School of Organisation and Management

Subject Outline

MGMT 5920
MANAGING EQUITY, DIVERSITY & DISABILITY

Session 2 – 2005
Lecturer-in-charge:
Associate Professor Lucy Taksa

Tutor: Ms Senia Kalfa
Contact Information for Course Staff

<table>
<thead>
<tr>
<th>Staff</th>
<th>Office</th>
<th>Telephone</th>
<th>E-mail</th>
<th>Consultation Times</th>
</tr>
</thead>
</table>
| Associate Professor | 4.088, Rupert Myers South | 9385 7152 | l.taksa@unsw.edu.au     | 1. Tues. 11am -12pm  
2. Tues. 3-4pm  
* Or by appointment |
| Lucy Taksa         |                    |           |                         |                                     |
| Ms Senia Kalfa     | 4.087, Rupert Myers South |          |                         | To be announced                     |

Information about the course

Units of Credit: 6

Class Times

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Location</th>
<th>Seminars</th>
<th>Location</th>
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<tbody>
<tr>
<td>Tues. 5-6.30pm</td>
<td>Goldstein G06</td>
<td>Tues. 6.30 – 8pm</td>
<td>Goldstein G06</td>
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Relationship of this course to other course offerings

This is an elective Course in both the Human Resource Management and the Organisation and Management Studies Disciplinary Specialisations.

The Human Resource Management specialisation provides a strong applied and theoretical grounding in all aspects of people management. It is aimed at students interested in acquiring a working knowledge of all key HRM functions and processes. The Organisation and Management Studies specialisation focuses on the analysis of organisational change and the achievement of designated organisational goals.

Learning and teaching philosophy underpinning this course

The following points have been drawn from the UNSW Guidelines on Learning and Teaching (see further [http://www.guidelinesonlearning.unsw.edu.au/](http://www.guidelinesonlearning.unsw.edu.au/))

- Effective learning is supported when students are actively engaged in the learning process.
- Effective learning is supported by a climate of inquiry where students feel appropriately challenged and activities are linked to research and scholarship.
- Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.
- Structured occasions for reflection allow students to explore their experiences, challenge current beliefs, and develop new practices and understandings.
- Learning is more effective when students’ prior experience and knowledge are recognised and built on.
- Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.
- If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.
The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities.

When students are encouraged to take responsibility for their own learning, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.

Learning cooperatively with peers – rather than in an individualistic or competitive way – may help students to develop interpersonal, professional, and cognitive skills to a higher level.

Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.

**Course Overview**

This course will introduce students to the issues and problems that have been raised by the increasing diversity of the workforce in Australia and elsewhere in the world. It adopts a multi-disciplinary approach to evaluate organisational challenges and opportunities created by the need to attract and retain employees and managers from a diverse range of backgrounds, identities and abilities.

The course relates the management of equity and diversity to varying forms of prejudice in the modern workplace. It examines the nature of sexual harassment, discrimination, legislative intervention and regulation, management strategies, organisational power and politics, labour market segmentation, and the need to balance the demands of work and life.

**OBJECTS**

This subject is designed to help you understand the nature of and problems raised by diversity and its management in organisations. Its object is to enhance your sensitivity to the cultural and social dimensions of organisational life and provide you with a strong foundation for dealing with diversity and managing it.

Lectures, class discussions and assignments aim to develop your understanding, research, oral and written expression, problem solving skills, and ability to discuss issues in a collaborative and interactive manner with others.

**AIMS**

- To introduces students to concepts and theoretical constructs that enhance understanding of various sources of difference and diversity, including gender, ethnicity and disability.
- To conceptually identify the historical, political, economic, social, and cultural factors that have resulted in inequalities in the workplace.
- To introduce students to a range of theoretical approaches from various disciplines, including employee relations, human resource management, organisational behaviour, sociology, and history, which can enhance their ability to analyse factors that affect diversity in modern organisations and evaluate strategies that have been developed to ameliorate these problems.
• To expose students to specific organisational case studies in order to enable them to consider the value of concepts raised in the literature.

**LEARNING OUTCOMES**

**Specific outcomes:**

**On completing this unit you should be able to:**

- explain the conceptual frameworks within which different sources of identity have been constructed
- identify the differences between diversity management and Equal Employment Opportunity and Affirmative Action
- discuss the motivations underlying the adoption of diversity programs
- discuss the challenges and opportunities offered by diversity management
- describe the strengths and weaknesses of the business case for diversity management.

**General outcomes:**

**On completing this unit you will be expected to have developed:**

- a broad understanding of significant issues in people management and a healthy scepticism toward fads in the area
- a good understanding of the different concepts and perspectives that are central to organisational studies and that provide the basis for analysing the interplay between personal and organisational dynamics.
- an ability to critically evaluate debates among scholars and strategies adopted by managers in various organisational settings.
- a capacity for independent research, critical analysis, self-reflection, problem-solving and clearly expressing your ideas verbally and in writing.
Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>26 July</td>
<td>Introduction</td>
</tr>
<tr>
<td>2</td>
<td>2 August</td>
<td>Defining difference and diversity</td>
</tr>
<tr>
<td>3</td>
<td>9 August</td>
<td>Pursuing &amp; Managing Equity</td>
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<tr>
<td>4</td>
<td>16 August</td>
<td>The nature of Diversity Management</td>
</tr>
<tr>
<td>5</td>
<td>23 August</td>
<td>Prejudice in the modern workplace</td>
</tr>
<tr>
<td>6</td>
<td>29 August</td>
<td>Origins of gender inequality</td>
</tr>
<tr>
<td>7</td>
<td>6 September</td>
<td>From Sexuality to Harassment</td>
</tr>
<tr>
<td>8</td>
<td>13 September</td>
<td>The impact of disability</td>
</tr>
<tr>
<td>9</td>
<td>20 September</td>
<td>The impact of gender on management &amp; leadership</td>
</tr>
<tr>
<td>10</td>
<td>4 October</td>
<td>Balancing Work and Life</td>
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<tr>
<td>11</td>
<td>11 October</td>
<td>The impact of migration</td>
</tr>
<tr>
<td>12</td>
<td>17 October</td>
<td>Discrimination and the Law</td>
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<tr>
<td>13</td>
<td>25 October</td>
<td>Approaches to Diversity: benefits and constraints</td>
</tr>
<tr>
<td>14</td>
<td>1 November</td>
<td>Considering Case Studies</td>
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27 September  SEMESTER BREAK - NO CLASSES

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Weekly Literature Review</td>
<td>30%</td>
<td>6 out of 14 weeks as outlined below</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>Week 8 – 13 September</td>
</tr>
<tr>
<td>Diversity Audit Case Study Report</td>
<td>30%</td>
<td>Week 14 - 1 November</td>
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Assessment Summary:

Teaching Strategies

The Lecture: is a crucial element of the learning process in this course. Lectures provide the conceptual foundations for the themes and issues dealt with in seminars.
Key issues are raised in relation to each topic, which are critical for the essay and diversity audit case study.

**The Seminar:** is a forum for the exchange of ideas and opinion on the themes and issues addressed throughout the course as a group and also through small group discussions and exercises. The Tutor will facilitate interactive and collaborative learning.

**The role of self study/group study:** The Lecturer and Tutor will provide materials and guidance for students to work on their assignments individually and as members of groups. Students will be formed into teams for the Diversity Audit Case Study in order to undertake empirical research into a specific organisation. This team work is designed to give students an experience of diversity in action in order to enable them to reflect more deeply on the concepts raised in the course.

Together, the lectures, seminars, assignments and individual and group study outside of the classroom, will assist students in understanding the nature of diversity and the concepts and practical realities that inform various approaches to its management.

The rationale of these teaching strategies is to provide students with a context in which to reflect on the impact of diversity in organisations and an experiential basis for dealing with diversity as students, employees and managers.

**Student requirements and accountabilities**

1. **Attendance:**
Students must attend at least 80% of all lectures (1 x 1.5 hours) and seminars (1 x 1.5 hours) except in cases where a formal dispensation has been requested and granted from the Lecturer-in-Charge, Associate Professor Lucy Taksa. To obtain dispensation students MUST provide documentary evidence to support their request.

2. **Lecture participation:**
Students will be addressed on the key conceptual foundations for the themes and issues raised by the Lecturer-in-charge, guest lecturers and relevant audio-visual materials. Students will also be given opportunities to engage directly with the materials presented during the lectures.

3. **Seminar participation:**
Students will be expected to make an informed and considered contribution to seminar discussions and debates. Effective verbal communication skills are basic tools of trade for professional employment and the seminar experience offers you a useful opportunity to refine these skills in a supportive peer group context.

**REMEMBER:** Informed participation comes from relevant reading.

**Students are expected to read at least two (2) Compulsory readings listed for each seminar.**
Workload Expectations

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.

A Note On Readings for this Course

There is no textbook for this subject.

To encourage a broad understanding of the subjects covered by this course and the debates among scholars, all students will be expected to read two sources for each week’s seminar. Specific sources are listed for each week’s seminar as either Compulsory or Supplementary Recommended Readings. These sources should also be used for essays and reports. To the extent possible under prevailing copyright law copies of these sources will be available in UNSW Library’s Open Reserve, the course WebCT site or from the Lecturer.

There are two highly recommended books for this subject:


[* This book will be available in the University bookshop in week 4. A third edition of this book was published in 2005. Although this has some very useful material, it is not the edition preferred for this course]*

Another useful book is:

Assessment

Formal Requirements

In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• make a satisfactory attempt at all assessment tasks (see below).

**Weekly Literature Review  30%**

- **This assignment forms an integral part of seminar participation!**
  In preparation for weekly seminars students will be expected to read **TWO SOURCES** from the **Compulsory Reading List OR** one from this List and one additional source from the **Supplementary List**
  During class discussions students will be asked to review the issues and arguments raised in the readings and compare them. Students should direct their comments to the questions listed for each week’s seminar topic.
- **For 6 out of the 14 weeks** of the semester students will be expected to produce literature reviews on the two readings. **Each Review will receive up to 5 marks depending on the quality of the review.**

  This exercise is designed to encourage critical thinking and lively class discussions. It also aims to promote consistent work, personal learning outside of the class room coupled with learning through informed discussion, and a basis for continuing assessment.

**Major Essay  40%**

**Essay questions will be handed out in class in Week 3.**

**Due Date:** Week 8 - 13 September

**Total Length:** 2,500 to 3,000 words.

**Guidelines and further information on this assessment item will be handed out in class along with the questions.**

**Diversity Audit Case Study Report  30%**

In Week 1 students will be formed into groups in order to undertake a diversity audit of a particular organisation. In week 3 The Lecturer will provide additional information and guidance for the conduct of this assessment item.

In the final week each group will be given time to present a brief oral overview of its report in the lecture and seminar time.

**Each group will be expected to submit a written version of the Report following the Oral Presentation.**

**Length:** 2,000 words.

**Due Date:** final class in week 14.