

**GBUS 876 – Managing Diversity****Fall 2022**

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**INSTRUCTOR DETAILS:**

Name: Elizabeth Nguyen, MBA, CPA

Phone: 306-535-3973

Email: Elizabeth.Nguyen@uregina.ca

Office Location: Remote

Office Hours: By appointment

**CLASS DETAILS:**

Class Dates: Tuesdays &amp; Thursdays, September 1 – December 6, 2022 (no class Nov 8, Nov 10)

Class Times: 5:30PM – 6:45PM

Class Format: Hyflex – online/onsite flexible instructional method

Class Location: ED 514 for onsite students / Zoom link to be provided on UR Courses for remote students

**COURSE DESCRIPTION**

This class examines the increasing diversity of the workforce and the resulting issues faced by organizations such as maintaining fairness and justice, making effective management decisions allowing flexibility, and managing in a global environment. The course also examines legal frameworks that protect employee and employer rights related to dimensions of diversity.

**LEARNING OBJECTIVES**

By the end of the course, students will:

- Evaluate the aspects of your identity and personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations
- Explain how issues of privilege, power, discrimination, equality, equity, and bias unfold in organizations and impact individual and organizational outcomes
- Describe current trends and perspectives in equity, diversity and inclusion management
- Become familiar with best practices and policies for creating more inclusive environments
- Develop critical thinking skills around areas of diversity management to advance ability to create more inclusive environments

**COURSE FORMAT**

Students will have the option to attend in person or by remote online access, but I ask that you be consistent in your method of attendance. Your chosen method of attendance must be identified to me prior to the first class. The zoom link will only be provided to students who opt to attend remotely. Due to personal or professional reasons, an in-person student may need to attend remotely at times and can request the zoom link from me ahead of time.

## COURSE EXPECTATIONS

This course will involve lectures, class discussions, videos and guest speakers. As a result, attendance and active participation in classroom activities is required. Students are expected to prepare in advance for class and be able to participate in class discussions. It is expected that students will read and prepare appropriately for every class. In addition, the course requires active participation of everyone (as indicated by the heavy weighting on participation).

This course moves at a rapid pace so preparedness and organization will be critical factors to your success. There is a lot of reading and writing required but if you stay on track early on, it is achievable. Having just recently completed my EMBA while working full-time, I understand the busy lives of graduate students and have taken care to design assignments to be manageable while adding value to your learning experience.

Diversity is a fascinating topic, but also a highly sensitive, difficult and sometimes controversial one. Thus, it is absolutely essential that our discussions are conducted within a climate of respect, sensitivity, and understanding. To facilitate an inclusive classroom environment, please adhere to the following guidelines:

- Listen to your classmates with openness, curiosity, and respect
- Use “I” statements when sharing your experiences and perspective. Broad generalizations run the risk of perpetuating stereotypes and unconscious bias. Do not assume that others share your opinions and perspectives on any given topic.
- If you disagree with a class member’s opinion, rather than making the snap judgment that your classmate is wrong, think about how your classmate’s experiences may differ from your own.
- Before speaking in class, carefully consider whether or not your comment may offend others. Assume good intention in yourself and others. If a class member says something you find offensive, please speak up and explain why such a comment is disrespectful or inappropriate from your point of view.
- Keep all class conversations and comments strictly confidential. Do not discuss your classmates’ perspectives and opinions with anyone not enrolled in the course. Feel free to share the overall class concepts and learning with others.

Your learning will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Keep in mind, we all have some type of prejudice against something or someone and we have all experienced some level of prejudice. We are all guilty of some degree of cultural ignorance concerning another group or class of people. It is expected that students come to each session with an open mind and are willing to learn from others’ experiences, perceptions, biases, and diverse backgrounds.

## COURSE MATERIALS

### **Required textbook:**

Mor Barak, M. (2022). *Managing diversity: Towards a globally inclusive workplace* (5<sup>th</sup> ed.). Los Angeles: Sage.

### **Online resources:**

There will be some required, supplementary, and resource materials posted on UR Courses.

## TENTATIVE CLASS SCHEDULE

<b>WEEK 1 – Introductory Week</b>	
Thursday, September 1	Introductions and Syllabus Review Introduction to Diversity Management Demographic/socioeconomic trends  <i>Required readings:</i> <ul style="list-style-type: none"> <li>• Chapter 1 of textbook</li> </ul>
<b>WEEK 2 – Foundational Definitions</b>	
Tuesday, September 6	Foundational Definitions, Part 1: <ul style="list-style-type: none"> <li>• Diversity &amp; Inclusion</li> <li>• Dimensions of diversity</li> <li>• Equality, Equity, Justice</li> <li>• Privilege</li> <li>• Microaggressions</li> </ul> <i>Required readings:</i> <ul style="list-style-type: none"> <li>• Chapter 6 of textbook</li> <li>• Selected readings on UR Courses</li> </ul>
Thursday, September 8	Foundational Definitions, Part 2: <ul style="list-style-type: none"> <li>• Unconscious Bias</li> <li>• Dimensions of Racism</li> </ul> <i>Required readings:</i> <ul style="list-style-type: none"> <li>• Selected readings on UR Courses</li> </ul>
<b>WEEK 3 – Social/Psychological Theories in Diversity Management</b>	
Tuesday, September 13	Intersectionality Theory  <i>Required readings:</i> <ul style="list-style-type: none"> <li>• Chapter 7 of textbook, pgs. 172-179</li> </ul>
Thursday, September 15	Social Identity Theory  <i>Required readings:</i>

