This course will examine demographic diversity in today's global environment. It will begin by exploring global emigration, immigration and refugee issues from an international business perspective. Specific national or regional business cultures and differing perspectives on gender, family, age, ethnicity and treatment of the disabled will also be examined through case studies, readings and role playing. The course will subsequently examine the effects of diversity on international corporate structure and behavior and demonstrate, through case studies and guest speakers, how proactive businesses have adapted to changes in demographic diversity and gained a competitive advantage.

**CATALOGUE DESCRIPTION**

**DETAILED COURSE DESCRIPTION**

Key concepts, models, practices, situations and values associated with managing diversity in and around organizations at the regional, national and international level will be reviewed. Increasing diversity in organizational stakeholders arising out of economic globalization, changes in global and workplace demographics, increasing pressures to be more aware of and constructively respond to human differences in the workplace, and broader definitions of corporate social responsibility and effectiveness, will be examined.
The impact of organizational diversity and the various approaches for managing diversity on organizational performance will be assessed. Organizational strategies for developing a more inclusive workplace at the organizational, community, national and international level will be developed. Topics in this course include:

- the evolution of stakeholder diversity in and around organizations at the regional, national and international level
- impact of diversity on organizational management and performance
- review of human rights and anti-discrimination policy, legislation and practices around the world
- work-related experiences, treatment and conditions associated with primary and secondary aspects of diversity
- orientation of different business cultures toward primary and secondary aspects of diversity
- cultural differences in perceptions of key aspects of work, work related communication and interpersonal practices
- constructive negotiation and conflict management in intergroup exchanges
- the workplace inclusion model applied to a multi-national organization.

The learning process will include presentations, discussions, exercises and case studies.

PREREQUISITES

Junior standing (60 hours).

DEPARTMENT STATEMENT OF EXCELLENCE

The Department of Management and Marketing believes organizations have an obligation to optimize the “Triple Bottom Line;” that is, to achieve financial, ecological, and social objectives in increasingly competitive global markets. As teachers, we seek to prepare our students to be global citizens who will think and act systemically regarding the multiple purposes of creating and managing organizations in this responsible way.

COURSE LEARNING OBJECTIVES

By the end of the course, students will be able to:

- Use the organizational stakeholder model to define diversity in and around organizations
- Describe changing population dynamics (birth rate, death rate, migration) and changing workforce demographics at the regional, national and international level
- Appreciate the impact of economic globalization, changes in the global population and workforce, increasing demands to be more aware of and constructively respond to human differences in the workplace, and broader definitions of organizational responsibility and effectiveness, on diversity between and within organizational stakeholders at the regional, national and international level
- Understand the impact of human rights and anti-discrimination standards, policy and legislation on human resource practices at the regional, national and inter-national level
- Explain the impact of stakeholder diversity and various management strategies for managing diversity on organizational effectiveness
- Compare and contrast the orientation of various business cultures toward primary and secondary aspects of diversity, and other key aspects of work and the workplace
- Compare and contrast various work-related patterns of perception, experience, needs, behavior, treatment and conditions associated with primary and secondary aspects of diversity
• Analyze and synthesize research based knowledge about organizational diversity to develop an inclusive workplace strategy that will enhance the effectiveness of a multinational organization

SCHOOL OF BUSINESS AND SCHOOL OF PROFESSIONAL STUDIES LEARNING OBJECTIVES

Written Communication  Students will provide written responses to subject related questions, cases and ethical scenarios, write a management briefing, write descriptions of subject relevant situations in organizations and provide written advice to others

Oral communication  Students will use video-conference technology to record and present an oral management briefing

Quantitative Literacy  Students will use logical reasoning and data analysis skills to analyze cases and make recommendations

Scientific Literacy  Students will review scientific literature to identify and use research based knowledge to develop a diversity management strategy

Global and Civic Responsibility and Understanding  Students will review individual, managerial and organizational responsibilities toward diverse organizational stakeholders (internal and external) at the regional, national and international levels

Intellectual Innovation and Creativity  Students will develop innovative strategies for managing diversity in multinational organizations

Synthesis  Students will integrate knowledge and practice from multiple disciplines and external experiences into developing constructive strategies for managing diversity

Ethical Decision Making  Students will analyze and respond to an ethical dilemma regarding diversity management using a structured guide for making ethical decisions

COURSE FORMAT, RESOURCE REQUIREMENTS AND PARTICIPATION EXPECTATIONS

This is an online course in which synchronous/asynchronous interaction with course content, other students and the instructor mostly takes place at a distance using various technologies. Successful completion of an online course requires a particular set of competencies and resources. To review the general resource and competency requirements, determine your readiness for online learning and identify the support services available for online learners, please click here. If you would like to discuss the general requirements, your readiness and the available support services, please contact an advisor from the Student Learning Support Center at 843-953-5635.

