**MODULE HANDBOOK**

**2019-20**

**BUSI1630 Cross-Cultural Management and Diversity Management**

[1. Welcome to the Module 2](#_Toc11680079)

[2. Key Contacts 3](#_Toc11680080)

[3. Key Module Specification Details 3](#_Toc11680081)

[4. Enquiry-Based Learning and Research-Led Teaching 4](#_Toc11680082)

[5. Employability Skills Gained 4](#_Toc11680083)

[6. Key Dates 5](#_Toc11680084)

[7. Schedule of Teaching and Learning Activities 5](#_Toc11680085)

[8. Assessment Tasks 5](#_Toc11680086)

[9. Re-Sit Assessments 7](#_Toc11680087)

[10. Reading Lists 7](#_Toc11680088)

[11. Additional Module Specific Information and Costs 8](#_Toc11680089)

[12. Glossary of Terms 8](#_Toc11680090)

[13. Other Details 8](#_Toc11680091)

|  |
| --- |
| Welcome to the Module |
|  |
| Welcome to year two of your study at the University of Greenwich and especially to this module, ***Cross-Cultural Management and Diversity Management*** (BUSI1630).  In today’s globalised business environment, it is important to understand cross-cultural issues and the effective management of diversity. This module will explore a range of issues endemic to the study of culture and diversity in organisations. Throughout the weeks, students will be exposed to a variety of key concepts and theories relating to cross-cultural management, and equality and diversity in the labour market. We will consider some key issues that organisations face and understand how managers can seek out and implement solutions to a range of organisational challenges.  This module will require your full participation and engagement for teamwork and peer-assisted learning. You are expected to attend each lecture and tutorial fully prepared to engage in active learning. You are also expected to familiarise yourselves with the contents of this document as well as additional resources on the Virtual Learning Environment (Moodle).  This handbook provides essential information that you will need during your undertaking of this module. It is not intended to be exhaustive, but should help you to see at a glance key information about the module such as the aims and learning outcomes, the proposed schedule of delivery, assessment details, reading list and any additional resources that will be needed by you. Please ensure that you familiarise yourself with its contents.  The university will do all that it reasonably can do to provide educational services to support your learning.  Sometimes circumstances may mean that we cannot provide such educational services or that the university has to withdraw or change aspects of this module and/or student services detailed in the information you have been provided with by the university.  This might be because of, for example:   * industrial action by university staff or third parties; * the unanticipated departure or absence of key members of university staff; * acts of terrorism; * the acts of any government or local authority; * academic changes within subject areas; or * where the numbers expected on a module are so low that it is not possible to deliver an appropriate quality of education for students enrolled on it.   In these circumstances, the university will take all reasonable steps to minimise the resultant disruption to those services and to affected students, for example by making reasonable modifications, but to the full extent that it is possible under the general law, the university excludes liability for any loss and/or damage suffered by any applicant or student as a result of these circumstances.  The modifications we make may be to:   * the content and syllabus of modules, including in relation to placements; * the timetable, location and number of classes; * the content or method of delivery of your module; * the examination process; and * the timing and method of assessment   Many of the changes that we make are in response to feedback from students and are intended to improve the experience of students and student outcomes.  In making any changes, the university will aim to keep significant changes to the minimum necessary and will notify and where reasonably possible also consult with you in advance about any significant changes that are required. |

If you have any queries about the running of this module, please feel free to contact me.

