



Carleton
University

Sprett
School of Business

MGMT 5114 A & V
Managing Diversity
Fall 2023 – Session 2

Instructor: Dr. Rebecca Jaremko Bromwich
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Office Hours: by appointment

Modality: Online for V section; in person for B Section
Online components will have a blend of asynchronous and synchronous activities.
Details will be set out on Announcements page on Brightspace.

Course Description:

This course examines issues and benefits arising from diversity and inclusion within organizations including the implications of cultural differences for motivation, communication, conflict and leadership. The course will also examine practices that facilitate the effective management of diversity.

Prerequisite(s): MGMT 5100, or MGMT 5101 and MGMT 5102

Approach

The purpose of this course is to enhance participants' understanding of the implications of diversity and foster the development of skills for inclusively managing a diverse workforce. Much of the class time and assigned work will require students to work through situations related to diversity. Students must be willing to critically examine their own behaviour, feelings and reactions.

The instructor's role is to help students learn from their experiences. Each student is responsible for her or his own learning. What a specific person learns depends on his or her own base skills, reflective self-awareness, needs, readiness, and the relationships she or he develops with other members of the class. It also depends very heavily on the investment that he or she is willing to make in preparing for and participating in the classroom exercises. Learning potential is maximized when all participants communicate their perceptions and feelings honestly and directly. Lack of participation inhibits your own and others' learning.

Required Textbook:

Jaremko Bromwich, Rebecca, *Corporate Social Responsibility and Law: A Handbook* (Dubuque, Iowa: Kendall Hunt, 2023) ISBN: 979-8-7657-8924-7

ASSIGNMENTS

Marking Scheme

30% Personal Reflection Log

20% Group Presentation

35% Final Exam (Take Home)

15% Participation in Class Exercises and Discussions

Personal Reflection Log

Students will be required to write a 2-3 page reflection each week in which they analyse their personal experiences and interactions in light of the material learned in the course. Students are encouraged to use this forum to explore their own experiences of diversity and to critically consider how their personal experiences affect their behaviour in the workplace and interactions with others. Logs are submitted before the final day of term via Brightspace.

Group Presentation

In the third week, each class group will research and present material on a selected self-identified demographic group which has historically been managed and experienced employment disadvantage (e.g. women, people with disabilities, LGBT individuals, racialized persons, etc.). Course groups will be expected to identify key employment barriers and issues facing their assigned identity group and provide recommendations to organizations on how to better accommodate the needs of the identity group in question. Presentations will be delivered as slides with notes; each presentation should be 10 slides in length and will be posted on the CU Learn discussion forum before the end of the third week.

Final Exam

The final exam will be an open book case exam. It will be held during the regular class time during the final week of class.

Participation in Class Exercises and Discussions

Students will be required to submit a 1-2 page self-assessment of their participation, due before the last day of class.

Learning Objectives:

Perspective-taking and self-awareness

1. Appreciate and evaluate diverse perspectives, and navigate the ambiguity and complexity that comes with multiple perspectives;
2. Reassess one's own personal perspective when appropriate, a process that frequently requires courage and/or humility;

Communication

3. Seek points of connection and interact substantively with those who are different from oneself;
4. Demonstrate communication skills that enable intercultural communication, including effective listening skills;

Collaboration

5. Harness the power of diversity (through “Perspective Taking” and “Communication”) as a source for creativity, innovation and/or productive collaboration;
6. Demonstrate an understanding of inclusive management of diversity by working inclusively and co-creating an environment where each perspective is considered for the cooperative purpose of making progress toward common goals;

Cultural Competence

7. Describe various elements inherent to one’s own culture and to other cultures: history, values, politics, communication styles, economy, beliefs, practices, etc.
8. Interpret phenomena within a cultural context
9. Recognize and critically reflect upon one’s own cultural biases
10. Interrogate structures of power and institutions from the standpoint of cultural inheritance

Course Prerequisites: MGMT 5101 and MGMT 5102

Required Materials: textbook

Final Exam Date: N/A – take home final

Drop Course Policy: The last day to withdraw from late Fall courses is November 15th.

Grading Scheme:

Each component of your grade will be assigned a percentage score. Your final course grade will be a weighted average of each of these components.

Marking Scheme

30% Personal Reflection Log

20% Group Presentation

35% Final Exam (Take Home)

15% Participation in Class Exercises and Discussions Late Assignments:

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of documented illness,

family emergency, or other exceptional circumstances.

ADDITIONAL INFORMATION

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations:

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group Work:

The Sprott School of Business encourages group assignments. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also an effective way to learn integrative skills for putting together a complex task. Your professor may assign one or more group tasks, assignments, or projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, you will be asked to assess the contribution of your fellow group members. This information will be used when assigning the grade for the final project. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him or herself) to reflect the contributions made by each member. For instance, if there are four members in a group and everyone contributed equally, each individual would receive 25 points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

Letter Grades:

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = Below 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations:

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

- **Pregnancy**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Religious Obligations**

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

- **Students with Disabilities**

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. <https://carleton.ca/pmc/>

- **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

- **Student Activities**

Carleton University recognizes the substantial benefits, to both the individual student and the university, that result from participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student->

[Activities-1.pdf](#)

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/course-outline/>

Academic Integrity:

Violations of academic integrity—presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student—are a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support:

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: <https://carleton.ca/csas/>

Other Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton cmail account. If you do not have or have yet to activate this account, you can do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

Contribution to Program Learning Goals ([MBA](#)):

The purpose of this section is to explicitly address the connection between individual courses and program-level learning goals. We ask that you consider whether and how each of the six program-level learning goals is addressed in your course. For each learning goal, choose one of the following options. Indicate your choice by removing the check marks from the non-selected options:

- | | |
|--------------------------------|--|
| Not Covered | <i>Learning goal is not addressed in the course, or addressed only minimally.</i> |
| Introduced | <i>Course introduces content related to the learning goal but does not focus on it <u>OR</u> activities included in the course serve to cultivate this skill incidentally.</i> |
| Taught but not Assessed | <i>Course contributes explicitly and meaningfully to student achievement of the learning goal but is not the point where competency is formally assessed.</i> |
| Taught and Assessed | <i>Select this option if the course has been designated by the MBA CRC as the point where achievement of the learning goal will be assessed.</i> |

MBA Learning Goal	Not Covered	Introduced	Taught but Not Assessed	Taught and Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>			X	
MB2 Communication <i>Graduates will be effective communicators</i>				X
MB3 Critical Thinking and Problem Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				X
MB4 Functional Knowledge <i>Graduates will have functional knowledge of all areas of business.</i>		X		
MB5 Global Business <i>Graduates will have an appreciation of the global environment of business.</i>				X
MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>				X

Course Schedule

Class Readings

Week 1 -

**Defining Diversity
Bias and Reflexivity**

Text Introduction

Text Chapter 4

Week 2

Responses to Diversity

What is Inclusion?

Text Chapter 4 and 5

Week 3

Managing a Diverse Workforce

Class Presentations due

Text Chapters 3 and 5

Week 4

Inclusive Communications

Text Chapter 5

Week 5

Organizational Practices that Facilitate Diversity Management

Text Chapter 1

Week 6

Diversity and Strategy

Crisis Communications

Text Chapter 4

Inclusive Futures

Text Chapter 5