Consistent engagement with the course materials, course learning activities, assignments and other students, especially virtual learning partners and virtual team-mates, is important for successfully completing online courses. The weekly forum for collective engagement is the online discussion boards (online village square) which replaces the weekly face-to-face lecture as the primary method of weekly engagement. Remaining available and actively engaged with your virtual village square and virtual team is essential for ensuring the efficient and effective functioning of learning partnerships, teams and the course community as a whole. Students are required to:

• Remain consistently engaged with all aspects of the course in a prepared and organized manner

• Participate within the online discussion forums and the virtual teams in a prepared, organized and consistent manner
Students must have regular access to the required computer hardware, software and telecommunication services. For a review of the required resources and services, and information on how to obtain the necessary equipment, software and services, click here.

REQUIRED AND SUPPLEMENTAL MATERIALS


Supplemental Materials: A variety of supplemental materials including readings, videos, exercises, practice quizzes etc., will be available on the course website in OAKS.

COURSE EVALUATION

Online Quizzes 25%
Online Discussions Boards 25%
Management Briefing Paper 20%
Team Project 20%
Performance as Team Member 10%

COLLEGE OF CHARLESTON GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>&gt; than or equal to 94%</td>
<td>Superior Performance</td>
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<tr>
<td>A-</td>
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<tr>
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<td>B</td>
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<td>83.84%</td>
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<tr>
<td>B-</td>
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<td>Just Below Good Performance</td>
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<tr>
<td>C+</td>
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<td>77.79%</td>
<td>Fair Performance</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74.76%</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70.73%</td>
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<td>D+</td>
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<td>D</td>
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<tr>
<td>D-</td>
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<td>Near Failure</td>
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<td>F</td>
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<td>&lt; than 60%</td>
<td>Failure</td>
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Review the video presentation on Developing a Constructive Course Culture including Policies and Procedures for Managing Course Grades, by clicking here (this video presentation must be reviewed by each student by the end of week 1). After reviewing the video presentation, each student is required to make one original entry into the associated online discussion board and respond to the contributions of at least two other students.

DESCRIPTION OF ASSIGNMENTS AND ASSESSMENTS

Weekly Online Quizzes (25%)

Students are required to complete weekly online quizzes within OAKS that cover the textbook chapters assigned for that week (see course schedule at the end of this outline). The online quizzes are comprised of 20 multiple choice questions that must be completed in 16-18 minutes. The number of items included within a quiz
and the time provided to complete the quiz may be adjusted in order to produce reasonable grading distributions (see presentation on producing reasonable grading distributions by clicking here).

Each student will receive a randomized set of questions drawn from the test-bank that accompanies the textbook. The weekly quizzes will open each week at 8:00am on Wednesday morning and close at 11:30pm on Sunday (end of the same week) (quizzes in the final few weeks may have different start and end times/dates). Additional information about the quizzes is contained within the course website on OAKS and in the course schedule at the end of this course outline.

Weekly Online Discussions (25%)

Students are required to participate in weekly online discussions that are related to the learning materials assigned for that week. The weekly online discussions are divided into 2 components – (1) review and initial assimilation of assigned materials, and (2) completion of a secondary assimilation activity (the online discussions should be completed in that order).

