

Course Description

Diversity in organizations

Aim of the course

Aim of the course is: to analyse the effect of stereotypes, prejudices and ideologies on career of women and minorities. We will discuss the social psychological mechanism that have been introduced to understand women's experience in organizations and apply them to analyse the situation of members of minority groups in the work place generally. The course will analyse how stereotype threat and self-fulfilling prophecies determine career choices in school context and career progress in work. Phenomena like the glass ceiling, the glass escalator, the glass cliff, the backlash against agentic women, and the importance of token status will be discussed as well as their consequences creating and maintaining unequal opportunities for women and members of minority groups on the labour market and in politics. The course will offer an overview of diversity issues in organization development and in developing policies for promotion of equal opportunities.

Learning outcome, competences

knowledge:

- is acquainted with the most important theoretical approaches in the field of social psychology of discrimination
- is familiar with the different research paradigms, especially with the experimental ones
- is familiar with the basic criteria of programs and trainings aiming at promoting diversity

attitude:

- understands the different individual and social experiences resulted by social inequalities and prejudices
- is able to critically analyse mechanism resulting and maintaining unequal opportunities in organizations

skills:

- is able to differentiate between essentialist prejudices and stereotypes and their consequences
- is able to reflect at own privileges and social disadvantages
- is able to develop an experimental research plan for studying organizational diversity

Content of the course

Topics of the course

- Introduction
- Prejudices, stereotypes and discrimination
- Cultural capital and privilege: social background and school achievement
- Stereotype threat and self-fulfilling prophecies
- Perception of status and competence
- Stereotypes and organizations: glass ceiling, glass escalator, glass cliff, token status
- Stereotypes, prejudices and the organizational culture (traditional companies and start-ups)

- Diversity as a competitive edge
- Policies promoting diversity
- Human resource management and equal opportunities
- Work-life balance and conflict
- Diversity trainings and the inclusive work place climate
- Discussing the empirical research plans

Learning activities, learning methods

- reflection on literature in writing
- small group discussions
- student presentations
- lectures

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation: requirements

- 30 % short essays
- 30 % oral presentation
- 40 % development of an experimental research plan focusing on diversity

mode of evaluation: complex (written and oral)

criteria of evaluation:

- adequate knowledge of the literature
- the developed experimental research design is sufficient to test the hypothesis

Reading list

Compulsory reading list

- Roberson, Q. M. (2013). *The Oxford handbook of diversity and work*. Oxford University Press.
- Ridgeway, C. L. (2011). *Framed by gender: How gender inequality persists in the modern world*. Oxford University Press
- Williams, C. L. (2013). The glass escalator, revisited gender inequality in neoliberal times. *Gender & Society*, 0891243213490232. (1-21)

Recommended reading list

- Goudeau, S., & Croizet, J. C. (2016). Hidden Advantages and Disadvantages of Social Class: How Classroom Settings Reproduce Social Inequality by Staging Unfair Comparison. *Psychological Science*, 0956797616676600.
- Kulich, C., Ryan, M. K., & Haslam, S. A. (2014). The political glass cliff: understanding how seat selection contributes to the underperformance of ethnic minority candidates. *Political Research Quarterly*, 67(1), 84-95.
- Rosado, C. (2006). What do we mean by “managing diversity”. *Workforce Diversity*, 3, 1-15.

- Trawalter, S., Richeson, J. A., & Shelton, J. N. (2009). Predicting behavior during interracial interactions: A stress and coping approach. *Personality and Social Psychology Review, 13*(4), 243-268.
- Dessel, A. (2010). Prejudice in schools: Promotion of an inclusive culture and climate. *Education and Urban Society, 42*(4), 407-429.
- Khmelkov, V. T., & Hallinan, M. T. (1999). Organizational effects on race relations in schools. *Journal of social Issues, 55*(4), 627-645.
- Vidra, Zs. – Fox, J. (2011). The Embodiment of (in)Tolerance in Discourses and Practices Addressing Cultural Diversity in Schools in Hungary. The Case of Roma. 1-36.
- Apfelbaum, E. P., Pauker, K., Sommers, S. R., & Ambady, N. (2010). In blind pursuit of racial equality?. *Psychological Science, 21*(11), 1587-1592.
- Hachfeld, A., Hahn, A., Schroeder, S., Anders, Y., & Kunter, M. (2015). Should teachers be colorblind? How multicultural and egalitarian beliefs differentially relate to aspects of teachers' professional competence for teaching in diverse classrooms. *Teaching and Teacher Education, 48*, 44-55.
- DiAngelo, R. J. (2010). Why can't we all just be individuals?: Countering the discourse of individualism in anti-racist education. *InterActions: UCLA Journal of Education and Information Studies, 6*(1).