

MBE 560 – Leading Diverse Organizations

Syllabus

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Course Information

Instructor Information

See the online course in Blackboard for instructor contact information and availability.

Textbook and Course Materials

Diversity in the Workforce: Current Issues and Emerging Trends, Byrd & Scott (Editors),
Rutledge, Second Edition 2018.

Contact the [University Bookstore](#) for ordering information.

For a list of Business Journals: [Financial Times Top 50 Journals Used in Business School Research Ranking](#)

See the online course in Blackboard for other material.

Course Description

Examines how differences may affect organizational experiences on three levels: the individual, the group, and the organization. It includes various topics related to effective management of people from different cultural and demographic backgrounds. Specifically, MBE 560 explores seven diversity dimensions of race, gender, age, disability, nationality, sexual orientation, and religion.

MBE 560 is a comprehensive and integrated graduate-level course providing students with the tools and methodologies they need to negotiate the multicultural workplace effectively and to counter issues of discrimination and privilege. The course not only covers the traditional topics of race, gender, ethnicity, and social class, but moves beyond this to explore emerging trends around 'isms' (racism, sexism, ageism, lookism) as well as transgender issues, spirituality, intergenerational workforce tensions, cross-cultural teams, physical appearance stigmatizing, visible and invisible disabilities, and racial harassment.

Credit Hours

3

Prerequisites and/or Co-requisites

None

Learning Outcomes

Students who successfully complete this course will be able to:

- Explain the efforts to address racism, sexism, ageism, lookism, and other forms of discrimination over the last four decades in our society and workplace.

- Discuss articles written by leaders, researchers, and practitioners who are actively working to address issues of oppression, privilege, and diversity in organizations.
- Become familiar with emerging trends in our multicultural society such as transgender issues, linguistic profiling, appearance discrimination and stigmatizing, cross cultural team issues, racial harassment, hate groups, and hate symbols.
- Develop writing, debate, and discussion skills in a distance learning environment.

Course Format and Design

This course is offered fully online in modular format. The course is designed to provide students with a variety of learning experiences and equip students with learning resources and activities that enable learning outcomes.

This course involves a variety of learning activities including weekly discussions, written assignments, and a significant amount of research, readings, and reflection to analyze and synthesize the material. All assignments must be submitted by the due date as identified in the syllabus. Should you have questions about the nature of the assignments, please feel free to contact me.

It is very important that you begin your work on each module early in the week to avoid being bogged down and overwhelmed at the end of the week.

University Information and Policies

University Mission Statement

Prepare each student for a meaningful life and career

The mission of Virginia Wesleyan University is to engage students of diverse ages, religions, ethnic origins, and backgrounds in a rigorous liberal arts education that will prepare them to meet the challenges of life and career in a complex and rapidly changing world. In this endeavor, the university employs a wide range of approaches to teaching and learning and provides opportunities to connect the study of the liberal arts with practical learning experiences on campus, in the Hampton Roads region, and throughout the world. In accord with our United Methodist heritage, Virginia Wesleyan aspires to be a supportive community that is committed to social responsibility, ethical conduct, higher learning, and religious freedom.

Special Needs and Accommodations

Virginia Wesleyan University is committed to giving all students the opportunity of academic success. If you are a student who is requesting accommodations based on the

academic impact of a disability, speak to your instructor about your accommodations letter and specific needs. If you do not have an accommodations letter for this course, you will need to visit or call for an appointment with a disability support specialist to coordinate reasonable accommodations. Visit [Virginia Wesleyan University Disability Support Services](#) on the Web.

Honor Code

As a liberal arts university, Virginia Wesleyan is committed to values of citizenship and social responsibility fundamental to a community of scholars. People who join this academic community agree to maintain academic honesty and, therefore, not to cheat, lie, falsify data, or commit plagiarism or academic theft. Refer to the [Virginia Wesleyan Honor Code](#) for definitions, rights, responsibilities, and procedures.

Student Handbook

All students are expected to uphold the university's mission statement and abide by the university's honor code, the Virginia Wesleyan Creed, and all other standards that govern the conduct and behavior of students. For more information, refer to the [student handbook](#).

Technology Requirements

Online courses require that you have access to a computer with a reliable Internet connection (high-speed access recommended). A backup plan is recommended in the event of an Internet outage.

You will need to have access to and be able to use the following:

- A Web browser (Google Chrome or Mozilla Firefox is recommended.)
- Adobe Acrobat Reader ([Get Adobe Acrobat Reader free.](#))
- Microsoft Office 365 ([Get Office 365 free.](#))
- A Virginia Wesleyan e-mail account to use when submitting assignments

For assistance with passwords and user IDs, contact the [Virginia Wesleyan Help Desk](#).

For assistance with Blackboard, please contact [the Learning House Help Center](#).

Instructional Technology

For information, support, and training in the academic software of the university, refer to the university's department of [Instructional Technology](#).

Learning Center

Contact the [Learning Center](#) for the following services:

- Academic advocacy and communication
- Academic planning and workshops
- Academic tutoring

- Computers and assistive technology
- Disability support services
- Individualized writing assistance
- Speech lab

Hofheimer Library

The Hofheimer Library supports the Virginia Wesleyan community by providing services, resources, and facilities that advance the academic program. Visit the [Hofheimer Library](#) on the Web for information, resources, services, and hours.

Nondiscrimination Statement

Virginia Wesleyan University does not discriminate against students of any race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, handicap, sexual orientation, or any other legally protected status in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university-administered programs and facilities.

Diversity Statement

Virginia Wesleyan University values the benefits of its diversity. We are committed to educating the campus community about issues of diversity. The campus promotes freedom of thought and opinion in the spirit of mutual respect. Our campus community is enriched through programs, activities, and interactions by celebrating our uniqueness as well as our commonalities.

This commitment to diversity links programs and services that support the distinctiveness of individuals regardless of racial and ethnic backgrounds, physical and cognitive abilities, family status, sexual orientation, gender identity, socioeconomic status, age, and religious and spiritual values.

An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

MBE Code of Conduct

Faculty in the Management, Business, and Economics Department of Virginia Wesleyan University expect every student in business classes to engage in conduct consistent with the professional and ethical behavior a business organization would expect of employees.

In general, a highly valued employee should:

- Present a professional demeanor as well as appropriate appearance;
- Arrive on time for all work-related activities and remain until meetings or events conclude;
- Participate actively, contributing in an articulate manner whenever appropriate;

- Exhibit the self-control required to remain engaged even when disinterested;
- Complete all assigned work and invest the time necessary without stealing the work of others or passing off another's work as one's own;
- Possess the skill of discernment displaying keen insight in grasping the culture of an organization or situation and determining the appropriate level of formality or informality of interpersonal and business communication structures to employ with superiors, co-workers, and clients or customers;
- Display a solid work ethic combined with the humility to willingly take on any task necessary for the good of the organization;
- Exhibit intellectual curiosity and the motivation to explore topics in greater depth than assigned.

In order to prepare students in our business classes to be productive, discerning, and ethically responsible, we set forth the following expectations organized around the core principles of **integrity, respect, and personal responsibility**. By practicing and applying these general behavioral expectations to their in-class and out-of-class academic interactions, our students should develop a foundation for their lives beyond the Virginia Wesleyan University experience.

INTEGRITY (Pledge) *I will conduct myself with honesty and integrity in all matters. My actions will be in compliance with the Virginia Wesleyan University Honor Code at all times. I will:*

- Collaborate with others in the completion of academic work only when expressly authorized by the instructor;
- Use technology—computers, programmable calculators, PDAs, cameras, digital voice recorders, and cell phones only for the purposes authorized by the instructor; (Electronic devices are not to be used to capture, share, or store information in an unauthorized manner).
- Properly cite and acknowledge in my assignments all sources of ideas, examples, and wording other than my own;
- Use notes or books during tests, quizzes, or exams only as authorized by the instructor;

RESPECT (Pledge) *I will be respectful of students, faculty, staff, and guests. I will respect the opinions and differences of all members of the community. I will practice civility and refrain from engaging in behaviors detrimental to the learning process. I will:*

- Model professional behavior in the class; use appropriate language and netiquette.

PERSONAL RESPONSIBILITY (Pledge) *I will take responsibility for my words and actions in the classroom, on campus, and in the community. I will:*

- Remain informed of and abide by University policy, course syllabi, the VWU Honor Code, and other standards intended to guide student behavior;
- Honor academic commitments including course meetings, group/teamwork assignments and meetings, scheduled study sessions, test and exam schedules, for example:
 - Adhere to deadlines;

- Notify professors in advance of academic conflicts with other commitments such as family emergency;
- Complete any make-up assignments or other work assigned by faculty members;
- Seek out support when needed from academic and personal development resources available on campus.
- Devote the necessary time outside of class to complete my work.
 - Expect to spend 2-3 hours per week on coursework for every credit hour earned in the course. For example:
 - One, 4-hour business course represents in-class time plus 8 – 12 hours per week outside-class time. In enhanced courses meeting 3-hours/week, there will be an additional expectation of 3 more hours of out-of-class work.
 - Students taking a full-time schedule in the business program (16-credit hours per semester) should be dedicating between 32 – 48 hours each week to their courses, not including class time. This is equivalent to what is expected of a full-time employee.
 - Full-time or part-time employment does not grant students in business classes an exception to the time they are expected to dedicate to their education.
 - Students choosing to work full or part-time must manage their time carefully so assignments and projects are not neglected. Always consider worst-case scenarios such as system downtime or other potential disasters.
 - Work cooperatively with other students on group assignments.
 - Respect the need to plan ahead and schedule tasks such that every group member has ample opportunity to meet all of his or her other academic and outside obligations.

This Code of Conduct was adapted from the Perdue School of Business at Salisbury University and the Western New England College School of Business.

Course Policies

Participation

For online courses, attendance is defined as academically engaging with the online course material. Students who do not participate in online activities weekly are at risk for failing the course, which may affect their academic or financial standing.

Students are expected to participate in all online activities as listed on the course calendar. Your active participation in this course is vital to your own learning and successful completion of the course. This means that you need to:

Log into the course site a minimum of three times throughout the week to check for any new announcements, updates, and assignment completion.

Participate in online Discussions Forums/assignments to illustrate your understanding of weekly readings and resources.

Complete assignments in a timely manner so that you can keep on track, make steady progress throughout the course, and provide timely feedback to your peers when requested.

Students who stop participating without formally withdrawing from the course will receive a grade of "F" or "WF".

Late Work

All assignments are due by 11:00 pm EST on the date shown in this syllabus. Assignments that are late will result in a 10% drop in the final grade for every day the assignment is late.

All assignments should be completed by the assignment due date and time. The first assignment for each week will typically be due on Wednesday. No late work will be accepted unless a prior accommodation has been arranged with the instructor. This course covers a large amount of material in a short period of time, which does not allow the time for makeup work. Late or missing assignments will affect the student's grade. Assignments will not be accepted after the final date of the course.

Makeup Work

This is a graduate program course which covers a large amount of material in a short period of time, which does not allow the time for makeup work.

Extra Credit

This course covers a large amount of material in a short period of time, which does not allow the time for extra credit work.

Netiquette Guide

Ask questions

If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.

Participate

Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.

Do not dominate a discussion

Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.

Be intellectually rigorous

Do not excuse sloppy or illogical thinking. Challenge yourself and one another.

Be tactful

Be critical of ideas, but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.

Forgive other students' mistakes

Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. *Instead, offer a different perspective to encourage further discussion.*

Read the whole thread before posting

Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.

Be concise

Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.

Reread and check your posts

Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.

Cite your sources

If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.

Maintain confidentiality

Respect your classmates' privacy. Do not repeat the personal information that others share.

Report technical problems

If the platform is not working properly, please let your instructor know as soon as possible.

Strategies for Success

The key to success in this course is to not fall behind in your weekly assignments. As a graduate level course, the work is significant both in terms of quantity and quality. Begin your reading assignments at the beginning of the week and make sure that all assignments are submitted on time. If you need help, do not hesitate to ask.

- Designate certain times each week to work on your course. Plan ahead; avoid procrastination; even out your workload; absorb material before moving on.

- Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions.
- Actively participate in discussions. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.
- If assigned to an online team or study group, work with your team members actively from the start. Thus, team members will benefit from each other's ideas and experiences and can depend on one another to complete assigned tasks.
- Practice an informal but organized, concise, and clear writing style that aids online communication.
- Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding graduate-level material.

Communication with Instructor

The instructor is available by appointment at mutually agreed upon times. Students may expect voice, text, and email messages to be returned within 24 hours, excluding holidays and weekends.

Before sending an email to your instructor, consider this: For assignment-related questions, please use the 'Ask A Question' Forum in the Blackboard course. This helps other students with similar questions "stay in the loop" as well.

For personal questions/comments/concerns, contact the instructor by email or phone. All emails to your instructor should include the following information:

To: [instructor email address]

Subject line: Course number – Issue/Question (Example: MBE570 - Module 5 Forum)

Proper salutation to instructor (Example: Dear Professor Johnson)

Email body text

Your Name

Course Grades and Assignments

Grade Allocation

Assignment	Point Values [or Percentages]
Weekly Discussion Posts	30
Final Assignment Status report #1	20
Final Assignment Status report #2	20
Final Assignment: Organizational Diversity paper	30

Assignment	Point Values [or Percentages]
Total Percentage Points Possible	100

Grading Scale

A	93–100
A-	90–92
B+	88–89
B	83–87
B-	80–82
C+	78–79
C	72–77
C-	@ or below 71 (Not a passing grade)

Assignment Descriptions

WEEKLY DISCUSSION POSTS:

Each week you will be required to utilize the class discussion board to generate a response to a question(s) posed in the module about that week's topic. This is a great way to build a sense of community, discuss key concepts, and learn from others.

Posts and responses should be written on a collegiate level and fully address all assigned criteria. **Each initial post should be approximately 300 words and should be well written and properly cited using two sources in APA format.** These initial discussion posts must be completed by **midnight Eastern Standard Time on Wednesday.**

You will then need to respond to at least two posts submitted by your classmates whereby you review their submission and provide critical and substantive feedback. To be successful with the follow - up posts it is imperative that you not simply agree or disagree with what your classmate has written but that you **provide significant and thoughtful follow - up discussion of 250 words and properly cited using at least one source in APA format.** These follow - up posts are due by **midnight Eastern Standard Time on Sunday of each week.**

To receive full credit, your responses must demonstrate an understanding of key concepts; further the discussion by providing an original and relevant insight; include a rationale, evidence, or example that supports your response; and be free of significant mechanical errors. Any outside references should be cited and listed according to APA guidelines.

Week 2 - Final Assignment Status report #1:

This assignment builds toward the final assignment. Create a PowerPoint (PPT) presentation per the instructions. This particular organization should be one about which you have some knowledge (although you need not actually name it). In the presentation:

1. Specify the particular organization and how you chose this particular organization, e.g., a group member worked there, a relative worked there, you have interacted with the organization, you did a web search, etc.
2. Drawing on MBE 560 principles and addressed in authoritative sources, not limited to the materials used in this course. Include appropriate citations of sources using the APA citation style.
3. Identify the organizational diversity issue(s) and/or diversity management issue(s) related to the selected organization or your personal situation at the organization.
4. Explain why you selected this diversity issue.
5. Explain how you will approach researching the contributing factors to the issue.
6. The electronic file uploaded to Blackboard should include last name, assignment title, and course, for example: **Smith Final Report #1 MBE 560**

Week 4 - Final Assignment Status report #2:

This assignment adds to the first report and continues building toward the final assignment. Create a PowerPoint (PPT) presentation per the instructions. In the presentation:

1. Update items 1-3 from your Week 2 submission as needed based on your research.
2. Drawing on MBE 560 principles and addressed in authoritative sources, not limited to the materials used in this course. Include appropriate citations of sources using the APA citation style.
3. *Explain the contributing factors uncovered to date.*
4. *Summarize the research completed or to be conducted to address the question concerning the contributing factors.*
5. The electronic file uploaded to Blackboard should include last name, assignment title, and course, for example: **Smith Final Report #2 MBE 560**

Final Assignment: Organizational Diversity:

Create a PowerPoint (PPT) presentation per the instructions. In the presentation drawing on MBE 560 principles, the organizations documents, SEC federal reports, and addressed in authoritative sources, not limited to the materials used in this course. Include appropriate citations of sources using APA citation style. Content should be up to 10 slides *plus* a title slide and APA formatted reference slide, which are not part of the total slide count.

