

GBUS 876 – Managing Diversity

FALL 2024

INSTRUCTOR DETAILS:

Name: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Office Location: Remote

Office Hours: By appointment

CLASS DETAILS:

Class Dates: Wednesdays, September 4 to December 4 (no class October 16)

Class Times: [REDACTED]

Class Location: [REDACTED] 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. As a doctoral student 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* (5th 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.

Component	Weight	Due Date
Participation	15%	Ongoing
Social Identity Reflection Paper	15%	Sunday, October 6 at 11:55PM
Individual Article Review	15%	Sunday, October 27 at 11:55PM
Group Article Review	15%	Thursday, November 14 at 11:55PM
Group Article Presentation	10%	Thursday, November 28, 9AM
Final Exam	30%	
TOTAL	100%	

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 – 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.

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 Wednesday, September 18 class.

The reflection paper should be a maximum of 5 pages in length, typed, double-spaced, using 12-point Times New Roman font, and with 2.5 cm margins. Papers must be submitted as a Word document. **Please save and 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 5 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. Papers must be submitted as a Word document. **Please save and title your paper with your student ID only and include your student ID in the header of the document.**

Please also submit the article that you reviewed (or provide a link to the article).

Group Article Review – 15%

In instructor-formed teams, students are to review a **peer-reviewed article** on topics relevant to diversity. Groups can choose their own article. Instructions will be given in class on how to properly select an article.

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 the following:

- Describe your search strategy on how you selected your article
- Summary of the article - briefly identify the problems raised by the researcher(s) of the article.
- Methodology and findings - briefly explain at a high level the research approach used by the researcher(s) and the most significant findings specific to the research.
- What recommendations does the researcher make?
- How is this relevant/how does this apply to the class concepts that we have learned?

Group Article Presentation – 10%

Each group should prepare their article review as a short lecture for the class. This will be done as a voice-over-PowerPoint or recorded Zoom lecture and should be uploaded onto UR Courses onto each group's designated discussion forum by the morning of Thursday, November 28. Each presentation should be no longer than 15 minutes in duration. From Thursday, November 28 to Wednesday, December 4, students will be expected to view their classmates' presentations and provide comments and/or ask questions in the group's discussion forum. Groups are expected to moderate their presentation discussion forum and answer any questions raised by their classmates for the period from Thursday, November 28 to Wednesday, December 4.

Final Exam – 30%

This exam will consist of 6-8 short answer 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 [REDACTED]. ProctorTrack will be used for those students who are taking the exam remotely.

Exams must be submitted as a Word document. **Please save 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>

The use of generative AI tools, including but not limited to ChatGPT, in the preparation or completion of assignments, papers, or exams for this course is prohibited, and any evidence of such use may be subject to academic penalties.

Any use of generative AI tools in academic work is considered academic misconduct and will be reported to an investigating Dean.

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/ssc) 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 [REDACTED] 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

WEEK 1 – INTRODUCTORY WEEK	
Wednesday, September 4	<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"> • Chapter 1 of textbook • Selected readings on UR Courses
WEEK 2 – FOUNDATIONAL DEFINITIONS	
Wednesday, September 11	<p>Foundational Definitions:</p> <ul style="list-style-type: none"> • Diversity & Inclusion • Dimensions of diversity • Equality, Equity, Justice • Privilege • Microaggressions • Unconscious Bias • Dimensions of Racism <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Chapter 6 of textbook • Selected readings on UR Courses
WEEK 3 – SOCIAL/PSYCHOLOGICAL THEORIES OF DIVERSITY	
Wednesday, September 18	<p>Intersectionality Theory Social Identity Theory</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Chapter 7 of textbook • Selected readings on UR Courses
WEEK 4 – HUMAN RESOURCES & LEGAL FRAMEWORKS	
Wednesday, September 25	<p>Employment Equity Act Saskatchewan Human Rights Code</p> <p><i>Required readings:</i></p> <ul style="list-style-type: none"> • Chapter 2 of textbook • Selected readings on UR Courses
WEEK 5 – GENDER DIVERSITY IN THE WORKPLACE	
Wednesday, October 2	<p>Gender diversity in the workplace</p> <p><i>Required readings:</i> Selected readings on UR Courses</p>
WEEK 6 – GENDER DIVERSITY cont'd	
Wednesday, October 9	<p>Gender diversity in the workplace</p> <p><i>Required readings:</i></p>

	Selected readings on UR Courses
WEEK 7 – NO CLASSES – FALL READING WEEK	
WEEK 8 – RESISTANCE TO DIVERSITY	
Wednesday, October 23	Change management and diversity management Resistance to diversity <i>Required readings:</i> <ul style="list-style-type: none"> • Selected readings on UR Courses
WEEK 9 – RESISTANCE TO DIVERSITY cont'd	
Wednesday, October 30	Intergroup threat <i>Required readings:</i> <ul style="list-style-type: none"> - Selected readings on UR Courses
WEEK 10 – ORGANIZATIONAL CULTURE	
Wednesday, November 6	Organizational culture Creating a Justice Climate <i>Required readings:</i> <ul style="list-style-type: none"> - Selected readings on UR Courses
WEEK 11 – CROSS CULTURAL COMMUNICATION	
Wednesday, November 13	**Asynchronous class** Cross cultural communication Evolution of EDI language <i>Required readings:</i> <ul style="list-style-type: none"> - Chapter 8 & 9 of the textbook - Selected readings on UR Courses
WEEK 12 – INCLUSIVE LEADERSHIP	
Wednesday, November 20	Inclusive leadership Mentorship vs. sponsorship Allyship <i>Required readings:</i> <ul style="list-style-type: none"> - Chapter 11 of the textbook - Selected readings on UR Courses
WEEK 13 – THE INCLUSIVE WORKPLACE	
Wednesday, November 27	Creating an Inclusive Workplace <i>Required readings:</i> <ul style="list-style-type: none"> - Chapter 12 of the textbook - Selected readings on UR Courses
WEEK 14	
Wednesday, December 4	Wrap up and prep for final exam

****Asynchronous class**** There will be one asynchronous class this semester as I will be travelling for work. The lecture for that week will be posted in video format on UR Courses, with an activity and discussion forum assigned