Syllabus for MGMT 308 - Managing Diversity Fall 2021

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Minimum Requirements

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Assignments

Minimum Requirements

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Assignments

Minimum Requirements

6 Activity and Assignment Calendar

Class Meeting 1 – Thursday August 26, 2021

Submit: Brief reflection on Class 1 discussions and your contribution

Due Wed, September 1, 11:30 pm on Oaks

Preparation Summary 1 - History of Diversity Management

Class Meeting 2 – Thursday, September 2, 2021

Submit: Brief reflection on Class 2 discussions

Due Wed, September 8, 11:30 pm on Oaks

Preparation Summary 2 – What is Workplace Diversity and Inclusion?

Class Meeting 3 – Thursday, September 9, 2021

Submit: Brief reflection on Class 3 discussions

Due Wed, September 15, 11:30 pm on Oaks

Preparation Summary 3 – Progress in Workplace Diversity and Inclusion

Class Meeting 4 – Thursday, September 16, 2021

Submit: Brief reflection on Class 4 discussions

Due Wed, September 22, 11:30 pm on Oaks

Preparation Summary 4 – Biases and the Individual
Class Meeting 5 - Thursday, September 23
   Submit: Brief reflection on Class 5 discussions
Due Wed, September 29, 11:30 pm on Oaks
   Preparation Summary 5 – The Immutable Forces of Inclusion
Class Meeting 6 - Thursday, September 30
   Submit: Brief reflection on Class 6 discussions
Due Wed, October 6, 11:30 pm on Oaks
   Preparation Summary 6 – Identifying Workplace Problems
Class Meeting 7 - Thursday, October 7
   Submit: Brief reflection on Class 7 discussions
Due Wed, October 13, 11:30 pm on Oaks
   Preparation Summary 7 – The Permeable Forces
Class Meeting 8 - Thursday, October 14
   Submit: Brief reflection on Class 8 discussions
Due Wed, October 20, 11:30 pm on Oaks
   Preparation Summary 8 – Advancing Black Leaders
Class Meeting 9 - Thursday, October 21
   Submit: Brief reflection on Class 9 discussions
Due Wed, October 27, 11:30 pm on Oaks
   Preparation Summary 9 – Women in the Workplace Report 2020
Class Meeting 10 - Thursday, October 28
   Submit: Brief reflection on Class 10 discussions
Due Wed, November 3, 11:30 pm on Oaks
   Preparation Summary 10 – Preparing for Change
Class Meeting 11 - Thursday, November 4
   Submit: Brief reflection on Class 11 discussions
Due Wed, November 10, 11:30 pm on Oaks
   Preparation Summary 11 – Planning and Leading Change
Class Meeting 12 - Thursday, November 11
   Submit: Brief reflection on Class 12 discussions
Due Wed, November 10, 11:30 pm on Oaks
   Preparation Summary 12 – Race and Gender Issues
Class Meeting 13 - Thursday, November 18
   Submit: Brief reflection on Class 13 discussions
1 COURSE ESSENTIALS

1.1 SECTION INFORMATION

MGMT 308 – Call # 11042
Thursdays 4:00 – 6:45 on Zoom

1.2 COURSE DESCRIPTION

This course will examine demographic diversity in today’s global environment. It will begin by exploring global emigration, immigration and refugee issues from an international business perspective. Specific national or regional business cultures and differing perspectives on gender, family, age, ethnicity and treatment of the disabled will also be examined through case studies, readings and role playing. The course will subsequently examine the effects of diversity on international corporate structure and behavior and demonstrate, through case studies and guest speakers, how proactive businesses have adapted to changes in demographic diversity and gained a competitive advantage.

PREREQUISITES

Junior standing (60 hours).