	<ul style="list-style-type: none"> <li>- Chapter 7 of textbook, pgs. 179-189</li> <li>- Selected readings on UR Courses</li> </ul>
<b>WEEK 4 – Human Resources &amp; Legal Frameworks</b>	
Tuesday, September 20	<p>Employment Equity Act</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 2 of textbook</li> </ul>
Thursday, September 22	Saskatchewan Human Rights Code
<b>WEEK 5 – Gender Diversity in the Workplace</b>	
Tuesday, September 27	<p>Gender Diversity in the Workplace, Part 1</p> <p>Guest speaker: Deputy Chief Lorilee Davies, Regina Police Service</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
Thursday, September 29	<p>Gender Diversity in the Workplace, Part 2</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
<b>WEEK 6 – Indigenous Inclusion in the Workplace</b>	
Tuesday, October 4	<p>*Asynchronous class*</p> <p>Recorded lecture or video will be posted on UR Courses with a discussion forum created for a class discussion</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
Thursday, October 6	<p>Guest speakers:</p> <ul style="list-style-type: none"> <li>- Ret. Insp. Audra Young, Indigenous Advisor to the Mayor</li> <li>- Michelle Brooks, Indigenous HR Strategy Manager</li> </ul>
<b>WEEK 7 – Cross Cultural Communication and Interpersonal Relationships</b>	
Tuesday, October 11	<p>Cross Cultural Communication</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 8 of textbook</li> </ul>
Thursday, October 13	<p>Cross Cultural Interpersonal Relationships</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 9 of textbook</li> </ul>
<b>WEEK 8 – Organizational Culture</b>	

Tuesday, October 18	Organizational culture and Diversity Management  <i>Required readings:</i> - Selected readings on UR Courses
Thursday, October 20	Creating a Justice Climate  <i>Required readings:</i> - Chapter 7 of textbook, pgs. 190 - 203
<b>WEEK 9 – Diversity Management = Change Management</b>	
Tuesday, October 25	Change management  <i>Required readings:</i> - Selected readings on UR Courses
Thursday, October 27	Resistance to Diversity Management
<b>WEEK 10 – Inclusion Frameworks</b>	
Tuesday, November 1	Inclusion Frameworks, Part 1  <i>Required readings:</i> - Chapter 12 of the textbook
Thursday, November 3	Inclusion Frameworks, Part 2
<b>WEEK 11 - NO CLASSES – FALL READING WEEK</b>	
<b>WEEK 12 – Inclusive leadership</b>	
Tuesday, November 15	Inclusive leadership  <i>Required readings:</i> - Chapter 11 of the textbook
Thursday, November 17	Mentorship vs. sponsorship Allyship  <i>Required readings:</i> - Selected readings on UR Courses
<b>WEEK 13 – The Inclusive Workplace</b>	
Tuesday, November 22	Creating an Inclusive Workplace, Part 1  <i>Required readings:</i> - Chapter 15 of the textbook
Thursday, November 24	Creating an Inclusive Workplace, Part 2
<b>WEEK 14 – Group Presentations</b>	

Tuesday, November 29	Group presentations
Thursday, December 1	Group presentations
<b>WEEK 15</b>	
Tuesday, December 6	Final discussions Distribution of take home final

## **COURSE ASSESSMENT SUMMARY**

Each graded component will be assessed and assigned a grade. Students must achieve an overall score of at least 70% to earn a passing grade.

<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
Participation	15%	Ongoing
Social Identity Reflection Paper	10%	Tuesday, September 27 at 11:55PM
Individual Article Review	10%	Tuesday, October 25 at 11:55PM
Group Article Review and Presentation	30%	Monday, November 28 at 11:55PM
Take Home Final Exam	35%	December 13 at 11:55PM
<b>TOTAL</b>	<b>100%</b>	

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here: <https://www.uregina.ca/gradstudies/current-students/grad-calendar/grading-system.html#gradingsystem>

## **DESCRIPTION OF ASSESSMENTS**

### **Participation – 15%**

#### *In-class*

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment, we want to ensure that everyone feels comfortable and engaged to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

High levels of participation would include:

- Active participation in class discussions that enrich the learning experience of the class
- Drawing others into discussions,
- Demonstration of critical thinking (e.g. constructively criticizing articles discussed in class), and bring in outside materials from popular press, current events, and personal experiences and observations.
- Making observations that integrate concepts and discussions.
- Asking key questions that lead to revealing discussions.
- Engaging in devil’s advocacy: disagreeing with the instructor and other students when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
- Listening open-mindedly and responding to what others say.

Contribution marks will be allocated in the following manner:

*Exceeds Expectations - 13 to 15*

Students in this category provide leadership in and out of the classroom and work toward enhancing the interpersonal dynamics of the class. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets Expectations - 10.5 to 12*

Students show an active interest in class activities and participate actively in classroom discussions; regularly make insightful comments which help others to understand the course material; act as positive group role models, etc.

*Does not Meet Expectations – 0 to 10*

*7.5 to 10* - Students attend class regularly but only occasionally contribute to the classroom experience.

*Less than 7.5* - Students fail to contribute in any of these ways

*Discussion Forum*

Diversity management discussions are quite involved and not everyone will have a chance to participate in class. Discussions forums will be set up on days where I feel like there is an opportunity for the discussion to continue offline.

A discussion forum will also be set up for everyone to introduce themselves as we have a large class and we won’t have time to do this in person.

Up to 50% of the overall participation mark will be weighted towards discussion forum participation.

**Social Identity Reflection Paper – 10%**

Details of this reflection will be provided in the Thursday, September 15 class.

The reflection paper should be a maximum of 2 pages in length, typed, double-spaced, using 12-point Times New Roman font, and with 2.5 cm margins. **Please title your paper with your student ID only and include your student ID in the header of the document.**

### **Article Review – 10%**

Students are required to find and review a **current news article** on topics relevant to diversity management. The article review should be a maximum of 3 pages in length. The article review should be typed, double-spaced, using 12-point Times New Roman font, and with 2.5 cm margins. The review should consist of 3 parts. The first part is a summary of the article. In this section, briefly identify the issue or problem that is being discussed/addressed. In the second part, discuss challenges and/or opportunities presented in the article, and critically evaluate the contents of the article. In the third section, provide your opinion on the (potential) effectiveness of the diversity management topic being discussed. **Please title your paper with your student ID only and include your student ID in the header of the document.**

Please hand in a copy of the article with the review.

### **Group Article Review/Presentation – 30%**

In instructor-formed teams of three or four, students are to review a **peer-reviewed article** on topics relevant to diversity management. The chosen article must be from an academic or management journal and be peer-reviewed. The article review is to be a maximum of 5 pages in length. The article review should be typed, double-spaced, using 12-point Times New Roman font, with 2.5 cm margins. The review should consist of three parts. The first part is a summary of the article. In this section, briefly identify the problems raised by the researcher(s) of the article. The second part of the article review is the methodology used and the research findings. In this section, briefly explain at a high level the research approach used by the researcher(s) and the most significant findings specific to the research. The third part consists of recommendations and insights from the research.

Please hand in a copy of the article with the review.

### **Group Presentation**

Each group should prepare their article review as a short lecture for the class. This will be in PowerPoint format and should be a summarized version of the article review. Each presentation should be no longer than 20 minutes in duration.

The weighting of this group project is 30% the presentation, 65% the paper, and 5% peer evaluation.

### **Take Home Final Exam – 35%**

Due December 13 at 11:55PM.

You will receive the exam on December 6 at the end of class.

This exam will consist of 3-4 essay questions, covering materials from the textbook, readings, lectures, and guest speakers for the entire semester.

Exam can be submitted in Word or PDF. **Please title your paper with your student ID only and include your student ID in the header of the document.**

## **OTHER GRADING INFORMATION**

You must submit all assignments and obtain a grade of 70% to pass the class.

Late assignments will be penalized at a rate of 10% for each day of lateness, unless approved in advance and/or proper documentation is provided (e.g. medical note).

## **ACADEMIC ETHICS**

Students are reminded that they must adhere to the standards of ethics of the university (see Section on *Academic Conduct and Misconduct Regulations Governing Discipline for Academic and Non-academic Misconduct* in the Academic Calendar). Students must appropriately reference material and must submit their own work. If unethical behavior is suspected, all individuals involved will receive zero on this component of the course.

Students are expected to read, understand and comply with University of Regina / FGSR policies on academic conduct. These can be found at <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#conduct>

## **OTHER KEY MESSAGES**

- **UR Courses** – Access to UR Courses is mandatory for this class. I will use UR Courses to post required readings and other information on a regular basis. I recommend that you log onto the class page regularly.
- **Contacting the instructor** – I am always happy to meet with students. Please email me on UR Courses or at [Elizabeth.Nguyen@uregina.ca](mailto:Elizabeth.Nguyen@uregina.ca) to make an appointment. I am also happy to respond to email questions. I will usually respond to all student emails within 24 hours.

## **STUDENT RESOURCES**

### **Accessibility Services**

If there is any learner who, because of a disability or other consideration, may have a need for accommodation(s), please contact the Centre for Student Accessibility before or at the start of the course <https://www.uregina.ca/student/accessibility/>. The Centre will advise how you proceed and the required communication with your instructor.

### **Counseling Services**

If any learner is experiencing personal problems which may be affecting their studies, please

consider consulting UofR Consulting Services. For more information check here  
<https://www.uregina.ca/student/counselling/services/index.html>

### **Writing Assistance**

The Student Success Centre ([www.uregina.ca/ssc](http://www.uregina.ca/ssc)) offers both on-line resources and in- person tutoring on writing skills.