

LEAD 314

Fall 2022

Leadership and Management

College of Education and Human Development

Department of Educational Leadership, Evaluation and Organizational Development

Course Title	LEAD 314 Diversity in the Workplace
Meeting Day & Time	This course has no weekly in person meetings.
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Office Hours	Tuesday and Wednesday (10ma-12noon) or by appointment only.
Office Location	College of Education and Human Development (CEHD) - rm. 370
Department Site	http://www.louisville.edu/edu/elfh
Course Site	http://blackboard.louisville.edu

Catalog Description, Including Prerequisites and Credit Hours

Examination of the challenges and rewards of individual and group differences within workplaces. Focus on application of cultural competence and diversity solutions to meet group, organizational, and societal development goals. (3hrs)

Required Readings, Texts

Barak, M. (2017). *Managing Diversity: Toward a Globally Inclusive Workplace* (4th ed.). Washington, DC: SAGE. ISBN 978-1-4833-86126

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Kennedy, D. (2008). *Putting our differences to work: The fastest way to innovation, leadership, and high performance*. San Francisco, CA: Berrett-Koehler Publishers. ISBN: 978-1-57675-499-3

Optional Texts: None

CEHD Diversity Statement

The College of Education and Human Development is committed to the promotion of antiracism. Diversity, equity and inclusion is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. The CEHD has zero tolerance for discrimination of any kind (racism, sexism, classism, homophobia, ageism, ableism, xenophobia, etc.). Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will examine critically how issues of equity, inclusion, and belonging apply to and affect theory, sociological issues, and current events (discrepant outcomes in education, hiring practices, and daily operations) in a variety of areas. Students will be encouraged to identify and challenge their belief systems that are often rooted in larger systems that perpetuate injustices, and be encouraged to reexamine and develop more critical perspectives and practices regarding equity and inclusion. By grounding their practices in these critical perspectives, students will learn to be empowered and informed leaders in their fields whose actions reflect this commitment to equity and inclusion. Students experiencing harassment and discrimination in the college should report this behavior through the Climate Accountability Reporting System via the CEHD website or to the CEHD Assistant Dean of Diversity, Equity, & Inclusion.

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Instructor Welcome

Welcome to LEAD 314. I'm your instructor, Dr. Randy Whetstone, Jr. I am excited to get the chance to work with each of you this semester as we grow in our cultural competence. This class will give you the chance to take a deep dive into diversity and explore how various organizations engage in diversity, equity, and inclusion efforts.

Course Purpose and Course Objectives

Course Purpose

The purpose of this course is to expand the student's understanding of managing diverse workplaces. Students will engage in dialogue around defining diversity, measuring diversity, and utilizing diversity for including and engaging employees. Additionally, students will be exposed to various viewpoints to expand their appreciation for how diversity can affect organizational performance.

Course Objectives

By the end of the course, students will:

1. Review, analyze, and ascertain our overall course framework of – Race, Ethnicity, Culture, World View, Diversity, Multiculturalism, and Globalization.
2. Convey respect for different perspectives, cultures and socio-economic conditions.
3. Develop good interpersonal relationships in an inclusive workplace.
4. Examine one's own awareness of discrimination, equality and fairness in employment.
5. Adapt behavior to accommodate others and explain the impact of socio-psychological perspectives on behavior.
6. Analyze theoretical perspectives to champion diversity.
7. Plan strategies to leverage diverse contributions to the workplace.
8. Demonstrate activities to accommodate global differences.
9. Understand diversity legislation and compliance with legal, ethical and regulatory requirements in a global perspective.
10. Design strategies to enhance cross-cultural awareness and an inclusive workforce.

Course Attributes - This course includes Community-Based Learning (CBL). Students will engage in a community experience or project with an external partner in order to enhance understanding and application of academic content.

Student Learning Outcomes and Relevant Professional Standards Met by Course

This course is aligned with the Association for Talent Development (ATD) 2020 Talent Capability Model, <https://www.td.org/capability-model/access>. Workplace Professional Capabilities are met through interactive discussions, presentations, readings, case analyses, leadership projects, and course assignments.

