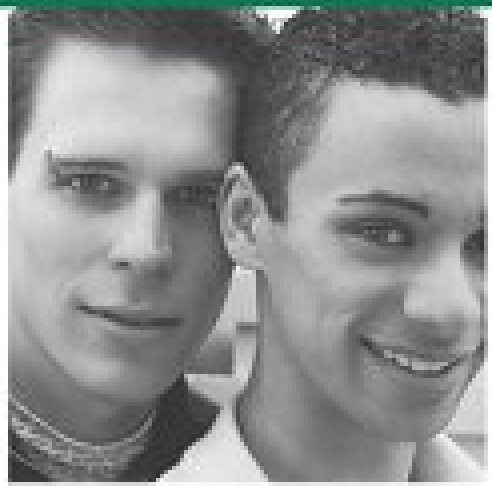
PHIL CLEMENTS & JOHN JONES

the DIVERSITY TRAINING handbook

3rd edition

A PRACTICAL GUIDE TO UNDERSTANDING & CHANGING ATTITUDES



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3rd edition

PHIL CLEMENTS & JOHN JONES

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John Jones

Chapter 1

Approaching Diversity

By the time you have worked through this opening chapter we hope that you will have:

- gained an appreciation of who we are and our expectations of who you might be;
- acquired an understanding of what assumptions we are making as we write the book;
- considered why managing diversity and diversity training might be called 'special' and warrant such detailed consideration;
- reflected on the various roles that it is useful to identify in managing the change that diversity often implies;
- been challenged by the profile of a diversity trainer/manager and considered the skills and attributes that such a person needs;
- reflected on meeting the challenge of self-development;
- acquired an understanding of how we have written the book and how we hope you will use it.

WHO WE ARE; WHO YOU ARE

We want to state quite clearly at the outset that this book is about the concept and outworking of diversity. It is not about the diverse communities that exist in Britain today. As we shall see as the argument unfolds, it would be quite wrong for us to purport to speak on behalf of others. Not only are they quite capable of doing that for themselves, the very notion of two white heterosexual males speaking on behalf of others who view the world differently would be alien to a proper understanding of diversity. What we can and do

want to do is present the arguments for diversity and discuss some of the underpinning concepts and knowledge. In doing so we will draw on many years of experience of working in the field of understanding and changing attitudes and behaviour, with both large organizations and small groups.

Those years have seen many changes in emphasis. In the 1980s we were working in community and race relations (CRR). This gave way to a more generalized approach which encompassed the broader issues subsumed in the label 'equal opportunities'. Following the publication in 1999 of the Macpherson Report on *The Stephen Lawrence Inquiry*, the focus shifted back to CRR. There were a number of initiatives in the police and criminal justice system, among others, that addressed issues of race equality, particularly institutional racism. This has not unnaturally led to a groundswell of opinion that in fact, while not losing sight of the fact that in Britain today there are still enormous problems of racial inequality, many diverse groups face similar problems of disadvantage and discrimination. In fact there are now six 'strands' of diversity, which broadly align with legislation to control and outlaw discrimination, in some cases in employment only and in others more generally. These strands are represented as race, gender, sexual orientation, disability, age, and religion and belief. Positive approaches to diversity will of course take account of these strands, and compliance with the law is important. Achieving excellence in diversity will go beyond the law alone, however, and will include other relevant aspects of difference in which people may face discrimination. This brings us to consider who you are.

Of course we can have no real idea of who you are, but the very fact that you are reading this suggests that for some reason you are interested in diversity. In fact we hope that you may be more than interested. We hope that you want to consider the issues, perhaps in more depth than you have up till now, with a view to embracing and celebrating diversity more fully. In our view, to embrace diversity is to come to a position of belief that the ways in which we all differ:

- are a reality that should not and must not be ignored;
- do not equal 'difficult' and 'problem';
- mean that we can accept that people see the world differently and that those world-views have equal validity;
- are not threatening;
- are mainly positive things rather than negative;
- are to be inclusive rather than exclusive;
- are likely to involve some personal change.

Likewise we believe that to celebrate diversity is:

- to enjoy the friendship and support of people from backgrounds different from ourselves;
- to explore and enjoy the rich variety of culture that a diverse population offers;
- to do all we can to ensure people are treated as individuals, fairly and with dignity and respect;
- a self-developmental exercise in which we become more rounded, less insular people;
- something to live rather than merely to discuss.

At this point it is important to sound a note of caution. Whilst the above points are all positive in nature we do not intend to portray diversity as completely unproblematic. It is important that we think through all the ramifications of 'celebrating diversity' and face the more difficult issues head on. Two issues seem to be particularly important here. First, not all people agree that focusing on diversity is a good thing per se and will argue that, if we continually think about difference, then this detracts from social cohesion and shared values. Second, we need to be able to recognize that there are a number of 'hard issues' that are raised by the notion of diversity. An example of this would be that different religions have different beliefs about homosexuality. To simply say that we celebrate this difference is not really adequate – we need to go deeper and understand the implications of that difference.

You might well be a leader in your own organization or in what you do. This does not necessarily mean that you will be 'high up' in the management or command structure. It is our frequent experience that many true leaders in organizations come from lower down in the management structures. These are people who through their dedication and commitment become agents for change in their organization. If you are a leader who is in a position to influence or direct strategy and policy, then you have an even greater responsibility to address and lead on diversity. We feel sure that this book will give you some insight into ways in which you might achieve just that.

We are writing not only with managers and leaders in mind but also trainers and educators. If you are involved in training or education around diversity issues, you will not need us to tell you how demanding this can be. We hope that this book will contribute to your toolkit of skills and knowledge to help you do your job that little bit easier. Before moving on, have a go at the 'diversity health check' in Figure 1.1. It is neither a scientific instrument, nor

What do you understand diversity to be?	
What are your nine most treasured values?	
If someone asked you what were your prejudices – what would you say? What would you say you were doing to manage them?	
What diversities do you recognize in: • society at large? • the organization or company you work for?	
Are you able to explain and give examples of: • institutional racism? • institutional discrimination?	
Think about when you discuss diversity issues with people, and give some examples of what issues make you feel defensive.	
Make a note of the main legislation in the UK that deals with discrimination.	
What is the European Convention on Human Rights?	
Give some examples of how you promote diversity in your interactions with others.	
What communities do you identify with?	
Give examples of how you are demonstrating leadership in support of diversity.	

Figure 1.1 *Diversity health check*

a comprehensive self-diagnosis, but it will steer you towards some common issues in diversity and our approach to it that may be revealing.

It is not our intention to go into detail about how you might have answered the questions. To a large extent that is a matter for you, and only you will know what your position is on the issues. Having said that, we can make some broader observations:

- Do you know what diversity is?
- How much does the exercise reveal what you know about how much you know about yourself? Were you able to identify your values? Could you be honest with yourself about your prejudices?
- How much do you know about the law relating to diversity?
- Do you have a sound understanding of institutional racism and discrimination? Are you able to relate this to how the phenomenon manifests itself in organizations?

To put all this more simply, to fully appreciate diversity we all need to develop a good understanding of ourselves, the way we see the world, and the way others may see the world. This needs to be grounded in the contexts in which all this takes place, namely society at large and more specifically the organizations and institutions in which we live and work.

ASSUMPTIONS

In several places in the text, we will be referring to the danger of making assumptions. This includes making assumptions about whiteness, making assumptions about groups we may have labelled or stereotyped, and making assumptions that others will view the world in the same way as we do. So in order to practise what we preach we need to be explicit about the assumptions we are both making and not making as we unfold our approach to diversity.

- We are assuming that you are reading this text with an open mind and that you will consider carefully what you are reading.
- We are assuming that you will engage in the exercises in the book.
- We are not making the assumption that we have a monopoly on the truth about diversity. Rather we are opening up the issues as we see them and fully recognize that others may see them differently.

- We are assuming that since you have already expressed an interest in diversity, you will follow up by finding out more about the diverse communities that make up society in Britain. We have already noted that it is not our intention to present much information about diverse communities themselves. That is best left for you to find out first-hand.

DIVERSITY AND DIVERSITY TRAINING AS A 'SPECIAL' CASE

In what ways can diversity be seen as a special case? Why is there a need for a handbook on diversity at all? We noted above that in some ways diversity can be seen as having evolved out of equal opportunities and community and race relations. As such the body of knowledge about, and approaches to, diversity are not nearly as accessible as is, say, the literature on equal opportunities. Of course diversity is not new in itself, but the groundswell of thinking about it most certainly is. We want to suggest a number of reasons why diversity can be considered special.

- There is an increasing recognition that embracing diversity is not only a morally good thing, but there is also a sound business case for it. Many organizations both in the public and private sectors have yet to engage properly with the business benefits that positively engaging with diversity can bring. Gidomal, Mahtani and Porter (2001: 37) argue for the importance of understanding and engaging with ethnic minority communities in business: 'Business is at the heart of multi-ethnic Britain's future. Community growth and development are largely based on employment. . . . We believe that it is time to cash in the deposit of talent and skill that is in Britain's ethnic communities and do business together for mutual benefit and profit.'
- Institutional racism and institutional discrimination still blight many organizations. There has been a tendency to take the view that, as time has passed since the challenges to organizations made by the Macpherson Report (1999), the heat is now off and the agenda can shift to something else. This drift towards apathy makes it even more imperative that organizations wake up to the dangers that institutional discrimination can bring.
- The Race Relations (Amendment) Act 2000 places a legal duty on many organizations, among other things, to promote good race relations. These organizations will ignore diversity at their peril.

- Embracing and celebrating diversity is more a way of life than a set of policies. It is no good for an organization to have a diversity strategy and/or policies. Those policies must be turned into day-to-day realities for its people. Very often this will mean engaging in education, training and awareness programmes, and following through with healthy, effective change management programmes.

ROLES IN MANAGING DIVERSITY

We said above that in writing this text we had managers, leaders and trainers in mind. Having said that, we think it is useful to identify a number of specific roles that people – you – may perhaps adopt in an organization that is wanting positively to nurture and celebrate its diversity. Consider the roles listed in Figure 1.2, and check which ones you may adopt from time to time in your personal or work life.

Assessor	
Coach	
Counsellor	
Educator	
Evaluator	
Facilitator	
Friend	
Guide	
Leader	
Listener	
Manager	
Mentor	
Researcher	
Strategist	
Tactician	
Trainer	

Figure 1.2 *Roles in diversity management and change*

When an organization truly engages with diversity there is a great deal of work to be done. The work will include setting strategy, implementing change management programmes, checking systems and training/education. The roles will need different sets of skills and abilities, but if there is one outstanding attribute that is common to them all we would say it is commitment. In other words, none of the roles in Figure 1.2 will be effective in managing the change needed for an organization to be healthy in its approach to diversity if the people undertaking the roles are not committed. That means, in simple terms, people 'who walk the talk' and 'own the ethos'. People who engage in this because they believe it in their hearts and are not just doing it to 'tick a box'.

Pause for reflection

If you were put on trial for your commitment to diversity, would there be enough evidence to convict you?

THE PROFILE OF A DIVERSITY TRAINER/MANAGER

What makes a good diversity trainer? In some research that one of us conducted (Clements, 2000), a number of trainers explored their experience of the skills and attributes needed by trainers who are effective in helping people to learn diversity. It is not appropriate to get into a debate here about what a 'skill' is or the difference between skills and attributes. In Table 1.1 what trainers called skills and attributes are listed as they came out of the raw data.

Of course some of these skills and attributes would be needed by any trainer. But there are a number that, it seems to us, are dimensions of diversity training that go beyond what is normally expected of people who train in other areas. For example, resilience does not just mean the ability to go into a class day after day as is expected of most trainers; it also means being resilient to constant negative views and attitudes of people. It means being resilient as a trainer when you may not feel supported by management in what you are doing. Another key attribute – and we have expressed this already – is the imperative for trainers to believe in what they are doing. The manifestation of this will be 'walking the talk'. All trainers should recognize their own limits, but we believe it is particularly important for the diversity trainer to do so. Our belief is grounded in two things. First, trainers who delve into other

Table 1.1 *Skills and attributes of a diversity trainer/manager*

Skills	Attributes
Makes appropriate interventions	Resilience ('take it on the chin')
Facilitation	Belief in what you are doing
Conflict management	Mental agility
Able to ask tough questions	Deep understanding of issues
Flexible	Positive outlook
Able to manage group dynamics	Recognize own limits
Knowledge of law	Been through the process
Able to manage resistance strategies	Sincerity
Knowledge of policy issues	Sensitive to people's needs and concerns
Knowledge of own prejudice	Non-neutral in facilitation
	'Walk the talk'/'Own the ethos'
	Motivation in the subject
	Well trained in diversity

people's attitudes, values and beliefs when they are not skilled to do so can end up psychologically damaging the person they are trying to help. Second, trainers themselves will be vulnerable to all sorts of negative effects if they regularly go beyond what they are capable of. These effects include loss of self-esteem, loss of confidence and the manifestations of stress. The effects can be amplified if no support system is in place to act as a safety valve. We will return to the skills and attributes of trainers later in the book.

Pause for reflection

If you engage in diversity training, what are your limits?
What do you dread happening in a session because it will take you out of your depth?
What can you do about this?

THE CHALLENGE OF SELF-DEVELOPMENT

Lifelong learning is a broad concept, rather than a programme in the traditional sense, and aims to develop a 'learning society' in which everyone,

in whatever circumstances, routinely expects to learn and upgrade skills throughout life. We all have a great deal to learn about diversity: not only a better understanding of the reality of diversity in society, but also the issues that this raises. Our experience of diversity training has often been that people will come to such training with the view that there is in fact little that they can learn about diversity. More often than not the view is grounded in assumptions about the white majority in this country and supported by a narrow, even blinkered world-view. So there is a challenge to us all to assess what we still have to learn about diversity and to meet that challenge with openness and a willingness to learn.

The challenge to learn about diversity is even stronger because, as we discuss later, learning to learn about diversity can be, and may even have to be, a painful process. It is not a comfortable experience to learn that we have prejudices we need to deal with. It is not comfortable to find that our own view of the world is just one of many, and those other views are equally valid.

Pause for reflection

Do I want to self-develop, regardless of how old I am or how much life experience I think I have?
How prepared am I to be exposed to issues and realities that may make me feel uncomfortable?
How ready am I to engage with learning that will challenge my attitudes, values, beliefs and prejudices?
Am I prepared to engage in the uncertainty of learning in an area where there often will be no right answer?

If you want to follow up on the notion of lifelong learning generally, a good website is www.lifelonglearning.co.uk/etda/index.htm.

HOW WE HOPE YOU WILL USE THE BOOK

This is not an academic textbook. Of course we have referenced sources where appropriate, and are confident that our approach will withstand academic scrutiny, but essentially we expect that the book will be of practical value to the practitioner, trainer, manager and person who is concerned to play a role in embracing diversity. In each chapter we open with our 'intentions'. Very often we express these in terms of what we 'hope' you will achieve by

working through the text. While we do believe in structured and systematic approaches to training and education, we are not behaviourists. This means that our 'hope' that you will achieve certain things by working through the text embodies the notion that we expect you, as the learner, to do the work.

We say 'work through the text' because we believe this is not the sort of book that you will read through without some effort. We have included several opportunities to pause for reflection and some exercises. Please regard these as essential to your understanding of the particular concept in question, and to your own self-development. Challenge yourself through reflection. If you react to something with surprise, anger and disagreement – even outrage! – ask yourself some penetrating questions and try to answer them honestly. Try questions like:

- Why might this be?
- Why did this provoke such a strong reaction in me?
- Would someone from a different background take a different view? Why?
- What does my reaction say about me, and my values and beliefs?
- Is it possible to hold two views about this at the same time?
- How open am I to being challenged and taken out of my 'comfort zone'?

Where appropriate we have given links to resources or information on the world wide web. We would encourage you to follow these up if you can.

Chapter 2

Making the Case for Diversity

LEARNING INTENTIONS

At the end of this chapter we hope that you will have:

- developed an understanding of the term 'diversity';
- considered the relationship between effective management of diversity and organizational performance;
- identified the major legislative drivers for effectively managing diversity in the United Kingdom;
- explored some organizational strategies to develop effective management of diversity;
- noted the impact of globalization with a specific focus on managing diversity.

INTRODUCTION

In Chapter 1 we began to sketch out some of our underlying assumptions and our approach to diversity training. Since you have reached Chapter 2 of this book we assume that you are keen to develop your own knowledge and understanding of what can be a complex area of personal, professional and organizational development. But what do we mean exactly by the term, and why do we feel that it is important to understand why diversity is such a significant issue in the 21st century?

This chapter attempts to provide some answers to such questions. We begin by proposing a definition of diversity (although it is not the purpose of this

book to rely heavily on any particular theoretical and empirical analysis of definitions). We then examine some of the drivers that make understanding the nature and practical implications of diversity such a crucial challenge in today's society. Some of the drivers clearly fall within the box marked 'benefits'; that is, there is a clearly identified and unequivocal advantage, both to organizations and individuals, to be gained from better understanding the nature of diversity. However, as will be seen later in this chapter, for many organizations and individuals diversity is a particularly difficult concept to grasp, and for some it is seen as a direct challenge to long-held individual views and attitudes.

In this chapter we also describe the legal framework and how this is progressing diversity within our society, and identify the particular business benefits that will be enjoyed by those organizations that effectively manage diversity (and the potential for increased benefits that would result if diversity were embraced and eventually celebrated). At the end of this chapter we will examine some more recent developments and assess the extent to which diversity as a concept has moved on to become part of a more closely defined agenda centred around equality and human rights.

Before moving on to these discussions, let us take some time to consider where you stand on the issues.

What do you understand by the term 'diversity'?

Why should individuals and organizations be concerned with managing diversity (whether from an organizational or an individual perspective)?

WHAT DIVERSITY MEANS

In almost all of the training we have done with organizations, participants have been challenged to say what diversity means to them. One group we worked with came up with the idea that diversity is the 'avoidance of monoculture'. Such a straightforward definition has many positive characteristics. It speaks of actively working against a situation where everyone is assumed to be the same and with similar needs. In a mono-cultural situation assumptions are often made on the basis of the values, attitudes, beliefs and behaviour of the majority group. Training in diversity is essentially working towards challenging those assumptions and finding ways of avoiding their often-negative outcomes.

It is probably of little surprise that there are a number of views as to what constitutes diversity. Definitions range from functional descriptions to humanistic statements advocating acceptance of 'otherness' and to fairly detailed and inclusive analyses that embrace personal qualities and characteristics.

For example, the California Department of Education acknowledges the challenge of diversity and notes, 'we are distinguished and united by differences and similarities according to gender, age, language, culture, race, sexual identity and income level' (www.cde.ca.gov/iasa/diversity.html).

A broader definition is offered by the University of Maryland:

> Diversity is 'otherness', or those human qualities that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups.
>
> (University of Maryland, 1995, www.inform.umd.edu)

This particular definition is further extended to add what are described as primary and secondary dimensions. In this regard primary dimensions include features such as age, ethnicity, gender, physical abilities, race and sexual orientation. Secondary dimensions are features which are capable of change and might include education, place of residence, class, marital status, religious beliefs, occupational status and life experiences.

The United Nations (UN) offers a comprehensive definition which in many ways highlights the complexity of this area:

> Diversity takes many forms. It is usually thought of in terms of obvious attributes – age differences, race, gender, physical ability, sexual orientation, religion and language. Diversity in terms of background professional experience, skills and specialization, values and culture, as well as social class, is a prevailing pattern.
>
> (United Nations, 2000)

The UN paper also acknowledges the link between diversity and other external factors such as globalization and technological advances, and notes that the management of diversity should also take account of more individual and personal characteristics such as family position, personality and job function: 'in short, all characteristics that go into the shaping of individual perspectives'. However, the UN notes that for some the term 'diversity' is seen as a new buzzword for equal opportunities, while others see it as the antithesis of equal opportunities. It argues that:

> Diversity management should thus be viewed as an inclusive concept, encompassing a broader focus than employment equity would suggest. It requires one to look at the mindset and the culture of an organization and the different perspectives people bring to an organization on account of their ethnicity, social background, professional values, styles, disabilities or other differences.
>
> (United Nations, 2000)

We have found the richness of this particular definition to be particularly useful when dealing with far-ranging cultural change programmes. However, this is often an area where we have been challenged, and in cases where our ethical and moral argument for more effective diversity management has failed to convince sceptics, we have found that a number of external factors can be a successful means of persuading cynics that effective diversity management is an essential component of any successful organization.

