Course Syllabus

Course Description

Presents the personal and organizational implications of increasing workforce diversity. Explores the complex dynamics of ethnic, racial, and gender diversity in organizations as seen from the vantage point of social science and organizational studies. Examines the managerial implications of increasing cultural diversity in organizations and the orientations to diversity adopted by organizations, the correlates of these approaches, and the possibilities for organizational change.

Course Textbook(s)


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Summarize how changes in the demographic makeup of the U.S. population affect fair treatment of people with different ethnicities.
2. Assess the benefits of organizational diversity.
3. Explain the historical background behind specific diversity-related legislation.
4. Analyze thought processes related to stereotyping, prejudice, and discrimination.
5. Examine workplace diversity data.
6. Appraise methods used to improve organizational cultures.
7. Discuss the effects of employer-provided child and elder care on employee satisfaction and turnover.
8. Critique federal legislation related to workplace discrimination.

Prerequisite(s)

No prerequisite courses are required for enrollment in this course.

Credits

Upon completion of this course, the students will earn 3 hours of college credit.

Course Structure

1. Study Guide: Course units contain a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. Learning Outcomes: Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. Unit Lesson: Unit Lessons, which are located in the Study Guide, discuss lesson material.
4. Reading Assignments: Units contain Reading Assignments from one or more chapters from the textbook and/or outside resources.
5. Suggested Reading: Suggested Readings are listed within the Study Guide. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. Discussion Boards: Discussion Boards are part of all CSU Term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. Unit Assessments: This course contains Unit Assessments, which test student knowledge on important aspects of the course. These tests may come in many different forms, ranging from multiple choice to written response.
questions.

8. **Unit Assignments:** Students are required to submit for grading Unit Assignments. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.

9. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**LibGuides**

Think of a LibGuide (a Library Guide) as a mini-website to help you with your assignments. It has relevant information such as databases, e-books, and websites specific to your courses. If you have any questions, please reach out to your friendly library staff.

Click here for the LibGuide for this course.

**Unit Assignments**

**Unit I Project**

**Final Project Information**

*Throughout this course, you will complete assignments that lead up to a final project. The project, titled “Consultant to the Client Organization,” is based on a scenario presented below. It may be helpful to refer back to this scenario as you complete each assignment.*

**Consultant to the Client Organization**

Fig Technologies is a global technology solutions firm with offices around the globe. Fig Technologies’ corporate headquarters is just outside Mobile, Alabama. Fig recently acquired several smaller firms in different regions to expand its products and service lines. Assimilating the processes, systems, and human capital has presented a significant challenge. The leadership has chosen to bring in an outside firm to address concerns. You are the consultant from that firm, The Solution Group.

In each of the assignments in this course, you will be given a scenario to address the concern that is presented. You will be expected to develop assessment, analysis, and research in order to support your proposed solution. Often, you will be asked to present the top three solutions for the concern and support your answer. Use of course materials (textbook and required readings) and external credible materials is strongly encouraged. The scenario is not intended to have a set answer but to develop critical thinking on what can often be very emotional and opinion-based topics. Consider carefully your position and how you will support the proposed solutions.

Grading will not require simply meeting format standards and word count. It will require substantive content, research, and critical thinking. Each assignment will be a section of a comprehensive report that will be submitted to the Fig Technologies Executive Leadership Council (ELC) in written form in Unit VII. The presentation will be made in Unit VIII. Consider as you work on each assignment how it will fit into the final report that will be sent to the ELC for review. The final report will include recommendations for continued improvement regarding managing diversity in the organization.

The project serves as an opportunity to stretch your thinking and your organizational skills whether you are a business or human resources major. Working in an organization or being contracted to an organization will require this type of thinking from you as to how you will handle diversity issues within an organization. The project and the course will allow you to build a solid foundation to build upon while also enriching your resource library on the topic for future business world opportunities.

Click here to download a copy of these instructions for the project scenario.