Building Personal Capability:

Communication (1.1)
Emotional Intelligence and Decision-Making (1.2)
Collaboration and Leadership (1.3)
Cultural Awareness (1.4)
Lifelong Learning (1.7)

Developing Professional Capability:

Evaluating Impact (2.8)

Impacting Organizational Capability:

Talent Strategy and Management (3.4)

Performance Improvement (3.5)

COURSE CALENDAR

Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
1		<ul style="list-style-type: none"> • Introductions • Syllabus and Course Overview • HAT Project Overview • Assignment Details • New Business Essentials for Diversity • Leadership • Putting Our Differences to Work Model Overview 	<ul style="list-style-type: none"> • Syllabus • Opening Course Lecture/Course Framework <p>(Kennedy Text)</p> <ul style="list-style-type: none"> • Chapter 1 -The New Business Essentials • Chapter 2 - Five Distinctive Qualities of Leadership • Chapter 3 - The Basics for Putting Our Differences to Work 	<p>Welcome</p> <p>Discussion</p>	8/29/2021
2		<ul style="list-style-type: none"> • The Putting Our Differences to Work Model • Hallmark Assessment Task (HAT) Project/Analysis of Organizational Diversity 	<p>(Kennedy Text)</p> <ul style="list-style-type: none"> • Chapter 4 Assessment: Defining Current Realities • Chapter 5 <p>Acceptance: Developing Support for Change</p> <ul style="list-style-type: none"> • Chapter 6 - <p>Action: Moving Forward</p> <ul style="list-style-type: none"> • Chapter 7 <p>Accountability: Establishing</p>	<p>Perspective Piece</p>	9/5/2021

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Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
			Shared Ownership		
3		<ul style="list-style-type: none"> The Putting Our Differences to Work Model 	<ul style="list-style-type: none"> Chapter 8 - Achievement: Measuring Progress; Celebrating Success Chapter 9 More Action: Keeping Momentum Alive 	None	
4		<ul style="list-style-type: none"> Race, Ethnicity, and Culture National Origin Microinequities Geographical Differences and Diversity Race Sexual Orientation Bias EEOC, Affirmative Action, Civil Rights Act 	<p>(Barak Text)</p> <p>*Chapter 1 – Introduction</p> <p>*Chapter 3: Discrimination, Equality, and Fairness in Employment: Social Policies and Affirmative/Positive Action Programs</p>	Quiz #1	
5		<ul style="list-style-type: none"> Diversity Tools & Training Globalization in the Workplace 	<p>(Barak Text)</p> <p>* Chapter 4 – Global Demographic Trends:</p>	-Website Analysis	

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Week	Week Begins	Content	Readings	Assignments	Assignment Due Date
		<ul style="list-style-type: none"> Diversity from a Socioeconomic Perspective 	Impact on Workplace Diversity *Chapter 5 – Socioeconomic Transitions: The New Realities of the Global Workforce		
6		<ul style="list-style-type: none"> Workplace culture, communication, and human relations. 	(Barak Text) <ul style="list-style-type: none"> Chapter 8 – Culture and Communication in the Global Workplace Chapter 9 – Interpersonal Relations in a Global Work Context 	None	
7		<ul style="list-style-type: none"> Physical Ability Age Gender Geographical Differences and Diversity Race Sexual Orientation Privilege 	<ul style="list-style-type: none"> Assigned Readings, Videos, and/or Documentaries 	HAT PROJECT DUE Quiz #2	
8		<ul style="list-style-type: none"> Leadership, Diversity, Inclusion, and Workplace Management Leadership, Diversity, Inclusion, and Workplace Management 	* Chapter 10 – Diversity Management: Paradigms, Rationale, and Key Elements * Chapter 11 – Inclusive Leadership: Unlocking the Diversity Potential		

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Week	Week Begins	Content	Readings	Assignments	Assignment Due Date

U.S. Diversity (D1) Diversity refers to “the difference that differences make.” All courses in Diversity will examine the ways in which components of identity and social and material stratification affect positively or negatively life experiences, opportunities, and sense of belonging in national or global contexts. Courses in U.S. Diversity (D1) will broaden students’ understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

- 1. Identify how historical, social, and cultural structures and processes shape understandings of race, class, and gender and/or their interaction with other social demographics in the U.S.**

Outcome: For students to examine race, ethnicity, culture, world view, socio-economic status, gender equity, the LGBTQ community, persons with Disabilities, and social justice from diverse “lenses” of society, including: social and behavioral perspectives; human resource and workforce development perspectives; legal perspectives; and multicultural perspectives.

