Negotiation Skills-Ways for Gender/Diversity  
Communications in Management-Gender Differences  
Stereotypes- Myths or Realities  
Managing Conflict  
Single Parenting Issues  
Interviewing Strategies for Women and People of Color  
Generation X-How to manage this workgroup  
Managing Generation Y  
The Baby Boomers-Working with them  
Leadership in Year 2000  
Technology and the Workplace  
Prejudice  
Reverse Discrimination  
Equal Pay - Equal Worth  
Multi-Cultural Issues  
Career Development Strategies-Do they differ for men and women?  
Mentors for Women and Men  
Getting the Right Job-How to fit the corporate culture  
Promotions-How to Succeed?  
Glass Ceilings-Do they exist?  
Marketing Yourself to Corporate America  
Assertiveness vs. Aggressiveness  
Delegation and Problem-Solving  
Leadership Styles for Cultural/Gender Managers  
Child Care Issues for your employees

# **Additional Support Materials**

UNIVERSITY OF LA VERNE

La Verne, California

Use single space

Number indicates  
number of spaces  
between lines

Margins for title  
page:

Top = 2 inches  
Bottom = 1 inch  
Left = 1 inch  
Right = 1 inch

INSERT TITLE OF PAPER HERE

Title in all caps  
(uppercase)  
50 characters or less

Font for Papers  
Arial 11 Point  
or  
Time New Roman  
12 Point

A Paper Submitted in Partial Fulfillment  
Of the Requirements for  
BUS 358 – Culture and Gender Issues in Management Course

Name of Student

College of Business and Public Management

January 2011

In WORD, insert  
a "section break",  
"next page"