Challenges	Benefits

Figure 2.1 *Challenges and benefits*

Before looking at some of these factors, take a little time to identify some of the challenges and benefits that could be associated with diversity management.

You may have included the following:

Challenges	Benefits
Convincing all stakeholders that diversity is inevitable	Greater workforce unity and productivity
Marketing the benefits of diversity management (costs are easier to quantify than benefits)	Widening the suite of performance indicators to include qualitative measures as well as purely financial (for example the balanced scorecard)
Existing employees may feel threatened or resentful and may perceive that recruitment and promotion opportunities have been reduced	Employment conditions can be developed to meet individual needs and aspirations (as opposed to one size fits all)

Figure 2.2 *Examples of challenges and benefits*

Whatever the drivers for diversity, the UN identified five qualities which contribute to the successful management of diversity:

- **Leadership:** demonstrable commitment and support including the establishment of steering and advisory groups and effective communication plans.
- **Valid and reliable performance measurements:** pan-organizational assessments, benchmarking and comparative analyses.
- **Education:** awareness training complemented by advanced training, development of in-house expertise.
- **Cultural and management change:** devising and implementing effective human resource management strategies.
- **Follow up:** longitudinal evaluation, performance management systems and knowledge management.

What is clear from the above is that effective management of diversity cannot be achieved by training alone; it needs a comprehensive and systematic approach, one which is subject to constant evaluation and assessment and takes account of a range of extraneous issues. These factors and more will be explored in more detail in Chapter 11. We will now look in more detail at some of the external factors for more effective diversity management.

THE BUSINESS CASE FOR DIVERSITY

There is little doubt that the vast majority of private sector companies are concerned with profitability and increasing the bottom line. This can be achieved in a number of ways including:

- reducing operational costs while maintaining levels of output and profitability (less input for same output);
- increasing productivity and profitability while maintaining existing levels of input (more output for same input);
- reducing non-operational costs and overheads while maintaining levels of input and output (doing things smarter);
- reducing non-operational costs and overheads while maintaining levels of input and increasing levels of output (doing things even smarter).

You can probably think of some more sophisticated examples, but what is clear is that while there is a commercial driver for companies to become even more profitable, there is a similar need for public sector and not-for-profit organizations to become more effective and efficient. Government is increasingly concerned to make more effective use of public money, and there is a far greater emphasis within the public sector on such issues as accountability, value for money, performance management and increased efficiency. This can be presented in a triangular model, depicted in Figure 2.3.

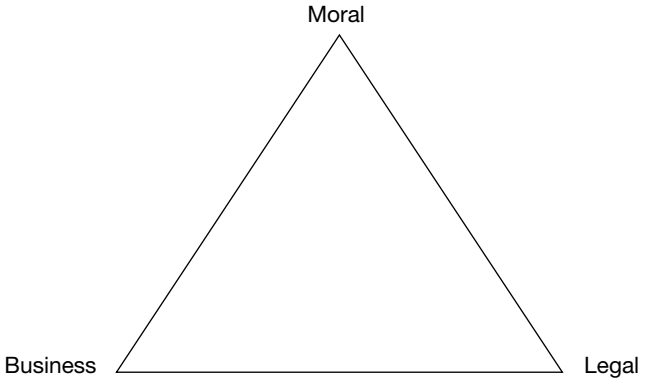


Figure 2.3 *A triangular model*

In this section we look in more detail at the business drivers for diversity, and in particular we try to identify examples of how a better understanding of diversity can make organizations do things smarter and in some cases even smarter (to make private sector companies more profitable and public sector organizations more efficient and effective).

Our people are our most important resource

How often have we seen these or similar words printed in glossy annual reports or strategic plans? Are the words the product of clever wordsmithing and merely presentational, or do they actually represent the strategic intentions of an organization which will result in clear specific actions and outcomes?

The most forward-looking organizations are those that have recognized the changing demographics of their workforces and are actively seeking to develop their organizational competences so that they recruit, retain and develop the highest-calibre staff. The key competence in this regard, both from an organizational perspective and for individuals, is the ability to manage effectively a diverse workforce. Have a look at the following scenarios and think about the issues they generate.

- Ron is 61 years old. He has taken early retirement having worked for 40 years in the engineering industry. He would like to remain active in his retirement and would like some form of non-manual part-time work. He has unsuccessfully applied for several jobs as a part-time filing clerk, and when he asked why he had not been interviewed he was told that he was too old.
- Michelle is a 25-year-old black woman who would like to join the Prison Service. However, having read a series of newspaper reports detailing allegations of racial harassment against prisoners, she is not sure whether this is the career for her.
- Paul is a 22-year-old gay man working in a small manufacturing company. At his last annual appraisal his line manager asked him about his personal circumstances and whether or not he was ready to settle down and start a family.
- Sue is a 35-year-old woman working in the financial industry. For the past three years she has been one of the top-earning traders in her department, having achieved year-on-year profit growth 35 per cent above the average. In the last two years less-profitable traders have been promoted above her, and almost all traders in her department have received significantly greater end of year bonuses.

What is the significance of the above scenarios and how do they relate to the bottom line? Consider the following:

- In 2006–07, over 132,000 applications for Employment Tribunal were received, as compared with 86,000 in 2004–05.
- In the same period, sex discrimination claims had risen from almost 40,000 to almost 44,500.
- In the same period, claims for discrimination on the grounds of religion or belief had doubled.
- Also on the rise were claims on the basis of sexual orientation, whilst claims on the basis of age (not previously allowed) stood at 972 in 2006–07.
- The maximum amount paid as compensation in respect of race discrimination was almost £124,000, with an average award of just over £14,000. Sex discrimination cases saw a maximum award of almost £65,000 and an average award of £10,000.
- Disability discrimination witnessed a maximum award of £138,000 and an average award of £15,000.
- In 2007 over 6 million employees had the right to request flexible working arrangements. Additionally, figures show that 91 per cent of workplaces receiving requests for more flexible working approved the application.
- In 2011 it is projected that 25 per cent of women and 21 per cent of men will be aged 60 or over.
- In 2011 it is projected that women will comprise 46 per cent of the labour force.
- In 2001 the total population of UK residents born outside of the UK numbered almost 4.9 million.
  - Of these, one-third were born in Asia and a similar number were born in Europe.
  - Of the approximately 1.6 million Europeans, 250,000 were classified as coming from Eastern Europe.
  - At the time of the 2001 census 8.3 per cent (half of whom were UK nationals) were born outside of the UK, a figure that is estimated to have risen to 9.7 per cent in 2005.
  - It is estimated that between 2000 and 2005 the net total of migrants entering the UK numbered 945,000.
- In 2006 the number of foreign nationals who entered the UK numbered over 143,000.
  - Of these, over half (74,300) arrived from Asia.
  - Just over 12 per cent came from Europe, of which just under 10,000 arrived from Eastern Europe.

  - In the early 1990s Pakistan and India headed a league table of the countries from which migrants entered the UK. Somalia briefly took second place in the early 2000s, and it was not until 2004 that the first European country entered the top ten when Serbia and Montenegro reached third place.
- The UK is the fifth highest employer of women in Europe (in 2004, 86 per cent of women were in permanent employee positions) and the fourth highest employer of women over the age of 55. However:
  - The average pay of women workers is significantly lower than that of men, with the lowest-paid women workers earning an average of £5.86 per hour in April 2004 as compared with the average £7.49 per hour earned by men.
  - The Department for Business, Enterprise and Regulatory Reform (BERR), in its previous guise as the Department for Trade and Industry, found that women in part-time employment were penalized in two ways. First, women in part-time jobs earn 22 per cent less than women in full-time work, whilst women in full-time work moving to part-time work are more likely to change their job or employer and more likely to work below their capability. As noted by BERR the UK has one of the biggest pay penalties in Europe and one of the worst career penalties in moving from full-time to part-time work.
  - Between 70 and 90 per cent of workers employed in the lowest-paid employment sectors are women, and whilst 40 per cent of doctors, solicitors and lawyers are women they make up only 14 per cent of IT professionals.
- The first three months of 2007 witnessed an increase of 70 per cent in the number of disabled workers employed in the UK.
- In a recent survey of employers who were to recruit new staff in 2007–08, 21 per cent stated that they would aggressively target women workers, 16 per cent disabled workers, 13 per cent Asian workers and 8 per cent gay/lesbian workers.

DIVERSITY AND THE BOTTOM LINE

At the beginning of this section we indicated that a successful diversity management programme could improve profitability, but exactly how can this be achieved? Consider Table 2.1.

What also needs to be taken into account is the cost of the 'do nothing' option. Specific examples might be the costs of litigation for failing to comply

Table 2.1 *Organizational dimensions of diversity*

Perception/issue	Corporate responsibility	Being smarter
The organization is seen by job seekers as institutionally discriminatory	Branding and imaging	In times of prosperity and low employment job seekers can afford to be selective. The more successful organizations will be those that can position themselves as 'employers of choice' and increase their ability to recruit the highest potential applicants.
The organization's initial selection process is seen by applicants to be discriminatory	Recruitment policies and processes	Assessment processes must be capable of identifying and selecting the best candidate for the position regardless of colour, nationality, gender, sexual orientation or age.
The organizational culture is seen as one which accepts and encourages discriminatory practice and behaviour	Organizational policies and management practice	Employees will achieve greater productivity if they work in a non-discriminatory and harassment free work-place. More flexible policies and working practices will increase the potential skills pool from which organizations are trying to recruit.

Table 2.1 *(Continued)*

Perception/issue	Corporate responsibility	Being smarter
		Managers' time is more productive if directed towards managing performance rather than addressing discriminatory behaviour.
The organizational promotion structure and system are seen as unfair	Organizational policies and promotion, pay and reward systems	As with recruitment processes, the system for promotion and rewards must be non-discriminatory and focused on promoting and rewarding the best employees. Recruitment is an expensive overhead: the smarter organizations are those that can retain the best-performing staff.

with the legislation or the potential loss of revenue from a damaged corporate image.

While it is important that organizations develop effective policies and procedures (and in this regard the Equality and Human Rights Commission has developed a useful template: see www.equalityhumanrights.com), it is absolutely essential that these strategies be turned into tangible and measurable actions. We will be looking in more detail at diversity strategies later in this chapter. However, it is important to note that the smarter organizations will have developed most or all of the following in relation to *all* potential employees:

- recruitment targets at all levels of the organization;
- awareness training for *all* staff;
- non-discriminatory recruitment, promotion and reward systems;

- flexible working arrangements;
- constant and effective monitoring and evaluation of their management of diversity.

If we have failed to convince you that there is a business case for managing diversity (we sincerely hope that you believe it is the right thing to do in any case!), then you might also wish to examine the existing legal framework.

THE ETHICAL CASE FOR DIVERSITY

As we have discussed above, there is an increasingly sound business case being made for responding effectively to diversity. In this section we look at the issue from an ethical perspective. In other words, even if there were no effective business case for responding to diversity we would still be left with the reality that there is an ethical imperative for doing so. This case also stands outside the legal framework that will be discussed later. In short, responding to the diversity of our society is based simply in the fact that it is the right thing to do. As the philosopher Iris Murdoch once put it, ethics is essentiality about the 'sovereignty of the good'. We respond to diversity not simply because it will make organizations work better, or even because the law or human rights conventions say we must; we respond because it is the right thing to do.

Mature adults will, by default, work within ethical frameworks, although they may be very different. We all have a sense of what is right and what is wrong, but very often the decisions that we make in relation to diversity issues are made in the context of different ethical frameworks.

Pause for reflection

What is your position on issues such as:

- abortion;
- euthanasia;
- capital punishment;
- immigration;
- asylum;
- homosexuality;
- the role of women in society.

What framework of decision making do you use?

Ethics has to do with the frameworks we use to come to make judgements. A study of ethics helps us to decide and determine the principles by which such decisions are made.

Beabout and Wennemann (1994: 13) outline a number of prominent theories of ethics. In summary these are:

- Egoism – the view that the best course of action to be taken in a given situation is governed by self-interest.
- Conventional morality – the view that the standard for determining right and wrong is to be governed by the conventional rules and practices of society. In many ways this is as problematic as a framework for responding to diversity because of the assumptions that may be attached to the culture of the majority group in a particular society.
- Utilitarianism – the ethical approach that says that a particular course of action or decision should be the one that generates the greatest good for the greatest number of people.
- Duty ethics – the view that duty is the highest and ultimate standard. An action is morally right if it is done solely for the sake of duty.
- Virtue – the ethics of virtue have their roots in the work of the Greek philosophers Plato and Aristotle. Aristotle saw virtue as a state of character which developed as a result of wisdom, justice, temperance and prudence.

Each of these approaches to ethics is problematic in one way or another and does not fully capture the ethical imperatives surrounding responses to diversity. For example, a utilitarian approach to diversity might lead to treating all people in exactly the same way. To treat people equally however, may, of necessity, mean treating them according to their needs. So to do something, or to make a decision, according to a utilitarian ethical framework may have the exact opposite effect to that intended in that a majority group could be advantaged (ie the good of the greatest number of people) over a minority (a smaller number of people).

Drawing on the ideas of Neyroud and Beckley (2001: 47–48) we might consider eight principles for ethical professional behaviour and decision making. As you study them, consider how they may relate to your own professional context and whether they adequately capture how and why a given individual might respond to others in a fair and non-discriminatory way.

1. *Respect for personal autonomy*. In other words, a respect for the fact that people have a right to be who they are. This would include respecting their rights as citizen and treating each person with dignity and respect.
2. *Beneficence*. Active goodness or kindness.
3. *Non-malfeasance*. In other words, not being involved in wrongdoing. Such an ethical approach in terms of diversity would mean the practice of proactive anti-discrimination and standing up for what you believe.
4. *Justice*. Delivering your professional service, whether as a trainer, manager or other service delivery, according to need, with a high value on human rights and legality.
5. *Responsibility*. People have personal responsibility for their actions and need to be able to justify *why* they do what they do.
6. *Care*. There is a natural human response of care towards each other.
7. *Honesty*. Not simply confined to honesty in dealing with others, but also in the veracity of one's own self-reflection in relation to the issues.
8. *Stewardship*. There must be a careful and attentive focus on the stewardship of powers over others in society. This would include the power that trainers have, the power that managers have in organizations, as well as direct power that people may have over others in society.

Pause for reflection

Consider the ethical principles outlined above. How do they fit with your own approach to diversity issues?

As we have noted elsewhere in the book, people who purport to train others in relation to diversity both need to, and need to be seen to, 'walk the talk'. This will inevitably involve thinking through your personal ethical framework and being confident of your own ethical case.

THE LEGAL FRAMEWORK FOR DIVERSITY

In this section we will briefly examine the most recent legislation concerned with diversity issues. We recommend that you examine in greater detail the legislation, any supporting codes of practice, and the emerging guidelines and briefing papers. The relevant legislation in this regard includes:

- The Employment Equality (Age) Regulations 2006;

- The Equality Act 2006;
- The Disability Discrimination Act 2005;
- The Employment Equality (Sexual Orientation) Regulations 2003;
- The Employment Equality (Religion or Belief) Regulations 2003;
- Race Relations (Amendment) Act 2000;
- Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
- Human Rights Act 1998;
- Article 13 of the Treaty of Amsterdam;
- Sex Discrimination Act 1975;
- Disability Discrimination Act 1995.

The Employment Equality (Age) Regulations 2006

The Employment Equality (Age) Regulations 2006 make it unlawful to discriminate in respect of employment and vocational training on the grounds of age. This applies when an employer treats an employee or prospective employee less favourably because of his or her age than other workers. It applies in the case both of younger workers and of older workers. Unlike other areas of unlawful discrimination the employer is able to use justification as a defence. This is a complex issue of employment law, and appropriate legal advice should be sought. However, as with other areas of discrimination legislation, it is possible to discriminate on the grounds of genuine occupational requirements, for example the employment of a young actor to play the part of a teenager. It should also be noted that age discrimination does not apply to the provision of goods and services; thus an insurance company can legitimately require younger drivers to pay higher insurance premiums than older drivers. The Equality and Human Rights Commission (www.equalityhumanrights.com) provide a number of examples of direct and indirect age discrimination, including the following:

- Direct discrimination can occur if an employer refuses to offer a job to a young candidate, even though the candidate has the skills and competencies required for it. The employer sees the position as one of authority and does not feel the young candidate will be respected or taken seriously because of his or her age.
- Indirect discrimination can occur if an employer insists that all candidates for a job have to meet a physical fitness test (that younger candidates can meet more easily) even though the fitness standard is not required for the job in question.

- Indirect discrimination could occur if, as one of its requirements, a job advert lists 10 years' experience in a relevant field, when two or three years' experience would be adequate for the job.

The Equality Act 2006

Under the Equality Act 2006, it is unlawful for someone to discriminate against another person on the grounds of that person's religion or belief or the absence of religion or belief. The application of this legislation extends to employment, the provision of goods or services, education, the use or disposal of property, and any public functions.

For a religion to be protected under the Act it must be seen as serious, cogent and cohesive, and this will include so-called mainstream religions such as Sikhism, Islam, Hinduism and Christianity, as well as less well-known religions such as Jainism, Rastafarianism and Zoroastrianism. Divisions of religions, for example in the case of Christianity, Catholicism and Protestantism, are also regarded as religions under the legislation.

The Act defines belief as being a philosophical belief that is similar to a religion. Thus humanism would be considered to be a belief, whilst support for a particular political party would not.

As described in more detail below, discrimination can be direct, indirect, harassment or victimization. In serious cases the criminal offence of hate crime could be committed.

Where a genuine occupational requirement exists, discrimination on the grounds of religion may be permitted. For example, a care home that has been set up by a religious organization to care for believers of that religion might be permitted to require someone who is in a caring or pastoral role to be of the same religion. However, this extension would not apply to people in a more general role where they are not in direct involvement with patients, such as telephonists or cleaners.

In very specific circumstances some companies may be able to demonstrate that discrimination is lawful, providing it can be shown as being a proportionate measure and one that is necessary to achieve a lawful aim. The Equality and Human Rights Commission sets out the example of a financial company whose core business is trading the US stock market. Because of time differences this often means that staff are required to remain at work during Friday afternoons so that it can continue to trade. This discriminates against some members of staff whose religion requires them to spend Friday afternoons preparing for religious observations later that evening.

You should also be aware that this Act also:

- provided for the establishment of the Commission for Equality and Human Rights (CEHR) and definition of its purpose and functions;
- made it unlawful to discriminate on the grounds of sexual orientation in the provision of goods, facilities and services, education, the use and disposal of premises, and the exercise of public functions; and
- created a duty on public authorities to promote equality of opportunity between women and men ('the gender duty') and to prohibit sex discrimination and harassment in the exercise of public functions.

You can probably see that there is potential for conflict between the rights afforded by this legislation to different groups with different beliefs and values, and some useful guidance can be found at www.equalityhumanrights.com. Consider the following two examples provided by the Commission.

A charity delivering domestic violence services to lesbians, bisexual women, gay men and transgender people advertises for a job vacancy for a caseworker to deliver services to its gay clients. The post is restricted to gay applicants because the charity believes that a particular sexual orientation is a genuine occupational requirement for the post and believes that heterosexual men would not have an in-depth understanding of the cultural and domestic violence experiences of gay men. However, more generic posts such as finance administrator are open to anyone regardless of sexual orientation or gender.

A senior cleric refused to employ a lesbian woman as a youth worker at a centre funded by the church because of her sexual orientation and because a major part of the role was to work with teenage girls. A recruitment panel had already decided that the woman was the most suitable candidate for the post, and her references were excellent. The post was restricted to women as a genuine occupational qualification (GOQ) and the cleric, ultimately responsible for approving the appointment, believed that heterosexuality was also a GOQ.

In the above examples, the first may be lawful discrimination and the second unlawful. The issue here is to look at the proportionality of the decision and the presence of other evidence that points towards non-discriminatory practice in other areas of employment. In respect of discrimination on the grounds of sexual orientation the provisions of the legislation extend to the provision of goods and services, and you may be aware of the ongoing debate as to whether or not religious adoption agencies are legally entitled to decline to offer up for adoption children to a lesbian or gay couple. Currently it

is legal for discrimination of this nature to occur; however, this is set to be reversed by the end of 2008.

The Disability Discrimination Act 2005

The Disability Discrimination Act 2005 extends the 1995 Act (see page 33) and requires all public bodies to promote equality of opportunity to disabled people and enables the government to set minimum standards of service delivery in areas such as transport.

The effect of the Disability Discrimination Act (DDA) is that any person with an impairment or illness that affects day-to-day activities may have rights under the Act. A visit to the Equality and Human Rights Commission website is particularly useful, given the different forms and definitions of disability (see www.equalityhumanrights.com/en/yourrights/equalityanddiscrimination/disability/pages/wordsusedtodefinedisability.aspx).

