



## American University of Ras Al Khaimah

### AURAK Syllabus

#### Course & Instructor Information

**Course Title:** Diversity in organization

**Course Code:** MGHR 461

**Credit Hours:** 3.0

**Methods of Instruction** *(See Syllabus Guide for additional information that should be added here):*

This course uses the face-to-face method of instruction.

#### Prerequisite course(s) and/or co-requisite courses, if applicable:

MGHR 301

**Faculty Name:** Mohamed Mahdi

#### Contact Information and Office Hours:

mohamed.mahdi@aurak.ac.ae, Office Location: H-321, UT: 12:00 - 13:00 pm - Tel: +971 7 2468782.

#### Course Description:

The course enables the student to understand the role of diversity in human affairs, particularly in the workplace. The course discusses and analyzes the role of diversity in the workplace, along with the procedures and practices of diversity management. Students will be able to apply these concepts to discussions of specific dimensions of diversity, including gender, racio-ethnicity, sexual orientation, religion, and disability. It also offers students the opportunity to develop their critical thinking on topics such as identity, relationships across differences and biases, and equality of opportunity in organizations around the world and how they relate to organizational issues of equality of opportunity, inclusion, and effectiveness.

#### Additional Information about the course:

This course is not an online course.

#### Course Textbooks and Materials:

## Textbooks:

Michalle E. Mor Barak (2022) *Managing Diversity: Toward a Globally Inclusive Workplace*, SAGE Publications, Inc; Fifth edition, ISBN-10 1544333072, ISBN-13 978-1544333076

De Janasz, Suzanne, Karen Dow and Beth Schneider (2019). *Interpersonal Skills in Organizations*, 6th edition, McGraw-Hill ISBN-9781260085327.

Bucher, Richard D. (2015). *Diversity Consciousness: Opening Our Minds to People, Cultures, and Opportunities*, 4th Edition, Baltimore City Community College, Pearson ISBN-13: 978-0321919069 / ISBN-10: 9780321919069

## Other Resources:

### Books

Bendl, R., Bleijenbergh, I. & Mills, A.J. (2015). *The Oxford Handbook of Diversity in Organizations*. Oxford University Press. ISBN: 978-0199679805

Klarsfeld, A. (ed.) (2015). *International Handbook on Diversity Management at Work 2e. Country Perspectives on Diversity and Equal Treatment*, Research Handbooks in Business and Management series ISBN: 978-1783474271

Klarsfeld, A. (ed.) (2015). *International Handbook on Diversity Management at Work 2e. Country Perspectives on Diversity and Equal Treatment*, Research Handbooks in Business and Management series ISBN: 978-1783474271

Özbilgin, Mustafa F. & Syed, J. (Eds.) (2010). *Managing Gender Diversity in Asia: A Research Companion*. Edward Elgar Publishing. ISBN-10: 1847206441: ISBN-13: 978-1847206442

### Articles

Mahdi Abaker, M.O.S., Kemp, L., Cho, B.Y. and Patterson, L. (2023), "The perceptions of diversity management and employee performance: UAE perspectives", *Employee Relations*, Vol. 45 No. 6, pp. 1476-1491. <https://doi.org/10.1108/ER-11-2022-0523>

Abaker, M.O.S.M., Louise, P., and Cho, B.Y. (2023), 'Gender managerial obstacles in private organizations. The UAE case', *Gender in Management*, Vol. 38 No. 4, pp. 454- 470. <https://doi.org/10.1108/GM-04-2022-0143>

Abaker, M.O.S.M., Al-Titi, O.A., and Al-Nasr, N.S. (2019a). 'Organizational policies and diversity management in Saudi Arabia', *Employee Relations*, Vol. 41 No. 3, pp.454-474. <https://doi.org/10.1108/ER-05-2017-0104>

Abaker, M.O.S.M., and Al-Titi, O.A. (2019b), 'Diversity strategies: Managerial problems of practices and perceptions in private organizations', *Polish Journal of Management Studies*, **20 (2)**: 9-23. DOI: 10.17512/pjms.2019.20.2.01

Linzi Kemp, Norita Ahmad, Mohamed-Osman Abaker, Sabir Haque. Policy Paper 62 (2023). *Women in Organizations: From Theory to Practice in the United Arab Emirates — Ras Al Khaimah and the Northern Emirates*, February, <https://publications.alqasimifoundation.com/en/women-in-organizations-from-theory-to-practice-in-the-united-arab-emirates-ras-al-khaimah-and-the-northern-emirates>

Bourke, J. & Espedido, A. (2019). Why Inclusive Leaders Are Good for Organizations, and How to Become One, *Harvard Business Review*. <https://hbr.org/2019/03/why-inclusive-leaders-are-good-for-organizations-and-how-to-become-one>.

