



Chartered Institute of Personnel and Development

Professional Development Scheme

Specialist Personnel and Development

**Managing Diversity and Equal
Opportunities**

November 2007

9 November 2007

13:50-16:00 hrs

Time allowed - Two hours and ten minutes
(including ten minutes' reading time).

Answer Section A and SEVEN of the ten questions in Section B.

Please write clearly and legibly.

Questions may be answered in any order.

Equal marks are allocated to each section of the paper.
Within Section B equal marks are allocated to each question.

If a question includes reference to 'your organisation', this may be interpreted as covering any organisation with which you are familiar.

The case study is not based on an actual company. Any similarities to known organisations are accidental.

You will fail the examination if:

- **you fail to answer seven questions in Section B and/or**
- **you achieve less than 40 per cent in any section.**

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EXAMINER'S REPORT

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SECTION A – Case Study

Note: It is permissible to make assumptions by adding to the case study details given below provided the essence of the case study is neither changed nor undermined in any way by what is added.

C&O Associates is a management consultancy organisation that specialises in equal opportunity and diversity management issues. The organisation comprises three partners, two associate partners, four training and development members of staff, together with administrative and clerical support. You have applied for one of the two newly created posts of Diversity Training Specialist. The client organisations tend to be from the voluntary and public sectors and include various NHS trusts, police authorities, universities and colleges, local authorities and major charitable organisations plus a small proportion of clients from the private financial and retail sectors.

Each of the two vacant posts has a specialist focus, one involving race and ethnicity, the other concerned with gender and family. Both posts require you to be familiar with a range of approaches for analysing and dealing with inequality. You must also have knowledge of the current and proposed legislation and supporting codes of practice that deal with equal opportunity and discrimination issues. Your main areas of activity are described as workplace auditing, awareness training and running discussion forums for client organisations.

You have been short-listed for interview and the selection process includes a twenty-minute presentation. Prepare the presentation with reference to academic literature, research evidence, legislation, codes of practice and other sources of guidance and support addressing the following topics:

- a) **Justify a range of approaches to equality management with examples of situations for which they are appropriate.**
- b) **Explain the particular contribution that diversity management can make to the development of an equal opportunities culture.**
- c) **Analyse the key emergent issues in your chosen area of specialism (either race and ethnicity or gender and family).**

You should spend an equal amount of time on each topic.

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SECTION B

Answer SEVEN of the ten questions in this section. To communicate your answers more clearly you may use whatever methods you wish, for example diagrams, flowcharts, bullet points, so long as you provide an explanation of each.

1. In a meeting to discuss your implementation plan for diversity management your newly appointed Chief Executive Officer (CEO) challenges whether diversity management can go far enough to root out institutional racism. Justify the key points that you will make in response, drawing on current examples and research evidence.
2. At a CIPD conference you meet a colleague who is charged with developing diversity management initiatives at his workplace. "I keep reading about 'family friendly' policies and 'work-life balance' initiatives. What's the difference and how do we decide what's best for our company?" he asks. You agree to send a short résumé explaining the two approaches, drawing upon research evidence and good practice.
3. In discussion about the local labour market your local branch of The Federation of Small Businesses agrees that with so many skills shortages you'd expect organisations to have embraced all aspects of diversity management. You agree to explore why organisations are still reluctant to employ people with disabilities. Summarise the key findings from the research evidence and explain how Human Resources (HR) managers can improve the employment opportunities of disabled people.
4. Your CIPD branch has agreed to debate the motion "Managing Diversity has 'watered down' the potential effectiveness of equal opportunities initiatives". Prepare your notes to defend OR challenge this, ensuring you include authoritative sources.
5. What are the main causes of bullying and harassment and why should your own organisation be concerned about it?
6. You have been invited to give a short presentation and set group work activity for CIPD students at your local college. The student group includes two people who are dyslexic and one who has impaired vision. What questions do you need to ask the college about its learning environment and what adjustments do you need to consider in the design and delivery of your presentation?

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7. At a recent joint consultative committee an employee representative complains that your organisation's approach to age discrimination is inadequate because it only focuses on the over 50s. When you discuss this with your CEO, he asks you to produce a briefing paper that explains ways in which age discrimination might be impacting upon other age groups and a checklist to encourage an age-friendly approach to HR.
8. As HR adviser to a medium-sized financial services organisation you have been asked to draft a discussion document for the Board highlighting and explaining the key issues that the organisation needs to monitor and review to ensure they adhere to a policy of equal pay. Justify the key points you would include.
9. Outline the rationale you would give to managers in your organisation to encourage them to employ ex-offenders.
10. You are the HR Manager of an organisation that has a strong track record in promoting equal opportunities for women, ethnic minorities and people with disabilities. You are sensing growing hostility to any further developments. However, you are keen to pursue inclusiveness in its widest possible sense. What other categories would you want to include and why would it make good business sense to do so? Cite recent research to support your answer.

END OF EXAMINATION

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Introduction

November 2007		
Grade	Number	Percentage of total (to 1 decimal point)
Distinction		
Merit		
Pass	4	45
Marginal fail		
Fail	5	55
Total	9	100

The figures shown are simply calculations based on the number of candidates sitting the examination in November 2007, whether for the first or a subsequent time, and are for interest only. They are not to be confused with the statistics produced by CIPD headquarters, which are based on the performance of candidates sitting the examination for the first time. It is from these figures that the national average pass rates are calculated.

Section A

The instruction for Section A of the paper required candidates to answer as though they were applying for a post as a Training Diversity Specialist in a management consultancy organisation. This instruction was followed by all but one candidate, who chose to name an organisation and give a presentation as though to them.

Task 1

All but one candidate was able to explain diversity management, and most were able to explain equal opportunities. Positive action was neglected. There was poor attention paid to the second part of this question which asked them to provide examples of situations for which particular approaches would be appropriate.

Task 2

Stronger answers clearly linked diversity management and culture, whereas weaker candidates reiterated the main points about diversity management, and some went on to general discussion about compliance with policies. One candidate did not separate tasks 1 and 2 and made some general statements about equality and diversity, but didn't respond to the specific requirements of either task.

Task 3

All but one candidate chose 'gender and family' to answer this. Of these three quarters made a good attempt and had clear knowledge. The remainder had some basic knowledge, but partial and brief. The candidate who chose 'race and ethnicity' displayed both a lack of knowledge and some disconcerting views.

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Section B

Question 1

Five candidates answered this, two of whom passed and the remainder were marginal – a consequence of talking round the subject of institutional racism, but not going back to the challenge from the CEO as to whether diversity management can go far enough to 'root out' institutional racism.

Question 2

Eight candidates answered this question. Four candidates explained family friendly and work life balance without drawing upon research evidence and good practice, and one of these had very little basic knowledge of the subjects.

Question 3

All candidates attempted this question – four of them successfully, with one strong answer that clearly understood the research evidence about employment of people with disabilities and what HR managers can do to improve their employment opportunities. Weak candidates wrote generally about the Disability Discrimination Act and 'reasonable adjustments' and had little else to offer.

Question 4

Three candidates attempted this question and none appeared to understand what was required. All made general statements about diversity as a 'good thing' without offering any evidence, or any understanding, of what the counter-charge might be that they are attempting to rebut.

Question 5

Seven candidates attempted this question. Of these, one candidate provided an excellent answer, and three others also achieved a pass. The remainder ranged from marginal fail to a very low fail. Candidates did not pay sufficient attention to the question and one candidate did not say anything about the causes of bullying and harassment or about why organisations should be concerned about it.

Question 6

Three of the six candidates attempting this question passed, and of these one provided a very good answer. Failed candidates referred to adjustments they would make – opting for font size change and changing colour of paper. The question was about design and delivery and this wasn't differentiated in their answers. The questions for the college was either limited or ignored.

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Question 7

All candidates attempted this question. Four achieved clear passes. Three were marginal fails – in particular because they did not show understanding of the issues faced by young people. The outright fails had no knowledge of age discrimination impacting upon age groups other than older workers.

Question 8

Seven candidates answered this question, of which one was a very good answer and a further three passed. Weak candidates didn't offer any discussion and didn't advise on what to monitor and review, but reiterated the need to monitor and review and indicated how to do so without explaining **what**.

Question 9

This question was passed by four of the five candidates who attempted it, with strong answers from three of the four passes, providing a clear rationale drawing on research evidence. The failed candidate made several unsupported assertions and, as so often happens with equality and diversity topics, the subject of employing ex-offenders was seen as a 'good thing' *per se*.

Question 10

Four candidates attempted this question and two of these produced good answers, citing research and taking account of the business case for extending inclusiveness. The candidates who failed did not note that the question indicated that only three of the six strands of equality that are the responsibility of the CEHR were named, and that there was no indication that the organisation had extended its equality and diversity remit to take account of age, religion/belief and sexual orientation.

Sue Speakman

Examiner