The Employment Equality (Sexual Orientation) Regulations 2003

The Employment Equality (Sexual Orientation) Regulations 2003 and The Employment Equality (Religion or Belief) Regulations 2003 outlaw discrimination in employment and vocational training on the grounds of sexual orientation and religion or belief respectively. The Regulations also implement strands of the European Employment Directive (Council Directive 2000/78/EC).

Similar to the Race Relations Act 1976, these Regulations make it unlawful to discriminate against someone in the workplace on the grounds of:

- direct discrimination — treating people less favourably than others on grounds of sexual orientation or religion or belief;
- indirect discrimination — applying a provision, criterion or practice which disadvantages people of a particular sexual orientation or religion or belief and which is not justified as a proportionate means of achieving a legitimate aim;
- harassment — unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment;
- victimization — treating people less favourably because of something they have done under or in connection with the Regulations, eg made a formal complaint of discrimination or given evidence in a tribunal case.

The Sexual Orientation Regulations apply to discrimination, both actual and perceived, on the grounds of orientation towards persons of the same sex (lesbians and gays), the opposite sex (heterosexuals) and the same and opposite sex (bisexuals).

The Religion or Belief Regulations apply to discrimination, both actual and perceived, on grounds of religion, religious belief or similar philosophical belief.

Both Regulations also cover association, ie being discriminated against on grounds of the sexual orientation or religion or belief of those with whom the person associates such as friends and/or family (for more information: www.dti.gov.uk).

Race Relations (Amendment) Act 2000

This Act amends the Race Relations Act 1976 and makes it unlawful to discriminate against anyone on grounds of race, colour, nationality (including citizenship), or ethnic or national origin. The amended Act also imposes on a number of public authorities a general duty to promote racial equality in the following areas:

- jobs;
- training;
- housing;
- education;
- the provision of goods, facilities and services.

Additionally the amended Act makes it unlawful for public bodies (such as government departments) to discriminate while executing any of their functions, and places on a number of public bodies a general duty to promote equality of opportunity and good race relations.

General duties

The 2000 Act places on a number of listed public authorities, including the Scottish Administration, the Welsh Assembly, the National Health Service, local authorities, police authorities and the armed services, the general duty described above. It is anticipated that a further 300 public authorities will be added to this list by the Home Secretary.

In complying with the general duty the listed authorities need to ensure that existing policies and practices do not disadvantage any ethnic minority groups, and in formulating any new policies they need to consider racial equality implications, in most cases using a consultation process.

Some of the listed authorities are required to undertake certain specified duties to assist with the application of the general duty. Specified duties include ethnic monitoring of the workforce, consultation regarding proposed policies, and monitoring the impact of current policies and procedures on race equality.

As a result of the new Act, the Commission for Racial Equality (CRE) (now incorporated into the Equality and Human Rights Commission) has provided a Code of Practice to provide guidance on complying with the general and specific duties. The EHRC also has powers to enforce the specific duties, and in cases of non-compliance to apply to a county court (or sheriff court in Scotland) for a legally binding compliance order.

The Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Regulations make it unlawful for employers to treat part-timers less favourably than those employed in a comparable role in a full-time capacity. This right to comparable treatment extends to the terms of the contracts of employment, pay and job benefits, and protection from dismissal for claiming rights under the Part Time Workers Regulations.

The Human Rights Act 1998

The Human Rights Act (HRA) 1998 is a means for incorporating the European Convention on Human Rights (ECHR) into the UK legal framework. Of particular relevance here are Sections 1 and 6 of the HRA. Section 1HRA specifies the ECHR Articles and Protocols which have been adopted by the UK government. Section 6 makes it unlawful for a public authority to act in a way that is incompatible with European Convention Rights.

Of particular note is ECHR Article 14 which prohibits discrimination on the grounds of sex, colour, language, religion, national or social origin, association with a national minority, property, birth or political or other opinion. However an infringement against any of the grounds mentioned in Article 14 cannot be claimed in its own right and must be claimed in conjunction with infringements against other Articles. While the Article fails

to provide an overarching criminalization of discrimination, more extreme cases of racial or sexual harassment might amount to an infringement of Article 3 (inhuman or degrading treatment).

Article 13 of the Treaty of Amsterdam

In 2000 the Council of Ministers of the European Union (EU) adopted three new measures, based on Article 13 of the Treaty of Amsterdam, to tackle discrimination within the member states. Although the principles of Article 13 are not legally binding, the EU proposes to adopt two additional directives covering minimum standards of legal protection against discrimination and an anti-discrimination Action Plan. Article 13 comprises an Employment Directive and a Race Directive. The Employment Directive requires EU member states to make discrimination unlawful in the areas of training and employment on the grounds of religion or belief, disability, age or sexual orientation.

The Race Directive (note similarities with the Race Relations (Amendment) Act 2000) requires member states to make discrimination on the grounds of racial or ethnic origin unlawful in the areas of employment, training, education, access to social security and health care, social advantages and access to goods and services, including housing.[1]

The Action Plan aims to promote cooperation between the member states in tackling discrimination, and ran for six years from 2001.

Sex Discrimination Act 1975

The Sex Discrimination Act (SDA) 1975 was amended and widened in 1986; it should be read in conjunction with the Equal Pay Act (EPA) 1984. The SDA makes it unlawful to discriminate against people on the grounds of their gender. The SDA applies to two kinds of discrimination: direct discrimination (that is, treating someone unfairly because of their gender) and indirect discrimination (that is, applying conditions which at face value appear to apply to everyone, but in fact discriminate against some people because of their gender) in a number of areas, including:

- employment;
- education;
- advertising;
- the provision of housing, goods or services.

Additionally it is unlawful to discriminate against people because of their marital status in respect of employment conditions or in job advertisements. However in specific cases certain jobs may have Genuine Occupational Qualifications (GOQs) where it is lawful to specify that the job must be undertaken by a member of a certain sex (for example, female toilet attendant).

The EPA applies to pay and other contractual factors where both men and women are undertaking similar work, work which is deemed to be equivalent (for example in terms of grading) or work which has equal value.

Disability Discrimination Act 1995

The Disability Discrimination Act provides a number of laws and measures with the intention of ending discriminatory acts against disabled people in a number of areas, including:

- employment;
- the provision of services and goods;
- buying or renting land or property.

Additionally the Act requires educational establishments to provide information for disabled people, and allows the government to set minimum standards in respect of public transport and to set up the National Disability Council and the Northern Ireland Disability Council.

The law makes it illegal for employers to treat a disabled person less favourably than someone else because of his or her disability, and applies to all aspects of employment, including recruitment, training, promotion and dismissal.[2] The Act also applies to any organization or individual who provides goods, facilities or services, on payment or otherwise, to the public (for example, shops, municipal swimming pools or libraries). It is against the law[3] for service providers to:

- refuse to serve someone because of his or her disability;
- offer a lower standard of service or goods to a disabled person than that offered to others;
- provide a service to a disabled person which is different from the terms offered to other people;
- provide services in a way in which it is impossible or unreasonably difficult for a disabled person to use the service or goods.

The Act also makes it illegal for anyone selling land or property to unreasonably discriminate against a person because of his or her disability.

In addition to using new legislation as a lever for change, government can call upon public inquiries and other pan-government reform programmes as part of its change programme. Two such reform initiatives are the Stephen Lawrence Inquiry and the government modernization programme.

The Stephen Lawrence Inquiry

There is little doubt that the Stephen Lawrence Inquiry was a landmark in the development of criminal justice in the United Kingdom. However, its impact is even more far-reaching, for as noted by the Home Secretary in his Action Plan: 'progress on policing must be part of a wider context. We have a commitment to building an anti-racist society.' The Inquiry, following the racist murder of a South London youth, was led by Sir William Macpherson and the final report was particularly damning of the police service in a number of areas. Macpherson's report not only served to expose police failures, it also accused the organization of being institutionally racist, which was defined as:

> The collective failure of an organization to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.
>
> (Macpherson, 1999: para 6.34)

Macpherson came to his conclusion after considering four fundamental factors:

- The murder investigations, including police treatment of Stephen's family and witnesses to his murder, and the failure of many investigating officers to recognize that his murder was racially motivated.
- The disparity between the numbers of ethnic minority people and majority white people stopped and searched by the police.
- National 'under-reporting' of racial incidents, which Macpherson concluded was due to an inadequate police response and an absence of confidence in victims to report such incidents.

Question	Response
1. Does your organization deliver lower levels of service to ethnic minority customers or clients?	
2. Does your organization use inappropriate stereotyping of ethnic minority groups?	
3. Does your organization enjoy the absolute confidence of ethnic minority groups?	
4. Does your organization have in place a comprehensive diversity awareness training programme?	

Figure 2.4 *Modernizing government checklist*

- Failures in police training, particularly in respect of community and race awareness.

As noted above, such failures are not the exclusive domain of the police service, and subsequently a number of other public sector organizations have been described as being institutionally racist. But how does your own organization fare? Taking into account the four factors noted above, try answering the questions in Figure 2.4.

The reforms instigated by the Home Office to the criminal justice system are also part of a wide-ranging modernization programme instigated by the government, and we will now examine the impact of this agenda on diversity.

THE GOVERNMENT MODERNIZATION AGENDA

In its far-reaching proposals to modernize government, the 1999 White Paper *Modernizing Government* sets out its stall:

> We must accelerate progress on diversity if this country is to get the public services it needs for the new millennium. The public service must be a part of, not apart from the society it serves.
>
> (HM Government Cabinet Office, 1999)

A subsequent paper on reforming the Civil Service developed this theme further:

> We need a civil service that is genuinely diverse. Only a truly diverse service will be capable of delivering the policies and services which our diverse society is entitled to expect. To be really effective the service must make the fullest use of its people, give them the chance to play their part, develop and progress to the maximum of their potential.
>
> (HM Government Cabinet Office, 1999)

A strategic plan to tackle these issues proposed a number of mandatory actions in the following areas:

- awareness;
- leadership;
- management capability;
- equal opportunities.

As part of this plan, individual departments are required as part of their own planning processes to build the mandatory actions into internal action plans and to provide regular reports on progress.

Such far-reaching government policies result from a recognition that effective management of diversity can provide access to a much wider pool of talent, and that an even wider phenomenon is allowing that pool of talent to become more mobile and able to work within a wider international scale. That phenomenon is globalization.

GLOBALIZATION AND THE RECRUITMENT AND RETENTION OF STAFF

Whilst the term globalization is relatively recent, it describes a trend that has played a significant part in world history. Today globalization is often associated with the worldwide marketing of huge corporations and their symbols such as the McDonald's logo (more than 25,000 outlets in approximately 120 countries), or with the large-scale demonstrations and outbreaks of violent disorder at International Monetary Fund meetings and anti-capitalist protests. However, it could be argued that the Roman Empire and similar empires built by Spain, Portugal, Britain and Holland were

attempts to devise a global trading market as well as extend the nation state. These quite extensive empires have since collapsed, and subsequently as a result of the two world wars in the last century and the 1930s depression, many nation states refocused energy into home-based markets rather than looking towards international trade. A prevailing issue at this point in time was a growing realization that international trading could result in a number of disbenefits, including home-based unemployment and increased poverty.

More recent events, including the development of democracies in the former Eastern Bloc Communist countries, and technological developments such as the internet and telecommunications, have led to the removal of protectionist barriers and the expansion of companies into new countries – the process of globalization. Critics of globalization see it as a deliberate attempt to control the world's political economy, involving the internationalization of finance, government and countries' populations. But what are the implications for managing diversity?

As part of its own future planning, the UK government has identified globalization as one of the six key drivers of change which will impact on government over the next decades. This view takes the following points into account.

It is almost certain that the world's population will rapidly expand over the next decades. With the world's population increasing annually by some 90 million, it is predicted that by 2050 the population could stand at 8.9 billion as compared to the 6 billion today. All of the anticipated growth is expected to occur in the developing world. By 2020 the developed world will house one-fifth of the world's total population, as compared with one-third in 1950 and one-quarter today. Such demographic changes will also lead to increased trading, although trading is also expected to increase in its own right.

It is accepted by all of the main international economic institutions that the developing countries will see an increase in their share of world output, and that capital markets and capital flows will increase as the costs of transactions are reduced. As organizations become more global and trading is further liberalized, with an increasing number of developing-world countries becoming part of the globalization phenomenon, the need for more effective diversity management becomes increasingly apparent. In this regard the issues can be separated into two areas: those concerning UK nationals and those concerning non-UK nationals.

UK nationals

The United Kingdom has witnessed a significant shift in emphasis to its industrial landscape over the past two decades. Previous reliance on mining, the steel industry and to a lesser extent manufacturing has been replaced by growth in telecommunications, support services and retail sectors. As UK organizations become more global, workers will increasingly be expected to work with and in other countries. As organizations develop a 'one company, one team' philosophy, the organizational culture is likely to be one which is company driven rather than one which reflects the national culture of the parent company.

HSBC, the world's second largest bank, recently embarked on an ambitious strategic plan 'Managing for Growth', which placed effective diversity management at its core. An extensive marketing campaign reassured customers and potential customers of the ability of HSBC to understand the needs of its customers and their communities. The need to identify with and relate to divergent cultures and communities is highlighted by the following:

> The old ways of looking at the global economy are no longer relevant. The world has dynamic areas including the USA and Asia excluding Japan, and stagnant areas, primarily Japan and the eurozone. We assess the new world order, highlighting six key misunderstandings. Our conclusions? China is already a consumer powerhouse. Commodity prices are high because labour costs are low. Companies have escaped the economic clutches of their host countries. Japan and Germany should be regarded as capital providers, not repressed consumers. Oil prices are permanently higher but inflation need not be. And monetary policies across regions will increasingly diverge. (www.hsbc.com)

While globalization and diversity present some issues for UK nationals, for non-UK nationals the issues are slightly different.

Non-UK nationals

The issue of immigration and asylum continues to be the subject of heated debate. On the one hand there is an acknowledgement that the UK is facing a serious skills shortage both in professions such as health and education and in market sectors such as construction and services. As noted by the *Guardian* (*source:* www.guardian.co.uk/immigration), recent research found that 10 per cent of construction employers had employed workers from the most

recently joined European Union member states. Additionally 8 per cent of new workers in the hotel and retail sectors came from a similar background, whilst 7 per cent of companies in the finance and business services sector had recruited at least one employee from a country that had recently joined the EU. At a time when some political parties have attempted to blur the distinction between immigration and asylum-seeking it is interesting to note that since Poland joined the EU in May 2004, just over 73,500 Polish nationals have signed the British government register of migrant workers: while almost half of that figure comprise new immigrants, the remainder were illegal workers who have registered in order to legitimize their continued presence in Britain. However, it is not just the UK that is examining its immigration policies.

Across Europe a number of countries are in the process of examining their approaches to immigration and, alongside systems designed to reduce illegal immigration, sit policies designed to encourage and regulate immigration of skilled workers. It also appears to be the case that public opinion supports a tougher stance on immigration. A survey published in March 2005 signified that over 60 per cent of respondents supported a five-year plan developed by the European Union designed to improve cooperation on immigration and asylum policy. This stance is also reflected in internal policies, with the French Interior Minister announcing tough measures to reduce the number of illegal immigrants estimated to range between 200,000 and 400,000. Also Germany, which has a population of approximately 7.3 million foreigners, at least 500,000 of whom are illegal, introduced legislation intended to encourage the legal entry of highly skilled workers and to deport those without valid papers. However, it is Austria that has perhaps taken the toughest stance: considered by many to have the most restrictive asylum laws in Europe, recent legalization now means that asylum seekers on hunger strike will be force fed (*source:* www.eubusiness.com).

The balance in this regard is to encourage the immigration of skilled workers in order to meet the skills shortage, and to reduce opportunities for illegal migrants. In this regard it seems likely that the UK will adopt a points system similar to those developed in Canada and Australia where applicants are judged on their ability to contribute to the national economy. The Centre for Economic Performance (CEP) at the London School of Economics argue that immigration does not threaten the jobs or salary rates of UK residents, rather it results in a number of financial benefits, for example by providing extra funds for pension schemes. Their study also found that whilst immigration rates were increasing, this was the result of a strong economy rather

than a weak immigration policy (*source:* http://news.scotsman.com/politics.cfm?id=423312005).

The extent of the skills shortage has been emphasized in a number of areas. For example, the CEP report discussed above suggests that the shortfall of teachers, currently 34,000 in England and Wales, may become critical as a result of early retirement and resignation to pursue other careers. The nursing profession is experiencing similar challenges, with the Royal College of Nursing predicting that 24 per cent of registered nurses will be retiring within five years. Faced with a current shortfall of just over 9,000, an overseas recruitment drive proved to be particularly successful and in 2004 40 per cent of new entrants to the profession came from outside of the UK. Moreover it has been estimated that 10,000 new GPs will be needed to implement the government's health plan. With only 110 having been recruited in the previous year it is perhaps of greater concern that 20–30 per cent of GPs intend to retire before the age of 60 and many consultants are retiring around the age of 60 instead of 65 (*source:* www.advisorybodies.doh.gov.uk).

However, it also appears that global marketization is helping to address the skills shortage and it is interesting to note the approach of Atkins, one of the UK's largest suppliers of government services: faced with an acute shortage of skilled workers that jeopardized its work on developing the West Coast mainline for Network Rail, Atkins have employed 500 Chinese workers to help deliver this £7.5 billion project. The staff worked from offices in Shenzhen and Beijing, developing signalling systems which were then delivered electronically to Britain.

Clearly there are a number of external features, different areas of legislation and human factors which together make up a more complete picture of diversity. However, where do previous initiatives, such as equal opportunities or race awareness, now stand and is it the case that the various pieces of legislation in the UK are in competition with one another?

DIVERSITY/RACE EQUALITY/EQUAL OPPORTUNITIES/COMMUNITY AND RACE RELATIONS/FAIRNESS: WHERE THE FOCUS SHOULD BE

Our work in this area began in the mid-1980s, when the focus was very much on community and race relations training. Since then our work has been rebranded as equal opportunities, fairness for all and now diversity. But are there any fundamental differences? In this next exercise, outline what you understand by the terms in Figure 2.5.

Term	Description
Community and race relations	
Race equality	
Fair treatment	
Diversity	

Figure 2.5 *Diversity terms*

We have found the equality opportunities and diversity continuum in Table 2.2 (adapted from one devised by the Civil Service) a useful way of categorizing the various terms as well as providing a developmental framework for organizational and individual learning.

For us diversity embraces all of the elements of community and race relations, equal opportunities, race awareness, fair treatment and more. However, one difficulty with this inclusive approach is the potential for one component of diversity to be marginalized in favour of another. Furthermore, some single-interest groups can demand that their particular issue is seen as more important than others. This is not always an easy area to address. Creation of the Equality and Human Rights Commission, however, provides a clean sheet as to the future direction of equality issues, in which legal compliance may be a stronger driver than a desire for inclusivity. However, we have found that a systematic approach to policy and strategy implementation is most likely to be successful, and we now look briefly at ways of implementing organizational change programmes.

ORGANIZATIONAL STRATEGIES

In the previous sections we have described a variety of drivers that have caused a number of organizations to rethink their approach to managing diversity. The combined effects of the new legislation, the Macpherson Inquiry and the business benefits have led to a number of organizations, both public and private sector, revisiting their strategic and business planning processes. But exactly how do you ensure that managing diversity becomes a central part of the organizational structure and its processes?

One method is that advocated by the Equality and Human Rights Commission (EHRC). Its 10-point plan involves:

Table 2.2 *Equal opportunities and diversity continuum*

Main focus	Descriptor
Basic equal opportunities	Training will focus on race, gender, disability and religious beliefs and on the legal requirements.
Further development of equal opportunities	The intention here is to develop understanding rather than impart knowledge. Exercises will encourage participants to view and experience activities as a minority and to plan how they can help change cultural barriers to minority advancement. At an organizational level perception/ attitude surveys would attempt to measure levels of perceived fairness.
Emerging diversity	Here the focus is on difference. As well as race, gender and disability, other factors which could be disadvantageous are introduced such as accent, educational background, sexual orientation and age. Training is aimed at increasing levels of awareness, acknowledging majority fears and identifying ways of confronting them.
Basic diversity	At this level the focus is on valuing individuals and their differences and translating this attitude into workplace behaviours. At an organizational level perception/ attitude surveys would be used to measure the extent to which diversity is valued.
Mainstreaming diversity	New values are constantly reaffirmed, the organization is supported to achieve long-term cultural change. Planning processes and performance measurement systems continually monitor performance. Long-term evaluation studies are complemented by benchmarking.

