**Needs Assessment Part A**

**Ahmad Alkandari**

**Brian Coakley**

**Céline Doucet**

**Danelle Doucet**

**Taylor McMullen**

**Ji Hyun Park**

**MGMT 4486**

**Dr. Heidi Weigand**

**May 15, 2019**

**Organizational Analysis**

**Strategic Alignment**

Saint Mary’s University’s (SMU) Strategic Plan 2017-2022, clearly states that it values cultural awareness. Its vision is to be the university of choice for people all around the world and to serve the community both locally and globally. SMU’s goal is to promote diversity and strengthen relationships between people of different cultures. In terms of training, intercultural training has been given to 270 members of staff and faculty. Intercultural learning is essential, the university shows an increase in percentages of students with global experience and a number of faculty and staff who possess global experience and intercultural competence training. The rise of participation and engagement of international and multicultural events allows SMU to become a step closer into becoming a microcosm of a diverse world (2017).

**Environment**

The Canada Research Chair Program created an equity inclusion and action plan which SMU has thus completed their progress report to follow the plan. The plan includes target percentages for various designated groups, presence of a Diversity and Inclusion Advisor and several key objectives to increase diversity transparently (Canada Research Chairs). It is important to examine diversity in relation to other aspects of the school environment that may influence diversity, such as the presence of multicultural education and inclusive school identities, student–teacher relationships, and peer norms and networks (Thijs and Verkuyten). SMU has a commitment to equity, diversity and inclusiveness and they have followed guidelines set by the Canada Research Chair Program and include to make progress.

**Resource Analysis**

SMU provides many resources for students to enable their ability to flourish in a multicultural environment, including the development of agreements with other universities to let students study abroad (“Travel and Study Abroad”, 2014). The language center offers four English language programs for students whose second language is English. Following the Common European Framework of Reference so students can communicate their English achievements on an international basis (“English Language Programs and Pathways”, n.d.). The diversity and inclusion advisor developed an employment equity survey to determine the representation; of indigenous persons, persons with disabilities, members of visible minorities, and women (“Employment Equity Workforce Survey”, n.d.). SMU has spent time and money for cultural awareness and the university is in line with the organization’s strategy.

**Organizational Context**

The organizational climate at SMU towards cultural awareness is strong; it does not only value multiculturalism but embraces and celebrates it. SMU has a diverse group of professors and students from over 80 countries. These diverse students then create societies, such as the Arab society. These societies hold numerous events and celebrations throughout the year, such as the Caribanza, which contribute to creating a strong transfer climate at SMU.

The importance of multiculturalism at SMU creates a strong learning culture. That is evident as SMU recently introduced an inter-cultural studies degree that can be completed over 4 years (“SMU, Intercultural Studies, 2019”). The program aims to provide students with the skills to successfully and efficiently interact with colleagues, customers, and students from different sociocultural background whether it be regional, national or global.

**References**

Canada Research Chairs. (2017, Fall). *Equity, Diversity and Inclusion Public Accountability and*

*Transparency Requirements.* (S. M. University, Ed.) Retrieved May 14, 2019, from https://smu.ca/webfiles/SMU-Equity-Diversity-Inclusion-Transparency-Statement.pdf

Canada Research Chairs. (2018). *INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION*

*ACTION PLAN: PROGRESS REPORT.* Retrieved May 14, 2019, from

https://smu.ca/webfiles/Institutional\_EDI\_Progress\_Report-SMUposting.pdf

English Language Programs and Pathways. (n.d.). Retrieved from

https://smu.ca/international/tlc/learn-english.html

Employment Equity Workforce Survey. (n.d.). Retrieved from

https://smu.ca/about/employment-equity-workforce-survey.html

Saks, A. M.,& Haccoun, R. R. (2019). *Managing performance through training and development*

(8th ed.). Toronto: Nelson.

Strategic Plan 2017-2022. (2017). *Saint Mary’s University* [PDF file]. Retrieved from

https://static1.squarespace.com/static/568d32f21115e0d0bc25d04c/t/594c0a62b6ac5011c

2ac38e8/1499282600722/SMU\_Strategic+Plan+2017.pdf

Mullen, M. (2019, May 14). *Saint Mary's University, Intercultural Studies*. Retrieved from

https://www.thecoast.ca/halifax/intercultural-studies-at-smu/Content?oid=6245413&fbclid=IwAR32FbfAXpIlX2tDYgwIpQ7vAGY43mpYO69zuMMKihKaKTKusdHV5QzuzHk

Thijs, J., & Verkuyten, M. (2013, December 21). School ethnic diversity and students'

interethnic relations. *British Journal of Educational Psychology, 84*(1), 1-21.

Retrieved May 14, 2019, from https://onlinelibrary.wiley.com/doi/abs/10.1111/bjep.12032

Travel and study abroad. (2014). Retrieved from

https://smu.ca/academics/sobey/sobey-study-exchanges.html