1. **Title of the module**

BUSN6580 (CB658) Diversity in Organisations

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

BUSN3120 Introduction to Management

1. **The programmes of study to which the module contributes**

BBA and associated programmes

BSc Management and associated programmes

BSc Marketing

BA Business Top-up

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 analyse how their own cultural diversity influences interactions with other individuals in the workplace;

8.2 recognise and respect individual differences;

8.3 assess how attitudes and practices influence equity and opportunity in organisations;

8.4 distinguish between individual, organisational, and societal dimensions of issues and interventions;

8.5 identify organisational factors that hinder and those that promote managing diversity;

8.6 question the Western-centric conceptualization of diversity management as a gender and race neutral approach based on organisational rationality and meritocracy.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 communicate information and opinions clearly, critically and effectively, both orally and in writing;

9.2 structure and express complex arguments, using relevant social science concepts and theories;

9.3 demonstrate an understanding of the relevant skills and techniques of various aspects of management and of their applicability and how diversity theories are relevant to management theories;

9.4 critically analyse and understand the current issues concerning diversity management and its relevance to both employees and employers within this country and on the global standing.

1. **A synopsis of the curriculum**

This module presents an overview of what workforce diversity is and its relevance and usefulness in improving our understanding and management of people (including ourselves) at work. The demographics of the population and the workplace are changing drastically because of a number of factors, such as an increasing number of ethnic minorities and women in the workforce and in management. Accordingly, there is a need to effectively understand and manage workforce diversity not only to increase organisational business outcomes but also to create an inclusive workplace in a socially responsible manner.

The module will examine issues confronting managers of a diverse workforce. In particular issues such as ethnicity, race, language, ageing, disability, gender, and intersectional identities will be discussed. Two key approaches towards managing diversity will be explained, i.e. the social equity case of managing diversity, and the business benefits case of managing diversity. The module will explore a range of diversity related concepts and topics, such as social identity, stereotyping, discrimination, intergroup conflict, structural integration, and organisational change.

Indicative topics are:

* Origins of diversity and equal opportunity in the workplace context;
* Social and psychological perspectives on workplace diversity;
* The UK and European diversity contexts;
* Business benefits case and social equity case of managing diversity;
* The legal framework for diversity;
* Organisational approaches to diversity;
* Contemporary issues central to the experiences of diverse individuals in the UK and in organisations across a range of diversity dimensions;
* Diversity management in an international context
1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Blaine, B. E. (2007) *Understanding the Psychology of Diversity*. London: Sage.

Harvey, C. & Allard, M.J. (Eds.) (2005) *Understanding and Managing Diversity: Readings, Cases, and Exercises*. (3rd Edition). New York: Prentice Hall.

Kirton, G. & Greene, A-M. (2005) *The Dynamics of Managing Diversity: A Critical Approach*. (2nd Edition). Oxford: Elsevier. (This will be the core textbook.)

Kramar, R. & Syed, J. (Eds) (2012). *Human Resource Management in a Global Context: a critical approach*. Basingstoke: Palgrave MacMillan.

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Examination, 2 hours (60%)

Essay (3000 words) (40%)

13.2 Reassessment methods

Like for Like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Essay*  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Examination* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Both the learning outcomes and content of this module focus on diversity in organisations on the global arena and this is then reflected in the assessments.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 19/05/17 | Minor | January 2018 | 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018