

21E00012 Gender and Diversity at Work (6 ECTS)

SYLLABUS (some revisions possible)

Version (Spring 2022)

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: 2020, IV Location: Otakaari 1, U7 (U135a) Language of Instruction: English Course Website: MyCourses Teaching Assistants/teachers: Laura Kangas-Müller, Aleksi Soini and Alice Wickström

1. OVERVIEW

The course provides an overview of diversity and inclusion in organizations and labor market in general. The course adopts a 'doing gender and diversity' 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. The course also gives an overview of 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.

2. LEARNING OUTCOMES

The student

- can recognize and argue for the importance of gender, diversity, and inclusion 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 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 identify and develop interventions and practices that promote equality, diversity, and inclusion.

3. ASSESSMENT AND GRADING

1. Listening to and communicating respectfully with others of diverse backgrounds and perspectives (pass/fail)
 2. Online assignments (30 % of course grade), **ALL ASSIGNMENTS NEED TO BE DONE BEFORE 13.00 ON DUE DATE!**
 3. Group work presentation (10 % of course grade)
 4. Group work report (20 % of course grade)
 5. Exam (30 % of course grade), Exam 13.4. (no need to register), retake xx.5. (Registration needed)
 6. 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	Tuesday 1.3. 13-16	Course content and practices The conceptual background of the course; links between gender, diversity, and inclusion to Sustainable Development Goals Forming groups	<ul style="list-style-type: none"> • Watch the pre-recordings • Mandatory attendance

2	Thursday 3.3.	<p>Mainstream and critical diversity management</p> <p>Readings: Robinson, G. & Dechant, K. (1997). Building a business case for diversity. <i>Academy of Management Executive</i>, 11:3, 21-31.</p> <p>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>	<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	Tue 8.3.	<p>The doing perspective on gender and diversity at work?</p> <p>Readings: 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.</p> <p>Meriläinen, S., Tienari, J. & Valtonen, A. (2015). Headhunters and the 'ideal' executive body. <i>Organization</i>, 22:1, 3-22.</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	Thu 10.3.	<p>Doing race & sexuality in organizations</p> <p>Readings: Essed, P., & Trienekens, S. (2008). 'Who wants to feel white?' Race, Dutch culture and contested identities. <i>Ethnic and Racial Studies</i>, 31(1), 52-72.</p> <p>Rennstam, J. & Sullivan, K.R. (2018). Peripheral Inclusion through Informal Silencing and Voice. <i>Gender, Work and Organization</i> 25:2, 177-194.</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
5	Tue 15.3.	<p>Exposing discrimination at work – legal base, evaluation and encounters with employees</p> <p>Lotta Palonen, Inspector, Regional State Administrative Agency (AVI, Aluuhallintovirasto)</p>	<ul style="list-style-type: none"> • Group work phase I: Present the rationale for your study & research question, literature & data on 1-2

		<p>*****^****</p> <p>Presentation of initial group work plans</p>	<p>slides (Someone from the group must be present)</p> <ul style="list-style-type: none"> • Make sure that every member of your group is listed in MyCourses groups
6	Thu 17.3.	<p>Visitor: Futurece's diversity, equity & inclusion journey - from grassroots level activism to business strategy Heidi Pech, Head of Diversity, Equity & Inclusion, Futurece How was DM practice put in place</p> <p>*****</p> <p>Hands on case study session</p> <p>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</p>	<ul style="list-style-type: none"> • Watch the pre-recordings • Read the book chapter (in the Materials folder). • Do the online exercises
7	Tue 22.3.	<p>How is discrimination and privilege linked? How could you/we create change? Hands on session.</p> <p>Readings: Meyerson, D. E., & Scully, M. A. (1995). Tempered radicalism and the politics of ambivalence and change. <i>Organization Science</i>, 6:5, 585-600.</p> <p>Geiger, K. A., & Jordan, C. (2014). The role of societal privilege in the definitions and practices of inclusion. <i>Equality, Diversity and Inclusion: An International Journal</i>.</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 exercise
8	Thu 24.3.	<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"> • no assignment

9	Thu 7.4.	Group presentation day	<ul style="list-style-type: none"> • The whole group must be present (only 1 submission/group)
	Wed 13.4.		<ul style="list-style-type: none"> • Exam • Turn in group work evaluation sheet • Turn in group work

5. ASSIGNMENTS

1. Online assignments

- Quizzes
- Analytical quizzes

2. Group work

Phase I

- Present the rationale for your study & research question, literature, data on 1-2 slides (someone from the group must be present) (pass/fail).

Phase II

- Do the mini-research and present your results during the last lecture (all group members must be present)

Phase III

- Turn in the final report that is edited based on the comments received from the group work presentation day.

Group Work

The group work will be conducted in groups of 3-4 students. Make sure you join a group. Teachers will not act as brokers here. You will be working on the topics discussed during the course. Please choose a topic from the list below or create your own and decide on a specific research question that you want to address in your work. **Whatever the topic is, it must be viewed through the doing gender and diversity approach.**

Introduce your idea on 1-2 power point slides (Rationale for the study & research question, literature, data) to get feedback. Use course materials (lectures & readings) and other academic texts to formulate a short literature review on the topic. Collect your own data set (interviews, newspaper articles, diversity reports, policy texts, videos, observation etc.). Analyze the data from the doing perspective.

Structure of the group work report

- Cover page: Title, names and student numbers of the authors, executive summary (200 words)
- Introduction: Rationale for the study and focused research question(s)
- Body 1: Literature review.
- Body 2: Description of data and data analysis process
- Body 3: findings
- Conclusions: Summary of you research question and key findings & implications of your study
- List of references

List of possible topics

- Doing Gender/ethnicity/race/sexuality/religion or else in organization X / at the labor market in Finland/country X.
- Managing diversity and Inclusion in organization x
- Critical analysis of diversity management in company x
- The role of diversity tools in combating discrimination in organizations
- Privilege in working life / organizations / MNCs
- (In)equality in the global economy
- Other – negotiate your suggestion with the teachers

Technical instructions for the report

- 3500-4000 words excluding references
- Times New Roman 12 cpi; all margins 2,5; spacing 1,5

Evaluation Criteria

- States a clear, relevant and focused research question(s) (1-3)
- Covers appropriate literature effectively and demonstrates sound knowledge of the topic & and the doing perspective
- Critically evaluates and applies the literature to the analysis
- Has clear findings
- Discusses finding in relation to the literature and presents clear implications based on the analysis
- Offers original insights and demonstrates critical thinking
- Has a balanced structure and is written in a clear and coherent style and references literature appropriately

Group work presentation

Each group is to present their group work findings in a power-point presentation or some other presentation format. 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. **MAKE SURE THAT EACH MEMBER OF YOUR GROUP IS LISTED AS A GROUP MEMBER IN MYCOURSES AND PRESENT DURING THE PRESENTATION. THOSE NOT LISTED WILL NOT BE GRADED.**

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.
- West, Candance and Fenstermaker, Sarah (1995a) Doing difference. *Gender and Society*, 9(1): 8–37.

6. ETHICAL RULES

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<https://www.socialmediaexaminer.com/copyright-fair-use-and-how-it-works-for-online-images/>

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

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)