Syllabus

The Inclusive Workplace

Instructor:

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Online Course Technical Assistance

NetID or Rutgers email problems: Logging into the course:
Call 732-445-HELP (4357) Call M – F 9 am – 5 pm: 732-932-4702
Using eCollege platform course tools such as document sharing, email, or the dropbox tools;
questions/problems with course shell:
Call toll free 24 hours a day, 7 days a week: 877-7RUTGER (877-778-8437)
Email: help@ecollege.rutgers.edu
Do not contact your instructor. She cannot assist you. Call professionals who can!

Course Description

Inclusive workplaces build on equal opportunity principles to create a culture of respect, involvement and success for all employees. This online course involves an examination of individual differences and group affiliations that create a diverse workforce. It also considers paradigms that limit and promote inclusion and what each individual student, employers, employees and society as a whole can do to promote inclusive workplaces.

Objectives

This course offers students the opportunity to:

- Gain a broad vision of the concepts of diversity and inclusion in society and the workplace.
- Recognize the need to develop work environments that appropriately value, support and engage all employees.
- Investigate the concept of identity and the differences employees bring to the workplace.
- Identify challenges and components and benefits of inclusion on a personal and organizational level.

Competencies

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

- Synthesize course material and communicate knowledge of as well as personal ideas, feelings and experiences regarding:
  1. the concepts of human diversity and inclusion.
  2. contemporary challenges within a diverse society and workplace.
  3. arguments for creating inclusive workplaces.
  4. best practices for inclusion on a personal and organizational level.
- Recognize the need for ongoing research and evaluation associated with human difference and workplace inclusion strategies.
- Develop and commit to a plan to increase personal diversity leadership behaviors in the workplace.

Course Organization

Week 1 - 2  Introduction to Course Concepts
Weeks 3 - 8  Part I: Theories & Paradigms
Weeks 9 - 14  Part II: Making Inclusion Work
Course Requirements

Reading, Audio & Video Assignments

Reading
Students will be engaged in both classic and contemporary readings regarding the subjects of diversity and inclusion. Students will read excerpts from the following texts. All required text excerpts are already uploaded into the course shell.

*Diversity Resistance in Organizations (2008)*

*Making Diversity Work (2008)*

*Managing Diversity: People Skills for a Multicultural Workplace (2009)*

*The Inclusion Breakthrough (2002)*

*The Inclusion Paradox (2009)*

*The Psychology and Management of Workplace Diversity (2004)*

*The Value of Difference: Eliminating Bias in Organizations (2009)*


Students will also be required to read academic and trade journal articles as part of the general reading assignments and in preparation for completing the research review, course project assignments, and the final exam. Required and suggested articles originate from the following journals and are already uploaded into the course shell.

American Behavioral Scientist  Journal of Business Ethics
American Sociological Review  Journal of Employee Responsibilities & Rights
DiversityInc.  Journal of Managerial Psychology
Group and Organizational Dynamics  Journal of Quality & Participation
Group Processes and Intergroup Relations  Journal of Social Science Information
HR Focus  The Academy of Management Review
Journal of Business and Psychology  The Diversity Factor
Training

Finally, students will read excerpts from selected classic and contemporary reports associated with workplace diversity and inclusion. All reports are uploaded into or linked from the course shell.

Audio/Visual Resources
The instructor provides ongoing presentations to students through PowerPoint and video presentations. In addition, this course uses video clips on diversity and inclusion from, among

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other sources, You Tube and Cornell University’s eClips web archives; and audio presentations from National Public Radio (NPR) and British Broadcasting Corporation (BBC) archives.

**Writing Assignments**
35.5% of final grade

**Peer Introduction Survey** - Worth 50 points
The Peer Introduction Survey is the initial writing assignment. Students are required to engage in self reflection and critical thinking on introductory diversity and inclusion related material prior to completing this assignment. The assignment is then shared with learning community members and discussed in the Introduction Forum. *Due week 2.*

**Getting to Know You (GKY) Leadership Journal** - Worth 200 points
Students engage in additional reading and activities as well as reflect on course material to complete the 4 part journal assignment. Components of readings, activities, and reflections enable professional growth as well as the development of a personal leadership plan for supporting inclusive workplaces. Students are required to follow a template and a set of instructions when completing the assignment.