- **Review and initial assimilation of materials assigned for the week (1st online discussion board for the week)** – each student is required to identify something of interest in the assigned material for the week that they would like to explore further and/or something that has captured their attention/impacted them. Each student is required to make one original contribution that identifies what they are interested in and why, or what has captured their attention/impacted them and why, and then respond to the contributions of 2 other students (must first post an original entry in order to access other entries)

- **Completion of assimilation activity (2nd online discussion board for the week)** – each student is required to make an original contribution to the assigned secondary assimilation activity (see list of activities in course schedule at the end of the course outline and in the discussions section of OAKS) and respond to the original contributions of 2 other students (must first post an original entry in order to access other entries)

Each student is required to submit an original thread before they will be able to read and reply to other threads within the weekly online discussions. Responding to the contribution of another student is an opportunity to practice engaging another person in a constructive manner, promoting mutual learning and developing relationships. Click here to access a guide for effectively responding to the contributions of others in an online discussion. Please ensure that your responses to other students are both (1) direct, open, authentic and courageous, and (2) professional, respectful and skillfully communicated. Effectively responding to others requires striking a balance between being supportive and challenging. Please report any concerns about the content and/or style of student contributions to the online discussions to the instructor as soon as possible.

The weekly online discussions will close at 11:30pm on Sunday (end of the week within which the discussion topics are assigned) (discussion boards in the final few weeks may have different start and end dates/times). Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS).

Management Briefing Paper and Presentation (20%)

Each student is expected to pick a topic related to diversity in and around organizations and develop both a management briefing paper and presentation on the chosen topic. For a review of the management briefing process click here (ignore the reference to a voice thread presentation, you are only required to complete the management briefing paper). Those learners who are more interested in developing specific skills related to managing diversity
should pick a diversity management activity or practice as a topic (e.g. cultural sensitivity training for home country managers with foreign assignments).

Once each learner has chosen their topic, they need to identify at least 2 recent (no earlier than 2000) articles that address the topic. Each learner is encouraged to identify both a research/scientific (academic) and a practitioner oriented article. The research/scientific (academic) article will assist in providing a comprehensive definition of the topic and a description of key aspects of the topic, whereas the practitioner oriented article will provide more “management/organizational impact” and “how to” information.

Online databases of business articles (research and practitioner) are available via the online library, and have search filters which allow you to restrict your searches to academic or practitioner oriented articles (trade publications). Click here for a general review of online access to the library, and for a review of finding articles and other information using the online article databases click here. Library advisors are available to assist students in finding information they need to complete their research assignments. A request for assistance is made by completing an online request (other contact information – text 843.353.1259, tel 843.953.8000, for email click here).

Each student is required to review the collected articles and develop a management briefing paper and presentation that consists of the following sections:

1. **(Section 1)** Define and briefly describe the topic using the information provided in the articles and other sources if necessary (try to secure a comprehensive definition of the topic and identify any classifications, typologies and dimensions e.g. diversity sensitivity training is defined as ... and has the following types ... and the first type is made up of the following dimensions ..., second type is made up of ... etc.).

2. **(Section 2)** Identify the key points that the articles are making about the topic and present the information in a series of bulleted statements (suggest that you highlight the key points as you are reading the articles e.g. highlight the key points that the articles are making about diversity sensitivity and sensitivity training). If necessary, expand briefly on each point to assist the reader in understanding the point being made.

3. **(Section 3)** Briefly describe why the topic is important for organizations and management (what impact will the topic have on organizations and management e.g. why is diversity sensitivity and sensitivity training important to management and organizations, and what impact will diversity sensitivity and sensitivity training have on management and organizations). If no direct information is provided then you need to make thoughtful inferences.

4. **(Section 4)** Briefly recommend key actions that managers should take in response to the topic (e.g. how might this practice/activity be applied/executed/implemented - how might diversity sensitivity and sensitivity training be applied/executed/implemented). Provide some information about the key general steps required to apply/execute/implement this practice/activity within organizations, and any other things that support efficient and effective application execution/implementation. If no direct information is available then you need to make thoughtful inferences. Section 4 is only applicable if you chose a topic that is an activity or practice.

Paper must be structured using the 4 sections indicated above (unless section 4 is not required) and must reference all sources on a separate page at the end (use the APA referencing format - http://www.apastyle.org). The paper should be 3 pages in length (excluding the cover page and reference page), 1 1/2 line spacing, 12 point arial or verdana font, normal margins (typically 1 inch all around), cover page with topic title, course name, instructor name and student name and number. The paper must be saved in PDF format and uploaded into the associated OAKS drop-box by 11:30pm on the date indicated in the course schedule/calendar. The articles do not need to be attached. Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS). For a brief video review of developing and conducting management briefings click here.
Team Project (20%)

Students will be randomly assigned to a team that is required to develop a diversity and inclusion management report for a growing multinational organization. This organization manufactures and sells sports clothing and shoes, and has dramatically increased sales by expanding into new markets around the world. The organization has globalized its operations as follows:

- Core end-to-end value added activities have been distributed around the world
  - Research and development takes place at the corporate head-quarter in Charleston, South Carolina (also serves as the regional head-quarter for the North America region) with support from regional offices in Africa (Johannesburg), Europe (Paris), Middle East (Abu Dhabi), Asia (Bangkok) and Central/South America (Rio)
  - Production takes place in Mexico, South Africa, Poland and China with oversight of the overall production system taking place at the head-quarters in the United States
  - Supplies for production are drawn from a variety of countries with oversight of the overall supply chain system taking place at the head-quarters in the United States (supported by staff located at the various production facilities)
  - Marketing and Sales is managed from the regional offices (some countries like Japan, the United Kingdom and Brazil have national offices that help to support the high volume of sales in those countries) with overall oversight taking place at the corporate head-quarter in the United States
  - Post-Sales Support is managed from a group of call centers in India with overall oversight of post-sales support taking place at the corporate head-quarters in the United States
- Corporate services like finance and accounting, strategic planning, human resources, IT and others are head quartered in the United States with support staff located at each of the regional offices.

As a result of selling and operating in more countries, the number of internal and external stakeholders has increased (e.g. both the number of different customer segments, suppliers, governments and associated agencies, employee groups etc., has increased dramatically). The diversity of employees (key internal stakeholder) has increased dramatically due to (1) globalization of operations (globalization of the workforce), (2) increasing demographic and national workforce diversity within the various countries that the organization operates, and (3) increasing social, political and legal pressures to identify and constructively respond to employee needs and differences throughout the organization. The US based component of the work force is increasingly diverse and many are expected to take assignments abroad at the various locations where the organization operates and sells. Workforce composition within the various global regions is also becoming more diverse due to significant migration, changing workforce demographics and the evolving identification of human characteristics and related needs and experiences that require explicit and constructive attention/management. For example, rapidly increasing immigration of people from various countries in Africa into South Africa, and the increasing participation of women, the elderly, disabled and people living with HIV/AIDS, plus increasing pressure to recognize tribal differences, has dramatically increased the diversity of an already diverse workforce in South Africa. A similar trend is taking place in the European region.

The CEO and executive team are having difficulty identifying, understanding and managing the increased stakeholder diversity in and around the organization. The organization has been criticized by customers, employees and community groups in various countries for not being sufficiently attentive and responsive to their particular needs (insufficiently inclusive). A recently employee satisfaction survey revealed that the organization predominantly approaches managing and supporting foreign operations using a home country perspective. This appears to have caused some frustration and retention challenges within a number of foreign operations. Recently the organization settled a class action suit in the US that accused the organization of discriminating against minorities.
A recent survey of national level perceptions of the company revealed that the citizens of many countries had a neutral or somewhat negative orientation toward the company and the associated brand. In addition, a variety of global watchdog groups have been criticizing the overall global operation of the company, focusing on the impact of the organization on the natural environment and workplace standards in developing countries (e.g. the organization has been criticized for organizational policies and practices that encourage the use of cotton grown with artificial pesticides and herbicides, and accommodating the use of under-age labor in some production facilities).

The CEO and the executive team have decided that they want to (1) become an appropriately diverse and inclusive organization that collaborates with key stakeholders in a constructive manner, and (2) develop a corporate brand that is associated with being socially and environmentally responsible, and economically sustainable. They have hired your consulting company, which specializes in helping organizations better understand and manage diversity and inclusion in and around organizations (especially multinational organizations), to provide a report that does the following:

- Provide a definition and description of diversity, inclusion, stakeholder/balanced score card approach to measuring organizational effectiveness, corporate social responsibility and economic sustainability in and around multinational organizations. Provide a description that will help both management and employees of the organization better understand what each of these elements are and how they related to one another
- Provide a review of the impact of diversity and inclusion management on multi-national organizations
- Provide a review of the various approaches for managing diversity and inclusion
- Identify some of the key challenges and opportunities that the organization faces as a result of rapidly increasing diversity within their global workforce, and make some suggestions for how to address these challenges and opportunities, and turn diversity into a source of value for the organization
- General suggestions for how the organization can enhance global inclusiveness, corporate social responsibility, sustainable business practices and improve the reputational capital of the organization.

Organize the written report based on the sections indicated above and reference sources that you use on a separate reference page at the end (use the APA referencing format - http://www.apastyle.org). The paper should be no more than 5 pages in length (excluding the cover page and reference page), 1 1/2 line spacing, 12 point arial or verdana font, 1 inch margins all around (normal margins), cover page with title, course name, instructor name and student name. The completed paper needs to be uploaded into OAKS by 11:30pm on the date indicated in the course schedule/calendar. Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS).

Performance as a Team Member (10%)

Each team member is required to complete both a mid and end of semester assessment of the other team members in their team. The assessment is used to determine how to distribute the team assessment points. If a review of the assessment data clearly indicates a pattern of greater quantity/quality of output relative to other team members, a proportional adjustment in the distribution of points across the team members will be made. Each team member must complete both the mid and end of semester assessments by the time/date indicated in the course schedule/calendar (click here to access the online assessment).
**Attendance and participation.** Attendance and participation will be determined by reviewing the course website activity statistics for each student. Weekly attendance and participation is indicated by (1) signing into the course website during the week, and (2) participating in the weekly online discussion boards.

Consistent engagement with the course materials, course learning activities, assignments and other students, especially virtual learning partners and virtual team-mates, is important for successfully completing online courses. The weekly forum for engagement is the online discussion board which replaces the weekly face-to-face lecture as the primary method of weekly engagement. Consistent participation within the weekly online discussion board(s) is therefore important for both yourself and the other online students. Consequences for missing weekly discussion board(s) are as follows:

- Discussion board(s) for 1 week – no penalty
- Discussion board(s) for 2 weeks - grade for discussion forums is divided in half (discussion forums count for 25% of the final grade)
- Discussion board(s) from 3 weeks or more – grade of 0 for the discussion forums

Being available and engaged with your virtual team is essential for ensuring the efficient and effective functioning of a virtual team (virtual teams do not have the availability and engagement options of physically co-located teams).

Students who are chronically unavailable and unengaged in their assigned virtual team (as determined by the team-member assessments conducted at the midpoint and end of the course) will have the team work component of their grade reduced in proportion to their availability and both the level and quality of their contribution to the team.

As previously mentioned, being inactive for three weeks results in the loss of the online discussion forum grade (25% of the overall grade). The course participation status will also be changed from active to inactive. A student on inactive status can be summarily dismissed from their virtual student team and will receive a zero grade for their team project. Ongoing absence without an appropriate explanation will result in a failing grade for the course.

**Late Assignments and Make up Exams.** Assignments that are submitted late without permission will be subject to a decrease of 10 percent per day, up to three days. After three days, late assignments will not be accepted. If you have a legitimate situation that is preventing you from meeting the deadline for submission or completing an exam, please discuss this with the instructor.

**Expectations for Written Work.** Following the School of Business learning goal of effective communications, all written work (including presentations) must be completed in professional style, and follow basic principles of effective written communication. As any potential investor (or employer) would expect, all written work should be neat, well organized and formatted, clearly written, and free from grammatical and/or typographical errors. In other words, grammar, spelling and formatting will count as part of the grade on all assignments (including presentations).

**Academic Integrity.** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.
Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Disability Policy. The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying either instructor as soon as possible and for contacting an instructor one week before accommodation is needed.

Attendance

Center for Student Learning. Students are encouraged to utilize the learning support resources offered by the Center for Student Learning’s (CSL). The center offers tutoring, supplemental instruction, one-on-one learning skills coaching and a variety of learning skills workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.
<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Access Information</th>
</tr>
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<tbody>
<tr>
<td>Information Technology Help Desk</td>
<td>Phone: 843-953-3375 (Monday to Friday from 8:00am to 5:00pm) Email: <a href="mailto:helpdesk@cofc.edu">helpdesk@cofc.edu</a></td>
</tr>
<tr>
<td>Student Computing Support</td>
<td>Phone: 843-953-8000 (for hours click <a href="#">here</a>) Email: <a href="mailto:studentcomputingsupport@cofc.edu">studentcomputingsupport@cofc.edu</a> Website: <a href="http://blogs.cofc.edu/scs/about-us/support-services/">http://blogs.cofc.edu/scs/about-us/support-services/</a></td>
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<tr>
<td>Support for OAKS</td>
<td>Phone: 843-953-3375 for assistance with logging in to and accessing OAKS (email: <a href="mailto:helpdesk@cofc.edu">helpdesk@cofc.edu</a>)</td>
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<td>• Getting started</td>
<td>Website: <a href="http://blogs.cofc.edu/oaks/students/getting-started/">http://blogs.cofc.edu/oaks/students/getting-started/</a></td>
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<td>• Overview of a course website</td>
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<td>• Grades Tools: Dropbox, Grades,</td>
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<tr>
<td>Make an appointment to meet</td>
<td>If you would like to make an appointment for an in-person (Main or North Campus) or online meeting (audio/video conference using Skype) with a Study Skills Advisor please call 843-953-5635</td>
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<td>with a Study Skills Advisor</td>
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<tr>
<td>• Study Skills</td>
<td>Website: <a href="http://csl.cofc.edu/studystrategies/index.php">http://csl.cofc.edu/studystrategies/index.php</a></td>
</tr>
<tr>
<td>• Tutoring Services</td>
<td>Website: <a href="http://csl.cofc.edu/labs/index.php">http://csl.cofc.edu/labs/index.php</a></td>
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<tr>
<td>Library</td>
<td>Main Campus Phone: 843-953-5530 Website: <a href="http://www.cofc.edu/library/">http://www.cofc.edu/library/</a></td>
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<tr>
<td>North Campus</td>
<td>Hours: 7:00am to 10:00pm Monday to Friday and 7:00am to 7:00pm on Saturday Phone: 843-953-2766 Email: <a href="mailto:FinchJ@cofc.edu">FinchJ@cofc.edu</a></td>
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<tr>
<td>• Library Support</td>
<td>New Student Guide to Library and Computing Services click <a href="#">here</a></td>
</tr>
<tr>
<td>• Assistance in Securing</td>
<td>Library advisors will assist students in finding information they need to complete their research assignments. A request for assistance is made by completing an online request (other contact information – text 843.353.1259, tel 843.953.8000, for email click <a href="#">here</a>)</td>
</tr>
<tr>
<td>Information</td>
<td>Video: <a href="https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz">https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz</a></td>
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<tr>
<td>• SMS question and answer</td>
<td>The library's SMS service (843-353-1259) enables you to text a question to the library and receive an answer via text message. Text these words to get automatic responses for the following: hours, fines, phone.</td>
</tr>
<tr>
<td>service</td>
<td>Video: <a href="https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz">https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz</a></td>
</tr>
<tr>
<td>• General review of Library and</td>
<td>Video: <a href="https://www.youtube.com/watch?v=t6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz">https://www.youtube.com/watch?v=t6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz</a></td>
</tr>
<tr>
<td>Online Access to the Library</td>
<td>Video: <a href="https://www.youtube.com/watch?v=t6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz">https://www.youtube.com/watch?v=t6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz</a></td>
</tr>
<tr>
<td>• How to use the Online Databases to Find Articles/Information I need for my Assignment</td>
<td>Video: <a href="https://www.youtube.com/watch?v=t6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz">https://www.youtube.com/watch?v=t6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjvewuPQdpMNUblZeAz</a></td>
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</table>
## COURSE SCHEDULE

**Note:** The course calendar in OAKS (right hand side of the home screen) contains a detailed list of all the course requirements and the associated due dates/times.