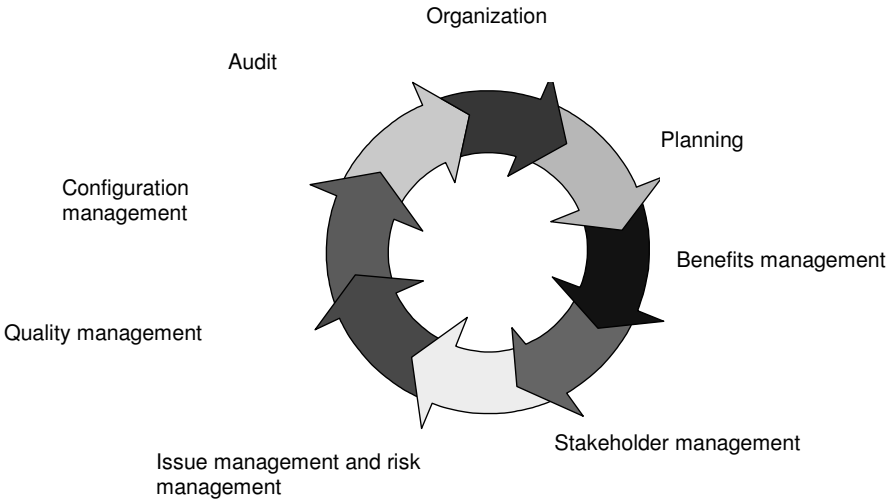
- developing policies to cover recruitment, training and promotion;
- action plans with specific and measurable targets;
- pan-organizational awareness training, and additional training for those staff involved in recruitment, selection and training;
- an organizational diversity audit to establish the current position and enable progress to be monitored;
- a review of all recruitment, selection, promotion and training processes;
- the production of job descriptions for all roles;
- where appropriate the offer of pre-employment training to prepare job applicants for selection tests and interviews, and consideration of positive action to encourage under-represented groups to apply for vacancies;
- consideration of the organizational image and determination of whether or not a more positive image could be presented;
- consideration of more flexible working arrangements and determination of what specialist equipment is required for disabled employees;
- the development of closer links with local community groups, schools and other organizations.

However, while this provides a comprehensive framework, it is acknowledged by the EHRC that policies alone will not bring about effective diversity management. It has been said that 80 per cent of strategic plans are unsuccessful, so what can be done to ensure that diversity strategies or policies are successfully implemented? One method that is reaping rewards in both the public and private sectors is an approach developed by the Office for Government Commerce (OGC) (formerly the Central Computer and Telecommunications Agency).

Managing Successful Programmes

Managing Successful Programmes (MSP) was developed as a complementary process to one previously developed to manage and implement projects successfully (known as PRINCE2 (Projects in a Controlled Environment)). MSP comprises a number of processes to ensure that large-scale programmes of change, such as a diversity strategy, are effectively implemented, by providing a systematic approach to managing the portfolio of projects which will deliver the intended benefits. MSP is built around a number of processes as shown in Figure 2.6.

Consider the model in Figure 2.7, which we developed for a large public sector organization. This framework enabled us to take a strategic view



- *Programmed management organization*
  giving people clear roles, responsibilities, leadership and lines of communication. There is a *Sponsoring Group* of senior executives including the *Programme Director* with ultimate accountability
- *Programme planning*
  using a *Programme Plan* to ensure that control is established and maintained
- *Benefits management*
  identifying, optimizing and tracking expected benefits to ensure they are achieved
- *Stakeholder management*
  ensuring all interested parties are appropriately involved in the programme
- *Issue management and risk management*
  having a strategy for dealing with current and anticipated problems
- *Quality management*
  ensuring that the end products of the programme are fit for purpose
- *Configuration management*
  keeping monitoring information about the programme up to date and accurate
- *Audit*
  ensuring that technical, statutory, contract and accounting standards are used

Source: OGC, 1999

Figure 2.6 *The principles of programme management*

of the direction and progress of the programme while at the same time being reassured that the project controls would ensure that the project outcomes would be delivered on time and fit for purpose. While project and programme management is sometimes seen as an unnecessary overhead, there

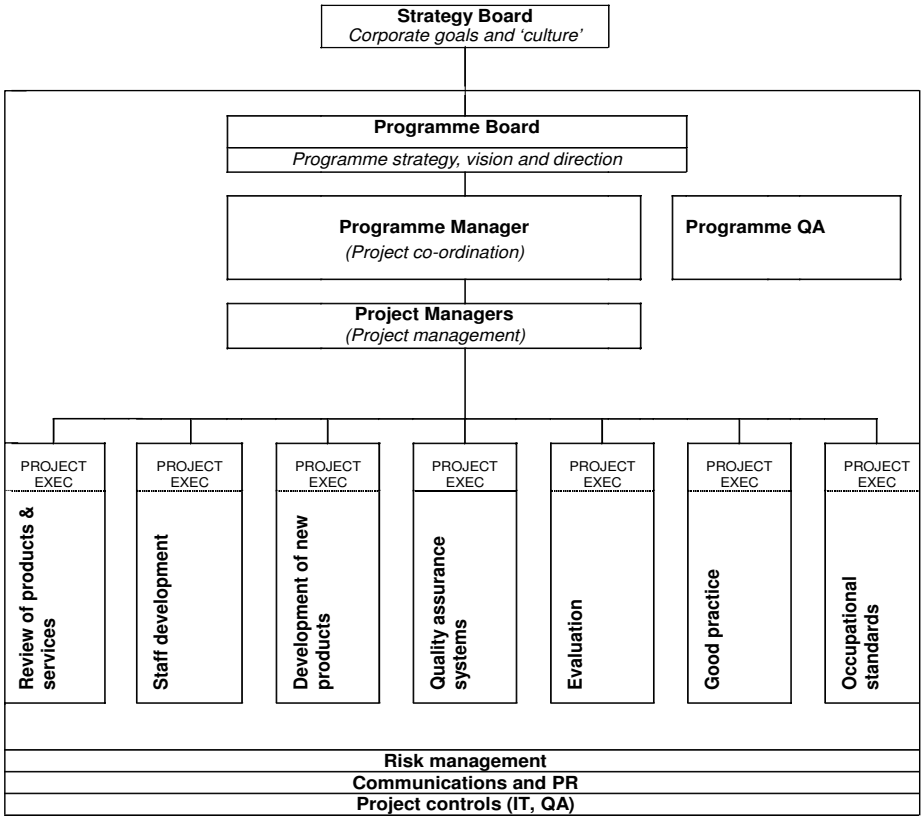


Figure 2.7 *An MSP model for a large organization*

are a number of organizations that see successful project and programme management as the key to successful organizations.

CONCLUSION

In this chapter we have outlined a number of factors that are driving the need for more effective diversity of management. It is our belief that recognition of diversity is a fundamental moral human right. However, we acknowledge that for some it is seen as a challenge, and we briefly set out a business case

for diversity. We then described the current legal framework and the impact of globalization.

Once an organization has committed to diversity there is a need to identify how organizational change will be achieved, and in the next chapter we will examine in more detail how to learn about diversity.

KEY LEARNING POINTS

In this chapter we asked you to consider a number of issues which are driving forward the requirement for a greater emphasis on diversity training.

- We noted that a number of different definitions of diversity are available, ranging from the humanistic 'oneness' approach to functional and detailed definitions which take account of class, education and wealth as well as ethnic origin, gender and sexuality.
- There is a very sound business case for diversity, taking into account demographic trends, availability of skills and the benefits that will be gained from employing a richer, more diverse workforce.
- There is also a sound ethical case for responding to diversity.
- The need for organizations to tackle diversity issues is highlighted by the extensive legislation, such as the Race Relations (Amendment) Act, the Sex Discrimination Act and the Human Rights Act, and the legal requirement for government organizations to take affirmative action in a number of areas.
- We invited you to examine the impact of globalization and how this could affect your own diversity strategies. In particular we looked at the global reach of UK companies and the ways in which some UK industries are having to look outside the United Kingdom to find suitably skilled workers.
- We noted the importance of devising diversity policies. However, we emphasized the need to ensure that such policies are implemented and translated into action. In this regard we suggested that structured programme and project management was essential.

NOTES

1 Discrimination on the grounds of nationality is dealt with elsewhere in the Treaty.

2 Unless the employer is able to show good reason. Employers would not be expected to make any changes to existing practice which would contravene health or safety legislation.
3 There are a number of exceptions such as health and safety issues.

Chapter 3

Learning to Learn About Diversity

By the time you have worked through this chapter we hope that you will have:

- explored the question of whether diversity is essentially a training or an education issue;
- considered the implications of learning about diversity for the learner and for the organization;
- identified the key components of a model of 'good' diversity training, and thought through how you might use this in your own context;
- understood the concept of 'opening up variation' for the learner and identified some examples of ways that this can happen;
- been introduced to the idea of using minority groups in training, and how this relates to opening up variation for the learner.

DIVERSITY: TRAINING OR EDUCATION?

Diversity training has become a pervasive element in many organizational training programmes. In Chapter 2 we outlined the business case for diversity and the way many organizations are responding to this. In the past few years there have been a number of key drivers which have generated the need for what has become known as 'diversity awareness' or 'community and race relations' or 'race awareness' training. We discussed examples of those drivers in Chapter 2. They include:

- The Race Relations (Amendment) Act 2000;
- *The Stephen Lawrence Inquiry* report;
- the Modernizing Government programme.

In thinking about how we learn about issues of diversity, there are a number of factors that need to be developed. There is an important issue around what is meant by 'awareness', since very often the claim that is made for training is that the intention is to raise people's awareness of something. This, of course, assumes a number of things about awareness which cannot, or at least should not, be overlooked. For example, we need to know what 'awareness' is commonly taken to mean. More importantly, if someone's awareness of something is raised, in what sense can he or she be said to have learnt something? If 'awareness' is assumed to be a lower level objective than the person being able to do something, or think about something, then in what sense can awareness have anything to do with training at all?

For the time being let us concentrate on the way diversity training sits in relationship to education and training. The question is an important one because it addresses issues of processes and outcomes. This is important because if we talk about 'diversity training' when we really mean 'diversity education', there is potentially a huge difference between the way we will do it and the expectations we have of it.

What do we mean by processes and outcomes? Essentially it is that the assumed processes and outcomes of education and training are often quite different. Spinks and Clements (1993: 20) charted some 'educational opposites' that may be identified between education and training. Compare some of the opposites in Figure 3.1 with your thinking so far about where diversity sits.

EDUCATION	TRAINING
Learner-centred	Teacher-centred
Freedom	Authority
Process	Product
Facilitative	Didactic
Person-centred	Task-centred
Wholeness	Fragmentation
Syllabus-free	Syllabus-bound
Interconnected	Linear
Divergent thinking	Convergent thinking
Experience-based	Information-based

Figure 3.1 *Education and training: some opposites*

The education and training opposites outlined in the figure suggest that, in their pure forms, education and training are quite different. The stress does need to be on the 'pure' here, because in reality education and training blend far more than this suggests. Having said that, it is important to think about where we stand on the issue of the extent to which this is education or training. We suggest a number of reasons why this is the case:

- It will influence the choice of methods for learning.
- The expected/anticipated benefits of the training will be better articulated.
- It will influence the bid for the time and money that need to be put into the programme if it is to be effective.
- It will recognize the complexity and emotional nature of the learning.
- It will influence the way the programme is evaluated and what it is reasonable to expect it to achieve.
- It will recognize that people are free to think for themselves and make their own choices.

A final point to make is that although, as you may have gathered, our own approach is that diversity is more something about which people should be educated than something they can be trained in, the reality is that in many organizations it is referred to as 'diversity training'. In order to facilitate communication we refer to 'diversity training' throughout this book. We use that phrase given the understanding that we also take it to include processes and outcomes that are more to do with an educational paradigm than a training one.

LEARNING IN THE DIVERSITY CONTEXT

In the introduction to the book we briefly looked at why diversity training is often considered 'special'. In this section we will develop those themes a little and relate them to the notion of learning to learn about diversity. It is well established in education and training circles that different people have different learning styles and preferences. For example, Honey and Mumford (1986) delineate learning styles such as activist, pragmatist, theorist and reflector. You may also have come across other descriptions of learners' preferences such as serialists/holists, where some learn by seeing the big picture first and others prefer to take things step by step.

Just as learners seem to have different styles and approaches to their learning, so it is equally being established that different learners handle the learning of different objects of learning in different ways. This arises out of the way in which a given learner experiences the phenomenon. So, for example, if we take a typical problem of mathematics and study the ways different learners go about tackling it, we will find that there is a limited and definable number of ways in which people go about solving the problem, because they are experiencing the problem in different ways. It is not a matter of rocket science: our own experience of diversity training (by which we are including the entire process from needs analysis through to evaluation) is that people most definitely experience the issue from different perspectives and in different ways. There seems to be a spectrum of both experience and world-view. This ranges from the overt racist/discriminator who views diversity as an affront to racial or cultural purity (thankfully such people are rare) to those who seem to be role models for how to embrace a diverse society and celebrate it.

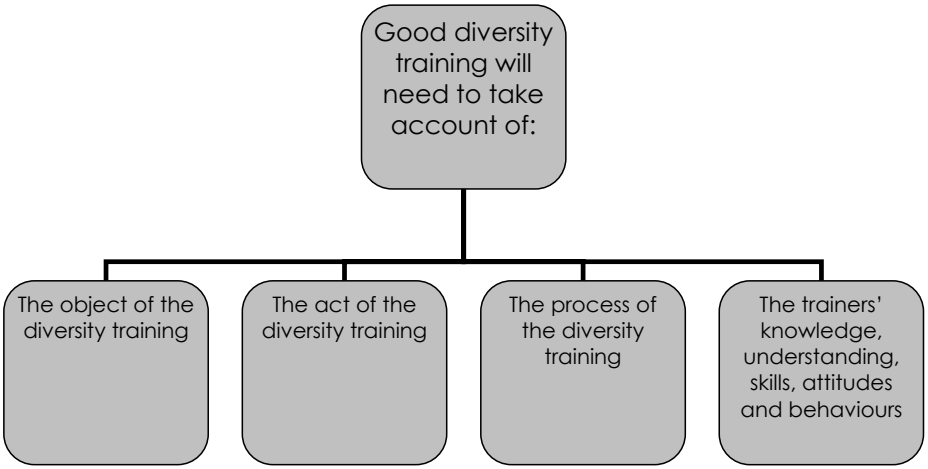
Pause for reflection

Consider each of the statements below. How do they relate to your own experience of learning? How do they relate to any experience you may have of learning about diversity?

- Diversity education/training needs to take account of the potential for learners to have a preferred learning style.
- If we take any aspect of diversity – we want people to learn, for example, the impact of institutional racism – we need to recognize that people will handle that learning in different ways.

WHAT DOES 'GOOD' DIVERSITY TRAINING LOOK LIKE?

In thinking about what makes for 'good' diversity training, our point of departure needs to be what we mean by 'good'. At the technical level we take good diversity training to be that which achieves the aims and learning outcomes for a particular session. If they are achieved then it is more likely than not that learning will have taken place. We may not be satisfied with this, however, because there is a qualitative aspect to learning that will add another dimension to what we mean by 'good'. By this we mean that good



Source: Clements (2000)

Figure 3.2 *The components of good diversity training*

diversity training will be that which takes people out of their comfort zones (see Chapter 8) and in which people are seen to move their position to a greater or lesser extent. To achieve this, a number of components need to be in place, and these are illustrated in Figure 3.2.

The object of the diversity training

The object of diversity training refers to what we are trying to achieve and will normally be expressed in terms of an aim (although sometimes there will be more than one aim) and a set of learning outcomes. These express clearly what it is we are aiming at in the training, and they need to be carefully constructed to make them useful. The extent to which they are specific will depend to a degree on whether you are working in an educational or training paradigm. If the former, then it is likely that the learning outcomes will be framed with a great deal of latitude. For example, typical verbs might be:

- explore;
- appreciate;
- examine;

- discuss;
- consider.

If, on the on the other hand, you are working in a training paradigm, and particularly where there is close accountability to a sponsor of the training, then the way the learning outcomes are framed will probably need to be more specific. Verbs that are typical of such an approach might be:

- state;
- describe;
- list;
- demonstrate;
- identify.

An important point to note here is that aims and learning outcomes or aims and objectives can sometimes give the illusion that there is clarity in terms of what it is intended that the training should achieve. In practice there is usually a difference between what is stated on paper and what actually happens in the classroom. For example, in diversity training it is often very difficult to predict in what direction the discussion will go. This may mean that the intended purpose of the discussion will need to be responsive to the needs of the learners.

A further issue about the object of diversity training lies in the issue of whether aims and objectives (or learning outcomes) can adequately express the intention at all. In Chapter 8 we discuss the way in which diversity training may aim to see people move their position in some way, and this is not all that easy to express in tightly defined terms. That said, there are a number of components of the object of diversity training that need to be thought through in constructing the aim and learning outcomes. For example, we will want the students to gain knowledge. This knowledge has two main dimensions, that which is internal to the learner and that which is external. The internal knowledge refers to self-awareness of a number of factors such as attitudes, values and beliefs, as well as the individual's socialization, prejudices, assumptions and way of seeing the world. The knowledge that is 'outside' the learner refers to aspects of knowledge that can be gained from external sources, such as the law, culture, history and theory.

The act of diversity training

Although this may seem to be a strange way of putting it, the 'act' of diversity training refers to what the learner, rather than the trainer, is doing. Learning about diversity will of course involve a number of activities, but research has shown that there are certain 'acts' on the part of the learner that are very important if the training is to be of good quality. Trainers should consider how best to stimulate the 'acts' within the learner. We deal with each of these in turn below.

Understanding

We note elsewhere (see Chapter 8) that understanding is a key component of learning, and this is no less so in diversity training, which is not something that can be learned by rote to be repeated in an exam. Sometimes understanding will come naturally to a person (for example, through reflection) but more often than not understanding will be achieved through the input of some external stimulus that is likely to be orchestrated by the trainer. Some ideas about what might stimulate understanding include:

- the choice of good examples;
- providing quality explanations;
- helping learners to see something from different perspectives by getting them to situate their knowledge in different contexts;
- deep discussion about a topic;
- providing visual stimuli;
- providing exposure to different perspectives on a particular issue.

Seeing things in a new way

There is a sense in which we all see the world from a different perspective. Although the fact that we see the world in different ways is literally true, in practice there are a limited number of perspectives that are qualitatively different. We tend to see things through the lens of our own socialization. Many things will have affected this, such as our culture, our parents, our friends, heroes, television and other media, and our education. All these things (and others) combine to make up our 'world-view'. Diversity among other things is about dealing with a variety of world-views, which may be either marginally or completely different from our own. The 'act' of diversity training needs to include ways of helping learners to see the world from

different perspectives. The variation that this produces will inevitably stimulate learning. There are some very practical ways in which this can be brought about. For example, it is not uncommon for diversity training to include guest speakers or participants who represent various minority groups. Whilst, for example, there is value in examining the notion of racism, a more powerful way of seeing this from a different point of view is to have a speaker who can relate his or her experience of being on the receiving end of racism. Another way of helping people to see things in a new way is constantly to challenge assumptions. In fact a useful exercise is to encourage learners to identify all their assumptions and to explore how these are influenced by and influence the way they see the world. An example may help here. A learner who is an atheist may assume that there is no God and see the world entirely from that perspective. This will have an inevitable impact on how the person sees others who do believe in God. One of the key strands of diversity is religion and belief and, for the learner to fully appreciate how others see the world from a religious perspective, the ideal way is for him or her to be exposed to those other views by someone who is in that position.

Reflection

Reflection is crucial to learning and is therefore an important 'act' on the part of the learner. Much has been written about reflection but, simply put, it is thinking about and making sense of the experiences we have. Good-quality diversity training will offer experiences to the learner in the form of discussion, exercises, case studies, videos, guest speakers and so on, but it is important that learners are encouraged to go one stage further and reflect on those experiences to work out what the experiences mean for them as individuals. It is important for the trainer to realize that reflection is something that may happen at the time of the experience (this is sometimes called reflection in action) or at a later time (reflection on action). Both these phenomena have been described by Schön (1983). We have frequently come across examples where learners do not appear to have reflected at the time of the learning experience but have reflected later. That later reflection has then had the effect of making sense for them, and they grasp the meaning of what they experienced. In recognizing the importance of reflection it is therefore worth thinking about incorporating this into the design of the training programme and providing the opportunities for reflection as well as the opportunity to express the results of the reflection through disclosure to others in the learning group.