Assessment(s):

- Analysis of Organizational Diversity/Hallmark Assessment Task (HAT) Project

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- *Examining race, ethnicity, culture, worldview, socio-economic status, gender equity, the LGBTQ community, persons with Disabilities, and social justice from diverse "lenses" of society.*
 - *Inquiry from human resource and workforce development perspectives; legal perspectives; and multicultural perspectives.*
 - Exam 1
 - *Examining race, ethnicity, culture, worldview, socio-economic status, gender equity, the LGBTQ community, persons with Disabilities, and social justice from diverse "lenses" of society.*
 - *Inquiry from social and behavioral perspectives; human resource and workforce development perspectives; legal perspectives; and multicultural perspectives.*
 - Exam 2
 - *Examining race, ethnicity, culture, worldview, socio-economic status, gender equity, the LGBTQ community, persons with Disabilities, and social justice from diverse "lenses" of society.*
 - *Inquiry from social and behavioral perspectives; human resource and workforce development perspectives; legal perspectives; and multicultural perspectives.*
- 2. Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U.S.**

Outcome: From a societal perspective – to critically think regarding the social and cultural experiences of people from diverse backgrounds; and how race, diversity, inclusion and opportunity can be affected. From a human resource perspective, to aid in leveraging the workplace for equity in employment, promotion, and the overall workplace environment.

Assessment(s):

- Website Analysis
 - *From a human resource perspective, to aid in leveraging the workplace for equity in employment, promotion, and the overall workplace environment.*
 - Perspective Piece
 - *From a societal perspective – to critically think regarding the social and cultural experiences of people from diverse backgrounds; and how race, diversity, inclusion, and opportunity can be affected.*
- 3. Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.**

Outcome: For students to review, analyze, and ascertain various elements of social justice, socio-economic status, equity and fairness, multiculturalism, civil rights and equal employment opportunity.

Assessment(s):

- Exam 1
 - *For students to review, analyze, and ascertain various elements of social justice, socio-economic status, equity and fairness, and multiculturalism.*
- Exam 2
 - *For students to review, analyze, and ascertain various elements of civil rights and equal employment opportunity.*

Cardinal Core SB Standards:

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Social and behavioral sciences are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

- 1. Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.**

Outcome: For students to incorporate research, inquiry, and fieldwork – to develop a broader understanding of diversity, inclusion, social justice in the workplace.

Assessment:

- Analysis of Organizational Diversity/Hallmark Assessment Task (HAT) Project
 - *For students to incorporate research, inquiry, and fieldwork – to develop a broader understanding of diversity, inclusion, social justice in the workplace.*
 - *Analysis of Organizational Diversity/HAT Project Components – History, Assessment, Acceptance, Action, Accountability, Achievement, and More Action*
 - *Interviews with HAT/Fieldwork Participants*
- 2. Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities.**

Outcome: To critically think and examine the cultural diversity themes and conceptual framework of the LEAD 314 class including – race, ethnicity, culture, world view, *socio-economic status, gender equity, the LGBTQ community, persons with Disabilities, multiculturalism, equity, fairness, bias, legal structures, the media, social justice*; and how different fields of inquiry impact the dynamics of social inequalities.

Assessment:

- Analysis of Organizational Diversity/Hallmark Assessment Task Project
 - To critically think and examine the cultural diversity themes and conceptual framework of the LEAD 314 class through the *History, Assessment, Acceptance, Action, Accountability, Achievement, and More Action Components*.
 - To examine how different fields of inquiry impact the dynamics of social inequalities.
- 3. Represent and critically respond to multiple points of view on cultural issues as expressed in different historical, social, and cultural contexts.**

Outcome: To provide a “safe place” for discussion involving diverse cultural contexts and cultural value dimensions – and to develop strategies to enhance cultural awareness from societal and workplace perspectives, respectively.

Assessment:

4. Perspective Piece
 - a. To develop strategies to enhance cultural awareness from societal and workplace perspectives, respectively.*

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5. **Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims.**

Outcome: *Experience incorporating reasoning, critical thinking, evaluation, and assessment within the realm of diversity and inclusion.*

Assessment:

6. Analysis of Organizational Diversity/Hallmark Assessment Task
 - a. *Experience incorporating reasoning, critical thinking, evaluation, and assessment within the realm of diversity and inclusion through the HAT Components of Action, Accountability, Achievement, and More Action.*
7. **Communicate effectively in speech and writing, while respecting others' contributions, through proper citation appropriate to the discipline.**

Outcome: To articulate, dialogue, write, cite, and document relevant literature, research, and findings applicable to – diversity in the workplace, diversity & inclusion, equity and social justice.

