OL 404 – Multicultural Issues in Leadership (HYBRID)

***DONNELLY COLLEGE***

Term

Day/Time

Room

3 Credit Hours

**INSTRUCTOR INFORMATION:**

Name:

Office hours:

Telephone:

E-mail address:

**COURSE DESCRIPTION:**

This course exposes students to the fundamental principles with which to understand leadership in a diverse and multicultural environment. Through this course, the student will examine various multicultural leadership theories developed in an attempt to understand multicultural leadership and develop awareness, knowledge, and multicultural leadership skills.

**PREREQUISITES: Junior Standing**

**REQUIRED TEXTBOOK & SUPPLIES:** Salsa, Soul, and Spirit: Leadership for a Multicultural Age by Juana Bordas. Additional Materials will be provided through Canvas.

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities, which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Organizational Leadership program students should be able to demonstrate:

1. An understanding of their leadership style and application of that style to various situations;
2. The capacity to differentiate and critique leadership theory and behavior as it applies to groups and organizations;
3. The capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities;
4. The aptitude to analyze qualitative and quantitative data to make informed decisions;
5. The ability to engage in self-evaluation in order to create an effective personal leadership approach;
6. A scholarly approach to oral and written communications;
7. Service leadership to others by developing a service-leadership plan that integrates theory and practice.

**STUDENT LEARNING OUTCOMES:**

1. Students will have the ability to understand and communicate their understanding of the role of multicultural leadership in organizations.
2. Students will have the ability to understand the benefits of defining culture inclusivity.
3. Students will have the ability to learn the basic issues related to diversity training and its application in the workplace.
4. Students will have the ability to identify the business imperative to develop an awareness and knowledge of diversity.
5. Students will have the ability to identify and describe models of culture and the relationship to leader actions in the workplace.

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| **Donnelly College****Learning Outcomes** | **Program Learning Outcomes1** | **Student Learning Outcomes2** | **Application and Assessment3** |
| Students will communicate effectively in writing and speaking. | The student will demonstrate a scholarly approach to oral and written communications. | Students will have the ability to understand and communicate their understanding of the role of multicultural leadership in organizations. | Students turn in writing assignments (papers) achieve a passing grade of 80% or higher. |
| Students will demonstrate proficiency in information literacy skills. | The student will demonstrate the capacity to differentiate and critique leadership theory and behavior as it applies to groups and organizations. | Students will have the ability to understand and communicate their understanding of the role of multicultural leadership in organizations. | Students will display mastery skills in research using the appropriate tools and scholarly articles. Achieve a passing grade of 80% or higher. |
| Students will demonstrate competency in qualitative and quantitative problem solving. | The student will demonstrate the aptitude to analyze qualitative and quantitative data to make informed decisions. | Students will have the ability to analyze qualitative and quantitative data and apply this framework as they consider the dimensions of leading diverse teams. | Students will display mastery skills as they analyze a case study of leadership’s rationale for diversifying the workforce. Achieve a passing grade of 80% or higher. |
| Students will employ reflective thinking to evaluate diverse ideas in the search for truth. | The student will demonstrate the ability to engage in self-evaluation in order to create an effective personal leadership approach. | Students will have the ability to understand the benefits of defining culture inclusivity.  | Students will display mastery by achieving a passing grade of 80% or higher on the final reflective paper.  |
| Students will develop an understanding across cultural differences locally, nationally, and internationally. | The student will demonstrate the capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities. | Students will have the ability to learn the basic issues related to diversity training and its application in the workplace. | In their writing assignment/case study, students will consider the challenges of leading a workforce that is racially diverse in the US, but the issues they raise are relevant to other dimensions of diversity, such as gender or national origin. Achieve a passing grade of 80% or higher.  |
| Students will engage independently and effectively in lifelong learning. | The student will demonstrate an understanding of their leadership style and application of that style to various situations. | Students will have the ability to identify the business imperative to develop an awareness and knowledge of diversity. | Students will display mastery skills in conducting interviews with diverse populations that they can transfer into the real world and continually build upon. |
| Students will demonstrate moral and ethical behavior in keeping with our Catholic identity. | The student will demonstrate service leadership to others by developing a service-leadership plan that integrates theory and practice. | Students will have the ability to identify and describe models of culture and the relationship to leader actions in the workplace. |  |

**COURSE REQUIREMENTS:**

Activities 12%

Participation/Discussion Questions 30%

Assignments/Case Study (papers) 19%

Assignments 19%

Final Paper 20%

 100%

**CITATIONS:** Supported by cited (found on what page or what resource) quotes, comments, or ideas from the course material that validates your discussion position and shows an understanding of and command of the course material. Citations should be in APA format.

*If you have questions on proper formatting, (*[*https://owl.english.purdue.edu/owl/section/2/10/*](https://owl.english.purdue.edu/owl/section/2/10/)*)*

**SPELLING/GRAMMAR:** The expectation regarding spelling/grammar is that of a college level student. This is an academic paper; therefore, do not use contractions in the paper. Proper English should be used in writing this paper.

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| **Item Being Measured** | **Rubric** | **Points Available** | **Points Earned** |
| **Responsiveness to Topic** | Clearly addresses the topic and responds effectively to all aspects of the assignment | 10 |  |
| **Communication of Ideas** | Explores the issues showing thorough comprehension of the text; goes beyond the obvious or class discussion | 10 |  |
| **Organization** | Is well organized and developed with appropriate reasons and examples | 5 |  |
| **Control of Mechanics, Sentence Structure, Grammar, Spelling** | Is free from errors in mechanics, usage, spelling, and sentence structure | 10 |  |
| **Paper Length and References** | Appropriately cites and utilizes references in a scholarly manner | 5 |  |
| **Professionalism** | Product could be shared with a “real-world” customer  | 10 |  |
| **Total** | **50** |  |

**GRADING POLICY:**

1. WRITING ASSIGNMENTS 150 points
	1. three-page, double spaced writing assignments (50 points each)
2. ACTIVITIES (25 points each) 100 points
3. PARTICIPATION/DISCUSSION question posts/responses (15 points/week) 240 points
4. ASSIGNMENTS- three assignments (50 points each) 150 points
5. FINAL: Paper 160 points

**800 POINTS**

* Students must check your Donnelly College e-mail account and Canvas postings on a regular basis.
* Attendance is assessed by your participation in online discussions.
* All assignments are due on the scheduled due date posted on Canvas.
* Late work will be assessed a 20% deduction.

**Due Dates:**

* Initial Discussion Posts due by Midnight on Thursday
* 2 (two) discussion Posting Responses are due by Midnight on Sunday
* Papers due by Midnight on Sunday
* Activities due dates listed in Canvas
* Final Paper due by Midnight on Thursday, week 16

**Online Participation**

Participation online is expected throughout the course. Classes are conducted in a weekly format allowing students to complete assignments and engage in course and content material individually. Students are required to engage in all FORMAL online Discussion Boards and online assignments provided by the instructor.

While navigating the online course component, it is expected that each student follow these guidelines at all times:

1. Students should use email for private messages to the instructor and to other students. The Discussion Board is for public messages.
2. Students will actively participate in the Discussion Board. Initial posts should be made by Thursday of each week and 2 (TWO) peer responses should be made by Sunday. NO LATE DISCUSSION POSTS WILL BE GRADED.

**Expectations for assignments (including Response posts)**

* In relating observations or answering questions, convey information while formulating a position with your comments, thoughts, or reflections directly regarding the assignment or discussion at hand o Supported by CITED (found on what page or what resource) quotes, comments, or ideas from the course material that validates your position and shows an understanding of and command of the course material. Critical thinking (analysis, synthesis, evaluation, or application) is evident.
* If applicable, interjection of a personal or organizational example that relates directly to and in support of your position, observations, or answers Also, if the student is required to respond to another class member's post they must do so in a formal manner and conveyed in this framework:
	+ The response must be a substantial response to the class member’s assertions in which you convey your general thoughts and insights supported by cited principles from the course material and your personal or organizational experience that also shows an understanding of and command of the course material; critical thinking (analysis, synthesis, evaluation, or application) is evident.

**Additional Assistance:**

Please feel free to email me directly with your questions regarding: grading, advising, etc. or which you may not want the rest of the class to read. I check my email regularly and will respond to all emails within 24 hours during the work week.

If you have questions about using Canvas, check the Online Student Guide available at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>

For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

**CANVAS:** Some of this course will be conducted through Canvas. You will find that some of the course materials, grades, and communication with the instructor will be conducted through the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).

***Note:*** All communications regarding this course will be made via your Donnelly College email account.

**GRADING SCALE:**

The grading scale for the course will be as follows:

 A=90-100%

 B=80-89%

 C=70-79%

 D=60-69%

 A cumulative score below 60% is not passing and will result in an F for the course

**ACADEMIC INTEGRITY:** “…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Attending and participating in class is a path toward success in this course. Attendance and class participation are required. Class participation: Students are expected to be prepared for class. Missing more than two sessions, lack of attendance, or poor attendance may cause a drop in your grade. **Attendance and Participation/Online Discussions –** You will be expected to show your attendance through online class discussions. You will receive up to 10 points per each online class discussion (for initial discussion post and for response to classmates), but only if you are participating in the activities and discussions. The points cannot be made up after the discussion closes.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing.  However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

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| 14 to 16 weeks | 3 weeks before the end of the class |
| 6 to 8 weeks                | 7 weekdays before the end of class |
| 4 to 5 weeks                | 4 weekdays before the end of class |
| Less than 4 weeks | Withdrawals are not allowed |

Withdrawal deadline dates will be published in the academic calendar.

**Tentative Course Calendar:** The schedule is subject to change based on the progress/needs of the class.

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| ***Class Week***  | ***Classroom Topics*** | ***Readings and Assignments*** |
| **Week 1** | Introduction and OverviewIntro to diversity in organizations | **Readings:**(1) J. Bourke, N. Wakefield, C. Smith, & H. Stockton, 2014. “From diversity to inclusion”(2) M. Williams, 2017. “Numbers take us only so far”**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday*****WRITING ASSIGNMENT 1*** Personal History and Out-of-Comfort Zone Self-Assessment Paper (3 pages) Prepare a comparative analysis that discusses your familial and/or personal background information or awareness. After you have given thought to any primary and secondary dimensions of diversity, identify a population that makes you uncomfortable or one that you would like to understand better. Write a paper in APA format that includes a discussion of each of the following:1. An introduction of your personal history of familial background that engages in self-reflection and critical thinking on diversity and inclusion. 2. A description of your out-of-comfort zone population.3. A discussion of the primary/secondary dimension(s) of diversity of this population.4. A discussion of past thoughts, stereotypes/biases, experiences etc. contributing to this being an out-of-comfort zone population. **Due At the end of week 2 by 11:59pm** |
| **Week 2** | Instructor Lead Activity/Discussion.Paradigms for engaging a diverse workforce. | **Readings:**(1) D. Thomas & R. Ely, 1996. “Making differences matter: A new paradigm for managing diversity” (2) D. Thomas, 2004. “IBM’s diversity strategy: Bridging the workplace and the marketplace”**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****WRITING ASSIGNMENT I Due Sunday by 11:59pm** |
| **Week 3** | Student Lead Activity/DiscussionDiversity and inclusion in the global context. | **Readings:**(1) S.J. Sucher, & E. Corsi. 2012. “Global diversity and inclusion at Royal Dutch Shell |
| **Week 4** | Student Lead Activity/Discussion Social identity differences, Part I | **Readings:**(1) J. Battilana, L. Ramarajan, & Weber, J. 2012. “Claude Grunitzky” (2) M. Gentile, 1995. “Ways of thinking about and across difference” **Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday** |
| **Week 5** | Student Lead Activity/DiscussionManaging Diversity | **Readings:**(1) R. Ely 2006. “Managing Diversity at Cityside Financial Services” (Case Study)(2) R. Ely, 2006. “Managing Diversity at Spencer Owens & Co.” (Case Study)**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****WRITING ASSIGNMENT II:** After reading the Case Studies: "Managing Diversity at Spencer Owens and Co." and "Managing Diversity at Cityside Financial Services", write a three-page Case Analysis Paper in APA format that includes a discussion of each of the following questions: 1. What is the root cause of the problems that Spencer Owens & Co, and Cityside Financial Services are encountering?2. What needs to change in each organization to address these problems?3. Should organizations be culturally diverse and, if so, why? \*\*\*You must have an Introduction, Body, and Conclusion. Remember that your Title Page and your Reference Page are not included in the three-page requirement. **Due at the end of week 6 by 11:59 pm.** |
| **Week 6** | Student Lead Activity/DiscussionMeritocracy, privilege, and bias | **Readings:** (1) E. Castilla, 2016. “Achieving meritocracy in the workplace”**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****ACTIVITY #1** Take the implicit bias test: <https://implicit.harvard.edu/implicit/> (registration needed)**WRITING ASSIGNMENT II Due Sunday by 11:59pm.** |
| **Week 7** | Student Lead Activity/DiscussionEquality of opportunity | **Readings:**(1) Times Editorial Board, 2014. “There’s family value in paid parental leave.” (2) S.G. Carmichael. 2018. “Why Walmart expanded parental leave and how to convince your company to do the same.” **Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday** |
| **Week 8** | Student Lead Activity/DiscussionIntegrating a cross-cultural and global lens | **Readings:**T. Neeley, 2013. “Englishnization at Rakuten (A)” **Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday** |
| **Week 9** | Student Lead Activity/Discussion | Read the Preface and Introduction sections (pp. IX-XIX and pp. 1-22) of Salsa, Soul, and Spirit.**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday** |
| **Week 10** | Student Lead Activity/DiscussionNew Social CovenantLearn from the Past | Read Part One of Salsa, Soul, and Spirit: Principle One p. 23 – 45**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****Complete the following**: **ASSIGNMENT A:** Complete the exercises on pp 42-43. In a word document, completely answer in paragraph format the questions on pg. 42. 1. What is the story…
2. Who in your family…
3. What characteristics…
4. How have…
5. What else…

Upload the completed documents in Canvas by midnight on Sunday, 11:59pm.**Begin thinking about FINAL PAPER (see week 16 for details).** |
| **Week 11** | Student Lead Activity/DiscussionNew Social Covenant continuedFrom Individualism to Collective IdentityA Spirit of Generosity  | Read Salsa, Principles 2 and 3 p. 46-77**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****ACTIVITY #2:** Based on readings from Principles 2 pg. 57-58, create a timeline starting from the day you were born to present time. In the timeline, identify local, national, and global events that took place. Upload the document to Canvas by Sunday, 11:59pm.  (Please use a PowerPoint document to create for ease of uploading) **ACTIVITY #3:** Based on readings from Principle 3 pg. 76, conduct a personal life balance audit, follow the directions found in the exercise on pg. 76.After completing the audit, answer the following questions in paragraph form with a minimum of two sentences per question:1. What did you learn about your life?
2. What areas of your life need tending and where would you like to spend more of your energy?
3. What is consuming too much of your time and energy?
4. What specific and measurable goals would you like set that will balance your life?
5. What compromises or adjustments will you have to make?
6. Who can support you in making these changes?

Upload the document to Canvas by Sunday, 11:59.  |
| **Week 12** | Student Lead Activity/DiscussionLeadership Styles in Communities of ColorCommunity Conferred LeadershipA Tradition of Activism | Read Part Two of Salsa, Soul, and Spirit: Principles 4 and 5 pp. 79-117**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****WRITING ASSIGNMENT III:** Watch the movie, COCO (2017), Hidden Figures (2016), Mandela: Long Walk to Freedom (2013), Harriet (2019) or LION (2016).Write a three-page (APA) review that examines the major concepts of the movie in relation to key multicultural themes (examining racial and cultural issues.) This response is **not** a review of what happened in the movie, it is a review of the movie themes as they relate to the multicultural leadership course readings and discussion. Upload the document to Canvas by Sunday, 11:59 pm. |
| **Week 13** | Student Lead Activity/DiscussionCreating the Circle of LeadershipWorking for the Common GoodIntergenerational Leadership | Salsa, Principles 6 and 7 p. 118-161**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday** **ASSIGNMENT B:** Interview someone outside your generation group. Try to find someone outside of your family. Ideally work with someone outside of your racial/ethnic group as well as gender. Use the questions found in the exercise Born in different times p. 157Submit the interview via a word document to Canvas by Sunday, 11:59.**ACTIVITY #4:**Complete the How Millennial are you? survey. Use this link: <https://brainfall.com/quizzes/how-millennial-are-you/>Save the response as a PDF and upload into Canvas by Sunday, Midnight |
| **Week 14** | Student Lead Activity/Discussion Creating the Circle of LeadershipLa Familia, the Village, the TribeGratitude Hope and Forgiveness | Salsa, Principles 8 and 9 p. 162-193**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday** |
| **Week 15** | Discussion Leadership for a Multicultural Age | Salsa, Part Four p. 194-213**Online Discussion-Canvas; Initial Post due Thursday, 2 Response due Sunday****ASSIGNMENT C:** Interview someone outside your racial/cultural/ethnic group. Try to find someone outside of your family. Complete in WORD documentUse the questions found in the exercise Born in different times.1. Ask them their name and the meaning or any significance it may hold.
2. Ask them what they do and any interests/hobbies they may have.
3. Ask them what is their favorite holiday and why? What traditions do they celebrate and how do they celebrate those traditions?
4. Ask them where they grew up and how their family or community had an impact on their lives.

Submit the assignment to Canvas by Sunday 11:59 pm.  |
| **Week 16** | Final - PAPER | Write an **EIGHT to TEN**-page paper that examines the leadership style of a multicultural/diverse business leader in relation to key multicultural themes (examining racial and cultural issues.) This paper is not simply a biography of the person it should relate to the multicultural leadership course readings and discussion. Due no later than THURSDAY 11:59 pm.  |