- **Part I:**  *My Diversity and Inclusion Story; Hope, Change and/or Paradox*
- **Part II:**  *Personal Bias*
  *Parts I and II due week 5* (or a student may defer submission until all journal components are completed week 13)
- **Part III:**  *Reflections on Organizational Communication Regarding Workplace Diversity & Inclusion*
- **Part IV:**  *Plan for Inclusion Leadership*
  *Parts III and IV due week 13*

**Research Reviews** - worth 105 points (35 points per research review)
The elements that support or hinder workplace inclusion continues to evolve. A research base is required to advance best practices in workplace inclusion and for the theories associated with these strategies to remain viable or be replaced. Through considering and developing a review, students will identify the value of basic research on topics addressed in the course. In addition, students will identify the impact that research results have on the day-to-day practice of inclusion in the workplace.

Students select and review 3 research articles associated with human difference, workplace diversity and/or inclusion practices. Research review template that students must follow, instructions, and a list of recommended research articles to review is provided. Maximum word length per review 500 words.

This assignment can be completed through collaborative teamwork or individually. *Due week 8.*

**Course Project**
25% of final grade

Students choose from a list of topics to develop a paper or PowerPoint presentation (with notes). It is strongly advised that students work in teams, but projects may also be completed without collaborating with other learning community members. Students choose team members.

Course projects are researched and developed according to a project template and instructions supplied by the instructor. Projects will be shared with and discussed by learning community members in either forums 1, 2, or 3.

All projects are evaluated by both the instructor (175 points - 70% of grade) and learning community members (75 points - 30% of grade.) See grading page in course shell for specific grading rubrics for instructor and learning community members.

Course project topic choices (each student will be engaged in one of the following):

- **Unit II: Theory & Paradigms**
Global Diversity & Inclusion
Motivation for Organizational Support of Inclusive Workplaces
These projects will be discussed in forum 1. Projects due week 6.

Unit III: Making Diversity Work
Organizational Initiatives to Support Inclusive Workplaces (team project only)
This project will be discussed in forum 2. Project due week 10.
Supporting an Inclusive Workplace through Employee Development
This project will be discussed in forum 3. Project due week 12.

Other course related topics may be researched for development of a course project upon consultation with the instructor.

Asynchronous Threaded Discussions – Forums
24% of final grade
4 Forums - 60 points each forum
Each forum is 7 days in length. Forums are open 24 hours a day. All but the forum 3 opens on Wednesdays and closes 11:59 pm Tuesday evenings. Forum 3 closes Monday evening.
Participation score includes at least 1 of the 3 minimum comments by 11:59 on Saturdays.
Each forum is directly related to course material and work completed by learning community members. Questions and suggested concepts for discussion within forums 1 - 3 are offered by the instructor as well as the individuals/teams that developed a course project associated with the forum.
Students are encouraged to research, share and discuss appropriate high quality material with their learning community to advance or support topical discussions. In addition, learning community members are encouraged to ask peers mindful questions to support critical thinking and further investigation of forum related topics.

Introduction Forum: Framing the Issues - week 3
Forum 1: Special Topics Diversity & Inclusion - week 7
Forum 2: Organizational Strategies for Promoting Inclusion- week 11
Forum 3: Employee Leadership & Development - week 14

Assessments
15.5% of final grade

Course Process and Content Quiz - worth 30 points
The quiz is based on contents of the syllabus, calendar, the Critical Tips for Successful Online Learning document, specific grading documents, and select instructor videos. Correct answers with explanations to true/false and multiple choice questions are available upon completion of quiz.
The quiz can be completed between January 19 and February 1.