Assessment:

8. Analysis of Organizational Diversity/Hallmark Assessment Task (HAT)
 - a. *To write, cite, and document relevant literature, research, and findings applicable to – diversity in the workplace, diversity & inclusion, equity and social justice.*
9. Perspective Piece
 - a. *To write, cite, and document relevant literature, research, and findings applicable to – diversity in the workplace, diversity & inclusion, equity and social justice.*

Student Learning Outcomes and Relevant Professional Standards Met by Course

Workplace Learning and Performance Standards (ASTD, 2004)

6. Treats people fairly

6.2 Treats people fairly

6.3 Ensures compliance with legal, ethical and regulatory requirements; monitors compliance

and creates reports if needed.

9. Leverage diversity

9.1 Conveys respect for different perspectives

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- 9.2 Expands own awareness
- 9.3 Adapts behavior to accommodate others
- 9.4 Champions diversity
- 9.5 Leverages diverse contributions
- 9.6 Accommodates global differences

Initiatives to Action Critical Thinking Standards

I2A.2 Candidate demonstrates an ability to identify problem or settle a question.

I2A.4 Candidate is able to identify and address various points of view or perspectives

I2A.7 Candidate checks inferences for consistency, can identify assumptions that lead to inferences, and infers only what the evidence implies.

UofL College of Education and Human Development (CEHD) Conceptual Framework Summary

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of *Inquiry*, and through active engagement and skilled training in methods of rigorous *Research*, candidates develop the knowledge, skills, and dispositions to become *Critical Thinkers*. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of *Action*, and through continual *Practice*, candidates develop the knowledge, skills, and dispositions to become *Problem Solvers* in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of *Advocacy*, and through dedicated, committed *Service* to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become *Professional Leaders*. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice	Exhibits a disposition to improve practice through information,	Exhibits a disposition to affirm principles of social justice and equity and a

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Conceptual Framework Constructs	Inquiry	Action	Advocacy
	through inquiry and reflection	knowledge, and understanding	commitment to making a difference

Relationship to Conceptual Framework

Construct	Objective	Competency	Product
Inquiry	Expands one's awareness of diversity. Analyzes theoretical perspectives to champion diversity.	ASTD 6.2, 9.2, 9.4, I2A.2	Resource Assignments
Action	Treats people fairly and adapts behavior to accommodate others.	ASTD 6.2, 9.1, 9.3, 9.4, I2A.4	HAT, Perspective Piece
Advocacy	Advocacy Plan strategies to leverage diversity in workplace performance. Ensures compliance with legal, ethical and regulatory requirements for an inclusive workforce.	ASTD 6.3, 9.6, I2A.7	HAT

Content

1. Leveraging Diversity in Workplace Performance
 - a. Convey respect for different perspectives, cultures and socio-economic conditions
 - b. Develop good interpersonal relationships in an inclusive workplace
 - c. Expand own awareness of discrimination, equality and fairness in employment
 - d. Adapt behavior to accommodate others and socio-psychological perspectives
 - e. Analyze theoretical perspectives to champion diversity
 - f. Leverage diverse contributions

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- g. Accommodate global differences
- h. Diversity legislation in a global perspective
- i. Cross-cultural awareness and an inclusive workforce
- 2. Building Trust
 - a. Treat People Fairly
 - b. Ensure compliance with legal, ethical and regulatory requirements; monitors compliance and creates reports if needed.

Course Assignments

<u>Specific Requirements</u>	<u>Objective</u>	<u>Competency</u>
<p><u>CONTRIBUTIONS TO CLASS LEARNING</u></p> <p>Ultimately, through your interviews and therefore, you interactions, I would hope this course will “raise your level of consciousness” regarding cultural diversity, and diversity within the workplace – and to broaden your views regarding issues involving cultural diversity, and society as a whole.</p> <p>There will be an Introductory discussion forum at the beginning of the semester. Along with the introduction requirements for this assignment, students will complete the IBM Design Thinking Course to earn this IBM badge credential. The purpose of this exercise is to build on problem solving skills and incorporate diverse thoughts in solving problems.</p> <p>Once the training is complete, please save your badge/certificate and upload it to your discussion post. Technology Industry badges such as this may be added to your resume/LinkedIn.</p> <p>Here is the link: https://www.ibm.com/design/thinking/</p>	1, 2, 3, 6	WLP 9.1, 9.2, 9.5

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<u>Specific Requirements</u>	<u>Objective</u>	<u>Competency</u>
<p>Additional technology industry badges/certificates such as Microsoft, Adobe, IBM, Google analytics etc. are also available to University of Louisville students (most free) from our University of Louisville Digital Transformation website located at https://louisville.edu/digital-transformation/learn</p>		
<p><u>WEBSITE ANALYSIS (20% of Overall Course Grade)</u></p> <ol style="list-style-type: none"> 1. Choose an organization from the most current Fortune 500 list. Larger organizations typically have more information available about their diversity efforts as well as information about their leadership. 2. Locate and summarize the information about the company's diversity efforts. 3. Locate information on the company's executive (c-suite) leadership and board of directors. Ideally, you will need to find names as well as photos of these individuals to complete a thorough analysis. Report your findings in broad statements (e.g., a statement like "About two-thirds of the board of directors is male" is adequate for this assignment). 4. Reflect upon your findings. Specifically, describe whether you think the company's leadership is a reflection of its diversity efforts. Why do you think this is? What does this say about the organization? 	1, 3, 4	WLP, 9.1, 9.2
<p><u>PERSPECTIVE PIECE (20% of Overall Course Grade)</u></p> <p>Choose one group from the categories listed below to become the focus of your investigation. To get the most out of this assignment, you should choose a group with which you do not identify. Write a 500-1000 word (excluding cover page and references) report on this demographic</p>	1, 3, 4	WLP 9.1, 9.2

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<u>Specific Requirements</u>	<u>Objective</u>	<u>Competency</u>
<p>utilizing our text, readings, and other resources. Include the following sections:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demographics – What does this group “look like” in terms of numbers, <input type="checkbox"/> geographic distribution, age, etc. <input type="checkbox"/> History in the Workplace – Up to the present, what has influenced this <input type="checkbox"/> group’s presence (or lack thereof) in the workplace? <input type="checkbox"/> Legislation – What legislation has directly impacted this group – positively or negatively—specifically in the United States, though you may wish to also include international examples. <input type="checkbox"/> Specific Challenges – What challenges does this group face in the <input type="checkbox"/> modern workforce? <input type="checkbox"/> Reflection – Now that you know a little more about this group, describe <input type="checkbox"/> what it might be like as a member of this group in work and society. <p>Select one of these groups for your profile:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Race (African American, Latino, Asian American, Native American, etc.) <input type="checkbox"/> Gender (male or female) <input type="checkbox"/> Generation (baby boomer, gen X, gen Y, etc.) <input type="checkbox"/> Sexual Orientation/Gender Identity (gay, lesbian, bisexual, or transgender) <input type="checkbox"/> Another group (instructor approval required) 		
<p><u>Quizzes (30% of Overall Course Grade)</u></p> <p>There will be two exams throughout the semester, each addressing the materials we have covered up to that point. You are encouraged to use any materials, notes, texts, and internet resources (but always give credit where it is due.)</p>	3, 4, 5, 8	WLP 6.3, 9.1, 9.2

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<u>Specific Requirements</u>	<u>Objective</u>	<u>Competency</u>
<u>ANALYSIS OF ORGANIZATIONAL DIVERSITY PRACTICES (HAT)</u> <u>(30% of Overall Course Grade)</u> This project provides you with the opportunity to apply the knowledge and skills you develop in this course in an analysis of a real organization. This could be an organization with which you are personally familiar or an organization that you choose to investigate.	2, 3, 4, 5, 6, 7, 8	WLP 6.3, 9.6, 12A.7

Criteria for Distribution of Grade Weight	Scale
Discussion Forum (IBM Training) & Diversity Interview	15 points
Website Analysis	20 points
Perspective Piece	20 points
Quizzes	30 points
Analysis of Organizational Diversity Practices (HAT)	30 points
Total	115 points

Grading Scale

98-100 A+	88-89 B+	78-79 C+	68-69 D+
93-97 A	83-87 B	73-77 C	63-67 D
90-92 A-	80-82 B-	70-72 C-	60-62 D-
			59 or below F

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Course Requirements

Class Attendance/Interaction: Class attendance for our class is important for your participation and your learning experience. Please make sure you keep abreast of the Course Announcements and Assignments Sections of our Blackboard Course Website.

I am excited about your participation in our LEAD 314 Course – and I look forward to the teaching and learning exchange. Please note again that you will be accountable for interacting with me and with other students and if you ever have any questions regarding our course – please feel free to contact me at randy.whetstone@louisville.edu. We are at somewhat of a disadvantage given that most of the University is closed during the majority of our class time, therefore, email contact is crucial in the event there are issues with the course. You should contact me immediately if you have issues regarding course availability, content questions, expectations, etc. Additionally, regarding classroom resources, if you need alternate Internet sources (in case of an outage) the University of Louisville and many public libraries offer free access. The HelpDesk is available at **502-852-7997** or helpdesk@louisville.edu. If you need help quickly, utilize [Live Online Technology Support](#).

Policy on Instructional Modifications:

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the

Disability Resource Center to assist in planning modifications.

Information on Plagiarism/Academic Dishonesty

There is no tolerance for plagiarism or academic dishonesty in this course. If you want to borrow someone else's words in paper, simply quote the words and cite it. This includes turning in previously submitted work even if you are the author. *Plagiarism is representing the words or ideas of someone else as one's own.* An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit. Students should become familiar with [Section 5 of the Code of Student Rights and Responsibilities](#).

Hallmark Assessment Task for LEAD 314

Analysis of Organizational Diversity Practices**Purpose and Process**

This project provides you with the opportunity to apply the knowledge and skills you develop in this course in an analysis of a real organization. This could be an organization with which you are personally familiar or an organization that you choose to investigate.

To complete the assignment, you will need to complete the "Organizational Snapshot" that is provided in

BlackBoard. Additionally, you will also interview three employees of the organization who can help provide you with information for this assignment. Each of these employees will also complete the snapshot to provide you with additional reference points. You can also utilize research and outside reference materials. In conducting your interviews and research on this organization, you should consider the interaction between what you're finding and the concepts, tools, and techniques introduced in your reading assignments. In particular, you should consistently rely on ideas from Kennedy (2008) as you conduct this analysis.

Product

The paper should be 1,500-2,000 words (not including title page and references) and include the following components (section titles are italicized):

- *History*. Brief history of organization overall and their approach to diversity. Make sure to include the number of employees, how long the organization has been in business, the industry it operates in, and any other relevant information.

- *Assessment*. Utilizing the "Organizational Snapshot," you should provide information on the current state of your organization's diversity efforts. Briefly describe each area of assessment and consider questions like the following: What is your organization's official diversity statement?

How does it align with the mission of the organization? What initiatives are currently taking place to advance diversity?

- *Acceptance*. In this section, consider the barriers and benefits to engaging in diversity efforts.

For organizations with sophisticated diversity efforts already underway, include what additional initiatives or approaches might be beneficial (continuous improvement). What kinds of leadership capabilities would be necessary in your organization to increase the diversity/inclusion of the workforce?

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- *Action*. Building upon the information you have provided in the first two sections, detail three specific goals related to diversity that your organization should consider undertaking. In detailing these goals, make sure to include the *who, what, when, why, where, and how* to have a complete description. How would you get people involved in these initiatives? What resources would be needed to put these goals into action?

- *Accountability*. Now that you have considered some specific diversity goals for the organization, think about who will be responsible for implementing those goals. In this section, you should consider your own role and leadership capabilities even if you are not directly involved in diversity initiatives. What exactly should/can your role be in creating a more diverse and inclusive workplace? Who else can/should be responsible for these types of initiatives and how will accountability be upheld?

- *Achievement*. This section should focus on measuring results as well as recognizing employees for their efforts. Include the business measures that should be impacted by increased diversity efforts and how those measures will be collected and reported (e.g. turnover, employee satisfaction, productivity, etc.). How will these figures help to tell the story of your proposed diversity goals? Additionally, include information about how to recognize good work and reward progress towards goals.

- *More Action*. In this section, you are required to think ahead to a future state of your organization. The focus of your discussion should be on how to maintain momentum for diversity and inclusion efforts in the organization. While you would not know if the goals you described in the *Action* section were met or not, think generally about what kinds of initiatives, processes, or plans might keep employees engaged and moving towards the organization’s diversity goals.

Rubric for grading HAT Analysis of Organizational Diversity Practices

	Exceeds expectations 30 points	Meets expectations 20 points	Does not meet expectation <20 points
Background and history of practice ASTD 9.1, 9.2 I2A 7	Clearly identifies the organization and provides information on its history with depth and breadth.	Identifies the organization and provides information on its history with some depth and breadth.	Doesn’t clearly identify the organization or provide information on its history.
Assessment	Clearly references the “Organization Snapshot” and	References the “Organization Snapshot” and addresses each area of assessment.	Does not reference the “Organization Snapshot” nor