Brendel W., Arman A., Farzam, L. (2022) Integrative Inclusion: A Proposed Framework for Experiencing and Developing Organizational Inclusion. *Organization Development Review*, 54 (2), 48-58

Caza, B., Ramarajan, L., Reid, E. & Creary, S. (2018) "How to make room in your work life for the rest of your self", *Harvard Business Review*. <https://hbr.org/2018/05/how-to-make-room-in-your-work-life-for-the-rest-of-your-self>

Rock, D. & Grant, H. (2016). *Why diverse teams are smarter*, *Harvard Business Review*. <https://hbr.org/2016/11/why-diverse-teams-are-smarter>

Sherif, M. & Anwar, S. (November 2015). *Board Structure, Gender Diversity and Bank Performance in Emerging Markets: Evidence from the MENA Region*, ISBE Conference, Glasgow, November 2015.

Sperling, J., Marcati, C. & Rennie, M. (2014). GCC Women in Leadership—from the first to the norm. McKinsey & Co., UAE. [https://www.pearlinitiative.org/pi\\_admin/publications/viewenpdf?filename=article-20170806015646.pdf](https://www.pearlinitiative.org/pi_admin/publications/viewenpdf?filename=article-20170806015646.pdf)

*UAE Diversity & Inclusion in the Workplace Survey Report Optimism and Opportunity – Results from a Quantitative Study* (2018). Report, Winston & Strawn LLP Middle East, UAE. <https://www.naseba.com/wp-content/uploads/2018/11/UAE-DI-Workplace-Survey-Report.pdf>

Warner, R. & Moonesar, I.A. (2019), "Diversity Management: The Case of the United Arab Emirates", *Diversity within Diversity Management* (Advanced Series in Management, Vol. 21), Emerald Publishing Limited, pp. 41-63. <https://doi.org/10.1108/S1877-636120190000021003>

Nishii, L. (2013). The Benefits of Climate for Inclusion for Gender-Diverse Groups. *Academy of Management Journal*, 56(6), 1754–1774. <http://dx.doi.org/10.5465/amj.2009.0823>

Yeager, K.L. & Nafukho, F.M. (2012). Developing diverse teams to improve performance in the organizational setting. *European Journal of Training and Development*, 36(4), 388-408. DOI 10.1108/03090591211220320

### Regional references

[Davis, M.](#), [Abu Jaber, M.](#), [AlSumaiti, R.](#) and [Williams, B.](#) (2016). Emiratiyat Embracing a Shifting World: Ways of Knowing Leadership in the United Arab Emirates. *Racially and Ethnically Diverse Women Leading Education: A Worldview* (*Advances in Educational Administration*, Vol. 25), Emerald Group Publishing Limited, pp. 55-73. ISBN: 978-1-78635-072-5, eISBN: 978-1-78635-071-8,

ISSN: 1479-3660 <https://doi.org/10.1108/S1479-366020160000025004>

### Magazines:

HR Magazine, Harvard Business Review, Gulf Business, Forbes, Fortune 500.

### Newspapers:

Economic Times, Gulf News, Khaleej Times, Gulf Today.

### Web Resources:

### Blogs

- <http://hrcasestudies.blogspot.com>

### Websites

- <http://www.shrm.org/>
- <http://www.workforce.com/>
- <http://www.siop.org/>
- <http://www.bpp.com/learningme>

## Course Learning Outcomes (CLOs)

<b>Course Learning Outcomes</b> <b>At the end of this course, students should be able to:</b>	
CLO 1	Differentiate current perspectives on the relationships among diversity and inclusion in global and UAE/GCC organizations.
CLO 2	Evaluate the aspects of your identity and personal experiences that shape how you interact and engage with others and how they interact and engage with you in organizations.
CLO 3	Explain how issues of privilege and bias influence opportunity and effectiveness in global and UAE/GCC organizations.
CLO 4	Propose ways to make relationships across differences in organizations more effective.
CLO 5	Analyze a UAE company's current approach to leading diversity and use content from this course to propose ways to enhance learning and effectiveness in that company.

