Unit Outline*

IREL2208
Managing Diversity

Semester 2, 2011
Crawley Campus

Unit Coordinator – Assistant Professor 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
UNIT DESCRIPTION

Introduction

Welcome to Managing Diversity.

We hope that you will enjoy the unit and find it useful, interesting, and fun.
If you don’t already know what people mean by ‘interactive learning’, we hope you will be well versed in that activity by the time you have completed this unit. We have structured the unit for the purpose of group interaction and we rely on you to make the most of your discussions with each other, with the lecturer, guest speakers and tutors. Our hope is that you will feel free to ask yourself and others some difficult questions - about difference, diversity, prejudice and discrimination. Along the way we intend to create a sense of inquiry and collegiality that will also give you some ideas on how to ‘manage’, and appreciate, the diversity you find around you - at work, in a restaurant or library, on the sports field, bus or plane.

We hope you will ask questions such as: “Why is the boss’s secretary always a woman?”; “Where are the Aboriginal CEOs?”; “What makes mining a ‘man’s game?”; “Why do most Australian-born managers speak only English?” “Why do some workplaces have staff who all look and act the same?”

As you go about framing your questions you will also be required to formulate your own workplace ‘problem’; to discuss in spoken and written form what makes it a problem and who sees it as such. In the workshops and in your project groups you will formulate a strategic plan for dealing with your chosen “problem”. You will find more about what to expect in this unit, and what we expect of you, set out below.

Please contact me if you have any queries, comments, complaints or recommendations regarding the unit. We can be contacted in person, by phone or email.

Dr Jacquie Hutchinson
Unit Coordinator

Unit content

This unit orientates students towards current developments in organisational practice on workplace diversity issues and relates them to sociological and feminist theories of work and organisations. Through Australian and international resources the unit evaluates the policies and theoretical frameworks informing strategies on gender, ethnicity, disability, sexual orientation, age and family responsibilities. Students design and execute a group research project involving managers and experts in the field, from which they gain practical and analytical skills in equity and workforce issues.

Learning outcomes

On completion of this unit you will be able to:

• Understand current developments in the management of workplace diversity.
• Relate diversity issues to sociological and feminist theories of work and organisations.
• Identify and analyse the effectiveness of management strategies that promote workplace diversity in areas including gender, ethnicity, disability, sexual orientation, age and family responsibilities.
• Develop experience and capability in qualitative research design and methodology.
• Design and implement a practical team-based research project to investigate the management of workplace diversity in an actual organisation.
• Enhance your communication and reporting skills through the presentation of research findings in a number of ways including essays, posters and orally.
Educational principles

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

- Critically analyse a workforce problem and develop practical solutions
- Develop more effective verbal communication skills through:
  - Presenting an oral presentation
  - Preparing a research based poster
  - Writing a research proposal and a research report
- Develop competencies to work more effectively in diverse teams through the preparation of a group project
- Develop ethical and cultural awareness in an organisational context through completion of various case studies

Graduate Attributes

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Understand the concepts of workplace diversity as they apply to individuals, organizations and governments
- Apply a variety of research methodologies to develop personal and organisational knowledge.
- Apply a multi-disciplined approach to developing a diverse workforce
- Work with a variety of different people within the unit, your project group and your project organization.

TEACHING AND LEARNING RESPONSIBILITIES

The lecture-workshop format combines the traditional lecture presentation with interactive case studies, films, discussions and group activities. Where possible, guest speakers with specialist knowledge or experience in the issues being explored will be invited to participate. You will be expected to do preparatory work for each week in the form of reading, and to prepare responses to questions posed in your Unit Reader for the discussion of case studies.

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. For example, the time structure of the lecture was changed from 2 x 45 minutes sessions to a 90 minute slot after students suggested that the extended time period was more conducive to an interactive delivery.

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.'
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><strong>Name:</strong></td>
<td>Assistant Professor Jacquie Hutchinson</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Jacquie.Hutchinson@uwa.edu.au">Jacquie.Hutchinson@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 1434</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>By appointment</td>
</tr>
<tr>
<td><strong>Lecture times:</strong></td>
<td>Monday 11:00-12:45</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
<td>BUSN 201</td>
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<table>
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<tr>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Jane Baxter</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:jane.baxter@uwa.edu.au">jane.baxter@uwa.edu.au</a></td>
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<tr>
<td><strong>Consultation hours</strong></td>
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<tr>
<td><strong>Tutorial times:</strong></td>
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</tr>
<tr>
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<tr>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Michael Custance</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:michael.custance@uwa.edu.au">michael.custance@uwa.edu.au</a></td>
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<tr>
<td><strong>Consultation hours</strong></td>
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<td><strong>Tutorial times:</strong></td>
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<tr>
<td><strong>Tutorial venue:</strong></td>
<td>Business: 2.62</td>
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TEXTBOOK(S) AND RESOURCES

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

Recommended/required text(s)

There is no prescribed textbook. Students are advised to purchase the Book of Readings from the University Co-operative Bookshop.

Additional readings

Throughout the unit, other readings and resources will be suggested for each topic. As part of the research proposal students will be expected to undertake a literature review.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topic</th>
<th>Key issues</th>
<th>Required Readings</th>
<th>Tutorial</th>
</tr>
</thead>
</table>
| 1 1/08/11 | **Introduction to the unit & Workplace Diversity in the 21st Century** | • Key issues covered in the unit  
• Teaching & learning responsibilities  
• Assessment  
• What is ‘managing diversity’?  
| 2 8/08/11 | **Social, Economic and Political Frameworks for Managing Diversity** | • Different paradigms for understanding and approaching diversity  
| 3 15/08/11 | **Qualitative Research** | • Study of work  
• Qualitative methodologies  
• Framing your project | I-Tech, 2006. *Qualitative Interviews Guidelines*.  
May, T. 1993 ‘Interviewing, Methods and Process’ *Social Research, Issues, Methods and Process*, Buckingham: Open University Press, 104-110. | Set up and begin organising research team. Have some ideas about what sort of research project you would like to undertake. We will discuss in greater detail the preparation of your group research proposal, due in Week 6. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Topic</th>
<th>Readings</th>
<th>Tutorials</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>22/08/11</td>
<td><strong>Stereotypes, Prejudice and How they Produce Unequal Outcomes at Work</strong>&lt;br&gt;• Why are their different employment outcomes for different groups in society?&lt;br&gt;• What role does the family and media play in developing attitudes that affect different groups’ career outcomes?&lt;br&gt;• What are the mechanisms that produce inequality in the workplace?</td>
<td>Acker, J. 2006 Inequality regimes: gender, class and race in organizations, <em>Gender and Society</em>, 20 (4), 441-46.&lt;br&gt;Coltrane, S. &amp; Adams, M. 1997, ‘Work–Family Imagery and Gender Stereotypes: Television and the Reproduction of difference’, Journal of Vocational Behavior 50, 323–347. &lt;br&gt;Media-awareness, 2009. Stereotyping in the Media</td>
<td>We will consider stereotypes of different groups and their impact on people’s employment opportunities and outcomes. Working on research proposal</td>
</tr>
<tr>
<td>5</td>
<td>27/08/11</td>
<td><strong>No Place For A Woman: Gendered Concepts Of Work</strong>&lt;br&gt;• Gender segregation of the labour market.&lt;br&gt;• Watch: Still too Little Women in European Science <a href="http://www.blinkx.com/watch-video/still-too-little-women-work-in-european-research/ERxPbwmX0K6jv57NM2NEw">http://www.blinkx.com/watch-video/still-too-little-women-work-in-european-research/ERxPbwmX0K6jv57NM2NEw</a></td>
<td>NATSEM. 2009. <em>She Works Hard for the Money: Australian Women and the Gender Divide</em>, AMP.</td>
<td>How do issues of power and inequality in organisations shape the working lives of men and women? What issues might a research project that took work and family issues as its subject address? How might it relate to gender? Discrimination in the workplace?</td>
</tr>
<tr>
<td>6</td>
<td>5/09/11</td>
<td><strong>Work Time &amp; Private Time</strong>&lt;br&gt;• Time spent at work is an increasingly important issue for Australian organisations and workers.&lt;br&gt;• How does ‘time’ impact on different people’s experience of work? On families?&lt;br&gt;• How does time interact with gendered stereotypes?</td>
<td>Strachan, G., Burgess, J. &amp; Henderson, L. 2009, Work and family policies and practices: Balance, collision or compromise? in <em>Managing Diversity in Australia</em>, eds G. Strachan, E. French, J. Burgess &amp; L. Henderson, McGraw-Hill, Sydney.</td>
<td>Calculate how much time you spend doing different things over 1 week: work, study, family, friends, sleep, etc. How much time do members of your family get together? What does this say about your life? What would you like more time for?</td>
</tr>
<tr>
<td>Week</td>
<td>Lecture</td>
<td>Topic</td>
<td>Readings</td>
<td>Tutorials</td>
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| 8    | Race, Culture & Ethnicity | • How race and culture contribute to diversity?  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture topic</th>
<th>Key issues</th>
<th>Required Readings</th>
<th>Tutorial</th>
</tr>
</thead>
</table>
| 9 3/10/11 | 'employABILITY' | • Disability is the most challenging of the diversity issues: Why?  
• Categories  
• Attitudes  
• Paradigms | Graffan, J., Smith, K., Shinkfield, A and Polzin, U. 2002, Employer benefits and costs of employing a person with a disability. *Journal of Vocational Rehabilitation*, 17, 251–263. | What do you consider the most powerful strategies are breaking down workers' attitudes to colleagues with disabilities?  
Case study discussion |
| 10 10/11 | ‘Will you still need me...when I'm 64?’ | • Why do Australian governments, businesses and citizens have to rethink traditional ideas about work and age?  
• What are the problems that younger people (15-25) and mature age workers (45+) face when trying to enter the workforce or return after a break? | ACREW (2008) Managing a Diverse Workforce: Attraction and Retention of Older Workers, ACREW 2008. *Managing a Diverse Workforce: Attraction and Retention of Older Workers*, Monash University, Melbourne.  
McDonald, P, & Dear, K 2005, 'Who is upholding the rights of young workers?', *Youth Studies Australia*, 24, 3, pp. 10-16. | What do you see are the issues with intergenerational teams?  
What have been your experiences? |
| 11/12 17/10/11 & 24/10/11 | Implementing Change | How successful are organisations in managing the change required for effective workplace diversity?  
What are the things that they need to manage?  
Preparation for poster presentation |
| 13 31/10/11 | Poster Presentation | | Exam Preparation |
ASSESSMENT MECHANISM

Assessment mechanism summary

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 then gives 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, we focus on the policy development process in the areas of employment which in practice is an exercise that demands the ability to consider a range of perspectives and to work collaboratively. Thus, working in a team/group reflects the workplace processes, as does interacting with a range of different stakeholders.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercises/activities</td>
<td>10%</td>
<td>Continuous (assessment guide will be distributed and discussed in class)</td>
</tr>
<tr>
<td>Group Research Proposal</td>
<td>10%</td>
<td>12 pm (midday) Monday 5 September (Week 6)</td>
</tr>
<tr>
<td>Individual Research Report</td>
<td>20%</td>
<td>12 pm (midday) Monday 17 October (Week 11)</td>
</tr>
<tr>
<td>Group Poster Presentation</td>
<td>10%</td>
<td>Monday 31 October (Week 13)</td>
</tr>
<tr>
<td>Final exam</td>
<td>50%</td>
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</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: The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit.

Note 3: 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.

Prizes

The Office of Multicultural Interests is sponsoring a $400 prize, which will be awarded for the best Group Research Project. Groups will be judged on their research proposal (10%) and their Poster Presentation (10%). The prize is awarded at the annual Faculty Awards Ceremony.

The Office of Women's Interests is sponsoring a $500 prize which will be awarded for the best Individual Research Report on a topic related to gender.
Assessment Components

Research Project

The major assessment for this unit is a research project that has three components:

1. Group research proposal
2. Individual research report
3. Group poster presentation of research results

This project requires original research by you on an aspect of diversity (e.g. disabilities, age discrimination, work and family policies, race/gender in the workplace etc.) that you have chosen with your team for the group project. You are expected to undertake research as a group, but the actual findings of your research will be submitted by each of you individually. For this purpose, you will be asked to form a research team of three - four students, from your tutorial group, who jointly decide which aspect of diversity to investigate. The research team will prepare a joint research proposal and present a poster presentation of your findings, but each of you individually will submit a written research report.

Developing skills in presenting a poster. The purpose of this research project is an investigation of diversity in the workplace. Although you are aware from class discussions that ‘diversity’ encompasses intertwined identities, your group has to choose one primary aspect – ethnicity, gender, age, disability, race, etc - and research it within a specific workplace. Your tutor will help you identify an organisation and identify a contact person, or you may have suggestions of your own that you can confirm with her. It is permissible to interview relatives or friends, so if you have a good contact and your group approves, inform your tutor. For example, you may choose to study an organisation such as Alcoa and decide to investigate their work and family policies (having chosen gender as your primary focus). Alternatively, you may be interested in whether they have specific employment programs for Indigenous people (having chosen race as your primary focus); or whether they encourage people with disabilities to work in their company (having chosen disabilities as your focus).

Once your team has chosen a research topic and site, you will have to negotiate to find an interviewee for each team member at that site. Your contact person can assist you with this. If, for example, you were investigating disabilities in a workplace such as UWA, your contact might be the Disabilities Officer. That person might put you in contact with staff or students with disabilities, who were prepared to discuss how their workplace accommodates them and what would they like to see done to improve access or to enable them to work more effectively. One of you might interview the Disabilities Officer to ask about policy issues and the others might seek to confirm or expand the information obtained in the first interview in their own interviews. Each member of the team is expected to conduct an interview. Your interviews should aim to provide complementary information.

When you have negotiated access to your interviewee, each of you should research background information on the organisation you have chosen, and the diversity aspect, prior to conducting your interview. You will need this information to focus your interview questions and to be alert to issues your interviewee may raise. You may be able to find examples of similar research that will help you formulate your questions. You will have to negotiate with team members as to how you will divide this task. Some information will need to be shared and some may relate to your individual component of the project. The most successful projects will be those where the group members have communicated well and integrated their research so that all members obtain quality information and then combine their results effectively.

More detailed information about the project and each component will be distributed during the semester.
1. **Group Research Report Proposal**

**Due Date:** 12 pm (midday) Monday 5 September 2011 (Week 6). **Assessment:** 10% **Length:** 900 - 1000 words (excluding references)

Your tutor must approve your project proposal before you start work on the project. Do not commence your interview until your tutor has given you feedback on the proposal.

Your proposal should include:
- A research question that indicates which diversity issue your group has chosen to study.
- A brief overview, indicating why this issue is worthy of research (in your opinion) and why you are interested in it. Your preliminary research would have revealed several key texts in your area of research, and you should indicate where your research fits in with research already conducted.
- Which aspects each member of the team will study, some more specific questions for which each of you will seek answers and how the answers to such questions will provide an understanding of the diversity issue which you are studying. How will the answers to your questions help you to understand diversity management as a whole?
- Your research site and who each of you plan to interview.
- How do you plan to collect your data? What is your research plan? How will you be able to draw on each other’s data?
- Your time frame (when will you do what?)

2. **Individual Research Report**

**Due Date:** 12 pm (midday) Monday 17 October 2010 (Week 11). **Assessment:** 20% **Length:** 2,500 - 2500 words (excluding references)

This report is based on the individual research each of you has carried out as a member of your research team. It is, thus, an individual paper and you will be assessed on it individually. Your research is a qualitative study, based primarily on the results of your interview, the data you have obtained from your other team members, your observations of the workplace and the information you have found from other sources. The Report should include the following:

- Aims (what questions did you set yourself to answer?)
- Brief review of relevant literature (articles, books, web sites, videos which helped you formulate your ideas)
- Methodology (i.e. Interviewing – who did you interview; Observation – what did you observe about your chosen organisation? What sources were used and why?) Were there any problems with your method? Any advantages? Reflect on the process of researching as a group and how that has informed your research findings.
- Summary of results
- Analysis
- Conclusion
- Bibliography
- Appendices (if applicable. You may wish to include photographic evidence, diagrams, tables or charts that support your findings)
3. **Group Research Project – Poster Presentation**

**Due Date:** 11.00am – 12.45pm Monday 31 October 2011 (Week 13)  
**Assessment:** 10%  
**Poster size:** A2 (two A3 pages)

The poster is way of using both your group’s research into one diversity issues and the concepts covered in this unit to design and present a poster that could be used in an organisation or public setting to draw attention to some aspect of your project. Your group will need to be able provide an explanation to poster judges how their research and knowledge of a diversity issue and organisational culture change has informed the poster.

There will be time in class for your group to work on the design, but you will need to set aside extra time to meet and work up your summary of material and to allocate the tasks.

All group members are expected to attend the group presentation.

4. **Attendance & Participation**

Attendance and participation at lectures is desirable and **essential** for tutorials. In addition to actual attendance, participation in tutorials will be assessed on the ways in which students interact with others, contribute to the discussion, listen to alternative points of view and encourage others to participate. An indicative guide to this assessment is provided below:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Score</th>
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<tbody>
<tr>
<td>@ less than 6 tutorials</td>
<td>0</td>
</tr>
<tr>
<td>Regular attendance @ more than 6 tutorials</td>
<td>4</td>
</tr>
<tr>
<td>Productive contributions plus regular attendance</td>
<td>5-6</td>
</tr>
<tr>
<td>Insightful, analytical contributions plus regular attendance</td>
<td>7-8</td>
</tr>
<tr>
<td>Outstanding contributions plus regular attendance</td>
<td>8+</td>
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**Submission of assignments**

Submit your group project proposal and your individual research report in an electronic format by going to the Uniprint web site [www.uniprint.uwa.edu.au](http://www.uniprint.uwa.edu.au), then click on “Student Assignments” and follow the instructions.

A penalty system applies for late work. 5% will be deducted for every day a piece of work is late (i.e. if your essay is assessed as being worthy of 65% but was handed in 2 days late, the mark would be reduced to 55%) until such time as the assignments are returned to students, after which outstanding assignments must be submitted to comply with the unit’s requirements but will not be marked.

It is the intention that the marked assignments will be returned within two weeks of submission.
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 ).