HRMT440

Course Summary

Course : HRMT440 **Title :** Managing Diversity and Inclusion Initiatives
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

Students will learn tactics to improve the work environment so that all employees feel included, supported, and valued. Students will learn effective approaches to biases and conflict related to diversity. In a course project, students will recommend inclusion strategies to maximize employee performance, creativity, and innovation.

Course Scope:

In this course on managing diversity and inclusion initiatives, students will learn tactics to improve the work environment where all employees feel included, supported and valued. Students will learn effective approaches to biases and conflict related to diversity. In a course project, students will recommend inclusion strategies to maximize employee performance, creativity and innovation.

Objectives

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

1. Explain the relationship between organizational culture and D&I initiatives.
2. Explore strategies for successful communication with diverse audiences.
3. Apply strategies to overcome common biases and conflict on diverse teams.
4. Explain inclusive organizational actions and behaviors.
5. Recommend inclusive strategies to maximize employee performance, creativity and innovation.
6. Propose best practices for a diversity and inclusion initiatives in the workplace.
7. Create a plan for attracting and retaining diverse talent in organizations.

Outline

Week 1: Introduction

Learning Outcomes

LO1

Learning Material

The 99 Day Diversity Challenge : Creating an Inclusive Workplace

Sections 1 & 2

Managing Workplace Diversity: The Importance of Diversity and Inclusion

Disentangling the Meanings of Diversity and Inclusion in Organizations

Inclusive workplace and organizational citizenship behavior

Week 1 Lesson

Activities & Assessment

Introduce Yourself

Week 1 Discussion

Week 2: Organizational Benefits

Learning Outcomes

LO2

Learning Material

DIVERSITY, SOCIAL INCLUSION AND HUMAN CAPITAL DEVELOPMENT AS FUNDAMENTALS OF FINANCIAL PERFORMANCE AND RISK MITIGATION

Exploring diversity-boosting strategies in fortune 500 companies: Insights into how corporate ethics and diversity management elevate commercial performance

The effects of diversity on business performance: Report of the diversity research network

The business benefits of promoting diversity and inclusion

THE Benefits of Diversity & Inclusion Initiatives

Reaping benefits from diversity

Week 2 Lesson

Activities & Assessment

Week 2 Discussion

Week 3: Importance

Learning Outcomes

LO3

Learning Material

National diversity and team performance: the moderating role of interactional justice climate.

Week 3 Lesson

Activities & Assessment

Week 3 Discussion

Week 4: Biases

Learning Outcomes

LO4

Learning Material

Detecting Hidden Bias

Who says what (and how) to whom: A multilevel approach to improving workplace bias training

CHANGING ORGANIZATIONAL CULTURE: From Embedded Bias to Equity & Inclusion

Unconscious bias: thinking without thinking

Who says what (and how) to whom: A multilevel approach to improving workplace bias training

The Drama-Free Workplace

Week 4 Lesson

Activities & Assessment

Week 4 Discussion

Week 4 Paper

Week 5: CQ and Communication

Learning Outcomes

LO5

Learning Material

Title: Diversity Intelligence : How to Create a Culture of Inclusion for Your Business

Chapter 10

Cross-cultural communication imperatives: Critical lessons for Western expatriates in multinational companies (MNCs) in sub-Saharan Africa

Enhancing Cross Cultural Communication In The Marketing Classroom: A Case Approach

Cross-Cultural Communication Strategies that Engage Employees and Increase Productivity

Linking Cross-Cultural Communication to Work Engagement and Creativity: What You Ruminate Matters

The Importance of Cultural Intelligence in the 21st Century: A Human Resource Management Perspective for Global Leaders

Week 5 Lesson

Activities & Assessment

Week 5 Discussion

Week 6: HR Best Practices

Learning Outcomes

LO6

Learning Material

The 99 Day Diversity Challenge : Creating an Inclusive Workplace

Section 7

Trailblazers : How Top Business Leaders Are Accelerating Results Through Inclusion and Diversity

Chapter 13

Best Practices for HR Pros Facing Increased Pressure to Improve Diversity, Equity, and Inclusion

Diversity and inclusion by design: best practices from six global companies

Engaging diversity: Best practices to create an inclusive work environment

Week 6 Lesson

Activities & Assessment

Week 6 Discussion

Week 7: Talent Management

Learning Outcomes

LO7

Learning Material

The Magnetic Organization : Attracting and Retaining the Best Talent

Chapters 2 & 4

Hiring Diverse Executive Talent

Diversity efforts require a commitment to change: Radical rethink on hiring, retention and mentoring needed to succeed where past initiatives failed. By Pamela Newkirk

Gender diversity in the boardroom: Is gender diversity the business of corporate boards? How do corporations ensure that their boards are broadly diverse?

Welcoming different points of view: Organisations that embrace diversity are able to attract better talent and enhance business performance.

LinkedIn is using AI to make recruiting diverse candidates a no-brainer

Raising awareness of diversity through mentoring: Accenture has an ambitious mission to become the most inclusive and diverse company in the world

Week 7 Lesson

Activities & Assessment

Week 7 Discussion

Week 8: Final Week

Learning Outcomes

LO1-LO7

Learning Material

No Readings

Activities & Assessment

Week 8 Research Paper

Evaluation

Grading:

Name	Grade %
Discussions	40.00 %
Introduction Forum	5.00 %
Week 1: Discussion	5.00 %
Week 2: Discussion	5.00 %
Week 3: Discussion	5.00 %
Week 4 : Discussion	5.00 %
Week 5: Discussion	5.00 %
Week 6: Discussion	5.00 %
Week 7: Discussion	5.00 %
Week #4 Paper	25.00 %
Week 4: Paper	25.00 %
Final Research Paper	35.00 %
Week 8: Research Paper	35.00 %

Materials

Book Title: The 99 Day Diversity Challenge: Creating an Inclusive Workplace - eBook available in the APUS Online Library

Author: Rajesh, Saundarya

Publication Info: Sage Lib

ISBN: 9789352808311

Course Guidelines

Citation and Reference Style

Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework to the School of Business.

Please note that no formal citation style is required on forum assignments in the School of Business— only attribution of sources (please see details regarding forum communication below).

Tutoring

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.

Turn It In

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

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 or Scribd. 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. It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussion Board

Discussions 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 day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the discussion. The purpose of the discussions is to actively participate in an on-going discussion about the assigned content. "Substantive" means comments that contribute something new and 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.

Students must post a response to the weekly discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or discussion instructions for specific expectations on number of replies and word count requirements.

The main response to the discussion needs to be provided mid-week allowing classmates time to respond – refer to the grading rubric and/or discussion instructions for specific expectations.

Quizzes and Exams

Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of

the course is at the top center of all pages.

- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)

- [Extension Requests](#)

- [Academic Probation](#)

- [Appeals](#)

- [Academic Dishonesty / Plagiarism](#)

- [Disability Accommodations](#)

- [Student Deadlines](#)

- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.