

Course Outline

Course: Religious Accommodation for the
Workplace and Schools (May 2011)

Taught by: Nadir Shirazi, President of Multifacet™
Diversity Solutions Ltd.

To Register:
<http://db2.centennialcollege.ca/ce/coursedetail.php?CourseCode=HRMT-321>

Bio:

Nadir Shirazi is the President and CEO of Multifacet™ Diversity Solutions Ltd. a consulting company that specializes in religious diversity training for the workplace. He is also the Program Coordinator at the University of Toronto's Multi-Faith Centre for Spiritual Study and Practice.

Nadir has consulted on the topic of Religious Accommodation in the Workplace and Schools for organizations such as IBM Canada, Scotiabank, the Ontario Government, and the Federal Government of Canada. He has presented insights to groups such as the Canadian Association of Career Educators and Employers, Diversity Best Practices Group, and the Conference Board of Canada's Council for Inclusive Workplaces. In addition he has been featured in the Globe and Mail, Toronto Star, Maclean's Magazine, and CBC Radio on the emerging diversity field of religion, faith, and spirituality in public life. He has authored "Religion and Spirituality in the Workplace" an on-demand webinar for the Human Resources Professionals Association (HRPA).

Nadir is also pursuing his Masters in Adult Education from the Ontario Institute for Studies in Education at the University in Toronto (OISE U of T) in "Workplace Learning and Social Change". His research areas include the role of Multi-Faith Centres, as well as the growing trends surrounding organizations and religious accommodation in the workplace and schools.

www.multifacet.ca

Course Description

As Canadian workforce and schools demographics continue to change, organizations big and small are realizing that the topic of “Religion in the Workplace” can no longer be ignored. This course will provide practical training that will teach employers how to accommodate issues that arise in the workplace such as meditation, faith holidays, dietary restrictions, modes of dress, stereotyping and more. Using a theme based approach the course will look at how to deal with the day to day realities of a changing Multi-Faith Canadian work force. Designed to serve organizations that are just starting religious accommodation, or are looking to enhance existing training and practices.

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. **Recommend permanent and temporary solutions for workplace quiet/meditation space**
2. **Integrate prospective and current hires into the workplace who wear visible religious symbols or clothing**
3. **Incorporate faith holidays into the work planning calendar apart from statutory holidays**
4. **Enhance Understanding of different dietary restrictions and how they relate to workplace life**
5. **Diagnose societal stereotypes about religious groups, and how stereotypes enter and impact the workforce**
6. **Solve challenges relating to religious diversity and intersection with other forms of diversity such as sexual orientation, gender, and culture**
7. **Design a policy on religious accommodation in the workplace**
8. **Measure overall organization religious accommodation and create scalability to prepare for future needs**

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to:

1. **Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.**
2. **Respond to written, spoken, or visual messages in a manner that ensures effective communication.**
3. **Analyze, evaluate, and apply relevant information from a variety of sources.**
4. **Show respect for the diverse opinions, values, belief systems, and contributions of others.**

- 5. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.**

Global Citizenship and Equity (GC&E) Outcomes

- Global Citizenship and Equity outcomes will be added to courses in programs undergoing comprehensive program review and/or have been specifically identified to undergo the process of incorporating GC&E into curriculum. If your program has not started either of these processes please ignore this section and delete it from the course outline
- Choose only those GC&E outcomes that are developed and assessed in the course
- A typical course that incorporates GC&E will be able to meet 1-2 GC&E outcomes; however, not every course must incorporate a GC&E outcome
- Chosen GC&Es must be tied to course evaluation. Each GC&E chosen must be a target of one or more of the course assessment tasks
- Delete the GC&E outcomes from the list below that are not assessed
- Delete this section if this course does not assess any GC&E outcomes

The student will reliably demonstrate the ability to:

- 1. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.**
- 2. Analyze issues of equity at the personal, professional, and global level.**

Prior Learning Assessment & Recognition (PLAR) Process(es)

N/A

Text and Other Instructional/Learning Materials

The Multi-Faith Education and Accommodation Guide for the Workplace

Author: Nadir Shirazi

Multifaith Calendar 2011

Author: Multifaith Action Society

The Multifaith Information Manual

Author: The Ontario Multifaith Council

Evaluation and Grading System

As this is a brand new course, it is designed more to provide information and introduce a topic to workplace professionals. As such assignments are designed to evaluate whether students can articulate the relevant themes of the course.

Evaluation Description	Weight /100
Assignment #1-6 In Week 2,4,6,8,10,12 students are presented with a theme of the course and are given different scenarios that relate to theme. In Weeks 3,5,7,9,11,13 the students will present solutions to the themes and scenarios presented the week before. This will be done in small group discussion and presented to the class.	N/A
Assignment # 7 In the final week (15) students will be asked to present a policy and measurement framework (learned in week 14) that incorporates all the major themes from weeks 2-13 .They will be asked to each articulate how they could then present this in oral, written, or other formats to their organization.	N/A

Use of Dictionaries

It is the responsibility of the program faculty in consultation with the department Chair to decide on the conditions of dictionary use by students.