Best wishes,

|  |
| --- |
|  |
|  |

|  |
| --- |
| Key Module Specification Details |
| **Department:** Department Human Resource and Organisational Behaviour  **Number of Credits:** 30  **Term of delivery:** Terms 1 and 2  **Site of delivery:** Greenwich Maritime site  **Pre-requisites/Co-requisites: None**  **Aims:**  The module aims to develop a critical understanding of the theories and practices of cross-cultural management and diversity management at the individual, group, and organisational levels.  The first half of the module examines the main theoretical frameworks and models that address various human resource management activities, as well as motivation, communication, negotiation, leadership and multicultural teamwork in cross-cultural contexts. Students are encouraged to engage in reflection and research to develop competences and practical skills for effectively leading, managing, and developing people across cultures and borders.  The second half of the module will focus on the increasing importance of equality and diversity in the workplace generally. The course will enable students to understand the competing tensions of all the protected characteristics in UK legislation and examine the practices and skills required to manage a diverse workforce.  **Learning Outcomes:**  On successful completion of this module, a student will be able to:   1. Describe the impact of national cultures on organizational practices from various theoretical perspectives. 2. Understand and interpret culturally-conditioned managerial behaviours, attitudes and values. 3. Identify opportunities and challenges of cross-cultural influences on human resource practices and management practices regarding communication, negotiation, motivation, leadership in the global environment, and develop skills to manage a multicultural workforce. 4. Appreciate the difference between Equal Opportunities and Managing Diversity theories. 5. Analyse the competing pressures of diversity in an organisation. 6. Comprehend the legal obligations in terms of equality in the UK setting and in European and global contexts. 7. Integrate and understand the competing concerns of managing in a cross cultural context with those of an organisation made up of diverse employees.      |  | | --- | | Enquiry-Based Learning and Research-Led Teaching | | **Enquiry-Based Learning (EBL)**  Defined as ‘an approach based on self-directed enquiry or investigation in which the student is actively engaged in the process of enquiry facilitated by a teacher. EBL uses real life scenarios (*for example, from case studies, company visits, and project work*) and students investigate topics of relevance that foster the skills of experimental design, data collection, critical analysis and problem-solving’.  Enquiry based learning is incorporated on this module through the use of a case study evaluation as well as through student-led investigation of contemporary issues in managing differences in the workplace.  **Research-Led Teaching (RLT)**  An element of Enquiry Based Learning links to RLT, which involves faculty introducing students to their own research where it is relevant to the curriculum being taught as well as drawing on their own knowledge of research developments in the field, introducing them to the work of other researchers. RLT sees students as active participants in the research process, not just as an audience. This is achieved by discussing such developments in lectures and classes, and setting reading lists including recent research publications at the frontier of the field. The definition of a diverse assessment regime at the programme level (incorporating an expectation of familiarity with, and use of, such  publications in assignments) and the inclusion of projects at every level of the programme is also fundamental to achieving these objectives.  Research-led teaching is pivotal to the delivery of this module. Students are required to engage with the latest research publications and empirical studies in order to evaluate current issues with cross-cultural management and diversity management in the workplace. | |

