

Morris Beton ----
MGMT 5345
Managing Diversity
Fall 2021
6:00pm-8:40pm

Instructor: Morris Beton
E-mail address: mбетon@seattlu.edu

MGMT 5345 – Managing Diversity

3 credit hours

Examines environments in which diversity initiatives operate. Dominant work values are explored to understand how they define desired work behaviors and ways in which diversity challenges some dominant work values. Challenges students to acquire information about diversity via studies of organizational culture and subculture`s.

Course Description:

This course will explore the meaning of diversity, inclusion & equity (D&I) in the workplace and delve into how to structure a program that will effectively move the needle in a real-world environment. In today`s corporate and public sector work environments there`s a tremendous amount of work that needs to be done to create a fully diverse, inclusive and equitable workplace. Discrimination and bias are evident at all levels of the workplace and this ultimately leads to employees feeling that they work in an unwelcome and at times an unsafe environment. This is unhealthy for employees and is ultimately bad for business. As responsible citizens we all have an intellectual desire to make the work environment a safe and even great place to work, but outright discrimination and unintended biases as well as the lack of tools and approaches to turn intellectual desires into executable programs hampers real progress at work and in society in general. In this class we will explore several topics, including the definitions of diversity, inclusion and equity, the business case for D&I, challenges facing a D&I program in the real world, the need for mission, targets & metrics, the value of tracking & accountability, and finally how to build a working D&I model that one can implement in any work environment. We will also discuss how to deal with skepticism and resistance while effectively promoting and advancing a program.

Course Expectations:

To excel in this class, you will need to spend a **solid** 3 hours per week **outside** of class on the readings and completing assignments. Please plan accordingly.

Basic Course Approach

The basic approach of this course will be to simulate a working environment and the basic steps that need be taken to propose and implement a diversity, inclusion and equity program in the workplace. As students, your role will be to act as part of a human resource staff, or a designated business unit staffer missioned with the task of examining D&I in the workplace and proposing an approach to implement across the organization or company.

You will be evaluated based on your participation in class discussion and three assignments that will simulate the steps needed to educate your management on the subject and propose a working program. The three steps, which are delineated in more detail below, are as follows:

1. A memo from you to your management of roughly 250 words describing the meaning of diversity, inclusion and equity. To give credibility to your memo reference at least three outside sources of your choice and name at least three name brand companies or governmental agencies or nonprofit
2. A memo from you to your management of roughly 250 words describing the business case for diversity, inclusion and equity. In this case you will research sources of your choice that describe the business case for D&I. Your memo should make it clear that D&I programs that are successfully implemented and supported yield positive business results, often times represented in terms of higher revenues, profitability, retention, etc. Here again your memo should reference at least three outside
3. A final PowerPoint (or other presentation tool of your choice) that outlines your D&I program that you are proposing to your management. This presentation should be roughly 4-6 content slides (more is acceptable if needed) that will take roughly 15 minutes to present. Your slides should be scripted and stand alone, meaning that your presentation is easily understood by anyone and if you were not there to present it one of your colleagues could stand in. Again, employ your references in this presentation to lend it added credibility. (This will not actually be presented in class.)

Course Objectives

- 1) Understand the meaning and implications of Diversity, Inclusion and Equity in the modern workplace.**

Expected Output

Approximately 250-word memo to management targeted at senior level executives, educating them on what D&I is and the implications of it to their business. The theoretical business you are working in has assigned you to help address a corporate wide Diversity, Inclusion and Equity challenge that it has been dealing with. Your first order of business is to create an executive level memo to your management articulating the meaning of Diversity, Inclusion and Equity in the workplace. Your mission here is to simply educate your management on what D&I is.

Evaluation Method

This exercise is based on your reading of sources of your choice to create what will be an executive level memo to senior management. Let your management know that your objective is to provide base level information defining what Diversity, Inclusion and Equity are in the workplace. You don't need to solve any problems here. You simply need to do a really good job defining what D&I is. This should be not only informative, but compelling. Draw your audience in and give them cause to want to read your memo and know more.