### **Program Learning Outcomes (PLOs) and Mapping Course to Program Outcomes**

Please see the APPENDIX for the Course to Program Learning Outcomes Mapping.

## Assessment Activities

The dates for quizzes, exams, and submission of assignments are specified in the schedule. You will be graded in this class based on the number of points you earn for quizzes, exams written assignments, or other activities, including your class participation. Keep track of your scores in Blackboard.

Assessment Activities and Grading Weight	Quiz 20%	Mid-term Exam 20%	Assignment 30%	Final 30%
CLO 1	X	X	X	X
CLO 2	X	X	X	X
CLO 3	X	X	X	X
CLO 4		X	X	X
CLO 5			X	X
<b>Instructor Feedback on Assessments</b>	Instructor will be providing sufficient timely written (or recorded) feedback on student work within 1 to 2 weeks of completion of this assessment to enable students to improve their knowledge, skills, and abilities.	Instructor will be providing sufficient timely written (or recorded) feedback on student work within 1 to 2 weeks of completion of this assessment to enable students to improve their knowledge, skills, and abilities.	Instructor will be providing sufficient timely written (or recorded) feedback on student work within 7 to 10 days on completion of this assessment to enable students to improve their knowledge, skills, and abilities.	Instructor will be providing sufficient timely written (or recorded) feedback on student work within 7 to 10 days on completion of this assessment to enable students to improve their knowledge, skills, and abilities.

Sample explanation of the continuation assessments specified above in the table (ensure SafeAssign and/or any means of authentication student work are consistently and accurately recorded in all syllabi)

**Quiz 20%:** The quiz will cover material from the first two/three chapters. It will comprise two short essay questions worth 20 marks as preparation for the midterm exam.

**Midterm 20%:** The midterm will cover material from the first half of the course. It will comprise three/four questions worth 20 marks.

**Assignment 30%:** This project/assignment will be based on a UAE/GCC organization as a take-home homework to facilitate class discussions and study circles. The assignment project requires students to write a sound essay and a persuasive report worth 30 marks. The project will be submitted via SafeAssign to detect plagiarism

**Final Exam 30%:** The final exam will be cumulative in the sense that you may be required to apply theoretical perspectives and decision-making processes discussed in the first part of the course to issues discussed in the second half of the course. It will comprise four/six questions worth 30 marks.

**Assessment Rubrics:** (include assessment rubrics for each assessment element)

The assessment instruments with the answer key, and marking scheme/ assessment rubric will be included for all assessment instruments for this course in the Course File and uploaded on the Course File Component of the IDAP system.

**Recommendation:**

**An in-class activity and a take-home assignment to explain how issues of privilege and bias influence opportunity and effectiveness in global and UAE/GCC organizations will be given to the students to ensure that CLO 3 is understood and applied in the future.**

### Grading Scale

The grading system and scale for AURAK, as established by the Board of Trustees, is as follows:

AURAK Grading System and Scale		
Grade	Percentage Scores	Grade Points
A	95-100	4.00
A-	90-94	3.70
B+	86-89	3.30
B	83-85	3.00
B-	80-82	2.70
C+	76-79	2.30
C	73-75	2.00
C-	70-72	1.70
D+	66-69	1.30
D	60-65	1.00

F	0-59	0.00
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An "S" grade reflects satisfactory, or passing, work in a course (i.e., equivalent to grade of C or higher for graduate students). A "U" grade reflects unsatisfactory, or failing, work in a course. S/U will have no effect on the GPA.

## Weekly Course Information

Schedule of Course Topics, Required Reading, and Assignments and Assessments (Including scheduling of laboratory, studio, external visit, and other non-classroom meeting sessions, as appropriate)				
Week	Topic	Required Readings	Assignment, Assessment (with grade weighting) & Due Date	Mapping of CLOs to Assessments
1	Introduction Course Syllabus Diversity: An Overview	<b>Chapter 1</b> Bourke et al. (2014)  Williams (2017)	Lecture <b>Class Discussion</b> Sustainability Goal 5 Gender Equality	1
2	Diversity: An Overview	<b>Chapter 1</b> Winston & Strawn (2018)	Lecture Class discussion on UAE Case Study IBM	1, 2
3	Diversity Consciousness and Success	<b>Chapter 2</b>  The U.S. Department of Education (November 2016)  <b>Nishii (2013)</b>	Lecture <b>Case Study</b> Royal Dutch Shell (A)	2, 3
4	Ethnic diversity & unconscious bias - UAE/GCC perspective	TED Talks on ethnic diversity & unconscious bias	Assignment, Class discussion on videos Case Study Carla Harris at Morgan Stanley  <b>Quiz (20%)</b>	1, 2, 3
5	Personal and Social Barriers to Success	<b>Chapter 3</b>  Al-Araimi (2019)  Bloch et al (2019)	Lecture  Class discussion on UAE/ <b>GCC</b> readings  Case Study Claude Grunitzky	2, 3
6	Developing Diversity Consciousness	<b>Chapter 4</b> Sherif & Anwar (November 2015) <b>Young (2016)</b>	Lecture <b>Class Discussion</b> Sustainability Goal 5 Gender Equality	1,2,3
7	Communicating in a Diverse World	<b>Chapter 5</b> Caza et al (2018)	Lecture  <b>Case Study</b> Englishization at Rakuten (A) <b>Individual Case Study</b>  Due final class of Week 7	4



8	<b>Review session / MIDTERM EXAM</b>		<b>Midterm exam (20%)</b>	1, 2, 3, 4
9	Social Networking	Chapter 6	Lecture Class discussion	2, 4
10	Teamwork	Chapter 7 Rock & Grant (2016)	Lecture Class discussion	1, 2, 3
11	UAE and GCC - reform	Association of Corporate Council (April/May 2018) Warner & Moonesar (2019)	Class discussion on readings Sustainability Goal 4 Equitable Quality Education	1, 2, 3, 4, 5
12	Leadership	<b>Chapter 8</b> Bourke & Espedido (2019) Yeager & Nafukho (2012)	<b>Lecture Case Study</b> The Sodex solution	1, 2, 3, 4, 5
13	Leadership – UAE/GCC & MENA	<a href="#">Al-Salem &amp; Speece</a> (2017) <a href="#">Naser et al</a> (2009) Sperling et al (2014) Varadarjan et al (2018)	<b>Lecture Class discussion</b> <b>Assignment/Project (30%)</b> Investigative analysis of a UAE company's current approach to leading diversity-propose ways to enhance learning and effectiveness in that company  <b>Due before the first class of Week 13 Presentations</b>	1, 2, 3, 4, 5
14	Preparing for the Future	Chapter 9	Lecture  <b>Class discussion</b> Sustainability Goal 16 Peace, Justice & Strong Institutions	5
15	Recap and revision session	Chapter 9	<b>Final Exam Review Session</b>	<b>1, 2, 3, 3, 4</b>
16	<b>FINAL EXAMINATION</b>		<b>Final Exam (30%)</b>	<b>1, 2, 3, 3, 4</b>

'The course syllabus will be contextualized for the UAE wherever necessary.'

### Attendance Policy

Regular student attendance and class participation are essential for students to meet course expectations and to succeed in their studies. The following are benefits associated with attending classes:

- Opportunity to participate in active learning
- Opportunity to demonstrate preparation for class
- Opportunity to engage with the faculty member teaching the course, classmates, and the course material

The following are requirements of the university's attendance policy:

- Students must provide a satisfactory reason for being absent from class, to the course instructor, in advance of missing a class.
- Students must observe protocols for online course attendance (e.g., having camera turned on).
- Students must arrive on time for class and must not depart early from the class. Persistent late arrival at, or early departure from, class meetings may result in being counted as absent from class.

If students fail to attend 20% of the scheduled classes for the semester the following will be the consequence:

- Students will receive a notice that they have been withdrawn from the course, receiving a grade of either W or F (or U).
- W if the 20% absence is reached prior to the deadline for withdrawing from a course with a grade of W.
- F (or U) if the 20% absence is reached after the deadline for withdrawing from a course with a grade of W.

### **Accommodations for Students of Determination**

Students of determination may find they require additional support, services, or considerations. AURAK will endeavor to support students of determination of those with special needs where

resources are available. Accommodations will be provided, for students with verified needs, allowing equal access to educational facilities, programs, services, and activities at AURAK. Accommodations are never applied retroactively – only students who have previously requested and have been approved for supporting accommodations can have them apply to a given academic semester/course. Students needing support must make the request from the Office of Support Services located in Building D.

## **Other Relevant Policies**

### **A. Academic Integrity**

#### The Honor Code

The American University of Ras Al Khaimah strongly supports the concept of academic integrity and expects students and all other members of the AURAK community to be honest in all academic endeavors. The AURAK Honor Code can be found in the AURAK Student Handbook.

The role of the Honor Code and associated Academic Integrity Policy is to protect the academic integrity of the university, encourage consistent ethical behavior among students, and foster a climate of honorable academic achievement. The Honor Code is an integral part of university life and students are responsible, therefore, for understanding and abiding by the code's provisions. While a student's commitment to honesty and personal integrity is assumed and expected, this Code and associated policy and procedures provides clarity of expectations.

#### Expectations

Cheating, plagiarism, and all other forms of academic fraud are unacceptable; they are serious violations of university policy. AURAK expects all students to be familiar with university policies on academic integrity. The university will not accept a claim of ignorance – either of the policy itself or of what constitutes academic fraud – as a valid defense against such a charge.

#### Violations of Academic Integrity

Violations of academic integrity constitute academic fraud. Academic fraud consists of any actions that serves to undermine the integrity of the academic process or that gives the student an unfair advantage, including:

- Inspecting, duplicating or distributing test materials without authorization.
- Cheating, attempting to cheat, or assisting others to cheat – relevant here is the prohibition on being in possession of a mobile telephone or similar electronic device during a test or examination. In case such devices are found with a student, the student will be deemed to have attempted to cheat and will be subject to disciplinary action under the Student Academic Integrity Policy.
- Altering work after it has been submitted for a grade.
- Plagiarizing.
- Using or attempting to use anything that constitutes unauthorized assistance. **PLEASE NOTE:** Faculty members may prohibit the use of generative AI, including though not limited to, generative AI such as Open AI ChatGPT and Canva, in completing assignments. When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.
- Fabricating, falsifying, distorting, or inventing any information, documentation, or citation.

### Plagiarism

One of the most common violations of academic integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and thus will bring the same penalties.

Plagiarism – submitting the work of others as one’s own - is a serious offense. This includes submitting work obtained from AI writers such as Open AI Chat GPT, as well as other forms of generative AI. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized – must be given credit through specific citations. When a student paraphrases a work, it is still necessary to cite the original source, even when the information has been provided by generative AI writers and/or sources. Merely rearranging a sentence or changing a few words is not sufficient. The citation style should be appropriate for the discipline and should clearly indicate the beginning and ending of the referenced material. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper, as appropriate in the discipline. **PLEASE NOTE:** Faculty members may prohibit the use of generative AI in completing assignments. When such prohibitions have been communicated by the faculty member, incorporating information from such sources into your assignment submission will be treated as a serious violation of academic integrity expectations.

While plagiarism detection software can assist identifying plagiarism, there is no “percentage of matching content” threshold for determining that content in a written assignment has been plagiarized. Indeed, the presentation of a single striking phrase originally written by another without attribution to the original source can constitute plagiarism, even though the percentage of matching content found by plagiarism-checking software might be very small.

### Faculty and Student Expectations

- Every student, faculty member, and administrator is responsible for upholding the highest standards of academic integrity. Every member of the AURAK community shall honor the spirit of this policy by refusing to tolerate academic fraud.
- It is the responsibility of the instructor to provide students with additional guidelines for what constitutes “authorized” and “unauthorized” assistance.
- It is the responsibility of every student to see clarification if in doubt about what constitutes “authorized” and “unauthorized” assistance. In cases involving collaborative work, all students within the collaborative group may be help responsible for violating the code if any member of the group receives, accepts, or utilizes "unauthorized" assistance.
- Students are required to obtain permission prior to submitting work, any part of which was previously or will be submitted in another course. The instructor has the option of accepting, rejecting, or requiring modification of the content of previously or simultaneously submitted work.