Final Exam - worth 125 points
The final exam is based on key concepts presented throughout the semester within required course material.
Final exam can be completed between Thursday, May 5 and Sunday, May 8, 11:59 pm. Correct answers with explanations will be available on May 9th.
Grading

A final grade is based on a 1000 point system. As highlighted in assignment section above, each assignment is worth a specific number of points. Total points accumulated determines final course grade. See Course Grading document in course shell for grading rubrics.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding</td>
<td>1000 - 900 Points = A</td>
</tr>
<tr>
<td>Good</td>
<td>899 - 870 Points = B+</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>769 - 700 Points = C</td>
</tr>
</tbody>
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Policies and Procedures

Class Sessions

- The course week begins on Wednesdays.

- A weekly message will be sent to each student as well as uploaded into the course weekly messages file in document sharing by 10 am Wednesday. Information about content and assignment procedure is available within the weekly message or students are directed to a presentation within the course shell.

- Each week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

Due Dates

- All assignments, unless otherwise indicated on the calendar, must be completed by Tuesdays 11:59 pm Eastern Time. A course calendar identifying each due date is available in the course shell.

- Late penalties on writing assignments and course project grades: Up to 24 hours late (12 midnight - 11:59 pm Wednesday) = deduction of 10% of points; Assignments will not be accepted after 24 hours past the due date and time.

- Students are given the choice to submit their GKY Leadership Journal entries at two specifically determined times (Parts I and II - week 8; and Parts III and IV week 13) - OR - students can submit all GKY Leadership Journal parts at the end of week 13. Students will not be charged a late penalty for not submitting Parts I & II by the end of week 8 by simply contacting the instructor.

- Forums close 11:59 pm on Tuesdays except forum 3 which ends the last day of the semester, Monday, May 2. Comments made after the deadline are not counted for participation or content scores. Missed Forum points can not be made up.

- Assessments (quiz and final exam) must be taken within the parameters stated on the syllabus and calendar. Students have 2 weeks to complete the quiz and 4 days to complete the final exam. No makeup assignment will be developed for students missing the close date and time for the assessments.

Extra Credit

There are two ways to earn extra credit:

1. Students who begin a discussion and follow up by interacting with at least 1 learning community member who has responded to their initial comment, earn a total of 5 points per forum.

   The extra credit possibility is available for each of the 3 regular forums (not Introductory forum). Extra credit is only available for those who contribute for the first time by Saturday, 11:59 pm. Total extra credit points that can be earned through serving as a forum leader is 15 points.
2. Throughout the semester, students are invited to submit up to 3 specific questions for the instructor to consider when developing the final exam. A student can earn up to a total of 10 points for providing high quality question recommendations.

Students can enter concept and/or question suggestions in the Exam Concepts dialogue area under the Exam tab in the course shell. Students must submit suggestions within 2 weeks after a concept has been addressed and specifically identify the location of the concept. Complete instructions/expectations are available within the instruction area of the Exam Concepts dialogue area.

**Checking Email**

**Instructor’s Email Checking Policy**

Unless students receive advance notification, the instructor will check her email by 10:00 am Eastern Time every workday. If you send a comment or question, you’ll receive a response within 24 hours. This policy excludes Saturday/Sunday and Spring Break.

**Students Email Checking Policy**

It is the responsibility of the student to check for incoming course related messages AT LEAST 2 times a week. Once a week - on Wednesday mornings - each student will receive a weekly message. In addition, students receive messages from the instructor regarding a variety of topics throughout the semester. Forgetting or being unable to check your email is not an excuse. Email messages are ALWAYS sent to the student’s default email address for the course.

**Course Expectations**

**Self-Empowerment**

**Use of Technical Tools & Problem Solving**

It is each student’s responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

**Student Resources**

- Use a “can do” attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

**Resources available in course:**

- Course Tools page - provides videos and written information and instructions that address all aspects of technical performance within the course.

- First Steps Instructions - Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

**Resources available outside the course:**

- Refer to phone numbers prominently located on page 1 of the syllabus to access those who can assist in NetID or Rutgers email problems; problems logging into the course, or provide 24/7 one-on-one assistance regarding use of any of the eCollege platform course tools. eCollege helpline staff can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks.

**Embrace the Opportunities of Online Learning**

Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning.

Well designed and facilitated online courses:
- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.

- are assignment based. This difference requires students to continuously do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.

- expand resources for study beyond material available within the course shell. Students are often encouraged to explore a wide variety of SMLR/Rutgers library and Internet based information sources that addresses course topics.

- foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.

- offer time for students to consider concepts being presented beyond the period one would attend an on-the-ground classroom.

- support one-on-one learning through ongoing interaction with the instructor. Your instructor is readily available to answer questions, discuss course content and assignments.

Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student involvement within their community is a critical component to the community’s success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in the 4 scheduled forum discussions.

- Communicate clearly, authentically, and maintain a content-oriented focus.

- Intellectually challenge peers to consider a topic by offering comments that invite peers to share their thoughts and understanding of course material.

- Serve as a reliable teammate when developing your course project and/or research reviews.

- Conduct a serious and fair review prior to submitting a team project/research review assignment and when evaluating a learning community member’s course project.

- Maintain a positive and respectful attitude when interacting with peers. “Flaming” - where students focus on demeaning a peer instead of constructively offering a differing opinion - has point deducting consequences.
Recognize Assignment Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. Paying attention is in the student’s best interest.

It is the student’s responsibility to review best practices/grading rubrics and ask questions prior to submitting an assignment or participating in a forum.

Course Reading and Audio/Visual List
by Unit, Week & Topic

Note:
- Full citations for the eight books from which reading excerpts are frequently taken is listed on page 2 of the syllabus: Course Requirements - Reading section.
- List below represents reading and audio visual assignments for spring 2012. List may be updated prior to the beginning of spring 2013 semester. Check for final version of syllabus the beginning of spring 2013 semester.

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Unit I: Introduction
Weeks 1 - 2

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Week 1: Course Overview, Pt. 1 Process

Video
- Instructor Presentations
  Welcome & Course Overview
  If first online course:
    Online Learning Basics
  If first eCollege platform Course:
    Course Tools: changing default address; email, dropbox, document sharing

Reading
- Syllabus, Calendar, Course Tools, Grading
- Course Success: Critical Steps for Successful Online Learning

Assignments
- Prepare to complete Course Process & Content Quiz - Open to complete until end of week 2.
- Begin work on Peer Introduction Survey - Due week 2

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Weeks 1 & 2: Course Overview Pt 2: Framing the Issues

In addition to the required materials listed below, material that highlights current events associated with workplace diversity and inclusion are linked to the weeks 1 & 2 page in the course shell. Current events material is also required reading and viewing.

Instructor Presentations
Diversity on a Personal & Global Level: A Time of Hope, Change and Paradox

**Framing Professional Leadership Attitude**

Video

- Instructor Presentation
- Recommended
- Awareness of Your Environment & the Importance of Critical Thinking

- Playing for Change
- Stand By Me

Reading

- **What If? Short Stories to Spark Diversity Dialogue**
  - Chapter: 12: I Know Everything Already, p. 79 - 83
  - Chapter 11: Strange New Worlds, p. 73 - 76
  - Chapter 8: Bizeer Gummies, p. 55 - 59
  - Recommended: My Story - p. xix - xxviii

**Framing Course Topics**

**Workplace Diversity, Inclusion & the Inclusion Experience**

Reading

- The Value of Difference: Eliminating Bias in Organizations
- The Inclusion Paradox

Internet Resource

- Defining Diversity: Beyond Race and Gender

Audio

- **NPR**
  - The Promise of Diversity is Yet To Be Met

**Framing Identity and Difference**

Reading


Internet Resources

- Graphic Representations:
  - Yang Liu, Visual Example Worldview Differences
- Dimensions of Diversity

**Contemporary Opportunities and Challenges**

Reading

- Making Diversity Work
  - Chapter 3 Excerpt: Bias Defined and Misdefined, p.15 - 17
- The Psychology and Management of Workplace Diversity
  - Excerpt: Other American Myths (Meritocracy, Colorblind Ideal, Melting Pot), p. 48-51.

Assignments
• Peer Introduction Survey (worth 50 points; due in week 2)
• Complete Course Process and Content Quiz (worth 30 points; due week 2)

**Unit II: Theories & Paradigms**
**Weeks 3 – 8**

**Week 3: The Concept of Inclusion**

**Instructor Presentation**
Inclusion: What Are We Talking About?

**Reading**

*Opportunities and Challenges of Workplace Diversity* Excerpt: Chapter 1: A Theoretical and Pedagogical Perspective Defining Diversity, p. 7 - 11 Four Principles for Improving the Definition of Diversity, p. 11 - 14

*The Value of Difference: Eliminating Bias in Organizations* Excerpt: Chapter 1: Pushing for Diversity; What is Diversity? What is Inclusion? P. 5 - 13


**Internet Resources**

*Future Work Institute*
Inclusion: A Journey in Progress

*Northeast Human Resource Association*
From Diversity to Inclusion, 2007

**Recommended**

*Inclusion.com*
Inclusion: Three Common Delusions
Blog: The Paradox of Inclusion, 10/07

**Expert Opinions**

**Reading**

(Rest of article - 36 - 40 recommended.)


**Recommended**


**Assignment**

• Introduction Forum: Framing the Issues Associated with Inclusion
  Prerequisites:
  A. Read/watch required material weeks 1 - 3 (includes material required to complete the Peer Introduction Survey).
  B. Review Peer Introduction Surveys developed by your learning community members.
Week 4: Identity and Difference

Instructor Presentation
Who We Are and Our Perspectives

Basic Concepts of Identity and Difference

Reading

Cross, B. Jr. (2009). Isn’t it Time to Stop Using the Term “Minority” to Describe All Individuals, Racial and Ethnic Groups Who Are Not White?. *The Diversity Factor*, 17(2).


The Value of Difference
Excerpt: Chapter 2: Why We’re Biased
Impact of Categorization (in group/out group), p. 50

The Diversity Code
Excerpts: Why Isn’t It Enough to Just Acknowledge the Ways in Which People Are The Same? p. 73 - 77.
How Do I Figure Out How to Hear the Differences Around Me? p. 113

The Inclusion Paradox
Excerpts: Introduction
Chapter 4: I Need Your Differences ... And You Need Mine

Recommended
The Inclusion Paradox

Internet Resources

Audio
Recommended
NPR
How Multi-Ethnic People Identify Themselves
Talk of the Nation, December 20, 2010 Minutes 30:17
Race Perceptions in the Workplace (identity in the workplace)
News & Notes, December 18, 2008  Minutes 16:53
Celebrating Diversity Enhances the Workplace
Talk of the Nation, March 31, 2009 Minutes 17:15

Assignment
- Leadership Journal, Part I, My Diversity Story - due end of week 7

Weeks 5 - 7: Contemporary Opportunities & Challenges

Instructor Presentation
Process for Addressing Topics within the Contemporary Opportunities & Challenges Section
Overview

Instructor Presentation
Who Limits Inclusion: Individuals, Society, and Organizations

Reading

Diversity Resistance in Organizations

Bias, Stereotyping, Prejudice and Discrimination

Reading

Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition

The Value of Difference: Eliminating Bias in Organizations
Chapter 2: Why We Are Biased, p. 54 - 74.

Diversity Resistance in Organizations
Excerpt: Chapter 5: Exclusion, Avoidance, and Social Distancing
Required Reading: Manifestations of Discrimination in the Workplace, p. 128 - 130;
Research on Interpersonal Discrimination, p. 130 - 133; Consequences of Interpersonal Discrimination in the Workplace, p. 133 - 134.

Making Diversity Work
Chapter 2: “But Everybody Does It” p. 11 - 14

Recommended
Making Diversity Work
Chapter 3: Bias Defined and Misdefined, p.15 - 29

Managing Diversity: People Skills for a Multicultural Workplace, 8th Edition

The Value of Difference: Eliminating Bias in Organizations


Internet Resources
Personneltoday
We’re All Prejudiced and We Need to Admit It
Science Daily
Weight Bias Is As Prevalent As Racial Discrimination, Study Suggests, March 28, 2008

Audio

NPR
Job Application Discrimination
The Tavis Smiley Show, January 14, 2003 Minutes 6:15

Recommended
BBC
Interview with Author of The Value of Difference
Eliminating Conscious and Unconscious Bias Minutes 6:50

Video

American Anthropological Association
Race: Are We So Different - Minutes 5:21

Recommended
Cornell Eclip
Gender Stereotypes with Regards to Leadership Still Exist Minutes 1:48

Organizational Barriers to Inclusion
Reading

_The Inclusion Breakthrough_

Particular sections are required from Diversity in a Box chapter:
- Barriers to Inclusion, p. 7-8.
- Disadvantage of Not Including All People, 8 - 11.
- Flawed Foundations and Assumptions, 11 - 14.

Global Diversity and Inclusion

Instructor Presentation

Global Diversity and Inclusion: Highlighting Concepts of Differences in Perception and Behavior

Reading

_Managing Diversity: Toward a Globally Inclusive Workplace_

Tensions Posed by Global Workforce Trends, p. 4 - 6.

_The Inclusion Paradox_

Excerpt: Chapter 3: This Thing is Global, p. 67 - 81.

Recommended

 INTERNET RESOURCE
Recommended
UN: The Universal Declaration of Human Rights

_Global Issues_
Racism: Europe, Australia, Africa, The Middle East, Asia, North America

Motivation for Inclusion

Reading

_The Value of Difference: Eliminating Bias in Organizations_


_Opportunities and Challenges of Workplace Diversity, 2nd Edition_

Excerpt: Chapter 1: Diversity in the Workplace: A Theoretical and Pedagogical Perspective
Understanding the Business Case for Diversity, p. 18 - 19
Assessing the Business Case for Diversity, p. 19 - 21

_Managing Diversity: Toward a Globally Inclusive Workplace_


Required Reading: Introduction - p. 129 - 130; A Culture of Inclusion and the Principle of Recognition - p. 130 - 135

SHRM (2008). Global Diversity and Inclusion: Perception, Practices, and Attitudes. Required Reading:

Recommended

International Labour Organization
One of the four fundamental principles and rights at work:
Elimination of Discrimination in Respect of Employment and Occupation.

**Assignments**
- Teams/Individuals Submitting Unit I Course Project - due by end of week 6 - March 5, 11:59 PM
- Forum 1 - Special Topics on Diversity and Inclusion - week 7
  Prerequisites:
  A. Read/watch required material associated with special topics selected by learning community members for their course project
  B. Review Course Projects developed by your learning community members.
- Personal Leadership Journal, Part I & II - due end of week 7 - March 12, 11:59 pm
  * There are several external assignments and activities associated with part II of the Personal Leadership Journal beyond the required reading for Unit I, check Personal Leadership Journal Part II page under Unit I tab in course shell.
  * Students are allowed to defer the submission of Part I & II until week 13 (when the rest of the journal entries are due) by simply contacting the instructor.

**Week 8: Basic Research in Diversity and Inclusion**

**Instructor Presentation**
The Importance of Research in Understanding Diversity and Inclusion
Course week split by spring break - see calendar

**Reading**
Students are provided with an extensive list of classic and contemporary research papers published in academic journals from which they may select to engage in a research review. See details of assignment associated with readings on page 3 of syllabus and research review page under Unit II tab in course shell.

**Assignment**
- Research Review (team or individual assignment) - due end of week 8 - March 26, 11:59 pm

**Unit III:**
**Making Inclusion Work**
**Weeks 9 – 14**

**Weeks 9 - 10: Organizational Strategies: Valuing Diversity & Promoting Inclusion**

**Instructor Presentations**
Unit III Overview
Organizational Strategies for Creating a Culture of Inclusion

**Reading**
*Managing Diversity: People Skills for a Multicultural Workplace, 8th edition*

*Managing Diversity: Toward a Globally Inclusive Workplace*


Recommended

*Under*standing and *Man*aging *Diversity*, 4th Edition

The Inclusion Breakthrough: Unleashing the Real Power of Diversity, p. 263 - 270.

Internet Resources


Recommended


Video

Recommended

Cornell University eClips: Diversity & Inclusion at PepsiCo; Diversity Programs at Major Corporations

Assignments

- Work on Part III What Organizations Are Communicating, Personal Leadership Journal (due date, end of week 13)
  - *There is an external assignment associated with part III of the Personal Leadership Journal beyond the required reading for Unit III. Check Personal Leadership Journal page in course shell.*

- Teams/Individuals choosing Unit III Organizational Strategies Project - due week 10

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**Week 11: Critical Considerations Regarding Organizational Strategies**

**Instructor Presentation**

Organizational Strategies for Supporting Inclusion - Are We There Yet?

**Reading**

*Diversity Resistance in Organizations*


Recommended


**Audio**

*NPR*

In-House Resource Groups Can Help and Harm Minutes 5:06

**Assignments**

- Forum 2: Organizational Strategies for Promoting Inclusion
  - Prerequisite: Weeks 9 - 11 reading material; Reviewing Team Project material - Organizational Initiatives to Support Inclusive Workplaces

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**Weeks 12 & 13: Employee Development**

**Instructor Presentation**

*The Inclusive Workplace*

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Leadership and Inclusion

**Best Practices in Understanding & Working with Others**

**Reading**


*Managing Diversity: People Skills for a Multicultural Workplace, 8th edition*

*Making Diversity Work*

*The Diversity Code*
Excerpt:
When I See a Problem with Diversity, How Do I Go About Addressing It? p. 163 - 167.

*The Inclusion Paradox*
Excerpt: Conclusion
Be the Change You Want to See in the World, p. 312 - 318.

*The Value of Difference*

**Internet Resource**

**Recommended**

**Inclusive Communication & Strategies**

**Reading**

*Making Diversity Work*
Chapter 14: Verbal Skills for Diversity Dialogue, p. 161 - 174

**Internet Resource**

**Recommended**
How to Demonstrate Respect at Work

**Audio**

Students are required to choose from a list of 10 - 14 minute interviews regarding communication with “others” (Those who are different than “I” am). Source: National Public Radio (NPR). The list that contains links to interviews are available in the course shell.

**Assignments**

- Teams/Individuals choosing Unit III - Supporting an Inclusive Workplace through Employee Development - due end of week 12.

- Submission of Personal Leadership Journal, Part III (What Organizations Are Communicating) and Part IV (Inclusion Leadership) by end of week 13 - April 30, 11:59 pm
  * There is an external activity associated with part III of the Personal Leadership Journal beyond the required reading for Unit III, check Personal Leadership Journal page in course shell.

**Week 14: Critical Considerations in Developing an Inclusive Workforce**
Week 14 ends on MONDAY. (The course week is shortened by 1 day)

Instructor Presentation
Developing and Inclusive Workforce - Are We There Yet?

Reading

*Diversity Resistance in Organizations*
Excerpt: Chapter 2: Understanding and Defusing Resistance to Diversity Training

*Recommended*

Assignments

- Forum 3: Employee Leadership & Development
  Prerequisite: Weeks 12 - 14 reading material; Reviewing Team Project material
- Supporting an Inclusive Workplace through Employee Development

**Final’s Week:** Final Exam

Complete final exam between Thursday, May 9 and Saturday, May 11, 11:59 pm.
Throughout the semester students will be informed of the material on which the assessment will be based. Final exam questions submitted by students throughout the semester will be considered for use in final exam.