Realization

The last 'act' of diversity training is realization, and this is closely related to reflection in the sense that it seems to be the manifestation of the reflection. Some have described realization as 'a state of heightened awareness'. Realization was described to us by one student as 'a sort of "ping"; it's when the light comes on and you realize what it's all about'. Sometimes of course the trainer will metaphorically see the lights coming on as an issue is dealt with, but again as with reflection it may happen at a later stage. Realization is about seeing meaning and understanding and importantly in diversity training it will be at the personal level. An example of how we can see realization in practice is when we ask what people have learned in a diversity training session. Some students will talk about the process of the training in abstract and general terms. Others will be much more specific about what they as individuals have learned and what it means for them. It is the latter group who seem to be more fully engaging in the act of realization.

The process of diversity training

The third element of a model of good diversity training (see Figure 3.2) is that of the process of the training. This refers to the way the training is designed and executed. Research has shown that the process of diversity training has four important aspects if it is to be successful:

- the design of the training;
- the comfort zone;
- the analogy of the journey;
- the authority underpinning the training.

The design of the training

Diversity training is not particularly different from other forms of training in respect to its need for good design. All training needs to be designed well if it is to be successful. This will start with a clear aim and set of learning outcomes, and flowing from these will be a set of interesting, challenging, stimulating learning experiences. In Chapter 8 we discuss some key aspects of learning, namely knowledge, understanding, skills, attitudes and behaviour. The design of the training will need to address the needs of learners around all of these factors. It is probably true to say that in diversity training the element that has a greater requirement than other forms of training is the

addressing of attitudes. One strikingly distinctive feature of diversity training is that it addresses people's attitudes, values and beliefs in a way that is not the case for other contexts. Most people come to diversity training with firm views about many of the topics that are raised. This needs to be taken into account in the design. So exercises will need to be developed that bring these attitudes, values and beliefs to the surface and provide an opportunity for them to be challenged.

The comfort zone

Good diversity training will have a process that takes people out of their comfort zone whilst at the same time maintaining an atmosphere of psychological safety. What do we mean by this? Most of us like to operate in environments in which we feel comfortable. This is no different for the learning environment. The challenge of diversity training, however, is that by its very nature people are likely to be made to feel uncomfortable. For example, if we are to bring to the surface and address any prejudices we may hold, then this is going to be an uncomfortable process. Our experience is that few people (although there are some) are actually proud of the prejudices they hold. So to be open about one's prejudice is very likely to be an uncomfortable experience. In recognition of this the process of diversity training needs to be developed in such a way that it gives opportunity for such expression but at the same time is supportive and appreciative of the disclosure.

The analogy of the journey

The process of diversity training has been described as analogous to a journey. The old adage is that for the true traveller the journey is often more significant than the arrival. So how might we relate this to diversity training? Journeys involve a start point and end point. The start point is a given, but the end point may not always be the one that was planned. Some journeys may have a guide – and we can equate this to the trainer who is there to guide the learners through the process. So to make sense of this we might say that we can regard diversity training as a journey. The start point of the journey will be the point of departure for each of the learners, and this will probably be different for each of them. They will have different attitudes, values and beliefs and will also have different social backgrounds. It is important that the trainer recognizes this difference. The journey will essentially be one of exploration, both in terms of self-awareness and in terms of finding out new things about diversity and what it means for the individual and for society

in general. The end point of the journey cannot really be known; it will be different for different people, but a characteristic of good diversity training will be that all the participants have moved along the road to a greater or lesser extent.

The authority underpinning the training

The final point to make about the process of good diversity training is the authority that underpins it. By this we mean that we need to consider the extent to which the training has been sanctioned by an organization and what its expectations are regarding the outcomes. For example, most public authorities will sponsor and sanction diversity training as part of their wider commitment to their statutory general duty to eliminate unlawful discrimination and promote good race relations. Very often this will mean that the participants are not volunteers and will therefore have a variable commitment and enthusiasm for the process. This in turn means that the process design will need to take account of the fact that not all participants will be willing volunteers. It will mean that trainers will need to be confident in what they are doing and very clear about the rationale for the training. It will probably also mean that trainers will need to manage carefully their expectations about what can realistically be achieved with people who are not at the training by choice. A final point to make here is that trainers need to be confident about the authority under which they are conducting the training and rest secure in the knowledge that the organization will back them up in what they are doing.

The trainers who engage in diversity training

By now it has probably become apparent that good diversity training depends to a large extent on the quality of the trainer. In our experience the good diversity trainer needs all the qualities of a general trainer and then some extra qualities that are specific to what is a challenging topic to deliver. Research by Clements (2000) revealed that trainers in this area identified a number of skills and attributes that they regarded as essential to the role. These are laid out in Table 3.1.

Although the factors shown in Table 3.1 have been organized as skills and attributes, we are aware that in some cases their allocation to one or other category may be open to discussion. The point is to get a general idea of the qualities that the diversity trainer needs. A glance at the lists in Table 3.1 will show that some of the factors are self-explanatory, but some of them need

Table 3.1 *Skills and attributes of diversity trainers*

Skills	Attributes
Intervention	Flexibility
Facilitation	Knowledge of law
Conflict management	Knowledge of policy issues
Asking tough questions	Self-awareness (eg of own prejudice,
Managing group dynamics	attitudes, values and beliefs)
Managing resistance strategies	Resilience
Communication	Belief in what you are doing
	Deep understanding of the issues
	Positive outlook
	Recognition of own limits
	Sincerity
	Sensitivity to people's needs and concerns
	Non-neutral in facilitation
	'Walk the talk'/own the ethos
	Well trained in diversity

more explanation. For example, taking the list of skills first, most of those listed are the skills that would be expected of any trainer, but the balance and level of expertise required are somewhat different when placed in the context of diversity training. Managing group dynamics and resistance strategies on the part of some participants will be important. Both of these are explored in more detail in Chapter 8, but at this stage it needs to be noted that the trainer needs to be ready, willing and able to deal with both. In terms of group dynamics, for example, we have experienced whole groups that seem to be difficult to manage. More often than not this is associated with diversity training that is mandated for compulsory attendance. The behaviour displayed will sometimes manifest itself as resistant to the process, and in extreme cases with a refusal to take part in the process. Whilst this is rare, it can happen, and the trainer needs to be ready for it.

Pause for reflection

If you are a diversity trainer, take a look at the attributes in Table 3.1 and think about the extent to which you display them. You might reflect on them by asking yourself the questions 'Do I fully meet these attributes?', 'Do I partially meet these attributes?' or 'Do I not meet these attributes?' If the answer to any is not 'fully' then consider what you need to do to put that right.

Two of the attributes in Table 3.1 seem to us to be pivotal to the good diversity trainer, that is to have a belief in what you are doing and to 'walk the talk'. It seems to us that there is little point in even attempting to deliver diversity training if you do not fundamentally believe in diversity as a good and positive thing in society. Furthermore, it is important that you do not ask students to do as you say rather than do as you do. Our attitudes, values, beliefs and behaviour need to be congruent with the underlying message of diversity if we are to have credibility. Students will quickly identify when this is not the case, and so sincerity becomes important. A further trainer attribute that needs to be mentioned is that of self-awareness. Just as people who are training to be counsellors need to have been counselled, so diversity trainers need to have undergone similar exercises and processes to those that they will expect their students to go through. Put simply, this all means that diversity trainers need a high level of self-awareness, of their own prejudices, assumptions, attitudes, values and beliefs.

OPENING UP VARIATION FOR THE LEARNER

There has been a great deal of research in recent years which indicates that the key way in which we learn things is through being able to discern variation. We see this as making a significant contribution to how learners may learn about diversity. Marton and Booth (1997), who have been in the forefront of this research, give an interesting example of how this works. Suppose you are in a forest in which there are deer. The light is fading and there are dark trees and bushes in which a deer is standing. In order to see the deer you need to discern its outline and contours from the background against which it stands. In order to do this you need to be able to recognize it as a deer – you need to be able to assign meaning to what you are seeing. That meaning needs to be separated out from its context – otherwise you will not see the deer, just trees

and bushes. Without variation in the context you would never be able to see the deer. Without meaning you would never discern the variation.

Another example of variation helps to make the point in perhaps a more striking way. Bowden and Marton (1998: 34) give an example drawn from the work of an anthropologist who visited a small remote village in Turkey. The water of the village contained a type of bacteria which to the observing anthropologist seemed to cause the people of the village a stomach problem. Everyone in the village experienced the same problem, since they all drank the same water, and the condition remained throughout their lives in the village. When the anthropologist interviewed the villagers no one mentioned the stomach problem they seemed to have. Because everyone was experiencing the same thing in the same way the stomach disorder did not represent any variation from the norm. The result was that the villagers were not aware that they had a stomach disorder which was caused by the bacteria.

Now think about diversity from a similar perspective. One of the key points that we have made in this chapter is that people have different ways of seeing and experiencing the world in which they live. Many people, and in particular in this country the white majority, tend only to be able to see the world from a particular white majority perspective. So the world appears to be one where whiteness is assumed. If the possibility of diversity is not taken into account, then for people in the white majority it is very easy to package the world they see in such a way that it effectively excludes other possibilities. In Chapter 6 we discuss the notion of institutional racism and discrimination. We would argue that one of the underlying causes of the phenomenon of institutional racism and discrimination is that people make majority assumptions and never properly engage with the reality that in fact we live in a diverse society. Not all people share the assumptions that are made by a white majority.

One of the aims of diversity training then needs to be to open up variation for the learner. In this way a diversity trainer will empower learners to discern variation in a whole range of ways including:

- variation in people's life experience;
- variation in culture;
- variation in value systems;
- variation in beliefs;
- variation in what can be assumed.

A practical way of achieving such variation is to involve people from minority groups in the training process. By giving first-hand accounts of the way they

experience and see the world, they can open up variation for the learners. This leads us to consider how in reality we might do this.

INVOLVING MINORITY GROUPS IN YOUR TRAINING

The Stephen Lawrence Inquiry report recommended for the police service:

> That police training and practical experience in the field of racism awareness and valuing cultural diversity should regularly be conducted at local level. And that it should be recognized that local minority ethnic communities should be involved in such training and experience.
>
> (Macpherson, 1999: 332, recommendation 50)

For the police this represented a major change in the way that training in diversity issues is addressed. In fact the trend has been to broaden the remit to try to involve minority perspectives in all aspects of training, from needs analysis through design to delivery and evaluation. Involving various communities in all aspects of training is an essential component of learning to learn about diversity. For too long majority groups both set the agenda for training and held on to the power in terms of evaluating its effectiveness. In learning to learn about diversity, there must be a concern to be inclusive rather than exclusive in all aspects of training.

Pause for reflection

As one who is interested in developing diversity in your own context, reflect on all the reasons why you might want to involve minority groups in your training programmes. What groups would you want to involve? What would the issues be in terms of how you might involve them?

The importance of involving communities in diversity training

We can summarize the importance and value of involving others in training as follows:

- Diversity is essentially about the recognition of the difference between people, groups of people and communities. If the training agenda is to be

properly reflective of that difference, then others need to be involved in its development.
- Involving diverse groups in developing and delivering training will bring other world-views to it which could not otherwise be reflected.
- If the aim is to 'open up variation' for the learner, then the first-hand experience of someone from a minority community will be much more powerful than reported experience.
- Learning will be enriched through shared experience.
- Minority groups gain a sense of being included, rather than excluded, and will be able to express the issues as they are experienced by them rather than how someone else believes they are experienced.

In the pause for reflection activity above we asked you to consider what groups you might want to involve in developing and delivering a diversity programme and what issues this might raise. There are a number of factors that need to be taken into account.

What is a community?

There are several ways in which we might understand the term 'community'.

Communities may just mean neighbourhoods, or where people live. Their sense of community may come from simply being located together. Very often this is more noticeable where the numbers of people are smaller, such as in small towns or villages, maybe in rural settings. In urban areas the sense of community in a neighbourhood may be completely absent or may be restricted to groups of houses or flats. This is important because in involving the community it is important to establish that people who speak for a neighbourhood community might in fact be speaking for a very small number of people. Their experience is, of course, perfectly valid, but you need to take care that a range of views are represented.

Communities can also comprise people who, while not living in the same neighbourhood, have a community of interest. So we often hear the phrase 'the business community' where what is being referred to is the unifying interest that individuals have in a particular area of business. Again, this is important as for many organizations there is a need to identify the communities of interest that they serve in order to meet their diverse needs properly.

The third and possibly most powerful way of thinking about community is where there is a community of identity. This does not depend on where people live, neither does it depend on a particular interest, but it is defined by

the way people see themselves. This leads to a much broader way of thinking about diversity. Communities of identity may include for example:

- young people;
- people from ethnic minority backgrounds;
- people who are gay, lesbians, bisexual or transgender;
- asylum seekers and refugees;
- people who identify themselves in terms of their religion or faith, such as Muslims, Jewish people, Christians, Hindus, Sikhs and so on;
- Gypsies, travellers and Roma.

An important point to note in regard to all of the above is that many people identify with more than one community. The practical outcome of this is that we need to take care not to assign people to a particular group in a stereotypical way, and then make the assumption that that is all there is to say about them, or more importantly that this is the way they would identify themselves.

Pause for reflection

Think about what we have been saying about communities. What communities do you identify with? What does this say about you and the way you see the world? How might it be different for others?

Many agencies who engage in diversity training programmes routinely involve communities in all aspects of their training to maximize its impact and open up variation for learners. We are grateful to Dianna Yach of Ionann management consultants for the contribution of elements of good practice in community involvement depicted in Figure 3.3.

A final point to note is that diversity training and diversity programmes generally will be considerably empowered by the proper involvement of diverse communities. This may also include involving communities with your organization.

We close this section with a short poem which was written by a black community contributor to some community and race relations (CRR) training for a group of senior managers. He wrote it spontaneously to express what he was feeling during a plenary feedback session with the managers. We think it perfectly captures what we have been trying to say.

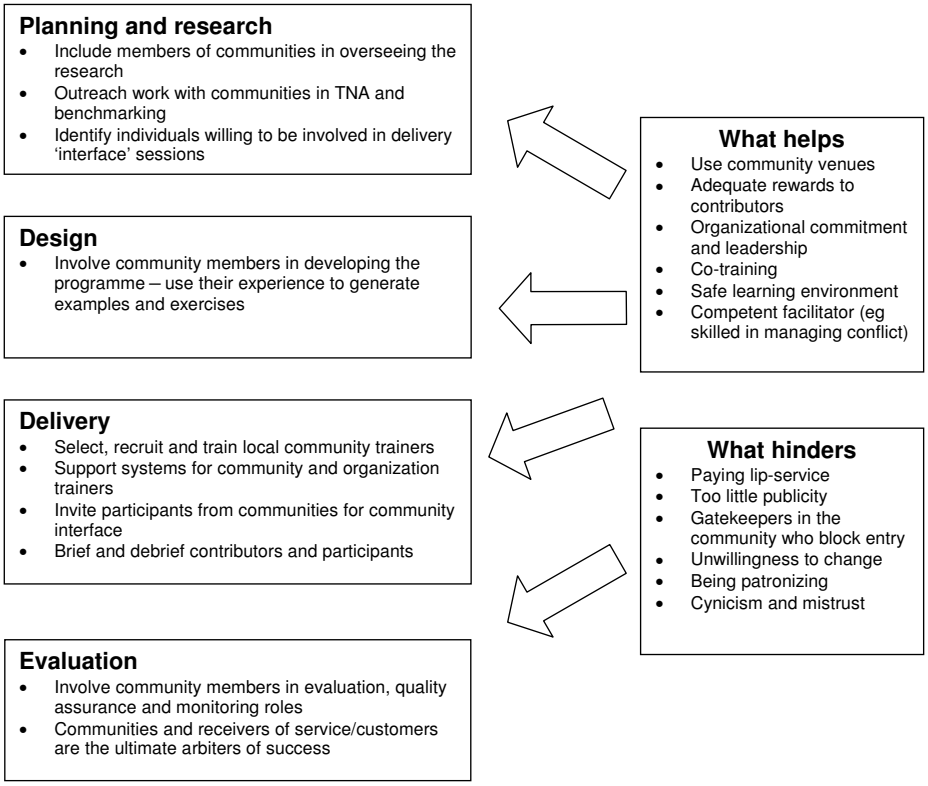


Figure 3.3 *Good practice in involving the community in diversity training*

We are hard at work everyday, trying to make changes – that's the key.
Not first for me or you, but changes for the future,
That's what we all want to see,
A better tomorrow, for you and me,
Whether we're black, white, pink or yellow
Challenging the way we work, the way we think, and de things that we do
At work for me and you.
No matter what department you work in –
CRR is a very important key,

Just like health and safety.
So smile, and take on board CRR
JAH LOVE it's that easy. . .
(Reproduced with kind permission of Charles Carrington, community contributor from Reading)

KEY LEARNING POINTS

In this chapter we have taken a theoretical view of learning to learn about diversity. Later in the book we will present a practical application of the theory.

- Our point of departure was to consider where diversity training sits in relation to education and training. We noted that many of the aims and processes involved in diversity are actually oriented more towards education than training.
- Drawing on research that was conducted among trainers engaged in the field of equal opportunities, race awareness and diversity, we examined the components of a model of good diversity training. We argued that 'good' diversity training will address all the components of the model.
- The first component of the model challenged thinking about the object of this type of training. 'Awareness' involves knowledge of self as well as knowledge of the issues.
- The act of diversity training was presented as having four key elements for learning: understanding, seeing things in a new way, reflection and realization.
- The process of diversity training needs to take account of creating a secure learning environment and is analogous to taking the learner on a journey.
- The trainers engaging in this type of training need the appropriate skills and attributes, and will need support to cope with the stress that they will experience.
- Effective application of the model will be to a certain extent dependent on the trainers' view of teaching and learning. There was an opportunity to consider your own conception of teaching.
- We looked at the theory of variation as a way of understanding how people learn, and considered ways of opening up variation for learners.

- Finally we considered involving minority communities in diversity programmes, the importance of this for variation, and examples of what constitutes good practice.

Chapter 4

A Knowledge Base for Training Diversity: Some Specific Issues

> Knowledge – that is, education in its true sense – is our best protection against unreasoning prejudice and panic-making fear, whether engendered by special interest, illiberal minorities, or panic-stricken leaders.
>
> Franklin D Roosevelt

LEARNING INTENTIONS

On completing this chapter we hope that you will have:

- developed an understanding of a range of psychological theories of human thought processes and behaviours which impact on the concept of diversity;
- considered the concepts of racism, sexism, homophobia and issues surrounding disability;
- examined some commonly used models used to define the relationship between attitudes and behaviour and responses to dominance.

INTRODUCTION

The purpose of this chapter is to provide you with a knowledge base with regard to some of the underlying features of diversity training. Each of the sub-headings of this chapter is probably the subject of a book in its own right.

We will not, therefore, provide a detailed analysis. Rather we will outline the key features and provide you with references so that you can undertake more detailed research as appropriate. The scope of this book also prevents us from addressing all of the issues, definitions, concepts, notions and theories. We have therefore included those areas that are most commonly addressed in diversity training.

We have worked with a number of trainers who have found the concept of attitudes, values, beliefs and the interrelationship with behaviour initially difficult to grasp. This is unsurprising as the area is both complex and challenging, and remains a constant source of research and debate for psychologists. However, we feel that it is important to develop some degree of understanding of the various definitions for a number of reasons.

First, there have been a number of occasions when we have worked with sponsors of training events who are themselves confused about the terms and have an unrealistic expectation of what the training event can actually achieve. One sponsor in particular was disappointed to learn that the three-day awareness course he had commissioned was unlikely to result in wholesale attitudinal change.

Second, it is important that you develop an understanding of your responsibilities and boundaries as a diversity trainer; in our work as trainer trainers we have frequently found newly trained trainers who have taken on the mantle of quasi-psychotherapists wanting to drill down into the process of the learning event at the expense of the content.

Finally, diversity training is challenging; it confronts individuals' attitudes, values and beliefs; very often you will be required to challenge inappropriate language and behaviour, and you may also be challenged by your delegates. This can take the form of non-participation throughout the training or, in some cases, an outright challenge to what you have said.

The scope of this chapter is summarized in Figure 4.1.

ATTITUDES

If the sponsors of training are confused by some of the terms, they are not helped by some of the many competing and, in some cases, contradictory definitions of 'attitudes'. Reber and Reber, authors of *The Penguin Dictionary of Psychology* (2001), state that attitude comprises the following components:

- cognitive (a consciously held belief or opinion);
- affective (emotions, mood and feeling);

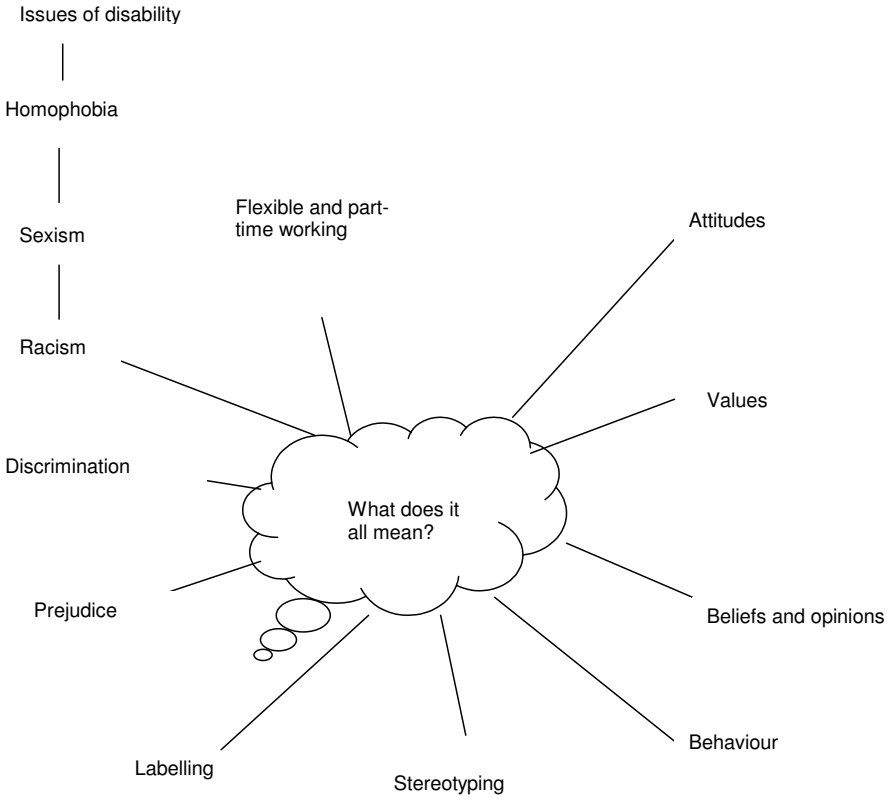


Figure 4.1 *The scope of the chapter*

- evaluative (to determine the negative or positive value of something);
- conative: an ordered arrangement of elements (such as stereotypes) which are likely to lead to a particular behaviour.

From a research perspective Clark and Miller (1970) describe an attitude as:

> a disposition, acquired through previous experience, to react to certain things, people or events in positive ways. Attitudes represent a tendency to approach or avoid that which maintains or threatens the things one values. Like the values from which they are often derived, attitudes have an effect upon and are consistently related to beliefs and behaviour.

Attitudes can be developed by individuals, by small groups, by communities and by populations. A commonly held attitude within a group can develop a group culture. Attitudes develop over time and can change according to different circumstances. They are hypothetical constructs: in other words they are not themselves observable. However, they are manifest in behaviours such as speech, writing, non-verbal communication and physical behaviours.

We are frequently asked whether attitudes can be changed. The simple and somewhat glib answer is of course yes; however, the process of changing attitudes can be time consuming and requires sophisticated processes.

Generational attitude change

Attitude surveys are frequently used to monitor attitude changes over time, and it is widely accepted that attitudes towards a number of areas changed during the 20th century and beyond into the 21st century. In this way the attitudes of one generation can be compared with another.

One option is to compare modern and post-modern attitudes. In this regard modernist attitudes (also known as materialist) are those attitudes which emerged in the 19th and early 20th centuries; post-modernist attitudes (post-materialist) have emerged in the developed world since the Second World War. The Local Government Association (2000) outlined some key differences between modern and post-modern attitudes, which are shown in Table 4.1.

In another example, in the United States research looked at the attitudinal differences between different generations using the following categories:

- Baby Boom generation – those born between 1943 and 1960;
- 13th generation – those born between 1961 and 1982;
- Millennium generation – those born between 1982 and 2003.

Five historical events and activities that occurred during the formative years of 13th-generation individuals were said to be responsible for shaping their attitudes. These were:

- the information explosion;
- technological advances;
- economics;
- political changes;
- scientific advances.

Table 4.1 *Modern and post-modern attitudes*

Modern/materialist	Post-modern/post-materialist
Increased wealth/economic growth	Wider quality of life issues
Deference and respect for legal authority	Challenges to status quo
Extended family and social obligations	Individual self-expression
Allegiance to large institutions (Church, trade unions, etc)	Individual value systems and increasing acceptance of and respect for social and cultural diversity
Hierarchy	Heterarchy
Male values of authority	Female values of authority

Source: Local Government Association (2000)

The same question was asked of a group from the Millennium generation. They identified the following events:

- the *Challenger* explosion;
- the ending of the Cold War;
- the first Gulf war;
- AIDS and other sexually transmitted diseases;
- the Rodney King incident in Los Angeles, USA.

Consider these two questions:

In your view what recent events are likely to shape the attitudes of younger members of society?
Do you think that these events will challenge the attitudes of those from a different generation?

Attitude change in groups

Generational attitude change is normally the result of large-scale significant events; attitudinal change in small groups is a different concept. National

Police Training (NPT, 2001) describes the three main approaches to changing attitude as:

- the power/coercive approach;
- the empirical/rational approach;
- the normative/re-educative approach.

The power/coercive approach

This approach is based on the premise that changing and/or adopting new behaviours will eventually lead to attitudinal change. It is more commonly known as behaviour modification or behaviour modelling. Typically the process comprises four distinct stages. First, specific measurable behavioural objectives are devised to describe in detail the new desired behaviour. This behaviour is demonstrated by a role model (such as a trainer) and then continually repeated by individuals within the group. Finally, feedback is provided as to whether or not the practised behaviour meets the objectives devised in the first stage.

The empirical/rational approach

This approach is quite simply the use of information that is intended to appeal to rational logic. It is quite often used as part of national government advertising campaigns such as road safety campaigns, anti-drink drive programmes and anti-smoking advertisements.

The normative/re-educative approach

This approach is frequently used in attitude change training. It uses a number of processes (described in more detail below) which encourage individuals to examine their own attitudes and expose them for review by others within the group. The peer group and group leaders then provide feedback (for example, regarding the appropriateness of the behaviour) which should be supportive and non-judgemental. Individuals are then encouraged to confront their attitudes.

Attitude change and diversity training

In our experience long-term and substantial attitudinal change is unlikely to occur as a result of short-term awareness training, which is typically concerned with increasing knowledge and understanding. In this regard we have found

Table 4.2 *Bloom's taxonomy of learning*

Level	Skills
Knowledge	Observation and recall of information Knowledge of key data
Comprehension	Understanding of information Interpretation of data Comparison and contrasting of facts
Application	Uses information Utilizes models, theories and concepts when given new information Solves problems using information
Analysis	Recognizes patterns of information Recognizes hidden meanings Identifies separate components of the whole
Synthesis	Uses old information to create new ideas Uses information from various sources Predicts outcomes and draws conclusions
Evaluation	Compares and contrasts ideas Assesses value of theories Recognizes subjectivity

Bloom's taxonomy of learning to be a useful framework to better understand the relationship between levels of learning and learning intentions (www.officeport.com/edu/blooms.htm). It is summarized in Table 4.2.

In our experience attitudinal change is one of the most difficult outcomes to achieve through the delivery of training. Very often diversity training will consist of one or two days of awareness training (at the level of knowledge and possibly comprehension) and attitudinal change is frequently beyond the scope of this sort of training event. Attitudinal change is more likely to occur as the result of longer-term educational programmes (which will move to the levels of synthesis or evaluation) or specially designed training programmes such as T groups or structured group learning in which the underlying attitudes, values, beliefs and assumptions are frequently challenged.

As was noted by Clark and Miller (see above), attitudes are closely linked with values, and it is to this area which we now turn.

VALUES

What are your values, and where do they originate? Try the exercise in Figure 4.2. Obviously there are no right and wrong answers, and any number of values may be seen as important. They might be wide-ranging principles such as freedom, justice or democracy. They might be traits such as honesty, loyalty or openness.

Figure 4.2 *Try to identify your own value system by identifying the 10 values that are most important to you*

Values in the sense of diversity training can be described as 'an abstract and general principle concerning the patterns of behaviour within a particular culture or society which, through a process of socialization, the members of that culture or society hold in high regard'. Often referred to as social values, they form the central principles which allow the integration of individual and societal values. However, there are obvious examples where societal values may clash with individual attitudes.

Think of three examples where there is a contradiction between a societal value and an individual attitude. Again there are many examples which you could have identified, and you might have included the following:

- a racist who is living in a democratic, developed country which is committed to the European Convention for Human Rights;
- a male manager who has consistently and over a long period of time treated women staff less favourably than male colleagues within an organization that is committed to equal opportunities;
- a homophobe who frequently attacks and assaults men and who frequents a public house known to be popular with homosexual men.

Individual values comprise a judgement about what is right, good or bad, and as with attitudes they can be shared by other members of a community, generation or population. Consider the values in Figure 4.3 that might differ between cultures, communities or individuals:

Value		Value
Youth, energy, innovation	◄——►	Wisdom, experience, maturity
Look after yourself	◄——►	Care for others
Small self-sufficient families	◄——►	Extended, multi-generational families
Spend now, life is too short	◄——►	Save for later
Shared parental responsibilities	◄——►	Mother cares for the family

Figure 4.3 *Values that might differ between cultures, communities or individuals*

As we noted above, beliefs and opinions are closely associated with attitudes and values, and we will now look in more detail at how beliefs and opinions are formed.

BELIEFS AND OPINIONS

As we discussed above, attitudes and values are formed over time and, in some cases, over generations. Beliefs and opinions are more individualistic and generally develop over a shorter period of time.

A belief generally is an emotional process which involves the acknowledgement of a proposition, statement or other kind of information. There are,

therefore, some intellectual processes involved in the development of beliefs. However, a belief is often based on a proposition, and the holder may not have the full intellectual knowledge required to prove its veracity. Beliefs can be placed in a hierarchy dependent on their relative degree of certainty: for example, it is argued that there is a difference between a conviction and an opinion.

An opinion is less factually based. It is often held on the basis of tentative information and is often described as 'a point of view'. It is therefore an internalized process, although a collection of opinions expressed within a given culture might reflect the values and attitudes of that culture.

Beliefs and opinions are often challenged, particularly when they are based on fairly tenuous information. The majority of awareness training is designed to dispel mistaken beliefs and opinions, and to make people more aware of factual information such as new legislation.

It is often recognized that behaviour results from the cognitive and internalized processes of attitudes, values, beliefs and opinions, and we will now examine behaviour in more detail.

BEHAVIOUR

Over decades behaviour has been the subject of extensive research by psychologists. It remains a central feature of continuing psychological research, and there are many contradictory views as to what constitutes behaviour. At one end of the scale is the behaviourist view which regards behaviour as a series of overtly observable reflex actions, while others are of the view that there is a much closer and intricate relationship between internal, covert and mental processes and overt behaviour.

Why is it so important that we, as diversity trainers, understand the relationship between the mind and behaviour? Quite simply, discrimination is a behaviour involving the unequal treatment of a person because of that person's background or characteristics. Training is a means of changing behaviour, whether the desired change is improved workplace performance or the reduction of inappropriate language.

In Chapter 5 we outline the importance of setting out learning intentions as part of the design stage of diversity training. Some of these learning intentions will include specific behaviour-related objectives, and others may involve cognitive processes.

Any link between attitudes and behaviours has been, and remains, the subject of much heated debate among psychologists. Attitudes have been

found to have a biasing effect on judgements. For example Munro and Ditto (1997) found that people were likely to view research that was consistent with their views on homosexuality as more convincing than research that was inconsistent with their views. A number of studies found that people who held strong views about particular subjects (for example environmental issues) were more likely than others to behave in ways that supported their attitude (say, by explaining to others the benefits from recycling waste). However other cognitive processes such as evaluation and judgement will determine whether the attitude is consistently expressed as an observable behaviour. Additional cognitive processes that may contribute in this regard include stereotyping, labelling and prejudice, and we will look at these areas in closer detail.

STEREOTYPING

'Stereotype' is derived from *stereos* (= rigid) and *tupos* (= trace). Lippman (1922) defined a stereotype as a 'picture in our heads'. Before we look at stereotypes in greater detail, use Figure 4.4 to record five strengths and five weaknesses of stereotyping.

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Figure 4.4 *Strengths and weaknesses of stereotyping*

The term 'stereotyping' was originally used in the field of printing, where it referred to a solid plate or mould which would be difficult to recast once it had been cast. The term is now commonly used in social science as a means of describing a generalized view of a person or group of people, in which that view is typically:

- rigid;
- simplistic;

- overgeneralized;
- typically negative or unfavourable (although sometimes stereotypes can include positive but biased and inaccurate beliefs, eg all women make good mothers).

A definition of stereotyping which is gaining credibility with the world of social psychology is that stereotyping is a series of widely shared generalizations about the characteristics of a group or class of people (Reber and Reber, 2001). Reber and Reber argue that this more neutral definition is preferred as it:

- enables stereotypes to change;
- allows stereotypes which are both positive and accurate;
- highlights how stereotypes can be widely shared.

The more negatively biased first definition is generally the result of a process of labelling, and we will now examine this concept in more detail.

LABELLING

Labelling originated within the field of psychiatry to denote behaviour patterns which are generally seen as abnormal or unacceptable. As with the initial definition of stereotyping, it is seen as having negative connotations, particularly as there is a view that an individual who has been labelled is expected to exhibit behaviours that are consistent with the label. This can lead to what is commonly known as a self-fulfilling prophecy.

In the field of diversity training we often find that labelling and stereotyping behaviours are intrinsically linked. They often result from the notion of prejudice which we will now examine.

PREJUDICE

For Reber and Reber (2001), prejudice has three distinct definitions:

- It consists of an attitude that has been formed as a result of inaccurate or incomplete information. In other words it is a prejudgement or preconception. This is a rather literal definition, and one that allows for both negative and positive prejudices about anything.

- The second definition is more often used in the field of diversity training; it can be described as a negative attitude towards a particular group of persons which is the direct result of negative traits or images that are assumed to be attributable to all members of that group.
- The last definition is also commonly used within diversity training. This definition relates to a failure to treat a person as an individual who has specific and unique qualities. Rather it involves behaving towards people as if they have all of the presumed stereotypical qualities of the community or cultural group to which they belong.

As noted by Reber and Reber (2001), prejudice which falls within the last two definitions is frequently exhibited by members of a society's dominant group against members of the society's minority groups. Prejudice of this type is different from a preconception because of the cognitive processes which drive the type of prejudice described in the second and third definitions.

We have noted above the relationship between cognitive processes and behaviour, and the exhibition of behaviour such as discrimination is very often the result of prejudice.

DISCRIMINATION

Discrimination in the context of diversity is quite simply the demonstration of unequal treatment to an individual or group of persons on the basis of features such as their race, sexuality, gender, physical disposition or age.

Racism

The concept of 'race' was originally conceived within the field of anthropology, and was a very early, and now seen as misplaced, means of trying to distinguish between the different groups of human beings. The earliest attempts tried to define racial groups on the basis of characteristics such as hair texture, skin pigmentation and other physical characteristics. Obviously this is a highly contentious issue, particularly in respect of skin colour, where a person of mixed race, classified in this type of system as black, may have lighter skin than a person who is classified as white.

Reber and Reber (2001) note that the working definition of race is less one of genetic classification and increasingly one involving a wide range of social, cultural and political dimensions. Racism therefore can be described as a prejudice (see above) that is founded on the basis of race, in

which other races are seen as inferior. Often racism is also used to describe racist behaviour.

Sexism

Very simply, sexism is a prejudice that is based on the gender of a person. However, the term is used interchangeably to describe both an attitude and belief that women are inferior, and any treatment or behaviour towards people which discriminates against them on the basis of their gender. Although the definition of sexism can apply to discriminatory behaviour or beliefs towards both sexes, the term 'sexism' is almost universally used to describe unequal treatment of women.

Homophobia

As with sexism, homophobia is used to describe both a cognitive process and an act or behaviour. In psychological terms phobia is used to describe a persistent fear or dread of a specific situation or stimulus (Reber and Reber, 2001). Literally, homophobia is the fear of homosexuals. However, as noted above, it can be used to describe any act of prejudice or discrimination expressed against homosexual people because of their sexuality. It is interesting to note that as recently as 1980 the American Psychiatric Association described homosexuality as a mental illness.

ISSUES OF DISABILITY

Consider the following. Six point five per cent of the UK population is disabled. Of these:

- a quarter of a million people have profound hearing loss;
- over one million are registered blind or partially sighted;
- 250,000 people have both visual and hearing impairment;
- almost the same numbers are admitted to hospital because of mental illness in England each year.

As we noted in Chapter 2, in certain circumstances, discriminating against someone because of his or her disability can be an offence against the Disability Discrimination Act, 1996. Since October 1999 service providers have had to consider making reasonable adjustments to the way they deliver

their services so that disabled people are not prevented from accessing those services. From 2004 service providers have had to consider making permanent physical adjustments to their premises, such as providing ramps for wheelchair users.

The Disability Discrimination Act 1995 defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This may include physical impairments affecting the senses, such as sight and hearing, and mental impairments, including learning disabilities and mental illness if recognized by a respected body of medical opinion. For an effect to be substantial, it must be classed as more than minor, such as an inability to see moving traffic clearly enough to cross a road safely or to remember and relay a simple message correctly. For the effects to be long term they must have lasted at least 12 months or are likely to last at least 12 months or are likely to last for the rest of the life of the person affected.

The Act also covers progressive conditions where impairments are likely to become substantial. Examples of progressive conditions include:

- cancer;
- HIV infection;
- multiple sclerosis;
- muscular dystrophy.

For more information visit the website www.drc-gb.org.

As with the Equal Pay Act and the Sex Discrimination Act, an important driver behind the existing and the proposed legislation is the desire to increase in the workplace the number of people from previously under-represented groups. Another policy intended to achieve this goal is to put into place more flexible working practices.

FLEXIBLE AND PART-TIME WORKING

There are many who believe that the notion of a Monday to Friday 9 am to 5 pm working week is a thing of the past. Part of this is due to the changing face of industry, the effects of globalization and the advent of technology. Those working in the finance industry are finding themselves having to take account of markets working in different time zones and having to start work earlier or finish work later. Technology such as mobile telephones, laptop computers and modems means that some office workers are no longer required to report

to the office each and every day: more and more companies encourage home-based working which in turn can reduce operating overheads. However, it is arguably the increasing availability of part-time working that has had most impact in the workplace. The most important factor here is equality, so that part-time workers can enjoy, pro rata, the same benefits as their full-time colleagues.

KEY LEARNING POINTS

In this chapter we have outlined a number of theoretical concepts which we believe will have an importance in the management, design and delivery of diversity training.

- We noted a number of psychological theories of human thought processes and behaviours which impact on the concept of diversity. In particular we noted that attitudinal changes can occur over time and across generations. We highlighted the importance of encouraging the sponsors of learning to understand the limitations of what can be achieved, and we especially noted the misplaced perception that awareness training can result in attitudinal change.
- We considered the concepts of racism, sexism, homophobia and issues surrounding disability, and we outlined how in some cases (such as homophobia) the terminology can be used to describe both the attitude and the behaviour.

Chapter 5

Designing Diversity Training

By the time you have worked through this chapter we hope that you will have:

- identified the issues that need to be considered in conducting a needs analysis for diversity training;
- thought about how to differentiate aims, goals, learning intentions and objectives, and identified ways of writing them effectively;
- thought through the special implications of trying to achieve 'awareness' in diversity training;
- considered how you might use occupational standards in designing and delivering a diversity training programme;
- identified from examples, good practice in constructing and implementing a diversity training programme.

INTRODUCTION

Figure 5.1 represents the most basic form of a systematic approach to training. Over the years the experience of training managers, trainers and designers has been that the core elements shown of investigating the need, design, delivery and evaluation invariably must be present for a training programme to be effective. Having said that, many other models have been developed that are considerably more complicated. Generally this complication arises out of the complex nature of the core elements.

In this chapter we will concentrate on the first two elements of the model, namely investigating the need and designing the programme. This will be set firmly in the context of diversity. The remaining two elements, delivery and evaluation, each have a chapter devoted to them (Chapters 7 and 9

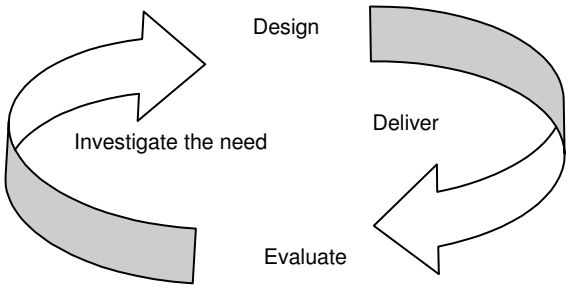


Figure 5.1 *Basic model of a systematic approach to training*

respectively). However, we are firmly of the opinion that evaluation should not be decoupled from the design of diversity training. It is essential from the outset to know, and be specific about, what the success of a programme would look like. In business terms this might be what business benefits we are expecting to accrue from the training. In public sector terms we might define success in terms of public satisfaction with a particular service, or organizational performance against certain criteria. Whatever the measure, it needs to be specified from the word go. Not only will this prevent the goalposts being moved to suit the outcomes – which is dishonest – it will also help to inform the design process.

NEEDS ANALYSIS

Before any work can begin on designing a diversity training programme, we need to be clear what the need is. Figure 5.2 shows a number of factors that will impinge on this stage of the design. It is vital to work through this stage first, since it is not uncommon to discover from the research that the problem is not a training problem at all, or at least not a problem that can be solved by training. Very often when things go wrong the easiest thing to hold responsible is training or the lack of it.

If it were true that institutional racism and discrimination were merely the result of a lack of training, then the solution to these would be relatively simple. In reality, there are many reasons why discrimination and racism persist – and for some of these training would make no difference. So we need to be clear that we are dealing with a problem that can be fixed by training. The needs analysis may, as a by-product, uncover things that could be put right in other ways, for example greater organizational flexibility, changes to

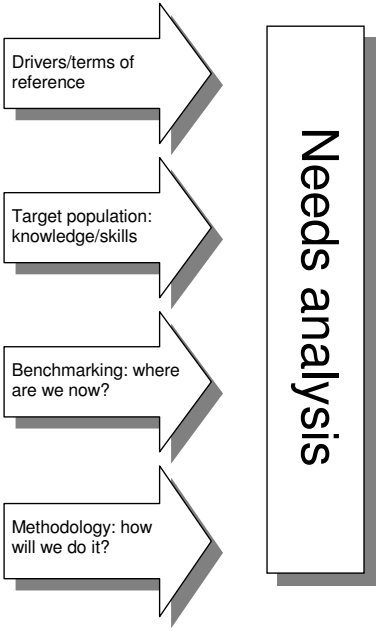


Figure 5.2 *Factors impinging on needs analysis*

work practices, better quality assurance, better management or more robust policies.

Returning to Figure 5.2, let us look at the impinging factors in a little more detail. Before we do so it is worth noting an assumption we are making at this stage. We are assuming that you have picked up on the message in Chapter 3 that an essential ingredient to good diversity training is to involve communities, particularly minority communities, in all aspects of the needs analysis, design, delivery and evaluation of training. In this chapter we are taking that as a given.

Drivers/terms of reference

Most diversity training will take place as the result of one or more drivers, and there will be terms of reference for such training. Very often the driver will be something external to the organization. For example, the Modernizing Government initiative (HM Government, 2000) has led many government departments to take stock of their working practices. A key commitment within Modernizing Government is valuing public service.

Valuing public service

> A programme to modernize the civil service, concentrating on our vision for the 21st century and common principles, and looking at what changes to our approach to recruitment and development processes, interchange with other sectors, performance management, and valuing diversity are needed to support that vision.
>
> (HM Government Cabinet Office, 2002, www.cabinetoffice.gov.uk/moderngov/whatismg.htm)

Such an explicit commitment to diversity will be an important driver to any diversity change programme, certainly in the public sector. So establishing the need for the training is not just about the skills people need to be trained in: it is also about what is driving the need in the first place. The situation that gave rise to the need for a commitment to diversity may well hold many clues to what training might be required. These clues will in turn inform the needs analysis process. In other words, if you are asked to conduct a needs analysis for training in diversity, your point of departure should be whatever generated the request in the first place. Do not be satisfied with 'We've been told we need to do some training on this' or 'We have money left in the training budget which needs spending'. Check what is driving the request and who has made the business case for the training. Is the request for a needs analysis presupposing that training is necessary, or is a possible outcome a recommendation that some other intervention might be appropriate? All of these issues will help give you the bigger picture in which the diversity training is to be developed.

Of course some drivers are so significant that many of the above considerations become redundant. We have already mentioned *The Stephen Lawrence Inquiry* report as being a significant driver for police diversity training. The *Inquiry* made several recommendations about the need for police officers and civilian support staff to be trained in 'valuing cultural diversity'. So the actual need for training was a given – the only question to be answered was what the training would look like.

Terms of reference will also need to be established before you embark on a full-scale needs analysis. The sorts of thing that might usually be expected to be settled before you start are:

- The drivers for the training. (See the discussion above.)
- The budget available for the research, and whether a budget has been made available for the training.

- What access to the target population will be allowed/facilitated.
- Access to customers/receivers of the service provided.
- The human resources available to conduct the research.
- The expected outcome of the needs analysis. For example, it could be a report, a set of recommendations or a course proposal.
- Any constraints on what may be suggested. For example, a decision might already have been made as to how long the training will be. Whether any alternative delivery strategies are feasible, for example e-learning.
- The contact person who can speak for the sponsor.

Target population: knowledge/skills/issues

Once you have considered the bigger picture and background, and established terms of reference, the next step will be to focus on the target population. This will involve finding out a number of things:

- What diversities are represented in the target population? In other words, what individual requirements might need to be taken into account in designing the training? To neglect this aspect is to run the risk of introducing institutional discrimination or institutional racism into the very programme that is trying to address such problems. You might consider (see methodology below) that once you have identified the diverse groups in the organization, some of the needs analysis would be better done by engaging with specific groups in your research. For example, you might well find out more about the needs of part-time or flexible workers if you talked to them as a group, rather than in company with those who might well not understand their needs.
- What level are people at already? It may be important to find out at what level people feel themselves to be already in relation to diversity issues. If you were to find that a substantial number of people were already displaying many of the attitudes and values that support diversity, it would be necessary to research that deeper to find out why. Benchmarking across the organization might reveal this as well.
- What training have they already had? On the face of it this is an apparently simple question. Yet many organizations are quite poor at keeping efficient training records of staff, particularly in relation to training that does not lead to some sort of certification. Another problem that this might reveal is that even if individuals claim they had training some time ago, what does this say about what they know, understand or can do now? What will

you be able to find out about the aims and objectives of such training? Was there any assessment of learning? We are not suggesting these questions to make the thing sound more complicated than it really is, but if you are to do the job properly it is likely that you will have to answer them.

- Can the target population be grouped by relevant criteria that will make the design more focused? An example of this might be the roles that people perform. There might be people who have frequent contact with customers or those who receive the service. Their needs may well not be the same as those who work mainly internally. It may be the case that managers will have training needs that are different to those whom they manage. We used the word 'relevant' in relation to criteria quite deliberately. This is to avoid the suggestion that people can be grouped (for the purpose of training design) by any criteria that would merely tend to reinforce stereotypes or group people unfairly. Another point to consider is whether managers and staff should be trained together or separately. We have found in diversity training that there are advantages and disadvantages to both. On the one hand, people learning together as a community signals the fact that diversity is for all and there are no special cases. On the other hand, very often in diversity training managers come in for some criticism of the way they manage the diverse needs of people who work for them. So there is a decision to be made.
- What 'cultures' in the organization might get in the way? In other words, when you come actually to collect data, what might get in the way of your getting to the real issues? As we will see, a key source of the data you seek will be individuals and groups. If there is a culture of cynicism, for example, how will this affect your research? Will people be sufficiently open and honest if, for example, they are invited to a focus group to discuss the issues?

Benchmarking: where the organization is now

The practice of benchmarking is prevalent amongst many competitive organizations, and may have different focal points. One definition of benchmarking from the Department of Trade and Industry is:

> Benchmarking is the practice of comparing a company's performance against others. It can be used to help clarify where you stand, relative to others, in those practices which matter most in your area of business. The technique can also be used to help companies become as good, or

> better than the best in the world in the most important aspects of their operations.
>
> (http://www.mas.dti.gov.uk/content/resources/categories/qaa/QAA_Benchmark5.html)

Another much simpler definition would be:

> Improving ourselves by learning from others.

Benchmarking, particularly in the context of diversity, is a fruitful activity in needs analysis for a number of reasons:

- It helps us to learn about and draw on good practice. Different public and private sector organizations in this country are at very different points in terms of valuing diversity. If we know how we are doing in relation to others, the need for training or lack of it will be brought more into focus.
- It provides a means of control. By this we mean that benchmarking is a way of controlling some of the many variables in what we know about our own performance. In public sector service terms this is very important. So, for example, in a diversity programme an initial variable will be the way in which a diverse population views the quality of service it is receiving from a given service provider. A benchmarking exercise might try to capture those views, perhaps in different geographical locations where different authorities are providing similar services. Where do the differences in quality lie? How different is the perception of the public in different areas? Such information will help greatly in determining the training need.
- It supports evaluation. Where a benchmarking exercise has engaged with the satisfaction of the people receiving a given service, then it will be much easier subsequently to evaluate any diversity training programme that has been undergone to change and improve performance.
- It supports quality assurance processes. Benchmarking as a process may be used to develop new techniques for improving quality of service and efficiency. This in turn may have a role in informing the specification of a training need. For example, a benchmarking exercise might find that customer or staff satisfaction could be improved by the simple expedient of spelling people's names correctly. A focus on this could easily be built into any diversity training programme that was undergone. A check on the way names were being spelt could then be built into any subsequent quality assurance process.

Methodology: how it is to be done

So how do we gather all the information that has been discussed above? It is our view that data collection in relation to diversity is not the same as collecting data about something more tangible. There are many sources of data that may need to be tapped in order to get a rich picture of what the need is and therefore how to design the training. Figure 5.3 presents some of these sources.

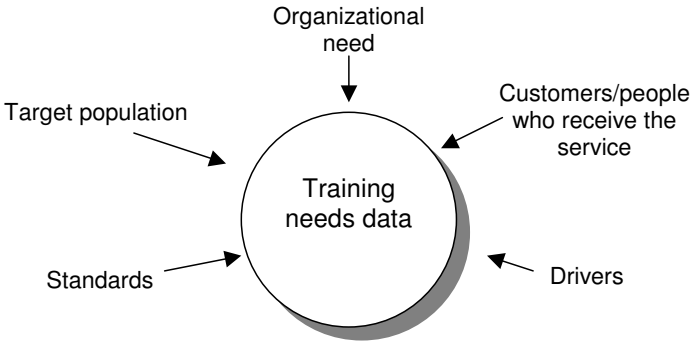


Figure 5.3 *Sources of needs analysis data*

The target population relates to the people who will receive the training. In the section above we noted some of the things you will need to find out about the people who will be trained. To collect data from and about the target population you have a number of options:

- Training records – if they exist.
- Personnel files, which if examined with the appropriate safeguards, may reveal patterns in terms of annual and interim reports.
- Talking to people individually or in groups. Where you engage with individuals you will need to decide if the conversation is to be structured, unstructured or semi-structured. The advantage of the structured approach is that all such interviews will be consistent in terms of what is asked. The problem may well be that there is insufficient freedom for people to talk about the issues that are of concern to them. Semi-structured or even unstructured interviews might reveal more insights into what training is needed.

The drivers for the training, the possible existence of relevant occupational standards and the organizational need can be grouped together, as they will usually involve literature-based research, although they might possibly include ad hoc meetings with relevant stakeholders. Examples of such sources would be:

- minutes of meetings;
- corporate plans;
- business plans;
- policy documents;
- reports;
- results of inspections.

You will no doubt think of many more that are relevant to your own context.

Customers and people who receive the service represent the hardest group to get reliable data from, and yet in many ways they are the most important. Your choice of data collection method will be to a large extent determined by the budget you have for the work. Focus groups are time consuming and fairly expensive, but can prove to be a rich source of information. Beware that not all you hear in a focus group may be authentic. They do have a reputation for encouraging people to 'go with the flow' of the conversation rather than expressing their personal view. Having said that, we find their use to be preferable to the main alternative: questionnaires. Consider for a moment how much agonizing goes on over the development of a question for a referendum. Asking a question that will unambiguously mean what you intend it to mean to the respondent is notoriously difficult. Asking questions about diversity compounds the difficulty. At least in focus groups or interviews you have the opportunity to seek clarification.

USING STANDARDS

If you are routinely used to engaging with the specification of training needs, you may have been surprised or even frustrated as you read the section on training needs analysis. Why did we not refer to well-used phrases like 'skills deficit', 'training gap', 'performance need' and so on? The identification of such training needs is made considerably easier if specific standards of competence exist for the occupational area in question. While a trawl through the many sector organizations for appropriate standards will usually yield rich results, there are not many to be found in the area of diversity (but see the example shown as Figure 5.4).

In determining training needs you will find that for many occupational sectors there are well-defined standards against which to measure performance. National Training Organizations – reorganized and re-designated in April 2002 as Sector Skills Councils – have the responsibility for developing and promoting National Occupational Standards in a given area. Such standards play a vital role in the three general areas of:

- quality assurance;
- human resource management;
- human resource development.

To focus for a moment on human resource development, there are a number of specific functions that standards might have and these include the definition of training needs. Standards for human resource development can be used:

- to develop objective and clear selection criteria and to inform the recruitment process;
- to accurately assess learning and development needs, for both skills and the knowledge needed to underpin these skills;
- to construct learning and development plans to meet these needs;
- to check the content of existing learning programmes to ensure that they are comprehensive and reflect best practice;
- to develop new learning and development programmes and opportunities based on identified needs;
- to set objectives for learning and development programmes and opportunities so that their impact on practice can be measured and evaluated;
- to construct person specifications and job/role descriptions so that the expectations of individual performance are explicit.

A specific role of standards, then, is the accurate assessment of skills and knowledge needed for an individual to be competent in a given area. In Figure 5.4 we give an example of part of a unit of a suite of occupational standards that has been developed by the police service in response to the recommendations made by *The Stephen Lawrence Inquiry*. In this case the standards relate to competence in making sure there is proper communication with communities. It should be noted that we use the words 'occupational standards' without capital letters advisedly. For standards to be National Occupational Standards (note the use of capital letters) they need to be approved by the Qualifications and Curriculum Authority (QCA) for a Sector

Skills Council (formerly National Training Organization). The example in Figure 5.4, although occupational standards to which the police service is now working, has not yet gone through the process of validation by the QCA.

Consider for a moment whether the competence requirements set out in Figure 5.4 would be of use in defining your own training need.

Unit A1

Enable members of all communities to voice their issues and concerns

Element A1.3

Promote understanding of the role of the service and the rights and responsibilities of the public

Performance criteria

You will need to –

a make use of all formal and informal opportunities to explain the role of the police and the rights and responsibilities of the public.
b provide accurate and up-to-date information about policing plans and community initiatives for preventing and reducing crime and anti-social behaviour.
c make all written information available in language and formats that will be readily understandable by members of all communities.
d organize interpreting services when this will aid understanding.
e answer all questions accurately, seeking advice from colleagues if you are not sure about details.

Range

1 Role of the police: crime prevention; crime reduction; crime detection and investigation.
2 Rights of the public: to an anti-racist and anti-discriminatory police service; to an effective complaints procedure.
3 Responsibilities of the public: crime prevention; assisting the police in crime detection and investigation.
4 Language: plain English, main community languages.

Figure 5.4 *Example of occupational standards relating to diversity*

Underpinning knowledge
Conceptual framework

- why it is important to increase trust and confidence in policing amongst minority groups
- local policies, strategies and procedures about community and race relations
- the Victims' Charter; underlying principles and application to effective policing
- working knowledge of the underlying principles and relevant sections of the Sex Discrimination Act 1975/86, Race Relations Act 1976, Disability Discrimination Act 1995, Human Rights Act 1998, Disability Rights Commission Act 1999, Immigration and Asylum Act 1999 and Race Relations (Amendment) Act 2001 and how they should be applied within the individual's role and level of responsibility
- ethnic monitoring of data, police practice and community relations (Home Office circular 3/96)

Diversity and discrimination

- the positive benefits of diversity
- the beliefs, practices and traditions of the main cultures and religions; the cultural, religious and ethnic make up of the local area
- the reasons why individuals seek asylum; issues particular to asylum seekers

Communities

- key statutory and voluntary agencies, community groups and associations within area of work, including inter-agency and multi-agency partnerships
- effective channels and methods of communication with members of all communities
- types of opportunities available for promoting the service within communities
- methods of consulting with communities about their issues and concerns
- crime patterns in communities: contributing factors, levels and types
- the complaints procedure for members of the public

Cross-cultural communication

- barriers to cross-cultural communication and how to overcome them
- how to organize and provide translation and interpreting service

Figure 5.4 *(Continued)*

DESIGNING FOR AWARENESS

In Chapter 3 we mentioned 'awareness' in relation to learning to learn about diversity. In designing diversity training too there is an important issue around what is meant by 'awareness', since very often the claim made for this type of training is that the intention is to raise people's awareness of

something. The issues for learning to learn were that we need to know what 'awareness' is commonly taken to mean, and more importantly, if someone's awareness of something is raised, in what sense can he or she be said to have learnt something? If 'awareness' is assumed to be a lower-level objective than the person being able to do something, or think about something, then in what sense can awareness have anything to do with training at all? In terms of design, it is important to be clear what awareness means, especially if this is framed as an aim or learning intention for the training.

A simple dictionary definition of awareness is 'a state of being aware; consciousness, especially a vague or indistinct form'. This implies that if you are aware of something, you might not be able to be specific about it, but might just be 'aware' of it. For example, you might be aware of someone's presence in a room without actually focusing on the person at all. This raises the question that when we speak of race awareness or diversity awareness, do we really mean that we want people to come to some vague or indistinct notion of it, or are we seeking something more profound? Most people engaging in designing diversity training would not be satisfied with outcomes that were so vague and indistinct. We believe that there is something deeper about awareness that we can engage with, that is helpful not only to the diversity training designer, but also to understanding what we are trying to achieve when delivering the training.

Marton and Booth in their book *Learning and Awareness* (1997) expound a much deeper view of what awareness is and how it relates to learning. Essentially their view of awareness is grounded in the experience of the world that we all have. If we take diversity as a phenomenon, we can say that different people will experience it in different ways. Now although as individuals we all by definition experience things differently, in reality for any given phenomenon there will actually only be a limited number of ways in which people experience it that are qualitatively different. We will always experience things in a context, and as the context varies so will our experience. So we come to Marton and Booth's view of awareness: that it represents the totality of the ways in which we experience something. You should see by now that this is completely different from the general use of the word. What does all this mean for the designer of diversity training?

- It means that when we are conducting a needs analysis there has to be clarity about what is meant by awareness, if that is one of the aims. If the sponsor of such training is under the impression that awareness raising is merely a low-level thing, then he or she might have unrealistic expectations of what can be achieved.

- It means that when we are designing the training it will be important to make sure that the training interventions include exercises to engage with the different ways in which learners might be experiencing diversity.
- Finally, it means that we should not be satisfied with a less powerful definition of awareness. This would leave the way open for people to engage in the training in a way that does not adequately challenge their experience in terms of attitudes, values, beliefs and prejudices, all of which are inextricably linked with the way that diversity is experienced.

AIMS, GOALS AND LEARNING INTENTIONS

All of the above leads us to the next phase of the design, namely being specific about what learning outcomes you are expecting. So far we have not mentioned anything about objectives, and you will have noticed from the heading of this section that we have not used the word and prefer 'learning intentions' instead. We fully concede that being specific about what the training is intended to do is an important feature of the design. In fact there are a number of good reasons why we need to do this.

- Those who sponsor and manage such training have a right to be told what the training is intended to do. They usually either hold the budget or in some way are accountable for it.
- Learners not only have the right to be informed about what the training is about, they will learn better if they have a 'route map' of where the training is leading.
- Designers need to have specified what the intentions are before settling on the design. This will not only ensure that the programme is designed to be comprehensive, but also that the specification of the learning intentions will usually suggest suitable methods of delivery and possible ways of assessing whether any learning has taken place.