1.3 TOPICS COVERED

Diversity and Historical Perspectives in the Workplace, Inclusion, Power/Privilege/Dominance, Unconscious Biases, Stereotypes, Identity, Social Class, Gender, LGBTQ, Meritocracy, Leadership, Engagement, Authenticity

1.4 COURSE MATERIALS AND RESOURCES

All materials will be available FREE through the library website or posted on Oaks - if the links below don’t work for some reason, just go to library.cofc.edu and type the name of the book in the search box

- Frost and Alidina (2018) Building an inclusive organization: leveraging the power of a diverse workforce
- Roberts, Mayo and Thomas (2019) Race, work and leadership: new perspectives on the black experience, HBR Press
- Additional materials will be posted on Oaks

1.4.1 Oaks and Google Docs

Since this is an online class, we will be heavily reliant on Oaks and Google docs
1.5 **Course Learning Objectives**

By the end of the course, students will be able to:

- Explain the historical evolution, contemporary state and importance of diversity management
- Explore your own unconscious biases and how they can impact your ability to manage diversity
- Describe the key concepts, models and practices related to managing diversity in and around organizations
- Identify the key general steps, practices and tools used to manage diversity and inclusion in and around organizations

2 **Communication**

2.1 **Contacting the Professor**

Dr. David J. Hansen (aka “Dr. Hansen,” “Professor Hansen”)

2.1.1 **Email (best way to reach me)**

HansenD@cofc.edu Add “MGMT 308,” or something similar, to the subject line.

2.2 **Office Hours**

No appointment necessary – drop in for any questions about the class or other classes, or to chat about stuff you’re working on, beer, sci fi, Star Wars or video games. If these hours don’t work for you, I’m generally available afternoons and evenings – just set up an appointment.

2.2.1 **Virtual**

T/Th 12:00 – 3:00 pm https://cofc.zoom.us/j/5668844750 (or use Oaks ‘Personal Meeting Room’)

2.2.2 **In Person**

M/W 11:00 am – 1:00 pm in Tate Center, room 308 (enter via Beatty, go to the third floor, cross the bridge and follow the left hallway)

2.3 **Personal Matters**

If you have personal matters that are interfering with schoolwork, please come talk to me. I want to help to try to make things work. I suffer chronic depression, I’ve had a variety of other personal challenges, so I do my best to help.

2.4 **Other**

LinkedIn (davidjhansen), Steam (creative-destruction), and several other gaming platforms such as Line, Discord, PS, etc. I also stream music and interviews on Twitch https://www.twitch.tv/daveskywalker.

2.5 **Response Times**

I will generally respond to emails the same day if sent before 10 pm or the next day if later.

3 **Statements and Considerations**

3.1 **Full Disclosure**

This is a topic that is of great interest to me, but it is not my primary expertise (which is entrepreneurship). Because of that, and just because it’s also the way I generally run my classes, you should expect changes and flexibility
I believe that class structures are not written in stone and can adapt to the needs and interests of students. I will lay out a basic framework/structure for the requirements for grades in terms of how many and what you will need to do. What is flexible is the content applied to the different requirements. This allows me to adjust content to fit particular interests and issues that come up during discussions. The goal of the class will remain the same - for you to have a better understanding of diversity in organizations. Today race is a major issue, and historically it has been a major issue for the College, so you will find that there are a lot of materials that deal with race specifically, even though there are many types of diversity that are relevant to the workplace. I will try to provide flexibility for you to be able to focus a little bit more on topics that are of greater interest to you.

