

# IB361-15 Equality and Diversity

**24/25**

**Department**

Warwick Business School

**Level**

Undergraduate Level 3

**Module leader**

Deborah Dean

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

Multiple

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module looks at the way different groups of people experience working life and explore the extent to which women and minority groups (e.g., ethnic minorities, disabled people, older/ younger workers) experience disadvantage within organisations and the labour market. Various explanations for this disadvantage will be considered, in relation to both the supply side (e.g. human capital theory, attribution theory, and the demand side (e.g. dual labour market theory, workplace discrimination). We will examine conceptual approaches to equality and diversity and their implications for the way that 'difference' is understood and the sometimes conflicting explanations for why different experiences occur and persist. The module also focuses on the different approaches taken by governments and organisations to address the disadvantage women and minority groups encounter. These steps include the introduction of equal opportunities policies and practices, the business case for diversity, legislative remedies and the role of trade unions. Reasons why these potential solutions have typically met with limited success will also be discussed.

[Module web page](#)

### Module aims

The specific aims of the module are to allow the student to:

-Think critically about management and business approaches which fail to reflect on the significance for organisational processes and outcomes of the diverse, and changing, make up of organisational members;

-Understand underpinning social concepts such as stereotyping, discrimination and social identity and the way they operate inside and outside the workplace;

-Understand equal treatment and diversity approaches to equality both conceptually and in terms of workplace interventions such as positive and affirmative action.

-Apply these understandings to analyse how the understandings of difference are reproduced via both organisational processes and social institutions beyond the workplace

This will allow students from a range of disciplines to gain an understanding of how people's experience of work differs and how managers can ensure the fair treatment of diverse workforces. Where appropriate (e.g. psychology, social studies, economics) students will be able to apply their discipline-specific knowledge in the context of this aspect of management practice.

## **Outline syllabus**

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

This module looks at the way different groups of people experience working life and explore the extent to which women and minority groups (e.g., ethnic minorities, disabled people, older/ younger workers) experience disadvantage within organisations and the labour market. Various explanations for this disadvantage will be considered, in relation to both the supply side (e.g. human capital theory, attribution theory, and the demand side (e.g. dual labour market theory, workplace discrimination). We will examine conceptual approaches to equality and diversity and their implications for the way that 'difference' is understood and the sometimes conflicting explanations for why different experiences occur and persist. The module also focuses on the different approaches taken by governments and organisations to address the disadvantage women and minority groups encounter. These steps include the introduction of equal opportunities policies and practices, the business case for diversity, legislative remedies and the role of trade unions. Reasons why these potential solutions have typically met with limited success will also be discussed.

## **Learning outcomes**

By the end of the module, students should be able to:

- Understand equality, diversity and inclusion both conceptually and in terms of workplace interventions.
- Understand how people's experience of work and career outcomes differ according to gender, ethnicity, disability, age, migrant status, religion, social class and sexual identity.
- Explore theoretical frameworks that are helpful to understand diverse employees' distinct career outcomes and experiences of work.

- Understand stereotyping, discrimination and social identity and the way they operate inside the workplace.
- Critically examine approaches to achieving equality, diversity and inclusion in the workplace.
- Challenge simplistic explanations of inequality in the workplace.
- Critically evaluate different forms of diversity and inclusion interventions.