Consider your personal experience in an organizational unit, such as work, social, or community group (but not a whole agency or institution). The suggested approach to this assignment is as follows:

1. Drawing from the various concepts of the course, identify the organizational diversity issues and/or diversity management issues related to the selected organization or your personal situation at the organization.
2. Apply the concepts from the text and other readings/research in assessing the situation/issues.
 - a. What contributed to the existence of the diversity issue?
 - b. Why or how did that happen?
 - c. What leadership role could **you** play or what leadership “interventions” could **you** initiate in the organization or your personal situation to help resolve the identified diversity concerns?
 - d. Describe how you would implement “c” above?
 - e. The electronic file uploaded to Blackboard should include last name, assignment title, and course, for example: **Smith Final Organizational Diversity MBE 560**

Collaborative Learning

Collaborative learning, through engagement of other students, is a key ingredient of participatory learning. Students can expect each online course to have some degree of collaborative learning. The type of collaboration may be minimal and take the form of weekly small group discussions.

Alternatively, the type of collaboration may be a major virtual team project that requires weekly and substantive participation from all members. Regardless of the type of collaborative learning, all students are expected to participate in a timely, substantive, on-subject, professional, and complete manner.

Hints for Success in Your Online Course

1. Be sure you have access to proper computer equipment, Internet service, and software as listed above.
2. Designate certain times each week to work on your course. Plan ahead, avoid procrastination, even out your workload, and absorb material before moving on.
3. Have a specific achievement goal for each log-on session to help you accomplish what you need to get done and avoid distractions
4. Actively participate in discussions. Meaningful interchange will lead to better understanding of various aspects of the course and also contribute to the personality and warmth of the online class community.
5. If assigned to an online team or study group, work with your team members actively from the start. Thus, team members will benefit from the other group members' ideas and experiences and can depend on one another to complete assigned tasks.
6. Practice an informal but organized (APA), concise, and clear writing style that aids online communication.
7. Venture beyond the classroom. The Internet medium of the online classroom gives ready access to electronic libraries and to pertinent websites that offer a significant advantage in understanding graduate-level material.
8. Your class may occasionally use short multimedia components to enrich the learning environment. Follow the instructions provided.

Course Schedule

Refer to the [academic calendar](#) for important university dates.

The instructor reserves the right to make necessary changes, additions, deletions, and revisions to the course schedule as needed.

Module	Readings	Assignments Due
1. Establishing the Foundations of Diversity in the Workplace	Chapters 1-3	1) Introduction Post 2) Syllabus review 3) Discussion forums # 1, <i>due Sunday, 25 October</i>
2. Diversity in the Workforce: Race and Ethnicity	Chapter 4 & 6	1) Discussion forums # 2 2) Final Assignment Status Report #1
3. Diversity in the Workforce: Gender and Sexual Orientation/Transgender Diversity	Chapters 5 & 7	1) Discussion forums #3
4. Diversity in the Workforce: Social Class and Religious Diversity	Chapter 8 & 9	1) Discussion forums #4 2) Final Assignment Status Report #2
5. Diversity in the Workforce: Intergenerational and exclusion	Chapters 10-13	1) Discussion forums #5
6. Diversity in the Workforce: Linguistic Profiling and Physical Appearance/Lookism Diversity	Chapters 11 & 12	1) Discussion forums #6
7. Diversity in the Workforce: Re-Emergence of Racial Harassment/Racial Hate Symbols in the Workforce and Cross-Cultural Opportunities,	Chapters 14 & 15	1) Discussion forums #7 <i>No Peer replies Required</i> 2) Final Assignment: Organizational Diversity presentation. due Sunday, 06 December 11:59 p.m. EST