



**94-837 Fall Semester 2021**  
**Leading with Equity & Inclusion:**  
**Personal & Interpersonal**

**September 19 | 9:30 am - 3:30 pm | in person**

**October 3 | 9:30 am – 3:30 pm | in person**

\*required virtual meeting in small groups with instructor once between the in-person session

**Instructor information**

<b>Name</b>	Grace Stewart
<b>Contact Info</b>	609.850.1100 (c) <a href="mailto:gastewar@andrew.cmu.edu">gastewar@andrew.cmu.edu</a>
<b>Office location</b>	Zoom office hours: <a href="https://cmu.zoom.us/j/6202651672">https://cmu.zoom.us/j/6202651672</a>
<b>Office hours</b>	<a href="https://calendly.com/gstewart-aam/office-hours">https://calendly.com/gstewart-aam/office-hours</a>

**Course Description**

Many talented and otherwise successful leaders lack the skills, competencies, and experience to practically embed their deeply held values of diversity, equity, and inclusion (DEI) into their management practice. DEI work requires a different approach and process than most other ways we learn to work, manage, and lead. Oppression manifests at four levels: personal, interpersonal, organizational, and structural or systemic. To create a more equitable society, leaders must be prepared to address oppression at all four of these levels, often simultaneously. Part 1 of Leading with Equity & Inclusion will focus on the first two levels, personal and interpersonal, as you develop your inclusive management vision. Beginning with foundational knowledge of the evolution and current trends of DEI in organizations, you will examine how your identity, experiences, and culture shape your management style and work preferences, and how you show up at work and in your interactions and relationships with others. You will engage in critical discussions around topics of power and privilege, white dominant culture traits, intercultural competency, microaggressions, and unconscious bias. You will develop your personal inclusive management vision based on deep self-reflection and analysis of your personal and professional values.

**Learning Outcomes**

By the end of this micro-course you will...

- Understand and be prepared to articulate to others why leaders should care about and center equity.
- Be introduced to data about the racial leadership gap and the audiences served and left out of the social welfare market in order to build a sustainability case for centering equity and inclusion.
- Develop shared foundational language to understand and articulate what words such as diversity, equity, and inclusion (among others) mean in general, for employers, and specifically for you.
- Gain a working understanding of the DEI field, visions for the future, the ecosystem of equity work, and how to determine what kind of DEI consultant you may want to work with and/or DEI program you want to

participate in

- Understand how your identity, experiences, and culture shape your management style and work preferences, and how you show up at work and in interactions and relationships with others.
- Practice communication and conflict resolution while centering equity and inclusion during group discussions
- Practice evaluating your decision-making processes and outcomes through an equity lens
- Develop your personal inclusive management vision- a document/tool you can continue to refine throughout your career that will be your north star for living into your values as a manager and leader

## Learning Resources

- All required reading and viewing materials will be available via Canvas and/or via links in the syllabus.
- Given this is a micro-course, we will not have the opportunity to dive deeply into each topic. Therefore, additional, recommended reading materials will be listed in Canvas for those that are interested in further investigation.

## Group Agreements

Due to the nature and content of this course, we will be engaging in challenging discussions that benefit from collectively held group agreements. The agreements below are a starting point for our time together and may be collectively expanded and/or refined during the course of the semester.

- We give ourselves permission to learn in public and respect that all questions are welcome
- We acknowledge that there are no easy answers
- We speak from our own experience using “I” statements and don’t argue with lived experience
- We commit to stepping up and stepping back by being aware of our “air time”
- We assume positive intentions and take responsibility for our impact
- We honor the trust and confidentiality of our peers and colleagues

## Assessments

The final course grade will be calculated using the following categories:

Assessment	Percentage of Final Grade
Participation in Group Discussions	30%
Reflection Journal	50%
Inclusive Management Vision	20%

- Participation in Group Discussions: In order to get the most out of this course, students will be expected to engage in deep reflection of self and society, and practice engaging in sometimes difficult conversations and discussion topics. Therefore, a significant portion of the grade for this course will be based on participation in large and small group discussions which will take place during class and virtually through engagement on class discussion boards.
- Reflection Journal: Each student is required to complete a Reflection Journal which will include exercises and worksheets, as well as space for journaling. The Reflection Journal will be available as a Google Doc shared between instructor and student.
- Inclusive Management Vision: A final document of your Inclusive Management Vision will be due at the end of the course and submitted via Canvas.

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

Grade	Percentage Interval
A+	98-100%
A	94-97%
A-	91-93%
B+	88-90%
B	84-87%
B-	81-83%
C+	78-80%
C	74-77%
C-	70-73%
D,R (F)	>70%

### Grading Policies

- **Late-work policy:** Reflection Journal assignments and Inclusive Management Vision document- **if late** without prior approval, lose 20% for each 24 hours
- **Attendance and participation policy:** Due to the structure of the micro-course, attendance is required for the full day for the two in person meeting days. If you are aware of a scheduling conflict that will prevent your participation, please consider enrolling in the course at another time. While attendance itself is not graded, participation in group discussions is 40% of your final grade and will be tracked by tallying discussion contributions during in person class time and virtual small group meeting time, as well as engagement through discussion boards.

### Accessibility and Accommodations

- **Accommodations for students with disabilities:** If you have a disability and require accommodations, please contact Catherine Getchell, Director of Disability Resources, 412-268-6121, [getchell@cmu.edu](mailto:getchell@cmu.edu). If you have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate.

### Self-Care and Support

- **Center your wellbeing.** Your physical, mental, emotional, spiritual, and social wellbeing should not take a back seat to other forms of “success” and “achievement”. Our sectors are plagued by the burnout of ambitious and talented folks with great intention and lots of passion. Doing good work for the betterment of

society is a marathon, not a sprint. Prioritizing your personal wellness is something that requires practice and intention. I highly recommend developing a personal self care plan that will help you achieve your wellness goals and cope with stress.

- All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of a professional education experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.
- If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty, or family member you trust for help getting connected to the support that can help.

## Course Schedule

Date	Theme/Topic	Learning Outcomes Addressed	Assignments Due By Date of Class <i>(unless otherwise specified)</i>
9/19/21	Introduction	<ul style="list-style-type: none"> <li>• Understand purpose and course focus, course flow/timeline, and instructor’s philosophy and approach to DEI;</li> <li>• determine group agreements;</li> <li>• explore how we are coming to this work</li> </ul>	<ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Read: <a href="#">Courageous Conversations Compass</a>;</li> <li>• Complete Section 1 of the Reflection Journal Assignments</li> </ul>
9/19/21	Definitions & Core Concepts	<ul style="list-style-type: none"> <li>• be able to clearly define/ distinguish the different terms and concepts most commonly used in DEI work from a personal perspective and how they are applied to an organization</li> </ul>	<ul style="list-style-type: none"> <li>• Read/review <a href="#">Racial Equity Tools Glossary</a></li> <li>• Complete Section 2 of the Reflection Journal Assignments</li> </ul>
9/19/21	Evolution & Current State of DEI in orgs	<ul style="list-style-type: none"> <li>• be able to chart (broadly) the development of DEI initiatives and language;</li> <li>• be able to cite data and research to evaluate the current state of the field/organization;</li> <li>• recognize opportunities for improvement;</li> <li>• and articulate cases and recommendations for DEI efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Read/watch:               <ul style="list-style-type: none"> <li>○ <a href="#">Gathering Ground Episode 25: Sean Thomas-Breitfeld and Race to Lead: Revisited</a>;</li> <li>○ <a href="#">Race to Lead Revisited: Obstacles and Opportunities in Addressing the Nonprofit Racial Leadership Gap</a>;</li> <li>○ <a href="#">Making Differences Matter: A New Paradigm for Managing Diversity</a>;</li> <li>○ <a href="#">Getting Serious About Diversity: Enough Already with the Business Case</a></li> </ul> </li> <li>• Complete Section 3 of the Reflection Journal Assignments- <b>Due 9/26/21</b></li> </ul>

9/19/21	Identity, Values, & White Dominant Culture	<ul style="list-style-type: none"> <li>• Understand one's own identities and the role of privilege associated with those identities;</li> <li>• consider intersectionality of those identities and impact on lived experiences;</li> <li>• consider authenticity in the workplace in regards to identities</li> <li>• identify personal and professional values and how those values are created, expressed/realized;</li> <li>• understand how values contribute to work style and management style</li> <li>• be able to define and identify examples of white dominant culture, how it shows up for the individual and how it shows up in workplace culture/norms</li> </ul>	<ul style="list-style-type: none"> <li>• Read/Watch: <ul style="list-style-type: none"> <li>○ <a href="#">TedTalk   Kimberle Crenshaw: The Urgency of Intersectionality</a></li> <li>○ <a href="#">White Fragility by Robin DiAngelo</a></li> <li>○ <a href="#">White Dominant Culture and Something Different</a></li> </ul> </li> <li>• Complete Section 4 of the Reflection Journal Assignments- <b>Due by the time of your small group meeting</b></li> <li>• <b>Be sure to schedule a time for your small group to meet virtually for 2 hours with Instructor between 9/19/21 and 10/3/21.</b></li> </ul>
10/3/21	Intercultural Competency/ Unconscious Bias	<ul style="list-style-type: none"> <li>• understand how we associate values with culture to recognize our own unconscious bias;</li> <li>• be able to recognize differences that make a difference and how we adapt in situations of difference</li> </ul>	<ul style="list-style-type: none"> <li>• Read/Watch: <ul style="list-style-type: none"> <li>○ <a href="#">Developmental Model of Intercultural Sensitivity</a></li> <li>○ <a href="#">How to Outsmart Your Own Unconscious Bias   Valerie Alexander</a></li> <li>○ <a href="#">11 Harmful Types of Unconscious Bias and How to Interrupt Them</a></li> <li>○ <a href="#">Your Unconscious Bias Training Keeps Failing Because You're Not Addressing Systemic Bias</a></li> </ul> </li> <li>• Complete Section 5 of the Reflection Journal Assignments</li> </ul>
10/3/21	Inclusive Communication & Intercultural Conflict	<ul style="list-style-type: none"> <li>• identify and understand different communication styles and how to adapt to others' communication styles;</li> <li>• be able to recognize and respond to microaggressions;</li> <li>• be able to receive and provide effective feedback</li> <li>• understand and identify different types of conflict and conflict resolution styles</li> </ul>	<ul style="list-style-type: none"> <li>• Read/Watch: <ul style="list-style-type: none"> <li>○ <a href="#">When and How to Respond to Microaggressions</a></li> <li>○ <a href="#">The Intercultural Conflict Style Inventory: A conceptual framework and measure of intercultural conflict resolution approaches</a></li> <li>○ <a href="#">Radical Candor in 6 Minutes with Kim Scott</a></li> </ul> </li> <li>• Complete Section 6 of the Reflection Journal Assignments</li> </ul>

10/3/21	Power, Equity, & Inclusion in Leadership & Decision Making	<ul style="list-style-type: none"> <li>● consider the influence of identities and positional privilege;</li> <li>● Identify and recognize when to use different types of power;</li> <li>● Understand how does power and privilege impact perspectives in workplace and impact relationships;</li> <li>● Consider what power sharing means and how it is enacted</li> <li>● use an equity lens/framework to evaluate decisions in real time</li> </ul>	<ul style="list-style-type: none"> <li>● Read/Watch: <ul style="list-style-type: none"> <li>○ <a href="#">Advancing Health Equity: Key Questions for Assessing Policy, Processes, and Assumptions</a></li> <li>○ <a href="#">Equity in Decision Making</a></li> <li>○ <a href="#">Racial Equity Toolkit: An Opportunity to Operationalize Equity</a></li> <li>○ <a href="#">8 Types of Power for Today's Leaders</a></li> </ul> </li> <li>● Complete Section 7 of the Reflection Journal Assignments- <b>due 10/10/21</b></li> </ul>
10/3/21	Inclusive Management & Leadership	<ul style="list-style-type: none"> <li>● Identify and understand characteristics and competencies of inclusive leadership</li> <li>● Be able to articulate and operationalize personal inclusive management vision</li> </ul>	<ul style="list-style-type: none"> <li>● Read/Watch: <ul style="list-style-type: none"> <li>○ <a href="#">Why Inclusive Leaders are Good for Organizations and How to Become One</a></li> <li>○ <a href="#">How Inclusive is Your Leadership?</a></li> <li>○ <a href="#">The 5 Disciplines of Inclusive Leaders: Unleashing the Power of All of Us</a></li> </ul> </li> <li>● <b>Complete Inclusive Management Vision Document- due 10/10/21</b></li> </ul>