CENTRAL MICHIGAN UNIVERSITY
MSA 604 COURSE SYLLABUS

I. IDENTIFYING INFORMATION

Course: MSA 604
Course Title: Administration, Globalization and Multiculturalism
EPN: 22374197
Term: Fall II
Location: Rowe 229
Dates: 22 October – 10 December 2019
Course Day and Times: Tuesdays, 5:30PM-10:20PM
Prerequisites: None
Instructor: Dr. Yucel Henderson
E-Mail Address: hende1y@cmich.edu
Phone Numbers: 213-500-1590 (Cellular Phone)
Office Hours: Before and after class sessions, by appointment, and always available by text.

Academic Biography:

Dr. Yucel Henderson received her doctorate degree in Organization Management with a specialty in Global Leadership from Colorado Technical University. She holds an MA degree in Management and Leadership from Webster University with a comparative analysis thesis on the American and Arab business management practices. Her Bachelor’s degree is in Architecture and Design from Bilkent University in Turkey with a minor in Environmental Design.

For over a decade Dr. Henderson served in a variety of increasingly responsible positions with the Department of Defense programs in Europe and the U.S. and she spent the last few years working at executive levels with the Marine Corps. Dr. Henderson is proud to be part of the MSA team at Central Michigan and takes this opportunity as the next step in her colourful career. Her area of expertise include international business, organization behavior, gender and generational issues in work place, multiculturalism, and cross-cultural leadership. Dr. Henderson’s research interest is in initial trust formation between socio-culturally diverse work groups and cross-cultural marketing.

Blackboard:

Blackboard is a web-based learning management system licensed by CMU. Within Blackboard, a course website, also known as a shell, is automatically created for every CMU course. Face-to-face courses may or may not incorporate Blackboard, whereas Blackboard course shells are always used for online courses and will be available to you prior to the course start date. Seeing the course shell listed in Blackboard with unavailable adjacent to its title is an indication that your instructor has not made it available and is in no way indicative of
registration status. To access Blackboard, open a web browser and enter https://blackboard.cmich.edu/webapps/login/. After the site loads, enter your CMU Global ID and password in the respective spaces provided. Click the "login" button to enter Blackboard and then the link to the appropriate course to enter the course's Blackboard shell. If you need assistance, contact the IT Helpdesk at 989-774-3662 / 800-950-1144 x. 3662. Self-guided student tutorial resources are also available at https://blackboard.cmich.edu/webapps/login/.

II. TEXTBOOKS AND INSTRUCTIONAL MATERIALS

<table>
<thead>
<tr>
<th>Title: Diversity Consciousness: Opening Our Minds to People, Cultures and Opportunities</th>
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</thead>
<tbody>
<tr>
<td>Author: Richard D. Bucher</td>
</tr>
<tr>
<td>Edition 4th, Custom Edition 1st</td>
</tr>
<tr>
<td>Publisher: Pearson</td>
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<td>Required: Yes</td>
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III. COURSE DESCRIPTION

Focuses on theoretical and applied concepts and skills essential to successfully managing an environment of workplace diversity and multiculturalism within domestic and global organizations. This course may be offered in an online or hybrid format.

IV. COURSE GOALS AND OBJECTIVES

Upon successfully completing this course, the student will be able to:

1. Demonstrate an advanced understanding of the complexities of globalization and its implications for organizations.
2. Explain how variable related to diversity and culture interact to shape the perceptions of individuals within society and organizations.
3. Compare fundamental concepts, principles and theories relevant to understanding cultural differences and similarities in the world of work.
4. Analyze and interpret the effects that variables related to diversity and culture have on the administrative process and apply this analysis to the effective strategic planning and administration of global and multicultural organizations.
5. Develop the knowledge and skills necessary to be an effective administrator and/or worker in a culturally diverse workplace.
6. Evaluate the role of organizational polices, practices, design, and structure in facilitating diversity management strategies.
7. Demonstrate an applied knowledge of the APA style and format.
V. METHODOLOGY

This course is taught through a mix of discussions, video presentations, lecture, virtual chat, and individual & group assignments. All materials are available on the Blackboard course site. A significant portion of the course grade is dependent on active student engagement. Rubrics for each assignment are posted with the assignment instructions on Blackboard and used for evaluation.

