



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

Guess Who's Coming to Deliver?: A Meaningful Classroom Conversation about Microaggressions

This case will help students to identify types of microaggressions and to understand the damage that microaggressions can cause to professional and organizational-level outcomes. This session will engage participants in a discussion on microaggressions as we share and elicit ideas on facilitating meaningful classroom discussions on the topic.

Keywords: microaggressions, diversity, inclusion, leadership

2) Teaching Implications:

This case is designed to provide students with an overview of microaggressions and how they can affect professional and organizational-level outcomes.

Microaggressions are “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation, and religious slights and insults to the target person or group” (Sue, 2010). Researchers have identified three types of microaggressions: microassault, microinsult, and microinvalidation.

In this case, students will learn to identify and classify microaggressions according to their underlying themes. This case highlights the importance of creating an inclusive work environment. Students will also practice ways to mediate situations with people who have different social identities and values. This case is designed to help students grapple with “real world” management issues in a supportive and nonthreatening classroom environment.

This case can be used as part a course on diversity issues in management or as standalone case in an organizational behavior, human resource management, or leadership class. After facilitating a class discussion on the case, the facilitator should provide a debriefing session that covers actionable items that the students learned as well as the outcomes of the actual case.

Learning Objectives:

1. Explore the challenges related to engaging with people who have different social identities and/or values.

2. Recognize the importance of maintaining an inclusive and equitable work environment, especially if such an environment is expected and/or espoused by your organization.
3. Increase students understanding of how microaggressions, privilege, and oppression can affect individuals in the workplace.

3) Session Description and Plan:

We are requesting 60 minutes for our interactive session. During our assigned time, we will provide an overview of the different types of microaggressions and explain the learning objectives of our case. As the interactive component, we will administer the case by engaging in small group and large group dialogue. Afterwards, we will debrief the participants and have a question and answer session.

Welcome & Introduction Exercise (10 minutes)

- Introduction to session and overview of microaggressions
- Learning objectives
- Case distribution – “Guess Who’s Coming to Deliver?: A Meaningful Classroom Conversation about Microaggressions”

Small Group Dialogue (20 minutes)

- Consult the case for questions to discuss, specifically, your group should make a decision regarding the course of action that should be taken.
- Discuss any issues that you have had while teaching about microaggressions? How did you handle the issues?
- What are your specific questions or suggestions for discussing microaggressions or handling issues with those discussions in the classroom?

Small Group Reports Outs (10 minutes)

Large Group Dialogue (10 minutes)

- Develop a list of best practices for administering this case and on leading classroom discussions on microaggressions.

Debrief and Wrap-Up (10 minutes)

- Reveal the outcome of the case.
- Share one thing they learned about facilitating discussions on microaggressions that they can apply in the classroom.
- Citation and additional resources that might be helpful in the facilitation of the case.
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- Sue, D. W., Capodilupo, C. M., Nadal, K. L., Torino, G. C. (2008). Racial microaggressions and the power to define reality. *American Psychologist*, 63, 277-279.
- Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist*, 63, 274-275.

*Sue (2010) was cited in the text.

4) Application to Conference theme:

Our session is related to the overall OBTC conference theme of *Navigating the Changing Currents*. Recent events in America and around the world seemed to uncover threats and aversions to diversity and inclusion as well as unfettered utterances of superiority and/or nationalism. Current news articles on trigger warnings, safe spaces, and free speech suggest that educators may perceive such rhetoric as a threat to our ability to engage in interactive dialogue, to challenge our students, and to create meaningful classroom experiences. Such intolerance for the diversity of thought can encumber educators who seek to discuss these issues in the classroom. We offer our case, *Guess Who's Coming to Deliver*, as a mechanism through which educators can discuss microaggression, an important and socially-relevant topic that can hinder or promote professional and/or organizational-level outcomes.

5) Unique Contribution to OBTC:

This work has not been presented at another conference nor is it under review at a journal.

APPENDIX A

Guess Who's Coming to Deliver?

John Bowman has been the delivery manager at DIY Warehouse in Kressley, North Carolina for 3 years. Given the nature of the job, he has considerable experience handling customer service issues ranging from late deliveries to damaged products. During his tenure, he has also had his share of satisfied customers who are pleased with their service and who contacted the store to leave positive feedback.

John was facing a full day of deliveries and his first delivery team, Marcus Bradley and Alex Brooks, had already loaded the truck, and left for the day. He like working with veteran employees like Marcus and Alex. The two had worked together for years and had done a great job.

John just received a call from the customer who was Marcus and Alex's third delivery of the day. The customer, Joyce Kinney, called to request that "only White drivers be assigned to make her delivery because she did not allow Black people in her house." John was stunned at the request, but he was unsure of how to handle the issue. Marcus, an African-American, had been with the company for more than 10 years. Given the short-time in which to make a decision, John decided to consult the manager-on-duty.

Bob Kallen was the store manager at DIY Warehouse. He liked his job and thought he was relatively good at it. Bob was having a great morning and was about to greet the incoming shift as his delivery manager, John Bowman, approached him with a customer service dilemma. This might be a very long day.

DIRECTIONS: In cases that involve discrimination, human resource professionals may assess the following questions. However, in these instances, both parties (i.e., the person discriminated against and the offender) are usually employees within the organization. In this case, the event involves a customer and an employee. How would you address/handle this situation? Be sure to consider information from our class or other classes to support your decision and explain your reasoning. Additional information on Kressley, NC and DIY Warehouse is included in the Appendices.

APPENDIX B

Demographic Information from Kressley, North Carolina

Kressley, North Carolina is a small town that is located on the northern border of North Carolina. With a population of approximately 43,000, Kressley is known as the “Heart of Northern North Carolina” with the requisite “qualities of small-town charm.” Kressley’s estimated median household income is \$30,188 which is half of the median household income for North Carolina. The demographic make-up of Kressley’s population is as follows:

		Percentage
Males	19,617	45.7
Females	23,290	54.3
Asian	509	1.2
African-American or Black	21,086	48.1
Caucasian or White	19,943	45.5
Hispanic	1,365	3.1
Native American	27	.06
Pacific Islander	9	.02
Two or more races	669	1.5
Other	35	.08
Median resident age	41.8 years	

APPENDIX C

DIY Warehouse's Diversity and Inclusion Statement

DIY Warehouse dedication to diversity and inclusion grows from the steadfast values of our employees and extends to every corner of our company. We draw upon the strength of collaboration, bringing together many unique individuals in the workplace and the community to better meet the needs of our employees and our customers. Recruiting, developing and retaining a diverse work force ensures a welcoming customer experience, enhances partnerships and strengthens community involvement.

At DIY Warehouse, inclusion means creating a place where everyone has the opportunity to grow and succeed. DIY Warehouse is committed to treating each customer, employee, community, investor and vendor with respect and dignity. Our Diversity Advisory Council and Diversity Leadership Teams, co-chaired by Robert A. Niblock, DIY Warehouse chairman and chief executive officer, and Larry D. Stone, president and chief operating officer, regularly meet to provide direction and review progress of diversity and inclusion initiatives.

We focus on diversity and inclusion in four areas:

- Work Force
- Customers
- Suppliers
- Community

An inclusive work force helps provide our diverse customer base with the products and services they need from a home improvement retailer. Providing all employees the opportunity to raise awareness and strengthen their understanding of diversity and inclusion forms the solid foundation of DIY Warehouse. DIY Warehouse training and development programs are designed to foster open communication, inclusion and equal employment opportunities for all.

DIY Warehouse remains focused on investing in programs that create value for our customers and our company. Our supplier diversity program is part of our overall commitment to enhance economic development in the diverse communities we serve. DIY Warehouse is a member of 15 regional supplier diversity councils, as well as the following organizations and associations: Catalyst, Executive Leadership Council, National Black MBA Association, National Organization on Disability, National Society of Hispanic MBAs, National Minority Supplier Development Council, Students in Free Enterprise, United Negro College Fund, Hispanic Scholarship Fund, Urban League and United States Business Leadership Network

APPENDIX D

DIY Warehouse's Employee Relations Statement

DIY Warehouse adheres to the employment policies and practices of non-discrimination as it relates to sex, race, color, religion, natural origin, age, handicap or sexual orientation. All Employees are expected to conduct themselves in such a manner as to maintain a working environment free of discrimination of any kind.