MGMT 308
Managing Diversity
(Managing Diversity and Inclusion in and around Organizations)
Spring 2019 – Section 1 (21552) – 3 credits
LiveOnline Type 1 - Express 2
Instructor: Dr Graeme Coetzer

Note: This is a Live-Online Course (Type 1) which means that the content is pre-developed and delivered via the course website located within the online learning management system (OAKS). There are also 3 non-mandatory teleconference check-in sessions at the beginning, middle and toward the end of the semester. The 3 check-in sessions are conducted using a free teleconference system (Zoom) which must be downloaded and installed on a device (computer, tablet, iPad or smartphone) that has access to the internet (click here for an explanation of the Live-Online course delivery options). The 3 non-mandatory check-ins will be recorded and can be viewed at a later time/date.

The check-in sessions provide students and the instructor with the opportunity to (1) generally engage one another, (2) review key concepts, models and practices, and (3) address any course design, content, delivery and management issues in an efficient manner. Students will also be expected to participate in a virtual team using Zoom as their teleconference system.

Click here to sign up for your free Zoom Account (after you have created your account you can download the application to the various devices you intend to use – computer, tablet, iPad, smartphone)
Click here to view video tutorials on how to use Zoom

Class Day: No scheduled classes
Class Hours: No scheduled hours
Class Location: Not applicable
Email: coetzergh@cofc.edu

Alt Email: coetzerg@me.com
Office Tel: 843-953-5688
Cell Phone: 912-399-5265
Zoom Meeting ID: 536-289-1948

The 3 non-mandatory teleconference check-in sessions will be conducted using Zoom on the following times/dates:

1. 6-8pm on 6th March
2. 6-8pm on 3rd of April
3. 6-8pm on 17th of April

Contact the Instructor:
- **Emergency** – in case of an emergency please text or call the instructor at 912-399-5265
- **Urgent (cannot wait until office hours)** – email the instructor with the word URGENT included in the email title and provide a contact telephone number (the contact telephone number is useful when the response requires a lengthy description and/or engagement that is not well suited to email)
- **General request that requires a short response** – please email the instructor
- **General request that requires a longer response** (not suitable for email e.g. discuss a key course concept, review an exam, have a chat etc.) – please make an appointment to meet with me using the following online booking system:
  - meet in person in my office on the North Campus (click [here](#) to access the online booking system)
  - meet in person in my office on the Main Campus (click [here](#) to access the online booking system)
  - have tele/video-conference or telephone meeting (video conference meetings will take place using Zoom) (click [here](#) to access the online booking system)

Office hours take place in following locations:
- **Main Campus**: Thursday 12:00pm-3:00pm, Tate 305
- **North Campus**: Wednesday 12:00pm-5:00pm & Thursday 4:00pm-6:30pm (Office 135A)

**CATALOGUE DESCRIPTION**

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.

**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 and society 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 a LiveOnline Type 1 course which means that it is fully online and supplemented by 3 non-mandatory teleconference class sessions at the beginning, midpoint and toward the end of the course (see course schedule at the end of this course outline). The 3 check in sessions are conducted using the Zoom teleconference system which is available to all students free of charge. These sessions provide students and the instructor with the opportunity to engage each other and address any course design, content, delivery and management issues in an efficient manner. Students will also be expected to participate in a virtual team using Zoom as their teleconference system.

- Click [here](#) to sign up for your free Zoom Account (after you have created your account you can download the application to the various devices you intend to use – computer, tablet, iPad, smartphone)
- Click [here](#) to view video tutorials on how to use Zoom

Live Online Type 1 courses (fully online with non-mandatory teleconference check-in sessions) involve synchronous/asynchronous interaction with course content, other students and the instructor using mostly (1) the course website in OAKS, (2) the Zoom teleconference system, and (3) both email and telephone (mostly email). Successful completion of a LiveOnline Type 1 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 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.

