

HRIR 5222: Managing Diversity

Fall 201g –B-Term, Mondays: 5:45 – 9:05 PM Carlson 1-127

Contact Information:

Professor:

Stef Wilenchek, M.Ed.

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Office Hours: Mondays, 4:45-5:30pm, HRIR Office Suite 4-300 and by appointment

Teacher's Assistant:

TBA

Textbook and Other Class Materials:

- *Diversity at Work: The Practice of Inclusion*, Ferdman and Deane, Jossey-Bass, 2014
- Harvard Business Review - Group Project Case Studies (2)

Course Description:

This course covers the vitally important and complicated work of managing diversity in contemporary workforces. We will explore the reasons diversity is fundamental for the success of any company or organization across industries. We will consider the current challenges and best practices in supporting, creating, and cultivating diverse, multicultural and socially just work places. This course will look at ways to create diverse environments through recruitment and retention, policies and practices, leadership development, as well as accessibility and climate.

Learning and understanding concepts of diversity, multiculturalism and social justice can be difficult and revolve around attitudes and behaviors generated from societal and cultural constructs. Students' engagement both through personal reflection and response in concert with intellectual and mental skill development is paramount for this type of class. A range of activities and learning methods will be used, all aimed at encouraging participation, an open environment and promoting positive risk taking, group processing, productive dialogue and self-reflection.

Class Learning Objectives:

- Facilitate the understanding of the business case and organizational reasons for diversity and inclusion.
- Understand principles of inclusion, diversity, multiculturalism, and social justice in the context of human resource practices.
- Become familiar with best practices and policies for creating more inclusive work environments.
- Develop critical thinking skills around areas of diversity to advance ability to create more inclusive environments.
- Increase awareness of the impact stereotypes, unconscious bias, and the construction of power and privilege in society have on individuals, organizations, and human resource management.
- Learn self-reflection skills to deepen the understanding of how personal identities influence professional culture and experiences.
- 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.

Major Assignments & Grading Criteria

Project 1: Identity Exploration – (Paper = 30%)

Each student will fill out and respond to the questions provided on the Social Identity Profile and Questionnaire. The professor will hand out and go over in the second week of class. Response to this activity should be *3 pages long.

Due Date: November 23rd

Project 2: Diversity Planning Project – (Paper = 30% and Presentation = 10%)

The class will be divided into teams of approximately 4-5 students and assigned a particular case study. Each team will be developing a diversity strategic plan for a company or organization. Teams must submit a *10-15 page response to the case study using theories, best practices, and insights gained through the class. Each team will present an 8-10 minute presentation and discussion summarizing their case study and response the last day of class. Each student must present. Team members will submit a recommended grade for each team member.

Due Date: Papers and Class Presentation Dec 14th

**NOTE: All papers should be Times New Roman, font size 12, double-spaced, one-inch margins, APA style.*

Visit <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for an APA style tutorial.

Class Attendance & Participation – (Attendance = 14% and Participation = 16%)

Class attendance and participation are essential to maximizing learning outcomes in this course. Attendance will be taken each class. Student participation is vital for creating a classroom environment that is creative, thoughtful, and engaging. Students are expected to be attentive, engaged and reflective in class. Participation will not necessarily be graded on the volume or quantity of speaking in class but the quality of contribution and participation to class discussion. Students will be able to self-evaluate their class attendance and participation at the end of the class.

Class Participation Grading Criteria:

Student attends the entire class, actively participates in all class activities, small group discussions, and makes insightful contributions to full class discussions, by engaging in many of the following behaviors:

- Sharing a relevant personal story or insight
- Offering an opinion on the topic at hand
- Making comments that integrate multiple readings and/or class themes
- Raising a new and interesting question that generates class discussion
- Providing an insightful answer to another student's question

Response Papers (in lieu of in-class participation):

If you prefer not to participate in class, you may opt to write two weekly response papers in lieu of in-class participation. Each paper should be a two-page response and reflection to a class. You may pick the weeks for which you would like to write response papers, with the exception that you may not write a response paper for week 1 or week 6. A hard copy of your response paper is due at the start of class for the week you chose to do a response paper.

You will earn a high grade if your paper demonstrates that you did *all* of the assigned readings and carefully considered the material. Papers that only summarize the readings will not earn a high grade. Instead, your paper should include a discussion of your reactions to the readings. If you would like to write response papers in lieu of in class participation, you must let me know before the start of the week 2 class.

