

## The Trachtenberg School of Public Policy and Public Administration

Spring 2021

**Course Number:** PPPA 6068\_DE (3 credits)

**Course Title:** Leading in Diverse and Inclusive Organizations (Special Topics)

**Description:** This course presents a study of organizational leadership, decision-making and communications skills necessary for leading in a diverse, multicultural, multi-generational environment. Theories of culture and communication are explored and applied in relation to various leadership styles and approaches, as well as to ways of communicating across organizations and cultural groups. Developing and leading diverse teams in inclusive environments is also examined.

**Prerequisites:** None

**Instructor:** Dr. Cynthia G. Pierre (Online)  
Professorial Lecturer in Public Policy and Public  
Administration

571-215-2533 (Mobile)

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**Office hours:** By Appointment

**Required Texts:** Nancy J. Adler, *International Dimensions of Organizational Behavior*, 5<sup>th</sup> ed., Southwestern-Cengage Learning, 2008

Peter G. Northouse, *Leadership: Theory and Practice*, 8<sup>th</sup> Ed., Sage, 2019.

Scott E. Page, *The Diversity Bonus*, Princeton University Press, 2017. (Cheap Kindle and used copies available on Amazon).

Selected readings – available on Blackboard

### **Course Goals/Objectives**

**At the end of this course, students should be able to:**

1. Identify different leadership theories and approaches and apply them in a diverse setting;
2. Examine, compare, and contrast different leadership styles that advance diversity and inclusion in organizations;
3. Become more effective leaders and communicators in a variety of diverse cultural settings;

4. Analyze leadership and communication research, and apply it in multicultural contexts;
5. Understand implications and impact of conscious and unconscious bias;
6. Recognize what brings about inclusion at the individual, small-group and organizational levels, and then apply those theories to real life situations.
7. Recognize how the power of diversity, i.e., the differences in how individuals see, categorize, comprehend, and seek to improve the world can also improve the effectiveness and productivity of organizations in today's complex knowledge economy.

**Method of Instruction:** This is an online course with textbook readings, and with assignments, course notes and selected readings available on Blackboard. Instructor lectures will be recorded or posted to Blackboard. Students will post assignments and use the discussion section of Blackboard to engage in vigorous online discussions. The content of the course is organized by weekly topics and structured around the discussion forums and five assignments (essays, exercises, recorded oral presentation and papers). There are no exams in this course. All class participation will be asynchronous. There are no regular meeting times.

**Civility in the Virtual Classroom:** It is important to create and self-regulate a respectful learning environment for all in the virtual learning environment. Below is a set of guidelines to follow when participating in the discussion forums on Blackboard:

- Be professional, respectful, and courteous at all times.
- Remember that a real person wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted or emailed in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying. If you discover a mistake after publishing a post, you can reopen and correct (or delete) it.

This instructor reserves the right to delete any post that is deemed inappropriate for the discussion forums without prior notification to the student. This includes any post containing language that is offensive, rude, profane, or hateful. Posts that are seriously off-topic or serves no other purpose than to vent frustration will also be removed.

**Technology:** Please note that Google Chrome or Internet Explorer are the recommended browsers for this course. You must have daily Internet and email access and be prepared to log onto the Blackboard site several times a week to access course announcements and materials.

**Assignments:**

**Assigned Readings:** Assigned readings are selected to give students a representative sample of the current thinking on diversity, inclusion, cultural sensitivity and awareness and gender equity issues in modern organizations.

**Format of Written Assignments:** Written assignments must be posted to Blackboard, by 11:59PM Eastern time on or before the due date. Due dates are firm for all written assignments. Late papers will be penalized by lower grades – 5% per day from the maximum score of 100.

**Class Participation:** Participation in Discussion boards is required for successful completion of this course. Students are expected to complete all required readings during or before the week for which they are listed. Class discussion will account for 10% of the course grade. When you are contributing and responding to others' comments, all responses should be grounded in relevant course materials and related outside information. Use any ideas gained from the assigned text chapters, instructor's notes, or outside sources as long as they pertain to the week's Main Topics. You are free to develop additional topic threads but first peruse your classmates' contributions so we don't get a lot of duplication.

### Assignment Summary:

1. Assignment #1 – Short essay	15%
2. Assignment #2—Cross-Cultural Exercise	15%
3. Assignment #3- Midterm	20%
4. Assignment #4—IAT Exercise	15%
5. Assignment #5—Group Research Paper	25%
6. Class Participation	<u>10%</u>
	100%

### Your Time Commitment

The university has adopted a policy on contact time and independent work time required for each credit-hour earned. The policy requires me to advise you how the time will be allocated for this course.

