Faculty of Business Administration  
BUS 364 Managing a Diverse Workforce  
Tuesdays (4:00pm – 5:15pm) and Thursdays (4:00pm – 5:15pm)  
Course Location: ED388  
Instructor: José Wellington Sousa, M.Sc.  
Email: jose.sousa@uregina.ca  
Office hours: by appointment through UR courses email.

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. *

Textbook  

Course goals:  
- To introduce fundamental concepts and theories of diverse management.  
- 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 local communities.  
- To understand the impact of society and legislation on organizational strategies and policies.  
- To critically analyze the impact of diversity on organizational outcomes.  
- To present and analyze models and best practices of managing a diverse workforce.  
- To facilitate students’ self-critical reflection towards diversity, justice, and management practices.

Please note: Any student with a 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
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1 – Sept 6</td>
<td>Introduction to Diversity Management</td>
<td>Course Syllabus</td>
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<tr>
<td>Week 2 – Sept 11 and 13</td>
<td>The concept of diversity and the global context for diversity management</td>
<td>Chapter 4, 5, and 6</td>
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<tr>
<td>Week 3 – Sept 18 and 20</td>
<td>Diversity legislation in a global perspective &amp; Discrimination, Equality, and Fairness in Employment</td>
<td>Chapter 2, 3, and Foster and Jacobs (2012)</td>
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<tr>
<td>Week 4 – Sept 25 and 27</td>
<td>Diversity and Exclusion</td>
<td>Chapter 7</td>
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<tr>
<td>Week 5 – Oct 2 and 4</td>
<td>Culture and Communication in the Global Workforce</td>
<td>Chapter 8</td>
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<tr>
<td>Week 6 – Oct 9 and 11</td>
<td>Interpersonal Relationships in a Global Work Context</td>
<td>Chapter 9</td>
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<tr>
<td>Week 7 – Oct 16 and 18</td>
<td>Diversity Management and Inclusive Leadership</td>
<td>Chapter 10 and 11</td>
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<tr>
<td>Week 8 – Oct 23 and 25</td>
<td>Midterm review (Oct 23) and Midterm (Oct 25)</td>
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<tr>
<td>Week 9 – Oct 30 and Nov 1</td>
<td>Gender and sexual orientation; disability</td>
<td>TBA</td>
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<tr>
<td>Week 10 – Nov 6</td>
<td>Indigenous people, reconciliation, and decolonization in business</td>
<td>TBA</td>
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<tr>
<td>Week 11 – Nov 13 and 15</td>
<td>Religiosity and spirituality; immigrants</td>
<td>TBA</td>
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<tr>
<td>Week 12 – Nov 20 and 22</td>
<td>Inclusive workplace model: Level I and II</td>
<td>Chapter 13 and 15</td>
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<tr>
<td>Week 13 – Nov 27 and 29</td>
<td>Inclusive workplace model: Level III and IV</td>
<td>Chapter 15 and 16</td>
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<tr>
<td>Week 14 – Dec 4 and Dec 6</td>
<td>Final review</td>
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**Please Note:** Guest speakers and class activities may occur that are not reflected in the syllabus. In addition, more peer-reviewed articles will be included.

## Course Evaluation

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<tr>
<th>Assignments</th>
<th>Percentages of Final Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>30%</td>
<td>Oct 25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>Dec 11</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
<td>Dec 6</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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**Please note:** You must complete all of the assignments to pass the course.
Midterm and Final Exam

a) Your Midterm is worth 30% of the final grade. The exam will be made up of ten short-answer questions (20% of your final grade), and one essay question (10% of your final grade).

b) Your Final exam is worth 40% of the final grade. The exam will be made up of twenty short-answer questions (each question is worth 2% of your final grade).

Final Paper
Write a 2000 – 3000-word literature review paper on a topic/issue of your choice in the context of diversity management. For example: cultural diversity, religious diversity, women in the workplace, race, etc. The paper should include at least five peer-reviewed articles that address your topic. Please, follow the APA 6th guidelines to format your paper. Your paper is due December 6, 2018.

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.

References


