

MGNT-1004 Managing Diversity and Inclusion (6 ECTS)

SYLLABUS (some revisions possible)

Instructor's contact information	Course information
Name: Saija Katila E-mail: saija.katila@aalto.fi Office: U205	Status of the course: Advanced Academic Year, Period: 2023, IV Location: Language of Instruction: English Course Website: MyCourses Co-teachers: Astrid Huopalainen, Ana Paula Lafaire and Aleksi Soini

1. OVERVIEW

The course provides an overview of diversity, inclusion and equity in organizations and labor market in general. The course discusses diversity management and inclusion practices of organizations and critically assess them. Throughout the course, possibilities for change are explored by considering forms of interventions for changing exclusionary practices in organizations.

The course adopts a 'doing gender and diversity/difference' approach in understanding how inclusion and exclusion in organizations take place. We reflect how our thinking as well organizational practices carry cultural assumptions concerning gender, race, ethnicity, sexuality etc., and how these assumptions shift in time and space. We further reflect how these (unconscious) assumptions are ingrained in organizational practices and how they manifest in face-to-face interactions making managing diversity a highly complex and problematic endeavor.

2. LEARNING OUTCOMES

The student

- can recognize and argue for the importance of diversity, inclusion and equity at work.
- understands the difference between conceptualizing 'gender/diversity as a category' and 'gender/diversity as doing' (= the way we assign and assume gendered/racialized/classed meanings in our relational encounters and activities).
- understands the difference between diversity management and inclusion in their current use and knows the benefits and pitfalls of diversity management and the basic tools used in DM practices.
- can analyze and critically evaluate how gender and diversity are done at the level of interaction, organizational practices, and society and how such doings can be read from visual and textual media.
- can reflect how one does gender and difference and how that may contribute to inclusion/exclusion and reproduction of privilege.
- can identify and develop interventions and practices that promote diversity, inclusion and equity.

3. ASSESSMENT AND GRADING

1. Mandatory attendance 7/10, first class as well as the day your group is presenting, you need to be in class (pass/fail).
 2. Watching the online videos before class & listening to and communicating respectfully with others of diverse backgrounds and perspectives (pass/fail)
 3. Online assignments (30 % of course grade), **ALL ASSIGNMENTS NEED TO BE DONE 23.00 the night before the class.**
 4. Group work presentation (10 % of course grade)
 5. Group work report (20 % of course grade)
 6. Exam (40 % of course grade), Exam 19.4. (no need to register), retake 7.6.2022 (Registration needed)
 7. Group work evaluation sheet (pass/fail)
- Final grading 1-5.

NOTE: In order to pass the course, the student will have to gain a "pass" from all assignments.

4. PRELIMINARY SCHEDULE

All the texts that are not uploaded in MyCourses can be located through Google Scholar. In case you have trouble locating the articles through Google Scholar, please check the tips given in the following link <http://libguides.aalto.fi/e-resourcelinking/google-scholar>

Course schedule, readings and assignments

		Content	Assignments
1	Mon 27.2. 9-12 U006	<p>Course content and practices</p> <p>The conceptual background of the course – The doing perspective to gender and difference/diversity Saija Katila & Ana-Paula Lafaire</p> <p>Live D&I case by Aalto University</p> <ul style="list-style-type: none"> Ida Salin, HRD Specialist, Aalto University 	<ul style="list-style-type: none"> Watch the pre-recordings Mandatory attendance for all
2	Wed 1.3. 9-12 T003	<p>Mainstream and critical diversity management</p> <p>Readings:</p> <ul style="list-style-type: none"> Robinson, G. & Dechant, K. (1997). Building a business case for diversity. <i>Academy of Management Executive</i>, 11:3, 21-31. Romani, L., Holck, L., & Risberg, A. (2019). Benevolent discrimination: Explaining how human resources professionals can be blind to the harm of diversity initiatives. <i>Organization</i>, 26(3), 371-390. <p>Saija Katila & Ana Paula Lafaire</p>	<ul style="list-style-type: none"> Watch the pre-recordings Read the articles and be prepared to discuss them in class Do the online exercises
3	Mon 6.3. 9-12 T003	<p>Doing gender and diversity at work</p> <p>Readings:</p> <ul style="list-style-type: none"> Tienari, J. & Nentwich, J. (2012). The 'Doing' Perspective on Gender and Diversity. In <i>Diversity in Organizations: Concepts and Practices</i>. Eds. E. Hanappi-Egger, M.A. Danowitz & H. Mensi-Klarbach. New York: Palgrave Macmillan, pp. 109-136. (in the materials folder) Meriläinen, S., Tienari, J. & Valtonen, A. (2015). Headhunters and the 'ideal' executive body. <i>Organization</i>, 22:1, 3-22. <p>Saija Katila</p>	<ul style="list-style-type: none"> Watch the pre-recordings Read the articles and be prepared to discuss them in class Do the online exercises
4	Wed 8.3. 9-12	<p>How to undertake an organizational analysis with respect to diversity? Hands on case analysis session using design thinking tools.</p>	<ul style="list-style-type: none"> Watch the pre-recordings

