

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	Status of the course: Advanced Academic Year 2023-24, Period: IV Location: Language of Instruction: English Course Website: MyCourses

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. Watching the online videos before class & 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 23.00 the night before the class.**
3. Group work presentation (10 % of course grade) **23.00 the night before the class**
4. Group work report (20 % of course grade)
5. Exam (40 % of course grade), Exam 17.4. (no need to register), retake 5.6.2024 (Registration needed)
6. Group work evaluation sheet (pass/fail)

Note: **You need to gain half the points from each assignment category (Online assignments, Group work, Exam) in order to pass the course.** There is not possibility to redo the quizzes or group work, so make sure you prepare well and reserve enough time for readings, quizzes and group work. Only the exam can be done twice.

Final grading 1-5; (0-49=0, 50-59=1, 60-69=2, 70-79=3, 80-89=4, 90-100=5)

4. COURSE 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 26.2. 9-12 T003	Course content and practices The conceptual background of the course – The doing perspective to gender and difference/diversity Saija Katila	<ul style="list-style-type: none"> • Watch the pre-recordings.
2	Wed 28.2. 9-12 T003	Mainstream and critical diversity management Saija Katila Readings: <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. Saija Katila	<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 4.3. 9-12 T003	Doing gender and diversity at work Saija Katila Readings:	<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

		<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. 	
4	Wed 6.3. 9-12 T003	<p>How to undertake an organizational analysis with respect to diversity? Hands on case analysis session using design thinking tools.</p> <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.), <i>Diversity in Organizations: Concepts and Practices</i> (2. ed., pp. 3-30). London: Red Globe Press. 	<ul style="list-style-type: none"> Watch the pre-recordings. Read the book chapter (in the Materials folder). Do the online exercises.
5	Mon 11.3. 9-12 T003	<p>Group work phase I Saija Katila</p> <p>The process of building DM & I practices for a global company</p> <ul style="list-style-type: none"> Guest Lecturer, Yumi Oishi, Head of Diversity, Equity & Inclusion, Rovio 	<ul style="list-style-type: none"> Turn in slides for group work phase I Group work phase I: Present your project idea in 1-2 slides, 2-3 min (Someone from the group must be present)
6	Wed 13.3. T003	<p>Diversity Management Practices and Tools Saija Katila</p> <p>One model does not fit all: Enhancing diversity and inclusion in different organizational contexts</p> <ul style="list-style-type: none"> Guest Lecturer, Timo Leskinen, Executive Vice President Human Resources at Vaisala 	

7	Mon 18.3. 9-12 U006	<p>Doing race How is discrimination and privilege linked?</p> <p>Saija Katila</p> <p>Enhancing diversity and inclusion in the world of sports</p> <ul style="list-style-type: none"> • Guest lecturer, Professor of Practice, Sami Itani <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. <i>Ethnic and Racial Studies</i>, 31(1), 52-72. • 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>. 	<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	Wed 20.3. 9-12 U006	<p>Sexuality in organizations</p> <p>Saija Katila</p> <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. 	<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

9	Mon 25.3. 9-12 U006	Group work presentation day I	<ul style="list-style-type: none"> • The whole group must be present at least online (only 1 submission/group)
10	Wed 27.3. 9-12 U006	Group work presentation day II	<ul style="list-style-type: none"> • The whole group must be present at least online (only 1 submission/group)
	Web 3.4.	Turn in final report	<ul style="list-style-type: none"> • Turn in final report. • Turn in group work evaluation sheet.
	Wed 17.4. 9-12	Exam online (Retake 5.6.)	<ul style="list-style-type: none"> • Exam

5. ASSIGNMENTS AND INSTRUCTIONS

1. Online assignments

- Quizzes
- Analytical quizzes

2. Group work

Phase I

- Present the rationale for your study & research question, literature, data on 1-3 slides (pass/fail).

Phase II

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

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 5 students. Make sure you join a group. 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 1-3 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

- Title page: team letter, names of team members, word count (excluding references), title of the paper
- 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.

Additional Course Readings for Group Work:

- Ahonen, P., Tienari, J., Meriläinen, S., & Pullen, A. (2014). Hidden contexts and invisible power relations: A Foucauldian reading of diversity research. *Human relations*, 67(3), 263-286.
- Berrey, E. (2014). Breaking glass ceilings, ignoring dirty floors: The culture and class bias of diversity management. *American Behavioral Scientist*, 58(2), 347-370.
- 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.
- Dass, P., & Parker, B. (2017). Strategies for managing human resource diversity: From resistance to learning. In *International Human Resource Management* (pp. 375-387). Routledge.
- Herring, C., & Henderson, L. (2012). From affirmative action to diversity: Toward a critical diversity perspective. *Critical Sociology*, 38(5), 629-643.
- Lee, K. (2008) White Whispers. *Qualitative Inquiry*, 14 (6): 896-900. Feminist writing that explicate what racism feels like, how it feels like to be 'the wrong kind'
- Mapedzahama, V., Rudge, T., West, S., & Perron, A. (2012). Black nurse in white space? Rethinking the in/visibility of race within the Australian nursing workplace. *Nursing inquiry*, 19(2), 153-164.
- Mor Barak, M. E. (2015). Inclusion is the key to diversity management, but what is inclusion? *Human Service Organizations: Management, Leadership & Governance*, 39(2), 83-88.
- Ng, E. S., & Rumens, N. (2017). Diversity and inclusion for LGBT workers: Current issues and new horizons for research. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 34(2), 109-120.
- Priola, V., Lasio, D., De Simone, S., & Serri, F. (2014). The sound of silence. Lesbian, gay, bisexual and transgender discrimination in 'inclusive organizations'. *British Journal of Management*, 25(3), 488-502.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of management*, 37(4), 1262-1289.

- 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.
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & society*, 1(2), 125-151.
- Wingfield, A. H. (2010). Are some emotions marked "whites only"? Racialized feeling rules in professional workplaces. *Social Problems*, 57(2), 251-268.
- Zandoni, P., Janssens, M., Benschop, Y., & Nkomo, S. (2010). Guest editorial: Unpacking diversity, grasping inequality: Rethinking difference through critical perspectives. *Organization*, 17(1), 9-29.
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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://www.aalto.fi/en/services/research-integrity?check_logged_in=1

Guidance for the use of artificial intelligence

The student is always responsible for the content of their submitted work and AI can never be used in content production. The student is further obligated to follow academic writing practice. If AI is used for other purposes than content production, the student is obligated to describe how, what and/or why AI-based technology has been used to do the learning task. Please report the use in the end of the learning assignment.

Utilizing AI in a learning task contrary to the teacher's instructions will be considered cheating and will be handled in accordance with the current procedures.

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)