**MGMT 308**  
Managing Diversity  
*(Managing Diversity and Inclusion in and around Organizations)*  
Summer 2020 – Section 1 (30143) – 3 credits  
Instructor: Dr Graeme Coetzer  
Delivery Format: **Fully Online**

(communication with the instructor and fellow students is supported by the teleconference application called Zoom – all students are required to access and use their Zoom account provided by the College of Charleston - click [here](#) for a video on how to setup and use your College of Charleston Zoom account)

<table>
<thead>
<tr>
<th>Class Day:</th>
<th>NA (online course)</th>
<th>Alt Email:</th>
<th><a href="mailto:coetzerg@me.com">coetzerg@me.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Hours:</td>
<td>NA (online course)</td>
<td>Office Tel:</td>
<td>843-953-5688</td>
</tr>
<tr>
<td>Class Location:</td>
<td>NA (online course)</td>
<td>Cell Phone:</td>
<td>912-399-5265</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:coetzerg@cofc.edu">coetzerg@cofc.edu</a></td>
<td>Zoom Meeting ID:</td>
<td>536-289-1948</td>
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**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 by emailing coetzerg@cofc.edu

Office hours will take place as follows:
• **Virtual (use teleconference system – Zoom):** Wednesday 4pm – 6pm (log in to Zoom using the meeting ID 536-289-1948) or by appointment (send me an email requesting a virtual/online meeting at a different time)

**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.

**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:

- Describe the key concepts, models and practices related to managing diversity in and around organizations
- Explain the historical evolution, contemporary state and importance of diversity management
- Identify the key general steps, practices and tools used to management diversity
- Develop an organizational strategy for constructively managing inclusion and diversity in and around a multi-national organization

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

**SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>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</th>
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<tbody>
<tr>
<td>Oral Communication</td>
<td>Students will use video-conference technology to record and present an oral management briefing</td>
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<tr>
<td>Quantitative Literacy</td>
<td>Students will use logical reasoning and data analysis skills to analyze cases and make recommendations</td>
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<tr>
<td>Scientific Literacy</td>
<td>Students will review scientific literature to identify and use research based knowledge to develop a diversity management strategy</td>
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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 fully online course that replaces the face-to-face lectures and in-class engagement with online content (e.g. videos, voice-over-powerpoint, podcasts etc.) and weekly online discussion boards (online village square). Successful participation in an online course requires a variety of resources including access to a computer that has a basic suite of software (word processor, spreadsheet, presentation, web browser etc.) and a high-speed internet connection. In order for our online learning community to function in an efficient and effective manner, it is important that you complete the course requirements when they are due, and respond to other students within the online discussion boards when they are expecting to hear from you.

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

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Quizzes</td>
<td>25%</td>
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<tr>
<td>Online Discussions (includes attendance)</td>
<td>25%</td>
</tr>
<tr>
<td>Briefing Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Comprehensive Case</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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GRADING SYSTEM

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<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Percent</th>
<th>Description</th>
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<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>
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<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>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74-76%</td>
<td>Acceptable Performance</td>
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<tr>
<td>Grade</td>
<td>Percentage</td>
<td>Description</td>
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<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>
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</table>

Please 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 time/date indicated in the course calendar in OAKS or in the course schedule at the end of this outline). After reviewing the video presentation, each student is required to make one original entry into the online discussion board regarding Developing and Maintaining a Constructive Course Culture including Constructive Policies and Procedures for establishing Reasonable Grading Distributions, and respond to the contributions of at least two other students. Each student is required to share their perspective about Developing and Maintaining a Constructive Course Culture.

DESCRIPTION OF ASSIGNMENTS AND ASSESSMENTS

Weekly Online Quizzes (25%)

Students are required to complete weekly online quizzes within OAKS that cover the material assigned for that week (see course schedule at the end of this course syllabus or in the content section of the course website in OAKS). 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).

Each student will receive a randomized set of questions drawn from the test-bank associated with the textbook. The weekly quizzes will close at the end of the week in which they are assigned (11:30pm on Sunday) (the quiz in the final week may have an earlier end date). Additional information about the quizzes is contained within the course website on OAKS and in the course schedule at the end of this course syllabus.

Weekly Online Discussions (25%)

Students are required to participate in weekly online discussion boards related to the learning materials assigned for that week. The weekly online discussion boards are comprised of 2 types of discussion boards - (1) topic chosen by the student, and (2) topic provided by the instructor. The topic-chosen discussion board requires each student to identify something of interest in the material assigned for the week and/or something that has impacted them/captured their attention, and then present and discuss their chosen topic. The topic-provided discussion board requires each student to respond to a provided case, exercise or discussion question(s). Unless otherwise instructed, each student is required to make one original contribution and then respond to the contributions of 2 other students on both the topic-chosen and topic-provided discussion boards (each student must first post an original entry in order to access and respond to the contributions of others).

Responding to the contribution of another student is an opportunity to practice engaging others in a manner that is authentic, skillful and promotes mutual learning (free and skillful speech with constructive intent is an important value within the professional studies program). 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 (1) direct, authentic and courageous, and (2) skillful and respectful. Please report any concerns about the content and/or style
of student contributions within the online discussions to the instructor. 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 week may 
have an earlier end date). Additional information about the assignment, assessment process and assessment criteria is 
contained within the course website (OAKS).

Professional Briefing Paper and Presentation (25%)

Each student is expected to pick a topic related to the course content and develop both a briefing paper and 
video presentation on the chosen topic. For a review of the process for developing a briefing paper and video 
presentation click here. Those learners who are more interested in developing specific skills related to the course 
content should pick an activity or practice as a topic (e.g. conducting sensitivity training).

Once each learner has chosen their topic, they need to identify at least 2 recent (no earlier than 2005) 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 how to information.

Online databases of 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 click here for a review of how to 
use the online articles databases to find research and practitioner oriented articles for the professional briefing and 
presentation. Click here for a brief review of 2 sample briefing papers. 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 briefing paper and video presentation that 
consists of the following sections:

1. **(Section 1)** Define and 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. 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 
conducting sensitivity). 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 (what impact will the topic have on our 
society, organizations, environment etc. - e.g. why is sensitivity training important for organizations). If no 
direct information is provided then you need to make thoughtful inferences.

4. **(Section 4)** Briefly recommend key actions that should be taken with regard to this topic (e.g. how might this 
practice/activity be executed e.g. how should sensitivity training be conducted?). Provide some information 
about the key general steps required to execute this activity, and any other things that support efficient and 
effective execution. 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
Each student is also expected to develop an online presentation of the briefing paper using voicethread, which is an online presentation production program that can be accessed via OAKS. Click here for a video review of how to develop a voicethread presentation, and click here for a video review of how to access and use voicethread within OAKS. If you need assistance with voicethread, please contact the North Campus librarian, Janette Finch, for assistance with this task - 843-953-2766 or FinchJ@cofc.edu. The online voicethread presentations must be completed and opened for viewing by the time/date indicated within the course schedule/calendar. Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS).

**Comprehensive Case Analysis (25%)**

Students will be placed in virtual teams that are required to develop a diversity and inclusion strategy report for the senior management team of 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 headquarters in Charleston, South Carolina (also serves as the regional headquarters 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 headquarters 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 headquarters 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 headquarters 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 headquarters in the United States

- **Corporate services like strategic planning, finance and accounting, 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 and diversity 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. globalisation of operations (globalization of the workforce)
2. increasing workforce diversity within the various countries that the organization operates (driven by factors like increased trans-national movement/migration, legal/non-legal immigration, increased workforce participation of traditionally less integrated groups etc.)

6
3. increasing social, political and legal pressures to ensure that the demographic diversity of employees reasonably represents the diversity of (1) the labor markets from which employees are hired, and (2) the demographic diversity of the broader society within which the organization is operating (this process often generates conflict between various perspectives/positions e.g. equality of opportunity vs. equality of outcomes, emphasis on merit/performance vs. provision of developmental opportunity for those with traditionally less access to development and associated opportunity, freedom of association vs proportional demographic representation/responsibility to integrate etc.).

4. the increasing awareness of and pressure to respond to a growing number of secondary differentiating human factors that extended beyond the primary differentiating factors of gender, age, ethnicity, culture, religion etc.

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 the reasons outlined above, including the evolving and expanding emphasis on differentiating human characteristics. This evolving and expanding profile of differentiating characteristics is often accompanied by activism that promotes the view that these characteristics are associated with challenging experiences, and that others need to be more aware of and responsive to particular experiences, needs and rights of those with these differentiating characteristics. For example, rapidly increasing legal/illegal immigration of people from various countries in Africa into South Africa, and the increasing workforce participation of women, elderly, disabled, and people living with HIV/AIDS, plus increasing pressure to recognize more complex and subtle tribal differences among indigenous South Africans (e.g. number of official languages has risen to 12 with more under consideration), is expanding the complexity of understanding and managing diversity and inclusion. 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, equality of outcomes etc.. 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 where some employees have accused the company of being ethnocentric at the expense of respecting local traditions. Civil rights groups in the US have been critical of the company for not sufficiently confronting traditional practices at new foreign production locations that make it more difficult for women to receive equal access to employment opportunities. Recently the organization settled a class action law suit in the US that accused the organization of discriminating against minorities (the organization claimed that they had made a good faith attempt to secure and provide development opportunities for minorities that were significantly under-represented within the labor markets from which the organization drew its labor supply).