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	Exceeds expectations 30 points	Meets expectations 20 points	Does not meet expectation <20 points
ASTD 6.3 I2A 7	addresses each area of assessment thoroughly.		addresses each area of assessment.
Acceptance ASTD 9.5	Thoroughly articulates the benefits and barriers to implementing diversity initiatives as well as describing the leadership capabilities needed in detail.	Articulates the benefits and barriers to implementing diversity initiatives as well as describing the leadership capabilities needed.	Benefits and barriers to implementing diversity initiatives are not articulated and leadership capabilities needed are not described.
Action ASTD 6.2, 9.4 I2A 2	Three specific organizational goals are described and detailed clearly.	Three specific goals are described, but detail is somewhat lacking.	Three specific goals are not included or described.
Accountability	Student's own leadership capabilities are thoroughly examined and other responsible individuals/departments/groups are identified and described.	Student's own leadership capabilities are somewhat examined and other responsible individuals/departments/groups are identified.	Student's own leadership capabilities are not examined and other responsible individuals/departments/groups are not identified or described.
Achievement	Business metrics proposed to measure diversity impact are very meaningful and compelling.	Business metrics proposed to measure diversity impact may not be compelling.	Business metrics proposed to measure diversity impact are missing or do not connect well to proposed goals.
More Action	Section thoroughly demonstrates innovating thought and critical thinking skills.	Section demonstrates some innovative thought and critical thinking skills.	Section does not demonstrate innovative thought or critical thinking skills.
Writing and organization of paper	Paper is exceptionally well written and is well organized. Critical thinking is utilized in writing the paper.	Paper is well written and is somewhat organized. Critical thinking is utilized in writing the paper.	Paper is not well written or is not well organized. Critical thinking is not utilized in writing the paper.



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Course Requirements

SafeAssign Submission

All students must submit their written assignments through SafeAssign, and fix any duplication and citation issues before the final submission deadline for the paper, report, or presentation. All students must submit original work for each of their classes. If students use parts of a paper submitted for another class, they must cite the source of the writing from that other paper, just as they would cite the source of any previous writing, using APA formatting guidelines.

General Requirements

Class participation is required. Participation means actively engaging in class discussions, assignments, and activities. Students should read from required materials prior to each class to prepare for class work and discussions and are expected to take responsibility for course material. Work outside of class is required. All written assignments should meet the format standards set by APA in their Publication Manual of the American Psychological Association (current edition).

I am your guide on this journey, but we will be learning together. You will be accountable for interacting with me and with other students through your writing and sharing of information during class sessions. If you need alternate Internet sources (in case of an outage) the University of Louisville and many public libraries offer free access. The Helpdesk is available at **502-852-7997** or helpdesk@louisville.edu. If you need help quickly, utilize **Live Online Support** <http://louisville.edu/it/support/helpdesk>.



Timeliness of Work

All work is expected on time and all due dates are provided in advance. Students are responsible for contacting me in advance at randy.whetstone@louisville.edu to make arrangements in the rare case an assignment will be late. The following late policies apply to each of the assignments in this course:

- o Work submitted up to 24 hours after the due date will be accepted, with a 10% deduction.
- o No work will be accepted after the 48-hour window.

In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. Incompletes will not be offered for the class because a student desires more time to complete course requirements.

Formatting of Documents

When citing others work, use the following style:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Taking an Online Accelerated Class

Accelerated courses require students complete more work each week versus the traditional 15-week semester. Further, taking an online class is different than taking a face-to-face class. With no weekly webinars, you will be teaching yourself to learn. That's what life-long learning is all about. You will do most of your communicating by writing. So, as a result, there will likely be more writing than in face-to-face classes. Class communication is asynchronous, which means that everyone is not participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an Internet connection. The roles of the teacher and the student are reversed. I am a facilitator, guide, coach, or resource. My job is to create an effective learning environment. Your job is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning.

FolioTek

Students will be required to submit certain assignments in FolioTek. A submission link will be provided in Blackboard. Foliotek is a web-based system designed to contain portfolios of courses and the required Hallmark Assessment Tasks (HATs) identified on programs' curriculum sheets. Faculty and students will use a Foliotek Single Sign On (SSO) link in Blackboard to log in to Foliotek. Students are associated with portfolios respective to the program(s) they pursue. Foliotek resources are located on the College's Foliotek website, www.louisville.edu/education/foliotek. These include step-by-step instructional guides and video tutorials. You can also access the "Resources" and "Help" areas in Foliotek to find support via telephone, live chat, and email.

Several critical aspects of Foliotek that you need to know are listed below.