## Indicative reading list

- Kirton, G and Greene, A-M (2022) *The Dynamics of Managing Diversity and Inclusion: A Critical Approach*, Routledge, (5th edition).
- Ahmed, S (2012) *On being included: racism and diversity in institutional life*. Durham and London: Duke University Press
- Connell, R.W. (1987) *Gender and Power*. Cambridge: Polity.
- Greene, AM and Kirton, G (2009) *Diversity Management in the UK: Organizational and Stakeholder Perspectives*, Routledge.
- Dean, D. and Liff, S. (2010): *Equality and Diversity: The ultimate industrial relations concern*. In T. Colling and M. Terry (eds.), *Industrial Relations: Theory and Practice*, 3rd edn. Wiley-Blackwell.
- Liff, S. (2003) *The Industrial Relations of a Diverse Workforce*. In P.K. Edwards (ed.) *Industrial Relations: Theory and Practice*, 2nd edition.
- Young, I. (1990 [2011]) *Justice and the Politics of Difference*. Princeton.
- Virdee, S. (2014) *Racism, Class and the Racialized Outsider*. Basingstoke: Palgrave.
- Crompton, R. (2006) 'Class and Family', *Sociological Review* 54(4): 658–76.
- Platt, L. (2019) *Understanding Inequalities: Stratification and Difference*. Polity Press.
- Acker, Joan (2006). *Inequality Regimes: Gender, Class and Race in Organizations*. *Gender and Society* 20(4): 441-464.
- Crenshaw, Kimberlé. 1991. *Mapping the Margins: intersectionality, identity politics, and violence against women of color*. *Stanford Law Review* 43(6).
- Collins, P.H. 2015: *Intersectionality's Definitional Dilemmas*, *Annual Review of Sociology*, 41:1–20.
- Johnson, Allan G. (1997, 2005). *The gender knot. Unraveling our patriarchal legacy*. Philadelphia: Temple University Press.
- Jewson, N. and Mason, D. (1986) *The theory and practice of equal opportunities policies: liberal and radical approaches*, *The Sociological Review*, 34 (2), 307-334.
- O'Reilly, J., Smith, M, Deakin, S. and Burchell, B. 2015: *Equal pay as a moving target: international perspectives on forty years of addressing the gender pay gap*, *Cambridge Journal of Economics*, 39 (2).
- Reay, D. (2020) *The Perils and Penalties of Meritocracy: Sanctioning Inequalities and Legitimizing Prejudice*, *The Political Quarterly*, 1-8.
- O'Conneide, C. and Liu, K. (2015) *Defining the limits of discrimination law in the United Kingdom: Principle and pragmatism in*

tension. *International Journal of Discrimination and the Law*, 15(1-2) 80–100.

Noon, M (2010) The shackled runner: time to rethink positive discrimination? *Work, Employment and Society*, 24 (4).

Dickens, L. 1999: Beyond the Business Case: a Three-Pronged Approach to Equality Action, *Human Resource Management Journal* 9(1): 9-19. Very influential article.

Tassabehji Rana, Harding, Nancy, Lee, Hugh and Dominguez-Pery, Carine (2021). From female computers to male computers:

Or why there are so few women writing algorithms and developing software. *Human Relations*, 74(8), 1296–1326.

Dobbin, F. and Kalev, A. (2016) Why diversity programs fail. And what works better. *Harvard Business Review*, 52-60.

Hoque, K. and Bacon, N. (2014) 'Employer disability practice in Britain: assessing the impact of the Positive About Disabled

People 'Two Ticks' symbol'. *Work Employment and Society* 28 (3): 430-451.

## Subject specific skills

Be aware of the relevant legislative requirements and of Equality bodies, their remit, approach, and role.

Understand how social identity related disadvantages, stereotyping and discrimination plays out in different national and cultural contexts of the UK, Europe and North America.

## Transferable skills

Communication skills: summarise key arguments and evidence.

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## Study

### Study time

| Type                          | Required                   |
|-------------------------------|----------------------------|
| Lectures                      | 10 sessions of 1 hour (7%) |
| Seminars                      | 9 sessions of 1 hour (6%)  |
| Online learning (independent) | 10 sessions of 1 hour (7%) |
| Private study                 | 49 hours (33%)             |
| Assessment                    | 72 hours (48%)             |
| Total                         | 150 hours                  |

### Private study description

Private Study.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group A4

|                       | <b>Weighting</b> | <b>Study time</b> |
|-----------------------|------------------|-------------------|
| Individual Assignment | 90%              | 65 hours          |
| Participation         | 10%              | 7 hours           |

### Assessment group R1

|                       | <b>Weighting</b> | <b>Study time</b> |
|-----------------------|------------------|-------------------|
| Individual Assignment | 100%             |                   |

## Feedback on assessment

Feedback via My.WBS.