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 globalized production system 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 (competitors from relatively lower wage countries). 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 significant 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 increased 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
- increased expenditure on expensive corporate social responsibility programs as a way to be more inclusive/responsive and ensure that the brand is associated with diversity/inclusion may not be affordable

The CFO suggested that market aligned diversity, selective inclusion and targeted social responsibility programs that focus on key internal and external stakeholders, had the potential to improve product/service 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 (mutual benefit), (2) develop a corporate brand that is associated with social and environmental responsibility, and economic sustainability, and (3) develop a general operating model with associated cost management 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) in a manner that enhances both short and long term organizational performance, 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/environmental 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 diversity, inclusion and sustainable business practices on multi-national organizations (organizations in general)
- identify and briefly describe some of the opportunities that the organization has for advancing equality, diversity, inclusion and sustainability, and translating equality, diversity, inclusion and sustainability 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 4 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. The professional studies students must also upload a PDF of their report into their ePortfolio as a supporting artifact for the competency of diversity management (please contact the North Campus librarian, Janette Finch, for assistance with this task - 843-953-2766 or FinchJ@cofc.edu). Additional information about the assignment, assessment process and assessment criteria is contained within the course website (OAKS).

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 signing into the course website during the week and completing the assigned activities (review videos, quizzes, online discussion boards etc.). Consistent engagement with the course materials, course learning activities, assignments and other students via the discussion boards is important for successfully completing online courses. Consequences for missing discussion board(s) are as follows:

- Discussion board(s) for 1 week – no penalty
- Discussion board(s) for 2 weeks - grade for discussion boards 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

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.
**RESOURCES**

<table>
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<tr>
<th>Type of Resource</th>
<th>Access Information</th>
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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="https://blogs.cofc.edu/scs/about-us/support-services/">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>
</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</td>
<td>Video: <a href="https://www.youtube.com/watch?v=sDkvWMIol9I&amp;feature=youtu.be">https://www.youtube.com/watch?v=sDkvWMIol9I&amp;feature=youtu.be</a></td>
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<tr>
<td>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>
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<tr>
<td>• Communication Tools in OAKS</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>
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<tr>
<td>• Grades Tools: Dropbox, Grades,</td>
<td>Video: <a href="https://www.youtube.com/watch?v=iNTyy6S1Ee8&amp;feature=youtu.be">https://www.youtube.com/watch?v=iNTyy6S1Ee8&amp;feature=youtu.be</a></td>
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<td>Grades and Surveys</td>
<td>Video: <a href="https://www.youtube.com/watch?v=sDkvWMIol9I&amp;feature=youtu.be">https://www.youtube.com/watch?v=sDkvWMIol9I&amp;feature=youtu.be</a></td>
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<td>• Management Tools: Attendance,</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>
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<td>Calendar and Groups</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>
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<td>North Campus</td>
<td>Phone: 843-953-2762 Website: <a href="http://csl.cofc.edu/north-campus.php">http://csl.cofc.edu/north-campus.php</a></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 click <a href="http://csl.cofc.edu/supplemental-instruction/index.php">here</a> (if you would like to meet online then please indicate this in the additional information section of the appointment form and provide your skype address)</td>
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<td>with a Study Skills Advisor</td>
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<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>
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<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>
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<tr>
<td>• Study Skills</td>
<td>Website: <a href="http://csl.cofc.edu/study-skills/index.php">http://csl.cofc.edu/study-skills/index.php</a></td>
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<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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<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:Finchl@cofc.edu">Finchl@cofc.edu</a></td>
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<td>• Library Support</td>
<td>New Student Guide to Library and Computing Services click <a href="http://www.cofc.edu/library/">here</a></td>
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<td>• Assistance in Securing</td>
<td>Library advisors will assist students in finding information they need to complete their research assignments. Requests for assistance are made by completing an <a href="http://www.cofc.edu/library/">online request</a> and follow up consultations are conducted either in-person or online (skype)</td>
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<tr>
<td>Information</td>
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<td><strong>• SMS question and answer service</strong></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>
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<td><strong>• General review of Library and Online Access to the Library</strong></td>
<td>Video: <a href="https://www.youtube.com/watch?v=u6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjveo-uPQdpMNLublezA">https://www.youtube.com/watch?v=u6StfenzODA&amp;feature=youtu.be&amp;list=UUcAjveo-uPQdpMNLublezA</a></td>
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<tr>
<td><strong>• How to use the Online Databases to Find Articles/Information I need for my Assignment</strong></td>
<td>Video: <a href="https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjveo-uPQdpMNLublezA">https://www.youtube.com/watch?v=5VsB_jAT-4&amp;feature=youtu.be&amp;list=UUcAjveo-uPQdpMNLublezA</a></td>
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## COURSE SCHEDULE

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<th>Week No</th>
<th>Assigned Readings, Learning Activities and Assignments</th>
<th>Online quizzes and discussions</th>
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| 1 May 11 | • Review course information in OAKS and complete the course preparation checklist (contained within the welcome email sent out at the beginning of the course and within the review and prepare module in the course content section of the OAKS course website)  
• Read Chapter 1 – Introduction and Conceptual Framework  
• Read Chapter 2 - Diversity Legislation in a Global Perspective: Equality and Fairness in Employment  
• Read Chapter 3 – Discrimination, Equality, and Fairness in Employment: Social policies and Affirmative/Positive Action Programs  
• Review video presentation on *Developing a Constructive Course Culture and the associated Policies and Procedures for managing Course Grades,* must be completed by the end of the week (to access the video presentation, click [here](#)). After reviewing the video presentation, each student is required to make one original entry into the online discussion regarding Developing and Maintaining a Constructive Course Culture including Constructive Policies and Procedures for establishing Reasonable Grading Distributions, and respond to the contributions of at least two other students. | • **Topic Chosen Discussion Board** - 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  
• **Topic Provided Discussion Board** - after reviewing the video presentation on Developing a Constructive Course Culture (click [here](#)), each student is required to make one original entry into the online discussion regarding Developing and Maintaining a Constructive Course Culture including Constructive Policies and Procedures for establishing Reasonable Grading Distributions, and respond to the contributions of at least two other students  
• Online Quiz for Chapters 1, 2 and 3 |
| 2 May 18 | • Read Chapter 4 – Global Demographic Trends: Impact on Workforce Diversity  
• Read Chapter 5 – Socioeconomic Transitions: The New Realities of the Global Workforce  
• Read Chapter 6 – Defining Diversity in a Global Context: Prejudice and Discrimination | • **Topic Chosen Discussion Board** - 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  
• **Topic Provided Discussion Board** *(Exercise)* Does social class make a difference?  
• Online Quiz for Chapters 4, 5 and 6 |
| 3 May 25 | • Read Chapter 7 – Theoretical Perspectives on Diversity and Exclusion in the Workplace  
• Read Chapter 8 – Culture and Communication in the Global Workplace  
• Read Chapter 9 – Interpersonal Relationships in a Global Work Context | • **Topic Chosen Discussion Board** - 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 |
<table>
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<tr>
<th>Date</th>
<th>Tasks</th>
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| June 1     | • Review videos on Briefing Paper and Presentation (professional briefing paper and video presentation (voicethread) due on the 7th of June)  
  • Click [here](#) for video 1  
  • Click [here](#) for video 2  
  • Click [here](#) for video 3  
  • [Professional Briefing Paper](#) must be completed and uploaded into the associated OAKS drop-box by **11:30pm on the 7th of June** (MS Word or PDF)  
  • Topic Provided Discussion Board - [Case](#) What should I say and do when I work with our new Asian Partners?  
  • Online Quiz for Chapters 7, 8 and 9  |
| June 8     | • Read Chapter 10 – Diversity Management: Paradigms, Rationale and Key Elements  
  • Read Chapter 12 – An overview of the Inclusive Workplace Model: Managing the Globalized Workforce  
  • Read Chapter 13 – The Inclusive Workplace: Level I – Inclusion through Diversity within the Work Organization  
  • Topic Chosen Discussion Board - 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  
  • Topic Provided Discussion Board - [Ethical Management Case](#) Caught between ethnocentricity and cultural relativism, the ethics of gifts vs bribes  
  • Online Quiz for Chapters 10, 12 and 13  |
| June 15    | • Read Chapter 14 – The inclusive workplace: Level II – Inclusion through Corporate – Community Collaborations  
  • Read Chapter 15 – The inclusive workplace: level III – Inclusion through State/National Collaborations  
  • Read Chapter 16 – The inclusive workplace: level IV – Inclusion through International Collaborations  
  • Topic Chosen Discussion Board - 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  
  • Online Quiz for Chapters 14, 15 and 16  |
| June 22    | • Comprehensive Case Report must be completed and uploaded into the drop-box in OAKS by **11:30pm on the 23rd of June** (MS Word or PDF format)  
  • Topic Chosen Discussion Board - 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  
  • Online quiz for Chapter 18  |