



**MGMT 5114 P
Managing Diversity
Summer 2023**

Instructor: Katarina Lauch
Email: kat.lauch@carleton.ca
Student hours: By appointment

Class Meeting: July 21 & 22, 8:35am to 5:25pm, 3040 NI

LEARNING MODALITY

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

- 18 hours in person

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: MGMT 5100. The School of Business enforces all prerequisites.

LEARNING OBJECTIVES

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

1. Explain the importance of inclusion in organizations and the future of work.
2. Recognize and critically reflect on their own personal biases, positionality, and privilege.
3. Demonstrate use of inclusive language recognition of diverse identities
4. Explain the importance of historical roots of oppression in modern organizational power dynamics
5. Identify and apply key issues and considerations in modern diversity & inclusion
6. Demonstrate an understanding of allyship and inclusive leadership

COURSE MATERIAL

Note: The textbook and readings for this course are relatively “light” readings.

BrightSpace: This course uses BrightSpace to post updates and distribute course information. It is your responsibility to check it.

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.
- DiTomaso, N. (2021). ‘Why difference makes a difference: diversity, inequality, and institutionalization’. *Journal of Management Studies*.
- 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>
- Gino, F., & Coffman, K. (2021). Unconscious bias training that works. *Harvard Business Review*, 99(5), 114-123.
- A call to decolonize business schools, including our own. *The Conversation*. <https://theconversation.com/a-call-to-decolonize-business-schools-including-our-own-145915>
- 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>
- 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-workplace-155596>
- Optional: 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>

DROP COURSE POLICY: The deadline for academic withdrawal is the last day of class.

COURSE EVALUATION

Positionality Assignment (Pre-Class)	20%
Class Contribution	15%
Inclusion Workshop (In-class team presentation:)	30%
Critical Analysis Assignment (Post-Class)	35%
<hr/> TOTAL	<hr/> 100%

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.

Grades for group work will be contingent on peer evaluations – see section on group work below.

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.

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 5 students will be randomly assigned. Some class time will be dedicated to working on this assignment. Presentations will be 10 to 15 minutes in length.

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.

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.

TENTATIVE SCHEDULE*

Date	Topics & Readings	Assignments/ Deliverables
Pre-Class	Readings: <ul style="list-style-type: none"> • Textbook Chapter 1: Privilege • Textbook Chapter 2: Recognize intersectional oppression 	Positionality assignment due July 20
Class: July 21	Readings: <ul style="list-style-type: none"> • Why diversity programs fail • Why difference makes a difference: diversity, inequality, and institutionalization • Textbook Chapter 6: Inclusive Language • It's not all about gender or ethnicity: a blind spot in diversity programs is holding equality back. • Textbook Chapter 3: Acknowledge Your Biases • Textbook Chapter 4: Address Your Biases • Unconscious bias training that works. Topics: <ul style="list-style-type: none"> • Introduction to diversity • Identities & Intersectionality • Bias and Reflexivity 	
Class: July 22	Readings: <ul style="list-style-type: none"> • Textbook Chapter 8: Interrupt Oppression • A call to decolonize business schools, including our own • Three reasons why diversity equity and Textbook Chapter 7: Allyship inclusion efforts fail. • How 'allyship' can make LGBT+ staff feel less excluded in the workplace. • Optional: Diversity in the workplace isn't enough: Businesses need to work toward inclusion. Topics: <ul style="list-style-type: none"> • Decolonizing diversity management • Inclusion • Allyship 	In-class team presentations – Inclusion Workshop

Post-Class		Critical Analysis assignment due July 29.
------------	--	---

*Every effort has been made to make the schedule as complete as possible, but there may be occasions where changes are required.

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

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>		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 knowledge that is relevant to business and be able to apply that knowledge to address business issues, opportunities, and risks.</i>	X			
MB5 Global Awareness <i>Graduates will have an appreciation of the global environment of business.</i>		X		
MB6 Ethics and Responsible Management <i>Graduates will apply ethical considerations and principles of responsible management in business decision-making.</i>			X	

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 group projects. The procedure is as follows: Each student should take 100 points and allocate those points to the various members of the group (including him/her/themselves) 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/>

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you’re sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton’s [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes.

Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.