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## Availability

## Courses

This module is Optional for:

- UIBA-MN34 Law and Business Four Year (Qualifying Degree)
  - Year 3 of MN34 Law and Business Studies Four Year (Qualifying Degree)
  - Year 4 of MN34 Law and Business Studies Four Year (Qualifying Degree)
- UECA-3 Undergraduate Economics 3 Year Variants
  - Year 3 of L100 Economics
  - Year 3 of L100 Economics
  - Year 3 of L100 Economics
  - Year 3 of L116 Economics and Industrial Organization
  - Year 3 of L116 Economics and Industrial Organization
  - Year 3 of L116 Economics and Industrial Organization
  - Year 3 of L116 Economics and Industrial Organization
- UECA-4 Undergraduate Economics 4 Year Variants

- Year 4 of L103 Economics with Study Abroad
- Year 4 of LM1H Economics, Politics & International Studies with Study Abroad
- Year 4 of LM1H Economics, Politics & International Studies with Study Abroad
- UECA-LM1D Undergraduate Economics, Politics and International Studies
  - Year 3 of LM1D Economics, Politics and International Studies
  - Year 3 of LM1D Economics, Politics and International Studies
- UPHA-L1CA Undergraduate Economics, Psychology and Philosophy
  - Year 3 of L1CA Economics, Psychology and Philosophy
  - Year 3 of L1CC Economics, Psychology and Philosophy (Behavioural Economics Pathway)
  - Year 3 of L1CD Economics, Psychology and Philosophy (Economics with Philosophy Pathway)
  - Year 3 of L1CE Economics, Psychology and Philosophy (Philosophy and Psychology Pathway)
- UPHA-L1CB Undergraduate Economics, Psychology and Philosophy (with Intercalated Year)
  - Year 4 of L1CG Economics, Psychology and Philosophy (Behavioural Economics Pathway) (with Intercalated Year)
  - Year 4 of L1CH Economics, Psychology and Philosophy (Economics with Philosophy Pathway) (with Intercalated Year)
  - Year 4 of L1CJ Economics, Psychology and Philosophy (Philosophy and Psychology Pathway) (with Intercalated Year)
  - Year 4 of L1CB Economics, Psychology and Philosophy (with Intercalated Year)
  - Year 4 of L1CB Economics, Psychology and Philosophy (with Intercalated Year)
- Year 3 of UIBA-MN31 Undergraduate Law and Business Studies
- UIBA-MN32 Undergraduate Law and Business Studies
  - Year 3 of MN32 Law and Business Studies (Four-Year)
  - Year 4 of MN32 Law and Business Studies (Four-Year)
  - Year 4 of MN32 Law and Business Studies (Four-Year)
- Year 5 of UIBA-MN37 Undergraduate Law and Business Studies (Qualifying Degree) with Intercalated Year
- UIBA-MN35 Undergraduate Law and Business Studies with Intercalated Year (3+1)
  - Year 3 of MN35 Law and Business Studies with Intercalated Year (3+1)
  - Year 4 of MN35 Law and Business Studies with Intercalated Year (3+1)
- Year 5 of UIBA-MN36 Undergraduate Law and Business Studies with Intercalated Year (4+1)
- USTA-G300 Undergraduate Master of Mathematics, Operational Research, Statistics and Economics
  - Year 3 of G300 Mathematics, Operational Research, Statistics and Economics
  - Year 4 of G300 Mathematics, Operational Research, Statistics and Economics
- Year 3 of UMAA-GL11 Undergraduate Mathematics and Economics

This module is Unusual option for:

- UPHA-L1CA Undergraduate Economics, Psychology and Philosophy
  - Year 2 of L1CA Economics, Psychology and Philosophy
  - Year 3 of L1CA Economics, Psychology and Philosophy

- UPHA-V7ML Undergraduate Philosophy, Politics and Economics
  - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)
  - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)
  - Year 3 of V7ML Philosophy, Politics and Economics (Tripartite)

This module is Option list B for:

- USTA-Y602 Undergraduate Mathematics,Operational Research,Statistics and Economics
  - Year 3 of Y602 Mathematics,Operational Research,Stats,Economics
  - Year 3 of Y602 Mathematics,Operational Research,Stats,Economics

This module is Option list G for:

- UPHA-V7ML Undergraduate Philosophy, Politics and Economics
  - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)
  - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)
  - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)