

MGT351 Managing Diversity in the Workplace

(3 credit hours)

Course Syllabus

Course Description

In the context of the growth of multinational enterprises and the increasing diversity of the American workforce, this course deals with gender, racial, age, cultural, and other differences in the workplace. The course will focus on being open, sensitive, and fair in dealing with differences and on using diversity as a positive force within organizations. This is a writing intensive course.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Identify various privileges as individuals and recognize how to use privileges collectively for workplace equity.
2. Demonstrate how cultural norms and social identities influence workplace behavior
3. Analyze social and ideological influences of different perspectives of diversity
4. Evaluate organizational commitment to diversity

Prerequisites/Corequisites

MGT201

Required Textbook(s) and Resources

The following items are included in your course fees::

Harvey, C. and Allard, M.J. (2015). *Understanding and managing diversity*. (6th ed.) Pearson. ISBN: 9780134234090

You will have access to an electronic textbook in your course. If you desire to have physical book, a loose leaf copy may be available at a discount from the bookstore or publisher's web site

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](https://tiffin.edu/library). You might consider registering for one of the library's many webinars on library research, source

evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

This course places a focus on practical applications. You will primarily engage in analysis of real-world cases and develop a course project during which you will identify solutions for a historical event of your choosing. You will also engage with your classmates and instructor through the discussion forums.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussion	-	-	-	10	-	-	10	20
Case Studies	75	75	75	75	75	75	75	525

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Final Research Project	30	50	50	75	75	75	100	455
Total	105	125	125	160	150	150	185	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Introduction (Forum)
Week 1: Considering Perspectives	<input type="checkbox"/> SUN: Week 1 Case Study <input type="checkbox"/> SUN: Week 1 Assignment – Historical Event
Week 2: Primary Dimensions of Diversity I	<input type="checkbox"/> SUN: Week 2 Case Study <input type="checkbox"/> SUN: Week 2 Assignment – Historical Event Case Study

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 3: Primary Dimensions of Diversity II	<input type="checkbox"/> SUN: Week 3 Case Study <input type="checkbox"/> SUN: Week 3 Assignment – Historical Event Problems
Week 4: Secondary Dimensions of Diversity	<input type="checkbox"/> WED: Dimensions of Diversity (Forum) <input type="checkbox"/> SAT: Discussion Responses <input type="checkbox"/> SUN: Week 4 Case Study <input type="checkbox"/> SUN: Week 4 Assignment – Historical Event Case Study
Week 5: Ethics of Diversity	<input type="checkbox"/> SUN: Week 5 Case Study <input type="checkbox"/> SUN: Week 5 Assignment – Historical Event Solutions
Week 6: Diversity and Change	<input type="checkbox"/> SUN: Week 6 Case Study <input type="checkbox"/> SUN: Week 6 Assignment – Historical Event Ideal Solution
Week 7: Applying Solutions to Diversity Problems	<input type="checkbox"/> WED: Reflections on Diversity (Forum) <input type="checkbox"/> THURS: Week 7 Case Study <input type="checkbox"/> THURS: Week 2 Assignment – Historical Event Final Presentation <input type="checkbox"/> SAT: Discussion Responses

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."
- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page.

For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page. Veterans and active military can seek assistance from TU's [Veteran and Military Services Web Page](#).

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.