<table>
<thead>
<tr>
<th>Week No</th>
<th>Preparation/Homework</th>
<th>Quizzes, Discussions, Cases/Exercises and Assignments</th>
</tr>
</thead>
</table>
| 1 begin 13 Mar | • Review course outline and course website in OAKS  
• Purchase the textbook  
• Complete the course review and preparation requirements (outlined in the Course Review and Preparation Module within the Content section of OAKS)  
• Review video presentation on Developing a Constructive Course Culture and Associated Grading Policies (click here)  
• Review Chapter 1 – Introduction and conceptual framework  
• Review Chapter 2 - Diversity legislation in a global perspective: Equality and fairness in employment | • 1st Online Discussion (discussion section of the course website within OAKS) - identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you – make one original contribution and respond to the contributions of at least 2 other students (click here to access a guide for effectively responding to the contributions of others in an online discussion)  
• 2nd Online Discussion (discussion section of the course website within OAKS) - **Question:** What impact will the growing body of human rights and anti-discrimination legislation emerging around the world have on unfair discrimination and poor treatment in the workplace? (make one original contribution and then respond to the contributions of at least 2 other students)  
• 3rd Online Discussion (discussion section of the course website within OAKS) - **Course Management Exercise:** Online discussion about Developing a Constructive Learning Culture and Associated Grades Policies - must first review the video on constructive course cultures and grading policies (click here) and then make one original contribution to the online discussion that describes how you experienced the video – once you have made an original contribution, respond to at least one other student  
• Online Quiz for Chapters 1 and 2 | |
| 2 begin 20 Mar | • Review Chapter 3 – Discrimination, equality, and fairness in employment: Social policies and affirmative/positive action programs  
• Review Chapter 4 – Global demographic trends: Impact on workforce diversity | • 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you)  
• 2nd Online Discussion (Question: Are affirmative action programs a positive approach to addressing representation challenges in the global workforce? Why?)  
• Online Quiz for Chapters 3 and 4  
• Each team must complete the online team contract by the 22nd of January (click here) | |
| 3 | • Review Chapter 5 – Socioeconomic transitions: The new realities | • 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you) |
| Begin | 27 Mar | of the global workforce  
- Review Chapter 6 – Defining diversity in a global context: Prejudice and discrimination  
- Review video presentation on Developing and Conducting Management Briefings (click [here](#)) | for the week that you would like to explore further and/or something that has captured your attention/impacted you  
- **2nd Online discussion** (*Exercise*: Does social class make a difference?)  
- **Online Quiz for Chapters 5 and 6** |
|---|---|---|
| Begin | 3 Apr | Review Chapter 7 – Theoretical perspectives on diversity and exclusion in the workplace  
Review Chapter 8 – Culture and communication in the global workplace | 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you)  
2nd Online Discussion (*Case*: What should I say and do when I work with our new Asian Partners?)  
Online Quiz for Chapters 7 and 8  
Mid-Semester Team Member Assessment must be completed by **11:30pm on the 9th of April** (click [here](#) to access the online team member assessment) |
| Begin | 10 Apr | Review Chapter 9 – Interpersonal relationships in a global work context  
Review Chapter 10 – Diversity management: Paradigms, rationale and key elements | 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you)  
2nd Online Discussion (*Case*: Overcoming the challenges of inter-group communication)  
Online Quiz for Chapters 9 and 10 |
| Begin | 17 Apr | Review Chapter 11 – An overview of the inclusive workplace model: Managing the globalized workforce  
Review Chapter 12 – The inclusive workplace: level I – Inclusion through diversity within the work organization | 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you)  
2nd Online Discussion (**Ethical Management**: Caught between ethnocentricity and cultural relativism, the ethics of gifts vs bribes)  
Online quiz for Chapters 11 and 12  
Management Briefing Paper must be uploaded into the associated OAKS drop-box by **11:30pm on the 23rd of April** (PDF) |
| Begin | 24 Apr | Review Chapter 13 – The inclusive workplace: level II – Inclusion through corporate – community collaborations  
Review Chapter 14 – The inclusive workplace: level III – Inclusion through state/national collaborations | 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you)  
2nd Online Discussion (*Question*: What creative ideas do you have about how a multinational organization can improve workplace inclusion through corporate-community collaboration?)  
Online Quiz for Chapters 13 and 14 |
| Begin | 8 Apr | Review chapter 15 – The inclusive workplace: level IV – Inclusion through international collaborations | 1st Online Discussion (identify something of interest in the assigned material for the week that you would like to explore further and/or something that has captured your attention/impacted you) |
| 1 May         | Review Chapter 16 – Toward a globally inclusive workplace: Putting the pieces together captured your attention/impacted you)  
|              | 2nd Online Discussion: (Question: How would you define and describe an inclusive multinational organization that is taking appropriate advantage of diversity, and what are the most important actions for achieving this?)  
|              | Online Quiz for Chapters 15 and 16  

| Exam Week May 3-5 | Team Diversity Management Report must be uploaded into associated the drop-box in OAKS by 11:30pm on the 4th of May (PDF format)  
|                  | End of Semester Team Member Assessment must be completed by 11:30pm on the 5th of May (click [here](#) to access the online team member assessment)  

**Note:** The instructor will attempt to maintain the course schedule indicated above but will make changes if necessary and reasonable to do so.