

ORGL4030: DIVERSITY IN ORGANIZATIONS

Syllabus | Winter Quarter 2017

COURSE DESCRIPTION

Organizational leaders must be adept at managing the issues and opportunities that arise from differences. Explore workplace diversity topics such as age, abilities, beliefs, ethnicity, gender, race, and sexual orientation. Learn how workplace diversity can provide organizations with opportunities for greater creativity, innovation, and inclusion. Analyze theoretical and real-world workplace scenarios that provide students with the knowledge and skills leaders need to promote a healthier organizational culture. Five credit hours. This course is open to NCS students only.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

COURSE INFORMATION

• Course code:	ORGL 4030
• Credit hours:	5
• Location:	PIGT, Rm 309
• Classroom times:	6:00pm – 8:05pm
- First session:	01/04 (Wednesday)
- Last session:	03/08 (Wednesday)

INSTRUCTOR INFORMATION

• Instructor:	Dr. Junhee Kim
• Phone:	206-296-5783
• Email:	kimju@seattleu.edu
• Office:	LSAX
• Office hours:	10:00am – 4:30pm (W&TH) (Please email to arrange appointments.)

You can email me at any time, but you may not receive a response outside regular business hours. Business days are Monday–Friday, except for holidays.

REQUIRED TEXT

Ferdman, B. M. & Deane, B. R. (Eds.). (2014). *Diversity at work: The practice of inclusion*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-0470401330
(free online access via SU Library)

LEARNING OBJECTIVES

On successful completion of this course (i.e. by *passing* this course), you will be able to

1. Discuss the role and behaviors of leaders in fostering the Diversity and Inclusion practices and cultures.
2. Propose appropriate strategies to address inequity, implicit bias, microaggressions, and discrimination in the workplace.
3. Chart your own path to your inclusive leadership/management roles, responsibilities, and philosophy in the organization of your interest.
4. Evaluate an organization's Diversity and Inclusion practices by using the concepts,

models, and frameworks learned in this course.

INSTRUCTIONAL METHODS

As aligned with principles of adult education and Ignatian pedagogy of Seattle University (SU), this will not be a traditional lecture-based course. Instead, you can expect me to act as the facilitator of your learning process. Education research shows that your learning is greatest when you are actively involved in making sense of new concepts, when you apply your learning to real-life situations in your work and life, and when you use your experiences as a resource for learning in the learning community. Our goal will be to generate deep discussions of concepts and engagement with learning materials and to clarify, supplement, and analyze the materials for workplace application. We will take this approach throughout the course in a hybrid course delivery format, in which you will be attending both asynchronous online (Canvas) and synchronous face-to-face learning sessions.

Thus, you are expected to

- engage in plenty of online discussions and classroom activities to build on the readings you have done for each class
- take command of your own learning, not relying on being taught
- bring your goals, experiences, and desires to learn to the class
- creatively connect the course materials to your situation and future career
- work in both a small group and entire class during this course
- be respectful of others in the class and learning community
- be flexible on asynchronous online work with your team, but manage time effectively to meet the assignment deadlines

If you find that you haven't managed to complete a reading and assignment before class, you will likely find that particular class frustrating, since we will build on and apply the readings/assignments each time (including trouble-shooting the issues you found most perplexing). ***Class will not involve regurgitating the content of the readings.*** I hope you find this an engaging and enjoyable approach to learning.

COURSE SCHEDULE

* Each submission of assignments via Canvas is due by 11:59 p.m. (PST) of the date.

W	Dates	Topic	Readings	Tasks/Assignments Due
1	01/03 – 01/09	Overview of Diversity and Inclusion Framework	<ul style="list-style-type: none"> • Course Syllabus • F&D Ch. 1 	<ul style="list-style-type: none"> • Classroom session 1 (01/04) - Introduction and course overview • Online discussion 1 begins
2	01/10 – 01/16	Inclusion for Oneself	<ul style="list-style-type: none"> • F&D Ch. 3 	<ul style="list-style-type: none"> • Online discussion 1 due (01/16) • D&I Team Charter due (01/16)

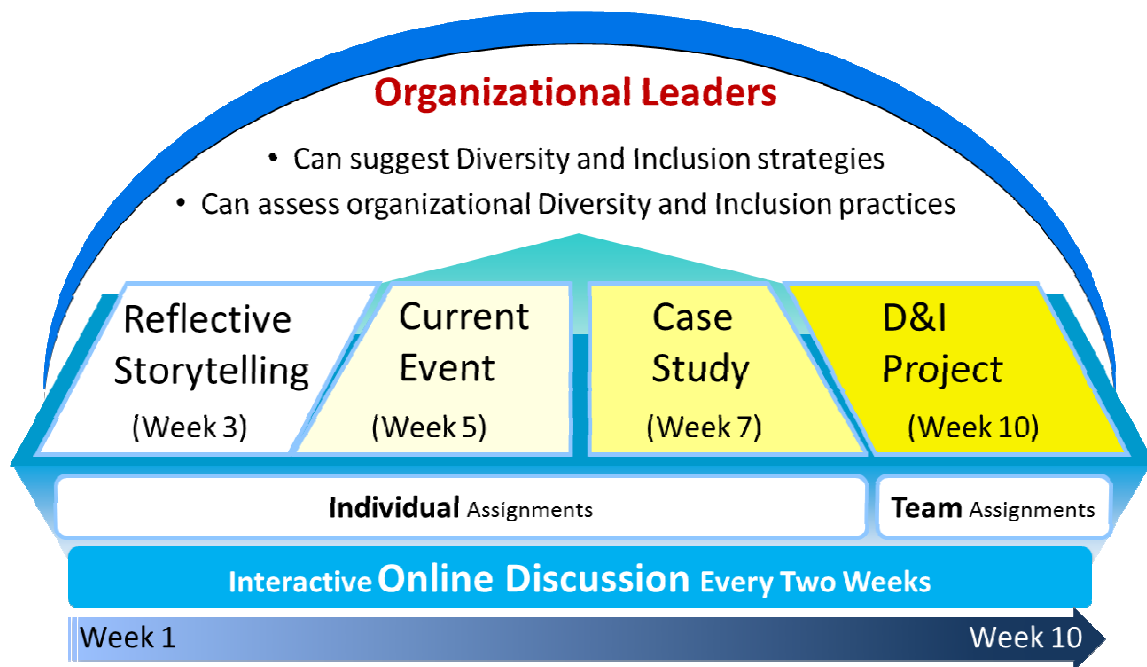
3	01/17 – 01/23	Interpersonal Awareness for Diversity and Inclusion	• F&D Ch. 4	<ul style="list-style-type: none"> • Classroom session 2 (01/18) - Present your Reflective Storytelling • Reflective Storytelling submission due (01/23) • Online Discussion 2 begins
4	01/24 – 01/30	Inclusive Leadership	• F&D Ch. 6&10	<ul style="list-style-type: none"> • Online Discussion 2 due (01/30) • D&I Proposal submission due (01/30)
5	01/31 – 02/06	Communicating Diversity and Inclusion	• F&D Ch. 2	<ul style="list-style-type: none"> • Classroom session 3 (02/01) - Present D&I Proposal as a team • Current Event Paper due (02/06) • Online Discussion 3 begins
6	02/07 – 02/13	Inclusion and HRM	• F&D Ch. 7&8	<ul style="list-style-type: none"> • D&I Update submission due (02/13) • Online Discussion 3 due (02/13)
7	02/14 – 02/20	Inclusive OD	• F&D Ch. 9	<ul style="list-style-type: none"> • Classroom session 4 (02/15) - Case Study discussion in groups (Bring your text) • Case Study submission due (02/20) • Online Discussion 4 begins
8	02/21 – 02/27	Inclusive Climates and Culture	• F&D Ch. 11&5	<ul style="list-style-type: none"> • Online Discussion 4 due (02/27)
9	02/28 – 03/06	Global Diversity and Inclusion	• F&D Ch. 12-13 &18	<ul style="list-style-type: none"> • D&I Analysis submission due (03/06) • Online Discussion 5 begins
10	03/07 – 03/13	Moving Forward	• F&D Ch. 20-23	<ul style="list-style-type: none"> • Classroom session 5 (03/08) - Present the D&I project as a team • D&I Presentation submission due (03/13) • D&I Team Member Performance Evaluation Form submission due (03/13) • Online Discussion 5 due (03/13)

Note: W = Week; F&D = Ferdman, B. M. & Deane, B. R. (Eds.). (2014); Ch. = Chapter; D&I = Diversity and Inclusion

OVERVIEW OF ASSIGNMENTS

In addition to the basic responsibility for participating in the five classroom sessions, there are five major assignments in this course: Reflective Storytelling, Current Event Paper, Case Study, Online Discussions, and Diversity and Inclusion (D&I) Project. The first four assignments will be done individually, while the last will be conducted as a team assignment. Each assignment will help you learn necessary

knowledge, skills, and attitudes that you will need to become a successful organizational leader.



TASKS/ASSIGNMENTS FOR GRADING

N.	Tasks/Assignments	Individual/Team	Points
1	Participation in Classroom Sessions (Each Session)	Individual	15 (3 each)
2	Reflective Storytelling	Individual	10
3	Current Event Paper	Individual	10
4	Case Study	Individual	10
5	Online Discussions (End of Each Even Course Week)	Individual	20 (4 each)
6	Diversity and Inclusion (D&I) Project		35
	(1) D&I Team Charter	Team	5
	(2) D&I Proposal	Team	5
	(3) D&I Update	Team	5
	(4) D&I Analysis	Team	10
	(5) D&I Presentation	Team	5
	(6) Team Member Performance Evaluation	Individual	5
Total			100

DETAILED TASK/ASSIGNMENT DESCRIPTIONS

Task/Assignment 1: Participation in Classroom Sessions

Participation is not mere attendance in the class. In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and activities and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor) by referencing concepts, experiences or logical reasoning. It is impossible to replicate these experiences outside of the classroom environment; therefore class attendance and participation are extremely important and required.

Participation Grading Rubric

Criterion	Points %
1) Finds ways to connect own comments to the comments made by other students in class.	20
2) Uses language that is appropriate for the classroom and is courteous towards other students and the professor.	20
3) Demonstrates that s/he is doing the reading through questions, answers and comments in class.	20
4) Shows up on time to class	40

Task/Assignment 2: Reflective Storytelling

The purpose of the assignment is to increase your ability to

- 1) Identify the levels of inclusion using a multilevel analytic framework.
- 2) Discuss the key interpersonal competencies, frameworks, or models for people to engage effectively across difference.
- 3) Reflect on your interpersonal competencies or practices for inclusion.

Example choice: In this assignment, you will choose, examine, and reflect on a situation at work or elsewhere in which you have felt fully present, engaged, and included **OR** in which you have felt marginalized, excluded, or alienated. You can also select an example that you experienced indirectly, heard from your acquaintance, or watched on news.

Output: you are required to create a Reflective Storytelling that serves as a standalone visual from which others can glean important information about your knowledge and perspective on the Diversity and Inclusion (D&I) practices, competencies, models, and frameworks. The output can be in either a slide or video format that you can upload to your ePortfolio in order to demonstrate your knowledge and skills of D&I to your current or future employer. If you choose to use a slide format such as Prezi, make sure that the presentation has 8-10 slides excluding the title slide. For a video format, it should last for 4-5 minutes. The output should serve as a standalone representation of your findings. In other words, it should contain enough visuals and narration (or even music) that people can comprehend even when they did not listen to your verbal presentation. In addition, the print or font size should be large enough to be viewed clearly in a classroom setting. Please use bullet points and/or phrases only, not extensive text. The options for presentation tools include, but not limited to:

- 1) Animoto: www.animoto.com
 - You upload the pictures
 - Choose the music
 - Hit submit, and the folks at Animoto create a video for you within minutes.
- 2) Glogster: <http://www.glogster.com> for poster making
- 3) Prezi: www.prezi.com for a twist on the traditional PowerPoint presentation
- 4) CDLI Gadget Finder: <https://www.seattleu.edu/cdli/toolkit/gadget-finder/>
 - For many more options for video creating and presentation tools
- 5) Microsoft PowerPoint. Least recommended

Four questions you must address: The presentation should illustrate your response to as well as the relationships you perceive among the four questions below:

- 1) What is the D&I situation/experience about? Tell about the situation/experience in the form of a story with a beginning, middle and end.
- 2) How would you use the multilevel analytic framework to reflect on your D&I-related experience? (see Chapter 1)
- 3) What interpersonal practices can minimize destructive conflict and maximize the ability of people to use their differences as a source of strength?(see Chapter 4)
- 4) What were your strengths and weaknesses in dealing with the D&I situation? (see Chapter 4)

Classroom activity: To present your output, you must copy or transfer your file to the desktop before the class begins. Each student will receive feedback from at least two classmates during the classroom session. This plan is subject to change depending on the enrollment size of this course.

Grading: You must turn in Reflective Storytelling to the instructor through the submission link in Canvas by the end of the third Course Week. I strongly encourage you to read carefully the rubric for this assignment in Canvas.

Task/Assignment 3: Online Discussions

The Online Discussion is a key feature of the course. Students enrolled in this course typically come from a variety of professional backgrounds, thus, adding to the diversity and scope of opinions. Although the instructor can be a valuable source of information, class participants will certainly have different perspectives that will add to the course depth. *Your participation and involvement are critical to the success of the course and will be graded!*

There are five Online Discussions during this course (see the Course Schedule table). Each Online Discussion will last for two weeks. An individual student will respond directly to the original question/prompt, and reply to another at least two student's posts by the end of each assigned two weeks. In order for your classmates to reply to your post, you must respond to the original question/prompt at least two to three days before the deadline for each Online Discussion. Your response to the original question/prompt should be a minimum of 150 words with at least one in-text citation and reference list in APA style. I highly encourage you to cite course readings. Also, in your response, please reflect on your work/life experiences and perspectives, and connect them to the course readings.

Task/Assignment 4: Current Event Paper

The purpose of this Individual assignment is to help you integrate your knowledge of communication strategies for Diversity and Inclusion (D&I) into "real-life" organizational situation. After reading Chapter 2 of the text, identify a substantive news or magazine article that can be used as an example communicating about D&I.

In a four double-spaced page paper (excluding the title page and references), connect the example of communication about D&I to the course concepts in Chapter 2 of the text. Your paper must include the following content and analyses:

- 1) In the introductory section, explain (a) the reason that you chose the event; (b) the purpose of your paper; and (c) what you are going to discuss to achieve the purpose of your paper.
- 2) Briefly summarize the event in the news/magazine article of your choice.
- 3) Analyze if this event could be a good example of communication practices or strategies for D&I at the individual level.
- 4) Identify an organizational stage of development with which the D&I communication practice or strategy in the article would fit.
- 5) Analyze if the article is taking the head-heart-hand approach to communicating about D&I.
- 6) Conclusion

The paper should follow APA style. I strongly encourage you to write on the *APA Template for MS Word* and read carefully the rubric for this assignment in Canvas. You can start your current events search by clicking on the Find Current News tab here: <http://libguides.seattleu.edu/c.php?g=465485&p=3182648>

Examples of Reputable Sources for News or Magazine Articles

- Wall Street Journal
- Business Week
- Newsweek
- Bloomberg Business
- Business Insider
- Fortune
- Forbes
- Time
- CNN
- PBS NewsHour
- National Public Radio (NPR)
- Major market newspapers (New York Times, The Seattle Times, or others)

Task/Assignment 5: Case Study

The purpose of this individual Case Study is to help you integrate your collective knowledge of inclusive organization development (OD) into the “real-life” organizational context. After reading Chapter 9, please choose and read one of Chapters 14-17 or 19 as a Diversity and Inclusion (D&I) case. You are asked to analyze the case (i.e., one of Chapters 14-17 or 19) using the inclusive OD framework (i.e., Chapter 9). Your paper must include the following content and analyses:

- 1) In the introductory section, explain (a) the reason that you chose the case; (b) the purpose of your paper; and (c) what you are going to discuss to achieve the purpose of your paper.
- 2) Describe the ways to integrate D&I into the key OD methods based on the case you chose. In other words, how could the case be used to describe the ways to integrate D&I into the key OD methods?
- 3) Analyze the case as an example of inclusive OD in one of the four key data-driven areas including employ survey, 360-degree feedback, performance management, and talent management. In other words, how and why can the case be an example of inclusive OD in one of the key data-driven areas?
- 4) What challenges of doing inclusive OD could the case demonstrate?
- 5) Conclusion

Your responses are to be prepared on a four double-spaced page paper (excluding the title page and references). The paper should follow APA style. I highly recommend you use ***APA Template for MS Word*** on the APA Citation Support page in Canvas. Submit your assignment in Canvas to the instructor by the due date. Please read carefully the rubric for this assignment in Canvas.

Task/Assignment 6: Diversity and Inclusion (D&I) Project

The purpose of this team assignment is for students to hone their D&I skills and demonstrate that they can evaluate D&I practices in organizations.

Output: As a team, you should analyze and evaluate the D&I case of UNAIDS (Chapter 18) using the course concepts, models, and frameworks from Chapters 5 and 11-13. Your team is required to complete a five-part assignment that is comprised of D&I Team Charter, Proposal, Update, Analysis, and Presentation as follows:

- 1) D&I Team Charter:
See the template on the Texts and Course Materials page in Canvas
- 2) D&I Proposal:
Develop an outline of the D&I Analysis using the template on the Texts and

Course Materials page in Canvas. Please make sure each heading represents one of the required six components described in the next section of this instruction. Also, each section of the D&I Proposal should consist of a heading and a topic sentence that represents the main idea of the paragraph.

- 3) D&I Update:
Update the D&I Proposal based on the feedback from the instructor and the other teams.
- 4) D&I Analysis:
Include in the report all of the seven components described in the next section, and apply the theories and models in course readings to analysis of D&I practices. The written report should be ten double-spaced pages excluding the title, reference, and appendices pages. The paper should follow APA style.
- 5) D&I Presentation:
Each team will create a presentation of executive summary. Each team will present for 20 minutes during a face-to-face class meeting in the last week of the quarter. You do not need to follow the APA format, but please make sure that all of the citations and references are included in your presentation slides. Your team may create a video, a PowerPoint, or a Prezi presentation. Other forms are also acceptable. If you want to use PowerPoint, there are many templates/options that SU provides:
<https://www.seattleu.edu/marcom/brand/templates/powerpoint-presentations/>
If you would like to explore creative tools to present the results of your team project, please refer to the CDLI's Gadget Finder:
<https://www.seattleu.edu/cdli/toolkit/gadget-finder/> Prepare the presentation so it can be effectively shared with the class as well as the instructor.

Six components your team must address:

- 1) In the introductory section, explain (a) the purpose of your paper and (b) what you are going to discuss to achieve the purpose.
- 2) Define intercultural competence including cognitive, affective, and behavioral skills and characteristics (Chapter 5).
- 3) Analyze the UNAIDS case (Chapter 18) using the Developmental Model of Intercultural Sensitivity that is integrated with the challenge and support model to enhance intercultural competence for D&I (Chapter 5).
- 4) Apply one of the global diversity management models (Chapter 12) to the UNAIDS case to analyze an organization's global D&I practices.
- 5) Evaluate the D&I practices of UNAIDS by using the inclusive workplace model (Chapter 13).
- 6) Conclusion

GRADING SCALE

100 ≥ A ≥ 93	Superior	83 > B– ≥ 80	70 > D+ ≥ 67
93 > A– ≥ 90		80 > C+ ≥ 77	67 > D ≥ 63 Poor
90 > B+ ≥ 87		77 > C ≥ 73 Adequate	63 > D– ≥ 60
87 > B ≥ 83	Good	73 > C– ≥ 70	60 > F Failing

SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted to me via the submission link in Canvas by the deadlines. If you are unable to do so (for instance, because you are sick), please email me your assignment before the due date so that it is marked as being on time.

BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations and references must follow the *APA Publication Manual* (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail. I strongly recommend the use of scholarly peer-reviewed journal articles as the primary source material for most work done in my classes. They typically represent the highest quality work for two reasons: (1) They have been blind reviewed (usually), and (2) They have been revised multiple times based on reviewer and editor comments in order to increase the quality of the document. Please remember that database search engines give you the opportunity to select whether or not you want 'peer reviewed' or 'refereed' or 'scholarly' publications. In this course, always limit your database search to scholarly, peer-reviewed, refereed, and academic publications. You can start your database search here:

<http://libguides.seattleu.edu/c.php?g=465485&p=3182648>

ASSIGNMENT DEADLINES AND EXTENSIONS

As with any organizational environment, including the workplace, you are expected to be professional, courteous, well organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within 5 business days. In order to ensure that your workload is manageable, please plan ahead, taking into account both personal and professional obligations to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course. Be sure to allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell. I too will block out times in my own schedule to allow me time to grade your work thoughtfully, and return it to you quickly while the work is still fresh in your minds.

If you are unable to complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the date the

assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor). Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete "I" grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site:

<https://www.seattleu.edu/media/redhawk-axis/registrar/registrar-policies/i-grade-97-03.pdf>

STUDENT RESPONSIBILITIES FOR LEARNING

This is a hybrid course, designed to fit adults' busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge in order to gain new skills, or simply to learn more about a particular subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their *own* learning, whether on the job, in the classroom, or on course activities outside of class.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for *every* hour *in* class. As this is a five-credit class, you can reasonably expect to spend an average of ten hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.

LIBRARY AND LEARNING COMMONS

<http://www.seattleu.edu/learningcommons/>

Writing Center

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

Learning Assistance Programs

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

Research Services

Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA (castillf@seattleu.edu), if you need help brainstorming

keywords, using SU databases, finding articles and books, or sorting through the information you find on the internet to do your assignments and research. You can receive help in person, by chat, phone, or email, or by scheduling a consultation.

ACADEMIC INTEGRITY TUTORIAL

<https://www.seattleu.edu/academicintegrity/>

GENERAL COURSE AND UNIVERSITY POLICIES

Support for Students with Disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Classroom (Both Face-To-Face and Online) Norms

It is important in this class, as well as in a training or work setting, to use inclusive language, meaning language that assumes gender equality and the equal importance of all cultural groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy and respect, including when we disagree

Academic Policies on the Registrar Website

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

**Academic Integrity Policy

**Academic Grading Grievance Policy