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MGMT 4411: Managing a Diverse Workforce (Syllabus)

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Fogelman College of Business & Economics

Course Syllabus MGMT 4411: Managing a Diverse Workforce Spring 2024: Hybrid (Last updated: 2/10/2024)

INSTRUCTOR	Dr. Kurt Kraiger	OFFICE	202 FAB
EMAIL	Kurt.Kraiger@memphis.edu (please do not contact me through Canvas)	LinkedIn	
OFFICE HOURS	W: 11-12:00 TH: 12:00-12:30 TH: 2:30-3:30 Office hours are opportunities for you to meet one-on-one to discuss the course, understand the material, get feedback, and master and apply what you are learning. If you cannot meet on campus during my posted hours, contact me for a new meeting time or ask to schedule an online meeting.		

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COURSE OVERVIEW - TECHNICAL STUFF

Catalog Description

Overview of the multiple dimensions of human diversity and the impact diversity and inclusion have in the modern workplace. Students work towards a personal philosophy of diversity and inclusion as well as the skills to function effectively in multi-cultural settings.

What This Course is About

Managing diversity is becoming increasingly important to contemporary organizations and is likely to become even more critical as the population and workforce becomes increasingly heterogeneous. Students are expected to be open to learning new information about demographic groups other than their own, as well as think about the ways they have learned about the world around them (and may what to learn in the future).

Ultimately, this class is designed to facilitate (a) awareness of differences and how they impact individuals in the workplace, (b) recognition of the opportunities and costs associated with diversity, and (c) development of intercultural competencies required to succeed and thrive in today's workplace.

Pre-Requisites/Co-Requisites

MGMT 3110 or permission from the instructor.

Course Format

This course will be taught in an online format. There will be some variations to our regular meeting schedule that will be announced in advance. But generally, we will meet face-to-face **ONLY** on Thursdays. You will be expected to complete classwork during the first part of the week in order to fully participate – and gain the benefits – of attending on Thursday.

Course material will be made available on Sunday morning each week. All assignments will be due Saturday at 11:59 PM.

Required Text

Bell & Leopold's *Diversity in Organizations* 4th Edition. | ISBN-978-0357718933

Location of Course Materials

All course materials are located on the [UofM Canvas website](#). Videos, discussions, quizzes, assignments, and more will be administered and submitted via Canvas, which you can access by logging in using your Memphis UUID and password.

You can read about the minimum technology requirements at the [UofM Online Website](#). You are responsible for ensuring that you have access to the website and technology requirements so that you can complete the course requirements. If you encounter technical difficulties and need technical support with Canvas, you should contact the Information Technology Service(ITS) Help Desk at 901-678-8888.

Remember this! If you are having technology issues, this is where you go!

COURSE OVERVIEW – WHAT WE ARE GOING TO DO?

There are at least four ways to think (and learn) about diversity & inclusion:

- Human nature: How we naturally look at the world and each other?
- Formal: What laws or institutional policies govern our behavior?
- Defining characteristics: What visible and invisible attributes differentiate us from others around us?
- Intercultural competence: What perspectives and skills make us more effective HR managers, organizational leaders, friends or partners, and human beings?

We will cover all four in this course and we'll learn that sometimes these lenses lead us to different places.

Course Objectives

By successfully completing this course, students will be able to:

1. Understand historical, social, group, and individual factors that influence bias and discrimination.
2. Be able to recognize how dimensions of diversity impact the workplace and the individuals who comprise that workplace.
3. Become familiar with theoretical and practical approaches to managing diversity.
4. Develop greater skills to interact with dissimilar others, foster inclusion and reduce workplace bias.
5. Be able to effectively communicate about diversity issues that affect people in workplace environments and situations.
6. Develop a personal philosophy around managing workforce diversity and inclusion.

Fogelman College: Learning Outcomes for Your Degree:

This course is designed to help you to meet the overall learning objectives for the BBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the BBA degree program. For more information, see [BBA Degree Learning Outcomes](#).