Please know that I am very open to feedback at any time. If something is uncomfortable or difficult or you want to see something different covered, please do not hesitate to reach out to me and let me know. As I mentioned, I try to keep my classes flexible enough to accommodate a variety of student interests, because if the class is interesting to you, you will be more engaged, learn more and enjoy the class more. And ultimately my purpose is to help you learn. This is why, as you’ll see below, I use a form of grading called Specs. It’s based on how much work you do that meets minimum specifications, rather than grading you on some arbitrary point system with vague rubrics. So you can better focus on doing and learning than worrying about how well you will do on an assignment or exam (btw, no exams in this class);

### 3.2 Diversity and Inclusion

A primary goal in this class, along with many other classes around campus, is to bring attention to issues of diversity and inclusion. Our department issued the following statement in regards to the issue of systemic racism, which I strongly support (I was lead in writing it):

*The Department and Management and Marketing recognizes that Black Lives Matter. We also recognize that we need to make more of an effort to bring this issue into our classrooms. In our classes we teach the importance and value of diversity and inclusion, but we should and will make a more intentional effort to ensure that our materials, discussions, and speakers reflect these values. We are increasing our focus on diversity and inclusion in the strategic goals for our department. The action plans around this goal include curriculum changes, increased mentoring and extracurricular program offerings, individual class goals related to diversity and inclusion, and better reporting to measure our progress around these efforts.*

While the above statement is primarily in response to the Black Lives Matter movement, diversity and inclusion also includes LGBTQ students. It’s important that everyone feel welcome in class. It’s also important to allow for open discussion. One thing I’m incorporating this semester is the option to work on developing something for a woman of color entrepreneur, instead of a project for yourselves. This is an option that I hope many of you will consider. You will be helping a real entrepreneur and thus the experience you will have is even more “real” (the course is designed to be as real as possible). In the future, if this goes well, I hope to expand to include LGTBP, especially transgender, entrepreneurs. Successful entrepreneurs are often pushed into business ownership because they have few other options. Learning from the added struggles such entrepreneurs face, will provide greater insight into the entrepreneurial process.

### 3.3 Disability Statement

The College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, 843.953.1431 or me so that such accommodation may be arranged.

### 3.4 Mental & Physical Wellbeing

Below is an official college statement, but being a sufferer of mental health issues, please feel safe talking to me.
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/ctf/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

3.5 FOOD & HOUSING RESOURCES

Many CofC students report experiencing food (such as not being able to afford groceries or get sufficient food to eat every day) and/or housing (such as lacking a safe and stable place to live) insecurity. If you are facing such challenges, please reach out to me. Although I have limited personal experience with food and housing insecurity, I've been aware and involved in some of the efforts around campus and the greater Charleston community and so you can feel safe in discussing your situation with me.

You may also contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php) or go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

4 WHAT YOU’LL DO IN THIS CLASS

Below you will find a basic introduction to the different assignments.

4.1 PREPARATION SUMMARIES

Each week of the semester, you will need to complete a variety of readings. The summaries will be due on Wednesday nights (11:30 pm), with flexibility to submit them up until class time on Thursdays (4 pm). Each summary should reflect on all parts of the assigned materials. It will mostly be readings of book chapters, but will also include some articles, and perhaps videos and even possibly music.

The basic requirements for the summaries are:
- Must be at least 250 words
- Must reflect all parts of the material (e.g., if there are multiple chapters, there should be content in the summary referencing each chapter)
  - The best way to do this is to cite in text with page numbers
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

There will be some leeway regarding time, but it’s important to get something in, even if it’s not complete - you will have a chance to revise it. It will be difficult for you to contribute to discussion (section 4.3) if you haven’t prepared by reviewing the material.

4.2 DISCUSSION REFLECTION AND CONTRIBUTION SUMMARY

Individually, after each class, you will write a brief reflection about the discussions and how you contributed. The reflections should be between 150-250 words. You MUST specify how YOU specifically contributed in order to get credit. So rather than writing “we discussed…” you should write “I mentioned/ shared/ suggested/ commented/ etc. ....”
4.3 **Discussion Lead**

Besides the reading, the main method of learning will be through class discussion. I will lead the first couple of weeks’ discussion. Then you will take over, with usually 3 discussions on different topics each led by different students. We will brainstorm some potential discussion topics. You should prepare some materials (like short videos or articles) for the class to review a week before we meet. I will work with each student to develop a discussion guide. The goal is to create an engaging discussion with the majority of students in the class.

