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Chapter 9. Teaching Diversity Management Online: A Learning Journey for Achieving Inclusion

9.1. COURSE SUMMARY

Table 9–1

Audience and level of studies	Students (Bachelor/Master)	
Group size	≤ 25 /26–50 /51–75 /76–100	
Course duration	12 or 27 weeks	
Credits	5 ECTS	
Workload	Presence: 3h (optional) Self-study: 125h	Total: 125h
Contents/primary topics	• My Biases, Prejudice & Stereotypes • Managing Diversity in Organisations • Managing Diversity as a Team Leader/Member	
Main course objectives	• Learning to analyse own prejudices, stereotypes, and biases and evaluate their influence on oneself and others in personal and professional life; • Learning to recognise diversity-related challenges and design strategies for fostering inclusion in diverse teams and organisations; • Developing decision-making and problem-solving, collaborating in diverse teams, and self-management skills.	
Main teaching approaches	• Experiential learning • Collaborative learning	
Main teaching methods	• Self-reflection task/exercises • Vision-building exercises • Role-play	
Learning environment	Virtual classroom (online learning), asynchronous	
Link to Sustainable Development Goals (SDGs)	SDG 3	Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages SDG 5	Gender Equality	Achieve gender equality and empower all women and girls SDG 8	Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all SDG 10	Reduced Inequalities	Reduce inequality within and among countries	

Table 9–2

Impact assessment:	(None) Low/ Medium/ High	Explanation
1. Degree of student participation / activeness	High	Students learn through completing the course activities and reflecting on their experiences. In some of the exercises, students select topics to be researched and design solutions for the chosen problem.
2. Degree of student collaboration / group work	Medium	Out of three themes in the course, the second theme includes group and pair exercises. The first theme of the course should be completed individually. The last theme of the course consists of individual work and an interview with one person.
3. Degree of student emotional involvement	High	Throughout the course, sensitive issues are discussed. Students are encouraged to observe and analyse their emotional responses.
4. Degree of inter-/trans-disciplinarity	High	The tasks in the course require building solutions by combining insights from several disciplines, such as human resource management, (strategic) international management, psychology, and communication.
5. Degree of student (self-) reflection	High	Students are requested to reflect on their thinking, feelings, or abilities in every assignment in the course.
6. Degree of experience of real-life situations	Medium	All the tasks represent real-life situations. In some of the tasks, students work on the real-life situations described or recorded in cases. In several other tasks, students work in diverse teams or interact with stakeholders from real life.
7. Degree of nature-related experiences	(None)	There are no nature-related activities as the course focuses on economic and social dimensions of sustainability.
8. Degree of stakeholder integration	Medium	Real-life interaction with the stakeholders is integrated into one out of six tasks. In the other five tasks, stakeholders are considered extensively but without real-life interaction with them. Solutions designed in all the tasks must address the needs of various stakeholders.
9. Degree of integration between theory and practice	High	All the activities on the course require the application of theory to practice. The tasks on the course support the learning objectives at the higher end of Bloom's taxonomy.

9.2. COURSE INTRODUCTION

This chapter introduces an asynchronous online course, *"Diversity Management in Organisations"*. The course is designed based upon the teaching strategy "*Diversity as a learning journey"*, which the author has created over more than five years of practice when teaching the topic. Diversity as a learning journey (DALJ) is a teaching strategy grounded in the principles of experiential learning (Kolb, 2014) and the Confucian perspective on self-directed learning (Tan,

2017). Through various encounters and reflections, learners[13] develop an ability to recognise the limitations of individual cognitions and realise their impact on others. The learning journey strategy addresses diverse learning styles, abilities, and cultural preferences. Therefore, the DALJ strategy allows the creation of an intimate, safe, learner-centred environment for personal growth. The DALJ strategy supports the development of an inclusive mindset and behaviours required to nurture social responsibility in organisations and sheds light on various aspects within the social and economic spheres of sustainability.

The DALJ begins with learners exploring the individual level of diversity management through reflections on human thinking and feelings and their impact on organisational and social life. Then, learners continue by practising diversity management in large and small teams. Reflections and vision-building exercises support diversity encounters in teams. In these exercises, learners prepare for the encounter or reflect on it by analysing individual takeaways and their transferability to similar situations in the future. The chain of activities exposes learners to the complexity of diversity and its management. Thus, through this journey, learners realise that diversity management is an ongoing process that will and should continue beyond the course assignments.