|  |
| --- |
| Employability Skills Gained |
| Cross-Cultural Management and Diversity Management offers students the opportunity to develop key employability skills. Students will develop these skills through active participation in lectures and seminars.   1. Cognitive Skills   Students will be asked to solve case study problems in seminars. A major running case study will be carried out over 5 weeks during which students will initially work in groups to apply a range of theories to demonstrate a broad understanding of cross-cultural issues faced by multinational corporations. Students will also complete individual essays on the main case study in order to demonstrate critical and independent thinking and to practice making sensible assumptions based on real life scenarios.   1. Organizational Awareness   The second part of the module will give students an opportunity to explore ‘diversity in the news’. This seminar activity is aimed at developing their awareness of real up-to-date organisational issues in relation to equality and diversity at work.   1. Practical and Professional Elements   Students will be asked to reflect on the key skills and competencies they have gained from the course and how they can market these skills to future employers.  You can find out more about the Greenwich Employability Passport online   * <https://www.gre.ac.uk/articles/ils/greenwich-employability-passport-for-students>   Information about the Career Centre is also available online   * <https://www.abintegro.com/public/career-transition-and-job-search>     You can log on to the Career Centre with your Portal ID and Password   * <https://orca.gre.ac.uk/cas/login?service=https://idp.gre.ac.uk/oala/auth.php> |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Activity** | | | |
|  |  | **Session Title and Description** | **Reading to complete** |  |
|  |  |  |  |  |
| 24/09/19 | Lecture | Introduction to the course. The importance and scope of cross-cultural management and diversity management | French, Chap. 1  Kumra & Manfredi Chap. 1 |  |
|  | Seminars | Quiz – working in unfamiliar surroundings. Cultural identity probe – Group activity. |  |  |
| 01/10/19 | Lecture | Culture – Meaning(s), uses and limitations | French, Chap. 2 |  |
|  | Seminars | Cross-cultural Checklist.  What’s wrong with Stereotyping? |  |  |
| 8/10/19 | Lecture | Models of Culture – Traditional approaches | French, Chaps. 3 |  |
|  | Seminars | Introduction of Case Study Assignment.  Selection of groups and questions. |  |  |
| 15/10/19 | Lecture | Models of Culture – Developments and Debates | French, Chap. 4 |  |
|  | Seminars | Cultural Constraints in the Workplace: An Experiential Exercise Utilizing Hofstede’s Dimensions. |  |  |
| 22/10/19 | Lecture | Culture & Organizational Structure | French, Chap. 5 |  |
|  | Seminars | Case Study Analysis Guidelines.  ***Group Presentations*** on Case Study Assignment, Part 1. |  |  |
| 29/10/19 | Lecture | Intercultural Communication and Negotiation | French, Chap. 6 |  |
|  | Seminars | ***Group Presentations*** on Case Study Assignment, Part 2. |  |  |
| 05/11/19 | Lecture | Leadership and Multicultural Teams | French, Chap. 7 |  |
|  | Seminars | ***Group Presentations*** on Case Study Assignment, Part 3. |  |  |
| 12/11/19 | Lecture | Intercultural Competences, Training and Ethics | French, Chap. 9 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 19/11/19 | Lecture | Motivation and Exchange in a Cross-Cultural Context | French, Chap. 8 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 26/11/19 | Lecture | Culture and Human Resource Management | French, Chap. 10 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 03/12/19 | Lecture | The Future of Cross-cultural Management | French, Chap. 11 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 10/12/19 | Lecture | Summary & Revision | French, Chaps. 1-10 |  |
|  | Seminars | One-to-one meetings |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Activity** | | | |
|  |  | **Session Title and Description** | **Reading to complete** |  |
| 14/01/20 | Lecture | Introduction: Equality and Diversity Issues in the Labour Market | Kumra & Manfredi, Chap. 1 |  |
|  | Seminars | Diversity in the news - critically review a news article. |  |  |
| 21/01/20 | Lecture | European and UK Equality Legislation | Kumra & Manfredi, Chap. 2 |  |
|  | Seminars | Diversity in the news - critically review a news article. |  |  |
| 28/01/20 | Lecture | Managing Ethnic Diversity in the Workplace | Kumra & Manfredi, Chap. 5 |  |
|  | Seminars | Diversity in the news - critically review a news article. |  |  |
| 04/02/20 | Lecture | Managing Gender Diversity in the Workplace | Kumra & Manfredi, Chap. 6 |  |
|  | Seminars | Diversity in the news - critically review a news article. |  |  |
| 11/02/20 | Lecture | Managing Work-Life Balance | Kumra & Manfredi, Chap. 8 |  |
|  | Seminars | Diversity in the news - critically review a news article. |  |  |
| 18/02/20 | Lecture | Managing Sexual Orientation and Transgender in the Workplace | Kumra & Manfredi, Chap. 9 |  |
|  | Seminars | Diversity in the news - critically review a news article. |  |  |
| 25/02/20 | Lecture | Managing Disability in the Workplace | Kumra & Manfredi, Chap. 7 |  |
|  | Seminars | Diversity in the news - critically review a news article |  |  |
| 03/03/20 | Lecture | Managing Religion or Belief in the Workplace | Kumra & Manfredi,Chap.10 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| **10/03/20** | Lecture | Managing Age Diversity in the Workplace | Kumra & Manfredi, Chap. 11 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 17/03/20 | Lecture | From Equal Opportunities to Managing Diversity | Kumra & Manfredi, Chap. 3 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 24/03/20 | Lecture | Diversity: Emerging Themes | Kumra & Manfredi, Chap. 12 |  |
|  | Seminars | ***Assignment Support Session***  *You must come to this class prepared with a 1-page outline draft of your essay.* |  |  |
| 31/03/20 | Lecture | Summary & Revision | All chapters |  |
|  | Seminars | One-to-one meetings |  |  |
| 07/04/20 |  | Revision/ self-study |  |  |

