1. Course Overview
This course is concerned with the increasing diversity of the workforce and the major challenges and opportunities faced by organizations and their managers. Topics will include: maintaining fairness and justice, making effective decisions for performance improvement, allowing flexibility, and management in the global environment. The course also examines the legal frameworks in place that value and protect employee and employer rights related to gender, race, age, religion, sexual orientation, ability, etc.
Prerequisite: BUS 250 (or ADMN 250)
Note: Students may only receive credit for one of BUS 364, ADMN 364, and ADMN 435AP. *

2. Textbook (Available at UofR Bookstore):

3. Course goals:
- To introduce fundamental concepts and theories of managing a diverse workforce.
- To examine and understand global and workforce trends such as cultural and religious diversity, migration of employers, diversity of gender, sexual orientation, and disability.
- To understand how diversity works for organizations, their employees, and their communities.
- To understand the impact of society and legislation on organizational strategies and policies.
- To critically analyse the impact of diversity on organizational outcomes.
- To present and analyse models and best practices of managing a diverse workforce.
- To facilitate students’ self-critical reflection towards diversity, justice, and management practices.
4. **Expectations**

Be prepared for lectures, seminars, and discussions. This is an interactive class, which means your participation is an essential part of this class!

**Please note:** Any student with disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the Centre for Student Accessibility, located in Riddell Centre 251, phone number 306-585-4631, email accessibility@uregina.ca

5. **Course Schedule:**

**Topic 1 – Introduction (January 9)**

Review of syllabus and assignments, orientation, schedule.

**Topic 2 – Global Trends & Introduction to Managing Diversity (January 11, 16, and 18)**


- Chapters 1, 4, and 5.


**Topic 3 – Humanity, Diversity, and Organizational theories: Challenges and Opportunities (Jan 23, 25, 30, February 6, and 8)**


Topic 4 – Diversity, Society, and Organizational Environment (February 13, 15, 27, March 1, and 8)


- Part 2 (Chapters 6 – 9)

Society


Gender and sexual orientation


Fidas, D., Cooper, L., & Raspanti, J. (n.d.). The cost of the closet and the rewards of inclusion: Why the workplace environment for LGBT people matters to employers Human Rights Campaign Foundation.

Disabilities


Indigenous Peoples, Reconciliation, and Decolonization in Business


**Religiosity and Spirituality**

doi:10.1080/14766086.2012.742750

**Immigrants**


*PS: Other aspects of diversity will be included.*

**Topic 5 – Legislation and Policies (March 13, 15, and 20)**


- Chapters 2 and 3

**Topic 6 – Managing Diversity Models and Best Practices (March 22, 27, 29, April 3, 5, 10, 12, 17, and 19)**


- Part 3 (Chapters 10 – 18)

**Please note:** 1) More peer reviewed papers will be included on the list. 2) Guest speakers, and class activates may occur that are not mentioned on class schedule. 3) The papers will available on the UR Courses.

**6. Course Evaluation**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>30%</td>
<td>March 6th</td>
</tr>
<tr>
<td>Seminar</td>
<td>20%</td>
<td>TBA</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>April 24th</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>-</td>
</tr>
</tbody>
</table>
6.1. **Midterm** (30%) and **Final Exam** (40%)

Midterm and Final exam will be made up of one essay question to be chosen among four questions based on class content.

6.2. **Seminar** (20%)

Students are required to present a seminar. The seminar should be presented by a group of four students. The presentation should not exceed thirty minutes. This is a group work assignment, therefore, all group members will receive the same grade. Each group will be assessed based on the presentation content and format/style/delivery.

a) **Content:** The seminar content should be based on one of the papers proposed in the reading list. The author/authors’ thesis, relevance, main arguments, and conclusions should be clear to your audience. In order to enrich your presentation, you should use the textbook and one other paper searched by the group that would be relevant to the topic. Make sure you cite them during your presentation.

b) **Format/style/delivery:** The seminar should be dynamic, delivered with clarity and confidence. You can use audio-visual tools, however audio-visuals cannot be longer than ten minutes. Practical examples should be used in your presentation. The seminar should end with at least one outstanding question, concern, or issue that has emerged for the group as a result of the content of the paper. The question, concern, or issue will be used for discussion after the presentation. An awesome presentation comes out of excellent group work! Be creative!

6.3. **Class Participation** (10%)

a) **Frequency of Participation:** Includes relevant questions, perceptions, analysis, meaningful dialogue and discussions, and group work

b) **Quality of Participation:**

(8 –10) Student was continuously engaged, had read the readings, came prepared and asked meaningful questions; participated actively and deeply in online discussions, was respectful to other students, moved the discussion forward, responded and listened to others; evidence of critical thinking (can link theory and practice); able to relate to learnings and self/others. Perfect attendance. Active and meaningful group participation. Completed all assignments. Added ideas or resources to classroom experience.

(5.25 – 7.75) Student was relatively engaged, seemed to have read readings, asked some questions, engaged in discussion meaningfully with others sometimes, contributed to the course but not always related to themes/readings of the course, contributions showed understanding but less critical thinking. Completed all assignments. Added ideas and resources to the classroom experience although not always on topic.
(3.5 – 5) Student participated but participation seemed forced. Disinterested and not engaged. Did not contribute meaningfully to class discussions. Did not complete assignments on time. Spoke off topic half of the time and did not contribute effectively to group work.

(Under 3.5) Students was not engaged, did not always complete readings, did not ask relevant questions or contribute meaningfully to class discussions, showed little attempt to understand the readings or the themes of the course.

**Academic Integrity**

Students are expected to pursue their studies with quality and honesty. Evidence of academic dishonesty may result in penalties such as reduction of grade, zero credit on an assignment, grade of XF (academic misconduct), and suspension or expulsion from the University. Make sure you work through the following academic integrity check list provided by the GRSTAA course. This check list is aligned with the University of Regina Regulations Governing Discipline for Academic and Non-academic Misconduct:

1. I fully understand my instructor's requirements for group and individual assignments (when in doubt always ask).
2. There is no section or component of my assignment, paper or research report that I do not understand (if you do not understand your own work it is, therefore, not in your own words, and has been plagiarized).
3. I have kept my research notes, lab-sheets, outlines and early drafts (you may be asked to provide these to your instructor).
4. My direct quotations have quotation marks (both opening and closing) and are fully referenced.
5. All ideas used from other sources include citations.
6. The reference entries in my bibliography/works cited/reference list corresponds with every idea/quote I have used.
7. I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
8. Apart from material that is a direct quotation, everything else is in my own words.
9. In paraphrasing the work from others I put the complete idea into my own words and did not just change a few words.
10. I have checked all citations for accuracy (i.e. page numbers, dates, web page addresses).
11. I have asked an instructor/TA/Librarian about how to include any material I was unsure how to document.
12. I have used one recognized Reference Style (i.e. APA, MLA, Chicago etc.) consistently throughout my paper/work.
13. I have accurately and completely described any data or evidence I have collected.
14. I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
15. This is the first time I have submitted this material for a course.