In general, you should expect to spend an average 8 hours in preparation for class and independent work (reading, reviewing notes, participating in discussion boards and preparing assignments). This is an asynchronous online class; therefore, there is no set class time. You will notice that some activities have more extensive time requirements than others. I strongly recommend that you get ahead during the lighter weeks. My approximation of your minimum time commitment is as follows:

<b>Activity</b>	<b>Min Hours</b>
Discussion Forum (14 weeks @ 2 hrs)	28
Readings and Videos (14 weeks @ 3 hrs)	42
Assignment 1	10
Assignment 2	10
Assignment 3 - Midterm	20
Assignment 4	10
Assignment 5 – Final Group Case Study Project	20
<b>TOTAL</b>	<b>140</b>

## **GRADING**

**Grading is based on equal parts: style, logic, insight, analysis, documentation.**

**Style** refers to correct grammar, spelling, and paper presentation (i.e. no typos). The goal is for professional-level writing style.

**Logic** is facilitated by using an introduction (stating the purpose and scope of the paper), section headings and subheadings, and a conclusion. It also involves logical connection of ideas throughout the paper.

**Insight** conveys your original thoughts and depth of understanding of the subject. This involves articulating the complexity of the issue in an understandable way without over-simplifying.

**Analysis** involves doing what the assignment asked for and making it clear that you understand the tools involved. This involves using correct terminology, providing a range of types of evidence to support your argument, and reaching a conclusion based on that evidence.

**Documentation** should include an appropriate number and range of sources. They should be presented in APA style of referencing. Class texts or other course readings should be referenced. Direct quotes should include page numbers.

**Overall course grades reflect the following philosophy:**

**A** Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

**A-** Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

**B+** Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

**B** Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

**B-** Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A "B-" average in all courses is not sufficient to sustain graduate status in 'good standing.')

**C+ / C / C-** Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

**F** Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

### **Course Grades:**

Letter grading will be based on:

92.0+ A

90.0 - 91.9 A-

88.0 - 89.9 B+

86.0 - 87.9 B

84.0 - 85.9 B-

82.0 - 83.9 C+

80.0 - 81.9 C

78.0 - 79.9 C-

Less than 78 F

## Class Schedule Summary and Assignments

<b>Week 1</b>	Introduction to the Course; Aspects of Leadership and Culture
<b>Week 2</b>	Leadership Theory and Practice
<b>Week 3</b>	Underlying Principles of Culture
	<b><i>Assignment #1 Due end of week 3</i></b>
<b>Week 4</b>	Dimensions of Diversity and Inclusion
<b>Week 5</b>	Transforming Our Culture Through Diversity and Inclusion: Case Studies
<b>Week 6</b>	Why Diverse Teams Perform Better: The Empirical Evidence
	<b><i>Assignment #2 Due end of week 6</i></b>
<b>Week 7</b>	Ways of Communicating in Diverse Environments: Managing Diverse Teams
<b>Week 8)</b>	Problem-Solving in Diverse Environments: Case Studies
<b>Week 9</b>	Ethical Considerations in Leading Diverse and Inclusive Teams: Conscious and Unconscious Bias
	<b><i>Assignment #3-Midterm Due end of week 9</i></b>
<b>Week 10</b>	Cultural Contingencies of Decision Making
<b>Week 11</b>	Styles of Negotiating Across Cultures
	<b><i>Assignment #4—IAT Exercise Due end of week 11</i></b>
<b>Week 12</b>	The Empirical Evidence for Diversity
<b>Week 13</b>	The Business Case for Diversity and Inclusion-Pt 1
<b>Week 14</b>	<b>Wrap-Up:</b> The Real Value of Diversity and Inclusion for Our Organizations, Our Society and Democracy
<b>Week 15</b>	<b>Group Project: Assignment #5-Research Paper</b>

## **University Policies**

### **University Policy on Religious Holidays**

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

### **Support for Students Outside the Classroom**

#### **Disability Support Services (DSS)**

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: [gwired.gwu.edu/dss/](http://gwired.gwu.edu/dss/)

#### **Mental Health Services 202-994-5300**

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. [counselingcenter.gwu.edu/](http://counselingcenter.gwu.edu/)

### **Academic Integrity Code**

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: [studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity)

### **Policies in Public Administration and Public Policy Courses**

- Incompletes: It is not unusual for students to receive a grade of IPG (In progress) for the Dissertation Workshop. IPG, unlike a regular grade of I (Incomplete) does not automatically turn into an F. However, students are expected to make every effort to complete course requirements in a timely manner.
- Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to



receive full credit for that assignment, unless an exception is expressly made by the instructor.

- Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
- The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, revise content and requirements during the semester.