

MGMT 5345
Managing Diversity
Fall 2018

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The challenge of social justice is to evoke a sense of community that we need to make our nation a better place, just as we make it a safer place. Marian Wright Edelman

B-School modification: The challenge of social justice is to evoke a sense of community that we need to make our organizations better places, just as we make them more efficient, competitive, and effective places. Holly Slay Ferraro

Course Description: This course explores how social identities matter within work organizations and how individuals at all levels can address social identity dynamics. This course assumes unintentional biases and structural -isms (such as racism and sexism) influence how businesses function and conscientious employees and managers can lessen the negative consequences of such forces. I take the position that the benefits of diversity can only be realized when employees at all levels are critical thinkers and active participants in making organizations more just and inclusive.

Being self-aware and open to understanding how bias and structural -isms influence organizational work and learning is challenging. Each of us brings to the workforce values, beliefs, and experiences that bias our behavior and erode performance at the individual, organizational, and team levels. Additionally, historical and contemporary events continue to influence the complex dynamics of difference within organizations. (Indeed, because the impact of some dimensions of diversity, such as race, are highly contextual, we will focus on the United States.) 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 the dynamics of difference in the following ways:

- I provide you with perspectives and tools that will empower you to recognize and challenge how difference is handled within organizations;
- I equip you with resources to develop meaningful recommendations and design experiments to enable contexts where diversity is leveraged; and
- I 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 classroom is a learning space which means mistakes can and will be made. I commit to

creating a space where you can respectfully and compassionately question yourself and others.

Required Readings:

1. Oluo, I. (2018). *So you want to talk about race*. Hachette: UK. Required chapters are marked with (T) in the course schedule.
2. Case analyses and articles 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 on Canvas and on the first day of classes. Those materials are marked with (H) in the course schedule.
3. All other readings are available through the Seattle University Lemieux Library. These readings are marked with (LL) in the course schedule.

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, working in teams, and completing assignments. Please plan accordingly.

Objective	Learning Outcome	Evaluative Tool
1) Recognize and address equity and diversity issues and defend a course of action.	Content knowledge, critical thinking, applying concepts, assess suitability of recommendations	Case analyses, research project
2) Develop meaningful recommendations and experiments to create contexts where diversity is leveraged.	Distinguish between practices that can lead to short and/or long term gains in dismantling structural -isms and leveraging diversity	Case analysis, experiential classroom exercises, class participation
3) Gain greater self-awareness of cultural values, biases and behaviors and how they influence your interpersonal behavior and interactions in organizations.	Critical thinking, self-reflection, applying concepts	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. 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

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

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 - 20% of grade.** 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.**

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 examinations. That is, the finished product will reflect your mastery of course material. Case analyses typically take many hours to complete as you will need to integrate course material, identify relevant evidence within the case, and engage in critical and creative thinking to draft recommendations.

2. **Inclusion research project - 30% of grade.** During this quarter, you will be a part of a team assigned to look at inclusion as defined by employees and organizational leaders within an area business or non-profit. I have asked a number of organization to participate in this project, however, it is possible for you to use the company for which you work. Please see me if you would like to do so. In this project, you will interview people within an organization to better understand how they define and experience inclusion. Your ultimate objective is to use the course material to provide insights and recommendations to organizational members and leaders. **Assignment information and rubric are provided on Canvas.**
3. **Participation and Reflection - 15% of grade.** Class 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 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 on Canvas to understand how your participation will be graded.

Attending regularly and coming to class on time will positively influence your grade. Not using electronic equipment (mobile phones, laptops, readers) in a way that distracts you or others from participating in class will positively influence your grade. We will meet 10 times this quarter. Missing 3 classes (which is 30% 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.

4. **“Where I’m From” - 15% of grade.** In this assignment, you will write a kind of social identity autobiography, addressing the question “How did I come to be who I am?” Think about the influence of race, ethnicity, gender, class, religion, nationality and other influence on your identity. You may wish to explore how your multiple identities influence each other. Consider these questions: How have these elements of identity shaped your life experience? To what extent have you experienced privilege and

marginalization (or both) based upon them? How have your various facets of identity influenced how you enact your work and your thoughts about career (or pursuing a graduate degree)? Reference at least one reading. (This assignment adapted from Erica Foldy, 2014, "Race, Identity, and Inclusion in Organizations" syllabus.)

5. **Journal – 20% of grade.** Keep a written journal in which you record your thoughts, comments and reflections triggered by and in response to the assigned course readings, as well as the class exercises and interactions. Feel free to weave in other reading you are doing, current events, or other observations about the dynamics of social identity and inclusion as they apply to course themes. At a minimum, you should write one entry per week. I will review this twice, once in 5 and at the end of the quarter (week10). Evaluations of this assignment will be based on (1) completeness (at least one entry for each week of the course), and (2) evidence of actually having read the assigned material, and (3) engagement with the topics. (This assignment adapted from Erica Foldy, 2014, "Race, Identity, and Inclusion in Organizations" syllabus.)