Professor's Expectations of Students:

General

We will spend our time reading, watching, discussing, reflecting, and learning from others in a supportive community. Your work will reflect a superb knowledge of the material as demonstrated by references to the text and videos, your lived experiences, and other credible resources in support of critical thinking, analysis, and application on your part.

To be successful in this course, it is critical that you are prepared and on time with your work. As this is a 3-credit undergraduate course, you should expect to spend 6-9 hours per week outside the classroom to be successful.

Content Specific (Ground Rules)

We will be covering content that the world reveals every day to us to be confusing, overwhelming, and unsettling. For us to be successful as a community, every one of us must approach the material and each other with an open mind and respect.

Students are expected to understand and follow the [FCBE Netiquette Guide for Online Courses](#).

Additionally, please understand and follow the ground rules for this course:

1. Always feel free to express yourself. Even if you disagree with other students or the professor.

2. Be respectful of others. This does NOT mean that you have to agree with them. Rather, frame your disagreement as a dissention of opinion as opposed to a personal attack.
3. Personal attacks will not be tolerated! There will be no name calling; such behavior is a violation of the [university code for student behavior](#) and will be responded to in a manner consistent with that code.
4. Learn from one another.
5. Don't take it personally! You can't learn at all if all you expect to hear is your own opinion. Others will disagree. Rational discussion of those disagreements is when real learning takes place. Don't take it personal!

Students' Expectations of the Professor:

FOREMOST: This is a class on diversity and inclusion. One definition of inclusion is the creation of a community where all members are and feel respected, have a sense of belonging, and can participate and achieve to their potential. It is my responsibility to do everything I can to create a safe and inclusive space in the context of this course.

It is not the intent of this course to change what you believe in. Your beliefs are your own and it is not the purpose of this class to try to change them. However, you will be encouraged to share your beliefs and think about how you arrived at them. Your performance in this class will not be evaluated on what you believe but on: (a) how you communicate respectfully with others and (b) how well you understand evidenced-based and legal-based principles and practices presented in the textbook and through the course.

If you believe I am violating these expectations, I would appreciate you reaching out to me directly. If you are not comfortable doing that, or doing so does not bring about the change you seek, you should contact the [Associate Dean for Academic Programs](#) in the dean's office.

There are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within two (2) business days, and feedback on all graded work submitted within 7-10 calendar days. An important part of this course is online discussion. You can expect that I will be viewing sometimes participating in online discussions daily.

COURSE POLICIES

Email

All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. It is your responsibility to check your inbox frequently and read all email messages from the course instructor.

If you need to reach me, do not contact me through Canvas. Please email me at kurt.kraiger@memphis.edu

Late, Missed, and Makeup Work

Generally, I do not accept late work or provide makeup work without prior communication with me where the possibility of an extension can be discussed due to extenuating circumstances. Please contact me as soon as you believe you may need to miss a due date. I may ask for written confirmation of your reason.

One exception to this policy is **the OOPS pass**. It is attached at the end of this syllabus. **You may use it one time to turn in any assignment late, no questions asked.** You must turn in a signed copy (ok to sign and take a pic or a scan and email) and can only use it one time.

The exception to the exception is the Yellowdig assignment (see below). Each section of this assignment (which is generally a week) closes on the date on the syllabus and in Canvas. Once the section closes, you cannot go back and make posts or comments.

Please note that you are responsible for making sure you submit the correct assignment, so please carefully check that you uploaded the correct document in the correct format (Word format unless otherwise noted).

Adding / Dropping / Withdrawing

If you have questions about adding or dropping classes, please refer to this page on the [Registrar's website](#). Deadlines for dropping a class (no grade assigned) or withdrawing (with a W assigned) for the [SP 24 semester are here](#).

Academic Integrity Cheating and Plagiarism

Key resources:

- [The UofM policy on academic misconduct](#)
- [Explanation of academic misconduct and plagiarism](#)
- [Fogelman College's Website on Academic Integrity](#)

If you open one link on this topic, make it the FCBE site. It has the clearest explanation of what constitutes cheating and plagiarism is and what the consequences can be.

