MGMT 339: Diversity In Organizations

Location:	Elgin
Address:	at Elgin Community College, 1700 Spartan Dr. E205 Elgin, IL 60123-7193
Section:	19FALL2/MGMT/339/AIL5
Semester Credit Hours:	3
Class Day(s) and Time(s):	Thursday 6:00 PM - 10:00 PM from October 21, 2019 to December 14, 2019

≣ Syllabus Contents

❶ Course Information

Catalog Description

Successful inclusion is the outcome sought from good diversity management. Students will develop interpersonal skills needed to manage varying diverse work groups and the impact of cultural factors influencing behavior. Students will understand the business case for diversity leading to better problem solving.

Prerequisite: MGMT 230.

Additional Notes

Please Note: Our class meets in Room K-161.

Our first Class will meet on 10/24/19 at 6:00pm.

Due to the Thanksgiving holiday **we will not meet on 11/28/19**; the make-up is scheduled for Monday , 12/16.

 Our last class will be on 12/16/19.

Late assignments over a week old will be dropped one letter grade

This course is presented in the "CTEP format". In addition to class attendance & participation, exams, and written assignments, you will have to answer "Discussion Questions" online in our course shell (Online Learning Activity). These discussion questions will total 15% or 150 points of the total 1000 points for the class. The instructor will explain these requirements and show students how to access these Discussion Questions in the course shell during Week #1. **Again, you will have to complete these Discussion Questions OUTSIDE of class.**

Important Note: Please be sure to read the entire syllabus. Pay special attention to the sections on ETEXTS, BOOKSTORE, AND TECHNICAL SUPPORT. The instructor will review the syllabus and provide an eText orientation on the first evening of class. The instructor will provide access to her eText highlights and notes to help the students prepare for their exams and to enhance the course material/class lectures and discussions. Please be sure to click on the link provided to you by your instructor to "follow" the highlights.

📖 Textbooks

As part of Truition^{SM}, students will receive their course materials automatically as described below.

☁ Triana. (2017). *Managing Diversity in Organizations* (1st). Routledge. *eText*

Bookstore Information

Visit https://www.ccis.edu/bookstore.aspx for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit Ingram Returns to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of Truition^{SM} are responsible for purchasing their own course materials.

⬇ Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see technical requirements.

👍 Course Learning Outcomes

1. Describe the diverse workplace and changing demographics in the workplace including global implications.
2. Describe how prejudice, bias, unconscious bias, stereotyping, and discrimination affect individuals and an organization.
3. Differentiate among the myths and realities of diversity.
4. Compare and contrast the multicultural aspects of the modern workforce.
5. Describe the major characteristics of diverse groups within the workforce.
6. Summarize the characteristics of an inclusive organizational culture.
7. Evaluate the organizational benefits of diversity and inclusion.
8. Explain how to work with people from other backgrounds including global implications.

🎓 Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
Self Awareness	60	6%
Case Study	72	7%
Movies	100	10%
Peggy's Article	24	2%
Midterm Exam	195	20%
Final Exam	340	34%
Immigration Article	24	2%
Class Participation	35	4%
Total	**1000**	**100%**

📅 Schedule of Due Dates

Week 1

Assignment	Points	Due
In Class: Discussion	5	10/24/19
In Class: Case Study #1	24	10/24/19
In Class: Lecture Chapters 1, 2 & 14	--	10/24/19
Out Class: Reading - Chapter 3	--	10/31/19
Out Class: Movie - North Country (2005)	50	10/31/19
Out Class: Self Awareness #1	10	10/31/19
Online-Theories	50	10/31/19

Week 2

Assignment	Points	Due
In Class: Discussion - Movie, North Country , class participation SA#1 and online discussion- Theories	5	10/31/19
In Class: Lecture Chapter 3	--	10/31/19
Out Class: Reading - Chapters 4 & 5	--	11/7/19
Out Class: Movie - Crash (2004)	50	11/7/19
Out Class: Self Awareness #2	10	11/7/19

Week 3

Assignment	Points	Due
In Class: Discussion - Movie, Crash Discussion- class participation SA#2	5	11/7/19
In Class: Lecture chapters 4 & 5	--	11/7/19
Out Class: Reading - Chapters 6 & 7	--	11/14/19
Out Class: Dropbox Assignment - Peggy's Article	24	11/14/19

| Self Awareness #3 | | 11/14/19 |
| Online- Implicit Association Test | 50 | 11/14/19 |

Week 4

Assignment	Points	Due
In Class: Discussion - Peggy's Article - class participation SA#3, Online IAT	5	11/14/19
In Class: Lecture chapters 6 & 7	--	11/14/19
Out Class: Reading chapters 8 & 9	--	11/21/19
Out Class: Self Awareness #4	10	11/21/19

Week 5

Assignment	Points	Due
In Class: Midterm	195	11/21/19
In Class: Discussion-class participation SA#4	5	11/21/19
In Class: Case Study #2	24	11/21/19
In Class: Lecture chapters 8 & 9	--	11/21/19
Out Class: Reading chapters 10 & 11	--	12/5/19
Out Class: Self Awareness #5	10	12/5/19
Out Class: Dropbox Assignment - Immigration Article	24	12/5/19
Online-Managing Diversity	50	12/5/19

Week 6

Assignment	Points	Due
In Class: Discussion - Immigration Article - class participation SA#5, Online-Managing Diversity	5	12/5/19
In Class: Lecture chapters 10 & 11	--	12/5/19
Out Class: Reading chapters 12 & 13	--	12/12/19
Out Class: Self Awareness # 6	10	12/12/19

Week 7

Assignment	Points	Due
In Class: Discussion - class participation SA#6	5	12/12/2019
In Class: Lecture Chapters 12 & 13	--	12/12/19
Out Class: Reading chapters 15 and 16	--	12/16/2019

Week 8

Assignment	Points	Due
Final Exam	340	12/16/19
In Class: Case Study #3	24	12/16/19
In Class: Lecture Chapters 15 &16	-	12/16/19
In Class Discussion	--	12/16/19

Total Points: 1000

☑ Assignment Overview

Online Component Summary and Expectations

There are three online discussions for this class. Discussions are each worth 50 points. For each discussion, you must write

one original, initial post worth 40 points. You must also post two responses to your classmates' posts. These responses are worth 5 points each, for a total of 10 points.

Your initial post should be original, insightful, relevant to the question(s) being asked, well organized and illustrated with specific examples, and complete by its deadline. In addition to posting your own contribution to the discussion, you are expected to read the posts of your classmates and respond to at least two other student postings in each discussion for full credit. Your initial post must be approximately 400 words long. Your responses to classmates should substantially engage with their post and should be at least 100 words long. Brief posts such as 'good post' and rephrasing another student's post are not acceptable and will not count toward participation.

You should refer to the course material as appropriate to support and develop your initial post. If you refer to an outside source, such as website or article, you must include a full citation in APA format at the end of your post. When referring to your assigned textbook, you may simply use an APA in-text citation and direct quotes as necessary; however, extensively quoting or paraphrasing the readings is not acceptable. Rather, you should use information from the course material to develop your own perspectives, thoughts, and original analyses.

Section instructor determines original post/response post due dates.

Assignments
Online

- 3 online discussions (weeks 2, 4, and 6) valued at 50 points each

In Class

- Case Study - There are 3 case studies valued at 24 points each
- Class Discussion (class participation -week 1-7)
- Self Awareness exercise discussion- (class participation- week 2-8) 5 points each
- Exams

Out of Class

- Self Awareness exercises - There are 6 Self Awareness Activities valued at 10 points each
- Movies - There are 2 movies valued at 50 points each
- Dropbox Articles - There are 2 dropbox articles valued at 24 points each
- Weekly Reading Assignment

Examinations

Midterm Exam 11/21/19 Week 5

Final Exam 12/16/19 Week 8

☰ Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: 10/24/19 Diversity Theory

In Class: Discussion
Class participation

In Class: Case Study #1
In class assignment:

Students will need to be in class to obtain a grade for this assignment.

Students will prepare a written analysis in class to be tuned in at the end of the exercise.

In Class: Lecture Chapters 1, 2 & 14
Please read chapters 1, 2 and 14 prior to the first class on 10/24/19.

Out Class: Reading - Chapter 3
Reading assignment Chapter 3, this will be discussed in week 2.

Out Class: Movie - North Country (2005)
Outside class assignment:

Watch the movie North Country (2005) -The link to the library will be provided in class.

You will be asked to answer a few questions pertaining to the movie. You will place your answers in the dropbox.

Out Class: Self Awareness #1
To be assigned by the instructor.

Online-Theories
Online Discussion

Week 2: 10/31/19 Employment Legislation

Discussion 1
Discussion 1

"Theories are much narrower than perspective" (Johnson & Rhodes, 2015, p. 17). Through our previous knowledge and observation, theories help us to make an educated guess.
We have discussed several diversity theories, including, but not limited to, social categorization theory, dominance theory, and modern racism and sexism.

To complete this online discussion, I am assigning you one of two articles.

If your last name begins with A-M, you will read the article on the exoneration of Ronald Cotton. For greater context of the photo line-up referenced in the article, please view the following image of Cotton and Poole. If your last name begins with N-Z, you will read the article on gender equality in higher education leadership.
Your first task is to decipher which of the three diversity theoretical frameworks the scenario in your assigned article exhibits. Begin your initial post with a summary of your decision, providing examples and analysis to support the chosen theory. Remember to support your claims with the topics and content we have covered in the course.

Next, do a scholarly search on the internet to find similar examples that represent each of the three theoretical frameworks. Compare them with your assigned scenario.

Response posts should compare and contrast peers' application of these different frameworks. **You must reply to peers who posted about the article not assigned to you.** To do this, you need to read their assigned article as well! Do you agree with their interpretation? How would you expand upon it? How is it similar or different from your assigned article?
In Class: Discussion - Movie, North Country , class participation SA#1 and online discussion- Theories
North Country-Answer questions and place answers in the dropbox due 10/31/19

Discussion on SA#1

Discussion on the online assignment-Theories

In Class: Lecture Chapter 3
Read chapter 3 prior to class on 10/31/2019

Out Class: Reading - Chapters 4 & 5
Read Chapters 4 and 5 prior to class on 11/7/19 Week 3

Out Class: Movie - Crash (2004)
Outside class assignment:

Watch the movie Crash (2004) -The link to the library will be provided in class.

 You will be asked to answer a few questions pertaining to the movie. You will place your answers in the dropbox.

Out Class: Self Awareness #2
Assigned by the instructor and to be placed in the dropbox.

Week 3: 11/7/19 Race, Ethnic, Sex and Gender

In Class: Discussion - Movie, Crash Discussion- class participation SA#2
Answer questions and place answers in the dropbox due 11/14/19.

In Class: Lecture chapters 4 & 5
Read chapters 6 & 7 prior to class on 11/14/2019

Out Class: Reading - Chapters 6 & 7
Out Class: Dropbox Assignment - Peggy's Article
Answer questions and place in the dropbox

Out Class: Self Awareness #3
Online- Implicit Association Test
Online Discussion

Week 4: 11/14/19 Sexual Orientation & Religion

Discussion 2
Discussion 2

Read the following overview of the Implicit Association Test (IAT):

> The [IAT] created by Harvard University measures attitudes and beliefs that people may be unwilling or unable to report. People don't always say what's on their minds. One reason is that they are unwilling. For example, someone might report smoking a pack of cigarettes per day because they are embarrassed to admit that they smoke two packs. Another reason is that they are unable. A smoker might truly believe that she smokes a pack a day or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

For this week's discussion, you must complete the following three IATs from Project Implicit's website:
- Race
- Sex
- Religion

> You may access the website using the link provided above.

> Carefully follow the instructions for each test; it is easy to mistakenly fall into a pattern when answering these questions. As you complete each test, take note of your results.

> For your initial post, summarize your results for your peers. What is your reaction to these results? Remember to apply the concepts learned in the course.

> Next, reply to two of your peers. How do their experiences echo or differ from your own?

In Class: Discussion - Peggy's Article - class participation SA#3, Online IAT
Peggies Article

SA# 3

Online IAT

In Class: Lecture chapters 6 & 7
Out Class: Reading chapters 8 & 9
Out Class: Self Awareness #4
Place in the dropbox

Week 5: 11/21/19 Age & Ability

In Class: Midterm
Midterm will cover chapters 1, 2, 3, 4, 5, 6, 7 and 14

Students can bring their laptop to take the exam, otherwise the exam will be administered in the computer lab.

In Class: Discussion-class participation SA#4
In Class: Case Study #2
In Class: Lecture chapters 8 & 9
Out Class: Reading chapters 10 & 11
Out Class: Self Awareness #5
Out Class: Dropbox Assignment - Immigration Article
Online-Managing Diversity
Online discussion

Week 6: 12/5/19 Immigration & Family Responsibility

Discussion 3
Discussion 3

The authors of *Managing Diversity* define diversity as "the distribution of differences among the members of a unit with respect to a common attribute X" (Harrison & Klein, 2007, p. 1200). Several companies globally tout the statement of diversity and inclusion in their mission and value statements. Only a few, however, hold true to their statements. Professor Marcus Stewart from Bentley University out of Waltham, MA posits that "The problem is, companies hire for diversity but then have a culture that rewards and promotes conformity" (Walsh 2015). Companies that are under the guise that they support diversity and inclusion are in for a rude awakening. Today's workforce is very diverse, and companies will need to commit to a dedicated program if they are to compete globally. For a company to truly be considered as having a diversity and inclusion culture, they must walk the talk.

For your discussion this week, read the following [article from Bentley University](#).

For your initial post, provide an analysis of a current or previous organization in which you are involved. This analysis must address how (or if) their organization is addressing all seven strategies outlined within the article. Remember to apply the concepts learned in the course.
In Class: Discussion - Immigration Article - class participation SA#5, Online- Managing Diversity
In Class: Lecture chapters 10 & 11
Out Class: Reading chapters 12 & 13
Out Class: Self Awareness # 6

Week 7: 12/12/19 Intersectionality

In Class: Discussion - class participation SA#6
In Class: Lecture Chapters 12 & 13
Out Class: Reading chapters 15 and 16

Week 8: 12/16/19 Diversity Management and the Corporate Culture

Final Exam
This exam will cover chapters 8, 9, 10, 11, 12, 13, 15 and 16

Students can bring their laptop to take the exam, otherwise the exam will be administered in the computer lab.

In Class: Case Study #3
In Class: Lecture Chapters 15 &16
In Class Discussion

➕ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at Students -> Academics -> Resources.

❗ Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our **Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**.

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's **Title IX and Sexual Misconduct Policy**.

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the **Withdrawal Policy**.

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's **Student Conduct Code** and **Acceptable Computing Use Policy**. Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the **Student Behavioral Misconduct Policy and Procedures**, and the Acceptable Computing Use Policy can be found in the Policy Library at **ccis.edu/policies**. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.