	T003	<p>Astrid Huopalainen & Saija Katila</p> <p>Reading:</p> <ul style="list-style-type: none"> Mensi-Klarbach, H. & Hanappi-Egger, E. (2019) Organizational Analysis. In H. Mensi-Klarbach, & A. Risberg (Eds.), Diversity in Organizations: Concepts and Practices (2. ed., pp. 3-30). London: Red Globe Press. 	<ul style="list-style-type: none"> Read the book chapter (in the Materials folder). Do the online exercises Group work phase I: Present your project charter in 2-3 slides (Someone from the group must be present)
5	<p>Mon 13.3. 9-12</p> <p>T003</p>	<p>The process of building DM & I practices for a global company</p> <ul style="list-style-type: none"> Quest Lecture, Yumi Oishi, Head of Diversity, Equity & Inclusion, Rovio <p>Diversity Management Practices and Tools</p> <p>Saija Katila</p>	<ul style="list-style-type: none"> Read the book chapter
6	<p>Wed 15.3.</p> <p>T003</p>	<p>Exposing discrimination at work – legal base, evaluation and encounters with employees</p> <ul style="list-style-type: none"> Quest Lecturer, Lotta Palonen, Inspector, Regional State Administrative Agency (AVI, Aluehallintovirasto) <p>Reading:</p> <ul style="list-style-type: none"> EXECUTIVE SUMMARY, Accountability for forced labor in a globalized economy https://www.ecchr.eu/fileadmin/Publikationen/Executive_Summary_ECCHR_QATAR.pdf 	<ul style="list-style-type: none"> Read the Executive summary and be ready to discuss it in class
7	<p>Mon 20.3. 9-12</p> <p>U006</p>	<p>Doing race</p> <p>How is discrimination and privilege linked?</p> <p>Readings:</p> <ul style="list-style-type: none"> Essed, P., & Trienekens, S. (2008). 'Who wants to feel white? 'Race, Dutch culture and contested identities. Ethnic and Racial Studies, 31(1), 52-72. Geiger, K. A., & Jordan, C. (2014). The role of societal privilege in the definitions and practices of inclusion. Equality, Diversity and Inclusion: An International Journal. <p>Saija Katila</p>	<ul style="list-style-type: none"> Watch the pre-recordings Read the article and be prepared to discuss them in class Do the online exercises
8	<p>Wed</p>	<p>Sexuality in organizations</p>	<ul style="list-style-type: none"> Watch the pre-recordings

	22.3. 9-12 U006	<p>Readings:</p> <ul style="list-style-type: none"> • Rennstam, J. & Sullivan, K.R. (2018). Peripheral Inclusion through Informal Silencing and Voice. <i>Gender, Work and Organization</i> 25:2, 177-194. • Soini, A., & Eräranta, K. (2023). Collaborative construction of the closet (in and out): The affordance of interactivity and gay and lesbian employees' identity work online. <i>Organization</i>, 30(1), 21-41. <p>Saija Katila</p>	<ul style="list-style-type: none"> • Read the article and be prepared to discuss them in class • Do the online exercises
9	Mon 27.3. 9-12 U006	<p>Creating change & My learning journey with design thinking</p> <p>Ana-Paula Lafaire and Saija Katila</p>	<ul style="list-style-type: none"> • no assignment
10	Wed 29.3. 9-12 U006	<p>Group work presentation day</p>	<ul style="list-style-type: none"> • The whole group must be present (only 1 submission/group)
	Wed 19.4.	<p>Exam online (Retake 7.6.)</p>	<ul style="list-style-type: none"> • Exam • Turn in group work evaluation sheet • Turn in group work

5. ASSIGNMENTS AND INSTRUCTIONS

1. Online assignments

- Quizzes

- Analytical quizzes

2. Group work - LIVE CASE PROJECT

Phase I – Project Charter (present main points in slides, turn full document in MyCourses return box)

Overview

- Project title that communicates the problems the project will address
- Team number and team members, student numbers
- Discuss and describe
 - what the project entails to accomplish (reflect do you have a shared understanding of the task at hand)?
 - how will you achieve project objectives?
- write a brief project description
 - that highlights its purpose,
 - any major goals and milestones,
 - how do you measure progress/success?
 - how will tasks be divided?
 - how will you track task status, documentation, result delivery?
 - how will you work as team?
 - how and through what channels will you communicate & share documents?
 - when will you meet?

Planned data collection

- What types of data would you like to collect for the project? (e.g. secondary, primary, qualitative, quantitative) How will you use the data provided?
- What is the desired data collection scope?
- How do you intend to analyze the data which you will collect and/or will be provided with by the case company? (i.e. software, method, visualization)

Estimated project schedule

- create a job breakdown structure
- define which tasks are critical, how they are linked, and how long each will take
- draw a timeline for task accomplishment

Project risks

- Analyze and assess risks against likelihood, and potential level of impact
 - Group member failing to deliver
 - Changes in group composition and resources (skills)
 - External risks (electric cuts, IT problems, etc.)
 - Unforeseeable and personal (illness, breakup, etc.)
- Devise a plan of action for mitigating risks

Quality assessment

- What is the grade the group is aiming at? (Are you all in agreement?)
 - Before project starts, reflect are you committed to invest the time and effort?
 - Close to delivery reflect
 - Is the content of high quality?
 - how to polish the final text, what to include and exclude?
 - how to deliver an effective presentation – clear slides & well-rehearsed presentation?

