Syllabus
The Inclusive Workplace
38:578:510

Instructor
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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 to 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

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. Contact professionals who can!
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* - 1st and second edition

*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
American Sociological Review
Behavioral Sciences and the Law
Cultural Diversity and Ethnic Minority Psychology
Employee Relations
Equality, Diversity and Inclusion: An International Journal
Group & Organization Management
Group Processes and Intergroup Relations
International Journal of Cross Cultural Management
Journal of Business and Psychology
Journal of Intergenerational Relationships
Journal of Organizational Behavior
Journal of Management Studies
Journal of Occupational & Organizational Psychology
Journal of Personality and Social Psychology
Journal of Social Issues
Journal of Social Psychology
Personnel Psychology
Work, Employment, and Society

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 and audio clips on diversity and inclusion from a variety of sources.

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 7 (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.

Asyncronous Threaded Discussions – Forums
24% of final grade
  4 Forums - 60 points each forum
  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 - weeks 13 & 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 24 and February 4.

  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 Monday, May 5 and Thursday, May 8, 11:59 pm. While the exam will be open during reading days, students have the opportunity to complete the final exam on the last day of class as well as the first day of the final exam period. Correct answers with explanations will be available the evening of May 9.
Grading

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

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
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<tbody>
<tr>
<td>1000 - 900 Points</td>
<td>899 - 870 Points = B+</td>
<td>799 - 770 Points = C+</td>
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<tr>
<td></td>
<td>869 - 800 Points = B</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 7; 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 as long as they contact the instructor indicating that their Journal Parts I and II will be submitted week 13.
- Forums will close and lock 11:59 pm on Tuesdays except forum 3 which ends the last day of the semester, Monday, May 5. 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 11 days 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
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 no later than May 1. The student must specifically identify the location of the concept to earn extra credit points. 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 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 and the email address 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 course tools. 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.
o foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.

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

o 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:

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

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

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

o Serve as a reliable teammate when developing the course project and/or research reviews.

o Conduct a serious and fair review of content prior to submitting team based assignments and when evaluating a learning community member’s course project.

o 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 books from which reading excerpts are frequently taken is listed on page 2 of this syllabus: Course Requirements - Reading section.

Unit I: Introduction
Weeks 1 - 2

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
- Begin work on Peer Introduction Survey

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 is linked to the Contemporary News & Views page in the course shell. Current events material is also required reading and viewing.

Additional course readings/videos may be added prior to the week that a topic is explored or trading one resource for another may occur. Any resource substitutions will be announced and the citation for the resource provided in the appropriate weekly message.

Overview of Inclusion and What Impacts Inclusion Today:

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

Reading
*The Inclusion Paradox
Excerpt: Author’s Note: Introduction to the 2nd Edition, p. xix - xxiv
Inside SHRM Highlight 2010 p. 108
Interesting facts and quotes: SHRM President speaks & SHRM research statistics

Framing Professional Leadership Attitude Toward Inclusion

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

Framing Course Topics

Workplace Diversity, Inclusion & the Inclusion Experience
Reading
Only pages 133 - 138 are required.

The Inclusion Paradox

Framing Identity and Difference
Reading
Recommended

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
- Complete Course Process and Content Quiz

Unit II:
Theories & Paradigms
Weeks 3 – 8

Week 3: The Concept of Inclusion

Instructor Presentation
Inclusion: What Are We Talking About?

Reading
The Inclusive Workplace
Spring 2014
Opportunities and Challenges of Workplace Diversity Excerpt: Chapter 1: A Theoretical and Pedagogical Perspective Defining Diversity, 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
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

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

**Why Differences Matter**

**Reading**

*The Inclusion Paradox*
Excerpts: Introduction

Chapter 4: I Need Your Differences ... And You Need Mine


*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

**Audio**

Recommended
NPR
Celebrating Diversity Enhances the Workplace
Talk of the Nation; March 31, 2009 Minutes 17:15

**Current Issues Associated with Identity and Difference**

**Reading**


**Internet Resource**

Understanding People at Work: Individual Differences and Perception
4.2 Individual Differences Around the Globe

**Assignment**

- Leadership Journal, Part I, My Diversity Story

**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*
Basic Investigation of Bias, Prejudice, Stereotypes 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

**Internet Resource**

Recommended

*Science Daily*
Weight Bias Is As Prevalent As Racial Discrimination, Study Suggests, March 28, 2008

**Graphic**

Difference Between Archetypes and Stereotypes

**Audio**

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

Examine the Challenges of Human Nature

**Reading**

*Making Diversity Work*
Chapter 2: But Everybody Does It, p.11 - 14

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

**Recommended**


**Internet Resources**

*Personneltoday*
We’re All Prejudiced and We Need to Admit It

**Audio**

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

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.

*Managing Diversity: Toward a Globally Inclusive Workplace*
Excerpt: Chapter 12: The Inclusive Workplace Level 1 Barriers p. 261 - 262
Video

Recommended
One of the Biggest Problems Isn’t Discrimination but Rather Familiarity

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.

Internet Resource

Recommended

Managing Diversity: Toward a Globally Inclusive Workplace
Chapter 2: Diversity Legislation in a Global Perspective
Appendix 2.2 Global Antidiscrimination and Equal Rights Legislation Checklist of Protections Offered by Select Number of Countries, p. 51 - 56.

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
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 II Course Project
- Forum 1 - Special Topics on Diversity and Inclusion
  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
  * 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 2 of syllabus and research review page under Unit II tab in course shell.

Assignment
- Research Review (team or individual assignment)

**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*
**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

**Weeks 12 & 13: Employee Development**

**Instructor Presentation**
Leadership and Inclusion

**Workplace Training**

**Reading**

**Internet Resources**

Diversity Inc.

6 Secrets for Highly Effective Diversity Training
Recommended

Internet Resource
PACT
Designing Effective Workforce Diversity Programs

Personal/employee philosophy for valuing human diversity and promoting inclusion
Reading
The Inclusion Paradox
Excerpt: Conclusion
Be the Change You Want to See in the World, p. 312 - 318.

Recommended

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

Making Diversity Work

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

The Value of Difference

Internet Resources
Recommended

How to Demonstrate Respect at Work

Graphic
Ethnocentric vs. Ethnorelitive

Best Practices in Inclusive Communication
Reading
Making Diversity Work
Chapter 14: Verbal Skills for Diversity Dialogue, p. 161 - 174

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 is available in the course shell.
Assignments
- Teams/Individuals choosing Unit III - Supporting an Inclusive Workplace through Employee Development

- Submission of Personal Leadership Journal, Part III (What Organizations Are Communicating) and Part IV (Inclusion Leadership)
  * 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

Recommended

Assignments
- Forum 3 Continues: 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 Monday, May 5 and Thursday, May 8, 11:59 pm. While the exam will be open during reading days, students have the opportunity to complete the final exam on the last day of class as well as the first day of the final exam period.

Throughout the semester students will be informed of the material on which the assessment will be based. Topics highlighted in the final exam questions submitted by students throughout the semester will be considered for use in final exam.