This course is placed at the graduate level to reflect the social and intellectual maturity required to integrate and synthesize knowledge, skills, and applications with real-world experiences.

The material will be presented in a framework of the individual, corporate, and built environments. Lectures are tailored to the geographic background and intellectual curiosity of the students taking the course. Additionally, they will learn about the systems that support or hinder administration utilizing critical thinking skills.

Students will be able to investigate an administrative topic of their choosing to better understand that topics impact on administrative issues.

VI. COURSE OUTLINE/ASSIGNMENTS

You must support your analysis with at least five (5) scholarly references. Make sure that these references are not used as required or recommended readings in this course. You will find that the CMU library is an excellent place to find these sources. However, this does not preclude you from using additional credible sources, including newspapers, trade journals, government reports, and white papers. You may also use course required or recommended readings as other sources over the required five (5) references.

Your references should be no older than five (5) years for the five (5) references that are required. However, if you find some historical data that is applicable to your assertions, opinions, or thinking, by all mean provide. Nevertheless, they cannot count as part of the five (5) references as stated above.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics / Readings</th>
<th>Notes</th>
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<tbody>
<tr>
<td>0</td>
<td>Getting Started!</td>
<td>Read syllabus&lt;br&gt;Explore the Blackboard online classroom&lt;br&gt;Purchase textbook&lt;br&gt;Post introductions on discussion board</td>
</tr>
<tr>
<td>I Oct 21 -27&lt;br&gt;October 22</td>
<td>Diversity: An Overview Diversity Consciousness &amp; Success&lt;br&gt;Chapters 1 &amp; 2</td>
<td>Lecture and discussions&lt;br&gt;Group work teams are assigned.</td>
</tr>
<tr>
<td>II 28 Oct- 3 Nov&lt;br&gt;October 29</td>
<td>Personal &amp; Social Barriers to Success&lt;br&gt;Chapter 3</td>
<td>Chapter presentations, if applicable&lt;br&gt;Lecture and discussions&lt;br&gt;&lt;strong&gt;Interview Paper: Submit your choice of topic/ project objective for approval&lt;/strong&gt;</td>
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<tr>
<td>III Nov 4-10&lt;br&gt;November 5</td>
<td>Developing Diversity Consciousness&lt;br&gt;Chapter 4</td>
<td>Chapter Group Presentations, if applicable&lt;br&gt;&lt;strong&gt;Personal Roadmap paper due&lt;/strong&gt;</td>
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<tr>
<td>IV Nov 11-17&lt;br&gt;November 12</td>
<td>All midterm materials</td>
<td>&lt;strong&gt;Midterm Exam&lt;/strong&gt;</td>
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<td>V Nov 18-24&lt;br&gt;November 19</td>
<td>Communicating in a Diverse World Social Networking&lt;br&gt;Chapters 5 &amp; 6</td>
<td>Chapter presentations, if applicable&lt;br&gt;Lecture and discussions&lt;br&gt;&lt;strong&gt;Interview Paper: Interview questions due&lt;/strong&gt;</td>
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<td>VI 25 Nov 1 Dec&lt;br&gt;November 26</td>
<td>Teamwork Leadership&lt;br&gt;Chapter 7 &amp; 8</td>
<td>Chapter Presentations, if applicable&lt;br&gt;Lecture and discussions</td>
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### Preparing for the Future

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>VII</strong></td>
<td></td>
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<tr>
<td>2-8</td>
<td>December</td>
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<tr>
<td>December 3</td>
<td><strong>Chapter Presentations, if Applicable Lecture and Discussions</strong></td>
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<tr>
<td><strong>Chapter 9</strong></td>
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<tr>
<td><strong>Interview Paper: Final Paper Due</strong></td>
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<tr>
<td><strong>VIII</strong></td>
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<tr>
<td>December 9-13</td>
<td><strong>Interview Paper Presentations</strong></td>
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<td>December 10</td>
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*Additional course materials may be assigned. See the weekly folders for details.*

