

MGMT 4770
Managing Diversity
Spring 2017

Section 1: Tuesdays and Thursdays, 10:15 am – 12:20 pm, Pigott 304

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Office Hours: Tuesdays and Thursdays, 3-4:30 pm
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Course Description: “Consistent with labor predictions, the workforce of the 21st century may be characterized by increased numbers of women, minorities, ethnic backgrounds, intergenerational workers, and different lifestyles” (Roberson, 2006, p. 212). This is a course on how to create, foster, and manage organizations where difference is valued and leveraged. This course assumes that leveraging diversity will be a key to organizational excellence now and in the future as creating an outstanding, global workforce will require drawing the best employees from all cultural backgrounds and identity groups and freeing them to thrive within organizations. However, leveraging diversity is challenging – especially when it involves race, gender, sexual orientation, national origin, and physical disability. Each person brings to the workforce biases that influence their behavior. Historical and contemporary events continue to influence the complex dynamics of difference within organizations. Accordingly, many organizational leaders and members are afraid to discuss diversity in meaningful ways and do not know how to effectively handle difference in the workplace – especially when difference results in conflict, harassment, or resistance. This course helps students develop skills to meet challenges associated with personal and institutional “-isms” in the following ways:

- We provide you with perspectives and tools that will empower you to recognize and challenge how difference is handled within organizations;
- We equip you with resources to develop meaningful recommendations and experiments to design and enable contexts where diversity is leveraged; and
- We hold space for reflection and discussion with others as you strive to become more aware of your values, biases and behaviors that may influence work interactions. Our space is “safe” but that doesn’t mean it won’t be challenging. I commit to creating a space where you can respectfully and compassionately question yourself and others.

Required and Recommended Readings:

1. Thomas, Kecia M. (2005). *Diversity dynamics in the workplace*. Belmont, CA: Thomson Wadsworth.
2. Bohnet, Iris. (2016). *What works: gender diversity by design*. Cambridge, MA: The Belknap Press of Harvard University Press.
3. Additional readings are available through the Lemieux Library website. See Canvas website for instructions. Also, the research librarians on campus are outstanding!

4. Case analyses are available and may be accessed through the Harvard Business School Publishing website at special student prices. Information on how to access the website will be provided before and on the first day of classes.
5. Recommended: Banaji, M. R., and Greenwald, A. G. (2013). *Blindspot: hidden biases of good people*. New York, NY: Delacorte Press.

Course Expectations:

To do well in this class, you will probably need to spend **at least** 6 hours per week **outside** of class on the readings, preparing for quizzes and completing assignments. Please plan accordingly.

Objective	Learning Outcome	Evaluative Tool
1) Develop a perspective on how to create organizations and teams that value and leverage diversity.	Content knowledge, critical thinking, applying concepts, assess suitability of recommendations	Case analyses, research project, exams
2) To enrich your portfolio of practical tools and ideas for leveraging diversity	Distinguish between practices that “manage” diversity and those that can “leverage” diversity, apply critical thinking,	Case analysis, experiential classroom exercises, class participation
3) Gain greater self-awareness of our own cultural values, biases and behaviors and how they influence our interpersonal behavior and interactions in organizations.	Critical thinking, self-reflection	Case analysis, experiential class exercises, class participation, research project

Course Expectations and Ground Rules ¹

This class will emphasize discussion and participation rather than a traditional lecture format. There will be a strong emphasis on discussing assigned readings, sharing experiences and participating in experiential learning exercises. The course will include a balance of cognitive and experiential learning opportunities, including case studies, videos, role plays, self-administered instruments and team projects. For the class to succeed, each class participant must adhere to the following “PACT”:

1. Prepare for all classes.
2. Attend all classes.
3. Contribute to class discussions and exercises.
4. Thoughtfully complete assignments.

