



## **COURSE SYLLABUS**

Course: **MGMT 4103 Special Topics Creating and Leading a Diverse Workforce**

### **Catalog Description of the Course:**

Explores trends, concepts, and important developments in management as they impact on organizational performance. Topics are selected by the Management Department faculty for each semester the course is offered. May be repeated for credit.

### **Course Objectives:**

Study of the process of creating and leading a diverse workforce, focusing on the knowledge and skills necessary for creating a culture that embraces and makes diversity work; examines the many dimensions of diversity with emphasis on understanding the range of cultural behaviors and expectations, cultural communication, and building diverse work teams. Special attention will be given to developing talent management competencies, such as recruiting, coaching, mentoring, career development, and evaluating and measuring the effects of diversity initiatives.

### **Purpose of the Course:**

This course is valuable to anyone who wishes to acquire knowledge and skills related to workplace diversity. The fundamentals of creating and leading a diverse workforce are presented from a societal, organizational, and individual perspective. Thus, it has broad value to individuals pursuing a variety of occupations and disciplines.

### **Course Objectives:**

*Upon the successful completion of this course, students will be able:*

1. To define diversity and what it means to manage diversity in the workplace.
2. To identify management's role in managing diversity in the workplace.
3. To acquire tools for working productively with diverse groups of people.
4. To study cases of organizations that ineffectively manages diversity.
5. To study cases of organizations that effectively manages diversity.
6. To expand your individual understanding and critical thinking regarding diversity.

We will explore issues both conceptually and experientially. Specific topics will include understanding differences such as gender, race, national origin, age, religion and spirituality, disabilities, and sexual orientation.

**Course Structure:**

From the onset of the class the basic format will be seminar style. My learning philosophy is based on the significance of dialogue in the classroom. I want to make you aware that some of the information we discuss during the semester may make you feel uncomfortable. Also, I want to emphasize that even if your opinion differs from my perspective or from those of other members of our class, please feel free to express it- without such freedom it is impossible to create a learning environment.

**Course Management Software:**

You can access all information pertaining to the course on Blackboard, which is the course management software. The URL for this page is: <http://blackboard.walton.uark.edu> . You should access this page regularly for announcements, to access assignments, for readings, and other course related information.

**Accommodations:**

It is the Walton College policy that students must request testing accommodations from their instructor in addition to requesting accommodations from the ADA Center. Please meet with me individually and we will work within the university and college guidelines.

**Inclement Weather:**

The University of Arkansas has occasionally been forced to close due to bad weather. When the University is closed, we will not have class. To find out if the University is closed, please listen to local television and radio stations. The University usually announces these closings sometime after 6am. There may be occasions when the University is not closed and I cannot make it safely to campus. On those occasions, I will leave a message letting you know what to do on the Blackboard website and on my voice mail (479-426-5796 ). If you have any questions you may also call the Department of Management secretary at 575-4007.

**Disruptive Behavior:**

Appropriate classroom etiquette and conduct are expected at all times from all students. Disruptive behaviors will immediately be reported to the Dean of Students for further investigation and possible sanctions. You should not say or do anything that would be interpreted to be unprofessional to another student or the professor. After class begins you should not talk to your neighbor and interrupt the learning of other students.

**Cell Phones & Computers:**

Please turn off cell phones during class. You should not answer your phone or text message during class. Text messaging during exams will be considered a breach of the academic honesty policy and will result in a failing grade for that exam. Students violating this policy will be automatically reported to the judiciary board in the Dean of Student Affairs Office.

### **Academic Honesty:**

This policy is only a part of the University's effort to promote academic integrity in all aspects of its programs. By necessity, this part discusses only prohibited acts and a process of applying sanctions. The ultimate goal, of course, is to provide an atmosphere that will make superfluous the procedures and sanctions that follow.

**Definitions** Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work. These include, but are not limited to, accomplishing or attempting any of the following acts:

1. Altering of grades or official records.
2. Using any materials that are not authorized by the instructor for use during an examination.
3. Copying from another student's paper during an examination.
4. Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
5. Stealing, buying, or otherwise obtaining information about an examination not yet administered.
6. Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently.
7. Substituting for another person or permitting any other person to substitute for oneself to take an examination.
8. Submitting as one's own any theme, report, term paper, essay, computer program, other written work, speech, painting, drawing, sculpture, or other art work prepared totally or in part by another.
9. Submitting, without specific permission of the instructor, work that has been previously offered for credit in another course.
10. Plagiarizing, that is, the offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another person are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.
11. Sabotaging of another student's work.
12. Falsifying or committing forgery on any University form or document.
13. Submitting altered or falsified data as experimental data from laboratory projects, survey research, or other field research.
14. Committing any willful act of dishonesty that interferes with the operation of the academic process.
15. Facilitating or aiding in any act of academic dishonesty

### **Required Text:**

Analytical thinking and integration are important elements of the educational process. In order to maximize your learning, you will be expected to read and process materials on your own as well as in class. The textbook for the course is: *The Opportunities and Challenges of Workplace Diversity: Theory, Cases, and Exercises*; Kathryn Canas and Harris Sondak, 2011, Second Edition.

## LEARNING ACTIVITIES AND METHOD OF EVALUATION

### Chapter Exercises (9 @ 20 points)

- In the syllabus I've identified exercises that coincide with the chapters in the text.
- Every student is responsible to bring their individual document (input) to class on the day assigned. As a team, you will discuss the exercise in class and create a document for the team. This document should be e-mailed to me no later than 10 pm on the day assigned.

### Team Facilitation/Presentation of Cases (100 points)

- Each team will be assigned a topic to coincide with the lecture material.
- As a team, you are to create a power point presentation; some of the topics already have some "starter slides", and deliver the presentation to the class during the assigned day.

### Team Presentation (150 points)

- Your team will perform the role of a diversity consulting team.
- Each team will select a company to study their management practices as it relates to diversity and their overall effort to create and lead a diverse workforce.
- As a team, you'll create a 20 minute presentation to be given to the class on the assigned day. Every member of the team must deliver part of the presentation.
- A document is located on Blackboard giving additional information.

### Attendance Points (100 points)

- I've assigned 100 points in order to reward those that attend class every day. Each day I will pass a sign in sheet and those present will receive 4 points for their attendance in class.

|   |                   |
|---|-------------------|
| • Leadership Philosophy                       | 100 points        |
| • Quizzes (Approximately 20 @ 10 points each) | 200 points        |
| • Chapter Exercises (9 @ 20 points each)      | 180 points        |
| • Team Facilitation/Presentation of Case      | 100 points        |
| • Team Project                                | 150 points        |
| • Attendance Points                           | 100 points        |
| • <b>Total</b>                                | <b>830 points</b> |

| Points        | Letter Grade |
|---------------|--------------|
| 90% +         | A            |
| 80% - 89%     | B            |
| 70% - 79%     | C            |
| 60% - 69%     | D            |
| 59% and Under | F            |

**Changes in the syllabus:**

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required.