** All Week 8 tasks are due by the last day of the class – Tuesday, 10 December 2019

### Assignments:

#### Personal Roadmap Paper:

Develop a self-assessment paper that identifies what you feel are your strengths and weaknesses, as well as areas you want/need to learn more about for improvement, in regards to diversity consciousness skills that will position you for success in the working environment. (3-4 pages-excluding the cover and references pages-in APA style.). **Save your work in Word. Submit your paper through the title link on Blackboard by 5 November 2019, midnight.**

#### Midterm:

The exams will consist of short essay questions (2-3 fully developed paragraphs/ 3-5 sentences). Make sure to support your claims with references to credible sources and cite your sources as per APA paper guidelines. The questions will be designed to elicit your thoughts and opinions regarding the course materials. **Save your work in Word. Submit your paper through the title link on Blackboard by 12 November 2019 in Week 4.**

#### Group Project/ Chapter Presentations:

The first week of class, students will be divided into groups and assigned chapters to present, beginning in Week 2. Assignment due date varies per group. Each group will decide how they are going to present their assigned chapters. The presentations should be approximately 8-10 slides in length.

a. **Presentations** should be approximately 20-30 minutes long and they should include visual presentation (e.g. PowerPoint presentation, videos, handouts etc.)
b. Select the most critical aspects of the chapters and develop 3-5 questions that could be used to stimulate classroom discussions.

c. Discuss what your group would have done differently and why?

**Final Project**

This is an individual project, where each student conducts an interview with someone from a different ethnic, racial, or gender group with final approval from the professor.

The final project is an integrated product of four main steps:

**Step 1- Choice of topic:**

Who are you interviewing and why? How would this project help you grow professionally and personally? In other words, what is the purpose of your project?

Your purpose statement should be a declarative sentence that summarizes the specific topic and goals of your project (i.e. why am I interviewing this person?) Also, it should be clearly, precisely, and concisely defined and it should give the audience an accurate, concrete understanding what the project will cover and what the audience could gain from reading it.

Remember this is a business administration / organization management project and your project should focus on MSA relevant issues/opportunities rather than random discussions about a person, country, culture and/or population.

Once you form a clear purpose statement, submit your topic for the interview paper via blackboard and check the instructor’s approval and feedback under “My Grades. Make sure to obtain approval /feedback prior to moving to step 2.

**Step 2- Interview Questions:**

The interview questions should be directly related to the purpose statement. **Refrain from using closed-ended (yes/no answer) questions.** Such inquiries are more appropriate for testing an hypothesis. Remember you are exploring a topic/issue/opportunity to meet your personal and professional development objectives. Also, avoid compound and loaded questions and limit the number of your questions to 5-8. Keep in mind it's the quality of your questions that would help you explore the topic rather than the quantity of your questions.

Make sure to obtain approval /feedback prior to moving to step 3

**Step 3- Interview:**

1. Ask only one question at a time. Don't combine multiple questions.

2. Remain as neutral as possible. Refrain from posing loaded and compound questions and avoid judgmental wording.
3. Word the questions clearly. Make them concise.

4. Phrase your questions in such a way as to ensure an open-ended response. Don't put words in the interviewees' mouths and let them choose their own vocabulary and phrasing when responding.

5. Be careful when asking "why" questions as this type of question suggests a cause-effect relationship that may not actually exist.

6. The last question should be an invitation for the interviewee to add any final points or comments of his own.

**Step 4: Final Report: "The paper"

Each student prepares a 5 to 6 pages long report (excluding the cover and references pages) in APA style. All papers should have an objective statement. **Save your work in Word. Submit your paper through the title link on Blackboard by 3 December 2019.**

Your paper should have four sections: Title, Abstract, Main Body, Analysis & Conclusion and References. **Please keep in mind “Main Body” cannot be the title of your section.**

- APA recommends 12 pt. Times New Roman
- Type your title using upper and lowercase letters. Do not underline your titles.
- Begin the abstract on a new page.
- Center "Abstract" as the first line on your new page.
- On the next line, summarize the concise points of your research. Your abstract should be between 150 and 250 words.
- You may wish to include keywords for your paper: to do so indent the line after your abstract, write "Keywords:" and follow with your key words. Both should be italicized.
- At the end of your paper, begin a new page. This is your references page.

**Individual Culture Practice Project Presentation:**

The ability to clearly articulate your opinion/findings and provide a concise assessment orally within a **10 Minute Time Limit.** All presentations will be performed on 10 December 2019. **Max 5 slides per presentation (excluding the title and references slides)**


**Discussions:**

Discussions are your opportunity to engage with your colleagues regarding the class materials and your personal opinions. Participation in class sessions (100 points) will be evaluated on the basis of (1) the regularity of the students’ participation, (2) whether the students take the leading roles in certain discussions, (3) asking reading-informed questions about course subject matter, (4) in a group, whether the students play the roles of leaders and followers well.

**Post-Class Assignment:** N/A

**Student Involvement Hours:** It is critical to be prompt with your reading, homework, exams and other education duties. It is recommended you spend at least 9-12 hours per week on this course. Some weeks will not as much but others will be time consuming.

**VII. CRITERIA FOR EVALUATION**

This course is placed at the graduate level to reflect the social and intellectual maturity required to integrate and synthesize knowledge, skills, and applications with real-world experiences. The students are expected to critique, analyze and construct supporting documents on theoretical and practical aspects of the course material. All papers should reflect graduate-level writing (proper grammar, sentence structure, and spelling). All papers are to follow APA format and the student must keep a copy for their records.

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
<th>Points</th>
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<tbody>
<tr>
<td>Group Project- Chapter Presentations</td>
<td>Weekly reading and Presentation</td>
<td>200 points</td>
</tr>
<tr>
<td>Personal Roadmap Paper</td>
<td>Reflection Paper</td>
<td>200 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Short essay questions</td>
<td>200 Points</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>Topic Submission</td>
<td>50 points</td>
</tr>
<tr>
<td>Interview Paper</td>
<td>Interview Questions</td>
<td>50 points</td>
</tr>
</tbody>
</table>
Interview Paper | Final Paper | 200 points
---|---|---
Participation in Class Discussions | 100 points

**TOTAL POINTS:** 1,000 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94% or above</td>
<td>A</td>
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<tr>
<td>87% - 89%</td>
<td>B+</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
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<tr>
<td>90% - 93%</td>
<td>A-</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
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<tr>
<td>74% - 76%</td>
<td>C</td>
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<tr>
<td>80% - 83%</td>
<td>B-</td>
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<tr>
<td>Below 74%</td>
<td>E</td>
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**NOTE:** CMU does not employ C- or D grades for graduate classes

**VIII. COURSE POLICIES AND EXPECTATIONS**

**Attendance and Participation:** Required. Attendance, demonstrated in task participation, is mandatory to be able to contribute in a timely manner to course learning experiences. There will be no exceptions to this policy.

**Late Assignments:** Students are responsible for ensuring assignments are submitted on time and that their submissions are received. Late assignments will not be accepted unless pre-approved by the faculty member. All assignments and examinations must be submitted or taken on the scheduled dates unless other arrangements have been made with the professor prior to the scheduled dates. **If pre-approved, (i.e. papers, exams) will be penalized 10% of the assignment grade for each day the assignment is late.** Late assignments may be submitted to the instructor via email attachment. However, receipt of a late assignment via email is subject to verification of the attachment’s functioning. **Any late assignments receive zero credit if not pre-approved by the professor.**

**Assignment submissions:** All assignment are submitted via appropriate assignment section on the Blackboard. Verification of assignment submission is an exclamation mark (!) in respective assignment area in Gradebook. Submissions are to be in MS Word. Put all your work on one word document. Multiple file submissions will be returned for resubmission as a single file, if the resubmit is after the due date the submission will be considered as a late submission. Exams
must be taken within the schedule window identified above. Failure to do so eliminates the opportunity to submit Scores will be posted on the website under Gradebook--if a score is missing or entered incorrectly let me know. You should review your grades at least once a week NLT Week 4 of the session.