¹ Taken from Dr. Stacey Blake-Beard’s Harvard University course – Cultural Diversity in the Workplace

The philosophy of this course is that we learn from each other. Therefore individual preparation is vital to the course's success. Unless otherwise instructed, readings and assignments listed in the syllabus should be completed by the class for which they are assigned. You will be called upon to (1) summarize the readings and (2) share your wisdom and experience related to the topic being discussed. Your contribution to class discussions and exercises is essential because it is only through these discussion and activities that the main learnings from a particular topic can be explored. If you are unable to prepare for a particular class, please let me know before class so that I do not inadvertently call on you. Attendance is also critical. The experiential nature of this class requires that participants attend all classes. There is no way to make up a missed class.

Course Ground Rules: A Few Human Factors to Remember

Discussions of cultural diversity often touch on topics that group members view as controversial or difficult. Because of this, class participants are also responsible for permitting each member of the class to hold his or her own opinion without pressure from others to change it or fear of being attacked. Class participants should also remember, however, that one's opinions may have an impact on others. Thus your learning, and that of other class participants, will be enhanced to the extent you are willing to speak from your perspective and share your experiences and views with the class. Class participants are responsible for honoring and maintaining the confidentiality of others. If class participants choose to share any personal information about themselves in the context of class discussions, no one should repeat this information outside of the class. In closing, please try to remember that:

1. Together we are here to learn about very complex issues that have plagued society, in one form or another, since the beginning of civilization.
2. We all have some type of prejudice against some thing, group, class, or individual.
3. We all have experienced some level of prejudice.
4. We are all guilty of some degree of cultural ignorance concerning another group or class of people. No one in the class knows everything there is on issues related to cultural diversity, so it is expected that we come to class with an open mind.
5. We are not here to victimize one another because learning about race, gender and other differences occurs more readily in a supportive environment, where there is a climate of openness and trust. For this reason, we will try to discuss honestly our experiences and feelings without fears of being judged, stereotyped or categorized by our colleagues.

Course Assignments:

1. **Harvard case reflections - 30%**. In this class, we will take every opportunity to put our theories into action and develop our critical thinking skills. Therefore, you will write up two (2) Harvard Business School cases. The HBS case analyses are listed throughout the syllabus and are accessed through the Harvard Business School website.

Case analyses are an important opportunity for you to show (and for me to assess) that you can 1) define and explain course concepts, 2) apply course concepts to a practical situation, 3) formulate recommendations based on course concepts and your own critical thinking. **Assignment information and rubric are provided on Canvas. In week 4, we will conduct a case analysis in class to show you what is expected. If you miss this class, you should be sure to speak with your classmates to better understand how to write up a case for this course.**

Your case analysis will form the basis for class discussion on the day for which it is assigned. Therefore, it is imperative that you are prepared to participate in class on the day your case is due. To ensure you get the maximum value from using your own critical thinking skills, HBS case analyses are due on the date the case will be discussed.

You should think of the case analyses as you would an examination. That is, you need to reflect your **mastery** of course material.

Late cases are accepted but a penalty of 10% per day is deducted from the grade.

Please leave the class during case discussion if you have not completed your case. If you do not leave the class during the case discussion, your late submission will not be accepted nor graded.

2. **Resistance and embracement research project - 30%**. During this quarter, you will be a part of a team assigned to look at the diversity climate on the Seattle University campus. In this project, you will interview each other and people on campus to better understand how they are experiencing the campus climate. Your ultimate objective is to use the course material to provide insights and recommendations to students, faculty, and staff. **Assignment information and rubric are provided on Canvas.**
3. **Exams - 30% of grade**. We will have two examinations in this course that combine multiple choice and essay questions. Some of the questions on the exams will come from questions that you ask and answer during class. Some of these will come from Dr. Ferraro's decisions about what is critical to remember and to be able to apply from the course. Therefore, your participation in class will assist you in preparing for the exam.

Make up exams are generally given only under dire circumstances (as determined by Dr. Ferraro). You should make every effort to put the exams on your calendar, be on time, and prepared for the exams.

4. **Participation - 10% of grade.** ²Class participation provides the opportunity to practice inquiry and advocacy skills. **Each class period, I will choose people to lead off the discussion of articles, cases, etc.** My expectation is that everyone is ready to participate every day in class discussion. You have thoroughly read any materials and thought about them. This does not mean you have to have the "right" answer. Your reflections might include questions on the definitions of concepts, how it relates to or contradicts

² Adapted from Dr. Stacey Blake-Beard's Harvard University course – Cultural Diversity in the Workplace

things that were read early in the quarter (or in other classes). Uncertainty is welcome! However, comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. Obviously, your effective participation in class depends on you being present; there is no way to make up a missed class.