A student who suspects that a violation of academic integrity has occurred should report the violation to the dean or to the Office of the Provost. In this report, the student should describe any action taken, such as talking with the person involved or with a faculty or staff member. Every effort will be made to preserve the anonymity of the student reporting the incident;

Possible penalties for academic fraud include: Formal warning, Reduction in grade for the assignment, Reduction in the grade for the course, A failing grade for the assignment, A failing grade (F) in the course, and/or Dismissal or Expulsion from the University.

Please refer to the relevant section in the *Student Handbook* and ensure a clear understanding of the provisions of the University Honor Code and the Student Academic Integrity Policy.

## **B. Concerns about grades or other course matters.**

Students are responsible for their learning experiences. If you are concerned about a class matter, first discuss it with the instructor. If the matter is not resolved, the next step is to meet with the Chair of the department in which the course is taught. If you still have a concern, meet with the Dean of the school in which the course is taught. The matter is likely to be resolved before it reaches that point, but if it is not, then visit the Associate Provost for Academic Affairs. Students who decide to “jump to the top” will be referred “back” to the appropriate next step.

## **C. Assignments**

University policy is that assignments are due on the date indicated when the assignment is made. Instructors may refuse to accept late assignments or lower the grade that would be otherwise given.

## **D. Mobile Phones**

All mobile phones and other communication devices should be turned off before entering the classroom. Students may NOT have mobile telephone or other electronic devices in their possession while completing examinations. Any violation will be deemed as having attempted to cheat.

## **E. Diversity and the Use of English**

English is the common language of the AURAK campus for everyone. It is the only language to be used in the classroom. AURAK brings together students and faculty from diverse cultural and linguistic backgrounds, which is one of the strengths of the university. This diversity provides an opportunity to share our different experiences and enlarge our understanding of the world.

## APPENDIX

### Program Learning Outcomes (PLOs) : BS In Business Administration

<b>Program Learning Outcomes</b> At the completion of the program, students should be able to:	
PLO 1	1: Critically expand on the basic principles of economics, accounting, finance, management, information systems, marketing and operations in the context of a global economy.
PLO 2	2: Apply concepts and theories of ethics and social responsibility to practical business dilemmas, recognizing the implications of management decisions for the interests of key internal and external stakeholders.
PLO 3	3: Demonstrate competency in presentation and writing skills using the latest business communication tools.
PLO 4	4: Effectively work in teams and take the lead in team initiatives.
PLO 5	5: Engage in critical self-analysis and professional reflection about potential roles in a business context.
PLO 6	6: Evaluate business situations and critique managerial decisions, using financial statements, statistical tools, and other appropriate methods to organize, analyze and present data.
PLO 7	HMLO 1: Assess sustainable paths to develop the human resource within an organization.
PLO 8	HMLO 2: Evaluate, aggregate, and synthesize knowledge relating to people management functions from diverse sources for the benefit of the organization.
PLO 9	HMLO 3: Formulate and craft viable solutions to people management problems at both higher-strategic and operational levels.

### Mapping Course to Program Learning Outcomes : BS In Business Administration

<b>The learning outcomes of this course contribute to meeting one or more of the program learning outcomes as shown below, with the contribution designated as “high”, “medium”, or “low”:</b>									
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
<b>CLO 1</b>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>low</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>medium</i>
<b>CLO 2</b>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>medium</i>
<b>CLO 3</b>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>medium</i>
<b>CLO 4</b>	<i>medium</i>	<i>medium</i>	<i>medium</i>	<i>high</i>	<i>high</i>	<i>medium</i>	<i>high</i>	<i>medium</i>	<i>medium</i>

<b>CLO 5</b>	<i>high</i>	<i>high</i>	<i>high</i>	<i>high</i>	<i>high</i>	<i>high</i>	<i>high</i>	<i>medium</i>	<i>high</i>
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