*NOTE: All papers should be Times New Roman, font size 12, double-spaced, one-inch margins, APA style. Visit <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx> for an APA style tutorial.

Absences:

Please see University Senate “Makeup Work for Legitimate Absences” (<https://policy.umn.edu/education/makeupwork>) for a description of what constitutes a legitimate absence. If a student has an absence that does not fall into these categories, please discuss with me. Unexcused absences can be made up with a response paper (see description above) earning 2 points of credit toward your grade.

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 with curiosity, openness, and respect.
- Use “I” statements with sharing your experiences and perspective. Broad generalizations run the risk perpetuate stereotypes and unconscious bias. Also, it is helpful not to 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. Diverse, multicultural and social just work environments cannot be created when there is a culture led by judgment.
- Before speaking in class carefully consider whether or not your comment may offend others. It is important to assume good intention in yourself and others. It is also vital to recognize that even with good intent, individuals and groups may be highly impacted by diversity related issues.
- 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.

Tentative Course Schedule Readings

This is a tentative schedule of readings and assignments. I may make changes to the syllabus and reading schedule as the course progresses. I will not make any major changes after the second week of class. Please come to class having completed all readings listed under “Required Readings” for that class session. We will not necessarily discuss all readings each week, but doing the required readings will enable you to fully participate in class discussions. “Supplemental Readings” may be addressed in class and will also serve as a resource for you for the topics discussed in class.

WEEK 1 – October 31st Intro/Business Case for Diversity (Inclusion & Diversity Foundations)

In class Video

- *Danger of a Single Story*, Chimamanda Ngozi Adichie

Required Readings

Text Book:

- Chapter One: The Practice of Inclusion in Diverse Organizations, pp. 1-53.
- Chapter Twenty: Inclusion as a Transformational Business Strategy, pp. 549-563

Moodle:

- Thomas (2004). Diversity as Strategy. *Harvard Business Review*, 82, pp. 1-21.

Supplemental Readings (not required)

Moodle:

- Bhawuk, Landis, & Munusamy (2008). Understanding the Basics of Culture. In *Contemporary Leadership and Intercultural Competence*, Moodian, pp. 7-15.
- Cortes & Wilkinson (2008). Developing and Implementing a Multicultural Vision. In *Contemporary Leadership and Intercultural Competence*, Moodian, pp. 17-31.
- Gardenswartz & Rowe (2008). The Effective Management of Cultural Diversity. In *Contemporary Leadership and Intercultural Competence*, Moodian, pp. 35- 43.

WEEK 2 - November 7th The Personal and Professional (Self-awareness in the Context of Managing Diversity)

Pre-Class Assignment

- Take 2 implicit bias tests at Harvard’s Project Implicit Site. Please come to class prepared to talk about the experience of taking the tests, not necessarily your results.
<https://implicit.harvard.edu/implicit/takeatest.html>

In-Class Video/Activity

- *Power of Vulnerability* – Brene Brown
- *Star Power*

Required Readings

Text Book:

- Chapter Three: Creating Inclusion for Oneself: Knowing, Accepting, and Expressing One's Whole Self at Work, pp. 93-127
- Chapter Eight: Inclusive Human Resource Management: Best Practices for the Role of Human Resources, pp. 229-259.

Moodle:

- Banaji, Mahzarin R. & Greenwald, Anthony G. (2013). Chapter 3: Into the Blindspot, *Blindspot: Hidden Bias of Good People*, pp. 32-52.
- Roberson, Loriann and Kulik, Carol. (2007). Stereotype Threat at Work, *Academy of Management Perspectives*, pp. 24-40.

