

**COURSE: MANAGING DIVERSITY AND INCLUSION (ManDI)**

|                        |                        |
|------------------------|------------------------|
| Credits                | 3                      |
| Faculty Name           | Prof. Snigdha Pattnaik |
| Program                | MBA-HRM                |
| Academic Year and Term | 2019-21 - TERM IV      |

**1. Course Description**

As organizations grow from domestic to international to transnational entities, one of the issues they must grapple with is to manage the increasingly diverse workforce. Organizations are now realizing that diversity is no longer just an issue with maintaining compliance, but also a means to develop superior human capital and therefore leverage a competitive advantage in the market place. Managers struggle with effectively handling people whose values and beliefs, orientations, life styles, etc. are very different from their own. It is becoming increasingly more important for the HR professional to understand workforce diversity and inclusion so that workers feel more committed to accomplishing the mission and objectives of their organization.

This course aims at enabling students understand the nuances and complexities in the domain of diversity and inclusion. Using an experiential and case based approach, students will get a chance to look at their own stances related to diversity, gain insights into organizational challenges in the area and understand the complexities of building inclusive organizations.

**2. Student Learning Outcomes**

To enable students

- To understand the complex nature of diversity and inclusion
- To gain insights into diversity perspectives at individual, group and organizational level
- To understand the different kinds of diversity that exist in an organization and issues that arise with each kind
- To become aware of strategies to make the organization more inclusive

**3. Required Text Books and Reading Material**

- Several books will be referred to through the course.
- Readings from research/ professional journals and other sources will be circulated.
- Students will access some of the readings through the e-library resources of XUB. Details of these readings will be circulated.

#### 4. Session Plan

| SESSION | TOPIC  | READINGS, CASES, etc.  |
|---------|--|--|
| 1       | Introduction to Diversity & Inclusion  | <ul style="list-style-type: none"> <li>Activity: Diversity metrics at Google</li> <li>Reading: Defining diversity: the evolution of diversity</li> </ul> |
| 2       | Dimensions of Diversity at the Workplace   | <ul style="list-style-type: none"> <li>Activity: What is my Identity</li> <li>Reading: The Diversity wheel</li> </ul>                                    |
| 3 & 4   | Dynamics of Inclusion at the Workplace   | <ul style="list-style-type: none"> <li>Case discussion: Differences at Work</li> <li>Reading: Inclusion and the business case for Diversity</li> </ul>   |
| 5       | Diversity Challenges in the organization   | <ul style="list-style-type: none"> <li>Case: Spencer Owen and Co &amp; Cityside Financial</li> </ul>   |
| 6       | Prejudice and Stereotyping - Individual level  | <ul style="list-style-type: none"> <li>Activity: Uncovering Stereotypes</li> </ul>   |
| 7 & 8   | Social context and its impact on Prejudice and Stereotyping  | <ul style="list-style-type: none"> <li>Activity: Dynamics of Prejudice and Stereotype</li> </ul>   |
| 9 & 10  | Gender at the Workplace <ul style="list-style-type: none"> <li>Gender discrimination at the workplace</li> </ul>   | <ul style="list-style-type: none"> <li>Reading: Women and the labyrinth of leadership</li> <li>Case discussion: Sonia Millar</li> </ul>                  |
| 11      | Sexual Orientation & Gender Identity dynamics at the workplace   | <ul style="list-style-type: none"> <li>Reading: Trans Inclusion Strategy</li> <li>Case discussion: Steve and Stephanie</li> </ul>                        |
| 12      | Diversity of Age <ul style="list-style-type: none"> <li>Understanding Ageism</li> <li>Handling multiple generations in the workplace</li> </ul>  | <ul style="list-style-type: none"> <li>Reading: Generational Diversity at work - The Indian experience</li> </ul>  |
| 13 & 14 | Diversity of Ability <ul style="list-style-type: none"> <li>Physical and Mental disability</li> <li>Neurodiversity</li> </ul>  | <ul style="list-style-type: none"> <li>Reading: Neurodiversity as Competitive advantage</li> <li>Case Discussion: Microsign</li> </ul>                   |
| 15      | Diversity of Appearance <ul style="list-style-type: none"> <li>Physical Appearance &amp; Body type</li> </ul>  | <ul style="list-style-type: none"> <li>Case Discussion: Humor or Harassment</li> </ul>   |
| 16 & 17 | Diversity of Caste, Class, Ethnicity <ul style="list-style-type: none"> <li>Cultural prejudices and stereotypes</li> <li>The multicultural workforce – national and international</li> </ul> | <ul style="list-style-type: none"> <li>Reading: Caste cast away</li> <li>Activity: What is privilege</li> </ul>  |
| 18      | Organizational practices in D & I  | <ul style="list-style-type: none"> <li>Reading: Diversity in the Workplace</li> </ul>  |
| 19      | Building an Inclusive Organization   | <ul style="list-style-type: none"> <li>Case: Lemon Tree hotels</li> </ul>  |
| 20      | Building an Inclusive Organization <ul style="list-style-type: none"> <li>Summarizing and Conclusion</li> </ul>  | <ul style="list-style-type: none"> <li>Reading: McKinsey report on Diversity</li> </ul>  |

**NOTE:** Changes in Syllabus: Although this course is expected to follow the plan as shown above, the faculty reserves the right to adjust the plan as per need, due to the uncertainty prevalent in the external environment.

**5. Evaluation:**

| COMPONENT               | WEIGHTAGE | DETAILS  |
|-------------------------|-----------|--|
| End Term exam           | 35%       | It will be a subjective paper covering everything that has been discussed in the course - all class discussions, assigned readings, and other reference material that would be circulated. It will include questions that will test understanding and application. |
| Quizzes                 | 20%       | Two quizzes of 10% weightage each will be conducted  |
| Short Group Assignments | 15%       | These assignments will be done in groups and will be announced during the course.  |
| Project work - Group    | 15%       | A note on these two components will be circulated once the course begins.  |
| Individual Assignment   | 15%       |  |

**6. Academic Integrity:**

- Please note that students involved in academic dishonesty will receive a **ZERO** grade on the particular component in which the infraction occurred.
- Academic dishonesty consists of misrepresentation by deception or by other fraudulent means. In an academic setting this may take any number of forms such as copying or use of unauthorized aids in tests, assignments, examinations, term papers, or cases; plagiarism; talking during in-class examinations; submission of work that is not your own without citation; submission of work generated for another course without prior clearance by the instructor of both courses; submission of work generated by another person; aiding and abetting another student's dishonesty; and giving false information for the purpose of gaining credits.