|  |  |
| --- | --- |
| Assessment Tasks | |
| There will be two assessments on this module. The first assessment will be as case study-based assignment (2,000 words) that will require students to apply their theoretical knowledge of cross-cultural management, while also allowing for a degree of choice over some of the topics.  The second assessment is an essay (2,500 words) which will focus on contemporary issues in the realm of equality and diversity.  The overall pass mark for this module is 40%. | |
| **Assessment Schedule**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Assessment (including resits)** | **Length** | **Weight towards Module grade** | **Learning Outcomes** |  | **Anonymous Submission?** | **Anticipated Return Date** | **Header sheet number** | | Portfolio 1:  Case Study | 2,000 | 50% | 1,2,3 | 13.12.19  at 23:30PM | Yes | 17.01.20 | TBA | | Portfolio 2:  Essay | 2,500 | 50% | 4,5,6,7 | 27/03/20  at 23:30PM | Yes | 21.04.20 | TBA | | |
| 1. Return of marked work with feedback will normally be given up to 15 working days after the due date indicated. In exceptional circumstances where you experience a delay in receiving this then you will be informed by the tutor. 2. The timetable for examinations will be available closer to the examination period.   **Assessment Details**  **Portfolio 1: Case Study (due 13 Dec. 2019)**  **G-Tech MNC – Global Management Practices**  **Company Background**  G-Tech is a US multi-national organisation with its headquarters and HR function in Florida. It is a leading organisation in the area of Information Technology. G-Tech was established in the year 1989 and has about 50,000 employees, of which approximately 30,000 are employed in the US and the rest abroad. The first foreign subsidiary of G-Tech was established in 1999 in Germany and ten years later subsidiaries were established in Bangalore (India), Helsinki (Finland) and later on in Eastern Europe, Brazil and China. Today, G-Tech has subsidiaries around the globe in the areas of IT manufacturing, IT sales and IT development.  Sales for G-Tech IT products have fallen in recent times and the new CEO, Mr. Hilly, is determined to turn around the company’s fortunes and increase sales by 10% within two years (2018). He is also determined to improve intercultural relations within and between the subsidiaries and between the head office employees and subsidiary employees.  A recently commissioned HR management report identified cross cultural management issues as G-Tech’s main problem affecting employee performance and subsidiary productivity. At your meeting with the global human resource manager, Mrs. Smart, you (a G-Tech junior executive employee) learn about G-Tech’s plans to transfer US based HRM policies to the subsidiaries, to integrate employee knowledge, to improve intercultural relations and to increase employee performance and subsidiary productivity.  Mrs. Smart gives you the HR management report at this meeting which contains the commissioned consultancy’s observations of key cross-cultural management issues in three countries (below).  As an overview, the following extract from the HR management report focuses on three key cross cultural management themes observed in the Berlin and Bangalore subsidiaries and the headquarters in Florida. It reads:  **G-Tech Germany**  G-Tech owns 51% stake of G-Tech Germany. In Germany G-Tech engages in sales and developmental activities in the Information Technology area. It employs about 1000 employees and about 50 employees at G-Tech Germany are expatriate US, Indian, Russian, Brazillian and UK foreign nationals.  G-Tech Germany has a strong organsational culture and the workforce is highly culturally and gender diverse at the lower occupational stratas. Authority is based on expertise and high status is given to engineers, particularly those who came up through the apprentice system. Leadership styles are based on German democratic cultural values. Managers possess generalist management competencies. They highly value employee participation, motivation, team orientation and delegation. Due to this way of working employer and employee relations can be described as amicable, consultative and productive.  Inevitably, business negotiations and intercultural communication in G-Techs Germany is different in India and Florida. In G-Techs Germany making a proper first impression is culturally important. The dress code is regarded as essential. For instance, in G-Techs Germany each business meeting is formal and communication is direct. ‘’Meetings begin with G-Techs Germany associates' and guests' introduction. Protocol requires that the highest ranking visitor introduces himself, or is introduced, to the G-Tech Germany senior manager present, and then the senior manager is introduced to the visiting team - again by seniority - with brief descriptions of their area of responsibility. Another significant issue is physical distance during business meetings. In addition, G-Techs German executives tend to separate their private and professional lives and they're not likely to volunteer information about their families. In all, G-Techs German business meetings are commonly well- organized and accurately planned.  