Below are the basic requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>What’s available on Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop or laptop computer with software (local or cloud based) for email, word processing, spreadsheets, presentations, producing PDF files and any other software required by a particular course</td>
<td>Both the North campus and the Main campus have computer labs with all the necessary software (each student will receive an office 365 account which allows them to download the Microsoft office suite to their personal computer)</td>
</tr>
<tr>
<td>Internet connection with sufficient bandwidth for videoconferencing</td>
<td>Computers at both the North and Main campus provide access to high speed internet</td>
</tr>
<tr>
<td>Webcam and microphone (many desktop computers and most laptops, tablets and smartphones have built in webcams and microphones but in some cases these are not of sufficient quality to support effective remote engagement. Students are advised to secure a reasonable quality webcam with a microphone for use with their desktop and laptop computers - HD Logitech webcams work well with Zoom and are available via Amazon for as low as $16).</td>
<td>Most computers at the North and Main campus have built in webcams and microphones but do not offer the privacy necessary for remote engagement (if a student uses a computer in the computer lab for remote engagement, use of a headset is required to ensure that other students are not distracted).</td>
</tr>
<tr>
<td>Headset (the use of a headset is suggested because it often eliminates auditory feedback that can occur when multiple people are using a videoconferencing system - The Koss USB headset available from Amazon for $20 works well with Zoom)</td>
<td>Computers at either the North or Main Campus do not have headsets.</td>
</tr>
</tbody>
</table>

Note: Zoom is not available on computers within the Campus computer labs

(FOR PROFESSIONAL STUDIES STUDENTS ONLY) LOCATING THE COURSE WITHIN THE OVERALL STRUCTURE OF THE PROFESSIONAL STUDIES PROGRAM

The Professional Studies degree is made up of progressive components that address steps within a ladder of 21st Century Professional knowledge and competencies. These sets of knowledge and competencies supports Professional Studies students to transform their ability to successfully live and work in the 21st century (click here to access a diagram/handout of the ladder of key competencies/journey of transformation). For Professional Studies students, this course is either a requirement for the Management Concentration (Step 3 of the ladder) or an elective (Step 4 of the ladder).
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 Discussions Boards 25%
Online Quizzes 25%
Briefing Paper and Presentation (Professional Studies student must upload the briefing paper to their ePortfolio) 20%
Team Project (Professional Studies students must upload the case analysis to their ePortfolio) 20%
Performance as Team Member 10%

Note for Professional Studies Students: each professional studies student must setup (update) their ePortfolio and upload their briefing paper and team case analysis to an appropriate section within their ePortfolio.

Click here for general information about ePortfolios
Click here for a video on setting up and managing your ePortfolio.

COLLEGE OF CHARLESTON GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>&gt; than or equal to 94%</td>
<td>Superior Performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93%</td>
<td>Great Performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87.89%</td>
<td>Very Good Performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>85-86%</td>
<td>Just Above Good Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83-84%</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
<td>Just Below Good Performance</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79%</td>
<td>Fair Performance</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76%</td>
<td>Acceptable Performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
<td>Weak Performance</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67-69%</td>
<td>Significant Concerns</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>64-66%</td>
<td>Barely acceptable but passing</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>60-63%</td>
<td>Near Failure</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; than 60%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Review the video presentation on Developing a Constructive Course Culture including Policies and Procedures for Managing Course Grades, by clicking here (use the firefox web browser with flash enabled if you have difficulty viewing the video - http://etopiasolutions.org/cofc/culture/presentation.html). 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 by the end of week 1.

DESCRIPTION OF ASSIGNMENTS AND ASSESSMENTS

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) – this is a topic selected discussion board which means that the student selects the topic. 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) – this is a topic provided discussion board which means that the topic, case or exercise is provided by the instructor. 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).

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 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 – use the firefox web browser with flash enabled if you have difficulty viewing the video - http://etopiasolutions.org/cofc/culture/presentation.html.
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 Monday 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.

**Briefing Paper and Presentation (20%)**

Each student is expected to pick a topic related to diversity in and around organizations, and develop a briefing paper on the chosen topic. For a review of the briefing process click [here](http://etopiasolutions.org/cofc/briefing/presentation.html) – use the firefox web browser with flash enabled if you are having difficulty viewing the video. 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. sensitivity training).

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](http://etopiasolutions.org/cofc/briefing/presentation.html) 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](http://etopiasolutions.org/cofc/briefing/presentation.html). 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](http://etopiasolutions.org/cofc/briefing/presentation.html) (other contact information – text 843.353.1259, tel 843.953.8000, for email click [here](http://etopiasolutions.org/cofc/briefing/presentation.html)).

Each student is required to review the collected articles and develop a briefing paper 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 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 and sensitivity training important to management and organizations, and what impact will diversity 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 and sensitivity training be applied/implemented/executed). 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), 1½ 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 - (http://etopiasolutions.org/cofc/briefshort/presentation.html)

Major Application Project (20%)

Students will be 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 beginning-to-end value added activities have been distributed around the world
  - Research and development takes place at the corporate head-quarters in Charleston, South Carolina (also serves as the regional head-quarters 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-quarters 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 (driven by factors like increased trans-national migration and immigration)
3. increasing social, political and legal pressures to ensure that the demographic diversity of employees within the various parts of the organization reasonably represent the diversity of (1) the labor markets from which employees are hired, and (2) the diversity of the broader society within which the organization is operating (a controversial process that often generates conflict between opposing...
positions e.g. equality of opportunity vs. equality of outcomes, emphasis on merit/performance vs. emphasis on demographic representation and social justice predominantly defined in terms of equality of outcomes, freedom of association vs. encouraged integration etc.)

In addition to increasing diversity, there are increasing social, political and economic pressures for multinational companies to be more inclusive of both internal and external stakeholders that are becoming increasingly diverse.

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 trans-national migration, changing workforce demographics and the evolving identification of different human characteristics and related experiences/expressed needs that are receiving greater 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 while promoting increased integration, has dramatically increased the diversity of an already diverse workforce in South Africa. In addition, affirmative action programs in South Africa have imposed some of the most stringent membership quotas for non-white employees, influencing everything from board membership, most internal categories of employment, and an organization’s supply chain. There is considerable debate over whether the correct balances have been achieved between mandated diversity and inclusion, justifiable exclusion, freedom of association, constructive and required integration, merit/performance based progression, equality of opportunity and equality of outcomes. Similar trends are taking place in other regions around the world.

The CEO and executive team are having difficulty identifying, understanding and managing the increased stakeholder diversity in and around the organization. The organization has also been criticized by customers, employees and community groups in various countries for not being sufficiently inclusive and attentive/responsive to their particular needs. 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 regions/operations. Recently the organization settled a class action law 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).

In a recent strategic planning retreat attended by senior management and the board of directors, the CFO (Chief Financial Officer) warned that the future would bring increasing pressures to constrain costs, increase productivity, make rapid changes and better serve customers, as new global competitors emerged from different parts of the world. The CFO warned that the following practices had the potential to put the productivity and financial viability of the company at risk:

- affirmative action that by-passes experience, developed skills and merit/performance may result in considerable developmental costs, erode motivation among high performers and generate a confusing performance management system
broader inclusion of internal and external stakeholders may introduce inefficiencies and the influence of excessive self-interest into the organizational decision making process which is already under greater pressure to respond as fast as the environment is changing and be more customer focused
increased expenditure on high visibility corporate social responsibility programs as a way to be more inclusive/responsive and ensure that the brand is associated with the constructive social intentions of the organization, may not be affordable

The CFO suggested that market aligned diversity, selective inclusion and corporate social responsibility programs that target key internal and external stakeholders, had the potential to improve product/service development and delivery, brand perception and overall corporate performance.

