

HRIR 5222 Creating and Managing Diversity and Inclusion

Sec 060, Spring 2021 "B" Term, 2 credits

Course Instructor

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Office Hours: By appointment and online

You can communicate with me by email or via a Zoom meeting. I will generally be available during class time to discuss brief issues that come up. If you'd like to have a lengthier discussion or have a specific issue, email is probably best or you can make an appointment via email to schedule a Zoom meeting. The TA should be your first point of contact for specific course-related questions, and they will refer issues to me as needed.

Teaching Assistant

Siraj Mani Acharya

Email: achar078@umn.edu

Office Hours: By Appointment

Siraj Mani Acharya a Full-Time MHRIR student, will be the teaching assistant for this class. If you have questions regarding assignments or grading, please contact him first. If you have to miss a class, please contact Siraj so he can make a record of it.

Course Description, Goals, & Objectives

This course covers the challenges and rewards associated with managing today's increasingly diverse workforce. Diversity has the potential to benefit employees and organizations alike, yet the benefits of diversity are only realized in organizations with effective diversity management practices. In this course, we will discuss the power of inclusion as it relates to the employee experience. We will study effective

strategies for building diverse and inclusive companies, and will address the barriers that can often exist. We will look at approaches to organizational design that limit unconscious bias and produce more objective decisions across the employee experience—from engaging and hiring candidates to retaining employees and helping them thrive. Finally, we will dive into how to create inclusive cultures and a sense of belonging, across local and global contexts. Student engagement and willingness to share diverse perspectives are critical to the success of this course. To facilitate an active classroom, a range of participative learning methods are used, including case analysis, experiential exercises, small group discussions, and self-assessments.

The course goals are:

- Facilitate students' understanding of the moral and business case for diversity
- Provide students with concrete strategies for reaping the benefits of diversity in organizations, while avoiding potential drawbacks
- Help students engage in perspective-taking and understand the views and experiences of dissimilar others
- Build core competencies needed by HR professionals, including the ability to work in teams, clear and concise written communication, and the ability to give effective presentations

Course Meeting Information

Time: Thursday 05:45PM - 09:05PM, 03/09/2021 - 05/03/2021

Place: (Remote)

Additional Meetings:

- You may need to work with peers on some course projects. The time and place/method of meeting will be determined by you and your peers.

Textbook and Other Class Materials:

- There is a coursepack at Harvard Publishing that you need to purchase.
 - Coursepack: <https://hbsp.harvard.edu/import/809619>
(<https://hbsp.harvard.edu/import/809619>)
- Group Case Studies (each group will purchase their assigned case starting week 4)
- Readings available on Canvas class website under each week's module.

Assignments & Grading

Grading Criteria

Participation	10%
Reading reflections	10%
Identity exploration	25%
Reading analysis	15%
Group case analysis	30% paper, 10% presentation

Project 1: Identity Exploration - (Paper = 25%)

Each student will fill out and respond to the questions provided on the Social Identity Profile and Questionnaire that will be distributed in the first week of class. Response papers should be three pages long (double-spaced, 12-point Times New Roman font, with 1" margins all the way around).

Project 2: Diversity Consulting Teams - (Paper = 30%, Presentation = 10%)

Your second project will involve serving as a consultant for an organization that is having difficulty managing a diverse workforce. The project will be based on a case and will be completed in teams. The formal assignment will be handed out in class during week 4 (April 1), and will also be posted on Canvas. Each team will be asked to present their recommendations in class during week 7 (May 3). A 10-page report that describes your recommendations in greater detail is due May 3 at 5:45 pm.

Reading Analysis (15%)

Each of you will choose a research paper to review and write a 5-6 page summary connecting the findings to your workplace. It is important that you develop an understanding of the challenges and value of research. In your career, you will have opportunities to make decisions about what works and what doesn't and being able to decide what to do based on evidence is an important skill. Additional details about the requirements for the reading analysis are posted in Canvas.

Participation (10%)

This is an interactive, discussion-based course and your willingness to share your opinions and insights is critical to its success. The following will be used to compute your participation score:

- My evaluation of your participation in class – you will earn points based on your active engagement in class. My in-class participation grading criteria is posted on Canvas.

- Your peers' evaluation of your participation (class-based). Your classmates will have ample opportunity to evaluate your contribution to in-class exercises and discussion. You can earn extra points from classmates

Reading Reflections (10%)

For each week, you will answer a few open-ended questions regarding the readings for the week on Canvas. Specifically, you will respond to these two questions:

- What are the top organizational insights from the readings?
- Which of these is most important or valuable to you? Explain why.

You can answer this in bullet point format if you wish – or in paragraphs. A few paragraphs will do. These will be graded as completed/not completed. This is an individual exercise, and not one to be done with your teammates. My goal with these questions is to encourage you to reflect on them as they relate to your professional and personal life and to prepare you to actively participate in class. There are no right or wrong answers, per se. But, not taking them seriously, or showing a lack of depth is not acceptable. If we see your answers reflecting a lack of depth, Siraj or I will contact you so that you can adjust course. The reading reflections are due Wednesdays at midnight.

Classroom Climate

Diversity is a fascinating topic, but also a highly sensitive one. Thus, it is absolutely essential that our discussions are conducted within a climate of respect, sensitivity, and understanding. To facilitate an effective classroom environment, please adhere to the follow guidelines:

- Listen to your classmates and try to understand their point of view.
- Use "I" language – do not assume that others share your opinions and perspectives.
- If you disagree with a class member's opinion, rather than making the snap judgment that he/she is wrong, think about how his/her experiences may differ from your own.
- Before speaking in class carefully consider whether or not your comment may offend others.
- If a class member says something 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.

Slides

My class presentation slides will be posted on the Canvas site before each class.

Expectations

This course is primarily a lecture course supplemented with discussion, case analysis, and experiential exercises. I may call on you to offer ideas on a topic, and I like to hear from everyone in different ways, such as through case study review, open discussion, and group presentations. I hope this will be a positive learning experience for you, and I expect you to attend class unless serious circumstances prevent that – in which case you can email me to let me know you will not be in attendance. Your success in this course will depend on several factors:

- Attendance and participation in class discussion
- Completion of the readings and case questions prior to class
- Active participation in small groups, in and out of class
- Execution of the written work in the course

In return, I commit to providing you with timely feedback about your performance in the course, to provide you with the learning materials you need to master the course concepts, and be available to hear any concerns and issues you may have. Additionally, I expect that we will treat each other with dignity and respect and ensure that our communications value our individual and cultural differences. Finally, I expect that we will learn together, challenge each other, and have an overall positive experience!

Carlson Course Grading Policy

Carlson School uses a grading policy based upon a class median aggregate GPA. Learn more about the **Carlson Course Grading Policy**. (https://z.umn.edu/policy-carlson_graduate_grading).

Course Schedule

Dates	Topic	Important Dates
March 11	Introduction/Navigating the Self at Work	
March 18	Equality of Opportunity	
March 25	Social Justice and DEI in Organizations	Identity exploration due March 26 Guest speaker, Courtney Bryant
April 1	Fostering Diversity Through	Reading analysis due April 5

	Recruitment and Staffing	Group case analysis assigned (April 1)
April 8	SPRING BREAK	
April 15	Developing and Retaining Diverse Talent	
April 22	Inclusive Climate and Leadership	Guest speaker, Berry Soltani
April 29	Group Project Presentations	Group case analysis paper due May 3

Carlson & University Policies

Student Academic Misconduct and Scholastic Dishonesty

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

Review the **[Student Conduct Code](https://z.umn.edu/policy-carlson_student_conduct_code)** **[_\(https://z.umn.edu/policy-carlson_student_conduct_code\)](https://z.umn.edu/policy-carlson_student_conduct_code)** and **[Student Conduct and Academic Integrity website](https://z.umn.edu/student_conduct_academic_integrity)** **[_\(https://z.umn.edu/student_conduct_academic_integrity\)](https://z.umn.edu/student_conduct_academic_integrity)**.

If you are interested in learning more about how to cite sources and avoid plagiarism, U of M libraries offers online **[tutorials and tools related to citations](https://z.umn.edu/research_citation_tools)** **[_\(https://z.umn.edu/research_citation_tools\)](https://z.umn.edu/research_citation_tools)**. You can also visit the **[Center for Writing](https://z.umn.edu/center_for_writing)** **[_\(https://z.umn.edu/center_for_writing\)](https://z.umn.edu/center_for_writing)** for additional assistance.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities.

The Disability Resource Center (DRC) is the campus office that works with students who have

disabilities to provide and/or arrange reasonable accommodations. Students registered with the DRC, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the DRC for a confidential discussion at 612-626-1333 (V/TTY) or at drc@umn.edu (<mailto:drc@umn.edu>). Additional information is available on the [Disability Resource Center website](https://z.umn.edu/disability_resource_center) (https://z.umn.edu/disability_resource_center).

Title IX

Title IX (https://z.umn.edu/title_ix_process) prohibits sex discrimination, including sexual harassment, sexual assault, stalking, and relationship violence, in education.

Students with Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of confidential [mental health services](https://z.umn.edu/mental_health_services) (https://z.umn.edu/mental_health_services) available on campus.

Student Writing Support

As a student, you may experience challenges in your writing. The University of Minnesota has a [student writing support resource](https://z.umn.edu/student_writing_support) (https://z.umn.edu/student_writing_support) to help with your writing.

Additional University Policies

1. Grade definitions from the Administrative Policy: [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](https://z.umn.edu/policy-grading_definitions_transcripts) (https://z.umn.edu/policy-grading_definitions_transcripts).
2. Scholastic Dishonesty (see Board of Regents Policy: [Student Conduct Code](https://z.umn.edu/policy-student_conduct_code) (https://z.umn.edu/policy-student_conduct_code) and the Administrative Policy: [Teaching and Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester](https://z.umn.edu/policy-instructor_unit_responsibilities) (https://z.umn.edu/policy-instructor_unit_responsibilities)).
3. Administrative Policy: [Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](https://z.umn.edu/policy-makeup_work) (https://z.umn.edu/policy-makeup_work).
4. Board of Regents Policy: [Student Conduct Code](https://z.umn.edu/policy-student_conduct_code) (https://z.umn.edu/policy-student_conduct_code); Administrative Policy: [Teaching and Learning: Student Responsibilities \(Twin Cities, Crookston, Morris, Rochester\)](https://z.umn.edu/policy-student_responsibilities) (https://z.umn.edu/policy-student_responsibilities).
5. Board of Regents Policy: [Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence) (https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence).

6. Board of Regents Policy: **Equity, Diversity, Equal Employment Opportunity, and Affirmative Action** (https://z.umn.edu/policy-equity_diversity_eo_aa).
7. Board of Regents Policy: **Disability Services** (https://z.umn.edu/policy-disability_services).
8. Board of Regents Policy: **Academic Freedom and Responsibility** (https://z.umn.edu/policy-academic_freedom_responsibility).

Course Summary:

Date	Details	Due
Wed Mar 17, 2021	 <u>Week 2 Reading Reflection</u> (https://canvas.umn.edu/courses/221704/assignments/1767586)	due by 11:59pm
Sun Mar 21, 2021	 <u>Cultural Filters Worksheet</u> (https://canvas.umn.edu/courses/221704/assignments/1783783)	due by 5:45pm
Tue Mar 23, 2021	 <u>Questions for Guest Speaker: Courtney Bryant</u> (https://canvas.umn.edu/courses/221704/assignments/1784751)	due by 5:45pm
Wed Mar 24, 2021	 <u>Week 3 Reading Reflection</u> (https://canvas.umn.edu/courses/221704/assignments/1569269)	due by 11:59pm
Fri Mar 26, 2021	 <u>Project 1 Paper - Identity Exploration Project</u> (https://canvas.umn.edu/courses/221704/assignments/1569264)	due by 11:59pm
Wed Mar 31, 2021	 <u>Week 4 Reading Reflection</u> (https://canvas.umn.edu/courses/221704/assignments/1569270)	due by 11:59pm
Mon Apr 5, 2021	 <u>Reading Analysis</u> (https://canvas.umn.edu/courses/221704/assignments/1569267)	due by 11:59pm
Wed Apr 14, 2021	 <u>Week 5 Reading Reflection</u> (https://canvas.umn.edu/courses/221704/assignments/1569271)	due by 11:59pm
Wed Apr 21, 2021	 <u>Week 6 Reading Reflection</u> (https://canvas.umn.edu/courses/221704/assignments/1569272)	due by 11:59pm
Mon May 3, 2021	 <u>Project 2 Paper</u> (https://canvas.umn.edu/courses/221704/assignments/1569265)	due by 5:45pm

Date	Details	Due
	 <u>Project 2 Presentation</u> (https://canvas.umn.edu/courses/221704/assignments/1569266)	due by 5:45pm
	 <u>Group Evaluation</u> (https://canvas.umn.edu/courses/221704/assignments/1569262)	
	 <u>Instructor Evaluation</u> (https://canvas.umn.edu/courses/221704/assignments/1569263)	