Each class, Dr. Ferraro will provide you with question or topics to prepare for class participation. Those will be used to guide class participation. Therefore, all you need to do prior to class is read your articles/book chapters thoroughly. Please see the rubric at the end of the syllabus to understand how your participation will be graded.

Absences or a pattern of coming in late and/or leaving early will negatively influence your grade. We will meet 20 times this quarter. **Missing 3 classes (which is over 10% of the quarter) will result in a letter grade deduction in your participation grade. Over 3 absences will result in further decrements in your participation grade.**

Grading Scale

A = 94% or above; A- = 90-93.99%; B+ = 87-89.99%; B = 84-86.99%; B- = 80-83.99%; C+ = 77-79.99%; C = 74-76.99%; C- = 70-73.99% and so on.

Course Policies

1. **Canvas.** This course will utilize Canvas as a means for making lecture notes, assignment grades and course materials available to students. Canvas also will be used to make announcements and post changes to the class. Because of this, I advise you to check the Canvas course site and your Seattle U e-mail account often.
2. **Assignment submission.** All electronic copies of assignments must be submitted through Canvas. Copies sent to Dr. Ferraro's Seattle University email address are not officially submitted.
3. **Canceled Classes.** If the University cancels classes on a regularly scheduled class day, any assignments, presentations, etc. will be due on the next regularly scheduled class. Be sure to refer to Canvas for detailed information on the updated schedule.
4. **Late/Make-up Work.** Any work that is turned in late will automatically lose 10% per day, starting at the time at which it was due. In addition, make-up work will not be given in order to raise students' grades, so please give each assignment your full effort the first time around.
5. **Grade Appeals.** If you have a concern about a grade that you receive on any assignment in this class you are invited to submit to me a **written appeal within one week** of receiving the grade in question. The appeal should outline your specific concerns with the grade and evidence supporting why it should be changed. I will then review your appeal and respond as quickly as possible. Please do not appeal a grade during class. I am not able to properly assess grade appeals during class time.
6. **Academic Integrity.** Academic integrity is expected in this class. Academic integrity means that you are expected to approach all assignments within the letter and the spirit of the class rules. These rules exist to maximize the learning experience for all students, preserve the integrity of the class, and to help you practice the high level of integrity expected from business professionals. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the

particulars of the situation fully to me. Academic dishonesty, as defined by university policy, will *not* be tolerated in any form.

7. **Plagiarism**[†]. Plagiarism and cheating are against university policy. I have a strict policy on cheating or plagiarism. The penalty for either offense will be to assign a failing grade to the test/paper or to assign a failing grade for the course, subject to my discretion. With respect to plagiarism, if you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title and date of publication. You can cite it within your narrative using parentheses to enclose the information or use endnotes or footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your paper.
8. **Accommodations 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 Disability Services. Disability-based adjustments to course expectations can be arranged only through this process. Additional information may be obtained from the Learning Center, Loyola 100, (206) 296-5740. The University has a legal obligation to provide appropriate accommodations for students with disabilities and I am happy to work with you to ensure your needs are met. In order to ascertain what accommodations may be needed, any student with special needs should bring this to my attention as soon as possible (and not later than the second week of class).
9. **Syllabus Changes**[†]. On occasion, it may be necessary to make changes to the syllabus throughout the quarter. If deemed necessary, any major changes made will be posted to the class website and communicated to the class in advance.
10. **References and citations**. Please use APA style when formatting your references and citations. **Please see the library website for instructions** (http://libguides.seattleu.edu/content.php?pid=96399&search_terms=apa+style.)

(† - Wording for these sections of the syllabus are excerpted from or modifications of policies from Dr. Jennifer Marrone's MGMT 380 syllabus and Dr. Maylon Hanold's SADL 512 syllabus.)

Course Schedule (Subject to Revision)

The location of each article is given in brackets next to the title. Legend: LL = Lemieux Library, H = HBS website, T= textbook (either Thomas or Bohnet), or C = Canvas.

Topic(s)	Date	Readings Due BEFORE Class (the readings below will be discussed in class on the matching date)	Assignments Due
Week 1 Laying course foundations <ul style="list-style-type: none"> • Team assignments • Creating team charters 	March 28	<ul style="list-style-type: none"> • No class – Dr. Ferraro is at Women’s Economic Empowerment Summit • The Lemieux Library (and how to use it for this class) 	<ul style="list-style-type: none"> • Complete online introduction (see Canvas)
	March 30	<ul style="list-style-type: none"> • Syllabus overview • Deresiewicz, (2017), On political correctness, <i>American Scholar</i>, https://theamericanscholar.org/on-political-correctness/# [follow the link] • Theodorakopoulos & Budhwar (2015), Diversity and inclusion in different work settings: emerging patterns, challenges, and research agenda, <i>Human Resource Management</i>, March–April 2015, Vol. 54, No. 2. Pp. 177–197 (LL) • Stone, D., & Heen, S. (2014). Difficult conversations 2.0: Thanks for the Feedback!, Rotman Management, 71-75. (LL) 	
Week 2 Laying course foundations	April 4	<ul style="list-style-type: none"> • Senge, Hamilton, & Kania (2015), The dawn of system leadership, <i>Stanford Social Innovation Review</i>, 13(1), 26-33. (LL) • Steward, Crary & Humbard (2008), Teaching value in diversity: on the folly of espousing inclusion, while practicing exclusion, <i>Academy of Management Learning & Education</i>, 2008, Vol. 7, No. 3, 374–386. (LL) • Bohnet, I. (2016). What works: gender equality by design, <i>The</i> 	

		promise of behavioral design, p. 1-17. (T)	
	April 6	NO CLASS! UNIVERSITY MISSION DAY	
Week 3 Managing diversity at the individual level • Case analysis workshop	April 11	<ul style="list-style-type: none"> • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 11, p. 180-194. (T) • Bohnet, I. (2016). What works: gender equality by design, Chapter 1, p. 21-43. (T) • Bohnet, I. (2016). What works: gender equality by design, Chapter 2, p. 21-43. (T) 	
	April 13	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 3, p. 62-81. (T) • Bohnet, I. (2016). What works: gender equality by design, Chapter 4, p. 82-99. (T) 	
Week 4 Managing diversity at the individual level	April 18	<ul style="list-style-type: none"> • The Diversity Factor (TDF): Stolzman (2004), Six rules for learning about your dominant and subordinated group identities, p. 12-16. [LL] • Ferdman & Roberts (2014), Creating inclusion for oneself: knowing, accepting, and expressing one's whole self at work, p. 93-127 (C) 	<ul style="list-style-type: none"> • For feedback and classroom discussion only! (Managing Public Image: Sophia Chen)
	April 20	<ul style="list-style-type: none"> • Luscombe (2013), Confidence Woman, Time, 181(10). (LL) • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 8, p. 129-147. (T) 	<ul style="list-style-type: none"> • Case analysis 1 due (Lisa Sherman [H])
Week 5 Managing diversity at the individual/team levels	April 25	<ul style="list-style-type: none"> • Roberson & Kulik (2007), Stereotype threat at work, p. 24-40. [LL] 	
	April 27	<ul style="list-style-type: none"> • Manzoni & Barsoux (1998), Set up to fail syndrome [H] • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 6, p. 90-110. (T) 	
Week 6 Managing diversity at the	May 2	<ul style="list-style-type: none"> • No readings. Exam will take entire class period. 	<ul style="list-style-type: none"> • Exam 1
	May 4	<ul style="list-style-type: none"> • Thomas, K. (2005). Diversity dynamics in the workplace, 	

team level		Chapter 7, p. 111-128. (T)	
Week 7 Managing diversity at the team/organizational level	May 9	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 5, p. 103-122. (T) • Bohnet, I. (2016). What works: gender equality by design, Chapter 6, p. 123-145. (T) 	
	May 11	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 7, p. 146-164. (T) • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 2, p. 16-32. (T) 	
Week 8 Managing diversity at the organizational level	May 16	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 8, p. 167-182. (T) • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 9, p. 148-164. (T) 	<ul style="list-style-type: none"> • Case analysis 2 due (It wasn't about race - or was it? [H])
	May 18	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 9, p. 182-198. (T) • Bohnet, I. (2016). What works: gender equality by design, Chapter 10, p. 201-219. (T) 	
Week 9 Managing diversity at the organizational level	May 23	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 11, p. 220-243. (T) • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 10, p. 165-179. (T) 	
	May 25	<ul style="list-style-type: none"> • Bohnet, I. (2016). What works: gender equality by design, Chapter 12, p. 266-283. (T) • Bohnet, I. (2016). What works: gender equality by design, Designing Change, p. 285-292. (T) • Thomas, K. (2005). Diversity dynamics in the workplace, Chapter 12, p. 195-199. (T) 	
Week 10 Wrap Up	May 30	<ul style="list-style-type: none"> • Presentations based on learning journals (powerpoints of presentation due before presentation) 	
	June 1	<ul style="list-style-type: none"> • Presentations based on learning 	<ul style="list-style-type: none"> • Resistance and

		journals (powerpoints of presentation due before presentation)	embracement research project due
Week 11 Finals week	June 7, 10-11:50 am	<ul style="list-style-type: none">• No readings. Exam will take entire class period.	<ul style="list-style-type: none">• Exam 2

Participation Grading Rubric*

	Attendance and Preparation	Engagement and Contribution
A	Was in attendance today and on time. Does all readings carefully and thinks about them deeply. Is prepared to discuss and pose informed questions about the readings, using specifics and connecting the readings to theory, research, and/or practice.	Always is highly engaged in class: listens attentively, takes notes, comments and asks thoughtful questions based on an understanding of the readings or prior discussion. Constructively advances the discussion or the group's work. Collaborates effectively with others in both large and small groups. Engages effectively in inquiry and advocacy. Adheres to class norms, reminds others when appropriate.
A-	Was in attendance today and on time. Does all of the reading carefully, but may not work to understand the content in depth. Can ask thoughtful questions and often sees links across readings and between readings and practice.	Usually is very engaged in class. Fulfills assigned responsibilities at a high level. Participates constructively in discussions, drawing connections between relevant points. Works effectively with others and contributes to their learning. Asks questions that demonstrate understanding of the material and advance others' understanding. Engages effectively in advocacy but may not ask questions of others. Adheres to class norms, reminds others when appropriate.
B+	Was in attendance today and on time. Does all of the reading, but sometimes only superficially. Is prepared to participate in discussions and respond to questions, but mostly on a general level.	Is unevenly engaged in class. Makes points and asks questions, but may divert the discussion. Fulfills most assigned responsibilities. Works cooperatively with others. Responds well when called upon by instructors or peers, but rarely volunteers. Engages somewhat effectively in advocacy but may not ask questions of others. Adheres to class norms but does not help enforce class norms.
B	Was in attendance but late. Completed some readings, but skipped others. Usually does not read material carefully or in depth. Is prepared to participate in general discussions or pose occasional questions, but these are not grounded in an understanding of the reading.	Does not contribute unless called upon. Pursues own concerns without regard for the direction of the discussion or others' needs. Offers few insights into the readings or work. Participates without becoming engaged with others or contributing beyond the minimum. Advocates positions in ways that do not lead to greater discussion, little inquiry. Adheres to most class norms but does not help enforce class norms.
B- or less	Was in attendance but late. Is unprepared for class. Has not thought about the links across readings or between readings and theory or practice. Is not prepared to respond to questions or contribute to discussions.	Is routinely unengaged, and does not listen to or respond to others' comments. Sometimes spends class time doing other work or email. Neither engaged in advocacy nor inquiry. Rarely adheres to class norms.

*Adapted from the participation rubric from S-460: Integrating Perspectives on Education — Susan Moore Johnson & Nonie Lesaux
Adapted from: <https://canvas.harvard.edu/courses/5464/assignments/43289> by HSFerraro