The CEO and the executive team have decided that they want to (1) become an appropriately diverse and inclusive organization that reasonably collaborates with key stakeholders in a constructive and efficient manner, (2) develop a corporate brand that is associated with reasonable social and environmental responsibility, and economic sustainability, and (3) develop a general operating model with associated costs that ensures current and future success within increasingly competitive conditions. 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 equality, 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 better understand what each of these elements are and how they related to one another
provide a brief review of the impact and importance of equality, diversity and inclusion management on multi-national organizations (organizations in general)
identify and briefly describe some of the opportunities that the organization has for advancing equality, diversity and inclusion, and translating equality, diversity and inclusion into improved organizational performance
identify and briefly describe key actions that the organization should take in order to advance/translate diversity and inclusion into improved organizational performance (how the organization can reasonably and constructively advance diversity, inclusiveness, corporate social responsibility and sustainable business practices, and by doing so improve the brand capital and both short/long term performance of the organization)
general suggestions for how to enhance corporate-community and corporate-national relations within the various communities and countries that the organization operates and sells

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. If a review of the assessment data clearly indicates a relatively lower quantity/quality of contribution to the team, a reduction in the total number of points available will be made as follows:

Each team starts with 100 points that represents 10% of their grade

<table>
<thead>
<tr>
<th>Average rating of the team member by their team-mates suggests inconsistent engagement and quantity/quality of contribution that unreasonably burdened the other team members and constrained team performance</th>
<th>Reduction of 25 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average rating of the team member by their team-mates suggests highly inconsistent engagement and quantity/quality of contribution that unreasonably burdened the other team members and constrained team performance</td>
<td>Reduction of 50 points</td>
</tr>
<tr>
<td>Average rating of the team member by their team-mates suggests minimal engagement and quantity/quality of contribution that significantly burdened the other team members and constrained team performance</td>
<td>Reduction of 75 points</td>
</tr>
<tr>
<td>Average rating of the team member by their team-mates suggests practically no engagement and quantity/quality of contribution</td>
<td>Reduction of 100 points</td>
</tr>
</tbody>
</table>

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). Please remember that each student has an ethical obligation to provide a rational assessment that is not influenced by personal bias.

POLICIES, PROCEDURES, STANDARDS AND RESOURCES

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) is 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](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.
Issues Management System for Students in the Professional Studies Program

The issues management system for the Professional Studies Program is a process that provides students with reasonable opportunity to identify and address concerns they may have with the design, content, delivery and management of the program in general, and any courses within the program.

Process for addressing issues regarding the overall Professional Studies Program (design, content, delivery and management of the program)

1. Speak with the program advisor, Carla Stewart tel: 843-953-3475 - stewartca@cofc.edu (Carla will attempt to resolve the issue and will advise on whether the issue needs to be referred to the Program Director)

2. If a student is not sufficiently satisfied after attempting the resolve the issue with the advisor, is not comfortable approaching the advisor, or the issue is one that needs to be referred to the Program Director, then the student is asked to complete a brief online form (click here). Students will be provided with the choice of remaining anonymous and deciding whether they want the Director to discuss the issue with them and/or follow up with them

3. If the student is not satisfied with the response of the Program Director, is not comfortable with approaching the Program Director, or simply wishes to make a formal complaint to the general administration of the College, then they need to make use of the online students complaint system (click here)

Process for addressing issues regarding a specific course within the Professional Studies Program (design, content, delivery and management of a specific course)

1. Contact the course instructor as soon as possible, describe the issue in a direct and respectful manner, and work with the instructor to constructively resolve the issue

2. Each instructor within the Professional Studies program will be encouraged to include an online discussion board within the course website in OAKS (top of the list of discussion boards) that provides students with the opportunity to raises issues (anonymously or not) with the instructor about the design, content, delivery and management of the course. This discussion board does not provide for private engagement between an anonymous contributor and the instructor (a student can make an anonymous posting which is only seen by the instructor, but the instructor cannot respond without making the posting public). In order to provide students with the opportunity to make an anonymous posting and to have a private engagement with the instructor that maintains the anonymity of the student, students are provided with a web link to an online form (click here) where they can:

   • Make an anonymous posting about the design, content, delivery and management of the course
   • Provide a non-identifying email address (e.g. you can establish a new non-identifying gmail address and change the associated name within the settings to something non-identifying)
3. If a student is (1) not comfortable approaching the instructor, (2) does not wish to use the online discussion board or online form, and (3) is not sufficiently satisfied after using the previously described steps to resolve the issue, then the issue is referred to the Program Director of the Program within which the course is located (some courses within the Professional Studies program are embedded from outside programs, departments and schools). If you wish to find out (1) whether a course is embedded (comes from another program, department, school) or non-embedded (belongs to the Professional Studies program), and (2) how to contact the relevant Program Director, please contact the Professional Studies program advisor Carla Stewart tel: 843-953-3475 - stewartca@cofc.edu (courses belonging to the Professional Studies program include the prefix PRST, PMGT and LGST)

4. If the issue regarding a non-embedded course (belongs to Professional Studies Program) needs to be referred to the Program Director (or the student prefers to do so), then the student is asked to complete a brief online form (click here). Students will be provided with the choice of remaining anonymous and deciding whether they want the Director to discuss the issue with them and/or follow up with them

5. If the student is not satisfied with the response of the Program Director, is not comfortable with approaching the Program Director, or simply wishes to make a formal complaint to the general administration of the College, then they need to make use of the online students complaint system (click here)
# RESOURCES

<table>
<thead>
<tr>
<th>Type of Resource</th>
<th>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology Help Desk</td>
<td>Phone: 843-953-3375 (Monday to Friday from 8:00am to 5:00pm)</td>
</tr>
<tr>
<td></td>
<td>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="http://blogs.cofc.edu/scs/about-us/support-services/">here</a>)</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:studentcomputingsupport@cofc.edu">studentcomputingsupport@cofc.edu</a></td>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>• Overview of a course website in OAKS</td>
<td>Video: <a href="https://www.youtube.com/watch?v=sDkvWMLoJ9I&amp;feature=youtu.be">https://www.youtube.com/watch?v=sDkvWMLoJ9I&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>• Communication Tools in OAKS</td>
<td>Video: <a href="https://www.youtube.com/watch?v=i8XDbA_wuY4&amp;feature=youtu.be">https://www.youtube.com/watch?v=i8XDbA_wuY4&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>• Grades Tools: Dropbox, Grades, Quizzes and Surveys</td>
<td>Video: <a href="https://www.youtube.com/watch?v=wdFqfOY2azk&amp;feature=youtu.be">https://www.youtube.com/watch?v=wdFqfOY2azk&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>• Management Tools: Attendance, Calendar and Groups</td>
<td>Video: <a href="https://www.youtube.com/watch?v=iNTvy6S1Ee8&amp;feature=youtu.be">https://www.youtube.com/watch?v=iNTvy6S1Ee8&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Student Learning Support</td>
<td>Phone: 843-953-5635</td>
</tr>
<tr>
<td></td>
<td>Website: <a href="http://csl.cofc.edu/index.php">http://csl.cofc.edu/index.php</a></td>
</tr>
<tr>
<td></td>
<td>Contact Information: <a href="http://csl.cofc.edu/contact-us/index.php">http://csl.cofc.edu/contact-us/index.php</a></td>
</tr>
<tr>
<td>Make an appointment to meet with a Study Skills Advisor</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>
</tr>
<tr>
<td>Student Learning Resources</td>
<td>Website: <a href="http://csl.cofc.edu/student-resources/index.php">http://csl.cofc.edu/student-resources/index.php</a></td>
</tr>
<tr>
<td>• Supplemental Instruction</td>
<td>Website: <a href="http://csl.cofc.edu/supplemental-instruction/index.php">http://csl.cofc.edu/supplemental-instruction/index.php</a></td>
</tr>
<tr>
<td>• Study Skills</td>
<td>Website: <a href="http://csl.cofc.edu/study-strategies/index.php">http://csl.cofc.edu/study-strategies/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>
</tr>
<tr>
<td>Library</td>
<td>Main Campus</td>
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<tr>
<td></td>
<td>Phone: 843-953-5530</td>
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<tr>
<td></td>
<td>Website: <a href="http://www.cofc.edu/library/">http://www.cofc.edu/library/</a></td>
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<tr>
<td></td>
<td>North Campus</td>
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<tr>
<td></td>
<td>Hours: 7:00am to 10:00pm Monday to Friday and 7:00am to 7:00pm on Saturday</td>
</tr>
<tr>
<td></td>
<td>Phone: 843-953-2766</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:FinchJ@cofc.edu">FinchJ@cofc.edu</a></td>
</tr>
<tr>
<td>• Library Support</td>
<td>New Student Guide to Library and Computing Services click <a href="http://csl.cofc.edu/">here</a></td>
</tr>
<tr>
<td>• Assistance in Securing Information</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="http://csl.cofc.edu/">here</a>)</td>
</tr>
<tr>
<td>• SMS question and answer service</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>• General review of Library and Online Access to the Library</td>
<td>Video: <a href="https://www.youtube.com/watch?v=UcAjveoQdpMNlubleazA">https://www.youtube.com/watch?v=UcAjveoQdpMNlubleazA</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=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjveoQdpMNlubleazA">https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjveoQdpMNlubleazA</a></td>
</tr>
</tbody>
</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 Week begin 25 Feb | • 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 - use the firefox web browser with flash enabled if you have difficulty viewing the video http://etopiasolutions.org/cofc/culture/presentation.html)  
• 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 - use the firefox web browser with flash enabled if you have difficulty viewing the video http://etopiasolutions.org/cofc/culture/presentation.html 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 |}
<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Mar</td>
<td>Review Chapter 5 – Socioeconomic transitions: The new realities of the</td>
<td>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)</td>
</tr>
<tr>
<td>begin</td>
<td>global workforce</td>
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<tr>
<td>11 Mar</td>
<td>Review Chapter 6 – Defining diversity in a global context: Prejudice</td>
<td>2nd Online Discussion (Exercise: Does social class make a difference?)</td>
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<td></td>
<td>and discrimination</td>
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<td></td>
<td>Review video presentation on Developing and Conducting Management</td>
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<tr>
<td></td>
<td>Briefings (click <a href="http://etopiasolutions.org/cofc/culture/presentation.html">here</a> – use firefox with flash enabled if you have any difficulty viewing the video)</td>
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<tr>
<td>4 Mar</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>18 Mar</td>
<td>Review Chapter 7 – Theoretical perspectives on diversity and exclusion</td>
<td></td>
</tr>
<tr>
<td>begin</td>
<td>in the workplace</td>
<td></td>
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<tr>
<td>25 Mar</td>
<td>Review Chapter 8 – Culture and communication in the global workplace</td>
<td></td>
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<tr>
<td>6 Mar</td>
<td>Review Chapter 9 – Interpersonal relationships in a global work context</td>
<td>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)</td>
</tr>
<tr>
<td>begin</td>
<td></td>
<td>2nd Online Discussion (Case: Overcoming the challenges of inter-group communication)</td>
</tr>
<tr>
<td>1 April</td>
<td>Review Chapter 10 – Diversity management: Paradigms, rationale and key</td>
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<tr>
<td></td>
<td>elements</td>
<td></td>
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<td></td>
<td>The second teleconference check-in session will take place from 6-8pm</td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>on the 3rd of April (Wednesday) – access the teleconference session via</td>
<td>2nd Online Discussion (Case: Overcoming the challenges of inter-group communication)</td>
</tr>
<tr>
<td></td>
<td>the following meeting id - 5362891948</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Tasks</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 7th April| - 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 14th of April (PDF) |
| 15th April| - 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  
                    - The final teleconference check-in session will take place from 6-8pm on the 17th of April (Wednesday) – access the teleconference session via the following meeting id - 5362891948 |
| 22nd April| - Review Chapter 15 – The inclusive workplace: level IV – Inclusion through international collaborations  
                    - Review Chapter 16 – Toward a globally inclusive workplace: Putting the pieces together  
                    - 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: 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 |
| Final Week| - Consulting Team Analysis and Report on Managing Diversity, Inclusion, Corporate Social Responsibility and Sustainability, must be uploaded into associated the drop-box in OAKS by 11:30pm on the 1st of May (PDF format)  
                    - End of Semester Team Member Assessment must be completed by 11:30pm on the 2nd 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.