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 send emails 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. **If we are forced to miss class because of weather or other University policy, a make-up class will be posted to Canvas along with assignments that will count toward the participation grade.** 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 24 hours from when the assignment was due (due on Tuesday at 6 pm is late on Wednesday at 6 pm). 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. **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.
7. **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.)
8. **Use of course assignments for research.** Like many faculty, I treat my teaching – and your learning – as a scholarly endeavor in the hope that I can improve the course each time I teach it. This means that I may use the regular data I gather (your assignments, our communications, my reflection notes on each class) to produce research that can inform not only my own practice, but also that of others through scholarly publications. If I do so, your identity (name or other identifiable information) will remain anonymous. If you have concerns, please speak with me.

(† - Wording for parts of this section 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.)

University Policies and Resources:

Academic Resources:

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning 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.

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

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Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (**email:** oi@seattleu.edu; **phone:** 206.296.2824) University Resources and Policies

Course Schedule (Subject to Revision)

The location of each article is given in brackets next to the title. Legend: LL = Lemieux Library, H = Harvard course pack, C = Canvas, and T = text

Topic(s)	Date	Readings Due BEFORE Class (the readings below will be discussed in class on the matching date)	Assignments Due
Week 1: What is diversity management? Basic concepts	October 2	<ul style="list-style-type: none"> None 	None
Week 2: The social psychological underpinnings of diversity management	October 9	<ul style="list-style-type: none"> Fiske, S. T., & Lee, T. L. (2008). Stereotypes and prejudice create workplace discrimination. In A. P. Brief (Eds), <i>Diversity at work</i>, (p. 13-52). Cambridge, England: Cambridge University Press (H) Manzoni, J.F., & Barsoux, J.L. (1998). The Set-Up-to-Fail Syndrome. <i>Harvard Business Review</i>, 76(2), 101-113. (H or LL) Oluo, I. (2018). What is racism? (Chapter 2 in "So you want to talk about race") (T) 	None
Week 3: Self-awareness and understanding our responses to others	October 16	<ul style="list-style-type: none"> DiAngelo, R. (2012). Nothing to add: A challenge to white silence in racial discussions. <i>Understanding and dismantling privilege</i>, 2(1), 1-17. (C) Davidson, M. N., & Proudford, K. L. (2008). Cycles of resistance. <i>Diversity resistance in organizations</i>, 249. (H) Stolzman, L. (2004). Six Rules for Learning About Your Dominant and Subordinated Group Identities. <i>The Diversity Factor</i>, 12(2), 12-16 (LL) Oluo, I. (2018). Why am I always being told to "check my privilege"? (Chapter 4 in "So you want to talk about race") (T) 	<ul style="list-style-type: none"> "Where I'm From" assignment due Social identity profile [H] – for class discussion, ungraded
Week 4: What is inclusion? Guest speaker: Effenus Henderson	October 23	<ul style="list-style-type: none"> Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. <i>Journal of Management</i>, 37(4), 1262-1289. (LL) Henderson, E. (2014). The chief 	<ul style="list-style-type: none"> None

		diversity officer's view of the diversity and inclusion journey at Weyerhaeuser. In B. Ferdman and B. Dean, (Eds.) Diversity at work: The practice of inclusion, (p. 431-450.) San Francisco, CA: Jossey-Bass. (LL)	
Week 5: Intersectionality, interpersonal relationships, and inclusion	October 30	<ul style="list-style-type: none"> • Hsieh, Crawford, & Mehta (2018). Gender and free speech at Google. (H) • Chrobot-Mason, D. & Thomas, K. M. (2002). Minority Employees in Majority Organizations: the intersection of individual and organizational relational identity in the workplace, Human Resource Development Review, 1(3), 323-344. (LL) • Oluo, I. (2018). What is intersectionality and why do I need it? (Chapter 5 in "So you want to talk about race") (T) 	Journal due
Week 6: Interpersonal relationships and creating inclusive workplaces at the relational level	November 6	<ul style="list-style-type: none"> • DiTomaso, N. (2015). Racism and discrimination versus advantage and favoritism: Bias for versus bias against. Research in Organizational Behavior, 35, 57-77. (LL) • Sue, D. W. (2013). Race Talk: The Psychology of Racial Dialogues. American Psychologist, 68(8), 663-672. (LL) • Oluo, I. (2018). What if I talk about race wrong? (Chapter 3 in "So you want to talk about race") (T) 	
Week 7: Creating inclusive workplaces at the organizational level	November 13	<ul style="list-style-type: none"> • Ferdman, B. M. (2017). Paradoxes of inclusion: Understanding and managing the tensions of diversity and multiculturalism. The Journal of Applied Behavioral Science, 53(2), 235-263. (LL) • Williams, J. C., Phillips, K. W., & Hall, E. V. (2016). Tools for change: boosting the retention of women in the STEM pipeline. Journal of Research in Gender Studies, 6(1). (LL) 	Case analysis due: Managing diversity and inclusion at Yelp (H)
Week 8: Creating inclusive workplaces at the organizational level	November 20	<ul style="list-style-type: none"> • Continue discussion of articles from November 13 	<ul style="list-style-type: none"> •

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Guest speaker: Janice Jackson- Haley			
Week 9: Project presentations	November 27	No readings	
Week 10: Project presentations	December 4	No readings	Journal due
Finals week	December 11		Inclusion research project due