Choose one or more of these statements regarding the use of dictionaries:

- **Any dictionary (hard copy or electronic) may be used in regular class work;**

Topical Outline

WEEK	TOPICS	READINGS/ MATERIALS	WEEKLY LEARNING OUTCOMES	INSTRUCTIONAL STRATEGIES	COURSE EVALUATIONS/ ASSIGNMENTS
1	-Overview of religious accommodation in the workplace and schools in Ontario and Canada	-Introduction and sections of <i>Multi-Faith Guide for the Workplace</i> (MFGW) -Media articles, sector developments, research relating to religious accommodation	-Portray the overall state of religious accommodation in the workplace in Ontario and Canada -Reflect on where organizations and students are individually on this topic in terms of accommodation and comfort levels	-Teacher Led Instruction -Class Discussion -Formulation of Learning Groups	
2	- Prayer/meditation in workplace Part 1	-Section on quiet space in the MFGW	-Breakdown the different forms of meditation that are practiced by different groups/individuals, and how those different practices need to be accommodated in workplace environments	-Teacher Led Instruction -Video Training -Large Group Discussion	
3	-Prayer/meditation in the workplace Part 2	-As above	-Recommend permanent and temporary solutions for workplace quiet/meditation space	- Small Group Problem Solving -Scenario Role Playing	-Assignment #1 Present Solutions From Week 2 Scenarios
4	-Modes of dress and religious groups Part 1	-Section on modes of dress in the MFGW	-Breakdown the different forms of attire and appearances that are practiced by different groups/individuals, and how those different practices are perceived in workplace environments	-Teacher Led Instruction -Video Training -Large Group Discussion	

WEEK	TOPICS	READINGS/ MATERIALS	WEEKLY LEARNING OUTCOMES	INSTRUCTIONAL STRATEGIES	COURSE EVALUATIONS/ ASSIGNMENTS
5	-Modes of dress and religious groups Part 2	-As above	-Integrate prospective and current hires into the workplace who wear visible religious symbols or clothing	-Small Group Problem Solving -Scenario Role Playing	Assignment #2 Present Solutions From Week 4 Scenarios
6	-Religious holidays/observances Part 1	-Section on religious holidays/observances in the MFGW	Breakdown the different religious holidays that are practiced by different groups/individuals, and how they fit or do not fit into the structured work week	-Teacher Led Instruction -Video Training -Large Group Discussion	
7	-Religious holidays/observances Part 2	-As above	-Incorporate faith holidays/observances into the work planning calendar apart from Statutory holidays	- Small Group Problem Solving -Scenario Role Playing	Assignment #3 Present Solutions From Week 6 Scenarios
8	-Dietary restrictions Part 1	-Section on dietary restrictions in the MFGW	Breakdown the different dietary are practiced by different groups/individuals, and how they fit or do not fit into workplace dining and work related social activities	-Teacher Led Instruction -Video Training -Large Group Discussion	
9	-Dietary restrictions Part 2	-As above	-Enhance understanding of different dietary restrictions and how they relate to workplace life	- Small Group Problem Solving -Scenario Role Playing	Assignment #4 Present Solutions From Week 8 Scenarios
10	-Religious stereotypes Part	-Section on dietary restrictions in the	Breakdown the different stereotypes that exist about	-Teacher Led Instruction	

WEEK	TOPICS	READINGS/ MATERIALS	WEEKLY LEARNING OUTCOMES	INSTRUCTIONAL STRATEGIES	COURSE EVALUATIONS/ ASSIGNMENTS
	1	MFGW	different religious groups/individuals, and how they impact organizations	-Video Training -Large Group Discussion	
11	-Religious stereotypes Part 2	-As above	-Diagnose societal stereotypes about religious groups, and how stereotypes enter and impact the workforce	- Small Group Problem Solving -Scenario Role Playing	Assignment #5 Present Solutions From Week 10 Scenarios
12	-Intersecting diversity Part 1	-Section on intersecting diversity In the MFGW	-Breakdown the different forms of diversity that exist and how they compliment or clash with different religious groups/individuals	-Teacher Led Instruction -Video Training -Large Group Discussion	
13	-Intersecting diversity Part 2	-As Above	-Solve challenges relating to religious diversity and intersection with other forms of diversity such as sexual orientation, gender, politics and culture	- Small Group Problem Solving -Scenario Role Playing	Assignment #6 Present Solutions From Week 12 Scenarios
14	-Religious accommodation policy development and measurement	-Section on religious accommodation policy development and measurement in the MFGW	-Design a policy on religious accommodation in the workplace and framework for measurement	-Individuals will actually create religious accommodation policy and present and develop a measurement	

WEEK	TOPICS	READINGS/ MATERIALS	WEEKLY LEARNING OUTCOMES	INSTRUCTIONAL STRATEGIES	COURSE EVALUATIONS/ ASSIGNMENTS
				framework	
15	-Religious accommodation and planning for the future	-Section on religious accommodation future forecasting In the MFGW	-Measure overall organization religious accommodation and create scalability to prepare for future needs -Formulate a report for organization on religious accommodation as a result of this course -Forecast future needs and issues on religious accommodation as population keeps changing	-Teacher-led instruction -Groups will share how knowledge attained will benefit them in organization -Measurement metric presented by Instructor -Forecasting for future Religious Accommodation needs in the workplace	Assignment #7 -Final Group Presentations that brings in all the themes of the course and provides a policy and measurement framework on Religious Accommodation in the Workplace