

MGMT 350: Managing Diversity & Inclusion in Organizations

Coastal Carolina University



The mission of the E. Craig Wall Sr. College of Business Administration is to educate each of our students to have the qualities and attributes essential to his/her progressive and continuing development throughout careers in private, public, and non-profit organizations in a globally competitive and diverse environment.

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Course Description (3 cr. hrs): The course explores diversity in the workplace. Diversity is defined, examined, and discussed from both an individual and organizational perspective by exploring the opportunities to discover and appreciate differences and practices of inclusion while developing more effective organizations.

Course requirements – textbooks and readings:

Required Text: Bell, M. P. (2017). Diversity in Organizations (3rd ed.). Cengage Learning. Rental, eBook, and purchase options are available.

Required Course Supplemental materials: Students are required to purchase a course packet which contain a series of readings and case studies.

Additional required readings will be posted on Moodle and/or made available via the CCU library.

The mission of CCU is “to develop students who are both *knowledgeable* in their chosen fields and *prepared* to be productive, responsible, healthy citizens with a *global perspective*.” In keeping with the mission of CCU, this course will focus on preparing students for the myriad of diversity issues they will face in the workplace to interact with others in a manner that is respectful and inclusive. We examine workplace matters related to diversity and identify the individual and institutional responses needed to create equitable and inclusive work environments.

Student Learning Outcomes: At the conclusion of this course, students should be able to:

1. Identify the differences in people that affect diversity management
2. Assess individual differences related to diversity categories for self-awareness.
3. Describe the influence of perception, norms and stereotypes on diversity management
4. Describe the approaches to diversity management in organizations and the challenges of working in and managing a diverse workforce
5. Explain the legal consequences that are associated with diversity management practices
6. Evaluate organizational practices for diversity management
7. Develop diversity management strategies and practices for self-management and improving organizational effectiveness for attaining a fair and unbiased workplace

Class environment and confidentiality expectations: *(Adapted from Brown University)*

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be *an atmosphere of trust and safety in the classroom*. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense.

Confidentiality: To create an atmosphere of safety and trust, it is important that the nature and content of class discussions remain confidential to those outside of the classroom. Specifically, students need to feel safe and have confidence that what they may share in the classroom is not attacked or misstated in ways that do not represent the full context of the discussion. I will ask each student to comply with a confidentiality statement as a condition of enrollment in this course. This does not mean you cannot discuss what happens in the classroom environment but rather you maintain the confidentiality of the student who may have shared it (e.g., no use of names outside the classroom setting).

While our intention may not be to cause discomfort or offense, the impact of what happens

throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue such as the Department Chair or Dean.

CLASS MEETINGS:

Class will consist of a mix of lectures, class discussions, and in-class activities. It is essential that you read the assigned readings and complete all assignments prior to class in order to fully comprehend the material. My lecture notes as well as homework assignments will be posted on Moodle. My lecture notes provide an outline for the text material to be covered and other examples. My notes are not a substitute for reading as I will not cover all note slides in class. It is optional for students to print and use the lecture notes I post on Moodle. In the event you do use these notes, you may want to consider deleting the design that I have used to save your color printing.

In addition to lecture notes, course grades are also posted on Moodle for your review. You should review grades on a regular basis and report any discrepancies immediately. Discrepancies will only be addressed if discussed in a reasonable time frame (e.g., within one week of being posted.)

My office hours are by appointment and you simply send an e-mail requesting a time to meet. I also check e-mail frequently and you can always contact me with questions or concerns regarding the course. I can generally reply within 24 hours (excluding weekends).

Important Policies

Attendance: Regular class attendance will be expected throughout the semester. According to the CCU University Catalog “An instructor is permitted to impose a penalty, including assigning the grade of F, for unexcused absences in excess of 25% of the regularly scheduled class meetings.” Absences will be excused for documented cases of:

- a) incapacitating illness,
- b) official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity),
- c) death of a close relative, and religious holidays.”

I will excuse such absences with a doctor's note or other form of official documentation. Please

notify me of absences due to religious observance or University sporting events as soon as you can, or by the third week of the semester. Keep in mind that more than two unexcused absences will begin to affect your final grade. Students are responsible for material and assignments covered during their absence.

Make-Up Policy: If you are going to miss a class when an assignment is due, you must turn it in ahead of time or you will not receive full credit. Similarly, there will be absolutely no make-up quizzes or assignments unless you inform me ahead of time and can provide suitable documentation as to why you must miss class. In the event of an emergency where prior notification is not possible, I will make the appropriate accommodations.

Accommodations. Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services (843-349-2503 or <https://www.coastal.edu/disabilityservices/>). If accommodations are needed, please submit any relevant documentation to me within the first 3 days of class so that we can make the appropriate accommodations.

Students also have available services or assistance to aid their learning experience. Coastal Carolina University, in accordance with the Americans with Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973/Section 504, will provide reasonable accommodations for eligible students with disabilities. You are responsible for initiating arrangements of accommodations for tests and other assignments in collaboration with the Accessibility & Disability Services and your professors.

Religious observances. The University allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. When appropriate notice is provided by a student, the student may be allowed to make up or waive work and tests missed due to these particular absences. For this course, students must provide 3 days' notice if requesting religious accommodations and be expected to provide appropriate documentation. You can view the full university policy in the Undergraduate Catalog.

Academic Honesty: Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and reporting the inappropriate action of others and are committed to creating an atmosphere of mutual respect and trust.

Academic honesty is an absolute expectation of all class participants and applies to all class-related activities. Violations of the Student Code of Conduct will not be tolerated. Any such violations will be dealt with in strict accordance to Coastal Carolina University (as well as other applicable) guidelines. The student will be responsible for reading and complying with this policy which is located in the CCU Student Handbook available at <https://www.coastal.edu/deanofstudents/>.

Professionalism: Professionalism reflects my expectations of your behavior both in and out of the classroom. This means behaving in a manner that reflects proper professional behavior that will be expected of you in a business (professional) environment. This includes timeliness, preparedness,

active participation in classroom activities, and proper interactions with students/professors both online and when interacting in person. Your professionalism will be evaluated as part of your class participation grade and is determined by your attendance, preparation and participation in class, and the quality of work submitted.

Grading Policy and Procedures:

Enrollment in a course obligates the student not only for prompt completion of all work assigned but also for punctual and regular attendance and for participation in whatever class discussion may occur. It is the student's responsibility to stay informed concerning all assignments made. Absences, whether excused or unexcused, do not absolve the student from this responsibility. With the exception of the **FX** grade, the grading system outlined below has been in effect since the Fall Semester, 1978. Under this system, undergraduate course credit will be granted only for earned grades of **A, B +, B, C +, C, D +, D** or **S**. Each of the following symbols will become a permanent part of the student's academic record when assigned. **A, B+ and B, C+ and C, D+ and D**, and **F** carry the traditional academic connotations of excellent, good, average, poor, and failing performance, respectively.

Grading Scale:

A:	90 – 100
B+:	88 – 89
B:	80 – 87
C+:	78 – 79
C:	70 – 77
D+:	68 – 69
D:	60 – 67
F:	Below 60

Assignment Grading Guidelines

“A” The student's work is unusually excellent and superior to the work of others. In addition to meeting all requirements for the assignment, the work contains innovative and creative ideas not found in other students' efforts. The work demonstrates that the student has done extensive research, included numerous concepts from the text or course, and has invested a tremendous amount of time and effort into the work. There are no structural or grammar errors; the writing or presentation skills are exemplary.

“B” The work is very good. In addition to meeting all requirements for the assignment, the work contains well thought out ideas and the student has applied many concepts from the text or course. The work clearly demonstrates the student has done obvious research and has invested thought and effort in the paper. The content is nicely structured and grammatically well done.

“C” The work is good. It meets all the requirements for the assignment and has applied a few concepts from the text and course. The student has probably done basic research even though it is not very obvious. There appears to be a minimum of effort extended to produce the work. The work may have some structural and grammar problems but it is still possible to follow the content without difficulty.

“D” The work is below expectations. While it may or may not meet all the basic requirements for the assignment, there is no obvious evidence of any research or effort. Concepts from the

text or course are either not obvious or are used incorrectly. Grammar mistakes are so prevalent that it is difficult to follow the content.

“F” The work does not meet the basic requirements for the assignment, or was not turned in at all.

Course Requirements/Graded components:

The final grade for this course will be based on the following assignments:

Weighted Components (Computing your final grade):

Assignment	Points Possible
<i>Class Participation/Engagement/Presentation:</i> <ul style="list-style-type: none">• Reading Assignments/Discussion Forums• In-class exercises/Role-plays/Assessments/Mini-cases• Current events	200
<ul style="list-style-type: none">• Case analyses• Final course project	200
Course Total	400

Tentative Course Schedule: This syllabus and schedule are tentative and subject to change by the instructor with notice to the student as the semester progresses.

Readings: Posted in Moodle and required course packet. **Assignments/Exams:** Moodle will contain all Assignments and Exams to include specific instructions and submission requirements.

Dates	Topic	Readings, Assignments, Reminders
Weeks 1 & 2	Introduction – overview of Diversity, Equity, and Inclusion in the workplace	<ul style="list-style-type: none"> • Diversity and EEO • Bias-free organizations • Strategies for managing diversity (Dass & Parker) • Bell, Chapters. 1-3
Week 3	Organizational Strategies & Interpersonal accountability	Role-play scenarios <ul style="list-style-type: none"> • Why diversity programs fail • Managing diversity at Yelp • Unconscious bias training that works
Weeks 4 & 5	Gender: Norms, stereotypes, and consequences	<ul style="list-style-type: none"> • #MeToo movement influence • Myths about Men and Women • How Men get penalized • Bell – Chapter 9
Weeks 6 & 7	Gender Identity and Sexual Orientation	<ul style="list-style-type: none"> • Zurich Insurance • Nike case analysis • Bell, Chapter 11
Week 8	Half-term review and wrap up	Mid-term
	Spring break!	
Week 9	Race: Stereotypes, Bias, and more	<ul style="list-style-type: none"> • Implicit bias and cultural beliefs and norms • Starbucks case analysis – Lessons learned
Week 10	Race: African-Americans & Hispanic/Latino, Native American, Asian American-Pacific Islanders	Bell, Chapters 4, 5, 6
Week 11	Race: Native Americans & Asian-Americans/Pacific Islanders	Bell, Chapters 7 & 8
Week 12	Ableism (Disability)	Bell, Chapter 14
Week 13	Age & Generational Differences	Bell, Chapter 13

Dates	Topic	Readings, Assignments, Reminders
Week 14	Religion	Bell, Chapter 12
Week 15	Course wrap up	<i>Final exam project</i>