The course comprises three themes and six diverse tasks to be completed (see subchapter "Course Outline"). The tasks within the themes should follow the suggested order because the tasks are interrelated and build on one another. The tasks can be completed over 12 weeks or an extended period of six months if needed. The learning outcomes are achieved at the highest level when implementing a complete journey; however, separate tasks can also be utilised as standalone activities. Adopting this DALJ strategy allows the learning objectives at the higher end of Bloom's taxonomy to be achieved (Shabatura, 2013). Learners actively apply course material, analyse the situations and their own cognitions, evaluate their impact, and create individual and organisational solutions to foster inclusion.

The teacher designs the journey and assesses learner development but acts as a coach who trusts learners' commitment to learning (Tan, 2017). The teacher encourages, engages, organises work (via course communication), challenges, directs, and supports personal learner development (via individual formative assessment). The learners accumulate a final grade for the course by completing six tasks, each evaluated by several criteria (summative assessment). The accumulative grading reinforced by the teacher's feedback reduces the fear of failure. Learners can receive the highest final evaluation even when

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13 The term 'learner' (instead of 'student') is used to emphasise the continuity of DALJ. Students are encouraged to continue DALJ beyond the course activities that end by the time students finish their formal education.

some of the criteria are evaluated as low. Moreover, learners receive advice for further improvements. Consequently, learners can dive into explorations and practise diversity management without stress.

9.3. LEARNING OBJECTIVES

Table 9–3

Learning objective dimension (UNESCO, 2017)	Operationalisation	Competency referred to (Rieckmann, 2018)
Cognitive	The learner *understands*: • SDG 3: "the negative impacts of behaviours such as xenophobia, discrimination" (p. 16) • SDG 5: "the concept of gender, gender equality and gender discrimination and knows about all forms of gender discrimination, violence and inequality" (p. 20) • SDG 8: "the concepts of … productive employment, and decent work, including the advancement of gender parity and equality" (p. 26) • SDG 10: "ethical principles concerning equality and is aware of psychological processes that foster discriminative behaviour and decision-making" (p. 30)	Systems thinking & Self-awareness competencies
Socio-emotional	The learner is *able to*: • SDG 3: "create a holistic understanding of …well-being and to clarify related values, beliefs and attitudes" (p. 16) • SDG 5: "identify and speak up against all forms of gender discrimination and debate the benefits of full empowerment of all genders" (p. 20) • SDG 8: "identify their individual rights and clarify their needs and values related to work" (p. 26) • SDG 10: "feel empathy for and show solidarity with people who are discriminated against" (p. 30)	Normative & Critical thinking competencies
Behavioural	The learner is *able to*: • SDG 3: "publicly demand and support the development of policies promoting … well-being" (p. 16) • SDG 5: "plan, implement, support and evaluate strategies for gender equality" (p. 20) • SDG 8: "facilitate improvements related to unfair wages and unequal pay for equal work" (p. 26) • SDG 10: "identify and analyse different types of causes and reasons for inequalities; plan, implement and evaluate strategies to reduce inequalities" (p. 30)	Anticipatory, Strategic, & Integrated problem-solving competencies

9.4. COURSE OUTLINE

Table 9–4

Theme	The focus of the theme	Assignments
Theme I (week 1–3): "My Biases, Prejudice & Stereotypes" *Completed by*: - Watching two recorded video lectures (each approx. 40 min). - Reading obligatory and optional study materials. - Watching a set of short, publicly available videos and video cases. - Participating in one real-time (via Zoom) Questions & Answer session with the teacher. - Applying study material in and completing Tasks 1 a & b. - Receiving individual feedback on the tasks' deliverables.	Topics addressed in Theme I: • What is diversity? • What dimensions does diversity have? • What is diversity management, and why is it important? • Why is it essential to have a life-long learning approach to diversity and its management? • Why are we all biased, and why do we need to accept and address this? • How can we deal with our biases, stereotypes, and prejudgment? Learning goals in Theme I: • Learn to recognise what visible and invisible diversity dimensions are, what they are likely to affect, and why they are essential to us in management or teamwork contexts; • Challenge individual thinking and trigger some unexpected reactions in learners; • Plan personal development towards being more inclusive; • Learn to understand that being inclusive is NOT about accepting or agreeing with everything.	Task 1a: "Reflect on my biases & plan for developing empathy and inclusive mindset" *Type*: individual assignment. *The goal of task 1a:* motivate learners to develop self-management and decision-making skills by practising deep, qualitative reflection and self-analysis. Learners practise noticing patterns of their thinking and behaviours and strategise the development of new behavioural patterns. Task 1b: Quantitative self-assessment on diversity skills and attitudes *Type*: individual assignment. *The goal of task 1b:* to enhance learner self-management and self-assessment skills. Learners are encouraged to evaluate their attitudes numerically and set measurable quantitative self-development goals.

