

MGMT 5114: Managing Diversity

Course Syllabus



1. General Course Information

Course Title: Managing Diversity

Credit Weight: 0.25 credits

Prerequisites: [MGMT 5100](#)

Instructor: Katarina Lauch

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2. Course Description

Exploration of issues arising from diversity within organizations including the implications of cultural differences for motivation, communication, conflict and leadership. Identification of practices that facilitate the effective management of diversity.

3. Course Rationale

This course is highly relevant not only to the modern workplace but to the future of work – as our workforce becomes more and more diverse it is imperative that future managers are able to lead and embody inclusion. Students will learn about the nuances of intersecting identities, about their own position in relation to power and privilege, and will be able to apply their knowledge through online discussions, written assignments, and a final presentation.

Students will recognize the impact of identities and positionality on individual experience in the workplace. Students will also gain a deep understanding of the histories of oppression that inform modern societal and organizational power dynamics.

4. Course Learning Objectives

After successfully completing this course, you will be able to:

- CO1. Explain the importance of inclusion in organizations and the future of work.
- CO2. Recognize and critically reflect on their own personal biases, positionality, and privilege.
- CO3. Demonstrate use of inclusive language recognition of diverse identities
- CO4. Explain the importance of historical roots of oppression in modern organizational power dynamics
- CO5. Identify and apply key issues and considerations in modern diversity & inclusion
- CO6. Demonstrate an understanding of allyship and inclusive leadership

5. Course Modality: Asynchronous

This is a fully online course where instructors and students share information, ideas, and learning experiences in a virtual course space. Asynchronous courses do not require participation in scheduled meetings. However, students are expected to remain up to date with the deadlines and due dates provided by the instructor. This course requires high-speed Internet access and a computer.

Technical Skills:

Minimum technical skills for the course:

- [Essential Technological Skills for Students](#) include but are not limited to:
 - Knowledge of how to transfer and share files
 - Understanding of digital storage software
 - Digital presentation skills
 - Advanced word processing skills
- Tips for [Learning in an Online Environment](#)
 - Preparing to learn in an online environment
 - Recommended technical requirements

Please note that all Carleton students receive free access to Microsoft 365 / Office.

- [Get Microsoft Office for Students](#)

6. Student Support

Academic Support

The Centre for Student Academic Support (CSAS) is a collection of student support services designed to help you achieve your goals and improve your learning.

- CSAS can help you with academic reading, academic writing, critical thinking, time management, and more.
- For complete information on their workshops and other services, please visit the [Centre for Student Academic Support](#).

Technical Support

A variety of technical support options are available to students on our [Brightspace Student Support](#) page through documentation and videos, including information on:

- How to use Brightspace
- Communication and collaboration
- Assessments

Students can access support by phone, chat or email by contacting the [D2L Brightspace Service Desk](#).

Health and Wellness Support Services

Carleton offers a wide range of Student Support Services, including resources for mental health, healthy living, getting active, and getting support. For complete information on resources, please visit: [Carleton Wellness Resources: Supporting Your Mental Health](#).

7. Course Schedule

Please regularly check and log into Brightspace to review new content. Configure your personal notifications to opt into course announcements so that they will be emailed to your Carleton email address.

