

# Course Syllabus

## **MGMT608: Managing Diversity** **4 Credits, Online** **Spring Term 2011, April 11-June 30, 2011** **(Holiday: Memorial Day, May 30)**



Last Updated: 2/7/11

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## Course Description

This course examines the challenges, opportunities, and techniques of effective management of a diverse workforce. Students explore demographic changes and analyze the ethical and business-related reasons why managers need to focus on such issues as gender, racial, and age discrimination, sexual harassment, and disabilities. This course also asks students to examine their own biases and to understand the impact these can have on their managerial style and effectiveness. The course prepares managers who understand the challenges and opportunities of a global workforce.

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## Prerequisites

MGMT 500: Principles of Management or MGMT 501 Introduction to Public Administration, MGMT 566: Organizational Behavior recommended.

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## Learning Outcomes

Learners will:

1. Analyze the reasons for and nature of the increasing diversity and globalization of the U.S. workforce
  2. Identify and evaluate the issues confronting managers that result from the increasing workforce diversity.
  3. Analyze and debate the ethical and business-related reasons why managers should address diversity issues.
  4. Explore the meaning and nature of oppression and discrimination in the workplace.
  5. Identify, examine, and evaluate strategies for effective alleviation of discrimination and harassment as they relate to issues as age, gender, race, sex, and disabilities.
  6. Reflect upon and examine their personal biases and how they impact their managerial effectiveness.
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## Course Resources

Textbook(s):

1. Bucher, Richard D, **Diversity Consciousness, Opening our minds to People, Cultures and Opportunities**, 3rd edition, Pearson, Prentice Hall, 2011, ISBN: 978-0-13-501463-9.
2. Bucher, Richard D, **Building Cultural Intelligence (CQ)**, Nine Megaskills, Pearson, Prentice Hall, 2008. ISBN: 978-013173895

#### Additional resources:

- You will be required to analyze and be ready to discuss the movie “**Crash**” (2004) in Module 3.

#### Textbooks are available via GSC's online bookstore, MBS Direct at:

<http://bookstore.mbsdirect.net/gsc.htm> (The course-CRN number for ordering this textbook is: MGMT608-30146). Textbooks can also be purchased from MBS via phone, mail or fax. For additional information, visit the [Online Bookstore](#) section of the college web site.

**PLEASE NOTE:** It is the learner's responsibility to have purchased all required course materials before the start of the course. Learners are expected to meet all course expectations even if the shipment of a required textbook or other learning resource is delayed. Be sure to choose the shipping option that will get your text/resource delivered in a timely manner.

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## Blackboard Orientations

**There are no face-to-face sessions for this course.** If you have never taken an Online Interactive Course (OIC) at the college, we highly recommend that you attend one of the 2-hour **Blackboard Orientation** sessions <http://granite.edu/academics/online-programs/blackboard-orientation.aspx> or complete the self-paced **Learning Online** tutorial <http://bbresources.granite.edu/orientation-bb9/introduction.htm>.

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## Course Policies

1. You are required to write a research paper on a diversity initiative that will create or has created a culture change in an organization.
2. You are required to submit a final journal that discusses your personal reflection of the course.
3. This course consists of six (6) Modules. Modules are two weeks long and begin on Monday morning and end on Sunday evenings. Late work will be accepted if there has been a previously negotiated agreement between the instructor and learner.
4. Copying directly from text in books, journals or online material without crediting the source is plagiarism. Please refer to GSC's Policy guidelines regarding plagiarism. Refer to the Academic Honesty Policy within the Resources link section of the Course Menu.
5. You are responsible for all reading, homework assignments and meaningful participation. Quality, not quantity will be graded. Plan to spend at least 4-5 hours a week on readings, papers, and online work.
6. It is your responsibility to attend to technical difficulties. Please contact GSC's technical assistance department (within the Course Menu). All papers and discussion postings must be submitted in readable format (rich text, text format).

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## Course Methods

This interactive web-based course utilizes the discussion board, and journal writing in order to provide a clear introduction to the material and to share knowledge with students. This course requires students to

consider their own personal biases and how those biases can limit organizational success. Learners will be asked to share experiences that will reflect an understanding of the reading assignments.

The process of managing diversity is a long-term strategic intervention designed to reduce systemic injustice and exploitation to ensure a successful organization. The bulk of the coursework is delivered through our texts and will be applied to current events and our workplaces.

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## Description of Course Activities and Requirements

Learners will demonstrate their learning through the following activities and assignments:

### Discussion Board

We will be using the Discussion Board as our primary communication tool in this course. Discussions occur weekly and are an important part of the learning process.

You will need to participate on the Discussion Board every week during this course. See module course content pages for specific discussion board assignments.