- 2) Be able to articulate a business case for Diversity, Inclusion and Equity that would compel an organization to invest in and put in place a D&I program.**

Expected Output

This will be your second executive level memo to your management describing in roughly 250 words why this organization should implement a D&I program. In this memo you need to bring the case home to your management - you need to articulate a business case describing the benefits that a D&I program would deliver to the business.

Evaluation Method

Your memo should be based on available sources of your choice articulating the D&I business case. You need to convince your management that implementing a D&I program will materially benefit the business in terms of how a business measures success – e.g. revenue, margin, market segment share, competitive advantage, etc. You can also articulate “soft” benefits as well, such as employee morale, increased hiring and higher retention rates. You don’t need to include all these measures but include enough to create a compelling case and have your points backed by research and credible references.

3) Develop a D&I program that will materially impact and move the needle at a private, public or governmental organization.

Expected Output

This is your final project. Create a PowerPoint presentation with scripted notes describing the D&I program you are proposing to implement. This is totally free form – take whatever approach you’d like but include these elementary sections: 1) what problem are you trying to address and why is this important to the organization. 2) what is the mission of your D&I program and why is that mission important to the organization. 3) what are the major objectives of your program and what will your program deliver back to the company or organization when you achieve your objectives. 4) what is your implementation plan and what metrics will you use to measure progress, success or failure.

Evaluation Method

This is your opportunity to create a D&I program. This presentation is targeted at senior management. It should not exceed 6 slides. It needs to be brief, crisp and to the point, providing the business problem or challenge, the solution, the deliverables, and the method of implementation. I will read it & grade it as if you were an employee working for an executive, and your use of outside references to establish credibility and the “implementability” of your program will be key areas of consideration.

“Implementability”, which is not actually a real word, has to do with how practically something can be implemented. For example, if I were to propose an employee moral booster program and told you that this will make everyone much happier in the workplace, but then let you know that it requires that we gift every employee a new tech item (e.g. PC, tablet, iPhone) every week, that would not be an “implementable” program.

Course Ground Rules:

Keep in mind that this class is about Diversity, Inclusion and Equity. Play the part – be respectful of others. Be deliberate about practicing inclusive behavior. Look for opportunities to listen to others and foster conversation and group engagement. Be sensitive to topics that can tend towards controversial. State your opinions and perspectives but look for ways of communicating that’s respectful of others. This topic is super germane to our time and the health of our society. What you learn and how you take those learnings to your community of family, friends and coworkers can make a material difference in the world at a time when it is most needed.

Course Expectations:

You are graduate students. You are professionals. Most importantly, you are leaders and future leaders. My expectation is that you do thorough research and produce high quality output as if your job and career depended on it. If done correctly and with serious intent, the work you produce in this class will be of adequate quality to take to any company to initiate and drive a D&I program that can immediately be put into practice. Take it seriously and this work will serve as a foundation to any D&I work you pursue in your professional career.

Course Assignments:

Week 1 (September 28th, 2021): Detailed Review of Class Syllabus

Homework Assignment for week 2: Some Basics - Review the following articles/videos:

- Unconscious Bias at Work — Making the Unconscious Conscious -[Unconscious Bias at Work — Making the Unconscious Conscious \(Links to an external site.\)](#)
- John Lewis: Together, You Can Redeem the Soul of Our Nation - <https://www.nytimes.com/2020/07/30/opinion/john-lewis-civil-rights-america.html> (Links to an external site.)
- Critical Race Theory - A Simple Definition - https://en.m.wikipedia.org/wiki/Critical_race_theory (Links to an external site.)
- Critical Race Theory Video-- Top General Defends Studying Critical Race Theory in the Military - <https://www.npr.org/2021/06/23/1009592838/top-general-defends-studying-critical-race-theory-in-the-military> (Links to an external site.)
- [What is Diversity & Inclusion? | Global Diversity Practice \(Links to an external site.\)](#)
- Diversity and Inclusion: Definition, Benefits and Statistics ... (Links to an external site.)

Come prepared to discuss Critical Race Theory, Unconscious Bias and the definitions of diversity, inclusion and equity. Go beyond the references above and begin to find sources that you will use for your executive memos and final presentation materials.

Week 2 (October 5th, 2021): Class Discussion on Critical Race Theory and Unconscious Bias. the definition of Diversity, Inclusion and Equity in the workplace

Based on your research come prepared to discuss the definition of Diversity, Inclusion, and Equity in the workplace. Share what you have learned and tell the class about any insights or revelations that you came across. From your research speak to what gems you've discovered that you will incorporate into your assignments.

Homework Assignment for week 3: Review the following articles and begin to select the material that will help you build your case for Diversity, Inclusion and Equity in the workplace:

[\(Links to an external site.\)](#)

- inclusion
- [The "business case" for diversity is a myth - Fast Company \(Links to an external site.\)](#)
- [The business case for diversity is now overwhelming. Here's ... \(Links to an external site.\)](#)
- [Viewpoint: Building a Business Case for Diversity and Inclusion \(Links to an external site.\)](#)
- [Top 10 Benefits of Diversity in the Workplace \[INFOGRAPHIC ... \(Links to an external site.\)](#)
- [The Business Case for Inclusion and Diversity | Bain & Company \(Links to an external site.\)](#)

- [Diversity Business Case - Alden E. Habacon \(Links to an external site.\)](#)
- [Council Post: The Business Case for Diversity and Inclusion \(Links to an external site.\)](#)
- [Compilation of Diversity & Inclusion “Business Case ... \(Links to an external site.\)](#)
- [Diversity & Inclusion: 5 Lessons from Top Global Companies \(Links to an external site.\)](#)
- [Why Diversity and Inclusion in the Workplace is Good for ... \(Links to an external site.\)](#)

[\(Links to an external site.\)](#)

Week 3 (October 12th, 2021): The Business Case for D&I

Based on your homework assignment come prepared to discuss the business case for D&I. Think about whether you buy into these benefits and whether you believe you will be able to convince your management and other business groups to buy into your arguments and case. If not, research better sources and include that research in your memos and final project. Think about these questions: What’s in it for the company? What’s in it for management? What’s in it for the employees?

Tentative: We will have a [Guest Speaker: Consuelo Cervantes - Salesforce HR Leader](#). She will discuss the Salesforce D&I program and her personal D&I journey.

Homework Assignment 1 is due (October 12th, 2021 Midnight): First Executive Memo is due – The Definition of Diversity, Inclusion and Equity

Homework Assignment for week 4: Review the following articles:

- [4 Ways to Actually Create Diversity And Inclusion In The ... \(Links to an external site.\)](#)
- [Diversity and Inclusion Efforts That Really Work \(Links to an external site.\)](#)
- [15 Ways to Improve Diversity and Inclusion in the Workplace \(Links to an external site.\)](#)
- [Diversity and inclusion in the workplace. Are employers doing ... \(Links to an external site.\)](#)
- [Diversity and inclusion: 8 best practices for changing your ... \(Links to an external site.\)](#)
- [Diversity in the workplace - benefits and challenges - Culture ... \(Links to an external site.\)](#)
- [Six ways to support diversity and inclusion in the workplace \(Links to an external site.\)](#)

Week 4 (October 19th, 2021): Diversity, Inclusion and Equity Program Implementation Considerations – Designing and Articulating a Program

Tentative: We will have a Guest Speaker: Imelda Castro - Intel Corporation General Manager and Former Co-Chair of the Intel LatinX Leadership Council. She will discuss an Intel D&I program and her personal D&I journey.

Come prepared to discuss the implementation of a Diversity, Inclusion and Equity program. Begin to look at how you will design your D&I program. The key is to make it simple, succinct and easily implementable. I will provide a few examples and present them in class. Based on your research, tell us about the positives and negatives of the examples that we will review.

Week 5 (October 26th, 2021): Diversity, Inclusion and Equity Program Implementation Considerations – Creating a Framework for Metrics & Measures

Tentative: We will have a Guest Speaker: Reuben Miller - Apple Corporation Chief of Staff & Biz Ops Lead for Inclusion & Diversity. He will discuss D&I at Apple and his personal D&I journey.

In week 5 I will continue to present example materials to spawn ideas on how to develop a D&I program. As we progress, I'd like you to think about how you might measure major initiatives in your D&I program and how you will keep track of goals, progress, accountability and success.

Week 6 (November 2nd, 2021): Election Day - We will Skip this week so everyone is free to vote

Week 7 (November 9th, 2021): Diversity, Inclusion and Equity Program Implementation Considerations

Assignment 2: Second White paper is due (November 9th, 2021 midnight)– The Business Case for D&I. Turn in Assignment 2 and be prepared to discuss in class. We will focus on the business case for D&I. We will consider some of the same subjects from assignment 1 but in this case come prepared to speak specifically to the business case for D&I. What are the real numbers and examples? Are companies for example able to demonstrate material improvements in their business. Are they able to increase Market Segment Share? Is there a measurable revenue contribution that you can demonstrate? Are there soft benefits such as improved employee morale, or improved hiring or retention metrics? Find what you can and make a very crisp case that tells your story. Convince your management that this is not only a good thing to do but that it is a necessary thing to do and can even provide a strategic advantage for the organization.

Week 8 (November 16th, 2021): Preparing your D&I program PowerPoint presentation

In this session we will discuss sample frameworks for creating an implementable D&I program in a business setting. Please review the following sample (sample provided prior to class) and come prepared to discuss. What do you find effective and what would you do better?

Read the following articles:

- BuzzFeed News: She Criticized the CEO of Her Old Company Over Diversity. https://apple.news/AUcp7_NAIS6q9Au5eSMxQVA (Links to an external site.)
- How to get serious about diversity and inclusion in the workplace | Janet Stovall -[How to get serious about diversity and inclusion in the workplace | Janet Stovall](#) (Links to an external site.)
- To Speak Up for Inclusion, we need to speak about inclusion - <https://www.youtube.com/watch?v=pBBirlVxVsg> (Links to an external site.)

Week 9 (November 23rd, 2021): Pulling it all together

In week 9 we will try and pull all this together. We will have a mock business meeting. I will play the part of the senior executive who has been concerned about the subject of diversity and inclusion due to all the news that has come out over the last year. The employees in our organization have brought this up and people are feeling that some action needs to be taken. As a senior executive I certainly understand the necessity to do something, but I don't know what to do and I as well as my senior staff are skeptical. You, acting in the roll of my HR department and advisors, have been trying to push me along on this subject. You've sent me two exec memos describing what D&I is and the business case for D&I. Now we will have a "C" level meeting on the subject and your job is to educate me and convince me to make a concerted investment in a D&I program. I will play the role of the bad cop but will make it realistic. This exercise will help in fine tuning your final project. Good luck.

Week 10 (November 30th, 2021): Open Discussion

Assignment 3: Turn in your proposal for a D&I program project (November 30th, 2021 midnight) that will meaningfully impact and move the needle at a private, public or governmental

organization. This is an executive level presentation. This means that it should consist of roughly ~4 content slides (the opening slide and your summary, conclusion or request slide at the end are omitted). In addition to your slides, you are required to script your slides in the PowerPoint Notes section below each slide. In our last session we will go around the class and depending on the number of total students we will have each of you briefly discuss for ~5 min either your program or what you might do with the learnings you've gathered from this class.

Grading Rubric:

Class attendance: 5%

Class participation: 10%

Assignment 1: 25%

Assignment 2: 25%

Assignment 3: 35%

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 me via 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.

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/academicpolicies/>)

· 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.

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