Unit Outline*

HRMT8501
Managing Workplace Diversity

Semester 1, 2011
Crawley

Dr Jacquie Hutchinson

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
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UNIT DESCRIPTION

Introduction

Welcome to HRMT8501 Managing Workplace Diversity.

We hope that you will enjoy the unit and find it challenging and useful. The unit has been developed with the support and assistance of business, government and the UWA Equity unit.

Managing Workplace Diversity takes a multidisciplinary approach to the organisational and leadership challenges encountered by individuals, groups, managers and organisations as they strive to successfully compete for talented workers in an increasingly diverse labour market. The unit uses an interactive learning approach that will focus on problem solving and enable you to practically apply theory to develop positive workplace diversity practices. Thus, to facilitate our learning, we will use organisation-based research, case studies, guest speakers and panels and the experience and knowledge of the group.

Key questions for us to consider in this unit are:
- How important is the achievement of workplace diversity?
- How do we make sense of the wide range, and sometimes conflicting, workplace diversity theories and practices?
- How do these theories and practices impact on the diversity outcomes for individuals and organisations?
- How do we know what works?

In answering these questions we will be challenged by other points of view and different ways of seeing a problem. While the content of the unit is challenging both academically and personally, the discussions and activities are also aimed at creating a lively and safe environment for understanding and tackling difficult issues.

I look forward to working together.

Dr Jacquie Hutchinson
Unit Coordinator

Unit content

As Australia strives to simultaneously compete in a globalised social economy and provide a safe and secure life for all its citizens, it is critical that business effectively attracts and utilises the full range of the available and potential labour force.

The content for this unit is focussed on concepts and theoretical constructs that enhance understanding of difference and diversity and the development of individual, team and organisational knowledge and skills, essential to manage an increasingly diverse workforce, in ways that are equitable and organisationally sustainable. The unit highlights those social groups recognised as most likely to affect by homogeneous and normative assumptions of traditional employment systems and organisational culture. These diversity groups are defined by many factors including: race, gender, disability and culture, as well as other factors such as age, sexual orientation and family obligations.

Students will be introduced to practical approaches and strategies required to more effectively deal with prejudice, stereotyping, discrimination, inter-group conflict, cultural clash, structural integration and organisational change. In this way the unit relates the management of diversity to changes in work organisation, human resource management and industrial relations, as these involve issues of power and politics, legislative requirements and obligations, labour market patterns, organisational power and politics, equal employment opportunities, the application of merit, and organisational culture.
The goal of the unit

This unit is aimed to develop the knowledge and skills of the post-graduate student who is specialising in human resource management and employee relations studies, general management, as well as the business professional seeking an understanding of the complex issues involved in managing workplace diversity. Students will explore personal assumptions, values and world-views and learn from the stories of others, as well as become familiar with theories and frameworks for understanding culture, gender, age and disability and other differences in human experience and implications for organisational practice.

Learning outcomes

On the completion of this unit, students will be able to:

• Demonstrate theoretical understanding of the literature in relation to managing diversity
• Understand and evaluate the business, policy and social contexts of workplace diversity
• Understand how diversity impacts on business practices and strategic human resources and employee relations
• Identify, develop and communicate appropriate management interventions, actions and strategies in order to bring about effective change.

Educational principles and graduate attributes

Students are encouraged to reflect on their own assumptions and world views, and to integrate theory with their real-world experience in order to recognise and understand the practical issues that arise with a diverse workforce, and to develop and apply appropriate organisational responses. While delivered within an Australian framework with a focus on the Australian social and employment context, international research, and the diverse multi-national experience of students are welcome contributions to the discussions.

In this unit, you will be provided with the opportunity to

• Demonstrate theoretical understanding of the literature in relation to managing diversity
• Critically analyse a workforce problem and develop practical solutions
• Develop more effective verbal communication skills through:
  • oral presentations to group on research findings,
  • preparation of discussion questions for guest speakers from a variety of cultural and political groups
  • working with a diverse group of peers.
• Develop competencies to work more effectively in diverse teams through the presentation of a group project
• Apply independent learning skills through the completion of the prescribed activities
• Develop ethical and cultural awareness in an organisational context through completion of various case studies
• Learn more about how to engage with people and groups that are different from the social majority
• Develop a range of organisational strategies to take full advantage of the broad range of talents available in the diverse labour market.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
Managing Workplace Diversity is designed to provide you with opportunities to explore the issue of workplace diversity from a number of theoretical perspectives, including social justice, economic demand and globalisation, and their impact on government policy and organisational and industry practice. This exploration will occur through the set of readings, classroom discussions and activities, guest speakers and media review. The intensive delivery mode of the unit, with only six workshop/lectures, means that it is essential for you to:

- read the required texts before coming to class
- attend all workshops
- participate in group discussions and projects
- listen and respect all comments from others during class.
- complete all assignments on time

Teaching and learning evaluation
You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance
Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.

Given the intensive delivery of this unit, attendance is a particularly important aspect of assessment.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td>Name: Dr Jacquie Hutchinson</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:Jacquie.hutchinson@uwa.edu.au">Jacquie.hutchinson@uwa.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Phone: 08 6488 1434</td>
<td></td>
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<tr>
<td>Consultation hours: By appointment</td>
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<tr>
<td>Lecture times:</td>
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<tr>
<td>Sat 26 Feb 9.00am – 1.00pm</td>
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<td>Fri 11 Mar 9.00am – 4.00pm</td>
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<td>Sat 12 Mar 9.00am – 4.00pm</td>
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<td>Sat 26 Mar 9.00am – 4.00pm</td>
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<td>Fri 8 Apr 9.00am – 4.00pm</td>
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<tr>
<td>Sat 9 Apr 9.00am – 1.00pm</td>
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<tr>
<td>Lecture venue:</td>
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<td>Fridays – BUSN: 142</td>
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<td>Saturdays – BUSN: 101</td>
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TEXTBOOK(S) AND RESOURCES

Unit website

http://www.webct.uwa.edu.au

A set of unit readings is available for purchase at the University bookshop. These readings include academic texts, multi-media-media articles, and organisational policies. However, they represent only a starting point for your learning. As students identify research issues and topics, they will be expected to draw on a wider body of literature.

Additional articles will be distributed during the course of the unit. These articles include conceptual pieces, empirical research papers and practitioner articles.

Where possible these readings will also be available through the library’s course materials on-line (CMO) and on WebCT. Additional texts that become relevant through the course of the unit will also be added to CMO only if needed to extend the learning in some areas of the course. To access the readings on-line go to the library’s web site at http://www.library.uwa.edu.au/. You will have to login to course materials on-line to access materials for your units. A link to the unit CMO will also be available on the unit web site.

It is essential that you are familiar with the readings before you come to class. The sessions are very interactively and presume that you have read the material listed. The quality of your learning and participation will be determined by the amount of effort you have put into your preparation.
Additional reading

In addition, you will be expected to supplement these materials with literature relating to your assignment topic. You may also find the literature below useful to your learning.

Relevant journals

- Asia Pacific Journal of Human Resources
- Gender, Work & Organisations
- International Journal of Diversity in Organisations, Communities and Nations
- Journal of Industrial Relation
- Disability & Society
- HR Monthly
- Journal of Human Relations

UNIT SCHEDULE

Workshop 1

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<tr>
<th>DATE</th>
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<th>READINGS</th>
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<tbody>
<tr>
<td>9am – 1pm</td>
<td>• Theories and concepts</td>
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<td></td>
<td>• Drivers and motivators</td>
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Workshop 2

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<th>FOCUS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>9am – 4pm</td>
<td>• Legal</td>
<td></td>
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<tr>
<td></td>
<td>• Business</td>
<td></td>
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<td></td>
<td>• Social</td>
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### Workshop 3

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<tr>
<th>DATE</th>
<th>FOCUS</th>
<th>READINGS</th>
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| Saturday 12 March 9am – 4pm | Issues & Barriers to Progress  
• Race & culture  
• Gender  
• Age  
• Work/life  
• Disability | Why is it so hard to effectively manage diversity?  
What are the major barriers?  
Wilson-Kovacs, D., Ryan, M.K., Haslam, A. & Rabinovich, A. (2008), 'Just because you can get a wheelchair in the building doesn't necessarily mean that you can still participate': barriers to career advancement of disabled professionals'. Disability & Society, 23 (7), 705-717. |

### Workshop 4

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<tr>
<th>DATE</th>
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<th>READINGS</th>
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</table>
| Saturday 26 March 9am – 4pm | Achieving Progress  
UWA Business School (2007) Review Of School’s Participation In The Supported Teams Scheme As A Viable Medium To Long Term Option. |
Workshop 5

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<tr>
<th>DATE</th>
<th>FOCUS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Friday 8 April</td>
<td>'Influencing Change'</td>
<td></td>
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<tr>
<td>9am – 4pm</td>
<td>presentations</td>
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Workshop 6

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<th>DATE</th>
<th>FOCUS</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>Saturday 9 April</td>
<td>Test</td>
<td></td>
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<tr>
<td>9am – 1pm</td>
<td>Work on project</td>
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<td>Review of the Unit</td>
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**ASSESSMENT MECHANISM**

**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

In this unit, the assessment is designed to provide you with opportunities to demonstrate theoretical understanding of the relevant literature and how these theoretical perspectives underpin different practical approaches to managing workplace diversity. A key element of the assessment is to allow you to develop a broad understanding of diversity and a deeper understanding of a particular diversity employment issue. One element of the assessment is a group presentation. The inclusion of team work is twofold in purpose. First, a key aspect of successful workplace diversity management is developing and maintaining effective teams. Second, much of the work you will encounter in your professional life is produced by teams.

**Assessment mechanism summary**

The majority of the assessment for this unit is a project that provides you with an opportunity to investigate a particular workplace diversity issue. Through research into the theories, concepts and current best practice of a topic, you will develop further knowledge and expertise within the area of interest. Some examples of topics might be: Indigenous employment; a gender topic such as pay equity, women in non-traditional employment; work/life; work and family; disability employment; sexuality, youth employment; mature age workers; etc. The set readings for this unit will provide a starting point for your research.

More detailed information about each assignment will be distributed and discussed at the first workshop Saturday 26 February 2011.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Assignment 1 Essay</td>
<td>30%</td>
<td>Monday 21 March</td>
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<tr>
<td>Assignment 2 'Influencing Change' Group Presentation</td>
<td>15%</td>
<td>Friday 8 April</td>
</tr>
<tr>
<td>Mini Test</td>
<td>15%</td>
<td>Saturday 9 April</td>
</tr>
<tr>
<td>Assignment 3 Case study report</td>
<td>30%</td>
<td>Monday 18 April</td>
</tr>
<tr>
<td>Class attendance and participation</td>
<td>10%</td>
<td>Continuous</td>
</tr>
</tbody>
</table>
Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

Assessment components

Assignment 1: Essay – 30%
Due Date: Monday 21 March
Word Limit – 2500 words (excluding list of references/bibliography)

This essay gives you the opportunity to develop a critical understanding of a particular topic of diversity management covered in the unit. This assessment task will require you undertake detailed research into issue of interest to you so that you develop a complex understanding of the issue. This essay must include sufficient academic research and references to ensure a detailed understanding of the chosen issue. This is an individual student project.

Guidelines for the Assignment
Choose an issue from the ones broadly covered in this course. This could concern, for example, gender issues, age discrimination, diversity legislation and policies in one country, the working of cross-cultural teams or many other issues. Please discuss this with the Course Coordinator who will ensure that it is an appropriate issue for academic research and therefore approve the topic.

The essay needs to be typed and should:
• Define the topic, issue or area to be studied
• Establish the significance of the issue: why is it a problem and for whom?
• Include a literature review that:
  • Draws on a number of sources including academic research literature; government and organisational reports and policies; and where appropriate secondary sources such as more popular media such as newspaper and magazine reports
  • Critically evaluates the literature in terms of conflicts, similarities and differences in perspectives on the issues and come to some conclusions about what the implications are for your project.
• Highlight what are the barriers to resolving the problem
• Provide an overview of the ‘best practice’ trends for managing the issue.
• Contain a detailed list of references. This list will be made available to other students.

A word count of the project must be included (allowing the usual + or -10% words) not including the Reference List or attachments. The report should be 1½ or double-spaced. Harvard style referencing must be used (see the course website for referencing guidelines). Marks will be deducted for incorrect referencing. Websites are not to be included as scholarly references. Your Reference List does not need to include the details of the database as full reference to the article, including first and last page numbers, is sufficient. More information about this assignment will be provided in class.
Assignment 2: ‘Influencing Change’ Group Presentation: 15%
Due Date: Friday 8 April

This assignment task requires you to prepare in groups of 4-6, a presentation for an audience of managers from across different industries and government departments. The presentation will focus on ONE diversity issue that was analysed in the individual essay. The aim of the presentation is to provide the audience with an overview of the chosen diversity employment issue, why it’s important, what needs to be done. Your presentation will be assessed on the extent to which it presents key issues and engages the audience’s attention. It will therefore draw on the combined research of the individual essays but will, in addition, focus on the relevance of this issue to organisations and/or society and how particular strategies may be used in organisations. This activity requires you not only to understand the research but to also think about how it can be presented in a way that can capture an audience’s attention. Thus, your group needs to consider how best to present your message.

Presentations can take a variety of forms including audience interaction, a lecture, role play, a video or a mixture of many styles and the use of PowerPoint, overhead projector, video, and/or other audio-visual aids, as appropriate, are encouraged. Marks will be given according to a criteria sheet that will be provided during the unit. Each member of the group will receive the same mark as the other members, unless an issue of concern about shared contributions has been raised in writing with the Unit Coordinator prior to the presentation. More information about this assignment will be provided in class.

Assignment 3: Case Study Report: 30%
Due Date: Monday 18 April
Word Limit – 2000 (excluding references)

This assignment task requires you to prepare a case study report for a CEO and/or management team about the effectiveness of their organisation’s approach to the diversity issue that you have explored in your essay. Building on this earlier research, this project requires you make a critical assessment about the effectiveness and progress of the approach and strategy(s) or program(s). Your chosen organisation needs to be one about which you can access some organisational details including policies, strategies and workforce data including demographics, turnover, etc. This could be an organisation in which you are working or have worked. Before you proceed with this case study you will need to have prepared a short proposal that is approved by the Unit Coordinator that your chosen organisation and strategy is appropriate for the case study.

For example: you might choose a mentoring program for Indigenous graduates as the focus for your case study or a flexible working roster for people with families.

This report must reflect literature used to develop your understanding of the issues e.g. academic texts, articles and reports. However, remember this is a report to a CEO so you need to write it in such a way that is accessible while maintaining intellectual rigour in both the development of an argument and a sound analysis of the issues.

The Case Study Report needs to include:
• What is the issue and what is the strategy that you are examining
• Research methodology
• Analyse the current workplace profile and organisational strategy and goals.
• Within your analysis, identify the diversity issue that is the focus of the case study.
• Analyse organisational level diversity strategies being implemented to address the issue.
• What aspect of the ‘problem’ is being targeted by the strategy?
• Drawing on your knowledge and understanding of the issue from your essay how effective is the strategy.
• How is progress being measured?
• What is your assessment? What would be your recommendation to the company?

More information about this assignment will be provided in class. This Case Study Report is an individual student assignment.
Mini Test: 15%
Saturday 9 April

This 1 hour test will review key concepts covered in the unit

Attendance and Participation: 10%
Given the intensive nature of the delivery of this unit, attendance at all workshops is essential. In addition, participation will be assessed on the ways in which students interact with others, contribute to the discussion, listen to alternative points of view, encourage others to participate and engage with our guests. An indicative guide to this assessment is provided below:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Score</th>
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<tr>
<td>@ less than 5 workshops</td>
<td>0</td>
</tr>
<tr>
<td>Regular attendance</td>
<td>4</td>
</tr>
<tr>
<td>Productive contributions plus regular attendance</td>
<td>5-6</td>
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<tr>
<td>Insightful, analytical contributions plus regular attendance</td>
<td>7-8</td>
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<tr>
<td>Outstanding contributions plus regular attendance</td>
<td>8+</td>
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Submission of assignments
An electronic submission is required by the due date. Submit your assignment in an electronic format by going to the Uniprint website www.uniprint.uwa.edu.au, then click on “Student Assignments” and follow the instructions.

You will also be required to submit a copy of your assignment on WebCT.

If you have been granted additional time to complete an assignment or have missed the deadline for submission, you can submit your assignment in hard copy to the Post-graduate Centre. Please remember to attach an Assignment Cover sheet to the front of your assignment. You can download the relevant Assignment Cover sheet from the Business School Current Students web page http://www.business.uwa.edu.au/students/assessments

Student Guild
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: http://www.guild.uwa.edu.au

Charter of Student Rights and Responsibilities

Appeals against academic assessment
The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).