Phase II – Presentation of the case analysis and recommendations

- Each group is to present their case analysis and recommendation in a power-point presentation. The time allocated for the presentation will be announced during the course when the number of active groups are known. Please use the Business presentation rubric in the materials folder to help you to understand how a good presentation is constructed. The rubric will be used in evaluating the presentation.

Phase III - Final project Feedback Report (3000 words, excluding references)

1. Prepare feedback in the form of a clear and concise written report. Consultant interpretations and the input gathered from within the organization need to be clearly separated to identify opinion from fact. They further need to be separated from literature used. The analysis needs to be interpreted through the doing gender and diversity/difference approach and additional literature must be used to support your case analysis. Develop a brief overview of the study, why it was conducted, who was involved, and the outcomes and recommendations for next steps.
2. Structure the report so that all essential information is covered. Structural elements of a feedback report are given below:
 - Title Page (name of the organization being researched; date + team info, details in technical instructions)
 - Table of Contents
 - Executive Summary (one-page concise overview of findings and recommendations)
 - Purpose of the Report (type of research and decisions aided by the findings of the data analysis, decision maker(s) etc.)
 - Background about the Organization and the Product/Service/Program that is being researched
 - Organization/Program Description/History
 - Product/Service/Program Description (the one being researched)
 - Overall Evaluation Goals (such as the questions answered by the research)
 - Theoretical and conceptual background for the analysis following academic writing and referencing standards.
 - Methodology
 - Types of data/information that were collected/given
 - How data/information were collected e.g. instruments used
 - How data/information were analyzed
 - Limitations of the evaluation (how to use the findings/conclusions and cautions around these)
 - Interpretations and Conclusions (from analysis of the data/information)
 - Recommendations (regarding the decisions that must be made about the issue/product/service/program) and next steps
4. Summarize the data found in the diagnostic phase and identify the actions needed. In addition to the structure, the OD Consultant should also pay attention to the contents of the feedback report and determine how the data should be displayed to the client. The use of graphics is greatly encouraged to depict differences or main themes. Focus on issues such as gaps, differences among groups, essential areas that need to be addressed, organizational challenges, and critical information that must be shared.
5. List of references

Please see further steps and how to prepare for facilitating OD feedback

<https://instituteod.com/how-create-present-excellent-od-feedback-reports/>

Technical instructions for the report

- Title page team number, names, student numbers, & word count (excluding references)
- Times New Roman 12 cpi; all margins 2,5; spacing 1,5

Additional Course Readings for Group Work:

- Calás, M. B. and Smircich, L. (2006) From the 'Woman's Point of View' Ten Years Later: Towards a Feminist Organization Studies. In *The SAGE Handbook of Organization Studies*, Eds. S. R. Clegg, C. Hardy & W. R. Nord. 2nd Edition. London: SAGE, pp. 284-346.
- Van den Brink, M., & Benschop, Y. (2012). Gender practices in the construction of academic excellence: Sheep with five legs. *Organization*, 19(4), 507-524.
- Van den Brink, M., & Benschop, Y. (2012). Slaying the seven - headed dragon: The quest for gender change in academia. *Gender, Work & Organization*, 19(1), 71-92.
- Van den Brink, M., & Benschop, Y. (2014). Gender in academic networking: The role of gatekeepers in professorial recruitment. *Journal of Management Studies*, 51(3), 460-492.
- West, Candance and Fenstermaker, Sarah (1995a) Doing difference. *Gender and Society*, 9(1): 8–37.

6. ETHICAL RULES

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Plagiarism and Academic Honesty

Plagiarism is a form of stealing; as with other offences against the law, ignorance is no excuse. Please read Aalto University Code of Academic Integrity and Handling Violations Thereof

<https://into.aalto.fi/display/enregulations/Aalto+University+Code+of+Academic+Integrity+and+Handling+Violations+Thereo>

Policy on freeriding

Our principle is that each group makes sure that all group members contribute to the group work process and outcomes. If there is a problem with lack of contribution, please consult Saija Katila. In case all other group members agree, it is possible for us to give a particular group member a lower grade than the others or fail the students altogether. Please make use of this possibility, it has been done before.

Peer Evaluation Form for Group Work (copy, fill in and return in MyCourses)

Your name _____

Write the name of each of your group members including you in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:	Group member
Attends group meetings regularly and arrives on time.					
Contributes meaningfully to group discussions.					
Completes group assignments on time.					
Prepares work in a quality manner.					
Demonstrates a cooperative and supportive attitude.					
Contributes significantly to the success of the project.					
TOTALS					

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience and to working life?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)