MGMT 308
Managing Diversity
Instructor: Dr Graeme Coetzer

Class Day: online
Class Hours: online
Class Location: online
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Office Hours: please email me if you have inquiries that require a short response otherwise make an appointment to meet with me (in person or tel/video conference) between 10:30am and 5:30pm (EST) from Tuesday to Thursday (please use the online appointment scheduling system by clicking here). Your options for meeting with me are:

- **Teleconference or Videoconference (skype):** anytime during the allotted office hours
- **North Campus Office:** Tuesday and Thursday between 10:30am and 5:30pm
- **Main Campus:** Wednesday between 12:00pm and 5:00pm

If you need to meet with me outside of the scheduled office hours, please email or call me to set up an appointment. If you have an emergency please call or text me at 912-399-5265

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 and situations 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 population dynamics and composition, increasing pressures to be more aware of and constructively respond to human needs and differences in the workplace, and broader definitions of corporate responsibility and effectiveness, will be examined. The impact
of organizational diversity and the various approaches for managing diversity on organizational performance will be assessed. Organizational strategies for developing a more inclusive workplace at the organizational, community, national and international level will be developed. Topics in this course include the evolution of stakeholder diversity in and around organizations at the regional, national and inter-national 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; and the workplace inclusion model applied to a multi-national organization. The learning process will include presentations, discussions, exercises and case studies.

PREQUISITES

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 needs and 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
- Describe the psychological and social-psychological processes that encourage misperception and mistreatment of others on the basis of a primary and secondary aspects of diversity
- Assess personal levels of cultural intelligence
- Apply a constructive negotiation and conflict management process associated with intergroup exchanges
• 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 PROFESSIONAL STUDIES LEARNING OBJECTIVES

Written Communication Students will provide written responses to subject related questions, write descriptions of subject relevant situations in organizations, provide written advice and responses to others, provide a written response to cases and write a reflection journal

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

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

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

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

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

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

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

COURSE FORMAT, RESOURCE REQUIREMENTS AND PARTICIPATION EXPECTATIONS

This is an online course that requires the use of technology to participate in the course. Students are required to have the following equipment, software and services in order to participate in the course:

• A computer with sufficient processing speed, memory and hard drive capacity to establish and process a standard high speed internet connection and produce/store a variety of files
• Reliable access to a standard high speed internet connection
• A webcam and microphone capable of recording an oral presentation (both image and sound) and efficiently participating in video/audio conferencing
• Operating system and software necessary for browsing the internet, word-processing and developing power-point (or equivalent) slide shows
• Software that supports video/audio conferencing (Skype is videoconferencing software that supports free team videoconferencing as long as each participant has a skype account). Each student is required to obtain skype address which they are required to share with both the instructor and other students in the course. If you do not wish to use your personal Skype account then please establish a separate Skype account that you can use to participate in this course. Students are required to enter contact information, that they are comfortable sharing, into a contacts database that will be shared with other students (to access the contacts database, click here).
The course will include a balance of cognitive and experiential learning opportunities that support auditory, visual and kinesthetic learning styles. Learning activities will include presentations, discussions, question and answer sessions, case analysis, journaling, peer advising and coaching, completing assessments of oneself and others, team work and experiential competency exercises. The design of this course is based on the assumption that each student is both a learning resource and a learner, and has the responsibility to manage their own learning and support the learning of others.

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 distance education courses. The weekly forum for collective engagement is the online discussion forum (online village square) which replaces the weekly face-to-face lecture as the primary method of weekly engagement. Remaining 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 are expected to:

- Remain consistently engaged with all aspects of the course in a prepared and organized manner
- Participate within the online discussion forums, the virtual learning partnerships and the virtual teams in an active manner

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>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Online Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Management Briefing Presentation</td>
<td>15%</td>
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<tr>
<td>Experiential Competency Development Exercise</td>
<td>15%</td>
</tr>
<tr>
<td>Team Project</td>
<td>20%</td>
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<tr>
<td>Performance as Peer Coach and Team Member</td>
<td>10%</td>
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**TOTAL:** 100%

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>84-86%</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</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>
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ONLINE QUIZZES (20%)

Students are required to complete weekly online quizzes that review the textbook chapters assigned for that week (see course schedule). The online quizzes are comprised of 20 multiple choice questions that must be completed in 25 minutes. Each student will receive a randomized set of 20 questions drawn from a test-bank. The weekly quizzes will open each week at 8:00am on Wednesday morning and close at midnight on Sunday. 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.

ONLINE DISCUSSIONS (20%)

Students are required to participate in a weekly online discussion that is related to the materials assigned for that week. Students are required to make both an original contribution to each of the weekly online discussions and respond to the discussion threads of at least 2 other students. 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 discussion. The weekly online discussions are generated from a variety of sources including chapter questions, cases, supplemental articles, videos, ethical scenarios, advising peers on personal course related situations and exercises. Information on how to analyze and respond to cases, ethical scenarios and requests for advice/coaching is contained within the course website on OAKS. The weekly online discussions will open each week at 6:00am on Monday and close at midnight on Sunday (end of the same week).

As previously mentioned, each student is required to respond to the original contribution of at least 2 other students. 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. Constructive responses to others include the following:

- **Agreeing** with the person’s perspective (e.g. “John, I agree with your view that organizations need to pay more attention to diversity in learning styles, I have attended numerous corporate training workshops that did not sufficiently cater to the more kinesthetic learners...”)

- **Adding** to the person’s perspective (e.g. “Janiqua, I would also add that there may be another learning style in addition to the traditional 3 styles that...”)

- **Advising** the person (e.g. “Marta, you stated that you were confused about how to be more responsive to people with learning disabilities, I have had some experience with this and recently read about some interesting new approaches, I would suggest...because I think....”)

- **Reframing** the person’s perspective (e.g. “Jose, I have a somewhat different take on the issue of maximizing learning within diversity training programs, I think the issue is less about learning style and more about learning readiness which...”)

- **Exploring** your own perspective (e.g. “Jill, your perspective about diversity and conflict has impacted me and I’m paying attention to your statement about diversity in approaches to managing conflict and feeling really frustrated because I think this touches on difficulty I had with some coworkers in my recent overseas assignment. More specifically, ..., and what I want by mentioning this is to try and...”)


<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>D</td>
<td>1.0</td>
<td>Barely acceptable but passing</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td>Near Failure</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failure</td>
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</tbody>
</table>
figure out how to reach agreements about managing conflict among people with different cultural orientations toward addressing conflict with authority figures”)

- **Exploring** the other person’s perspective (e.g. “Mohammad, I’m interested in your view about conflict avoidance as a useful strategy and why you encourage this during the early part of strategic planning. I’m interested because I’ve been having difficulty with this issue at my organization. Please tell me more about ... and what do you mean by ... and why would you ...”) *(Note: it is important to make a statement about your experience prior to asking a question so the person understands where your question comes from and doesn’t have to make up a story about that)*

- **Requesting** more information and/or validation (e.g. “Chen, your concerns about a lack of awareness in other parts of the world about diversity within the Chinese population really interests me because .... Please tell me more about these key sources of diversity and how you developed this understanding?”)

- **Challenging** the person’s perspective (e.g. “Natasha, I appreciate your candor about gender differences in the high tec sector but I think that your view that women have a higher need for security that men is not entirely accurate. I believe... based on ...”) *(Note: Challenging the perspective of others is an important part of individual and social development, but must be done well in order to avoid unnecessary and disruptive defensiveness. It is often useful to identify the positive intent of your challenge while challenging others e.g. “Natasha, what I want by challenging your perspective is to encourage people to examine stereotypes they may have about men that may lower reasonable responsiveness to important needs”)*

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 support and challenge. Please report any concerns about the content and/or style of student contributions to the online discussions to the instructor as soon as possible. Additional information about the assignment, the related assessment process and assessment criteria is contained within the course website on OAKS.

**MANAGEMENT BRIEFING PRESENTATION (15%)**

Each learner is expected to pick an activity or practice related to diversity in and around multinational organizations (e.g. cultural sensitivity training for home country managers with foreign assignments). Once each learner has chosen their topic, they need to identify at least 2 recent (no earlier than 1995) 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 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.

Each learner is expected to review the collected articles and prepare a management briefing presentation of **no longer than 5 minutes using VoiceThread** (VoiceThread is a video and sound recording program embedded within the OAKS course web site, for general instructions on using VoiceThread please click here). The presentation should consist of the following sections:

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

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

4. Briefly recommend key actions that managers should take in response to the topic (e.g. how might this practice/activity be applied/implemented - how might diversity sensitivity and sensitivity training be implemented). Provide some information about the key general steps required to apply/implement this practice/activity within organizations. If no direct information is provided then you need to make thoughtful inferences.

Each student will be assigned to a review team that is responsible for reviewing and commenting on the management briefing presentations of the other members of the team (information about your review team will be sent to you via email and posted on the course website in OAKS). The VoiceThread presentation must be completed by midnight on the 9th of November, and must be shared with both the class and the assigned review team at approximately 8:00am the next morning. Each member of a review team must review the management briefing presentations of the other members in the review team and complete an assessment (ratings and comments) of the presentations by midnight on the 16th of November (click here to access the online assessment). Additional information about the assignment, the related assessment process and the assessment criteria is contained within the course website on OAKS.

EXPERIENTIAL COMPETENCY DEVELOPMENT EXERCISE (20%)

The students will be paired into learning partners who are responsible for supporting each other during the course and helping each other complete the following competency development exercise:

**Part 1 - Increase self-awareness and authentic expression in a constructive and skillful manner** – each member of the learning partnership will help the other member complete a self-reflective exercise called the *Awareness Windows* (each member of the learning partnership will take a turn being the coach and the coachee). The awareness windows is a structured process that helps students identify what they are paying attention to, feeling, thinking and wanting with regard to a complex and challenging interpersonal situation (click here for a review of the awareness windows process). The coach will have a script that they will use to guide the coachee through the awareness windows process (click here to access script) and the coachee will have both a paper based and online template that they will use to capture their experience (download paper based template by clicking here and access online template by clicking here). Each student must complete the online awareness windows template by midnight on the 2nd of November (students can use the paper based template first and then upload content to the online template or directly enter information into the online template during the coaching process).

**Part 2 - Map out personal perceptual process and identify both constructive and non-constructive influences on the perception of others who are different** – each member of the learning partnership will help the other complete a perceptual mapping exercise called the *Ladder of Perception* (each member of the learning
partnership will take a turn being the coach and the coachee). The ladder of perception is a structured process that helps students develop greater awareness of how they construct and make sense of their world (what you do with what happens to you), particularly their experience of others who are different (click here for a review of the ladder of perception process). The coach will have a script that they will use to guide the coachee through the ladder of perception process (click here to access script) and the coachee will have both a paper based and online template that they will use to capture their experience (download paper based template by clicking here and access online template by clicking here). Each student must complete the online ladder of perception template by midnight on the 23rd of November (students can use the paper based template first and then upload content to the online template or directly enter information into the online template during the coaching process).

Both members of each learning partnership will be required to review the peer coaching guidelines and code of conduct which includes a commitment to protecting each other’s privacy. The content of the awareness windows and ladder of perception exercise will only be reviewed by the associated peer learning partner (coach) and the instructor. Additional information about the assignment, the related assessment process and the assessment criteria is contained within the course website on OAKS.

TEAM PROJECT (20%)

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

- Core end-to-end value added activities have been distributed around the world
  - Research and development takes place at the corporate head-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. The diversity of employees (key internal stakeholder) has increased dramatically due to (1) globalization of operations (globalization of the workforce), (2) increasing demographic diversity within the various countries that the organization operates, and (3) increasing social, political and legal pressures to identify and constructively respond to employee needs and differences. The US based component of the work force is increasingly diverse and many are expected to take assignments abroad at the various locations where
the organization operates and sells. Workforce composition within the various global regions is also becoming more diverse due to significant migration, changing workforce demographics and the evolving identification of human characteristics and related experiences that require constructive attention. For example, the rapidly increasing immigration of people from various countries in Africa into South Africa, and the increasing participation of women, the elderly and the disabled (particularly people with HIV/AIDS) in the workforce, has dramatically increased the diversity of an already diverse workforce in South Africa. A similar trend is taking place in the European region.

The CEO and executive team are having difficulty identifying, understanding and managing the increased stakeholder diversity in and around the organization. The organization has been criticized by employees and community groups in various countries for not being sufficiently attentive and responsive to the needs of employees and local communities (inclusive). A recently employee satisfaction survey revealed that the organization predominantly approaches managing and supporting foreign operations using a home country perspective. This appears to have caused some frustration and retention challenges within a number of foreign operations. Recently the organization settled a class action suit in the US that accused the organization of discriminating against minorities.

A recent survey of national level perceptions of the company revealed that the citizens of many countries had a neutral or somewhat negative orientation toward the company and the associated brand. In addition, a variety of global watchdog groups have been criticizing the overall global operation of the company, focusing on the impact of the organization on the natural environment and workplace standards in developing countries (e.g. the organization has been criticized for organizational policies and practices that encourage the use of cotton grown with artificial pesticides and herbicides, and accommodating the use of under-age labor in some production facilities).

The CEO and the executive team have decided that they want to (1) develop an inclusive workplace culture that is oriented toward constructive collaboration with key stakeholders, and (2) ensure that the corporate brand is associated with being socially and environmentally responsible. They have hired your consulting company, which specializes in helping organizations better understand and manage diversity in and around organizations (especially multinational organizations), to provide a report that does the following:

- Provide a definition and description of diversity in and around multinational organizations that will help the management and employees of the organization better understand what diversity is
- Provide a review of the impact of diversity on multi-national organizations
- Provide a review of the various approaches for managing diversity
- Identify some of the key challenges and opportunities that the organization faces as a result of rapidly increasing diversity within their global workforce, and make some suggestions for how to address these challenges and opportunities, and turn diversity into a source of value for the organization
- General suggestions for how to enhance corporate-community and corporate-national relations within the various communities and countries that the organization operates and sells
- General suggestions for how the organization can enhance global inclusiveness, corporate social responsibility and sustainable business practices and improve the reputational capital of the organization.

Organize the written report based on the sections indicated above and reference sources that you use on a separate reference page at the end (use the APA referencing format - http://www.apastyle.org). The paper should be no more than 5 pages in length (excluding the cover page and reference page), 1 1/2 line spacing, 12
POLICIES, PROCEDURES, STANDARDS AND RESOURCES

Attendance and Engagement. As previously mentioned, consistent engagement with the course materials, course learning activities, assignments and other students, especially virtual learning partners and virtual teammates, is important for successfully completing online courses. The weekly forum for engagement is the online discussion forum which replaces the weekly face-to-face lecture as the primary method of weekly engagement. Consistent participation within the weekly discussion forum is therefore important for both yourself and the other online students. Consequences for missing weekly discussion forums are as follows:

- **1 discussion forum** – no penalty
- **2 discussion forums** (without reasonable and supported reason for absence) – grade for discussion forums is divided in half (discussion forums count for 20% of the final grade)
- **More than 2 discussion forums** (without a reasonable and supported reason for absence) – grade of 0 for the discussion forums

As previously mentioned, 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 the level of availability and engagement.

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.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week No</th>
<th>Assigned Readings, Learning Activities and Assessments</th>
<th>Online quizzes and discussions</th>
</tr>
</thead>
</table>
| 1 Oct 6 | • Review course information in OAKS and complete the course preparation checklist  
• Read Chapter 1 – Introduction and conceptual framework  
• Read Chapter 2 - Diversity legislation in a global perspective: Equality and fairness in employment | • Online Quiz for Chapters 1 and 2  
• Online Discussion *(Question: Will the growing body of human rights and anti-discrimination legislation emerging around the world eliminate unfair discrimination and poor treatment in the workplace?)* |
| 2 Oct 13 | • Read Chapter 3 – Discrimination, equality, and fairness in employment: Social policies and affirmative/positive action programs  
• Read Chapter 4 – Global demographic trends: Impact on workforce diversity | • Online Quiz for Chapters 3 and 4  
• Online Discussion *(Question: Are affirmative action programs a positive approach to addressing representation challenges in the global workforce?)* |
| 3 Oct 20 | • Read Chapter 5 – Socioeconomic transitions: The new realities of the global workforce  
• Read Chapter 6 – Defining diversity in a global context: Prejudice and discrimination | • Online Quiz for Chapters 5 and 6  
• Online discussion *(Exercise: Does social class make a difference?)*  
• Online self-assessment *(Self Assessment: What is my cultural intelligence?)* |
| 4 Oct 27 | • Read Chapter 7 – Theoretical perspectives on diversity and exclusion in the workplace  
• Read Chapter 8 – Culture and communication in the global workplace  
• *Awareness Windows Exercise* must be completed by midnight on the 2<sup>nd</sup> of November (click here to access the paper based template and click here to access the online template)  
• *Mid-Semester Team Member Assessment* must be completed by midnight on the 2<sup>nd</sup> of November (click here to access the online team member assessment) | • Online Quiz for Chapters 7 and 8  
• Online Discussion *(Case: What should I say and do when I work with our new Asian Partners?)* |
| 5 Nov 3 | • Read Chapter 9 – Interpersonal relationships in a global work context  
• Read Chapter 10 – Diversity management: Paradigms, rationale and key elements | • Online Quiz for Chapters 9 and 10  
• Online Discussion *(Case: Overcoming the challenges of inter-group communication)* |
| 6 Nov 10 | • Read Chapter 11 – An overview of the inclusive workplace model: Managing the globalized workforce  
• Read Chapter 12 – The inclusive workplace: level I – Inclusion through diversity within the work organization  
• *Management Briefing Presentation* must be completed by midnight on the 9<sup>th</sup> of November and shared with both the class and the assigned | • Online quiz for Chapters 11 and 12  
• Online Discussion *(Ethical Scenario: Caught between ethnocentricity and cultural relativism, the ethics of gifts vs bribes)* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Nov 17</td>
<td><strong>Assessment of the management briefing presentations in your review</strong>&lt;br&gt;<strong>team must be completed by midnight on the 16th of November</strong> (click here to access the online assessment)</td>
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<td><strong>Online Quiz for Chapters 13 and 14</strong>&lt;br&gt;<strong>Online Discussion</strong> (Question: What creative ideas do you have about how a multinational organization can improve workplace inclusion through corporate-community collaboration?)</td>
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<td>Nov 24</td>
<td><strong>Read Chapter 13 – The inclusive workplace: level II – Inclusion through corporate – community collaborations</strong>&lt;br&gt;<strong>Read Chapter 14 – The inclusive workplace: level III – Inclusion through state/national collaborations</strong>&lt;br&gt;<strong>Ladder of Perception exercise</strong> must be completed by midnight on the 23rd of November (click here to access the paper based template and click here to access the online template)</td>
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<td><strong>Online Quiz for Chapters 15 and 16</strong>&lt;br&gt;<strong>Online Discussion:</strong> (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?)</td>
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<td>Dec 1</td>
<td><strong>Team Diversity Management Reports</strong> must be completed by midnight on the 3rd of December (must be uploaded into OAKS in either MS Word or PDF format)&lt;br&gt;<strong>End of Semester Team Member Assessment</strong> must be completed by midnight on the 5th of December (click here to access the online team member assessment)</td>
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