Theme	The focus of the theme	Assignments
Theme II (week 4–9): "Diversity Management in Organisations". *Completed by*: - Watching two recorded video lectures (each approx. 40 min). - Reading obligatory and optional study materials. - Watching a set of short, publicly available videos and video cases. - Signing up to the diverse teams and finding a pair to work with via an online platform, such as Wiki. - Participating in one real-time (via Zoom) Questions & Answer session with the teacher. - Applying study material in and completing Tasks 2, 3, & 4. - Receiving feedback on individual and group tasks' deliverables.	Topics addressed in Theme II: • What are organisational choices while managing diversity? • What guides organisational decisions and understanding of diversity? • How can we know that an organisation is inclusive? • Do's and Do not's in diversity management within the organisation; • How diversity management is similar and different within indigenous firms and multinational corporations; • What are the challenges while implementing diversity management in an organisation? • How to facilitate the diversity management implementation process in organisations? • What I, as a manager, or team member, could do to support inclusion in organisations? Learning goals in Theme II: • Learn to make informed decisions about what kind of diversity management is the best for a particular organisation; • Practise designing organisational systems for diversity management in multinational corporations; • Learn to 'sell' diversity management decisions to the management team of an organisation; • Practise detecting and fixing flaws in the diversity management implementation process; • Practise designing diversity management solutions that fit a particular context; • Practise working with and making decisions in diverse teams.	Task 2: Diversity Management Policy for the Company *Type*: group assignment. *The goal of task 2*: practise making organisational decisions about diversity management when working in a diverse team. Practise designing systems that would support diversity management in organisations; practise leading organisational change towards diversity and inclusion by persuasive communication about the need for diversity management and necessary steps. Task 3: Reflection on the teamwork in diverse virtual teams *Type*: individual assignment. *The goal of task 3:* learning to reassess conflicts and problems faced in a diverse team; translating past experiences into strategies for future work in diverse teams. Task 4: Solving company challenges in the implementation of Diversity & Inclusion (D&I) initiatives *Type*: assignment in pairs. *The goal of task 4*: practising analysing multiple perspectives within the same situation and finding diversity management solutions in the conflicting situations that satisfy all parties involved.

Theme	The focus of the theme	Assignments
Theme III (week 9–12 (-27)): "Managing Diversity as a Team Leader/Member" *Completed by*: - Interactions via the online platform, in which learners select their topic for explorations. - Studying guidelines on The General Data Protection Regulation 2016/679 (GDPR) and good practices for conducting an interview. - Searching for and studying materials on the selected problem. - Participating in one real-time (via Zoom) Questions & Answer session with the teacher. - Applying researched material in and completing tasks 5 & 6. - Receiving individual feedback on tasks' deliverables.	Topics addressed in Theme III: • Learners choose what they wish to learn. In this way, learners strengthen their self-management, decision-making, and problem-solving skills. Learners can revise themes studied earlier, reflect on questions that piqued their interest, or explore the least discussed questions that they consider essential. This theme provides learners with the opportunity to explore one topic in depth from academic and practical angles. Learning goals in Theme III: • Learn to search for diversity management solutions in academic literature; • Learn to test theoretical insights in practice; • Learn to design comprehensive diversity management solutions and strategise about needed individual behaviours to support the implementation of that solution.	Task 5: Academic essay on how to solve the chosen problem & designing questions for the interview *Type*: individual assignment. *The goal of task 5:* practise analysing and providing a polite but many-sided evaluation about the chosen question; support diverse arguments presented in the relevant academic material and high-quality business press. Learn to design interview questions that would help to observe the chosen problem from various angles. Task 6: Video interview & reflection with the solution *Type*: individual assignment. *The goal of task 6:* investigate diversity problems in practice by understanding the experiences of people who represent specific diversity dimensions; consider diverse perspectives when designing diversity management solutions; create solutions and individual behaviours that would support the solution of the problem explored.

9.5. TEACHING APPROACHES AND METHODS

Diversity as a learning journey (DALJ) has been created based on the principles of experiential learning (Kolb, 2014) and the Confucian perspective on self-directed learning (SDL) (Tan, 2017). This subchapter elaborates on the principles and how and why these principles have been utilised when designing this teaching strategy.

The diversity of race, age, gender, religion, sexual orientation, etc., is a subject that comprises values, attitudes, behaviours, all of which cannot be judged as merely being "right or wrong". For example, cultural diversity alone alters individual evaluations and behaviour at work (Martin, 2014) and organisational actions to embrace cultural diversity (Nishii & Özbilgin, 2007).

Therefore, in our evaluation of ourselves and others, the differences and similarities of others change or can be changed by training or similar interventions (O'Donovan, 2018). Consequently, the strategy of learning diversity management must embrace this transformation. When developing the DALJ strategy, Kolb's theory of experiential learning was applied. The theory suggests that learning is a continuous process that must be supported by various encounters, reflections, and explorations (Kolb, 2014). In every new cycle of explorations, the learner must involve themselves genuinely in new experiences, setting their preconceptions aside (Kolb, 2014). Thus, in DALJ, learning occurs through observing, experiencing, reflecting, and making sense of the experience.

Diversity refers to differences among individuals (O'Donovan, 2018). Thus, diversity management should be preferably explored via social interactions in which these differences are comprehended and placed in context (Thomas, Tran, & Dawson, 2010). Consequently, collaborative learning (Strijbos, 2016) and creating knowledge together (Kolb, 2014) are two crucial principles of learning included in DALJ. As a result, despite suggesting an asynchronous delivery mode, out of six tasks in the course, three tasks are completed together with others. The other three tasks are meant to prepare for or reflect on social interaction. Social interactions on the course are designed so that participants do not need to be familiar with each other in advance but can create knowledge together. Digital tools, such as Wiki in Moodle or any other platform where participants can 'sign in' for the activity with others, simulate work environments in which colleagues do not always know each other before the job.

Diversity should be evaluated in a context (Thomas et al., 2010; O'Donovan, 2018). Kolb (2014) suggests that learning should be holistic and should integrate thinking, feeling, perceiving, and behaving. Learning should encourage understanding of the relationship between the individual and the environment (Kolb, 2014). Therefore, applying Kolb's suggestions to DALJ, learners are encouraged to consider these elements in self-reflection tasks, vision-building exercises, roleplays, and interviews completed over the learning journey. To further support learner explorations, learning in the course is evaluated as a process rather than an outcome (Kolb, 2014). Consequently, learners develop a positive attitude towards lifelong learning about diversity management instead of focusing on scoring high in a single course.

The application of Confucian SDL further strengthens the course design and intentions to encourage individuals' responsibility in the continuous learning of diversity management. According to Confucian SDL theory, "the process of learning involves knowing the Way" (Tan, 2017, p. 254). The ultimate goal of self-cultivation is to reach an equilibrium between the individual and the environment (Tan, 2017). Hence, learners are encouraged to challenge

themselves, explore perspectives around them, and take responsibility for self-development, building on their present competencies.

The teacher's role in planning, implementing, and assessing the learner's journey according to Confucian principles is central (Tan, 2017). That is why the DALJ is a structured path designed and followed by the teacher, who helps learners in their endeavours towards fostering inclusion. The process when learners study the assigned materials individually and then engage in applied exercises and interactions with others creates conditions for individuals to realise the importance of commitment to improvement.

Diversity management relates to the re-evaluation of one's own identity, self, and personal relations with others (Thomas et al., 2010). It is well documented that individuals have a strong motivation to defend rather than question their own beliefs, even when educational messages have high personal relevance (Sherman & Cohen, 2006). "Self-threatening feedback can exacerbate outgroup derogation and the use of stereotypes" (Sherman & Cohen, 2006, p. 203). In addition, maintaining 'face' in some cultures is crucial (Heine, 2004); people with more introverted personalities value individual rather than group reflections (Cain et al., 2016). Thus, in the DALJ, the course design is asynchronous. All assignments intended to challenge individual assumptions are completed privately and submitted only to the teacher. All task-focused assignments in which learners solve organisational challenges are completed in groups or pairs and discussed in open forums. There is a time gap between consuming provocative materials and engaging in activities in which materials are applied. Such a timetable provides space for emotions to calm down. Once emotions are put aside, learners can evaluate the situation with a higher degree of criticality and challenge their thinking patterns.

The DALJ strategy opposes the traditional (Western-origin) diversity training structure, in which public discussions on sensitive topics (disregarding the level of inclusion competencies, culture, or personality of each individual) are widely practised (e.g., Von Bergen, Soper, & Foster, 2002; Paluck, 2006). Traditional diversity training promotes essentialism and resistance and neglects complexities (Thomas et al., 2010). The innovativeness of the DALJ strategy lies in allowing learners to engage in SDL with a Confucian perspective, in which the focus is on individualised moral striving (Tan, 2017). SDL structured in themes and focused on intersectionality aligns with the recommendations for overcoming the shortcomings of traditional diversity training (cf. Thomas et al., 2010).

DALJ, grounded in the Confucian SDL approach, is considerably more internally oriented than the Western approach to diversity management training. DALJ illustrates the statement, "*If you want to change the world, start with you...*" (M. Gandhi). Learners frequently reflect that they initially feel weird

when engaging in course activities that are different from standard teaching practices. However, they soon begin to recognise their personal growth. For example, one participant stated: "*Reflecting on this assignment, I feel I was educated as a person more than I have been educated during my entire university studies. There is so much that everyone should learn to become more understanding of and educated about diversity*". Furthermore, learners appreciate the developed ability to focus on the task while utilising the diversity of team members, the structured approach to the journey, and the intimate space to reflect on new ideas.

9.6. EXERCISES

In this subchapter, six tasks suggested to fulfil the DALJ strategy are described. All the tasks are executed as self-directed learning without the teacher's presence. However, the teacher coordinates the activities, provides detailed instructions, and extensively discusses the outcomes, helping learners make sense of their experiences. Although tasks are listed according to the assignment type, it would be recommended to implement them in a specific sequence (see Table 9–4 above).

Self-Reflection Exercises

Task one (individual): Self-reflection on critical incidents (1a) and self-assessment of inclusion competences (1b). In Task 1a, learners are invited to watch and read a set of materials. When watching the videos (see the list of resources in subchapter "Recommended Resources"), learners should think about the following: What are their feelings towards people representing different diversity dimensions? Is their thinking biased towards them? In which situations and why? Learners write and submit two to three pages of personal reflection, which consists of discussion of their personal biases, prejudice, and stereotypes and suggestions for actions that would help them develop empathy and a more inclusive mindset. Task 1b is a brief survey designed upon the *Inclusion Competencies Inventory.* Completing the survey helps learners establish numerical goals for their personal development.

Task three (individual): Self-reflection on virtual group work. In this one to three page assignment, the learner can open up about the group work, reflect upon good and bad moments, and strategise how this experience can be transferred to the other contexts. For the teacher, this assignment provides an understanding of how well the group and the individual have managed diversity, how member inputs have been distributed, and how individual attitudes

towards diversity have developed over the earlier exercises. Learners reflect upon the following question: How did team member diversity affect teamwork? What has the learner personally done to manage diversity during group work? What has the learner learned from working in a diverse team and while trying to manage (or ignore!) diversity?

Vision-Building Exercises

Task two (group of four to five members, diverse at least in terms of nationality/ethnicity and gender identification): Vision-building exercise – creating a diversity policy for a multinational corporation (MNC). In this assignment, learners should work preferably on a real case of an MNC headquartered in the country or the region in which the course is provided. In this way, learners can best understand the local–global dilemma of an MNC in a diversity management context. Direct contact with the company is not needed. Materials about the company available online should be sufficient to complete the task. Learner teams work on designing a two-page business-style diversity management policy that covers principles and steps to integrate diversity into the MNC's operations, followed by a five-point executive summary. Then, each team records a video presentation addressed to the company's top management team (TMT). In this 10-minute presentation, teams must persuade the TMT about the policy's suitability for the company and its benefits for business and explain how the policy should be implemented. Together with the policy, learners submit a *jointly* written paragraph on how they worked as a team. The policy and the presentation are submitted to a virtual forum. The teacher will give feedback on the submitted work as a comment under the team's post in the virtual forum; other learners may also comment. This format allows in-class presentations to be simulated virtually.

Task five (individual): Vision-building exercise – designing an academic solution for a selected problem. Learners select a specific problem they wish to solve, for instance, "How can linguistic diversity be managed at work?" Then, learners write and submit a 3-page academic essay on the topic. Based on the essay, learners design interview questions that could help test assumptions behind the academic solution designed.

Task six (individual): Vision-building exercise – exploring an alternative practical solution. In this task, the learner conducts and records a short four to eight minute video interview with a person who could help them explore their selected problem in practice (e.g., a person who represents the chosen diversity dimension or who experienced the issue). Learners submit a two-page document that includes a) reasons for the selection of this particular interviewee, b) a URL link to the video interview, c) their reflection on how practical insights

obtained via the interview (mis-)align with the theoretical solution designed in Task 5, and d) how they as individuals will behave to solve the selected problem relating to both theoretical and practical insights on the matter.

Roleplay Exercise

Task four (in pairs): Roleplay with script writing. The teacher should select a case representing a diversity management implementation challenge in the country or the region in which the course is provided. The case should feature at least two diverse persons in conflict. Roleplay is conducted face to face or virtually at a time convenient to each pair of learners. Each pair of learners should first debate, defending their position, and then try to reconcile through negotiations. The enacted 'argument' results in a two-page drama script submitted to the teacher. When transcribing the debate (1st page) and negotiations (2nd page), learners are encouraged to convey the participants' emotions and ground their arguments in the course study materials. On the third page, learners write a paragraph describing how they completed the roleplay and how their diversity dimensions helped them (or not) analyse the case.

9.7. ASSESSMENT

The course is asynchronous, and therefore, teaching occurs through assessment. Given the topic's sensitivity, it is essential to consider not only *what* should be assessed but also *how* the assessment should be performed. For this reason, both summative and formative assessments (Crossouard & Pryor, 2012) are widely practised in the course.

When designing evaluation criteria, the teacher should focus on minor enhancements over SDL. The latter ensures that biases in the teacher's evaluations are reduced, and learners can realise the diversity of their abilities. See the example evaluation rubrics designed in Table 9–5 below.

Table 9–5

Task 1a&1b: reflection on biases (15 % of the final grade)	Scale	Task 2: DM policy, executive summary and presentation (25 % of the final grade)	Scale
Ability to evaluate critically own patterns of thinking and feeling while reflecting on personal characteristics, individual diversity-related experiences, and reactions to obligatory video material (self-management skills).	1–5	Policy: Ability to make clear and reasoned decisions based on the case company, provided study material, and selected sources of information (decision-making and problem-solving skills).	1–5
		Policy: Ability to synthesize and integrate theoretical material with the "best practices" and practical examples obtained from the live cases (videos on company cases, policies of other companies, etc.) (decision-making and problem-solving skills).	1–5
Ability to choose appropriate methods for individual development of more inclusive mindset (self-management skills).	1–5	Policy: Creativity in designing the Diversity Management Policy for the case company (decision-making and problem-solving skills).	1–5
		Executive summary: Ability to summarize decisions made and provide key arguments for the decisions in the executive summary (decision-making and problem-solving skills).	1–5
Ability to apply and relate to the material provided in the video lectures, videos in this task and the obligatory readings (decision making and problem solving skills).	1–5	Video presentation: Respect for others by listening when others are speaking, responding effectively to others' comments during the conversation or presentation, and showing support to the efforts of others (collaborating in diverse teams skills).	1–5
		Video presentation: Ability to support and explain decisions made while making the Policy (to convince top management team to enact the Policy) (collaborating in diverse teams skills).	1–5
Was task 1b completed (yes/no)?	Pass/ fail	Video presentation: Ability to explain how case company could facilitate policy enactment (collaborating in diverse teams skills).	1–5
		Video presentation: Creativity in presenting Diversity Management Policy (to convince case company top management) (collaborating in diverse teams skills).	1–5
The final evaluation of task 1 – an average of the assessments above		**The final evaluation of task 2 – an average of the assessments above**	

The evaluation criteria have equal weight in task evaluation, but each of the six tasks has varying weight in the final grade depending on their scope. Task one represents 15 % of the grade, Task two represents 25 %, Task three represents 5 %, Task four represents 20 %, Task five represents 20 %, and Task

six represents 15 % of the final grade. Learners can be assigned a number individually, so teacher can share the evaluation rubrics with everyone in the course after evaluating each task without compromising the anonymity of the learners. Openly sharing grades ensures trust in the transparency of assessment.

Formative assessment (feedback and support for further development) is performed in two ways: via the course announcements and individual comments on the submitted deliverables. In the course announcements, in addition to sharing a summary of the content-related general takeaways, the teacher should share words of encouragement and appreciation for the entire class. The teacher could issue a video or text with a personal self-reflection similar to the one learners were asked to perform. Such communication creates bonds and trust in a virtual asynchronous course environment. Feedback on the teamwork is publicly shared in the forum. Thus, the teacher should be very constructive and specific about the team's output, start with several positive observations, and move to the issues "for improvement" rather than pointing to "mistakes".

When conducting formative assessment individually, the teacher should write at least a few lines of text for every learner about every individual task. This assessment should be personalised, demonstrating that the teacher is willing to engage with the learner. Using semiautomated evaluation rubrics does not create the needed atmosphere and relationships. The teacher could pick up on doubts or challenges that the learner has expressed and offer personalised advice, recommend materials for further studies, or share a personal story about a similar situation. If needed, critique should be provided by pointing learners to some overlooked facts rather than sharing moral teachings. For instance, sharing a reference to the rates of discrimination recorded in the country, which learners have ignored but should consider, offering to watch a movie that illustrates the situation that learners have overlooked, and similar suggestions would be recommended. Providing the 'right guidance' is less critical, as it is crucial to motivate learners to engage in further exploration through this personal coaching. If these assessment practices are followed, learners can deeply engage in reflections committing to DALJ.

9.8. PREREQUISITES

Requirements for learners:

- Open attitude and respect for others;
- Commitment to work virtually in individual and group assignments;
- Timely online response to virtual team members and the course teacher (maximum within 48 hours);
- Prior knowledge in management, human resource management, and cultural studies and strong IT literacy are advantages.

Requirements for the teacher:

- Open attitude and respect for others;
- Use of inclusive language (e.g., avoiding gender pronouns);
- The ability to express ideas clearly and concisely and to challenge and encourage students in written and video forms of communication;
- Genuine interest in diversity management and personal development and the ability to learn together with the students;
- Skills in coaching and knowledge in psychology are advantages.

Required tools:

- An online platform for continuous interaction (e.g., Moodle or Canva), which can provide the capacity for online forums, collaborative wikis, sharing contact information safely, and submitting assignments.
- Zoom or a similar tool to conduct real-time online Q&A sessions and to record video interviews and group presentations.
- Optional: Video editing tools if students plan to conduct an interview in another language than the official course language.

9.9. RECOMMENDED RESOURCES

Theme I

Obligatory reading:

- O'Donovan, D. (2018). Chapter 4: Diversity and Inclusion in the Workplace. In Machado & Davim (Ed.) Organizational Behaviour and Human Resource Management (pp. 73–108). Springer, Cham.

- Zhang, R., Wang, M. S., Toubiana, M., & Greenwood, R. (2021). Stigma Beyond Levels: Advancing Research on Stigmatization. Academy of Management Annals, 15(1), 188–222.

Videos lectures:

- Šilenskytė, A. (2022, May). Lecture: Introduction to diversity concept. [Video]. YouTube https://www.youtube.com/watch?v=NGcwSsw8A9w&t=13s
- Šilenskytė, A. (2022, May). Lecture: Introduction to Diversity Management. [Video]. YouTube https://www.youtube.com/watch?v=kqLCGNQjvhc&t=6s

Videos and video cases for Task 1a:

- TED (2009, October) Chimamanda Ngozi Adichie: The danger of a single story | TED [Video]. YouTube. https://www.youtube.com/watch?v=D9Ihs241zeg&t=1s
- Ministry for Ethnic Communities (2012, September). Diversity in the workplace: how race and ethnicity impacts on employment [Video]. YouTube https://www.youtube.com/watch?v=SGNkZY03Hjk
- Divided States of Women (2018, February). Divided States of Jobs ("Pink jobs") [Video]. Facebook https://www.facebook.com/watch/?v=155089325209216
- Participant (2018, November). The Empathy Gap: The Science of Empathy [Video]. YouTube https://www.youtube.com/watch?v=bdLOkqMfRJk
- TEDxTalks (2014, April). Disability and employment struggle- personal lessons: Paul Anomah-Kordieh at TEDxLabone [Video]. YouTube https://www.youtube.com/watch?v=UCxdtD25mVg
- What Would You Do? (2015, August). Same Sex Couple Discrimination + Lesbian Couple's Baby Registry | What Would You Do? | WWYD [Video]. YouTube https://www.youtube.com/watch?v=ve-VNv2wOzg
- Church Newsroom (2016, December). Everyday Example: Religion in the Workplace [Video]. YouTube. https://www.youtube.com/watch?v=xW8lQb0wJZY
- TED (2012, March). The power of introverts | Susan Cain [Video]. YouTube https://www.youtube.com/watch?v=c0KYU2j0TM4&list=PLVxMnLVb7n7jeD1MxosvPWPW5uxYIvmDm&index=3

Material that will help educator to design quantitative assessment for Task 1b:

- Georgia State University CIBER (2021, March). The Inclusion Competencies Inventory: A Skill-based Approach to Inclusion [Video]. YouTube https://www.youtube.com/watch?v=_g2XnM3hLF8&t=2s

Other thought-provoking videos and video cases that can be used in the class, online discussion forums, or assigned to the students for individual studies:

- TEDxTalks (2017, December). I've lived as a man & a woman -- here's what I learned | Paula Stone Williams | TEDxMileHigh [Video]. YouTube https://www.youtube.com/watch?v=lrYx7HaUlMY&t=7s
- TEDxTalks (2015, May). Practical diversity: taking inclusion from theory to practice | Dawn Bennett-Alexander | TEDxUGA [Video]. YouTube https://www.youtube.com/watch?v=ExcDNly1DbI
- Pourriat, E. (2014, February). "Oppressed Majority" (Majorité Opprimée) by Eleonore Pourriat [Video]. YouTube https://www.youtube.com/watch?v=V4UWxlVvT1A
- MTV (2015, July). White People | Official Full Documentary | MTV [Video]. YouTube https://www.youtube.com/watch?v=_zjj1PmJcRM

Theme II

Obligatory reading and video material:

- Nishii, L. H., & Özbilgin, M. F. (2007). Global diversity management: towards a conceptual framework. The International Journal of Human Resource Management, 18(11), 1883–1894.
- Riccò, R., & Guerci, M. (2014). Diversity challenge: An integrated process to bridge the 'implementation gap'. Business Horizons, 57(2), 235–245.
- Friday, E., & Friday, S. S. (2003). Managing diversity using a strategic planned change approach. Journal of Management Development, 22(10), 863–880.
- Kossek, E. E., Lobel, S. A., & Brown, J. (2006). Human resource strategies to manage workforce diversity. In A. M. Konrad P. Prasad (Eds.), book of Workplace Diversity (pp. 53–74). Sage. (Students can read and use only tables in the chapter)
- Liu, C. (2021). Why Do Firms Fail to Engage Diversity? A Behavioral Strategy Perspective. Organization Science, 32(5), 1193–1209.

- Gardner, S.K. (2019, August). Equity and Equality. [Video]. YouTube https://www.youtube.com/watch?v=nCS7Rus4_-Y
- HBR Video (2016). Why the Most Common Diversity Programs Don't Work. [Video]. Harvard Business Review https://hbr.org/video/5108682441001/why-the-most-common-diversity-programs-dont-work
- INSEAD (2008). Diversity is not diversity is not diversity. [Video]. YouTube https://www.youtube.com/watch?v=nqayUpQPZJM

Videos lectures:

- Šilenskytė, A. (2022, May). Lecture: Diversity Management in Organizations. [Video]. YouTube https://www.youtube.com/watch?v=yc9axBVCWlY&t=4s
- Šilenskytė, A. (2022, May). Lecture: Implementing Diversity Management [Video]. YouTube https://www.youtube.com/watch?v=GreCQmMgQHY&t=17s

Some of the optional readings:

- Swan, E. (2010). Commodity diversity: Smiling faces as a strategy of containment. *Organisation*, 17(1), 77–100.
- Sippola, A. (2007). Developing culturally diverse organisations: a participative and empowerment-based method. *Women in Management Review*, 22(4), 253–273.
- Shen, J., Chanda, A., D'netto, B., & Monga, M. (2009). Managing diversity through human resource management: An international perspective and conceptual framework. *The International Journal of Human Resource Management*, 20(2), 235–251.
- Boxenbaum, E. (2006). Lost in translation: The making of Danish diversity management. *American Behavioral Scientist*, 49(7), 939–948.
- Toll, E. (2021). "What is 'Workplace Microaggressions'?" Retrieved from: https://www.diversityresources.com/workplace-microaggressions-training/

Theme III

Material:

- The student selects study material according to their topic.
- It is recommended that the teacher creates one interview on a less openly discussed topic, e.g., sexual orientation, and provides the video as an example to the students.

- Guiding summary on how to conduct the interview ethically and keep GDPR rules could be designed upon: Finnish Social Science Data Archive (n.d.) Data Management Guidelines. https://www.fsd.tuni.fi/aineistonhallinta/en/anonymisation-and-identifiers.html

9.10. GENERAL TIPS FOR TEACHERS

The teacher's ability to demonstrate personal shortcomings without losing authority and commitment to learners' growth enhances the safe atmosphere in the course. The teacher must be an inclusive role model and show equal attention to every learner in the course. This is challenging with large groups of learners but achievable through sincere, continuous communication. The teacher must be respectful of learner objections. When handling objections, the teacher must lead the discussion focusing on facts rather than feelings or personal opinions, demonstrating that everyone's (even those who object to diversity or a particular diversity dimension) point of view is respected. Finally, the teacher should openly share their own biases and personal efforts to overcome them in general and in personal communication with the learners. The latter reinforces the message about continuous personal development towards inclusion and creates shared social identity even if the teacher might be more advanced in the diversity journey.

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