

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# HRMT340

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## Course Summary

**Course :** HRMT340 **Title :** Foundations of Diversity and Inclusion in the Workplace

**Length of Course :** 8 **Faculty :**

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

With today's evolving workforce, managers and leaders need to understand and embrace differences in the workplace in order to reap the benefits of diversity. In this course, students learn the dynamic nature of diversity and inclusion in order to utilize the potential of diversity for greater performance and innovation. Students learn to differentiate ethnocentric and ethno-relative mindsets. In a final project, students will recommend strategies to incorporate diversity and inclusion initiatives in an organization.

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## Objectives

After successfully completing this seminar, students will be able to:

1. Discover the fundamental elements and types of diversity present in the workplace.
  2. Define unconscious bias.
  3. Differentiate ethnocentric and ethno-relative mindsets.
  4. Explain inclusion in the workplace.
  5. Investigate barriers to building diverse and inclusive teams.
  6. Discuss the benefits of a diverse workforce.
  7. Recommend strategies to incorporate diversity and inclusion initiatives in an organization.
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## Outline

### Week 1: Diversity & Inclusion

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#### Learning Outcomes

- Define diversity and inclusion

- Describe why diversity and inclusion is important in today's society
- Identify your racial and social biases
- Identify strategies for eliminating racial and social bias Topics of Discussion
- Project Implicit Test
- Diversity and Inclusion Strategies
- Racial Bias in the Workplace

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

## **Week 2: Global View**

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### Learning Outcomes

- Discuss current trends in workplace diversity and inclusion
- Explain the implications that diversity and inclusion has on the workplace

### Topics of Discussion

- Current Trends
- Implications
- Diversity and Inclusion Handbook

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

## **Week 3: Hiring a Diverse Workforce**

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### Learning Outcomes

- Develop an action plan for hiring a diverse team
- Describe why companies should hire a diverse workforce
- Discuss strategies for helping companies implement diverse hiring practices

### Topics of Discussion

- Recruitment and selection
- Diversity trends
- Retention
- EEOC

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

## **Week 4: Promoting Diversity in the Workplace**

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### Learning Outcomes

- Explain the value of an inclusive workplace
- Discuss the case for diversity
- Provide suggestions for encouraging inclusion and increasing employee engagement

### Topics of Discussion

- Cultural diversity
- Sex/gender diversity
- Microaggressions
- Unconscious bias

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

## **Week 5: Diversity & Ethical Decision-Making**

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### Learning Outcomes

- Each objective should use a verb that describes a measurable action or behavior
- Include the specific circumstances under which the learner is to perform the targeted action or behavior
- Keep your learning objectives focused and concise
- Ensure your objects are realistic and target the appropriate level of Bloom's taxonomy

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

## **Week 6: Diverse Workforce**

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### Learning Outcomes

- Develop strategies for managing diverse teams

- Discuss strategies for helping others lead diverse team
- Describe the benefits of fostering diversity within your work environment.

#### Topics of Discussion

- Diverse teams
- Collaboration
- Fostering diversity
- Multiculturalism

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

### **Week 7: Strategies to Incorporate Diversity & Inclusion**

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#### Learning Outcomes

- Understand the different strategies to incorporate diversity and inclusion.

#### Topics of Discussion

- Situational Leadership
- Cognitive Theory
- Interpersonal leadership
- Intrapersonal leadership

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

### **Week 8: Demographics, Change & Diversity**

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#### Learning Outcomes

- Fully embrace diversity and work well with people who are different from you and your group.

#### Topic of Discussion

- Cultural diversity
- Racial diversity
- Religious diversity
- Age diversity
- Sex / Gender diversity
- Sexual orientation
- Disability

Required Reading – See Weekly Reading & Resources

Assignments - Listed in classroom in activities and assessment module

Recommended Reading - Listed in classroom in the Reading & Resources Section

## Evaluation

### Grading:

Discussions	7 @ 50 points each	350 points	35%
Podcasts	4 @ 50 points each	200 points	20%
Self assessment	1 @ 50 points	50 points	5%
Handbook	4 @ 100 points each	400 points	40%
	Total	1000 points	100%

## Materials

### Text Requirements

Weekly reading will be found within the course.

### Other Required Reading & Resources

Please refer to the Weekly Requirements below to see the full list of reading requirements. These additional resources are found in the classroom.

## Course Guidelines

### Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

## **Tutoring**

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours\* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## **Late Assignments**

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 10% of the grade for each day late, up to a maximum of 50% penalty.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

## **Turn It In**

- Faculty may require student work be submitted to Turnitin.com. This is automatically processed through the Assignments area of the course. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student and faculty to review.

## **Academic Dishonesty**

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## **Submission Guidelines**

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

## **Disclaimer Statement**

- Course content may vary from the outline to meet the needs of this particular group.

## **Communicating on the Discussions**

- Discussion forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to

contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.

- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
  - As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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