Module	Topics	Reading Materials	Deliverables
1	Introduction & Privilege	<ul style="list-style-type: none"> Textbook Chapter 1: Privilege (MO1-2) Why diversity programs fail (MO1-3) Diversity Management: A Critical Review and Agenda for the Future (MO1-3) 	<ul style="list-style-type: none"> Discussion
2	Identities	<ul style="list-style-type: none"> Textbook Chapter 6: Inclusive Language (MO2-2) Why difference makes a difference: diversity, inequality, and institutionalization (MO2-1) Optional: Chapter 1: Organizational Analysis Now (MO2-1) 	<ul style="list-style-type: none"> Discussion
3	Intersecting Identities	<ul style="list-style-type: none"> Textbook Chapter 2: Recognize intersectional oppression (MO3-1, MO3-2) It's not all about gender or ethnicity: a blind spot in diversity programs is holding equality back. (MO3-1, MO3-2) Rethinking diversity management: An intersectional analysis of diversity networks. (MO3-1) 	<ul style="list-style-type: none"> Discussion Positionality assignment due
4	Bias & Reflexivity	<ul style="list-style-type: none"> Textbook Chapter 3: Acknowledge Your Biases (MO4-1) Textbook Chapter 4: Address Your Biases (MO4-1) Unconscious bias training that works. (MO4-2) 	<ul style="list-style-type: none"> Discussion
5	Decolonizing Diversity	<ul style="list-style-type: none"> Textbook Chapter 8: Interrupt Oppression (MO5-1, MO5-2) Stolen Identities: What does it mean to be Indigenous. (MO5-1, MO5-2, MO5-3) The Story of Africville. Canadian Rights Museum (MO5-1) Optional: In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. (MO5-2) 	<ul style="list-style-type: none"> Discussion Critical Analysis Assignment due

Module	Topics	Reading Materials	Deliverables
6	Inclusive Leadership	<ul style="list-style-type: none"> • Three reasons why diversity equity and inclusion efforts fail. (MO6-2) • Diversity in the workplace isn't enough: Businesses need to work toward inclusion. (MO6-1) 	<ul style="list-style-type: none"> • Discussion • Team Presentation: Inclusion Workshop due
7	Allyship	<ul style="list-style-type: none"> • Textbook Chapter 7: Allyship (MO7-1, MO7-2) • How 'allyship' can make LGBT+ staff feel less excluded in the workplace. (MO7-1) • Allyship as a Diversity and Inclusion Tool in the Workplace. (MO7-1, MO7-2) 	<ul style="list-style-type: none"> • Discussion

8. Learning Materials

Textbook

Building Community: Introduction to Equity, Diversity, and Inclusion, Office of Diversity and Human Rights, University of Guelph. Can be accessed at:

<https://ecampusontario.pressbooks.pub/buildingcommunityintroedi/#:~:text=Building%20Community%3A%20Introduction%20to%20Equity%2C%20Diversity%2C%20and%20Inclusion,-Office%20of%20Diversity&text=Book%20Description%3A%20This%20thought%2Dprovoking,and%20continuously%20to%20interrupt%20oppression>

Other Readings

Note: See the course schedule for timing. Those that are not publicly available are available through the Library Ares Reserves system and the course Brightspace page.

- Dobbin, F. & Kalev, A. (2016). Why diversity programs fail. *Harvard Business Review*, 94(7/8), 52–66.
- Koellen, T. (2021). Diversity Management: A Critical Review and Agenda for the Future. *Journal of Management Inquiry*, 30(3), 259–272.
- DiTomaso, N. (2021). 'Why difference makes a difference: diversity, inequality, and institutionalization'. *Journal of Management Studies*.
- Casey, C. (2002). Chapter 1: Organizational Analysis Now. In *Critical analysis of organizations : theory, practice, revitalization*. SAGE Publications. (pg. 8-26) (Optional)
- It's not all about gender or ethnicity: a blind spot in diversity programs is holding equality back. *The Conversation*. <https://theconversation.com/its-not-all-about-gender-or-ethnicity-a-blind-spot-in-diversity-programs-is-holding-equality-back-198237>

- Dennissen, M. H., Benschop, Y. W., & Brink, M. C. L. van den. (2020). Rethinking diversity management: An intersectional analysis of diversity networks. *Organization Studies*, 41(2), 219–240.
- Gino, F., & Coffman, K. (2021). Unconscious bias training that works. *Harvard Business Review*, 99(5), 114-123.
- Stolen Identities: What does it mean to be Indigenous. *The Conversation*. <https://theconversation.com/stolen-identities-what-does-it-mean-to-be-indigenous-dont-call-me-resilient-podcast-ep-8-transcript-166252>
- The Story of Africville. Canadian Rights Museum. <https://humanrights.ca/story/story-africville>
- Javidan, M., Dorfman, P.W., Sully de Luque, M. & House, R.J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE. *Academy of Management Perspectives*, 20(1), 67-90. (Optional)
- King, M. (2023, January 18). Three reasons why diversity equity and inclusion efforts fail. *Forbes*. <https://www.forbes.com/sites/michelleking/2023/01/18/three-reasons-why-diversity-equity-and-inclusion-efforts-fail/?sh=112cf7f66a0a>
- Diversity in the workplace isn't enough: Businesses need to work toward inclusion. *The Conversation*. <https://theconversation.com/diversity-in-the-workplace-isnt-enough-businesses-need-to-work-toward-inclusion-194136>
- How 'allyship' can make LGBT+ staff feel less excluded in the workplace. *The Conversation*. <https://theconversation.com/how-allyship-can-make-lgbt-staff-feel-less-excluded-in-the-work-place-155596>
- Salter, N. P., & Migliaccio, L. (2019). Allyship as a Diversity and Inclusion Tool in the Workplace. *Diversity within Diversity Management* (Vol. 22, pp. 131–152). Emerald Publishing Limited.

9. Grading Scheme

Activity Type	Percent of Total Grade
7 Discussions	35%
Positionality assignment	15%
Critical Analysis Assignment	25%
Team Presentation: Inclusion Workshop	25%
Total	100%

Discussions: In addition to helping to create a collaborative learning community, the discussions in this course will ask you to critically engage with the material and your classmates' perspectives and experiences. Each week, a discussion question relevant to the topic is provided. Students are expected to contribute one initial post to (150 to 250 words) to the Brightspace course discussion thread and reply to two other posts (50 to 100 words). More details are provided on the course Brightspace page. Please note the netiquette guidelines in the Course Policies page of the Getting Started Module on Brightspace.

Positionality Assignment: Students will explore their own identities and origins to interrogate the ways in which they may access privilege or face bias – and why. This is an individual, written assignment of approximately 500 words. More details are provided on the course Brightspace page.

Critical Analysis Assignment: Students will choose a topical case in the Canadian/North American context (e.g., Hockey Canada scandal, Coastal GasLink Pipeline). Students are expected to use their knowledge and course content to interrogate the historical roots of oppression that are at play. This is an individual, written assignment of approximately 750 to 1000 words. More details are provided on the course Brightspace page.

Team Presentation - Inclusion Workshop: Students will design a condensed inclusion workshop focussed on their organization/industry of choice (e.g. Ottawa Police Service, Hockey Canada, Carleton University, Deloitte). Teams of 4 to 5 students will be randomly assigned. Presentations will be recorded and of 15 to 20 minutes in duration.

Grading

The [Carleton University grading system](#) will be used to determine your final course grade. Letter grades correspond to the following percentages:

Percentage	Final Grade
90 - 100	A+
85 - 89	A
80 - 84	A–
77 - 79	B+
73 - 76	B
70 - 72	B–
67 - 69	C+
63 - 66	C
60 - 62	C–
57 - 59	D+
53 - 56	C

Percentage	Final Grade
50 - 52	D–
0 - 49	F

Final grades in this course are determined by the course instructor and must be approved by the Dean. Grades submitted by the instructor are subject to revision and should not be considered final until they have been approved by the Dean.

Please keep in mind that points for individual assessment and thus your final grades are added, rather than deducted – i.e., you all start with 0 and work your way up, rather than starting at 100 and having points reduced from there. A subtle but important point.

Late Assignments

To ensure fairness to 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 without penalty will be considered in cases of illness, family emergency, or other exceptional circumstances.

10. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

11. Contribution to Program Learning Goals

MBA Learning Goal	Not Covered	Introduced	Taught but <u>not</u> Assessed	Taught <u>and</u> Assessed
MB1 Leadership and Collaboration <i>Graduates will be equipped for leadership and collaboration.</i>		✓		
MB2 Communication <i>Graduates will be effective communicators</i>				✓
MB3 Critical Thinking and Problem-Solving <i>Graduates will be skilled in critical thinking and problem solving.</i>				✓

MBA Learning Goal	Not Covered	Introduced	Taught but <u>not</u> Assessed	Taught <u>and</u> Assessed
MB4 Functional Knowledge <i>Graduates will have knowledge that is relevant to business and be able to apply that knowledge to address business issues, opportunities, and risks.</i>	✓			
MB5 Global Awareness <i>Graduates will have an appreciation of the global environment of business.</i>		✓		
MB6 Ethics and Responsible Management <i>Graduates will apply ethical considerations and principles of responsible management in business decision-making.</i>			✓	

12. Group Work

Group work offers opportunities to develop interpersonal, collaboration, communication, leadership, and other abilities. It is also an effective way to learn integrative skills to address complex tasks. Your professor may assign one or more group tasks, assignments, or projects in this course.