Most online courses have significant enrollment. In order to make the course manageable for students, this class will be divided into groups that will be assigned on the day the course begins. Each group will be expected to “meet” in their Group Discussion area, which will be clearly identified in the Discussion board. Group members will need to complete their reading for each week by Friday in order to discuss the assignment with their group members. Each group should choose a member each week to summarize the discussion posting response (one response per group). Every student will be required to respond at least once to other group postings by the end of each module.

Group work can be challenging. Each discussion assignment will need to be discussed in your assigned group’s forum (found on discussion board). Each week, the group will determine who will post for the group and work together with all group members to summarize material and report to the module discussion board by the due date. Generally each group goes through the following steps for each module:

1. Module begins
2. Group members post to group forum and discuss assignment
3. Team leader for the week will write group posting for team to review and comment on prior to posting to module discussion board.
4. Team leader will post to module # discussion board by due date.

Participation online every week is required in this course. You should complete the reading prior to posting a response on the discussion board. I expect meaningful and thoughtful responses. **Responses of "I agree" and the like are not acceptable.** A helpful suggestion is carefully compose your response before posting onto the discussion board. You do not have to agree with everything in this course. However you may need to stretch beyond your comfort zone to understand particular readings. To the extent you are willing to engage your emotional self in addition to your task oriented self, learning will greatly increase.

### Journal Assignment

You will write a three (3) page reflection journal discussing your personal feelings about the required reading and the course as a whole. It will not be a summary of the reading, but a personal reflection of how this course related to you, your job, or your life and how the readings affected you. The following may guide your writing, but it is just a guide, not a requirement. The journal is considered reflective

learning and is valuable to me as your teacher so I know how you did and how the reading has moved you towards embracing diversity.

As part of this journal assignment, consider how you will continue to enrich your life with diversity. What steps might you take? What can you do at work to ensure a diverse workforce? What assumptions or biases do you wish to overcome. Remember, diversity is a process. This section of the journal will be your next steps, or what you will continue to work on after the course is complete.

### **Diversity Initiative to create Culture Change - Final Project**

The purpose of this project is to develop a process to create a culture change in an organization you are familiar with. This culture change project must be a diversity initiative that addresses behavior that needs to change. Are men discriminated against? Are women paid less? Are older workers treated poorly? Are the owners of the company racist? It could be your current workplace, a church or community group, the school you attend or any other group of people that meet on a regular basis toward a common goal.

You will be required to describe the culture change or diversity initiative that should occur in the organization you choose. You will explain why you believe this change should occur and the process or steps needed to be successful in creating change. Consider the following in choosing the initiative:

1. Will others believe that change should occur? Is oppression of a certain group present? Do you believe you can be successful in this change initiative?
2. What are the benefits you expect after successful completion of this diversity initiative?

Once you determine what you would like to change and the process in which you will begin to make that change happen, you will research what other companies are doing about the same problem. What companies have undertaken an initiative like yours? What was the result? What obstacles did they have to overcome? What might you do differently after reading about the challenges of other organizations and their diversity initiatives? Choose a model or a combination of culture changes examples that you find in your research and consider it for the organization you have chosen. It is understood the change effort will not be completed during this course, however, it should be an initiative you feel would improve your workplace/committee or group.

On occasion, students who are not employed may have trouble choosing an organization to effect change. In these cases, contact the Professor who will work with you early in the course to establish a meaningful topic for the project.

Papers must be typed with one-inch margins on both sides. Please use size 10-11 font and double space for easy reading. Use the Publication of the American Psychological Association (APA) style citations. Length of the paper should be 8-10 pages, not including the bibliography.

This course uses the Granite State College's "Rubric for Writing" to assess writing. American Psychological Association style (APA) format and documentation should be used where applicable. Reading the "References and Notes" portions at the end of each chapter will familiarize you with original authors and their work.

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## **Grading Percentages**

<b>Activity</b>	<b>% of Final Grade</b>
Introduction and Responses	<b>5%</b>
Discussion Board and Assigned Chats	<b>40%</b>
Journal Assignment	<b>15%</b>

Outline	5%
Diversity Initiative / Culture Change Project	35%
<b>Total</b>	<b>100%</b>

## Granite State College Standard Grading Scale

Grade	Percent	Grade Points	Level of Achievement
A	95-100	4.0	Excellent
A <sup>-</sup>	90-94	3.67	
B <sup>+</sup>	87-89	3.33	Good
B	84-86	3.0	
B <sup>-</sup>	80-83	2.67	
C <sup>+</sup>	77-79	2.33	*Acceptable
C	74-76	2.0	
C <sup>-</sup>	70-73	1.67	†
D <sup>+</sup>	67-69	1.33	Poor
D	64-66	1.00	
D <sup>-</sup>	60-63	0.67	
F	≤59	0	Failure, no credit

\* A grade of C or better is required to fulfill requirements in the major, minor, or general education core at GSC. Please consult the GSC catalog for details.

† A grade of C<sup>-</sup> or below generally does not transfer to other academic institutions.

## Course Schedule & Topics

Description:

Module	Assignments/Activities
<b>Module 1:</b> April 11-24	<p><b>Post introduction</b> on discussion board to all students by the <b>first Wednesday</b> evening. This introduction should include your history, your identity, use 10 words to describe yourself and include any oppression you or your loved ones may have experienced. Include who you are, where you are from, socioeconomic class, gender, race and religion. Include why you are taking this class and where you are in terms of earning your degree. If you are employed, where and what position do you hold?</p> <p><b>Read chapter 1, Diversity Consciousness</b></p> <p><b>Complete assignment</b> on page 39: <b>Internet Assignment</b>. Discuss this within your assigned teams and post a summary of similarities</p>

	<p>and differences you found within your group. One post per group should be posted to module 1 discussion board by the <b>first Friday evening</b>. Each student should <b>respond</b> individually to at least one group posting by the <b>first Sunday</b>.</p> <p><b>Read Chapters 1 &amp; 2, Building Cultural Intelligence</b></p> <p>Complete assignments in assigned reading. On pages 40 and 41, Your Turn, each student will complete this assignment individually. Respond to discussion board question:  <i>When you look at the group in your eco-map, particularly your primary groups, what are the major values or lessons you have learned from them?</i></p> <p>Discuss it with group members and post one response highlighting common themes, by the <b>2nd Friday</b> in the module. By the <b>2nd Sunday</b>, each student must respond to at least one group posting.</p>
<p><b>Module 2:</b> April 25 - May 8</p>	<p><b>Read: Diversity Consciousness, Chapters 2 &amp; 3</b></p> <p>Complete assignment on page 116: Internet Assignment. Discuss this within your assigned teams and post a summary of similarities and differences you found within your group. One post per group should be posted to module 2 discussion board by the <b>first Friday evening</b>. Each student should respond to at least one group posting by the <b>1st Sunday</b> of the module.</p> <p><b>Read: Building Cultural Intelligence, Chapters 3 &amp; 4</b></p> <p>Complete "Your Turn", page 63 individually and discuss with your assigned group. Post summary of similarities and differences in one group post by <b>2nd Friday</b>. Respond to at least one group posting by the <b>2nd Sunday</b> of the module.</p>
<p><b>Module 3:</b> May 9 - 22</p>	<p><b>Read: Diversity Consciousness, Chapters 4 &amp; 5</b></p> <p><b>View the movie "Crash"</b>. What did you feel was the most poignant message of the film? Please consider some assumptions you made? Discuss within your assigned teams and post a summary of similarities and differences you found within your group. One post per group should be posted to Module 3 discussion board by the <b>first Friday evening</b>. Each student should respond to at least one group posting by the <b>1st Sunday</b>.</p> <p><b>Read: Building Cultural Intelligence, Chapters 5 &amp; 6</b></p> <p>Keeping the movie "Crash" in mind, complete page 110-111, Sensitivity to the Other.</p> <p><i>How does this relate to the movie? Who are the characters that show sensitivity to "the other" and why do you think that is? Does their sensitivity change depending on the situation? Why is that?</i></p> <p>Discuss with your group and post a summary to Module 3 discussion</p>

	<p>board of your responses by the <b>2nd Friday</b> of Module 3. Respond to at least one group posting by the <b>2nd Sunday</b>.</p>
<p><b>Module 4:</b> May 23 - June 5</p>	<p><b>Read: Diversity Consciousness, Chapter 6</b></p> <p><b>Complete exercise 1 Conflict Management on page 216.</b> Discuss assignment with your group. Are there any common themes? Do you use similar forms of the 6 c's of conflict management or does it depend on the situation? Post a summary of similarities and differences you found within your group. One post per group should be posted to Module 4 discussion board by the <b>1st Friday</b> evening. Each student should respond to at least one group posting by the <b>1st Sunday</b>.</p> <p><b>Read: Building Cultural Intelligence, Chapter 7</b></p> <p>Submit an outline of your final paper by the <b>2nd Sunday</b>.</p>
<p><b>Module 5:</b> June 6 - 19</p>	<p><b>Read: Diversity Consciousness, Chapter 7</b></p> <p>Complete assignment on page 244: Internet Assignment. Discuss this within your assigned teams and post a summary of similarities and differences you found within your group. One post per group should be posted to module 5 discussion board by the <b>first Friday</b>. Each student should respond to at least one group posting by the <b>first Sunday</b>.</p> <p><b>Read: Building Cultural Intelligence, Chapters 8 &amp; 9</b></p> <p>Complete assignment on page 194, "Where am I Now", self assessment.</p> <p>Discuss the results of the self assessment with your group. What did you learn about yourself? What did your group discover about each other? What similarities or differences stood out?</p> <p>Discuss with your group and post a summary to Module 5 discussion board of your responses by the <b>2nd Friday</b> of Module5. Respond to at least one group posting by the <b>2nd Sunday</b>.</p>
<p><b>Module 6:</b> June 20 - 30</p>	<p><b>Read: Diversity Consciousness, Chapter 8</b></p> <p><b>Read: Building Cultural Intelligence, Chapter 10</b></p> <p>Complete assignment on page 247 – 248, Individual Action Plan. Include this assignment as a part of your final journal.</p> <p>Journal and final paper due on or before June 30.</p>

**Note:** The syllabus and schedule are subject to change at the discretion of the instructor.

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## Library Resources

Granite State College has a Virtual Library <http://library.granite.edu> available 24/7 with access to the full-text of thousands of journals and professional periodicals, an online Reference Room, selected Internet resources, writer's resources, research and citation help, and a collection of tutorials. The databases are password protected.

See GSC Library tab in MyGranite for username and password. In addition, the [GSC Library](#) link in the course menu provides direct links to research databases, *Research FAQs* and more.

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## Academic Coaching Services

Academic assistance to students is available at GSC Campuses at no additional charge. Basic skills preparation in reading, writing and math; study and research skills, time management tips and help in identifying online resources, are just a few of the specific resources available to all students at the institution. Academic Coaches work closely with faculty and the entire Student Success teams at the campuses, in working with students to ensure academic success. A whole range of support services are available at the campus locations throughout the state and through the online Academic Toolkit, and Smart Thinking, a new resource available at the college. To contact an Academic Coach, see the Academic Resource Link on the Resources page in the course menu or go directly to [http://bbresources.granite.edu/course\\_docs/acad\\_resources.htm](http://bbresources.granite.edu/course_docs/acad_resources.htm).

To access the online Academic Toolkit sign into Blackboard and click on "Academic Toolkit" under GSC Organizations.

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## Technical Assistance

For assistance with issues related to accessing the MyGranite portal, GSC email, Webrock, online courses or other technical issues related to any of the Blackboard tools, please visit the GSC Technical Assistance Center ( <http://bbresources.granite.edu/techassist/help.htm>) for answers to the most frequently asked questions or to submit an online help request form. Or call **1-888-372-4270** (Hours: M-F, 8:30-5:00, messages checked twice daily on weekends. Extended hours for the week before start of the term and first week of the term: M-Th, 8:00-7:00.)

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## Documented Disabilities / Americans with Disabilities Act

Granite State College will provide qualified individuals with disabilities the same educational opportunities available to persons without disabilities. When an individual's documented disability creates a barrier to educational opportunities, the College will attempt reasonable accommodation to remove the barrier. If you need assistance, we recommend that you make contact early to ensure that your requests can be reviewed prior to the start of each term. If you wish to apply for accommodations, contact your academic advisor or the Dean of Learner Services in Concord. See the complete Granite State College policy in the current college catalog for further details.

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## Academic Honesty

An academic community is based on honesty and integrity. Plagiarism, cheating, or other forms of academic dishonesty are not acceptable at Granite State College. Faculty and students have a joint responsibility to ensure the integrity of learning.

All work that you submit must be your own except in those instances when your instructor gives specific permission to collaborate. When quoting, summarizing or explaining ideas that are based on another's

work, whether in print or online, make sure to cite references appropriately. Plagiarism is using another's words or even paraphrasing another's work without giving proper credit through the use of citations.

For Granite State College's complete [academic honesty policy](#), see the current college catalog.

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## Conduct in the Online Classroom

Membership in society implies minimal norms for civil behavior towards one another. It is Granite State College's expectation that all members of our college community treat faculty, staff, and fellow learners with respect. Learners need to be knowledgeable of and comply with college policies. Each individual is accountable for his/her actions and for the consequences of any behavior that is inconsistent with these values and expectations.

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## Institutional Assessment

Assessment is an ongoing process that enables the College to improve its programs, courses, and teaching methods. Institutional evaluation may be embedded in tests, exams, and other measurements of student learning. As members of a learning community, students, faculty, and staff will be expected to participate in the important process of assessment on occasion. Confidentiality of any data that identify participants is maintained.

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