Supplemental Readings (not required)

Moodle:

- Harris, Brittany J., (2013). Discrimination and Unconscious Bias in the Workplace, *Balance View*, pp. 1-3. Retrieved from <http://info.berkshireassociates.com/balanceview/bid/284452/Discrimination-and-Unconscious-Biases-in-the-Workplace>
- Gino, Francesca, (2015). What Facebook's Anti-Bias Program Gets Right, *Harvard Business Review*, pp. 1-5. Retrieved from <https://hbr.org/2015/08/what-facebooks-anti-bias-training-program-gets-right>
- Ross, Howard, (2015). Three Ways to Make Less Biased Decisions, *Harvard Business Review*, pp. 1-6. <https://hbr.org/2015/04/3-ways-to-make-less-biased-decisions>
- Wittenberg –Cox, Avivah, (2015). Tackle Bias in Your Company Without Making People Defensive, *Harvard Business Review*, pp. 1-5. Retrieved from <https://hbr.org/2015/03/tackle-bias-in-your-company-without-making-people-defensive>

<p style="text-align: center;">WEEK 3- November 14th Recruitment and Retention (Racial Identities)</p>
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Video & Guest Speaker:

- *We need to talk about an Injustice* - Bryan Stevenson
- Kim Hewitt, UMN, Director of Equal Opportunity and Affirmative Action, Deputy Chief of Staff for Office for Equity and Diversity

Required Readings

Moodle:

- Leslie, Mayer and Kravitz (2013). The Stigma of Affirmative Action: A Stereotyping-Based Theory and Meta-Analytic Test of the Consequences for Performance, *Academy of Management Journal*, pp. 964-989.
- Rivera, Lauren A. (2013). Hiring as Cultural Matching: The Case of Elite Professional Service Firms, *American Sociological Review*, pp. 1000-1022.
- Stacey & Lundberg-Love (2012). The Destructive Consequences of Discrimination, *Managing Diversity in Today's Workplace*, Paludi, Volume 3, pp. 191-200.
- Caver & Livers (2002). Dear white boss. *Harvard Business Review*, 80, pp. 76-81.

Supplemental Readings (not required)

Moodle:

- Pager, Devah, (2004). The Mark of a Criminal Record, *Focus* Vol. 23, No. 2, pp. 44-46.
- Matthews, Kate (2015). He Dropped One Letter In His Name While Applying For Jobs, And The Responses Rolled In, *Huffington Post*, pp.1-5. Retrieved from http://www.huffingtonpost.com/2014/09/02/jose-joe-job-discrimination_n_5753880.html

<p style="text-align: center;">WEEK 4 - November 21st Leadership and Development (Gender/Women)</p>
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ASSIGNMENT DUE: Project 1 – Identity Exploration

Video & Guest Speaker

- *Why We Have Too Few Women Leaders* - Sheryl Sandberg
- Julie Showers, Director, Conflict Resolution Center, UMN - Conflict and Managing Diversity

Required Readings

Textbook:

- Chapter 6 – The Work of Inclusive Leadership: Fostering Authentic Relationships, Modeling Courage and Humility
- Chapter 10 – The Development of Inclusive Leadership Practice and Processes

Moodle:

- Eagly, Alice and Carli, Linda L., (2007). Women and the Labyrinth of Leadership, *Harvard Business Review*, pp. 1-19.
- Bowen (2012). Gender Bias in Performance Appraisals, *Managing Diversity in Today's Workplace, Paludi, Volume 3*. pp. 77-97.

<p style="text-align: center;">WEEK 5 - November 28th Policies and Practices (Sexual Orientation and Gender Identity)</p>

In- Class Presentations

- Professor Wilenchek - Butterfly Model – Social Constructions of Sex and Gender
- Greg Beaver, HRIR PhD Student - The Role of Allies in LGBT ERGs

Required Readings

Moodle:

- Rivera, Nadal, Fisher, & Skolnik, (2012). Sexual Orientation and Gender Identity Microaggressions in the Workplace, *Managing Diversity in Today's Workplace, Paludi, Volume 1*. pp. 71- 96.
- Huffman, King and Goldberg, (2012). Valuing Lesbian and Gay Parenting in the Workplace, *Managing Diversity in Today's Workplace, Paludi, Volume 2*. pp. 163 – 185.

- Gary & Elliot (2008). When Steve Becomes Stephanie. *Harvard Business School*, pp. 1-14
- ERGs Come of Age: The Evolution of Employee Resource Groups, 2011, Industrial Relations Counselors. pp. 1-29.
- Review the National Center for Transgender Equity's page on employment:
 - <http://www.transequality.org/issues/employment>
 - <http://www.transequality.org/issues/resources/fact-sheet-employment-non-discrimination-act>
- Review the Human Rights Campaign Corporate Equality Index:
 - <http://www.hrc.org/campaigns/corporate-equality-index>

Supplemental Readings (not required)

Moodle:

- Tobia, Jacob (2014). Why I'm Gender Queer, Professional and Unafraid, *Huffington Post*, pp. 1-3.
- Transgender Law Center Model Employment Policy - located on Moodle and at <http://transgenderlawcenter.org/issues/employment/modelpolicy>

<p>WEEK 6 - December 5th Climate and Access (Disabilities)</p>

Pre-Class Assignment

- Review the History of the Disability Rights Movement and be prepared to discuss - http://archive.adl.org/education/curriculum_connections/fall_2005/fall_2005_lesson5_history.html

Guest Speaker:

- Cynthia Fuller – UMN Disability Resource Center - Universal Design

Required Readings

Textbook:

- Chapter 11 – Creating Inclusive Climates in Diverse Organizations

Moodle:

- Blanck, Peter (2012). Disability and Diversity: Historical and Contemporary Influences, *Managing Diversity in Today's Workplace, Paludi, Volume 1*. p.174-208.
- Hammer, Mitchell R. (2008). The Intercultural Development Inventory. In *Contemporary Leadership and Intercultural Competence*, Moodian, pp. 203-217.

<p>WEEK 7 - December 12th Strategies Moving Forward (Group Project Presentations)</p>
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ASSIGNMENT DUE: Project 2: Diversity Planning Project (Group Paper & Presentation)

Textbook Readings

- Chapter 20 – Inclusion as a Transformational Diversity and Business Strategy
- Chapter 23 – Practicing Inclusion: Looking Back and Looking Ahead

****Important Information for Students****

Carlson School of Management Honor Code

(<http://carlsonschool.umn.edu/degrees/master-arts-human-resources-and-industrial-relations/hr-case-competition/code-conduct>)

Members and guests of the Carlson School community are expected to engage in behavior that promotes the student academic experience. As a Carlson School student or participating guest, please strive to engage in and encourage the following every day while on the premises, or representing the Institution elsewhere:

- **Respect**
Respect any and all diversity (e.g. gender, race, religion, sexual orientation, economic status, culture, identity, background, age, ethnicity, disabilities, family and work situations).
Encourage different points of view and the rights of individuals to state them in an atmosphere where dissention is acceptable if delivered in a respectful manner. Treat fellow students, faculty, staff and guests of the Carlson School with courtesy and respect.
- **Integrity**
Act honestly and ethically both inside and outside of the classroom.
Avoid scholastic dishonesty of any type, including plagiarizing, cheating on assignments or examinations, falsifying data, misrepresenting your grades, credentials, or purpose, and other academic misconduct.
- **Leadership**
Demonstrate conviction and commitment to take action and to influence positive change.
Promote team building, problem solving, and positive conflict resolution.
- **Individual responsibility**
Be ready and willing to do what it takes to consistently uphold a high level of professional conduct. Recognize that all individuals are accountable for their actions, inactions, and decisions. As a Carlson student or participating guest, you are also held to the standards set forth in the University of Minnesota's Student Conduct Code.

Academic Misconduct Policy

The Carlson School of Management follows the University of Minnesota procedures for reporting instances of academic misconduct. Individual program offices and instructors may have additional policies that govern student behavior.

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.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, 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, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or at ds@umn.edu. Additional information is available at the DS website <http://ds.umn.edu>.

Accommodations for Religious Holidays and Observances

Excused absences for religious holidays or observances are permitted and encouraged. Please let me know at least a week prior if you need to miss a class for a religious holiday or observance. Also, if time is needed during class for prayer, meditation, or other spiritual or meaning making reasons, please let me know how I can support you with reasonable accommodations.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/regents.umn.edu/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf.

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental

health services available on campus via the Student Mental Health
Website: <http://www.mentalhealth.umn.edu>.

Name and Pronoun Usage

Class rosters should be provided to the instructor with the student's legal name, unless a “preferred” name has been entered into a student’s OneStop account. I will gladly honor your request at any point to address you by your correct name, gender pronoun, or any other manner you would like to be referred. I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class early in the semester, or if ever a mistake has been made, so that I may make appropriate changes.

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning for some and enhance the classroom setting for others. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Use of electronic devices for disability accommodations will always be allowed. For reference: <http://policy.umn.edu/education/studentresp>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.