Before embarking on a specific task 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 other group members. This information will be used when assigning the grade for the final project.

13. Communication

Brightspace and email are the primary means of communicating with the instructor. See the [Student Support Site](#) for more information. Please do not call the instructor's office phone.

To respond to your emails, instructors and administrators need to see your full name and Carleton University ID. For this reason, it is important to send all messages from your Carleton email account. If you do not have or have yet to activate this account, you can do so by visiting the [New Students page](#).

Instructor Response Times

Assignments will be graded with feedback (if needed) within a week. Expect to receive a reply to your question(s) within 24 hours, Monday through Friday, unless otherwise posted by the instructor.

Netiquette (Online Etiquette)

Please use the following rules of netiquette as you post to online discussions and send messages to your instructor and other students in the course:

Use **professional language**. Be positive and constructive in your feedback to replies to students. Be polite by including please and thank you. Use inclusive language and terminology.

Avoid ALL CAPS. This comes across as shouting to the reader. Instead, use **bold** formatting to emphasize words.

Use **proper language and titles** and avoid slang or profanity. Even if a word is one you consider to be "not so bad", it could be offensive to others.

Review posts and messages before saving. Check for grammar and spelling errors and restate your message when necessary.

Ask for clarification. If you do not understand an assignment or feedback from the instructor, please ask for clarification. Instructors do their best to word posts/messages as clearly as possible, but in an online environment they cannot "see" if their messages are being understood.

14. Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and related matters can be found at [General Graduate Regulations](#).

15. Requests for Academic Accommodation

Carleton University is committed to academic accessibility for all individuals. Academic accommodation refers to educational practices, systems, and support mechanisms that accommodate diversity and difference and allow students to perform the essential requirements of their academic programs. The processes for submitting these requests 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, please visit the [Equity Services website: Student Guide to Academic Accommodation](#).

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, please visit the [Equity Services website: Student Guide to Academic Accommodation](#).

Students with Disabilities

If you have a documented disability that requires academic accommodation 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 due date of the first assignment or exam for which you require accommodation. After requesting accommodation from PMC, be sure to communicate with your instructor to ensure that the necessary accommodation arrangements are in place.

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: [Carleton's Sexual Violence Policy](#).

For more information on academic accommodation, please consult Carleton's [Course Outline Information on Academic Accommodation](#).

16. Academic Integrity

Carleton University's Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.

Plagiarism is a serious offence that cannot be resolved directly by the course instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part by someone else;

- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment;
- Using someone else's data or research findings without acknowledgement; Failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Violations of academic integrity also include:

- Using unauthorized material when completing an assignment or exam,
- Fabricating or misrepresenting research data;
- Unauthorized co-operation or collaboration, and;
- Completing work for another student.

Academic integrity violations constitute a serious academic offence, weaken the quality of the degree, and will not be tolerated. Penalties may include: a failing grade for 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, and; expulsion from Carleton.

Students should familiarize themselves with and follow the Carleton University Student Academic Integrity Policy, which is available, along with resources for compliance, at: [Student Academic Integrity Policy](#).

17. **Course Copyright**

Materials used in this course—including lectures, PowerPoint presentations, discussions, learning activities, posted notes, case studies, assignments, and exams—are copyright protected and remain the intellectual property of their respective author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Students registered in this course may take notes and make copies of course materials for their own educational use only. Students may not reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

18. **Equity and Inclusion**

All members of the Carleton University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please visit the website of Carleton's [Department of Equity and Inclusive Communities](#).