The bottom line:

You are expected to aware of these guidelines and follow them accordingly.

Think about it this way: This is a course about developing and communicating your perspective. If you are borrowing someone else's opinions and insights, you are not learning what you should from the course.

I expect you to be aware of these guidelines and conduct yourself accordingly. I do not tolerate cheating or plagiarism, and I will accept no excuses for dishonest behavior. By taking this course, you agree that your written assignments and online posts may be submitted to Turnitin.com or a similar electronic method for the purposes of detecting plagiarism. Blatant plagiarism will result in a grade of 0 for either that assignment or for the course, depending on the severity of the act. In addition, your actions may be reported to the University for further action.

The Use of Generative AI (e.g., ChatGPT)

The Student Code includes as academic misconduct: "Committing plagiarism by presenting as one's own work, for academic evaluation or assignment, the ideas, representations, or works of another person or persons or oneself without customary and proper acknowledgment of sources."

Hence, turning in a computer-generated answer as your work on an assignment or post would be considered plagiarism. Use of Artificial Intelligence (AI) or ChatGPT to produce or help with content without proper attribution or authorization, when an assignment does not explicitly call or allow for it, is plagiarism.

My Policy: Using AI tools in the assignments without attribution (credit) for this course is unacceptable and may be considered unauthorized help and plagiarism. All uses of AI tools should be clearly disclosed, and any research derived from AI outputs must be cited and/or marked as AI-generated. If you have any doubt whether AI tools can be used on a specific assignment or in a specific context, consult me before using tools.

The university's Turnitin.com software allows an instructor to not only determine whether your work was published somewhere else (including websites, solution manuals, and test banks), but it also provides a generative AI score. This is the likelihood that the submitted work was generated by a computer program. Depending on a Turnitin score, I have the right to assign a 0 to your work, penalize you a letter grade for improper collaboration, require you to redo the work, and/or create variations of the assignment for you in the future. (For example, require you to submit outlines and drafts before a final product.)

It's your responsibility to be aware of the academic integrity policy and take the necessary steps to ensure that your use of AI-based tools is in compliance with this policy. If you have questions, please speak with me first, as we navigate together how best to responsibly use these tools.

Programs like ChatGPT can be useful learning tools. You can use it to do research, generate ideas, and provide support for your perspectives and views. Similarly, you are welcome to collaborate with peers on class assignments. In either case, my expectation is that the work you turn in is your own.

Extra Credit:

*There is only ONE planned extra credit assignment in this class,
and it is only available in Module 0.*

There is no other planned extra credit offered in this course. Your final grade will be computed based on your work on the formal/assessed activities previously described in this syllabus. Should I decide to offer extra credit, it will be added to the course in Canvas with a clear due date prior to the end of the semester.

It is important that you read and understand the [FCBE policy on adjustments to final grades](#). The key take-homes are: (a) the grade you earn is the grade you earn; I cannot adjust final grades based on graduation requirements, financial aid considerations, etc.; (b) I cannot give extra credit assignments after the course is completed. If you are unable to complete all course assignments, do not count on an extra credit assignment. I will work with you to give you an incomplete to give you the additional time.

Values and Responsibilities

- Religious Identity Statement

Although the university does not observe many religious holidays, we respect that many students may need to miss class for their religious observances. Students who must miss assignments due to religious observances should meet with me at the beginning of the semester to discuss any schedule accommodations that must be made to allow for these absences. Please put your request in writing to me so that the request may be filed.

- Anti-Racism Statement

It is my goal to ensure that all perspectives are appreciated and understood in this class. I will purposefully strive to identify, discuss, and challenge issues of race, color, ethnicity, and the impact they have on my students.

- Gender Identity Statement

I respect and affirm people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your gender pronouns.

- Title IX Statement

In accordance with the [U of M Sexual Misconduct Policy](#), I am a “responsible employee” for reporting purposes under Title IX regulations and must report incidents of sexual misconduct (i.e., sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence, such as student counseling. More information for targets can be found [here](#).

- Americans with Disabilities Statement

Course accommodations for students with physical, mental, or academic barriers are described immediately below. Please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

Student Services

Any student who anticipates physical, mental, or academic barriers based on the impact of a disability is encouraged to speak with me privately. All accommodations for students with disabilities are coordinated through the Disability Resources for Students (DRS). Students requesting disability accommodations should contact DRS at 110 Wilder Tower or 901-678-2880. More information is available at the [Disability Resources for Students \(DRS\) website](#).

Please access the [FCBE Student Services](#) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance

Students who need additional resources can contact the [Dean of Students Office](#). Included are student outreach and support, assistance for adult parenting students, behavioral interventions, emergency funds, and a wealth of community resource links for students in need.

Syllabus Changes:

I reserve the right to make changes as necessary to this syllabus. This syllabus is a guide, and every attempt is made to provide an accurate overview of the course and its requirements. However, certain circumstances may make it necessary for me to modify the syllabus during the semester for your benefit, and the changes may depend, in part, on course progress and our needs. I will announce any change to the syllabus as early as possible, so that you can adjust your schedule. The department/school will also be notified of any change.

GRADING AND EVALUATION CRITERIA

Over the semester, you will have a variety of opportunities to earn points towards your final (overall) letter grade in this course. This section of the syllabus describes the assessed work you will be doing and how overall (final) letter grades will be computed.

Course Activities	Points	% of Grade
Yellowdig discussions	100	20%
Class participation	100	20%
Individual activities		60%
Chapter quizzes (10 * 10 pts each)	100	
Reflection papers (4 * 15 pts each)	60	
Diversity in Practice – Mini-Case 1 (due 4/6)	20	
Diversity in Practice – Mini-Case 2 (due 4/24)	20	
Team or Individual Presentation (due 4/20)	100	20%
Total	500	

See details below on [Course Activities](#)

Final Course Grades

Final course grades will be based upon the following point rubric:

Points	Grade	As % of Grade
465 – 500	A	93-100%
450 – 464	A-	90-92%
435 – 499	B+	87-89%
415 – 434	B	83-86%
400 – 414	B-	80-82%
385 – 399	C+	77-79%
350 – 384	C	70-76%
300 – 349	D	60-69%
<300	F	0-59%

Details on Course Activities

Yellowdig

Rather than communicating to each other through a standard discussion board platform, we are going to use the more engaging Yellowdig platform. Each week that you are required to participate, there will either be a prompt to write about (clearly presented in your Module overview for that week), or you will be able to choose your own "tag" to write posts about. Yellowdig gamifies the discussion board concept so that you earn different points for posting original posts, responding or reacting to others, and even when people comment on your post.

You are working toward a weekly point goal of **1000 Yellowdig points per week** (automatically calculated) - if you reach that goal each week, you will gain all the Yellowdig points for the semester (translating to 100 class points). You will also be able to get ahead a little in preparation for a week (up to 300 points ahead) if you need a bit of a break. Note that the Yellowdig platform automatically tallies points each week and provides a percentage of total points at the end of the semester. So, for example, if you earned 97% of your points on Yellowdig, that will be transformed into a 97 out of the 100 possible points of 1000 total in the course (as this component of the course is worth 10% of your grade).

The feel is more similar to social media than a typical discussion board, but you still access it in Canvas. You will be asked to post an original post relevant to the question of the week no later than midnight on Thursday of each week, and to respond to some of your classmates' posts by Sunday at midnight in your quest to earn all your points. At any time, you can also add original posts and tag new topics or go back and comment on or add new posts for older topics if you think of new information to add later in the semester.

Here is how you earn points:

Original post (minimum 40 words):	50 points
Comments to other posts (minimum 20 words):	40 points
Receiving comments from classmates:	60 points each
Adding a video in a post or comment	60 points
Receiving a response (emoji) from classmates:	45 points each

You can complete your posts at any time during the week as long as you make the deadlines - and posting early may earn you points because others may be more apt to respond the longer they are up there. When you log in the first time, there are posts tagged “community information” that provide directions on what to do.

Three Things to Note:

- There are 10 discussions over the semester (some span 2 weeks). You can earn a buffer of up to 300 points each week going over the 1,000 limit in case there are weeks you can't participate.
- Please see the section on the ground rules for acceptable behavior in this course and the FCBE Netiquette Policy. I will be in Yellowdig most days. If you see what you believe to be an inappropriate comment you can flag it and I will review.
- I hope you really like Yellowdig, let me know! Much of this class is learning how to communicate with others who may have a different perspective and I believe Yellowdig can help us get there.

Quizzes

You will take 10 quizzes on the Canvas website. You will have a **72-hour window for taking each quiz**. **Quizzes will be available starting Wednesday at 4 pm and close on Saturday at 4 pm, 72 hours later.** The quizzes are **timed**; once you begin the quiz, you will have **30 minutes** to complete and submit it. The quizzes will be composed of primarily multiple choice (MC) questions only on the corresponding book chapter. (You will not be tested on videos and other class activity.) You will only be allowed **one attempt** at taking each quiz. Once you submit your answers, you may not attempt the exam again or make any changes to your answers.

Notes:

- If you miss one quiz, I will substitute the average of your other 9 scores for the one you missed.
- If you have a conflict with the scheduled time for a quiz, please notify me as soon as possible so we can make other arrangements.

Reflection Papers

Over the course of the semester, you will be required to submit 4 reflection papers. A reflection paper is your perspective on what was covered in the course – What did you think of the topic? What did you learn? What do you not believe or need more information on? What questions do you have or would like to learn more about?

A typical reflection paper would be about 1 – 1.5 pages, double-spaced. There are no “right answers” but what you write should be authentic (your perspective) and show an understanding of what was covered in that week's content.

Three of the four reflection papers are related to weekly topics. They are due Saturday at 11:59 on the week following the topic. For example, the reflection paper for Week 3 is due on the Saturday at the end of Week 4.

One reflection paper is in response to a DEI Champions interview. These are posted throughout the semester. All are posted as optional. However, you must watch at least one and submit a reflection paper on it by 4/10. You can submit it at any time during the semester, but no later than 4/10.

Reflection papers will be submitted through Canvas.

Class Participation

Show up and show out.

Note that class participation is worth 10% of your grade. You can thus never attend in person and still earn a B+ or A- in the class. A rubric for the class presentation grade is available in Canvas. Showing up for the majority of classes will earn a C for participation. Showing out means listening, sharing, talking, and trying.

All class activities are designed to develop workplace competencies that carry over to everyday life. My hope is that you genuinely look forward to attending each week because you enjoy the activities, you are learning, and you value helping your classmates learn.

Diversity in Practice – Mini-Case 1 & 2

There are two mini-cases assigned: *HR Manager's Quandary* and *Is Anybody Satisfied with Keene's New DEI Efforts?*

The mini-cases can be found in the Appendix of the textbook beginning on page 480. To earn full credit for a mini-case you must answer all the questions. Generally, a write-up should be about 1.5 – 2 pages, double-spaced.

See the assignment in Canvas for more details about the write-up and case choice. The due dates are in the [Schedule of Activities](#) in this syllabus.

Last Words

Here are a few important things to keep in mind:

1. All assignments (mini-cases and reflection papers) should be submitted through Canvas. Do not email them to me.
2. Communication should primarily be through your standard UoM email account. Email me through a direct email account (e.g., Outlook, Gmail), not through the Canvas system.
3. I work on Saturdays but I stop in the afternoon. I do not work or check email on Sundays. If you need to reach me with a question about an assignment, please keep this schedule in mind.
4. Make sure that you have a backup plan for internet access. If you wait until the last minute and have systems issues you might miss an assignment.
5. If illness, travel or other issues are going to delay your work, advance notice is always appreciated.
6. The course home (news) page is my main means of communication - check it often. On Sunday morning each week, I will not only open up the course but will post a short video of what to do (and why you are doing it). This usually will be posted by 9:00 AM.

SCHEDULE OF ACTIVITIES

Subject to Change

Week	Date	Topic(s)	What to Read/Watch	What to Do (Assessments)
1	1/14 - 1/20 Class Meets: 1/16	<ul style="list-style-type: none"> Class Overview Introduction to D&I 	<ul style="list-style-type: none"> B&L 1¹ 	1. Read the syllabus! <u>Complete Module 0 (and do the Scavenger Hunt)</u> <u>Activities in Module 1</u> 2. Read the book chapter. 3. Watch this week's video. 4. Join/complete the Yellowdig discussion. 5. Take the Chapter 1 quiz.
2	1/21 - 1/27 Class Meets: 1/25	Humans as Information Processors	<ul style="list-style-type: none"> B&L 2 12 Cognitive Biases Explained (10 minutes) 	<u>Activities in Module 2</u> 1. Read the book chapter. 2. Watch this week's video. 3. (Optional) Watch the DEI Champions interview (Dr. Meisha-Ann Martin, 9.5 minutes). 4. Join/complete the Yellowdig discussion. 5. Take the Chapter 2 quiz. 6. Reflection paper 1 (due 1/27).
3	1/28 - 2/3 Class Meets: 2/1	Bias and Discrimination	<ul style="list-style-type: none"> Watch Modern Discrimination (18 minutes) 	<u>Activities in Module 3</u> 1. Watch this week's video. 2. (Optional) Watch the DEI Champions interview (Fred Macoukji, 10.5 minutes). 3. Join/complete the Yellowdig discussion. 4. Reflection paper 2 (due 2/10).

¹ B&L are the authors of the textbook. This indicates you must read chapter 1 of the textbook.

Week	Date	Topic(s)	What to Read/Watch	What to Do (Assessments)
4	2/4 - 2/10 Class Meets: 2/8	Legislation	<ul style="list-style-type: none"> B&L 3 Read about the Civil Rights Act of 1964 Or Read Difference between Unlawful and Lawful Discrimination 	<u>Activities in Module 4</u> <ol style="list-style-type: none"> Read the book chapter. Read the two additional short readings. Watch this week's video. Take the Chapter 3 quiz. Join/complete the Yellowdig discussion.
5	2/11 - 2/17 Class Meets: 2/15	Sex and Gender	<ul style="list-style-type: none"> B&L 9 America Ferrera's monologue in Barbie (2 minutes) Gloria Steinem (13 minutes) 	<u>Activities in Module 5</u> <ol style="list-style-type: none"> Read the book chapter. Watch this week's videos. (Optional) Watch the DEI Champions interview (MJ McConner, ~8 minutes). Join/complete the Yellowdig discussion. Take the Chapter 9 quiz.
6	2/18 - 2/24 Class Meets: 2/20	Work and Family	<ul style="list-style-type: none"> B&L 10 Work is not your family (15 minutes) 	<u>Activities in Module 6</u> <ol style="list-style-type: none"> Read the book chapter. Watch this week's video. Join/complete the Yellowdig discussion. Take the Chapter 10 quiz.
7	2/25 - 3/2 Class Meets: 2/29 (Guests) ** I had accidentally listed as Friday	Blacks/African-Americans	<ul style="list-style-type: none"> B&L 4 Watch: Access Ain't Inclusion (~13 minutes) Watch: Memphis in May Revival (9 minutes) 	<u>Activities in Module 7</u> <ol style="list-style-type: none"> Read the book chapter. Watch this week's video. (Optional) Watch the DEI Champions interview Bryan Nwafor). Join/complete the Yellowdig discussion. Take the Chapter 4 quiz. Reflection Paper 3 (due 3/2).
3/3 – 3/9		Spring Break		

Week	Date	Topic(s)	What to Read/Watch	What to Do (Assessments)
8	3/10 - 3/16 Class Meets: 3/12 (Tues)	Latinos/Hispanics	<ul style="list-style-type: none"> B&L 5 My Identity is my Super Power (14 minutes) 	<u>Activities in Module 8</u> 1. Read the book chapter. 2. Watch this week's video. 3. (Optional) Watch the DEI Champions interview (Martia Brown, ~8 minutes). 4. Join/complete the Yellowdig discussion. 5. Take the Chapter 5 quiz.
9	3/17 - 3/23 Class Meets: 3/21	Asians/Asian Americans	<ul style="list-style-type: none"> B&L 6 What Does It Mean to Be Asian American? (11.5 minutes) 	<u>Activities in Module 9</u> 1. Read the book chapter. 2. Watch this week's video. 3. Join/complete the Yellowdig discussion. 4. Take the Chapter 6 quiz. 5. Submit team/topic preferences (if any).
10	3/24 - 3/30 Class Meets: 3/28	Sexual Orientation and Gender Identity	<ul style="list-style-type: none"> B&L 11 Toilets, bowties, gender and me (10.5 minutes) 	<u>Activities in Module 10</u> 1. Read the book chapter. 2. Watch this week's video. 3. (Optional) Watch the DEI Champions interview (Alex Zelin, ~11 minutes). 4. Join/complete the Yellowdig discussion. 5. Take the Ch. 11 quiz.
11	3/31 – 4/6 Class Meets: 4/4	Diversity in HR Management	<ul style="list-style-type: none"> Short lecture on diversity and HRM Read Practical methods for leading diverse teams 	<u>Activities in Module 11</u> 1. Watch this week's video. 2. (Optional) Watch the DEI Champions interview (Jabiana Bolden, ~10 minutes). 3. Join/complete the Yellowdig discussion. 4. Diversity in Practice: Mini-Case 1 due 4/6.
12	4/7 - 4/13 Class Meets: 4/9 & 4/11	Inclusive Leadership	<ul style="list-style-type: none"> How to foster true diversity and inclusion at work (23 minutes) 	<u>Activities in Module 12</u> 1. Watch this week's video. 2. Join/complete the Yellowdig discussion.

Week	Date	Topic(s)	What to Read/Watch	What to Do (Assessments)
13	4/14 4/20 No Class this Week	Fostering Inclusion & Diverse Climates Allyship	<ul style="list-style-type: none"> • The Science of Inclusion (10 minutes) • Why commit to allyship? (4 min) • What is allyship? (4 minutes) • Optional Blog on being an ally 	<u>Activities in Module 13</u> 1. Watch this week's videos. 2. (Optional) Watch the DEI Champions interview (Victoria Mattingly, ~11.5 minutes). 3. Read the optional blog to be a better ally. 4. Join/complete the Yellowdig discussion. 5. Team presentation submitted (due 4/20)
14	4/21 - 4/24 Class Meets 4/23	Global Diversity & Careers in DEI	<ul style="list-style-type: none"> • B&L 16 • Cultural differences in business (12 minutes) • The danger of a single story (19 minutes) 	<u>Activities in Module 14</u> 1. Read the book chapter. 2. Watch this week's video. 3. Join/complete the Yellowdig discussion. 4. Take the Chapter 16 quiz 5. Diversity in Practice: Mini-Case 2 due 4/24.
15	4/26 – 4/30	Course Wrap-up	<ul style="list-style-type: none"> • The danger of a single story (19 minutes) 	<u>Activities in Module 15</u> 1. Watch this week's video. 2. Join/complete the Yellowdig discussion. 3. Reflection Paper 4. (due 4/30)

OOPS PASS

Good for turning in any assignment *up to 24 hours past due time* for no loss of points.



Name: