

### COURSE INFORMATION

Course title: Leading Diversity and Inclusion  
Course code: BAHR 580A Credits: 1.5  
Session, term, period: 2020W2, Period 6 Class location: Zoom  
Section(s): 001 Class times: 6-9:30pm PST  
Course duration: September 8-October 17, 2020 Pre-requisites: N/A  
Division: Organizational Behaviour and Human Resources  
Program: MBA

### INSTRUCTOR INFORMATION

Instructor: Dr. Rebecca Paluch, PhD  
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### COURSE DESCRIPTION

Shifting demographics based on identifiers such as race, sex, indigeneity, age, sexual preference, and nationality are contributing to a workplace that continues to grow more diverse year after year. In addition, global movements such as #BlackLivesMatter, #MeToo, and the Time's Up movement have increased scrutiny on organizational management of diversity, equity, and inclusion (DEI) and increased public demands for companies to be held accountable for perpetuating inequality. Diversity at work can be a powerful tool that broadens perspectives and gives teams and organizations a competitive advantage, but when misunderstood or poorly managed, it can lead to damaging consequences for employee well-being and organizational goals.

This course is designed to encourage students to think critically about their workplace experiences and interactions based on their own history and identity as well as think about how the broader workplace context may perpetuate bias, discrimination, and inequality. This class is highly interactive and enhanced through student discussions that are motivated through self-reflection and analytical thinking. Students will draw on theory and empirical research to evaluate the management of D&I at work as well as current events.

### COURSE FORMAT

We will use Zoom as the platform for our classes during the scheduled class times. This course integrates lecture, discussions, and cases. In order to maximize the learning experience, all classes will be synchronous.

### LEARNING OBJECTIVES

By the end of this course, students will be able to:

1. Critically reflect on their own identity and experiences that influence their perspectives and how they interact with others
2. Access a set of “tools” that present different approaches to confronting bias and discrimination in personal and professional settings
3. Explain how issues of privilege, power, discrimination, and bias unfold in organizations and impact individual and organizational outcomes
4. Describe current trends and perspectives in D&I management
5. Draw on course knowledge to analyze a company’s approach to managing diversity and inclusion and propose evidence-based recommendations

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Case 1	10%
Case 2	15%
Case 3	20%
Reflections	10%
Final Presentation & Executive Summary	30%
Class participation	15%
Total	<u>100%</u>

### Details of Assessments

#### Case Assignments (10-20%)

You will complete 3 cases over the course of this term. Each case was selected as a tool to apply the concepts covered in class to a realistic scenario. While some questions may ask you to summarize aspects of the case, the objective of these case assignments is to develop your critical thinking and analytical skills. Thus, your analyses must go well beyond simple summarizing of the facts of each case. In order to encourage growth and development, the weighting of the cases will increase for each subsequent assignment. Each case will come with questions and more explicit instructions. These directions can be found on the course page on Canvas. Finally, these cases are individual assignments and should be completed on your own. There is a zero-tolerance policy for academic dishonesty. To mitigate bias in the grading process, please do not include your name or other identifying information in your assignment.

The course pack for the 3 cases can be accessed here:

<https://www.iveycases.com/CoursepackView.aspx?id=26971>

#### Reflections (10%)

To encourage you to think about how these concepts emerge or present themselves in your own professional life, you will be asked to submit 2 reflection papers. Each reflection paper should be written in 12-point font (Time New Roman, Calibri, or Arial) and be no longer than 500 words double spaced. Again, to mitigate bias in the grading process, please do not put your name on your assignment.

#### Reflection 1

Think about a time you experienced or witnessed discrimination at work. Your reflection should address the following:

- Describe what happened.
- How did you respond?
  - If you are satisfied with the way you responded, what do you think made you respond in that way?
  - If you are not satisfied with the way you responded, what would you change? Why?

### Reflection 2

Identify a practice in your current or former organization that promotes inequality. How does/did it promote inequality? What would you recommend the organization change to reduce the unfair outcomes?

### Final Presentation and Executive Summary (30%)

Groups will be assigned by the professor, and each group will deliver a recorded 10-minute presentation analyzing a company's EDI strategy. Presentations will be accompanied by a 2-page Executive Summary. The executive summary should be double-spaced using 12-point font (Time New Roman, Calibri, or Arial) and be no longer than 500 words. Please use APA formatting to appropriately cite your sources.

The format of your presentation is up to your team, but it should involve all team members. The presentation and executive summary should include the following points:

1. **Organizational Overview (10%).** Include a brief description of the organization's industry, mission, and general purpose.
2. **Identification of the Strengths and Weaknesses of the organization's EDI management (20%).** Provide an analysis of the company's efforts to manage diversity and inclusion. Your analysis should identify the company's strengths and weaknesses in managing EDI. To do this, consider the things we've learned in this course including (but not limited to):
  - The company's leadership structure
  - The company's workforce
  - HR or organizational practices that support diversity and inclusion
  - Employee ratings on employer evaluation sites
  - Public Relations issues or information from the news
  - Legal cases based on discrimination or harassment
  - Organizational corporate social responsibility efforts in relation to D&I
  - Comparison to others in the industry
  - Comparison to others in the geographic location
3. **Evaluation of the organization's EDI Management (35%).** Your team should identify at least 2 strengths and 2 weaknesses of the organization's EDI Management. These should be clearly identified and draw on theories, empirical findings, or other resources either learned in the course or found from reputable sources. Your evaluation should consider multiple perspectives such as the company/management, employees at various levels, customers, and the impact on society. Your team should not only identify these strengths and weaknesses but provide evidence-based support as to **why** they are strengths and weaknesses. Quality of the evaluation is valued over quantity.
4. **Future recommendations (35%).** Make recommendations to the organization on how they can improve their management of D&I. This section should not only provide recommendations but

also the reasoning behind the solutions. Draw on the materials from the course to provide the reasoning behind the recommendations. The recommendations should be specific and action-based rather than vague and abstract. For example, the recommendations should include specific actions the organization can take with outcomes that would demonstrate whether the organization has made progress.

### Class Participation (15%)

Given this course only meets for five sessions, the in-class activities are critical to providing value in the class. Classes are structured so that you not only learn from the instructor but also from your peers' perspectives and experiences. Each of you plays an important role in the overall classroom learning experience, and thus, you will be graded on your contributions to that experience.

- Participation involves taking an active role in discussions. This requires coming to class with the materials read ahead of time. Participation may also take the form of short in-class quizzes to assess your comprehension of assignments.
- Respecting your classmates in class discussions is paramount and I value quality over quantity. Indeed, dominating a class discussion can result in a lower participation grade.
- Note that each score is the maximum you can receive if you fall into that category. For example, if you are late, you will receive no more than a 4 even if you ask good questions or participate fully at a later point in the class. If you need to be late or miss a class for some reason, please contact me ahead of time. Excused lateness or absences (for illness or family emergencies) will not affect your participation.

### Grading Scale for Class Participation:

- 0 Absent.
- 1-4 Late or inattentive. Unable to answer basic questions from the readings.
- 5-6 Present but not voluntarily participating.
- 7-8 Participating with information such as case or article facts, opinions, and examples.
- 9-10 Engaging in a meaningful and impactful discussion that advances understanding or generates insights.

### LEARNING MATERIALS

Reading Materials: The course materials consist of various articles and cases. The readings will be available via Canvas before classes commence. You are expected to complete all assigned reading (articles and cases) before classes commence. This will be critical for class discussions and application of concepts covered.

The course pack for the 3 cases can be accessed here:

<https://www.iveycases.com/CoursepackView.aspx?id=26971>

Estimated cost of required materials: \$17.85

### COURSE-SPECIFIC POLICIES AND RESOURCES

#### *Missed or late assignments, and regrading of assessments*

All assignments must be submitted on Canvas by the deadline. **Please note times are provided based on Pacific Standard Time in Vancouver.** Please make sure you are aware of time differences based on your location!

Late submissions will not be accepted and will receive a grade of zero. This is standard for RHL courses.

In the event that you feel something was missed in the grading of your work, please write a brief summary of what you feel needs further attention and submit this re-read request with your marked work. If you request a re-read, it will be read from scratch and your grade may go up or down. Each grade component is considered final one week after it is released and will no longer be open for re-reading or discussion. I do not accept personal lobbying efforts on behalf of grades other than in writing. I am happy to discuss your work with you for educational purposes, but keep in mind that once we discuss the work the grade is considered final if you have not submitted a request.

### *Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

### *Other Course Policies and Resources*

**Professionalism.** Professionalism is required both in business and in the classroom. What does it mean in a learning environment? Coming to class on time and being prepared for the topic at hand. Listening to and respecting others (instructors and peers). Giving 100% of your attention to the course. Not distracting others with private conversations or off-topic behaviour. Students are expected to contribute during class discussions in order to enrich the learning experience for everyone. However, individual students should not monopolize or dominate discussions, precluding or intimidating others from contributing. When someone is talking, it is expected that everyone will listen and not hold parallel conversations.

## **POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL**

### *Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

### *Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

### *Electronic Devices*

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is the number one distraction from effective learning and participation in the online learning environment.

### *Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

### UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

### *Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

### COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

### ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

**COURSE SCHEDULE**

(Subject to change with class consultation)

**\*\*Note all times are for Pacific Standard Time**

Class	Date	Topic	Readings or Activities	Assessments due
1	No class on Sept 7 Make-up class -Sept 8	1) Introductions 2) Identity & Authenticity in the Workplace	1) Carla Ann Harris at Morgan Stanley Case Study  <b>Optional:</b> The Costs of Code Switching	Case write-up due prior to class (6pm PST on Sept 8)
2	Sept 14	Privilege, Modern Discrimination & Allyship	1) Modern Discrimination (pgs1-12) 2) When and how to respond to microaggressions 3) You've been called out for a microaggression  <b>Optional:</b> 4) When Talking about Bias Backfires 5) Podcast: NPR's Life Kit: Microaggressions are a big deal: How to talk them out and went to walk away	Reflection 1 due prior to class (6pm PST on Sept 14)
3	Sept 21	DEI as an organizational strategy	1) Gender and Free Speech Case Study  <b>Optional:</b> 2) The Diversity and Inclusion Revolution from Deloitte 3) Diversity wins from McKinsey & Company	Case write-up due prior to class (6pm PST on Sept 21)
4	Sept 28	DEI in organizational practices and policies	1) Why Diversity Programs Fail 2) Five Practices and Three Myths That Fuel Inequality  <b>Optional:</b> 3) Update your DEI Playbook	Reflection 2 due prior to class (6pm PST on Sept 28)
5	Oct 5	Inclusive Leadership	1) A view from the top 2) Blurring the Lines Between Business and Government Case Study  <b>Optional:</b> 1) Podcast: Grey Matter- Talking Politics: When, How, and Why CEOs Should Speak Out	Case write-up due prior to class (6pm PST on Sept 21)

			2) Organizations cannot afford to stay silent on racial injustice 3) When Women or Minorities Check in as CEOs, White Men Check Out	
6	Team Presentation and Executive Summary Due on Friday, October 16 at 11:59pm PST			