**Make-ups and Rewrites:** There are no make-up assignments or rewrites. There will be no extra-credit assignments or extra-credit work accepted at any time during this course, unless specifically approved by the professor. Requests for extensions must be made in advance and accompanied by appropriate written documentation. **Computer problems are not an acceptable reason for not meeting course requirements/expectations**

**Academic Integrity:** Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited. A breakdown of behaviors that constitute academic dishonesty is presented in the CMU Bulletin ([https://bulletins.cmich.edu/](https://bulletins.cmich.edu/)).

**Student Rights and Responsibilities:** Each member of the Central Michigan University community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the University's function as an educational institution. As guides for individual and group actions within this community, the University affirms the general principles of conduct described in the Code of **Student Rights, Responsibilities and Disciplinary Procedures** at [https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student- Rights.aspx](https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student- Rights.aspx).

**Instructor Communication:** The Instructor will respond to email inquiries within 48 hours. The Instructor will grade all assignments within one week of the due date.

**Netiquette (Internet + etiquette):** All members of the class are expected to follow rules of common courtesy in all email messages, discussions and live chats. Following are a few tips for appropriate netiquette:

- Use your name in all correspondence
- Make the subject line informative in your e-mails and discussion posts
- Use appropriate Salutations (i.e. "Hello Dr. Smith ", "Dear Dr. Smith") "Jane" " Hey " is inappropriate when addressing a classmate or a member of the faculty).
- Messages should be concise and to the point. Write in short paragraphs; this makes things easier for the readers.
- Avoid abbreviations
- Use a cheerful tone but be cautious when using humor. Tone is sometimes lost in an email or discussion post and your joke might be taken seriously or sound offensive.
Use upper and lower case letters. ALL UPPER CASE means you are shouting! Carefully use exclamation mark in your emails and discussion posts. Use of the unnecessary exclamation mark (!!!!) in the email demonstrates anger or excitement.

Read your message before you send it. Always consider how your reader might interpret your message when they read it.

Understand that inappropriate communications will result in a lower overall grade

IX. SUPPORT SERVICES AND OTHER REQUIREMENTS

Library Services: CMU offers you a full suite of library services through the University Library. Reference librarians will assist you in using research tools and locating information related to your research topic. The library's Documents on Demand office will help you obtain copies of the books and journal articles you need. Check out the library website at https://www.cmich.edu/library/Pages/default.aspx for more information.

Writing Center: The CMU Writing Center is a free service for all CMU students, providing help with grammar, citations, bibliographies, drafts, and editing of academic papers. For additional information and to submit work, visit https://www.cmich.edu/colleges/chsbs/Centers/WritingCenter/Pages/default.aspx.

ADA: CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the Student Disability Services office in Park Library 120, telephone (989) 774-3018 and TTY (989) 774-2568 or sds@cmich.edu. Please see additional ADA information and forms at https://www.cmich.edu/ess/studentaffairs/SDS/Pages/default.aspx

Note to faculty: CMU Administration will notify you if applicable; otherwise, the student will provide a "Notification Letter to the Instructor" outlining the accommodations the student is approved to receive.

VRC (Veterans Resource Center): The VRC serves CMU students who are; Veterans, Active Military (including National Guard and Reserve), Spouses and dependents of Veterans and Active Military.

The VRC Staff helps students:
Get the most out of their CMU experience,
Access educational benefits, including those applicable to spouses and dependents
Build academic and social networks,
Successfully make the transition from military environments to our centers across the U.S., our main campus, or online learning.

Veterans' Resource Center Contacts -
Phone: (989) 774-7991
Email: veterans@cmich.edu
X. BIBLIOGRAPHY