4.3.1 **Working with Someone Else**

If you decide that you are going for an A (see section 5.4 below), you will either need to work alone or work in pairs, but lead two discussions. For all other grades, you can work in pairs.

4.4 **Diversity in the News**

To help make the connection between what you’re learning and what is happening in the world of business, you will provide at least one news story that deals with a topic of diversity. It can be an article, video or podcast. You will post a link and a brief description in the discussion area on Oaks, which will allow other students to check out and discuss the story.

4.5 **Applied Case**

For this assignment you will work in teams of 3 or 4. You may form a team yourself or I can assign you to a team. I will need to know which you prefer before teams are finalized on November 4th.

You will need to develop a scenario where some company (can be specific or a generic type of company) is faced with a diversity challenge. You can use any type of diversity issue that you want. It can be real company or fake. It can be a type of company (e.g., restaurant, publisher, airline, etc.). Attached to the dropbox for this assignment is a document with my initial suggestions for scenarios from last fall and scenarios that students created for an assignment. You can choose any of these or something else entirely. Whatever scenario you choose, try to use real company data, even if you use a fake company name. The key point is to make it realistic.

You and your team will create a presentation, which will be delivered in class on December 10 (note that it’s a Friday), beginning at 6 pm (this is our final exam time slot). There are no specific time requirements, just content requirements. Below is a list of what you will need to cover in your presentation. You don't need to submit anything, just be ready to present to class. Each team member should speak in some part(s) of the presentation.

1. **What is(are) the problem(s)?**
   a. Describe the scenario
2. **Company/organization audit/assessment**
   a. Do some research into the specific company or a sample company – see if they have a d&i plan and/or any diversity data
   b. Basically provide some context in regards to diversity at the company
3. **Goals (recommendations)**
   a. These should be broad and generally short (a few words)
   b. E.g. “improve the hiring process to increase diversity” or “implement a diversity training program for front line employees”
4. **Actions/activities/objectives to achieve the goals (smart)**
   a. Here is where you get into specifics
   b. Keep them specific, measurable, achievable, relevant and time-bound (smart)
5. Resources and responsibilities
   a. What is needed? Who should be responsible for achieving the goals

6. Communication and buy-in needed to implement
   a. How should the company communicate the plan and get buy-in from employees (and customers or other stakeholders)

### 4.6 PERSONAL PLAN

One last assignment, due at the end of the semester, is to write out a personal D&I (Diversity and Inclusion) plan.

You’ll do a self-audit, set goals, and make a plan for how you will achieve the goals.

This is much of the same content as the team assignment, but for yourself (and me – not shared with class).

1. **Audit/assessment** – review your journal entries, discussion posts and summaries. Identify at least three areas where you can/should improve your knowledge/skills/exposure/interaction/work/etc. with diversity. (see ch. 14 in Turnbull for some examples of skills and competencies)

2. **Goals** – give yourself reasonable goals for the three areas in part 1. These should be short, simple statements

3. Describe the **activities/actions** you will need to take in order to reach each goal – these should be more detailed

4. Describe what **resources and/or connections** will help you reach your goal

5. Describe how you will **track your progress** towards each goal

Format the paper using **Headings** for each section (there should be 5 sections) – you can use the bold, underlined words or something similar, for each section heading. See the syllabus for how headings work to make reading a document much easier.

### 5 GRADING

#### 5.1 SPECIFICATIONS GRADING

I will be using a system called Specifications (“Specs”) Grading. Assignments in this class are graded as “Good”, “Good Enough” or “Revise”. That is, you need to **meet minimum specs for demonstrating competency** for every graded component. This better mirrors what you would expect in most things outside of school (like work), where everything you do is either good enough or it isn’t.

#### 5.2 REVISIONS

The “all or nothing” aspect of grading may seem a bit scary, but you’ll have to opportunity to make up for mistakes. You can resubmit assignments that don’t meet Good/Good Enough. You should submit revisions within a week after it was graded. Any papers still marked as “revised” at the end of the semester will be counted at half credit.

#### 5.3 HOW THIS IS DIFFERENT FROM A POINTS SYSTEM

There is no partial credit. No more haggling over points or not being quite sure what you need to do in order to get this grade or that. The amount of work you have to do is proportional to the grade you want to get. If you just need to get a C, **you do less work (but not lower quality)** than you would for an A. So rather than doing “just enough” on all assignments, you do quality work on only the assignments required for the grade you want.
5.4 Earning Your Final Grade

Why use this system? You control your grade. You choose the grade you want and you know what assignments you need to do to earn that grade. Your grade is based on how much you progress you make.

You must meet **ALL** requirements for a grade in order to earn that grade. Text in **bold red** indicates differences from lower grades. Each of the three categories has an additional requirement for each higher level of grade. The plus (+) and minus (-) part of your grade will be used in cases where a student is just short (-) or did a little extra (+) than the minimum requirement.

### 5.4.1 Requirements for a D in the Class

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Summaries</td>
<td>7 “Good” or “Good Enough” (“Revise” counts as ½)</td>
</tr>
<tr>
<td>Discussion Reflections</td>
<td>Equivalent of 6 (revise count as ½)</td>
</tr>
</tbody>
</table>

One (1) of:
- Discussion Lead
- Diversity in the News
- Applied Case
- Personal plan

### 5.4.2 Requirements for a C in the Class

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Summaries</td>
<td>Equivalent of 8 (revise count as ½)</td>
</tr>
<tr>
<td>Discussion Reflections</td>
<td>Equivalent of 7 (revise count as ½)</td>
</tr>
</tbody>
</table>

Two (2) of:
- Discussion Lead
- Diversity in the News
- Applied Case
- Personal plan

### 5.4.3 Requirements for a B in the Class

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Summaries</td>
<td>Equivalent of 9 (revise count as ½)</td>
</tr>
<tr>
<td>Discussion Reflections</td>
<td>Equivalent of 8 (revise count as ½)</td>
</tr>
</tbody>
</table>

Three (3) of:
- Discussion Lead
- Diversity in the News
- Applied Case
- Personal plan
5.4.4 Requirements for an A in the Class

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation Summaries</td>
<td>Equivalent of 10 (revise count as ½)</td>
</tr>
<tr>
<td>Discussion Reflections</td>
<td>Equivalent of 9 (revise count as ½)</td>
</tr>
<tr>
<td>All four of:</td>
<td>Discussion Lead</td>
</tr>
<tr>
<td></td>
<td>Diversity in the News</td>
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<td></td>
<td>Applied Case</td>
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<td></td>
<td>Personal plan</td>
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6 ACTIVITY AND ASSIGNMENT CALENDAR

CLASS MEETING 1 – THURSDAY AUGUST 26, 2021

Agenda
Review syllabus
Introductions
  ● Your name
  ● Basic student info - major, year, why you are taking this class
Breakout groups to discuss:
  ● How would you personally (without looking for definitions on the Internet) define: diversity; inclusion; power; identity; and leadership?
  ● What are your thoughts about ways that diversity impacts human relations in the workforce based on your personal experiences?
  ● What do you think is the most pressing issue regarding diversity in the workplace today, and why?
Review video and breakout groups to discuss
  ● Discuss key take-aways

Submit: Brief reflection on Class 1 discussions and your contribution
  ● Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
  ● The reflection should be between 150 – 250 words or 1-2 minutes audio/video
  ● You MUST specify how YOU specifically contributed in order to get credit. So rather than writing “we discussed...” you should write “I mentioned/brought up/suggested/commented/etc. ....”
**DUE WED, SEPTEMBER 1, 11:30 PM ON OAKS**

**Preparation Summary 1 - History of Diversity Management**

- Chapter 1: Historical Perspectives for Studying Diversity in the Workforce, from Byrd and Scott (2018)
  - **Diversity in the Workforce** (pdf is available on Oaks)

The basic requirements for the summaries are:
- Must be at least 250 words
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

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**CLASS MEETING 2 – THURSDAY, SEPTEMBER 2, 2021**

**Agenda**

- **Breakout groups to discuss Reading assignment: history of diversity management**
  
  Use the following questions to guide your group discussion
  - Why is it important to begin with history?
  - How do the definitions in the chapter compare to the definitions you had last week?
  - What part of the reading most surprised and/or interested you?
    - On a side note: are you familiar with the work on minstrelsy and blackface by Prof. Jason White?
  - Which type of organization would you classify CofC as: monolithic, plural or multicultural and why?
  - How has the history of CofC impacted diversity and inclusion of The College today? What is the College doing well and where can it improve? How can students help the College improve diversity and inclusion?

- **Review video and breakout groups to discuss:**
  - [https://one.npr.org/?sharedMediaId=601131468:601396049](https://one.npr.org/?sharedMediaId=601131468:601396049)
  - Discuss what you think were the most important points.
  - Discuss how you think the points will be relevant in this class.
  - Be prepared to share with the whole class.

- **New breakout groups to brainstorm:**
  - Diversity topics or issues for class discussion (discussion lead assignment)

**Submit: Brief reflection on Class 2 discussions**

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- Also include your selection of 2 or 3 potential topics for which you’ll lead class discussion from the list generated in class.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, SEPTEMBER 8, 11:30 PM ON OAKS

Preparation Summary 2 – What is Workplace Diversity and Inclusion?

● Frost and Alidina (2018) Building an inclusive organization: leveraging the power of a diverse workforce - chapter 1
  - Note: apparently the license of this book is limited. I’m posting the chapters in pdf form on Oaks.
● Turnbull, H. (2016). The illusion of inclusion: Global inclusion, diversity, and the bottom line - chapter 1

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

CLASS MEETING 3 – THURSDAY, SEPTEMBER 9, 2021

Agenda

Breakout groups to discuss the Frost and Alidina chapter about why organizations need diversity and the Turnbull chapter about why we haven’t made much progress on D&I

● Discuss what you think were the most important points.
● Discuss how you think the points will be relevant in this class.
● Be prepared to share with the whole class.

Read article:

Breakout groups to discuss

● Split the group into two - one half argues in favor of Activision’s position the other half in favor of AFL-CIO’s position
● Be prepared to share with the whole class.

Discuss our department’s current hiring process

● How much should diversity play a role?
● Be prepared to share with class

Review video

● https://www.youtube.com/watch?v=iM3yGPyygyY (23 minutes)
  then join breakout groups to:
  ● Discuss what you think were the most important points.
  ● Discuss how you think the points will be relevant in this class.
  ● Be prepared to share with the whole class.
Submit: Brief reflection on Class 3 discussions

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video

DUE WED, SEPTEMBER 15, 11:30 PM ON OAKS

Preparation Summary 3 – Progress in Workplace Diversity and Inclusion

- Frost and Aldina (2018) Building an inclusive organization: leveraging the power of a diverse workforce - chapter 2 - Note: apparently the license of this book is limited. I’m posting the chapters in pdf form on Oaks.

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

CLASS MEETING 4 – THURSDAY, SEPTEMBER 16, 2021

Agenda

Breakout groups to discuss the reading about progress in diversity and inclusion
- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.

Creativity discussion
- I will give a short lecture on why diversity is important to creativity

Breakout groups discussion
- Go to https://www.diversityinc.com/ and as a group pick on of the top 50 companies
- Review the company’s efforts and discuss the merits of their efforts (good and bad)

(Depending on time) Listen to a podcast from c-suite on diversity
https://www.huffpost.com/feature/time-to-act?guccounter=1

Next week’s discussion leaders - stick around at the end

Submit: Brief reflection on Class 4 discussions

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, SEPTEMBER 22, 11:30 PM ON OAKS

Preparation Summary 4 – Biases and the Individual

- Frost and Alidina (2018) *Building an inclusive organization: leveraging the power of a diverse workforce* - chapters 3 and 5 - Note: chapters are available in pdf form on Oaks.

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering all 3 chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

Additional preparation for student-led discussion


CLASS MEETING 5 - THURSDAY, SEPTEMBER 23

Agenda

**Breakout groups to discuss the reading about biases**
- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.


**Student-led discussion**
The following students will lead a 10-15 minute discussion on their respective topics

Submit: Brief reflection on Class 5 discussions
- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, SEPTEMBER 29, 11:30 PM ON OAKS

Preparation Summary 5 – The Immutable Forces of Inclusion


The basic requirements for the summaries are:
- Must be at least 250 words in total, covering all 4 chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

Additional preparation for student-led discussion

CLASS MEETING 6 - THURSDAY, SEPTEMBER 30

Agenda

Breakout groups to discuss the reading
- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.

Breakout groups
- Use the following checklists to check your privilege - everyone do the first two, then pick two more
  - White - Privilege Checklist | Project Humanities
  - Privileges of Non-Transgender People | Peterson Toscano’s A Musing
  - Cisgender Privilege Checklist | Project Humanities
  - Examples of Heterosexual Privilege
  - Black Male Privilege Checklist | Project Humanities
  - Pandemic Privilege Checklist | Project Humanities
  - Social Class Privilege Checklist | Project Humanities
- Then discuss in your group

Student-led discussion
The following students will lead a 10-15 minute discussion on their respective topics

Submit: Brief reflection on Class 6 discussions
- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
**DUE WED, OCTOBER 6, 11:30 PM ON OAKS**

**Preparation Summary 6 – Identifying Workplace Problems**

- Frost and Alidina (2018) *Building an inclusive organization: leveraging the power of a diverse workforce* - chapter 4 - Note: chapters are available in pdf form on Oaks.

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

**Additional preparation for student-led discussion**

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**CLASS MEETING 7 - THURSDAY, OCTOBER 7**

**Agenda**

**Breakout groups to discuss the reading**

- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.

https://www.ted.com/talks/jennifer_l_eberhardt_how_racial_bias_works_and_how_to_disrupt_it

**Student-led discussion**

The following students will lead a 10-15 minute discussion on their respective topics

**Submit: Brief reflection on Class 7 discussions**

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, OCTOBER 13, 11:30 PM ON OAKS

Preparation Summary 7 – The Permeable Forces


The basic requirements for the summaries are:
- Must be at least 250 words in total, covering all 3 chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

Additional preparation for student-led discussion

CLASS MEETING 8 - THURSDAY, OCTOBER 14

Agenda

Breakout groups to discuss the reading

- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.

- Malcolm Gladwell, Talking to Strangers
  [https://www.youtube.com/watch?v=lp6S3NgzxTE](https://www.youtube.com/watch?v=lp6S3NgzxTE)

Student-led discussion
The following students will lead a 10-15 minute discussion on their respective topics

Submit: Brief reflection on Class 8 discussions

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, OCTOBER 20, 11:30 PM ON OAKS

Preparation Summary 8 – Advancing Black Leaders
● Read through all 5 sections in the HBR Big Idea Series “Advancing Black Leaders”. Your summary should be at least 500 words and cover all 5 sections/topics (Toward and Racially Just Workplace; The Costs of Code-Switching; the Day-to-Day Work of D&I; Why So Many Organizations Stay White; Success Comes from Affirming Your Potential). Also be sure to address gender in parts or all of your summary.

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering all readings
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

Additional preparation for student-led discussion
●

CLASS MEETING 9 - THURSDAY, OCTOBER 21

Agenda

Breakout groups to discuss the reading
● Discuss what you think were the most important points.
● Discuss how you think the points will be relevant in this class.
● Be prepared to share with the whole class.

Student-led discussion
The following students will lead a 10-15 minute discussion on their respective topics

Submit: Brief reflection on Class 9 discussions
● Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
● The reflection should be between 100 – 200 words or 1-2 minutes audio/video
Due Wed, October 27, 11:30 PM on Oaks

Preparation Summary 9 – Women in the Workplace Report 2020
- https://www.mckinsey.com/featured-insights/diversity-and-inclusion/women-in-the-workplace# - read just the 2020 report. Note that it’s only about the first ¼ of the page, there are reports from 2015-2019 there as well - you don’t need, but you certainly can, read them

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

Additional preparation for student-led discussion
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Class Meeting 10 - Thursday, October 28

Agenda

Breakout groups to discuss the reading
- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.

Student-led discussion
The following students will lead a 10-15 minute discussion on their respective topics

Submit: Brief reflection on Class 10 discussions
- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, NOVEMBER 3, 11:30 PM ON OAKS

Preparation Summary 10 – Preparing for Change

- Frost and Alidina (2018) Building an inclusive organization: leveraging the power of a diverse workforce - chapter 6 - Note: chapters are available in pdf form on Oaks.

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

Additional preparation for student-led discussion

CLASS MEETING 11 - THURSDAY, NOVEMBER 4

Agenda

Breakout groups to discuss the reading
- Discuss what you think were the most important points.
- Discuss how you think the points will be relevant in this class.
- Be prepared to share with the whole class.

Student-led discussion
The following students will lead a 10-15 minute discussion on their respective topics

Submit: Brief reflection on Class 11 discussions

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
DUE WED, NOVEMBER 10, 11:30 PM ON OAKS

Preparation Summary 11 – Planning and Leading Change
● Frost and Alidina (2018) Building an inclusive organization: leveraging the power of a diverse workforce - chapters 7 & 8 - Note: chapters are available in pdf form on Oaks.

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

CLASS MEETING 12 - THURSDAY, NOVEMBER 11

Agenda
Breakout groups to discuss the reading
● Discuss what you think were the most important points.
● Discuss how you think the points will be relevant in this class.
● Be prepared to share with the whole class.

Begin work on team case

Submit: Brief reflection on Class 12 discussions
● Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
● The reflection should be between 100 – 200 words or 1-2 minutes audio/video
**DUE WED, NOVEMBER 10, 11:30 PM ON OAKS**

**Preparation Summary 12 – Race and Gender Issues**
Pick any three of the following articles (all on Oaks):

- Entrepreneurship as solution - the allure of self-employment by women and minorities
- Equity in the Center - "Awake to Woke to Work" (eic awww-pub wip final.pdf)
- Chapter 8 – “Views from the other side”, Roberts, Mayo and Thomas (2019) Race, Work, and Leadership New Perspectives on the Black Experience

The basic requirements for the summaries are:
- Must be at least 250 words in total, covering both chapters
- Must be some specific citations/reference to the reading
- Must be submitted into the appropriate drop box on Oaks as a Word document or PDF

**CLASS MEETING 13 - THURSDAY, NOVEMBER 18**

**Agenda**

- Breakout groups to discuss the reading
  - Discuss what you think were the most important points.
  - Discuss how you think the points will be relevant in this class.
  - Be prepared to share with the whole class.

- Work on team case

**Submit: Brief reflection on Class 13 discussions**

- Submit a Word doc, PDF or audio/video file briefly reflecting on today’s discussion. Include how you contributed to the discussions.
- The reflection should be between 100 – 200 words or 1-2 minutes audio/video
CLASS MEETING 14 - THURSDAY, DECEMBER 2

Agenda

Work on team case

FINAL EXAM TIME SLOT – FRIDAY, DECEMBER 10 – 6:00 – 8:00 PM

Teams present cases