

Subject Description Form

Subject Code	MM4141
Subject Title	Managing Diversity in Organisations
Credit Value	3
Level	4
Normal Duration	1-semester
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Organisational Behaviour (MM3141) or Management & Organisation (MM2021) or equivalent
Role and Purposes	Workers are increasingly diverse in terms of their backgrounds, e.g. race and ethnicity, religion, sex, mental and physical ability, age, appearance and weight, sexual orientation, culture and family status. One of the many challenges facing managers today is that of eliminating discrimination against non-dominants and promoting equal employment opportunities for all. The purpose of this course is to understand concepts such as multiculturalism, racism, sexism, ageism, lookism, and discrimination on the grounds of sexual orientation and family responsibilities. Students will also learn how to design and implement diversity programs.
Subject Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. understand concepts of discrimination at work (BBA Outcomes 2, 4 & 9). b. become familiar with anti discrimination legislations (BBA Outcomes 2, 4 & 9). c. analyse issues faced by non-dominants at work (BBA Outcomes 2, 4 & 9). d. know how to design and implement diversity programs (BBA Outcomes 2, 4 & 9).
Subject Synopsis/ Indicative Syllabus	<p>Anti discrimination legislations Race Discrimination Ordinance. Sex Discrimination Ordinance. Family Status Discrimination Ordinance. Disability Discrimination Ordinance. Codes of Practice on Discrimination on the Grounds of Age and Sexual Orientation.</p> <p>Race and ethnicity discrimination Racism and discrimination on the ground of ethnicity. Managing racial and ethnic diversities.</p> <p>Sex discrimination Women and men in organisations. Gender differences and stereotypes. Sexual harassment at work. Women- and family-friendly HRM.</p> <p>Disability discrimination People with disabilities in employment. Aspirations, apprehensions and stress of employees with disabilities. Managing differently-abled workers.</p> <p>Ageism and lookism Ageism. Lookism. Gendered ageism and lookism. Anti age and appearance discrimination organisational policies.</p> <p>Discrimination on the ground of sexual orientation Sexual minorities (e.g. gay, lesbian, bisexual and transgender) at work. Domestic partner benefits. Creating an inclusive work environment.</p> <p>Cultural diversity Cross-cultural issues. Managing cultural diversity.</p>

	<p>Anti discrimination policies and diversity programs Implementing anti discrimination policies. Managing diversity at work. Overcomng difficulties. Gaining advantages.</p>																																																			
<p>Teaching/Learning Methodology</p>	<p>Lectures are used to present theoretical concepts. In seminars, students participate in activities such as experiential exercises, discussions and debates, psychological tests, case analyses, role plays and personal reflections. There will occasionally be sharing sessions with guest speakers.</p>																																																			
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="424 528 1445 1025"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>Continuous Assessment</td> <td>50%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Proposal</td> <td>7.5%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Paper</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Presentation</td> <td>7.5%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Examination</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*Weighting of assessment methods/tasks in continuous assessment may be different, subject to each subject lecturer.</i></p> <p>To pass this subject, students are required to obtain Grade D or above in <u>BOTH</u> the Continuous Assessment and Examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: the various methods are designed to ensure that all students taking this subject –</p> <ul style="list-style-type: none"> ▪ Engage in an independent research project to study one dimension of diversity in greater detail. This involves collecting empirical data so as to have personal knowledge of the issues non-dominants face, and analyzing the data collected to gain a deeper understanding of managing diversity theories and anti discrimination laws in practice. ▪ Take a closed-book examination to demonstrate conceptual and analytical skills by presenting arguments for and/or against certain topics based on theories, laws and, if and when appropriate, circumstantial practicalities. 						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	Continuous Assessment	50%					1. Proposal	7.5%	✓	✓	✓	✓	2. Paper	35%	✓	✓	✓	✓	3. Presentation	7.5%	✓	✓	✓	✓	Examination	50%	✓	✓	✓	✓	Total	100 %				
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Reading List and References

Textbook

Bell, Myrtle P. (2012). *Diversity in organizations* (2nd ed.). International: South-Western Cengage Learning.

References

Cornell, Stephen E. and Hartmann, Douglas (2007). *Ethnicity and race: Making identities in a changing world* (2nd ed.). Thousand Oaks, CA: Pine Forge Press.

Deresky, Helen (2014). *International management: Managing across borders and cultures* (8th ed.). Boston: Pearson.

Ehrenreich, Barbara (2001). *Nickel and dimed: On (not) getting by in America*. NY: Metropolitan Books.

Faludi, Susan (2016). *In the darkroom*. London: William Collins.

Griffin, John Howard (1961). *Black like me*. NY: New American Library.

Harvey, Carol P., and Allard, M. June (2015). *Understanding diversity: Readings, cases and exercises* (6th ed.). Upper Saddle River: Pearson.

Higashida, Naoki (translated by KA Yoshida and David Mitchell) (2013). *The reason I jum: The inner voice of a thirteen-year-old boy with autism*. New York: Random House.

Hofstede, Geert (2010). *Cultures and organizations: Software of the mind - Intercultural cooperation and its importance for survival* (3rd ed.). New York: McGraw-Hill.

Jamison, Kay Redfield (1995). *An unquiet mind: A memoir of moods and madness*. New York: Alfred A. Knopf.

Kanter, Rosabeth Moss (1977). *Men and women of the corporation*. New York: Basic Books.

McCrum, Robert (2017). *Every third thought: On life, death and the endgame*. London: Picador.

Mor Barak, Michàlle E. (2017). *Managing diversity: Toward a globally inclusive workplace* (4th ed.). Thousand Oaks, CA: Sage.

Rousey, Ronda (with Maria Burns Ortiz) (2015). *My fight your fight*. London: Century.

Schultz, Philip (2011). *My dyslexia*. New York: W. W. Norton & Co.

Schwartz, John (2012). *Oddly normal: One family's struggle to help their teenage son come to terms with his sexuality*. New York: Gotham Books.

Styron, William (1991). *Darkness visible: A memoir of madness*. London: Jonathan Cape.

Sullivan, Andrew (1995). *Virtually normal: An argument about homosexuality*. London: Picador.

Thrall, Chris (2011). *Eating smoke*. Hong Kong: Blacksmith Books.

	Vincent, Norah (2006). <i>Self-made man: One woman's journey into manhood and back again</i> . New York: Viking.
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