



# MILLIKIN UNIVERSITY®

## TABOR SCHOOL OF BUSINESS

### ACCELERATED COURSE SYLLABUS

#### **OL385-P01/OL 385-01 Leadership, Diversity and Multiculturalism**

Spring, 2022

Professor Máire Foxx of the Sociology and Organizational Leadership Department

#### **GENERAL COURSE INFORMATION**

**Course Title:** Leadership, Diversity and Multiculturalism  
**Course ID:** OL385-P01/OL385-01  
**CRN:** 30958/30957  
**Term:** Spring ACCELERATED 2021  
**Dates/Online:** March 31 – May 19, 2022  
**Dates/Live:** Hybrid: Thursdays, March 31- May 19, 2022  
**Time:** Live classes meet 6:00 – 10:00 p.m. April 7 – May 12, 2022

This accelerated course schedule includes a (4-6 hour) assignment to be completed before the first live class meeting. It also includes a (4-6 hour) final assignment to be completed one week after the last class meeting. Throughout the rest of the course, you will need to complete approximately 6-12 hours of work each week between classes.

**Location:** FIRST NIGHT ONLINE; Thereafter, ADM/SCO 211  
**Credit Hours:** 3

#### **INSTRUCTOR INFORMATION**

**Instructor:** Máire Foxx  
**Office:** Shilling 411  
**Phone:** 217-791-1437, Mobile  
**Email:** mfoxx@mail.millikin.edu  
**Office Hours:** By Appointment

#### **PURPOSE OF THE COURSE**

##### **Course Description:**

This course examines and provides research and learning opportunities on leadership issues in a globally diverse and multicultural arena. We will examine leadership skills, styles, practices, models and trends geared toward cultural understanding. The course offers an extensive look into the analysis of research on leadership in globally diverse organizations. Primary written work will focus on critical thinking, problem solving, emotional intelligence and ethically-based decision making in a culturally diverse world.

### **Course Learning Goals, Outcomes & Objectives:**

In teams and independently, students will be able to express in oral and written form their understanding of major issues and intellectual theories within Global Leadership. Furthermore, students will demonstrate their ability to research and analyze objectively global organizations and generate an independent and original point of view involving leadership, diversity and multiculturalism.

Specifically, this junior level course will examine leadership, diversity, and multiculturalism within the workplace. It will challenge individual knowledge, perception, and understanding concerning the differences between tolerance and acceptance. Lastly, this course will assist with: Individual learning, understanding and acceptance of diversity; Develop skills associated with multiculturalism and the understanding thereof; and, Give the tools needed to identify and correct misconceptions and acceptance between race, religion, age, national origin, and physical challenges within cultures.

Each student will be expected to complete:

- 1) All reading assignments on time;
- 2) Complete all writing assignments including a final research paper;
- 3) Be prepared for lively discussions;
- 4) Work with your assigned team in a professional and diplomatic manner; and,
- 5) Respect your classmates, colleagues, and professor at all times.

### **Department and/or University Studies Learning Goals:**

Students completing the Bachelor of Science degree in Organizational Leadership will:

1. Formulate professional level written and oral communication as a critical component of effective leadership.
2. Interpret organizational issues and determine effective solutions consistent with organizational goals.
3. Design effective team-based, collaborative approaches for creative organizational solutions; while supporting increased organizational capacity for change.
4. Evaluate changes in the internal and external environments of organizations and construct appropriate response strategies taking into consideration the organization's political, social and cultural context.
5. Use ethical reasoning to judge whether the actions and behaviors of leaders are ethically and socially responsible; while supporting an organizational system which maintains high ethical standards in response to organizational issues.

Students completing the Bachelor of Art or Science in Sociology will:

1. Understand the social causes of human behavior.
2. Gain familiarity with the basic processes of social life.
3. Explore theoretical approaches to the study of human behavior
4. Utilize empirical research methods, including survey research and computer analyses.

Students also receive credit in this course for an International Cultures and Structures (ICS) requirement. These additional learning goals include:

1. Analyze culturally diverse points of view through examination of primary sources;
2. Comprehend cultures and/or social structures of countries outside the United States; and
3. Compare cultural and/or social structures found in countries outside the United States to those found in US.

### **LEARNING ENVIRONMENT**

This course is currently an online and traditional course. It is taught live for four hours each of five consecutive weeks. There are also mandatory pre-class and post-class week of activities.

This accelerated course includes a (4-6 hour) assignment to be completed before the first class meeting. It also includes a (4-6 hour) final assignment to be completed one week after the last class meeting. Throughout the rest of the course, you will need to complete approximately 6-12 hours of work each week between class meetings.

Moodle, the course management system used at Millikin, is used to centralize our communication for this class. Each week on Moodle, you will find your assignments listed, in-class activities mentioned, and see updates for things to remember. You can log in to Moodle through [my.millikin.edu](http://my.millikin.edu), or through the quick links at the top of any

Millikin webpage. Students are responsible for checking Moodle and reading the resources made available through this system.

Students are responsible for regularly checking their Millikin University e-mail for messages from the professor and/or other university representatives.

This course includes formats with video, live chat and forums conducted by the instructor and/or guest speakers.

Students will be assessed by examinations;

Students will participate in objectively directed discussions;

Students will write analytical and reflective essays for assigned readings (3-5 pages); and,

Students will write a formal paper (8-10 pages):

Students will examine and address how leadership styles and perceptions Stateside differ from their chosen business/organization abroad concerning leadership, diversity and multiculturalism with the use of primary sources. (Addresses Learning Goal 1.)

Students will work in teams to examine, research and facilitate a business proposal representing their global organization. They will be responsible for knowing their chosen country's cultural norms, language, business directives as well as greetings used. (Addresses Learning Goal 2.)

Furthermore, students will explain in detail what signifies their chosen country/business as a global, sustainable leader. Simply put, I am challenging each students' perception of "business as usual" in order to take responsibility as a globally and gender aware citizen; (Addresses Learning Goals 1,2, 3)

Students will reflect in personal journals after each web chat and will keep up with current events involving their chosen country's position; (Addresses Learning Goal 3.)

Students will **participate in classroom and online discussions** involving assigned readings in order to assist with understanding of leadership, diversity and multiculturalism in a global arena. (Addresses Learning Goals 1, 2, and 3.)

#### **Required Books from the bookstore:**

1. The Arbinger Institute (2010). *Leadership and self deception: Getting out of the box*. 2<sup>nd</sup> ed. ISBN: 978 1576759776.
2. Price, David Clive and Goldsmith, M. (2016) *Bamboo strong: Cultural intelligence secrets to succeed in the new global economy*. ISBN: 978 0957692817

#### **Course Materials from the department:**

None.

#### **COURSE SCHEDULE & PLANS**

##### **Online Course Layout via Moodle**

**\*\*\*There are assignments due the first week.**

ACCELERATED Course Schedule: The course schedule is merely a guide. The professor reserves the right to alter course content, class assignments, activities, and/or dates as deemed necessary.

<b>Week 1 ONLINE (March 31, 2022):</b> 1) Read <i>Leadership and self-deception: Getting out of the box</i> ;
2) Write a 3-5 page summary exploring the material found within your reading and how you have boxed yourself in regarding learning and understanding your truth about leadership; 3) Familiarize yourself with our Moodle Board/Page; and, 4) Begin thinking how you will assist with your soon to be team's project (determined and assigned next week in class).
<b>Assignments Due This Week: 1) Reading of <i>Leadership and self-deception</i>; and, 2) Familiarize yourself with our Moodle board/page. YOU WILL TURN IN YOUR SUMMARY NEXT WEEK VIA EMAIL</b>

<b>Week 2 ADM/SCO 211 (April 07, 2022):</b> 1) You will email me your summary and examination of <i>Leadership and self-deception</i> ; 2) Have completed the reading and watching of the material found on Moodle; and, 3) Teams determined and projects agreed upon (Will do this in class).
<b>Assignments Due Tonight:</b> 1) You will email your individual papers for <i>Leadership and self-deception</i> . Your papers need to be typed, double spaced and APA formatted. Remember, you should formulate your answers into mini-essay replies.
<b>Week 3 ADM/SCO 211 (April 14, 2022):</b> 1) Read <i>Bamboo strong</i> ; 2) Just as you did for <i>Leadership and self-deception</i> , you will write a 3-5 page summary exploring the material found within the book and analyze how your understanding of diversity and multiculturalism was correct or off in left field; and, 3) Jam Session: "So you think you don't discriminate? What bunk!"
<b>Assignments Due Tonight:</b> 1) You will email your individual papers for <i>Bamboo strong</i> . Your papers need to be typed, double spaced and APA formatted. You should formulate your answers into mini-essay replies.
<b>Week 4 ADM/SCO 211 (April 21, 2022):</b> 1) Team project updates; 2) Debates/Subjects/Real Time Situations; and, 3) Prepare for your final presentations.
<b>Assignments Due Tonight:</b> 1) All teams will be involved in case studies/debates. In order to participate in this fact based jam session, your team will need to use current articles and/or case studies involving all facets of diversity, multiculturalism, and leadership.
<b>Week 5 ADM/SCO 211 (April 28, 2022):</b> 1) Roundtable discussions involving assigned readings on Moodle; 2) Last minute adjustments involving our projects; and, 3) Answering the question: "Why is understanding global involvement and leadership important?"
<b>Assignments Due Tonight:</b> 1) Reading of assigned Moodle articles.
<b>Week 6 ADM/SCO 211 (May 05, 2022):</b> 1) Jam session: "Are you a leader?"
<b>Assignments Due Tonight:</b> Jam Session
<b>Week 7 ADM/SCO 211 (May 12, 2022):</b> Team Presentations!
<b>Week 8 ONLINE (May 19, 2022):</b> Final Papers with Presentations emailed to Prof. Foxx no later than 10:00 p.m.

\*\*Group 1 = Read Folder 1, Moodle (Due Fifth Week)

\*\*Group 2 = Read Folder 2, Moodle (Due Fifth Week)

\*\*Group 3 = Read Folder 3, Moodle (Due Fifth Week)

\*\*Group 4 = Read Folder 4, Moodle (Due Fifth Week)

#### Landmark Events & Due Dates

**Team Presentations: May 12, 2022 at 6:00 – 10:00 p.m.**

**Final Papers: Due May 19, 2022 by 10:00 p.m. in Professor's email**

#### HOW LEARNING WILL BE ASSESSED

##### Assignments & Semester Grading Weight

(3) Critical Discussion Sets	=	200 (100 pts x 2)
(3) Online Discussions	=	300 (100 pts x 3)
(5) Team Presentation/Debates	=	500 (100 pts x 5)
(1) Final Paper	=	<u>200 (200 pts x 1)</u>
Total	=	1200 pts

## Grading Scale & Methods:

### Accelerated Grading System:

A.....	92% and above
A- .....	90%-91.9%
B+ .....	88%-89.9%
B.....	82%-87.9%
B- .....	80%-81.9%
C+ .....	78%-79.9%
C.....	72%-77.9%
C- .....	70%-71.9%
D+ .....	68%-69.9%
D .....	60%-67.9%
F .....	less than 60%

Final course grades will be turned in 2 weeks after the final class assignment.

## Attendance & Participation

### Accelerated Course Attendance Policy:

According to the accelerated attendance policy, students who miss more than 25% of scheduled time will be instructed to withdraw from the course. Failure to officially withdraw from the course will result in a grade of F.

Each week of an accelerated course is the equivalent of 4 hours of scheduled time, whether the student is in a live classroom or working independently in an online, hybrid, or individual engagement mode. Therefore, any portion of a missed live class (coming in late, leaving early, or taking excessive breaks) may be counted toward total hours missed. Additionally, any week of online/hybrid/individual engagement coursework that a student does not log into the course Moodle site at least once will accrue 4 hours toward the total allowed missed hours.

25% of a 7 week course (3 credit hours) allows the student to miss no more than 7 total hours.

25% of an 8 week course (3 credit hours) allows the student to miss no more than 8 total hours.

25% of a 9 week course (3 credit hours) allows the student to miss no more than 9 total hours.

25% of a 10 week course (3 credit hours) allows the student to miss no more than 10 total hours.

Instructors understand that emergencies and illnesses will occur. Students are responsible for informing instructors via phone or email of any issues regarding attendance, whether missing a full or partial class period. However, prior notification does not constitute an excused absence. Excused absences require **written** proof of why class was/will be missed. Written proof may include documentation from your employer that you were required to go out of town on business or copies of medical documents proving someone close to you had a major illness, emergency, hospitalization or death.

Students having pre-excused absences should plan to submit all assignments on time. For an emergency excused absence, the instructor will determine an acceptable period for assignments to be completed. Absences that cannot be documented are unexcused and will result in loss of points. Note: Written excuses related to the final class session must be submitted within one week.

## Missed Assignments

Missed assignments will receive a 20-point deduction for each day said assignment is late.

## Accommodations

I support accommodations needed in order for my students to succeed. Please see the following page(s) in regards to your rights and services available.

## **Millikin University Syllabus Student Guidelines for All Courses**

### **TECHNICAL, CLASSROOM, AND COLLEGE POLICY INFORMATION**

#### **Disability Accommodation Policy**

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Center for Academic and Professional Performance at Millikin University, located in University Commons 312.

#### **Distance Delivery Components**

Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support.

Please visit <<http://millikin.libguides.com/ed-tech>> for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

#### **University Commitment to Student Success**

Millikin University is committed to the success of all students. As such, the University provides a variety of services devoted to academic support of both undergraduate and graduate students, although some service provision may vary by degree level. The Center for Academic and Professional Performance serves as the hub for these services. Services include, but are not limited to, the following:

- Tutoring
- Supplemental Instruction
- Study Skill Assistance
- One on One Advising
- Major Change Assistance
- Development of Personalized Academic Growth and Success Plans
- Support of Exploratory Studies majors
- Support for students on Academic Probation or Progress Warning
- Accommodations for Students with special learning needs
- Online Resource Library

In addition to the Center for Academic and Professional Performance, the University Writing and Math Centers offer students intensive support in these subject areas.

#### **Inclusive Excellence**

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they may become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group. In this classroom, you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronoun you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

#### **Sexual Misconduct**

Millikin University is committed to providing a campus culture of respect that is free from discrimination, sex discrimination, and sexual misconduct of all forms. Sexual misconduct is unlawful and will not be tolerated. Title IX makes it clear that violence and harassment based on sex and gender are subject to the same rights and support as other protected categories. If you or someone you know is a victim of sexual misconduct, or you know of an alleged incident of sexual misconduct, you can speak to someone CONFIDENTIALLY by contacting Growing Strong Sexual Assault Center (who serves as Millikin's confidential reporting resource) @ 217.428.0770, and can file a report directly to any one of the following:

- Diane Lane, Director, Human Resources/Title IX Coordinator @ [dlane@millikin.edu](mailto:dlane@millikin.edu); 217.362.6416;
- Tammy Maxwell, Assistant Director, Human Resources/Deputy Title IX Coordinator for Employees @ [tmaxwell@millikin.edu](mailto:tmaxwell@millikin.edu); 217.362.6416;

- Raphaella Prange, Dean of Student Development/Deputy Title IX Coordinator for Students @ rpalmer@millikin.edu; 217.424.6395; • Electronically at TitleIX@millikin.edu (will be responded to within 12 hours)
- Campus Conduct Hotline, an anonymous reporting line, at 866.943.5787

### **Academic Integrity Standards**

The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty which guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

- \* Cheating
- \* Collusion
- \* Electronic Dishonesty
- \* Grade Falsification
- \* Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:

- \* A letter in the student's academic file
- \* Failure on assignment(s)
- \* Failure in the course
- \* Issuance of an XF for the course
- \* Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. The complete policy may be found at <<https://www.millikin.edu/student-development/student-handbook>>.

### **Disruptive Behavior Policy**

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class and referred to Student Development.

### **Dropping a Course and the University Withdrawal Policy**

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office). Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop. Students who leave the University during or at the end of the semester must report to the Registrar's Office to complete the necessary procedures and forms. Students who withdraw from the University may be eligible to receive a refund of charges assessed by the University in accordance with the refund schedules (undergraduate traditional, accelerated, or graduate) posted in the Academic Bulletin. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior which poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.

### **Course Evaluations**

Millikin University utilizes online course evaluations which are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching and students should feel comfortable giving thoughtful, honest feedback.