



**MISSION:** To develop a unique business school identity which is distinctive in the marketplace and provides a clear value proposition for students. This will be achieved by embedding the themes of entrepreneurship and innovation, digitalisation and data within our programs and embracing sustainability, work integrated learning and a commitment to social justice.

## OVERVIEW

### Course Description

Management of workforce diversity can impact both individual and organisational performance as well as a good work environment. This course aims to introduce you to a range of theoretical and applied approaches from various disciplines, so you can analyse implications of workforce diversity and then design, evaluate and implement strategies to manage workforce diversity. Federal and state interventions which address labour market inequality and issues of gender, culture, disability, age and work/life balance, especially in Australia, are analysed. The management of diversity at an organisational level is the principal focus of the course. The social, legal and equity issues relevant to managing diversity in enterprises, from both a national and international perspective, will be also addressed.

### Sustainable Development Goals



### Contact Hours

#### Integrated Learning Session

Face to Face on Campus

Two (2) hours(s) per week for Full Term

Students are expected to complete 4 hours of guided learning via online preparation, lectures, interactive workshops, tutorials, discussion groups or self-directed learning and an additional 6 hours of independent study per week.

### Unit Weighting

10

### Assumed Knowledge Workload

IRHR2270 Introduction to Human Resource Management

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

Please refer to the course **CANVAS** site for details of teaching staff for **ALL** course offerings. The primary contact for courses is the **Course Coordinator**, whose details are listed on the course **CANVAS** site.

### Student Consultation

A minimum of one (1) hour of consultation per week. Please see course CANVAS site for details of time and location.

### Course Learning Outcomes

**On successful completion of this course, students will be able to:**

1. Compare and contrast characteristics of workforce diversity both nationally and internationally.
2. Examine different theories used to explain labour market segregation, segmentation, equity and diversity:
3. Identify relevant legislation, case law and government policies that relate to anti-discrimination, harassment, equal employment opportunity, pay equity and privacy:
4. Explore and reflect on individual/personal opportunities and challenges when diversity is pursued in the workplace:
5. Based on an assessment of "the business case" for diversity, determine, justify and recommend, professional best practice with regards to technical, organisational and process elements to be included in an organisation's strategy for managing diversity: and
6. Employ macro and organisational level data to critically analyse the success of state and firm-based diversity interventions.

# COURSE OUTLINE

# ASSESSMENT DETAILS

This course has 3 assessments. Each assessment is described in more detail in the sections below:

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Reflection Paper	Friday Week 5 by 11:59 pm	Individual	30%	2, 3, 4
2	Group Presentation & Report	Weekly from Week 7 Group reports are due one week after the group's presentation. If groups are presenting in Week 13, their group report will be due in week 14 (i.e. one week after the conclusion of semester)	Group	30%	1, 2, 3, 4, 5, 6
3	Board Paper on a Workplace Diversity Issue	Friday, Week 13 by 11:59 pm	Individual	40%	3, 4, 5, 6

**Please note: students are advised that all assessments must be submitted in English. Assessment items not submitted in English will receive a mark of zero.**

**Results of individual assessment items and final results, including those provided via the Learning Management System (LMS) are 'unofficial results' until they are confirmed as finalised by the School Assessment Body and the Head of School or delegate. Finalised results are released directly to students on the Fully Graded Date of the relevant Semester/Trimester.**

## Time referenced is time in Newcastle NSW

<b>Late Submissions</b>	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. <b>Note:</b> this applies equally to week and weekend days.
-------------------------	--

## Assessment 1 – Reflection Paper

<b>Assessment Type</b>	Written Paper
<b>Purpose</b>	The purpose of this reflective journal assignment is to develop a deeper understanding of issues related to cultural diversity, racism, workplace recruitment processes and inclusion.
<b>Description</b>	<p>One of the most widely cited 21<sup>st</sup> century rationales for discrimination in the workplace is Unconscious Bias. Unconscious Bias is difficult to ascertain. Its presence however may have a disastrous effect for the organisation itself through decreased productivity, reputation and increased legal costs. Individuals who are targeted are consequently impacted by mental health issues resulting from stress and clear unfair treatment. This assignment requires students to demonstrate understanding of unconscious bias by</p> <ol style="list-style-type: none"> <li>1. Developing knowledge of unconscious bias, and</li> <li>2. Using this knowledge to write a reflective paper about a personal situation in which, on reflection, their decisions or behaviour may have been affected by unconscious bias.</li> </ol> <p>Please note, although based on personal experience, this is <i>not</i> an opinion paper but an academic paper that will require much research and many references. A full overview of expectations and marking rubric will be made available to all students on CANVAS and the assignment will be discussed in Weeks 1 and 2 of semester in class time.</p>
<b>Weighting</b>	30%
<b>Length</b>	1500 words (+/- 10%)
<b>Due Date</b>	Friday of Week 5 by 11:59 pm
<b>Submission Method</b>	Online – via Turnitin
<b>Assessment Criteria</b>	A detailed assignment description and marking criteria will be posted on CANVAS.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 2 - Group Presentation and Report

<b>Assessment Type</b>	Report
<b>Purpose</b>	The purpose of this assignment is to assess the ability to engage in critical thinking and analytical problem-solving on how to promote and support diversity in the workforce.
<b>Description</b>	The student groups will each select an organisation, company or agency and one of the diversity dimensions discussed in the first 7 weeks of the course. Using this as a case example they will undertake research into workforce participation by people belonging to this diversity dimension, argue why and how increased diversity is beneficial to the company and industry selected and suggest concrete ways improved diversity will improve the organisation, the business, the individual and society as a whole. The student groups (between 3 and 4 members) will prepare and deliver a "sales pitch" to the class, of no more than 10 minutes. The presentation should highlight the benefits and challenges of increased diversity in the organisation selected. The presentation should focus on examples of positive impacts of diversity on the business, the organisation, the individual and society. The "sales pitch" will be rated by the non-presenting groups in class and provided feedback from the lecturer through Turnitin. The group will write their suggestions in a report on the benefits of an increased diversity for the company incorporating feedback from the presentation. Further detailed description of the contents of the presentation and diversity plan will be presented on CANVAS.
<b>Weighting</b>	30% Group Presentation/Sales Pitch (10%) Group Report (20%) Total: (30%)
<b>Length</b>	Presentation: 10 minutes (max) Report: 2000 words +/- 10% (Excluding executive summary, references and appendices)
<b>Due Date</b>	Weekly from Week 7. The group reports will be due one week after the group's presentation. If we have groups presenting in Week 13, the group reports will be due in Week 14 (ie one week after the conclusion of semester).
<b>Submission Method</b>	In-class and online. The group presentations will be given at the end of the workshops. The group report is to be submitted through Turnitin the subsequent week.
<b>Assessment Criteria</b>	A detailed assignment description and marking criteria will be posted on CANVAS.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online - Feedback on the group presentation will be provided by non-presenting groups and lecturer after the presentation. Feedback and marks on the group report will be provided online.

## Assessment 3 - Board Paper on a Workplace Diversity

<b>Assessment Type</b>	Board Paper
<b>Purpose</b>	The purpose of the assignment is for the student to demonstrate diversity, equality and inclusion (DE&I) management as it relates to the organisations business case. The quality of understanding expected targets a presentation and report to the board of directors. The student should further exhibit an ability to evaluate and suggest measures to prevent and handle DE&I in the workplace based on professional best practice suggested by relevant agencies and research.
<b>Description</b>	The ultimate board report and presentation slides will be based on and developed in line with the conditions within a short case study. The case study will be provided to students through CANVAS. The student will assume the role of an HR Consultant recruited to prepare a board paper that will suggest actions the company must take. The board paper should include a preamble about the importance of appropriate DE&I management as the foundation and driving force of a MD program. The board paper must be well researched and include references to quality academic and agency resources and should refer to recommended best practice suggested by agencies to design a professional and practice-based organisational response to the case. The power point slides are to be included as an appendix and must be designed specifically for the proposed audience. You should assume that the audience has read your report.
<b>Weighting</b>	40%
<b>Length</b>	2500 - 3000 words +/-10%

---

<b>Due Date</b>	Friday of Week 13 by 11:59 pm
<b>Submission Method</b>	Online – via Turnitin
<b>Assessment Criteria</b>	A detailed description of the assignment and marking criteria will be posted on CANVAS.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## SYLLABUS

### Course Content

#### Topics in the course include but are not limited to the following:

1. Contemporary and historical overview of workforce diversity and state interventions and implications for specific groups such as: Australia's First Nation's people, women, cultural and religious minorities, LGBTQI Plus, people with disabilities, old and young workers
2. Conceptualisations of difference and the justification for diversity management.
3. Theoretical explanations for labour market segmentation and segregation, equity and equality, group interactions and power.
4. Diversity and the Law: understanding the Australian anti-discrimination, harassment and bullying legislation and case law, Equal Employment Opportunity and Gender Equality legislation.
5. Understanding both the 'business case' and social justice case for diversity
6. Dimensions of diversity and outcomes experienced at work including gender, work/life balance, cultural diversity and Indigenous Australians, workers with disabilities, religious and sexual diversity and age.
7. Best practice organisational interventions.
8. Managing Diversity in practice in organisations - challenges and opportunities.

### Course Materials

#### Required Text:

There is no single textbook for this course. Instead, essential weekly readings and study activities will be posted on the course CANVAS site.

Please refer to the course CANVAS site for details of additional recommended texts.

# SCHEDULE

Week	Topic	Class Preparation	Workshop Activities
1	Understanding Australia's demography and its impact on workforce diversity  The legal v MD approach	Online learning activities and in-class exercises.	Who are we? Where do we come from? Understanding Australia's demography.
2	Theoretical approaches to understanding labour market segregation and segmentation.	Online learning	In-class exercises EEO-MD
3	Understanding anti-discrimination legislation and case law in Australia	Online learning	In-class exercises Discrimination in the workplace.
4	Indigenous disadvantage and support programs for improving indigenous employment	Online learning activities and in-class exercises.	Form groups and decide on company or organisation for group work.  Power-exercise
5	Cultural diversity understanding power and cultural differences	Online learning activities and in-class exercises.	Case study exercise on the analysis of culture and work.  <b>Assessment 1:</b> Reflective Journal due Friday Week 5 by 11:59 pm
6	Gender and work life balance	Online learning activities and in-class exercises.	Case study exercise on the analysis of gender and work.
7	Religious diversity and sexual identity	Online learning activities and in-class exercises.	Knowledge about religious practices and their implications for the workplace.  Issues around LGBTQI in the workplace.  <b>Assessment 2, weeks 7-13</b> Group exercise on age groups characteristics and implications in the workforce.  Group presentation to be held in class followed by submission of Group Report the following week.
8	Disability	Online learning activities and in-class exercises.	Disability disadvantage and ways to improve disability integration.  Introduction to the National Disability Insurance Scheme (NDIS)  <b>Assessment 2, weeks 7-13</b> Group exercise on age groups characteristics and implications in the workforce.  Group presentation to be held in class followed by submission of Group Report the following week.

9	Age diversity - young and old	Online learning activities and in-class exercises.	<p><b>Assessment 2, weeks 7-13</b> Group exercise on age groups characteristics and implications in the workforce.</p> <p>Group presentation to be held in class followed by submission of Group Report the following week.</p>
10	Designing and implementing a Diversity Management Plan – recruitment processes	Online learning activities and in-class exercises.	<p><b>Assessment 2, weeks 7-13</b> Group exercises on equitable recruitment processes.</p> <p>Group presentation to be held in class followed by submission of Group Report the following week</p>
11	Designing and implementing a Diversity Management Plan – inclusion processes	Online learning activities and in-class exercises. Download EveryDay Racism App to use for a week.	<p><b>Assessment 2, weeks 7-13</b> Group exercises on improving workforce inclusion.</p> <p>Group presentation to be held in class followed by submission of Group Report the following week</p>
12	Surveillance, privacy and future challenges	Online learning activities and in-class exercises.	<p><b>Assessment 2, weeks 7-13</b> Group exercise on privacy and managing diversity.</p> <p>Group presentation to be held in class followed by submission of Group Report the following week</p>
13	Course review		<p><b>Assessment 2, weeks 7-13</b> Group presentation to be held in class followed by submission of Group Report the following week.</p> <p><b>Assessment 4:</b> Board Paper on due Friday Week 13 by 11:59 pm.</p>

**If a lecture/class is scheduled on a public holiday, a make-up lecture may be announced by the course coordinator on the course CANVAS site.**

# CONTACTS

## School Offices

### Newcastle Business School – Callaghan, Newcastle City & Online

NU Space  
409 Hunter Street  
Newcastle  
[nbs.enquiries@newcastle.edu.au](mailto:nbs.enquiries@newcastle.edu.au)  
+61 2 4921 5511

### Newcastle Business School - Ourimbah

BO1.13, Business Offices  
Ourimbah  
[cccbusiness-school@newcastle.edu.au](mailto:cccbusiness-school@newcastle.edu.au)  
+61 2 4349 4453

### Newcastle Business School - Sydney

55 Elizabeth Street  
Sydney  
[nbs-sydney@newcastle.edu.au](mailto:nbs-sydney@newcastle.edu.au)  
+61 2 82626432

### PSB Academy Enquiries

Log your question or request to the PSB Program Executives at the following website:  
<http://www.psb-academy.edu.sg/eng>  
+65 6390 9000

### Newcastle Australia Institute of Higher Education Pte Ltd

100 Victoria Street #13-01/02  
National Library Building  
Singapore  
[Singapore-StudentCentral@newcastle.edu.au](mailto:Singapore-StudentCentral@newcastle.edu.au)  
+65 6221 3306

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

<b>Communication Methods</b>	Communication methods used in this course include: <ul style="list-style-type: none"> <li>- CANVAS Course Site: Students will receive communications via the posting of content or announcements on the CANVAS course site.</li> <li>- Email: Students will receive communications via their student email account.</li> <li>- Face to Face: Communication will be provided via face to face meetings or supervision.</li> </ul>
<b>Course Evaluation</b>	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
<b>Oral Interviews (Vivas)</b>	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a> . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a> .
<b>Academic Misconduct</b>	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a> .
<b>Adverse Circumstances</b>	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none"> <li>1. the assessment item is a major assessment item; or</li> <li>2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;</li> <li>3. you are requesting a change of placement; or</li> <li>4. the course has a compulsory attendance requirement.</li> </ol> Before applying you must refer to the Adverse Circumstances Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a>
<b>Important Policy Information</b>	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

© 2024 The University of Newcastle, Australia