

### 3.4.13: Assignment- Develop a Diversity Allies Program

#### Scenario

Achieving a diverse workplace requires more than a business case; it requires us—both individually and collectively—to question our assumptions and the business practices and policies based on these assumptions. Complicating matters, the terminology itself is interpreted differently by different people and generations and has become political and emotionally charged. Research suggests that a majority of employees consider themselves allies, but don't know how to be effective in that role—a role that is particularly critical in addressing more subtle but pervasive acts of microaggression.

#### Your Task

In your second rotation, you are reporting to the firm's Chief Diversity Officer, who is also the lead consultant for the firm's Diversity and Inclusion practice. You have been asked to develop a pilot diversity allies program to address these issues. The program will be tested "in house" and, if successful, offered as a service to clients. Specifically, your task is to define the desired group composition (diverse on what basis) and develop a half-day program that guides the group to develop a shared working definition of diversity, identify relevant program success metrics, identify potential challenges and associated training (i.e., conflict management), policies and support networks needed to implement a successful diversity allies program.

#### Grading Rubric

Criteria	Inadequate (40%)	Minimal (60%)	Adequate (80%)	Exemplary (100%)	Total Points
Organization and format	<b>2 pts</b> Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information.	<b>3 pts</b> Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions may be evident but not used throughout the essay. Organization and format used may detract from understanding the material presented.	<b>4 pts</b> Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented.	<b>5 pts</b> Writing shows high degree of attention to details and presentation of points. Format used enhances understanding of material presented. Unity clearly leads the reader to the writer's conclusion and the format and information could be used independently.	<b>5 pts</b>

Criteria	Inadequate (40%)	Minimal (60%)	Adequate (80%)	Exemplary (100%)	Total Points
Content	<b>8 pts</b> Some but not all required questions are addressed. Content and/or terminology is not properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing.	<b>12 pts</b> All required questions are addressed but may not be addressed with thoughtful consideration and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.	<b>16 pts</b> All required questions are addressed with thoughtful consideration reflecting both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	<b>20 pts</b> All required questions are addressed with thoughtful in-depth consideration reflecting both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	<b>20 pts</b>
Development —Critical Thinking	<b>8 pts</b> Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author's opinion with no supporting evidence presented.	<b>12 pts</b> Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/ or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The evidence presented may not support conclusions drawn.	<b>16 pts</b> Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	<b>20 pts</b> Content indicates synthesis of ideas, in-depth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.	<b>20 pts</b>

Criteria	Inadequate (40%)	Minimal (60%)	Adequate (80%)	Exemplary (100%)	Total Points
Grammar, Mechanics, Style	<b>2 pts</b> Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding.	<b>3 pts</b> Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not support understanding of the content.	<b>4 pts</b> Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content.	<b>5 pts</b> Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance understanding of the content.	<b>5 pts</b>
				Total:	50 pts

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