

## **GBUS 876 – Managing Diversity**

**FALL 2023**

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### **INSTRUCTOR DETAILS:**

Name: Elizabeth Nguyen, MBA, CPA  
Phone: 306-535-3973  
Email: [Elizabeth.Nguyen@uregina.ca](mailto:Elizabeth.Nguyen@uregina.ca)

Office Location: Remote  
Office Hours: By appointment

### **CLASS DETAILS:**

Class Dates: Tuesdays & Thursdays, August 31 to December 5 (no class October 10, October 12)  
Class Times: 5:30PM – 6:45PM  
Class Location: ED 514 for onsite students / Zoom link to be provided on UR Courses for remote students

### **LAND ACKNOWLEDGEMENT**

The University of Regina is situated on Treaty 4 lands with a presence in Treaty 6. These are the territories of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. We acknowledge, with respect and truth, that we live, work, study, and raise our families on Treaty 4 Territory of Saskatchewan.

### **COURSE DESCRIPTION**

This course 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 / OUTCOMES**

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 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 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 in UR Courses.

## **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	20%	Ongoing
Social Identity Reflection Paper	15%	Sunday, October 1 at 11:55PM
Individual Article Review	15%	Monday, October 30 at 11:55PM
Group Article Review and Presentation	20%	Monday, November 27 at 11:55PM
Final Exam	30%	Saturday, December 9, 2PM-5PM
<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 ASSESSMENT**

### **Participation – 20%**

#### *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.

## Discussion Forum

Diversity management discussions are quite involved and not everyone will have a chance to participate in class. I will frequently post discussion forum prompts to allow for online participation and discussion.

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 – 15%**

Details of this reflection paper will be provided in the Thursday, September 14 class.

The reflection paper should be a maximum of 3 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 – 15%**

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 – 20%**

In instructor-formed teams, students are to review a **peer-reviewed article** on topics relevant to diversity management. The instructor will choose the article and assign them to the teams.

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.

## 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.

## **Final Exam – 30%**

Saturday, December 9, 2PM-5PM

This exam will consist of 3-4 essay questions, covering materials from the textbook, readings, lectures, and guest speakers for the entire semester. You are welcome to bring in your textbook and all course material.

Exam will take place in person on December 9 from 2PM-5PM. ProctorTrack will be used for those students who are taking the exam remotely.

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.**

## **ACADEMIC REGULATIONS**

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).

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>

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/gradstudies/forms.html>

## **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/sse](http://www.uregina.ca/sse)) offers both on-line resources and in- person tutoring on writing skills.

## 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.

## TENTATIVE CLASS SCHEDULE

<b>WEEK 1 – INTRODUCTORY WEEK</b>	
Thursday, August 31	<p><b>**Asynchronous class** (see Notes below)</b> <i>Recorded lecture or video will be posted on UR Courses with a discussion forum created for a class discussion.</i></p> <p>Introductions and Syllabus Review Introduction to Diversity Management Demographic/socioeconomic trends</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 1 of textbook</li> <li>• Selected readings on UR Courses</li> </ul>
<b>WEEK 2 – FOUNDATIONAL DEFINITIONS</b>	
Tuesday, September 5	<p>Foundational Definitions, Part 1:</p> <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> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 6 of textbook</li> <li>• Selected readings on UR Courses</li> </ul>

Thursday, September 7	<p>Foundational Definitions, Part 2:</p> <ul style="list-style-type: none"> <li>• Unconscious Bias</li> <li>• Dimensions of Racism</li> </ul> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Selected readings on UR Courses</li> </ul>
<b>WEEK 3 – SOCIAL/PSYCHOLOGICAL THEORIES OF DIVERSITY</b>	
Tuesday, September 12	<p>Intersectionality Theory</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 7 of textbook, pgs. 172-179</li> <li>• Selected readings on UR Courses</li> </ul>
Thursday, September 14	<p>Social Identity Theory</p> <p><i>Required readings:</i></p> <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 19	<p>Employment Equity Act</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 2 of textbook</li> <li>• Selected readings on UR Courses</li> </ul>
Thursday, September 21	<p>Saskatchewan Human Rights Code</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Selected readings on UR Courses</li> </ul>
<b>WEEK 5 – Indigenous Inclusion in the Workplace</b>	
Tuesday, September 26	<p>Guest speaker: Michelle Brooks, Indigenous HR Strategy Manager</p>
Thursday, September 28	<p><b>*Asynchronous class* (see Notes below)</b>  <i>Recorded lecture or video will be posted on UR Courses with a discussion forum created for a class discussion.</i></p> <p><i>Required readings:</i>            Selected readings on UR Courses</p>
<b>WEEK 6 – Gender Diversity in the Workplace</b>	
Tuesday, October 3	<p>Gender Diversity in the Workplace, Part 1</p> <p><i>Required readings:</i>            Selected readings on UR Courses</p>
Thursday, October 5	<p>Gender Diversity in the Workplace, Part 2</p> <p><i>Required readings:</i>            Selected readings on UR Courses</p>

<b>WEEK 7 – NO CLASSES – FALL READING WEEK</b>	
<b>WEEK 8 – Cross Cultural Communication and Interpersonal Relationships</b>	
Tuesday, October 17	<p><b>*Asynchronous class* (see Notes below)</b>  <i>Recorded lecture or video will be posted on UR Courses with a discussion forum created for a class discussion.</i></p> <p>Cross Cultural Communication</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 8 of textbook</li> <li>• Selected readings on UR Courses</li> </ul>
Thursday, October 19	<p>Cross Cultural Interpersonal Relationships</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>• Chapter 9 of textbook</li> <li>• Selected readings on UR Courses</li> </ul>
<b>WEEK 9 – Organizational Culture</b>	
Tuesday, October 24	<p>Organizational culture and Diversity Management</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
Thursday, October 26	<p>Creating a Justice Climate</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Chapter 7 of textbook, pgs. 190 - 203</li> <li>- Selected readings on UR Courses</li> </ul>
<b>WEEK 10 – Diversity Management = Change Management</b>	
Tuesday, October 31	<p>Change management / diversity management</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
Thursday, November 2	<p>Resistance to diversity management</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
<b>WEEK 11 – Inclusion Frameworks</b>	
Tuesday, November 5	<p>Inclusion Frameworks, Part 1</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> <li>- Selected readings on UR Courses</li> </ul>
Thursday, November 9	<p>Inclusion Frameworks, 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 12 – Inclusive leadership</b>	
Tuesday, November 14	<p>Inclusive leadership</p>

	<i>Required readings:</i> - Chapter 11 of the textbook - Selected readings on UR Courses
Thursday, November 16	Mentorship vs. sponsorship Allyship  <i>Required readings:</i> - Selected readings on UR Courses
<b>WEEK 13 – The Inclusive Workplace</b>	
Tuesday, November 21	Creating an Inclusive Workplace, Part 1  <i>Required readings:</i> - Chapter 12 of the textbook - Selected readings on UR Courses
Thursday, November 23	Creating an Inclusive Workplace, Part 2  <i>Required readings:</i> - Selected readings on UR Courses
<b>WEEK 14</b>	
Tuesday, November 28	Group presentations
Thursday, November 30	Group presentations
<b>WEEK 15</b>	
Tuesday, December 5	Final discussions and prep for final exam

**\*\*Notes: There are 3 classes this semester that will be delivered asynchronously, as I will be travelling for work. For these classes, the lecture will be recorded and posted along with the PowerPoint slides and additional readings. Please complete these classes on your own time that week and complete the related discussion forum post.\*\***