In G-Tech Germany standardisation of IHRM policies and practices is low. Performance management for G-Techs Germany executives is consistent with the MNC’s integrated worldwide expatriation policy. All other HRM instruments are locally constructed, including appraisals, empowerment, pay-for performance, flat structures, work team systems. There is evidence to suggest that G-Techs Germany has good HRM systems in place. For example, the organisation’s personnel development system won a prestigious German prize in the early 2000s. Employees are identified early for the leadership potential management scheme and involved in the development of their development plans.  **G-Tech Florida**  G-Tech Florida is the headquarter of G-Tech MNC. G-Tech Florida engages in strategy, development and sales activities in the information technology area. It employs about 2000 employees of which 250 employees are expatriates, many of whom are IT experts from India.  In terms of preferred leadership styles and culture, Florida uses distributed leadership to empower its workforce. This does not always translate well for the expatriate employees. However, the policy of empowering and facilitating employees’ work has led to a large number of innovations and growth for the company. G-Tech Florida is what one would call a “flat” company, with fewer number of middle managers and an upper management that is hands-on and accessible. This short hierarchy cultivates a more open atmosphere for employees to integrate and express their opinions and new ideas. Managers emphasize people moving forward together through open communication and honesty, with open discussion at team meetings. Employees are recognized for small and big initiatives and mistakes are viewed as opportunities for learning. This approach leads to a fearless office culture, where people are willing to take risks.  Business negotiations and intercultural communication in G-Tech Florida is very American. The employees and managers tend to be competitive in their approach to negotiations. They begin with an unrealistic offer, with an aim to achieve higher that the realistic outcome. They are energetic, confident, and persistent; they focus on areas of disagreement (not commonality) and enjoy arguing their positions. At the end of a negotiation, they like to achieve closure and certainty rather than open-endedness or fuzziness.  At G-Tech Florida, people endeavour to make productive use of their time. Managers encourage employees to schedule their calendars to block time for their individual goals and activities. The work week at G-Tech Florida generally starts off with low energy on Monday, then work energy peaks on Tuesday and Wednesday, and slowly reduces by Thursday and Friday and into the weekend. As a result of this work energy cycle, employees use Monday for planning their week and setting goals; Tuesday and Wednesday to focus on creative tasks whilst they are at their most productive and energetic stage; Thursday to catch-up with team meetings and one-to-one meetings, and Friday for finishing off reports and other clerical tasks. Employees guard their time fiercely to ensure that they don’t spend their work week tied up in meetings or dealing with other peoples’ priorities. Meetings are typically short in duration, the agenda items are few, and people are free to leave as soon as a consensus is reached on their matter of interest.  Senior and middle managers at the headquarters and subsidiaries of G-Tech engage in regular online and face-to-face encounters. The multicultural workforce means that managers need to develop intercultural competences in order to reduce barriers of communication and to achieve synergy. G-Tech enables this by sending its managers on short assignments overseas so that they can have firsthand experiences of different cultural practices in the workplace. This is also a strategy to promote integration and assimilation to the policies and practices of their headquarter office.  **G-Tech India**  After the liberalization of Indian economic policies in 1991, G-Tech owned a 70% stake in G-Tech India while the remaining 30% is state owned. In India, G-Tech engages in both manufacturing and developmental activities in the Information technology area. It employs about 1,000 employees in India with about 20 employees at G-Tech India are expat US, UK and French foreign nationals.  In G-Tech India, expectedly, a manager’s leadership style is different to G-Tech leaders’ in Europe and the rest of the western world. Leaders are expected to be involved in work processes. Rather than a contractual relationship, a personalised relationship is preferred in G-Tech India. Even though there is a tall hierarchical organisational structure, their leader is more than an authority; he/she is a benevolent source on which the subordinates can depend for indulgence.  