Fair Treatment of Ethnicities
The Executive Leadership Council (ELC) has authorized The Solution Group, (the company you work for) to assess assimilation of recent transfers into the workplace environment in the newly opened IT division of Fig Technologies in Tyler, Texas. The Tyler IT division was aligned with its counterparts in Qatar and Germany. In an effort to assimilate the newly formed virtual teams, a contingent from each of the three offices went to the other offices for a two-month immersion. The purpose of the short-term exchange was to learn culture, process, and systems. Some hostilities have been reported in all three offices by team members as to difficulties with the visiting team members. The ELC wants more information.

Your objective is to determine how to assess the assimilation progress of workers to different people and cultures. Is there acceptance? What are possible roadblocks and obstacles (e.g., language, common terminology, customs, and work ethics). As a consultant, how would you complete this assessment and report results?

Your assignment instructions are as follows:

1. Introduce the composition of the three 10-member teams in each of the sites. You do not need names, though you should develop an ethnically diverse team of locals and visitors from the other respective worksites and national cultures. Explore the differences in culture, perspective, and experience of your team. Include whether the work culture in these countries is individualistic or collective. This section should be 200 words, approximately half of a page.

2. Develop a short assessment tool in order to measure assimilation. Tools may include one of the following: a survey (no more than 10 questions), an interview (no more than 10 questions), or natural observation (approximately half of a page, including a copy of the assessment tool questions). The CSU Online Library is a great place to find information about research questions.

3. Assessment and results: Develop a one and a half-page summary of your assessment results and how you determined these results based on the answers. The results must address the challenges of these three dynamic cultures and perspectives working together in a live, onsite, and remote environment. Also, identify the demographic data and cultures that make up the organization and how these relate to the U.S. population. Show how you will analyze and use this data in your assessment.

4. Present your three approaches for improving assimilation onsite. Support your approaches. This section should be approximately half of a page.

Your completed homework assignment should be three to four pages in length, not counting your references page. No title page is required. The report will require you, as the hired consultant, to review briefly the cultures in play in this scenario. What would be challenges these teams might face? Work ethics, religions, systems, cognitive processes, and cultural dynamics are all factors.

Important: The homework assignments in each unit will build upon each other to create the entire project. The assignments are deliberately general for you (the consultant) to have a little fun as well as possibly apply the homework assignment to a situation you face or are likely to face in your chosen career field. These assignments will also allow you to apply practical knowledge for continuous improvement in your field.

You are required to use at least two outside sources for this assignment—one of which may be the textbook. You are encouraged to use the CSU Online Library. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations used must be in APA style.

Information about accessing the grading rubric for this assignment is provided below.

**Unit II Project**

**Benefits of Organizational Diversity**

You are the consultant assigned to study the organizational environment in the Miami, Florida, and the Kansas City, Missouri, offices. Both are service call centers for Fig Technologies. The workforces have a large cross-section of locals from the area, university graduates from nearby institutions, and transfers from other offices within the organization. The offices are facing issues in several areas.

The two offices have a friendly rivalry with regard to professional sports and local college teams. In the Florida office, there have been concerns raised, including some complaints that the rivalry has gone to extremes.

Contingent software developers in both offices from Brazil and South Africa have been unable to get people excited about futbol instead of football. A few individuals in the Kansas City office have begun hanging out together and talking in the break areas about their relationships with same-sex partners, multiple partners, and some encounters of homosexual and heterosexual relationships together. A petition is circulating around the Kansas City office about these types of discussions being banned.

You are being sent to assess the environment and provide a report of your findings. The report should be in three sections:

- assessment of findings in Miami, FL;
- assessment of findings in Kansas City, MO; and
- recommendation for addressing these findings to the Executive Leadership Council (ELC) for review.

In your assessment of findings, be sure to evaluate how organizational cultures are perceived and how problem solving and creativity are promoted with organizational diversity. In your recommendations for the ELC, contrast the benefits and disadvantages of diversity, and establish the value of working through these issues to create a dynamic organizational culture. How will you channel this diversity and help create a positive atmosphere?

Support your recommendation through the use of at least two sources, one of which can be the textbook. Content should be three to four pages in length. Length does not include an assessment tool, if used, though it may be added as an addendum (recommended, not required). All sources used, including the textbook, must be referenced; paraphrased and quoted
material must have accompanying citations. All references and citations used must be in APA style.

Have some fun with the assignment. Use your creative thinking along with your critical thinking to include your perspective of the findings and how to address the issue.

Information about accessing the grading rubric for this assignment is provided below.

Unit III Project

Improving Organizational Culture: Acceptance of Religion and Orientation

Fig Technologies has identified concerns at several of their offices globally. Division has been noted on key teams based upon religion and sexual orientation. Several team members have complained that the non-Christian holidays and LGBT celebrations are not recognized by the established company celebrations or paid time off for observance. There have been complaints with regard to coworkers making harassing comments to this effect. The Executive Leadership Council has asked for you to draft an assessment of these concerns and then to propose a plan of action for addressing these concerns. Further, include a preliminary draft of policy to be included as an addendum to the organizational policy on discrimination and harassment. In your report, be sure to address the following:

- Compare the impact of different religious beliefs and practices (choose three to four different religions) and how these affect the organizational culture, and describe how your new plan and policy will improve organizational culture through inclusion of different religious beliefs and practices.
- Compare how belief systems of different gender orientations and sexual orientations may impact the organizational culture, and describe the effects of discrimination against any of these. In your plan of action, address how inclusion and assimilation of different orientations will improve organizational culture.

Support your recommendation through the use of at least two sources, one of which can be the textbook. Content should be two to three pages in length. Length does not include an assessment tool, if used, though it may be added as an addendum (recommended, not required). All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations used must be in APA style.

Have some fun with the assignment. Use your creative thinking along with your critical thinking to include your perspective of the findings and how to address the issue.

Information about accessing the grading rubric for this assignment is provided below.

Unit V Project

Gender and Work-Life Balance

Fig Technologies wants industry research on gender and work-life attitudes to present an overview of the position of project managers in two geographic areas. You will present this report in a two-page (excluding the title and reference pages) assessment of the position based on information available. In your report, be sure to address the issues below.

- Analyze the demographics of gender in the workplace with regard to position, pay, and expectations.
- Explain the advantages and disadvantages of flexible schedules and work responsibilities.
- Determine the potential human resources benefits of offering child and elder care in the organization.
- Explain work-life balances regarding achieving greater results for the organization.

Support your recommendation through the use of at least two sources, one of which can be the textbook. Content should be two to three pages in length. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations used must be in APA style.

Have some fun with the assignment. Use your creative thinking along with your critical thinking to include your perspective of the findings and how to address the issue.

Information about accessing the grading rubric for this assignment is provided below.

Unit VI PowerPoint Presentation

The Fig Technologies Executive Leadership Council (ELC) has received several requests for transfer to the United States from nations of diminished tolerance. The ELC has asked you to develop a presentation briefly explaining the history of diversity-based legislation. In your presentation, describe the challenges of legislating diversity, and compare historical legislation of diverse populations to more recent diversity legislation. Also, explain how diversity legislation impacts ethnic, orientation, and gender groups as well as those of age, appearance, and perceived disability.

At least two additional resources should be used in addition to your textbook, one of which must come from the CSU Online Library. All sources should be cited and referenced properly using APA formatting. The presentation should consist of a title slide, a minimum of 10 slides of content, and a reference slide. Since this is a presentation, at least one slide should include a graphic or chart to present information.

The following link and PDF are excellent sources provided by the CSU Writing Center for PowerPoint best practices and basic instructions for creating a presentation.

http://columbiasouthern.adobeconnect.com/powerpointbestpractices/

Click here to view a PDF that covers the basics of using PowerPoint.
**Unit VII Project**

**Age Demographics, Executive Summary, and Compile Project**

The Fig Technologies Executive Leadership Council (ELC) has asked you to compile a report regarding the age demographics within the organization. Your findings are that employees between the ages of 18 to 25 comprise 11% of the workforce, employees 26 to 39 comprise 31%, employees 35 to 55 comprise 34%, employees 56 to 69 compose 18%, and the remainder are age 69 and above. You have been asked to compile a report regarding the advantages and disadvantages of developing a younger workforce in both professional and nonprofessional positions as well as for older employees 65 and above. Be sure to discuss age legislation and how this will affect any decisions the company may face. You must include a minimum of one outside resource for this component. This component of the report should be one to two pages included into the final report.

The second part of this assignment is to submit the comprehensive research that you have compiled throughout your consulting contract over the past seven units. You are to provide a comprehensive report of the previous studies. Please add an executive summary of the steps for improving organizational diversity to the report being submitted to the ELC. The executive summary should be approximately half of a page. The report is the compilation of the previous project assignments. Please review these assignments, making any corrections based on instructor feedback. Add any transitions along with headers and sub-headers. Specific headings and sections should include the following:

- Executive Summary,
- Fair Treatment of Ethnicities,
- Benefits of Organizational Diversity,
- Improving Organizational Culture,
- Gender and Work-Life Balance, and
- Age Demographics.

Your comprehensive report should include a title page and reference page. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations. All references and citations used must be in APA style.

**Unit VIII Final Project**

In Unit VII, the comprehensive report was presented to the Fig Technologies Executive Leadership Council (ELC). You have the option to create a video OR PowerPoint presentation that summarizes your findings based on the comprehensive report. In the presentation of your findings, be sure to describe advances in organizational diversity developed from legislation, and explain paradigm shifts in the Fig Technologies organizational environment from increased diversity legislation. Include citations and references from at least three sources used in your presentation (these may be from the earlier components).

The video option should be three to five minutes in length, using a YouTube channel or equivalent. Include charts or graphics as necessary to effectively present your findings. If choosing this option, upload a document with the link to your video and a transcript of your video. The document should also include a reference list and citations.

While sources and information from previous assignments are appropriate sources to inform and guide the development of the video or PowerPoint, this assignment requires original content that demonstrates mastery and understanding of the course material. Do not simply copy and paste any portions from previous assignments.

The PowerPoint option should consist of a 10-12 slide presentation (not including the title and reference slides) with proper APA formatting. Include charts or graphics as necessary to effectively present your findings.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.
Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to e-mail your professor. Responses to your post will be addressed or e-mailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Schedule/Grading

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.

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- Chapter 11: Sexual Orientation and Gender Identity, pp. 313-331  
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- Chapter 5: Latinos/Hispanics, pp. 134-139, 157-159  
- Chapter 6: Asians/Asian Americans, pp. 166-172, 188-190  
- Chapter 7: Whites/Caucasians, pp. 196-209  
- Chapter 8: Native Americans and Multi-Racial Group Members, pp. 226-230, 240-241  
- Chapter 9: Sex and Gender, pp. 248-250, 273-275 |
| Discuss: | - Unit VI Discussion Board 2% |
| Submit: | - Unit VI PowerPoint Presentation 13% |
### Unit VII: Ageism and the Disabled

**[Weight: 14%]**

**Read/View:**
- Unit VII Study Guide
- Chapter 13: Age, pp. 358-379
- Chapter 14: Physical and Mental Ability, pp. 384-403

**Discuss:**
- Unit VII Discussion Board
  - 2%

**Submit:**
- Unit VII Project
  - 12%

### Unit VIII: Global Diversity

**[Weight: 15%]**

**Read/View:**
- Unit VIII Study Guide
- Chapter 16: Global Diversity, pp. 434-455
- Reading Assignment (1 article): See Study Guide

**Discuss:**
- Unit VIII Discussion Board
  - 2%

**Submit:**
- Unit VIII Final Project
  - 13%