1. You are not charged for the use of Foliotek.
2. Faculty will create a Foliotek SSO link in your Blackboard course. The SSO links are the portals through which you will access the Foliotek system.
3. You should click on the Foliotek SSO link for each course in which you are currently registered at least once during the semester. This first click will integrate Blackboard and Foliotek, associating you with your courses and instructors in Foliotek.
4. After you have clicked on each SSO course link once, you can open your Foliotek-hosted courses from any current course listed in Blackboard to access portfolios, courses, and assessments/HATs.
5. You can submit coursework in numerous formats, including Microsoft Word, Excel, PowerPoint, link(s) to other websites or cloud servers (e.g., OneDrive, Google Docs), PDF files, video files, etc. Directions are provided on the College's Foliotek website, www.louisville.edu/education/foliotek

If there is an issue with the system, you can click on "Resources" or the "Help" link at the top of the Foliotek dashboard for technical support from Foliotek via email, live chat, or toll-free



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phone number (1-888-365-4639). The CEHD contacts for local/onsite assistance with assignments are foliotek@louisville.edu or 502-852-1360. Note that some technical issues are only supported by Foliotek (the service provider).

Appendix A - Policy Statements

Policy on Instructional Modifications

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

Accessibility Statements

The following are the accessibility statements for technologies that we will be using in this class:

Flash: <http://www.adobe.com/accessibility/products/flash.html>

Adobe reader: <http://www.adobe.com/accessibility/products/reader.html>

Microsoft Office: <https://www.microsoft.com/enable/microsoft/mission.aspx>

PDF: <http://www.adobe.com/accessibility/pdf.html>

Blackboard: <http://www.blackboard.com/platforms/learn/resources/accessibility.aspx>

CEHD Diversity Statement

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, military status, etc.) related to their chosen fields. Students will also have the opportunity to examine critically how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity.

Title IX/Clery Act Notification

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program (502)852-2663, Counseling Center (502)852-6585 and Campus Health Services (502)852-6479.

Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office (502)852-5787 and/or the University of Louisville Police Department (502)852-6111. For more information regarding your rights as a victim of sexual misconduct, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Information on Plagiarism

Representing the words or ideas of someone else as one's own in any academic exercise. An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

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Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week in addition to the class meeting time. You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers. All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them. As part of this course you will download a free trial of an e-learning development software. We will discuss your options during the class and I will help you figure out which software will work best for you. For your privacy and security, *only* your official UofL email account will be used for email communication. No information will be sent to personal email accounts nor will I answer emails that come from a different address. Please check your UofL email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling, and avoid using text messaging shortcuts.

Course Withdrawal

If you find this course does not fit your life plan or learning style and you choose not to continue, please contact your program advisor as soon as possible. You need to drop the course instead of just not attending anymore. Failure to withdraw results in a failing grade.

Face Coverings/Masks in Classrooms

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University. For Spring 2021, this includes:

- 1) wearing of cloth/paper masks (covering nose and mouth) when in shared indoor spaces like classrooms, or when appropriate physical distancing cannot be maintained.
- 2) staying home when sick—any UofL community member experiencing fever, consistent dry cough, or other symptoms of contagious disease should remain at

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home until symptoms subside or advised that it is safe to return by a medical professional.

- 3) practicing good hygiene and responsibility for one's own surrounding.
 - a. Cover sneezes and coughs
 - b. Wash hands frequently with soap and water when possible, use hand sanitizer when soap and water are not available
 - c. Wipe down frequently touched surfaces
 - d. Maintain 6 feet physical distancing when possible

Faculty have the responsibility to help students meet these recommendations by:

- 1) allowing for remote participation in class when necessary and practicable
- 2) allowing students absent for reason of illness to make up missed work and not penalize students for these absences
- 3) not requiring doctor's notes for absences of less than the equivalent of two weeks of class. If the absences occur on the day of a scheduled assessment, the student may be asked to provide documentation for the absence.
- 4) Notifying Danny Cradic (daniel.cradic@louisville.edu) when classrooms are not adequately stocked with cleaning supplies and arranging classroom furniture or seating charts to maximize physical distancing where possible.

Appendix B - University Resources

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website. Many useful videos can be found at the [Blackboard 9.1 Help](#) page.

Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

Additional University Resources

Visit the University Resources button in Blackboard Course to get a better understanding of the resources that are available to you.

Appendix C - Conceptual Framework Summary

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of **Inquiry**, and through active engagement and skilled training in methods of rigorous **Research**, candidates develop the knowledge, skills, and dispositions to become **Critical Thinkers**. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of **Action**, and through continual **Practice**, candidates develop the knowledge, skills, and dispositions to become **Problem Solvers** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become **Professional Leaders**. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

Conceptual Framework Constructs	Inquiry	Action	Advocacy
Constructs as Learned and Applied	Research	Practice	Service
Constructs Reflected in Candidates	Critical Thinkers	Problem Solvers	Professional Leaders
Unit Dispositions Reflected in Candidates	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference