

Course Name and Number	BUS-373: Managing a Diverse Work Force	Term	INSERT
Faculty Name	INSERT	Virtual Office Hours	INSERT
Phone Number	INSERT	ODU Email Address	INSERT
Course Type	This is a fully online course completed via PantherLearn . It is asynchronous and so weekly pre-recorded lectures will be provided each week.		

Course Overview

COURSE GOAL STATEMENT

Organizational leaders are now confronted with the challenge of how to effectively manage a workforce that is increasingly diverse. Implicit in this challenge is the recognition that the best, brightest, and most qualified employees hail from a variety of cultural backgrounds or group identities. The expectation is that managers will have the interpersonal skills and abilities to successfully and positively interact with people who are different from themselves. The purpose of this course is to examine how diversity affects interpersonal and intergroup interactions in organizations, to develop an understanding of what diversity means, and to explore contemporary organizational strategies for managing workplace diversity. This course fulfills the diversity, global, and multicultural requirement. Prerequisite: BUS 240, or BUS 305 for non-business majors, and junior or senior status.

INSTRUCTIONAL OBJECTIVES

At the completion of this course, each student will be expected to demonstrate measurable outcomes of course objectives by the following means:

Knowledge

1. Gain greater self-awareness of your own cultural values, biases and behaviors and how they may influence your interpersonal behavior and interactions in organizations
2. Develop greater competency and related interpersonal skills for working effectively with people from diverse backgrounds and orientations
3. Recognize fact, myths and stereotypes about different cultural groups
4. Describe the issues and challenges related to managing a workforce that is diverse concerning race, ethnicity, gender, age, sexual orientation, and physical ability.
5. Formulate positive ways to deal with workforce diversity.

Skills

1. Critique opinions/research in contemporary management issues in business.
2. Utilize the language of business in both written and oral work.
3. Presentation of management material that is both informative and engaging.
4. Write management essays and term papers utilizing APA documentation.
5. Construct an argument and demonstrate an understanding of civil discourse.

Attitudes/Dispositions

1. Demonstrate a respect for diversity and opposing view points.
2. Demonstrate an appreciation for the complexity of the management role.
3. Demonstrate interest, engagement and active participation in course discussions.
4. Demonstrate an understanding of the impact on culture and globalization on businesses, workers, and the communities function within.

REQUIRED TEXTBOOKS

- Bell, M., Diversity in Organizations. (3rd Edition) Cengage. (ISBN: 9781337296502)
- Harvey, C. Understanding and Managing Diversity: Readings, Cases, and Exercises, (6th Edition). Pearson (ISBN-13: 9780133548198)

GRADE BREAKDOWN

Student grades will be determined in the following way.

Types of Assignments	Number of Each Type	Points for each	Total Percentage	Total Points
Reflection Discussions	8	35	28%	280
Activities	11	15	16.5%	165
Case Studies	2	100	20%	200
Case Studies Reflection Quizzes	2	10	2%	20
Current Events	1	115	11.5%	115
Current Events Replies	7	10	7%	70
Self-Awareness Essay	1	150	15%	150
Grand Totals	32		100%	1000

ASSIGNMENT DETAILS

1. Case Studies & Reflections

Assignment Purpose: Apply the concepts, theories and ideas from your weekly readings to real life situations.

Instructions: In a team, you will complete two case studies and present to the class.

Case	Group 1	Group 2
#1	Pitney Bowes B	Chick-Fil-A
#2	Ocean Spray	Cracker Barrel

Teams not presenting a case will be required to review the case study and answer several questions.

2. Self-Awareness Essay (Harvard Implicit Attitudes Test)

Assignment Purpose: Reflect on your own thoughts and potential biases to enhance your ability to manage diversity in the workplace

Instructions: Each week, complete several self-awareness “tests” online across various dimensions of diversity by accessing the [Harvard Implicit Tests](#) on different topics each week. In week 8, write a reflection essay on what these “tests” helped you learn about yourself and your management of diversity at work.

3. Reflection Discussions

Assignment Purpose: This assignment provides you with the opportunity to reflect upon and integrate course concepts as they relate to your daily experiences.

Instructions: Each week, you will create an original Discussion post in response to the inquiries indicated below and post it to the PantherLearn Discussion. Then, you will review and respond to at least two of your fellow students’ posting within the Discussion tool.

Due Dates and Times

Discussion have two parts – your original discussion post AND your substantive replies to the postings of at least two other students. Your original discussion post is due on Wednesday by 11:59pm of each week, and your two replies are due on Sunday by 11:59pm.

Posting and Reply Requirements

Write a reflection discussion post in PantherLearn prior to each in-class session. Your posting must be at least 150 words in length. Each of your two responses must be at least 100 words in length.

Discussion Topic

Make an initial post **addressing at least two** of the following reflection prompts by 11:59pm on Wednesday of each week, and respond to at least two of your classmates' posts by 11:59pm on Sunday of each week. Your original post must be at least 150 words long.

- 1) Observation of self and/or others – Throughout the time this course is scheduled you will catch yourself or another person doing something that exemplifies or directly relates to ideas you are reading about or we are discussing in class. Make note of these as they occur so you can describe the experience and discuss how it relates to the topic for that week.
- 2) Quote contemplation – As you read the assigned texts particular passages will capture your attention as especially interesting or personally meaningful. Make note of these, writing down the passage verbatim and providing a clear reference as to where it may be found (author, text, and page #s). Then describe the significance of the passage (e.g., what is notable about it? why did it capture your attention? what situation at work or home exemplifies the author's point?).
- 3) Personal discoveries – Record your other thoughts/reactions/questions as you work through the readings and assignments. What case study, reading, class meeting discussion, or personal integration of course concepts most surprised you? Why? How were you challenged to see things differently? What was your belief/perspective before the discovery? What is your belief/perspective after the discovery? What change(s) will you make because of this discovery?

4. Current Events Presentation & Replies

Assignment Purpose: Identify diversity issues in the news.

Instructions: Diversity is in the media—everywhere, all the time. For this activity each week, there will be four assigned presenters. The assigned presenters will post a recent current event relating to diversity (either as a written or an audio presentation) by Wednesday at 11:59pm. Presenting students will pull information about their selected event from any media source (newspaper, magazine, social media, television or radio). The current events presentation should be either a written or an audio 200-word or more description and analysis of the event.

All other students will post either a written or an audio 50-word or more reply to at least one of their fellow students' original posts each week by 11:59 pm on Sunday.

5. Activities

Assignment Purpose: Identify diversity issues in the news.

Instructions: Each week, you will have various activities relating to diversity in the workplace.

COURSE SCHEDULE

	Required Readings	Assignments Due
Week One: Diversity Theories and Legislation		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pg 261-270 DIO: Chs. 1-3 <p>(RCE: Understanding and Managing Diversity: Readings, Cases & Exercises / DIO: Diversity in Organizations)</p>	<ul style="list-style-type: none"> Activity 1: Course Ground Rules Harvard Implicit Attitudes Test Activity 2: White and Male Privilege Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Two: Understanding the Primary Dimension of Diversity: Race and Ethnicity Part 1		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pgs. 29-36 DIO: Chs. 4 & 5 	<ul style="list-style-type: none"> Harvard Implicit Attitudes Test Activity 3: Being the Only Black Kid in Class Activity 4: Immigration Transition Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Three: Understanding the Primary Dimension of Diversity: Race and Ethnicity Part 2		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pgs 38,43, 70-79, & 302-313 DIO: Chs. 6, 7, & 8 	<ul style="list-style-type: none"> Harvard Implicit Attitudes Test Activity 5: Race & Ethnicity Across the Decades Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Four: Understanding the Primary Dimension of Diversity: Age		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pgs 111-115, 338-343 DIO: Ch. 13 	<ul style="list-style-type: none"> Harvard Implicit Attitudes Test Activity 6: Generations in the Workplace Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Five: Understanding the Primary Dimension of Diversity: Gender		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pgs 120-128, 133-140 DIO: Chs. 9, 10 	<ul style="list-style-type: none"> Harvard Implicit Attitudes Test Group 1 Case Study: Pitney Bowes Group 2 Case Study Reflection Quiz Activity 7: Gender Differences Activity 8: Family Issues Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Six: Dimension of Diversity: Sexual Orientation Dimension of Diversity: Sexual Orientation		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pgs., 142-151, 326-333 DIO: Chs. 11 	<ul style="list-style-type: none"> Harvard Implicit Attitudes Test Group 2 Case Study: Chick-Fil-A Group 1 Case Study Reflection Quiz Activity 9: Ford Global Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Seven: Understanding the Primary Dimension of Diversity: Disabilities		
Date to Date	<p>Read:</p> <ul style="list-style-type: none"> RCE: pgs., 158-165, DIO: Chs. 14 	<ul style="list-style-type: none"> Harvard Implicit Attitudes Test Group 1 Case Study: Ocean Spray Group 2 Case Study Reflection Quiz Activity 10: Accommodating Challenges Current Events Discussion and Replies Weekly Reflection Discussion and Replies
Week Eight: Understanding the Secondary Dimension of Diversity: Weight and Appearance		

Date to Date	<p>Read:</p> <ul style="list-style-type: none"> • RCE: pgs 83-93, 182-192, 195, 244-252, • DIO: Chs. 12 & 15 	<ul style="list-style-type: none"> • Self-Awareness Essay • Group 2 Case Study: Cracker Barrel • Group 1 Case Study Reflection Quiz • Activity 11: Weight & Appearance • Current Events Discussion and Replies • Weekly Reflection Discussion and Replies
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Instructor Information

INSTRUCTOR POLICIES [Update this policy to meet your course needs.]

- You and I will exchange emails using only our ODU email addresses; check your inbox as many times as possible during the day, but at least **twice**. Email and PantherLearn News Items count as *official* instructor communication. Email is the absolute best way to contact me with any questions, comments, or concerns.
- **You may also contact me via phone call and/or text message at the following mobile number:**
- You are required to complete all assignments by the dates indicated in the syllabus. Submit all assignments, unless otherwise instructed, through PantherLearn. Unless I indicate otherwise, all assignments are due by 11:59 pm on the indicated due date shown in the Course Schedule.
- I will let you know of any changes as far in advance as possible.

DEADLINES, LATE, AND MAKE-UP WORK POLICY [Update this policy to meet your course needs.]

- All assignments are open and available for submission well in advance of the due date, and so I rarely accept late assignments.
- I understand, however, that sometimes life happens so **I will accept late assignments with a 5-point deduction for each day late. All assignments must be submitted at the end of the term with ample time for me to grade them. I will let you know the last day of the term I will accept late assignments.**

ASSESSMENT FEEDBACK [Update this policy to meet your course needs.]

I will post grades in the PantherLearn gradebook for all assignments within **96 hours** of the due date, or of the date received if later, with my comments as appropriate.

RUBRICS [Delete if rubrics are not used in your course.]

Assignments will be scored according to grading rubrics. A grading rubric is a list of specific and measurable criteria for evaluating course work. View grading rubrics prior to beginning work on an assignment to help guide your successful completion of the task. View rubrics a second time once a grade has been posted in order to see instructor feedback.

ACADEMIC INTEGRITY [Update this policy to meet your course needs.]

Plagiarism is not tolerated in this course. **All plagiarized work will receive a score of zero, and I will complete the Academic Disciplinary Form to submit to the Office of Academic Affairs.** The Library has an excellent website discussing all aspects of academic integrity at ODU, which I strongly encourage you to read [here](#).

ODU Online Student Policies

ACCELERATED FORMAT

You are enrolled in an Accelerated format class at Ohio Dominican University. Taking an Accelerated format class means that you will be achieving the same learning outcomes as a full-term semester in only **8 weeks**. It is essential for students to be organized and stay on top of their work in an Accelerated format class. The time frame in an Accelerated format class is compressed, **but the standards and expectations remain the same as a full-term class.**

TECHNOLOGY SKILLS AND EQUIPMENT

Online students are expected to possess a basic understanding of how to use and navigate a computer. To be a successful online student, you should be able to:

- Download, install, launch, and quit applications such as Microsoft Word or a web browser.
- Create, edit, and save files using word processing, spreadsheet, or presentation software applications.
- Configure and use an email client to retrieve, view, create, and send email messages including messages with attachments.
- Operate a web browser, including navigating web pages, clearing a browser's cache and installing or disabling plugins.
- Update your computer operating system and computer software applications.
- Access and change computer operating system settings and computer software application preferences, options, settings.
- Use a webcam and microphone to record video presentations.

STUDENT PARTICIPATION AND ATTENDANCE

- *Time:* the expectation is that you log in and spend 7-9 hours working on this course each week, including watching videos, reading course materials, and completing assignments. The time you spend on the course will vary depending on how you prefer to experience the course, for example, in one or two sittings or over several different sittings.
- *Before Class Starts:* you should have access to the course before the first day of class. Spend that time reading the syllabus, reviewing all items in the Start Here module, reading any assignment details provided, and making a plan for when you will get the work done.
- *No Shows:* students will be reported to the Registrar as a “no show” if they have not participated in the course during the first full week of classes. Participation includes completing any graded or non-graded assignments, such as an Introduce Yourself discussion post. When the student is reported as a “no show,” the Registrar’s office will then delete the student from the class.
- *Attendance:* while there is no official attendance policy in online courses, please do not take a vacation without Internet access or put the class on hold because life becomes too hectic, thinking you can make up all the work at the end of the term. The course is designed to pace your learning, allowing you to gradually build skills which will help you succeed. If you experience, or anticipate you will experience, an absence from the course due to technical or medical reasons, please contact me directly so we can discuss your options.

DROPPING THE COURSE

University policies will be followed; indicating to your instructor a desire to drop the course does not mean the course has been dropped. Consult your academic advisor, or the academic calendar, for exact dates for formally dropping a course without penalty.

ONLINE STUDENT CONDUCT AND (N)ETIQUETTE

Taking an online course and corresponding via the Internet presents communicators with a challenging task. It is important to remember several points of etiquette that will smooth communication between us.

- Read first, write later. It is important to read all posts or comments of students and myself within the course discussion before personally commenting to prevent repeating commentary or asking questions that have already been answered.
- Avoid language that may come across as strong or offensive. Language can be easily misinterpreted in written communication. Review your written communication to make sure that outsiders reading it would not be offended, then post the statement. Humor and sarcasm may easily be misinterpreted as well, so try to be as matter of fact and professional as possible.

- Follow the language rules of the Internet. Do not write using all capital letters because it will appear as shouting. Avoid the use of “texting” jargon and abbreviations as they can be misinterpreted. The use of emoticons, however, is appropriate and in fact can be helpful when used to convey nonverbal feelings ;)
- Consider the privacy of others. Ask permission prior to giving out a classmate's email address or other information.
- No inappropriate material. Do not forward virus warnings, chain letters, jokes, etc., to classmates or instructors. The sharing of pornographic material is forbidden.

REQUIRED STYLE

Division of Business courses, upper-level courses, and graduate programs at Ohio Dominican University have adopted the style-guide appropriate for its discipline, the *Publication Manual of the American Psychological Association (APA)*. In this course, it is expected that all references, citations, and formats for submitted work must follow APA format.

WRITTEN ASSIGNMENT GRADING CRITERIA [Update this policy to meet your course needs.]

All written work should be presented in a professional style and follow the basic principles of effective written communication.

- Adherence to APA standards, including double-spaced; 1-inch margins; 12 pt. font.
- Free from grammatical and typographical errors.
- Demonstrates college-level critical thinking, reflection, and analysis skills.
- Demonstrates the ability to develop independent thought and original ideas; do not simply paraphrase readings or other sources. All college-level work requires deep analysis of information, application of information, and synthesis of original concepts or solutions.
- All written work submitted will be graded on both composition and content.

All written assignments must be submitted through PantherLearn **where your assignments may be checked for originality by Turnitin.**

GRADING SCALE

I will record student proficiency in this course using the following letter grades:

%	Pts.	%	Pts.
A 95-100	950 – 1000	C 74-76.9	740 – 869
A- 90-94.9	900 – 949	C- 70-73.9	700 – 739
B+ 87-89.9	870 – 899	D+ 67-69.9	670 – 699
B 84-86.9	840 – 869	D 64-66.9	640 – 669
B- 80-83.9	800 – 839	D- 60-63.9	600 – 639
C+ 77-79.9	770 – 799	F ≤ 59.9	≤ 599

ODU Services / Resources

ODU HELPDESK

Students are responsible for assuring any computer used for ODU courses is capable of uploading content to drop boxes. If you are experiencing any technological difficulties with your computer, PantherLearn, Email, or any other ODU system, the ODU Helpdesk is available to assist you. The Helpdesk is located on the second floor of Spangler Learning Center and can be reached at (614) 253-3633 or helpdesk@ohiodominican.edu. The FAQ page is found [here](#).

DISABILITY SERVICES

It is the policy and practice of Ohio Dominican University to provide reasonable accommodations for students with properly documented disabilities. Students who need accommodations for a disability must first register with the Disability Services Office (DSO) to verify the disability and to establish eligibility for accommodations. Students who have

questions about Disability Services are invited to contact the Coordinator of Disability Services in Spangler Learning Center Room 227 by email DisabilityServices@ohiodominican.edu or phone (614) 251-4233 for a confidential discussion. Once you are registered with the DSO, please speak with your instructor about how to enact your accommodations for this class.

LIBRARY SERVICES

The ODU Library is located in the Spangler Learning Center. If you need (e)books, articles, or other materials, you may need to access library resources. Library services are available to help you manage your library account, help find and access the items you need, and assist you with learning how to navigate through the resources. If you need to do any research, start as soon as possible. You may need time to obtain a full-text resource, and you may need time to ask a librarian for help. To use the library's databases and other resources for this course, go [here](#) and choose your database(s) alphabetically or by subject. If you have a question for a librarian, further assistance is available [here](#) or by calling (614) 251-4754.

ACADEMIC RESOURCE CENTER (TUTORING)

Located in the Spangler Learning Center, the Academic Resource Center (ARC) is dedicated to helping students succeed and excel in their studies by providing assistance in writing, math, course-specific content, test preparation, and general study skills. The Center's mission is to support students enrolled at Ohio Dominican University in their effort to achieve academic success, realize their life goals, and become independent, self-directed, life-long learners. To find out more, visit their homepage [here](#). To email the ARC: academicresourcecenter@ohiodominican.edu.

The Academic Center for Excellence

The Academic Center for Excellence, (Spangler 207 annex) provides face-to-face assistance with course-specific content and general learning strategies. You may visit on a drop-in basis or make an appointment for an in-person meeting by using the online appointment system on our website [here](#), which also provides the current drop in schedule and links to numerous online resources.

The Write Place

Assistance with writing is available free of charge for this course through the Academic Resource Center at the Write Place (Spangler 206B), where specialists are available to assist you at any stage of the writing process.

- **Electronically:** Contact the Write Place through email (writeplace@ohiodominican.edu) and initiate a conversation about your writing assignment. Allow 24-48 hours to receive a response from a writing consultant.
- **On Campus:** If you are in the Columbus area, you are encouraged to visit the Write Place (Spangler 206B), for a face-to-face session. See the Write Place website [here](#) for the current schedule. You can drop in any time during open hours, or make an appointment by emailing writeplace@ohiodominican.edu, using the online appointment system [here](#), or calling (614) 251-4510.

The Math Lab

At the Math Lab (Spangler 206A), students can get assistance with most ODU math courses numbered 240 and below. The Math Lab can also assist with quantitative aspects of business and science courses. Students may also visit the lab with questions as they prepare for standardized tests such as the Praxis Core, GRE, and MCAT.

You may visit on a drop-in basis whenever the lab is open or make an appointment for a personal, face-to-face or online tutoring session by emailing mathlab@ohiodominican.edu, using the online appointment system [here](#), or calling (614) 251-6674. The current drop-in schedule is online [here](#).

RETENTION ALERT

Ohio Dominican University utilizes Retention Alert, an early alert system, in an effort to help students receive the resources and support they need to be successful. Should I become concerned about your academic performance and/or overall wellbeing, it is likely that I will refer you to a member of Ohio Dominican University's Student Success Team. The early alert system can provide you with additional services and support. Please know that both Ohio Dominican University and all its faculty members, including myself are committed to doing everything we can to help you be successful in your academic studies.

COUNSELING SERVICES

Counseling Services is located in the Griffin Student Center, room 235. If you are experiencing personal problems, stress, study or time management difficulties, or mental health related concerns that you feel may adversely impact your ability to be a successful student at ODU, please contact the Counseling Services Office by phone at (614) 251-4570 or through email at counselingservices@ohiodominican.edu to set up a free and confidential appointment.

HEALTH SERVICES

Health Services is also located in the Griffin Student Center, room 235. Health Services are open to all students requiring primary care, assessment, evaluation, and treatment options. There is no cost for services, supplies, cold care kits, or over-the-counter medications. A Physician Assistant is available Monday through Thursday, 10 am – 1:30 pm **by appointment**. Services include Athletic physicals, allergy injections, TB screening and testing for Group A Streptococcus, Infectious Mononucleosis, Blood Sugar, and consultation and referral to health care providers in the community as indicated. Contact the Health Services Office by phone at (614) 251-4570 or through email at wellnesscenter@ohiodominican.edu to schedule a free and confidential appointment.

CAREER DEVELOPMENT CENTER

The Career Development Center (CDC) is a critical resource on campus to support your success at ODU and after graduation. The CDC assists with every phase in the career development process: self-exploration, major & career exploration, internship and job searching, resume + cover letter writing, and interviewing. Contact our office in Erskine 108 via phone at (614) 251-4733 or email careercenter@ohiodominican.edu. Visit our website [here](#) for more information.

Activate your account in **Handshake** [here](#), our online career community, to make an appointment with a career coach and to access amazing job and internship opportunities.

UNDERGRADUATE ORIENTATION AND PANTHERLEARN TRAINING

If this is your first online course, you must complete the [Student PantherLearn Training](#) course and visit the Undergraduate Orientation course before beginning your classwork. You will find the courses in the "Select a course..." dropdown list at the top of your PantherLearn Home Page. If you do not see the courses, then email the Helpdesk at helpdesk@ohiodominican.edu.