

MGMT5114P
Managing Diversity
Summer 2022

Instructor: Nailah Ayub
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Office Hours: By Appointment; via email

Class Meeting: **July 22 & 23, 2022**
8:35 - 17:25

Location: Nicol 4030

Learning Modality: In total, attending class for this course will require the following approximate time commitment (**excluding readings and assignments**):

- 18 hours in-person on July 22 and 23 (*i.e., remote attendance not possible*)

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.

Prerequisite(s): MGMT 5100.

Learning Objectives and Approach to Learning

The purpose of this course is to enhance participants' understanding of the implications of diversity and foster the development of skills for managing a diverse workforce. Learning skills involves conceptualizing and experiencing, practicing and learning from that practice, expressing yourself and analyzing that expressed behavior. To effectively learn new skills, students must be willing to critically examine their own behavior, feelings and reactions.

The instructor's role is to help students learn from their experiences while students are responsible for their own learning. What a specific person learns depends on their own base skills, needs, readiness, and the relationships they develop with other members of the class. Learning potential is maximized when all participants communicate their perceptions and feelings honestly and directly. Lack of participation inhibits your own and others' learning. You (students) are expected to be present and available to participate in experiential activities.

Format for all written submissions should follow the American Psychological Association (APA) Publication Manual (5th or 6th Edition). The submissions should be typed, double spaced, with 1"

margins, 12pt font (Times New Roman preferably) and submitted with a complete cover page. References should be correctly included in APA format.

Cheating, Plagiarism, and Other Instructional Offences are not tolerated and can have severe penalties (please see the statement on plagiarism in the Spratt School attachment). For additional help, you are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Spratt website at Academic Programs _ Useful Links _ Paper Writing Guidelines. You are expected to follow ethical code of conduct. You must include the correct appended (see end of this course outline) signed statement of ethics and/or academic integrity to your submissions.

Required Materials

Harvey, C. P. & Allard, M. J. (2015). *Understanding and Managing Diversity: Readings, Cases, and Exercises*. (6th Edition). Boston: Pearson Education Inc. ISBN-13: 978-0133548198; ISBN- 10: 0133548198

Grading Scheme:

Personal Experience Report (PER)	10%
Cross-cultural leadership Assignment	24%
Identity Groups Assignment (10+10)	24%
Class Participation	12%
Final exam	30%
TOTAL	100%

- **Personal Experience Report (Individual assignment)**: Students will analyze their personal experiences and interactions in light of the material learned in the course. Students will analyze how their personal experiences of diversity affect their behavior in the workplace and interactions with others. The report should be **about 3 pages** in length.
- **Cross-cultural Leadership (Group assignment- Written and Presentation)**: Groups will use GLOBE data to contrast leadership preferences prominent in Canadian culture with those of another culture. Each group will be assigned one country other than Canada to analyze and prepare report on this. Group will submit a written report of their findings on Brightspace by due date (or earlier as completed). The completed report would be a total of 10-15 pages (excluding the title page, references and appendices). Presentations will be **limited to 30 minutes including Q/A interaction**.
- **Identity Groups (Group assignment- Written and Presentation)**: Students will work in groups to research and present material on an assigned identity group which experiences employment disadvantage (e.g. women, visible minorities, etc.). The groups will be expected to identify the 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. The presentation material must be submitted on Brightspace.

Note, that this is mainly a presentation so a written detailed report is not required. Presentations will be **limited to 30 minutes including Q/A interaction**.

- **Class Participation:** Come prepared to participate. Turn off all cell phones and personal entertainment and other devices. Laptops should only be used for class-related purposes. Do not disturb the class by talking to each other on the side and instead remain part of the group and talk to the class for the time you are in the class. You will be instructed to submit some responses in writing on Brightspace as well.

Peer Evaluations: Use the Peer evaluation form appended to this course outline (no hand written evaluations or another form). Peer evaluations are supposed to be confidential so please do it in private. *None of the students will have access to these forms. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Due with every group deliverable.

- If you fail to submit a peer evaluation form for your group members, you will personally lose 30% marks for each missed evaluation. Any evaluation score must be accompanied by detailed narrative of who did what. No late submissions or emailed submission will be accepted.

Peer evaluations will affect your mark for that particular group work so make sure you contribute to the group effort.

On “who did what letter” explicitly write each member’s name and what exactly he/she did for the given group activity. I will cross check each member’s submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. **Who did what letter will affect your mark for that particular assignment so make sure you contribute to the group work.** I will adjust mark for members according to the peer evaluations and who did what letters.

- **Final exam:** The final exam will be 60 minutes long, paper based, closed book, and will include 60 MCQs. All topics covered in the course will be included in the exam. The exam will be the last hour at the end of the day on July 23rd, 2022. You must be present in-person to write this exam during the scheduled time, No make-up exam will be scheduled.

Late Assignments

Failure to submit an assignment on time will result in a penalty of 20 percentage points everyday. No submission will be accepted 3 days past the due day. Requests for extension may be considered in cases with exceptional circumstances.

Assessment and Grading

If you have concerns regarding an assessment marking, you may write to the instructor specifying your concerns as soon as you receive a grade and no later than 3 days after. Please note that "I disagree with your marks" or "I deserve more marks" are not legitimate reasons. You may identify error in marking by referring to academic material. It should be noted, however,

that in case of remarking, the professor reserves the right, with reason, to keep the same marks, to add, or subtract marks.

Intellectual Property

All materials prepared by the course professor, including PowerPoint slides, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere or any use other than academic learning of the students with whom the professor has shared the material is, therefore, a violation of copyright and is illegal.

Communication

When emailing the professor, use your university account and send to professor’s university account, use proper greetings, and write professionally. Identify yourself by signing the message with your full name and student number. Any communication, in person or over the email should maintain professional decorum.

Class Schedule

Date and Time	Topic/ Deliverable	Chapters and Readings
<p><u>Friday July 22nd</u></p> <p>PER assignment due by 11:59pm</p> <p>Identity Group written part due by 11:59pm</p> <p>Leadership presentations today</p> <p>(I would like a quick review of presentation slides ahead of the presentations)</p>	<ul style="list-style-type: none"> • Understanding Individual Perspectives of Diversity • Primary and secondary dimensions of diversity • Diversity and Strategy 	<p>Textbook: Section I, II, III, IV</p> <p>Jonsen, K., Maznevski, M. L., & Schneider, S. C. (2011). Special review article: Diversity and its not so diverse literature: An international perspective. <i>International Journal of Cross Cultural Management</i>, 11(1), 35-62.</p> <p>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. <i>Academy of Management Perspectives</i>, 20(1), 67-90.</p> <p>Ayub, N., & Jehn, K. A. (2018). Exploring diversity effects: nationality composition and nationality context in workgroups. <i>European Journal of Work and Organizational Psychology</i>, 27(5), 616-628.</p> <p>Thomas, D.A. (2004). Diversity as strategy. <i>Harvard Business Review</i>, 82(9), 98-108.</p> <p>Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. <i>Harvard Business Review</i>, 94(7), 14.</p>
<p><u>Saturday July 23rd</u></p> <p>Cross-cultural Leadership</p>	<ul style="list-style-type: none"> • Secondary dimensions: Class, Culture, & Communication • Culture and Group Identity 	<p>Textbook: Section IV, V, VI</p> <p>Earley, P.C. & Mosakowski, E. (2004). Cultural intelligence. <i>Harvard Business Review</i>, 82(10), 139-146.</p>

<p>due by 11:59pm</p> <p>Identity Group presentations today</p> <p>1 hour exam can be today from 4-5pm</p>	<ul style="list-style-type: none"> • Ethical, Legal, Media & Marketing Issues • Managing Organizational Change and Diversity • Organizational Practices that Facilitate Diversity Management 	<p>Thomas, D.A. & Ely, R.J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. <i>Harvard Business Review</i>, 74(5), 79-90.</p> <p>Dobbin, F. & Kalev, A. (2016) Why Diversity Programs Fail. <i>Harvard Business Review</i>, 94(7/8), 52-60.</p> <p>Dennissen, M., Benschop, Y., & van den Brink, M. (2020). Rethinking diversity management: An intersectional analysis of diversity networks. <i>Organization Studies</i>, 41(2), 219-240.</p> <p>Yadav, S., & Lenka, U. (2022). Uncovering the intellectual structure of diversity management research: a bibliometric analysis (1990–2019). <i>Personnel Review</i>.</p>
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Meeting Agenda

- 2 lectures by professor
- 2 discussions
- 4 presentations by students
- Activities
- 2 short 15-minutes breaks
- One 45 minute lunch break

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

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

MB6 Ethical Reasoning <i>Graduates will be skilled in ethical reasoning and decision-making.</i>			✓	
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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. 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/>

Appendix I**Peer Evaluation Form**

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Note: This is a confidential submission. You must not share with other students and you must not inquire other students about how they evaluated you.

Excellent	Carried more than her/his part of the load	9-10 points
Very Good	Consistently did what she/he was supposed to do	7-8 points
Satisfactory	Usually did what she/he was supposed to do	5-6 points
Marginal	Minimally prepared and cooperative	3-4 points
Unsatisfactory	Unprepared and uncooperative	1 or 2 point

Name of Evaluator:

Performance being evaluated (Assignment):

Date:

1. Name of Student Being Evaluated:

Rating Scales: Rating: /5

Comments:

2. Name of Student Being Evaluated:

Rating Scales: Rating: /5

Comments:

3. Name of Student Being Evaluated:

Rating Scales: Rating: /5

Comments:

4. Name of Student Being Evaluated:

Rating Scales: Rating: /5

Comments:

5. Name of Student Being Evaluated:

Rating Scales: Rating: /5

Comments:

Appendix II

Personal Ethics Statement

Group Assignment:

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at the University of Ottawa, as well as adheres to the fraud policies as outlined in the Academic Regulations in the University's Undergraduate Studies Calendar. I further attest that I have knowledge of and have respected the "Beware of Plagiarism" brochure found on the university website. To the best of my knowledge, I also believe that each of my group colleagues has also met the rules of quotation and referencing aforementioned in this Statement. I understand that if my group assignment is submitted without a signed copy of this Personal Ethics Statement from each group member, it will be interpreted by the School that the missing student(s) signature is confirmation of non-participation of the aforementioned student(s) in the required work.

- | | |
|-----------------------------------|-------------------------|
| 1. _____
Name, Capital letters | _____
Student number |
| _____
Signature | _____
Date |
| 2. _____
Name, Capital letters | _____
Student number |
| _____
Signature | _____
Date |
| 3. _____
Name, Capital letters | _____
Student number |
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Signature | _____
Date |
| 4. _____
Name, Capital letters | _____
Student number |
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Signature | _____
Date |
| 5. _____
Name, Capital letters | _____
Student number |
| _____
Signature | _____
Date |

APPENDIX III

Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course

Individual assignment

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

Name

Student number

Signature

Date