Intercultural communication and negotiations in India are complex. In G-Tech India, business with non-Indians is personal and about establishing relationships. Business negotiations can follow formal procedures, although the atmosphere is friendly and relaxed. G-Tech India managers see ‘‘No’’ as harsh and evasive refusals are common. Unsurprisingly, they see ‘‘time-is-money’’ as an alien concept. Consequently, facts are less persuasive than feelings. In business negotiations, G-Tech India managers take risks and establish rapport quickly; then move to negotiating, looking for mutual gains. G-Tech India managers prefer to leave the table having established a relationship.  In terms of the internationalisation of HRM practices, standardisation of IHRM practices is low. The Human resources department at G-Tech India employees around 40 Indian HR associates. A strong organisation culture means Indian nationals occupy mostly top, middle and junior positions and there is little intercultural relationships and interaction with G-Tech employees around the globe.  Unsurprisingly, HR activities are mainly locally based. This means recruitment and compensation and benefits and Training and development and performance appraisals are carried out locally while change management is done globally by G-Tech in USA. Rewards are traditionally based upon seniority and appointments can be based on family ties. Employees tend retire very late into old age.  Assimilation into local organisation culture is expected and so culture-building exercises are initiated at the local level. In addition, at G-Techs India, there is a strong hierarchical work structure and a strong emphasis on discipline, obedience and power.  **Task:**  You are required to answer a total of three questions on the case study. Please present your answers in an essay format. You are strongly advised to use relevant cross-cultural management theories, international business theories and international human resource management theories to ground your answers.  **Question 1** (20 marks)  With reference to the case of G-Tech MNC, and relevant cross-cultural theories, discuss how national cultural differences might influence the management of people at its foreign subsidiaries.  ***Answer guidelines:***   1. *You will need to consider the different institutional and cultural factors that influence human resource management policies and practices in different countries.* 2. *Use examples to illustrate divergence and convergence of practices between Florida and the two subsidiaries outlined in the case study (Germany and India).* 3. *Consider how Hofstede’s cultural dimensions might give insight into differences between national cultures and organizational practices.*   **Question 2** (25 marks)  With reference to the case of G-Tech MNC, evaluate the key competences of leaders who engage with multicultural teams. What do you think are the most suitable styles of leadership for the different subsidiaries of G-Tech?  ***Answer guidelines:***   1. *Consider how cross-cultural differences might impact leadership styles.* 2. *Consider Westwood’s notion of ‘paternal leadership’ and discuss how this leadership style differs from participative leadership typically practiced in western countries.* 3. *Consider the Project GLOBE in your evaluation of cultural and contingent factors that impact cross-cultural leadership.*   **Question 3** (25 marks)  With reference to the different work contexts at G-Tech MNC, discuss how managers might overcome barriers to effective communication in multicultural teams.  ***Answer guidelines:***   1. *Identify the elements of intercultural communication process, highlighting potential barriers to intercultural communication.* 2. *Consider Hall’s typology of low- context and high-context culture in explaining intercultural communication.* | |
| **Case Study Marking Criteria** | **Marks allocated to criteria:** |
| **Introduction**  Does the introduction provide a clear context and framework for the case analysis? Does the introduction outline the relevance and importance of cross-cultural management for the multinational company? | 10 |
| **Question One**  Does the answer use relevant cross-cultural management theories to evaluate how national cultural differences might influence the management of people at its foreign subsidiaries? | 20 |
| **Question Two**  Does the analysis bring together the literature in a significant manner to evaluate the key competences of leaders who engage with multicultural teams? Does the analysis utilise appropriate research and theoretical models to illustrate the most suitable styles of leadership for the different subsidiaries of G-Tech? | 25 |
| **Question Three**  Does the essay indicate a comprehensive understanding of the literature on how managers might overcome barriers to effective communication in multicultural teams? | 25 |
| **Clarity of structure and mechanical Soundness**  Is the essay well organised and logically constructed to achieve synthesis while being mindful of the needs of the reader? Is the essay clearly written, spell checked and grammatically sound? | 10 |
| **Referencing**  Is the essay referenced appropriately? Does the essay include a minimum of 10 academic sources in the reference list? | 10 |

**Portfolio 2: Essay ()**

Essay Question:

With reference to organisational examples and empirical research, evaluate the challenges and solutions for managing diversity in contemporary work organisations. Your essay should focus on **ONE** of the nine protected characteristics in the **Equality Act 2010**: age, disability, sex; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; and sexual orientation.

A successfully completed essay will be consistent with the following guidelines:

* + Be appropriately structured, written, presented and referenced (using the Harvard style, see http://www.gre.ac.uk/studyskills/referencing);
  + Feature an appropriate equality and diversity management issue with sufficient currency, substance and relevance to this module and its learning outcomes (properly justified) to merit analysis and debate;
  + Feature and make substantial reference to empirical research and a range of theories and concepts;
  + Engage in a critical debate which evidences deep insight into an contextual awareness of the topic in hand;
  + Word limit: 2,500 (not including reference list).

*No further specific guidance relevant to this assignment will be given in classes so please feel free to begin your essay now!*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Marking Criteria** | | | | | | | **Marks allocated to criteria:** |
| **Focus**  Does the essay set up a clear essay question to address? Does the essay stay within and fulfil the topic parameters? | | | | | | | 20 |
| **Synthesis**  Does the essay bring together the literature in a significant manner that addresses an essay question? | | | | | | | 30 |
| **Soundness**  Does the essay indicate a comprehensive understanding of the topic area and literature discussed? | | | | | | | 30 |
| **Clarity of structure**  Is the essay well organised and logically constructed to achieve synthesis while being mindful of the needs of the reader? | | | | | | | 10 |
| **Mechanical Soundness**  Is the essay clearly written, spell checked and grammatically sound and referenced appropriately? | | | | | | | 10 |
|  | | | | | | |  |
| Re-Sit Assessments | | | | | | | |
| The Progression and Award Board (PAB) will determine whether students who have failed items of coursework or exams will be permitted to complete re-sits. These normally take place in July/August. If your results letter advises you that you have been given a re-sit opportunity you will need to check the portal for details of the assessment element(s) that you will need to complete and for the timings of re-sit examinations.  For non-exam re-sits (e.g. coursework, essay, presentation, group work assessments), please consult the relevant Module’s moodle page for instructions on what is required of your re-sit assessment. The due date will be Wednesday 8th July 2020.  Students should refer to the original assignment instruction outlined in this module handbook.  Consider any feedback you may have received and submit your revised assignment. In addition, include a new section at the end of the assignment (up to a maximum of 200 words) in which you will provide your reflection on the task and comment on anything new you have learned as a result of correcting the assignment.  You should be aware that there is no automatic right to take re-sits; this is at the discretion of the PAB and dependent on the scale of failure and your overall profile. If you are offered a re-sit opportunity which you do not take up, you will be recorded as having a non-submission; you will not keep the original grade for that item if you are told by a PAB that they want you to re-sit. | | | | | | | |
|  | | | | | | | |
| 10. Reading Lists | | | | | | | |
|  | | | | | | | |
|  |  | | |  |  | | |
| **Author** | | **Title** | **Publisher** | | | **ISBN** | |
| French, Ray | | Cross-Cultural Management in Work Organisations. | Chartered Institute  of Personnel and  Development, London.  3rd Edition. | | |  | |
| Kumra, S; Manfredi, S and Vickers, L. | | Managing Equality and Diversity | OUP | | | 9780199591404 | |
| Thomas, D.C. and Peterson, M.F. | | Cross-cultural management: Essential concepts | Sage | | | 1452257507 | |
| Browaeys, M-J | | Understanding Cross-Cultural Management | Pearson | | | 1292015896 | |
| Daniels, K and MacDonald, L | | Equality, Diversity and Discrimination | CIPD | | | 9781843981121 | |
| Kirton, G and Greene, A | | The Dynamics of Managing Diversity | Routledge | | | 9781856178129 | |
| Syed, J and Ozbligin, M | | Managing Diversity and Inclusion and International Perspective | Sage | | | 9781446294642 | |
| Danowitz, M, Hanappi-Egger, E, Mensi-KlarBach, H | | Diversity in Organisations Concepts and Practices | Palgrave MacMillan | | | 9780230361317 | |
| **Relevant academic journals:**   * Harvard Business Review * International Journal of Human Resource Management. * Cross Cultural Management: An International Journal * Human Relations * International Journal of Intercultural Relations * Disability and Society * Human Resource Management Journal * Gender Work and Organisations * Work and Occupations * Work, Employment and Society   **Additional useful websites:**  https://www.equalityhumanrights.com/en  https://www.socialeurope.eu/  https://www.equalityhumanrights.com/en/our-research/reading-lists  www.cipd.co.uk Chartered Institute of Personnel and Development  http://www.acas.org.uk/ Advisory, Conciliation and Arbitration Service (ACAS)  http://www.cbi.org.uk/ Confederation of British Industry (CBI)  http://www.tuc.org.uk/ Trade Unions Congress (TUC)  http://www.lrd.org.uk/ Labour Research Department  http://www.employment-studies.co.uk/main/index.php The Institute for Employment Studies (IES)  http://ec.europa.eu/employment\_social/index\_en.html Employment, Social Affairs and Equal Opportunities – European Commission  http://www.ilo.org/global/lang--en/index.htm International Labour Organisation (ILO)  Geert Hofstede: www.geerthofstede.com  OECD – labour statistics: http://www.oecd.org/findDocument/0,2350,en\_2649\_34251\_1\_119656\_1\_1\_1,00.html  ILO – economic and labour market analysis: http://www.ilo.org/public/english/employment/strat/stratprod.htm  Globe study: [http://globe.bus.sfu.ca](http://globe.bus.sfu.ca/) | | | | | | | |
|  | | | | | | | |
| Additional Module Specific Information and Costs | | | | | | | |
|  | | | | | | | |
| None for this module. | | | | | | | |

|  |
| --- |
| Glossary of Terms |

|  |  |
| --- | --- |
| **Pre-requisites/Co-requisites** | This describes the learning you are expected to have completed before starting the module or the learning (or other modules) that you should be undertaking alongside it. |
| **Aims** | These define the overall educational purpose of the module |
| **Learning Outcomes** | These are subject specific statements that define the learning that will be assessed during this module |
| **Assessment Weight** | This refers to the proportion of the overall result for the module that is based on your performance in each of the assessment tasks |

|  |
| --- |
| Other Details |
| The majority of information relevant to you while you study at the University has been brought together into your programme handbook. Please refer to your programme handbook for any further information you might require including:   * Deadlines and extenuating circumstances, * Plagiarism and referencing, * Who to go to for advice or if you are concerned, * How to provide us with feedback, * Key administrative procedures. |