The two reasons why we are uncomfortable with defining the training in terms of objectives are, first, that we do not believe the term has yet thrown off its association with behaviourist approaches to training. We discussed in an earlier chapter the argument that in many ways diversity is a matter for education rather than training. The way needs to be left open for learners to explore, with the trainer as their guide and facilitator. They need to explore their own attitudes, values and beliefs. They need to explore the issues. Such activities are not easy to capture in the rigid way that behaviourist objectives are meant to be written.

Second, pure objectives have too much focus on the trainer. They echo an approach that is teacher centred and where the measure of success is more about whether the trainer achieved the objectives rather than whether the learner actually learnt anything.

So we prefer the term 'learning intentions' because it emphasizes learning and because it expresses an intention that leaves the way open for other outcomes. Within learning intentions we are less concerned with the use of classic objectives verbs such as 'list', 'specify' 'explain', and more comfortable with 'explore', 'consider' and 'reflect on'.

We include the term 'goals' because in organizing the learning, a layer in-between the aim and learning intentions is often useful. It is not uncommon to see a number of aims for a particular programme of training. In our view this has the potential to cloud the issue. A good clear statement of aim should sit on its own and act as a guiding light for where the training is going. Refer to Figure 5.5 to see the sort of hierarchy we have in mind. The goals will act as useful statements to help organize the work, and the learning intentions will cover specific content material.

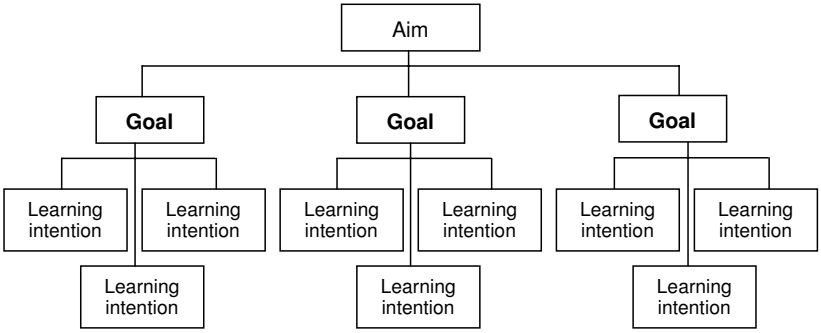


Figure 5.5 *Aim, goals and learning intentions as a hierarchy*

Let us now put a practical slant on all this and look at a hypothetical example. We have in mind a two-day training course for senior managers. The organization they lead is on paper committed to diversity, and it is intended that in the fullness of time all of the staff will undergo some sort of training in diversity, although it has not yet been planned. For the time being the senior team members have allocated two days to work on their own issues. After a great deal of needs analysis (see above) it has been agreed that the senior management team need most to work on:

- their own attitudes and values;
- the meaning and manifestation of institutional racism and discrimination;
- how best to promote diversity in the organization.

They all consider themselves to be leaders, so something around leadership needs to be included.

The aim, goals and learning intentions for such training might look like those we have suggested in Figure 5.6. They are not complete, but just intended to give a flavour of what we mean. In passing it might be worth reflecting on the extent to which even what we have shown could realistically be achieved in a two-day session.

IMPLEMENTING A DIVERSITY PROGRAMME

Once you have done all the needs analysis, carefully considered the aims, goals and learning intentions for the training, and made them explicit, it is time to design the actual training programme. As we have already mentioned, other chapters contain discussion and possibilities for delivery and evaluation, so we do not intend to go into that level of detail here. Having said that, there are a number of issues about implementing a diversity training programme that we have learnt from experience and feel are worth sharing. They represent a fairly eclectic set of hints and tips that have not been dealt with in detail elsewhere in the book. They are presented in no particular order.

Consider the skills of the trainers

While we would argue that diversity training is a speciality and requires special skills, the reality is that all too often mainstream trainers are thrown in at the deep end to deliver this sort of training. We say elsewhere that this is both dangerous and unfair. But if you know that the trainers for whom you are designing a programme do not have much experience in the field or lack the necessary skills, you will need to take that into account in your design. As a minimum in these circumstances we would suggest that the trainers who will have the responsibility to deliver should get at least some preparatory training themselves in the intended programme.

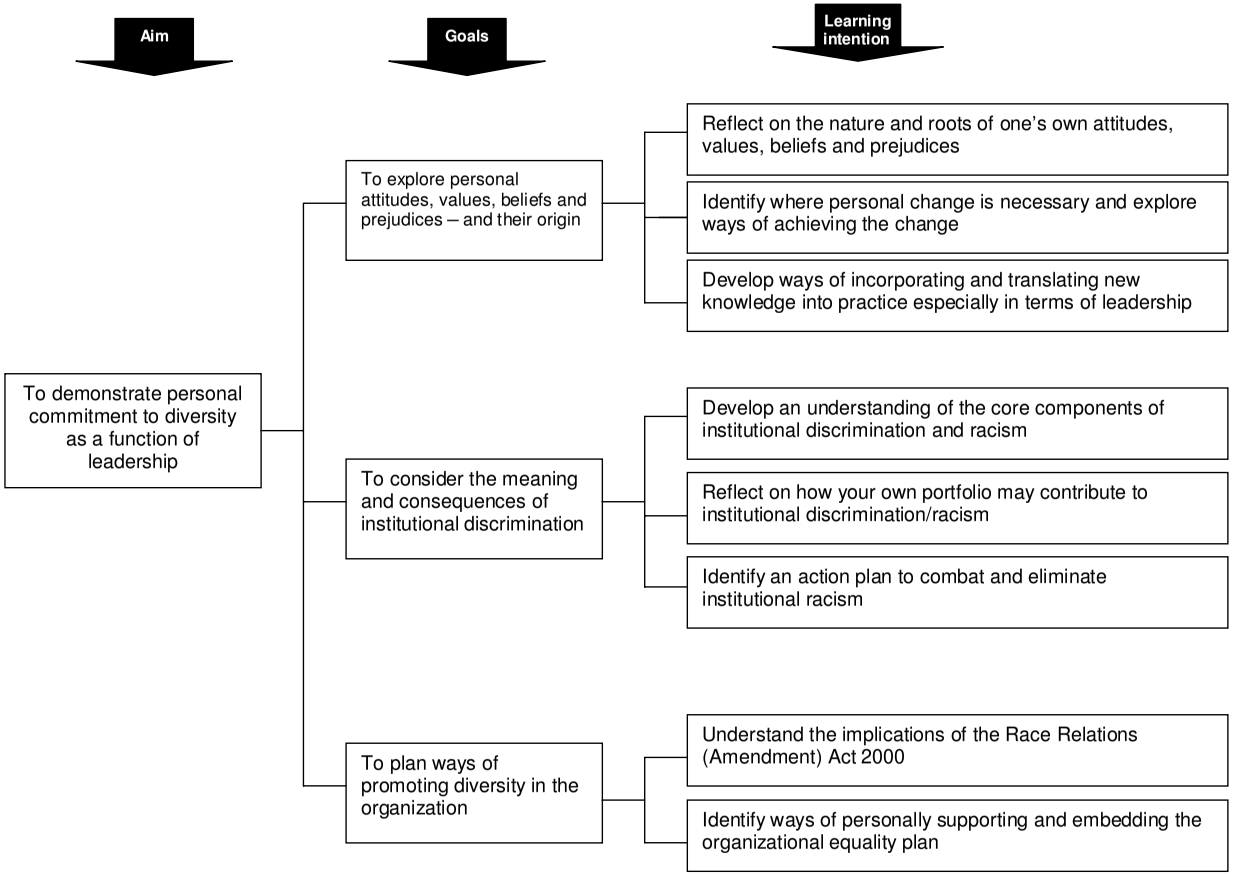


Figure 5.6 *Example of an aim, goals and learning intentions session*

Consider the needs of the learners

Some of us are used to speaking in public, speaking in groups, or even role playing. Where training is intended for the whole organization, there will inevitably be people who are not used to such things. They may feel very nervous and reluctant to speak. Imagine how you might feel if one of your first experiences of group learning was to share your attitudes and values with a group of strangers. While we exaggerate to make the point, when designing programmes you do need to take such factors into account. Think about using non-threatening ice-breakers, warm-up exercises or early working in pairs as ways of alleviating nerves and helping people to learn better.

While we are making points about the needs of learners, remember that if you are using contributors from the community, their needs are equally important. Good practice suggests that consideration should be given to holding the event either in a neutral location or at a venue located in the community. It is all too easy to forget that having to come to a formal location can be an intimidating experience in itself. Also consider what people will wear. If formal suits and ties are normally appropriate for your participants, will this have the effect of marginalizing members of communities who come to join in and support your training?

Consider fallback positions

The best-laid plans for training can go wrong, and it is often worth considering what you will do if this happens. For example, if your whole training strategy depends on the use of theatre, what will you do if one or more of the actors cannot attend? Some theatre companies may be able to provide an understudy, but this will not always be the case. One solution might be to video your scenarios early on in the programme so that you will have something in reserve should it be needed.

Making plenary sessions more effective

Typical training sessions that you design will include some group work which is then followed by everybody coming back for a plenary session of feedback and discussion. Very often this will involve the groups reporting back on their discussions or presenting the results of the exercise on flipcharts. It is not unusual for groups merely to read out their flipcharts without much comment. The more groups that have to feed back, the greater the potential for the process to become boring and repetitive. Even worse, if this takes

place in a large room people may not be able to hear properly or see the flipchart. You could consider allowing a short break before the feedback to allow key points to be presented in a computer program such as Microsoft PowerPoint. Alternatively groups can be asked to write their key points on acetate for display on a larger screen with an overhead projector. Other ideas for more stimulating ways of dealing with plenary feedback include discussion panels made up of representatives from each group, and the facilitator interviewing group members to find out what they have learnt.

Briefing and debriefing community participants and learners

An important feature that needs to be built into the design if community contributors are to be used is briefing and debriefing. This should also include the participants. All involved need to be clear about the purpose of community involvement. The issues discussed may well be highly emotive, for example if people are talking about their experience of racism or discrimination. Clear guidelines need to be established before the event about respect, valuing each other and most of all listening and not responding by merely being defensive. After the event participants and contributors should be debriefed to ensure they have the opportunity to talk through the experience and offload any anxieties that may have developed.

Refreshments

We have mentioned before that diversity is not so much something we study as something we aim to live. Trainers, for example, need to 'walk the talk'. It goes without saying that any training event that focuses on diversity should itself model good practice. So it is worth remembering that plans for refreshments and meals should reflect a concern to be inclusive rather than exclusive. Not everybody drinks tea or coffee. Some will not take caffeine for religious reasons, so have water or other soft drinks available. Does the lunch menu take account of Halal meat and vegetarians? Can you safely assume that all the food will be labelled? Thoughtlessness in this area can end up as a good example of institutional racism.

Build in a feedback mechanism

It is very common in diversity training for participants to raise issues within the organization that really need to be dealt with in some way by someone outside the group. For example, if a group is discussing unfairness towards

members of the organization, many specific issues might be raised: arrangements for people with a disability, or a culture of acceptability of homophobic humour, or perceptions of unfairness in selection for promotion. It is helpful to negotiate with the group to log these on an 'issues sheet' and secure agreement to feed them back to a relevant person who is in a position to do something about them. An organization that is serious about diversity should also make arrangements to update people on what action has been taken.

KEY LEARNING POINTS

In this chapter we have invited you to consider approaches to designing diversity training.

- We noted that a systematic approach to training would involve in its simplest form an investigation of the need, design, delivery and evaluation.
- Needs analysis will involve engaging with the drivers and terms of reference, understanding the target population, benchmarking internally and externally, and an understanding of appropriate methodology.
- We introduced the possibility of using standards where these exist as a good way of identifying relevant competencies.
- Awareness was discussed as something that needs to be defined clearly, particularly where 'awareness' is the aim of the training.
- We noted that a useful way of specifying the training and leading into the design phase is to define a clear aim which is then supported by goals and learning intentions.
- We ended with a number of hints and tips around implementing a diversity training programme. These included the skills of trainers, the needs of learners, having fallback positions, the importance of briefing and debriefing, and making sure that the training is inclusive of all and has a mechanism for providing feedback to the organization.

Chapter 6

Diversity Training: Challenges and Issues

By the time you have worked through this chapter we hope that you will have:

- thought about the issue of confidentiality and taking risks in diversity training;
- considered the relationship between institutional racism and institutional discrimination, and how these impact on organizations and training programmes;
- been able to take a perspective on diversity that is implied by the 'journey analogy';
- explored the implications for individuals and groups for changing the way they see the world;
- considered the issues around what authority trainers have to engage with other people's attitudes and values;
- identified the factors that contribute to stress in trainers and those engaged in organizational change.

INTRODUCTION

At the beginning of the book we suggested that diversity in many ways represents a special case in terms of training and its management in organizations. This is largely due to both the wide variety of diversity that there is in most organizations, and the impact that diversity can have on so many aspects of organizational and individual behaviour.

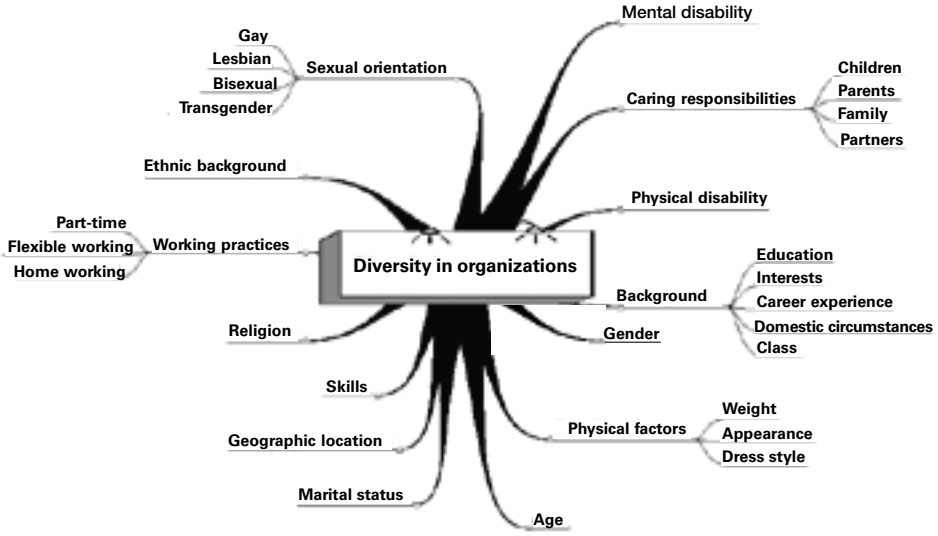


Figure 6.1 *Diversity in organizations*

In Figure 6.1 we have tried to capture something of the range of diversity that will be found in most organizations.

It is our view that the effective handling and management of some of these issues is critical to the success of a diversity change programme. In the next few sections we will explore some of these issues in more depth.

CONFIDENTIALITY AND TAKING RISKS

Talking with trainers about the issue of confidentiality is guaranteed to produce pained expressions which reflect the difficulties that the issue of confidentiality can raise. Try the little exercise in Figure 6.2 below which invites you to explore why confidentiality might be a challenge that needs to be met.

We suspect that you will not have ticked anything in the 'never' box and that most of your ticks will be in the 'sometimes' and 'always' columns. What can we make of this? There are a number of issues that are raised in relation to confidentiality and taking risks. In summary these are issues around the relationship between confidentiality and risk, and the process of diversity training.

	Always	Sometimes	Never
1. People say things in diversity training that they regret			
2. People get angry in diversity training			
3. Individuals feel hurt by what gets said in diversity training			
4. People express anger in diversity training			
5. People 'clam-up' in diversity training			
6. Individuals try to stay in a 'comfort zone' where they believe they cannot be challenged			
7. People say that what they believe is a personal issue and not the business of anyone else			
8. People believe that saying what they feel may be risky			
9. People are unused to expressing feelings in peer groups			
10. People believe that promises not to breach confidentiality are worthless			

Figure 6.2 *The challenge of confidentiality: tick the answer that in your experience most applies*

The relationship between confidentiality and risk

Let us begin with a couple of stark statements:

- People will only effectively learn about diversity if they are prepared to take risks in their learning.
- They will only take risks if they feel safe to do so.

In Chapter 3 we explored the implications of learning to learn about diversity. A crucial aspect of this was the notion of 'self-awareness'. As a learner I

need to work through my own attitudes, values, beliefs and prejudices. This includes not only what they are, but from where they originate. In other words, what experience has led me to adopt the position I do? In order to get in touch with my attitudes, values and so on, I am likely to have to take risks in training. This is because at some stage I will need to say something about my position to the group. This can be a risky thing to do, because others in the group may not agree with me, or even worse may take a stance that exposes my prejudice and negative feelings towards other groups. There may even be members of diverse groups undergoing the same training, and what I think, feel or believe may be offensive to them. As we saw in the interactive exercise in Figure 6.2, this may lead to anger, 'clamming up' or other responses that will be difficult to manage. So exposing attitudes is a risky thing for the trainer, the group and the individuals in the group. Yet it is our firm belief that it is a crucial component of effective training and education in diversity. People need to be challenged but they need to feel safe to be challenged. This is where there is a close relationship to confidentiality. One thing that is guaranteed to make me feel unsafe about saying what makes me tick is if I feel that others will take that outside the group and gossip about what I have said. So I need to have some reassurance that what I say will be said in confidence.

The process of diversity training

To achieve a level of confidentiality where participants feel safe to risk disclosing very personal attitudes, values, beliefs and prejudices is the aspirational goal of most diversity training. The sad fact is that the aspiration has to be set against the real world reality that most people believe that confidentiality cannot be achieved. Although you can control to whom you report the content of a training session, you have absolutely no control over who those other people might tell. So if, as a trainer, you make a confidentiality contract with participants in a group, you have no meaningful way of making sure that the contract is respected outside the training room.

So we have a dichotomy. We need people to take risks to learn. They will take risks if they feel safe to do so. They will only feel safe to do so if a number of components are in place.

We would recommend that the management of all groups seeking to learn diversity includes some form of 'ground rules' as part of the process. Figure 6.3 shows ground rules that we have used in the past and which seem to work in favour of creating the safe climate that we seek.

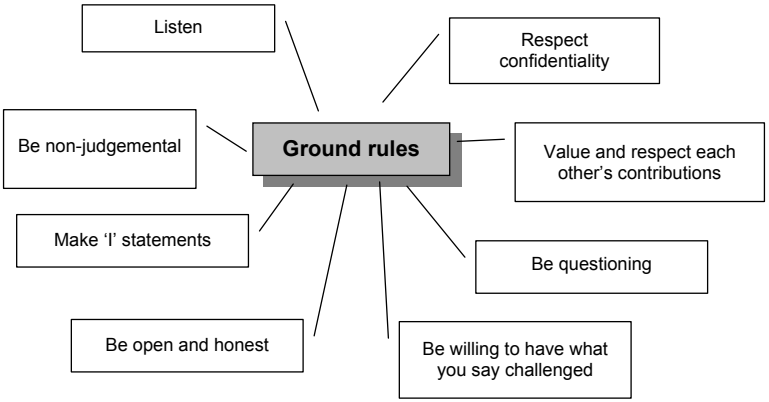


Figure 6.3 *Example ground rules*

You might like to consider each ground rule in turn and make a judgement about how useful you think it would be in creating an appropriate climate for learning. It is useful to have a brief discussion with the group about what is being agreed to in each ground rule. For example, making 'I' statements is particularly useful for helping people to take ownership of their position. Otherwise it is very easy for people to speak as if they are representing the views of others when in fact they are expressing what they as individuals believe or think. It is also important to discuss what they mean by 'respecting confidences'. From your point of view, you can make an absolute assurance (if you are in a position to do so) that participants are not under assessment and that no report about what an individual has said will be made. If, because you are conducting the training for a client, you do need to report back some of the content of the training, you need to be open and honest about that. What you can of course do is reassure participants that nothing will be attributed to an individual.

Before we leave this section one further issue needs to be confronted: what do you do if someone makes an overtly racist statement? Does confidentiality extend that far? We suggest a number of possible tactics:

- Agree with the group at the outset that you would like to reserve the right to speak to individuals privately should this prove necessary. In this way you can talk to people outside the group and discuss with them the implications and consequences of a position they might hold.

- Always challenge inappropriate comments at the time they are made and adjust the process as necessary to deal with them. In some organizations, you as trainer may actually be liable for not dealing with racist behaviour in a group.
- Encourage other members of the group to respond to inappropriate or discriminatory comments. How did they experience what was said? What does that say/illustrate about what we are trying to learn about diversity?
- Do not let participants get away with making their feelings known through non-verbal means without being challenged. This may be body posture, 'tutting', sniggering, or a whole range of other non-verbal expressions of dismissiveness or disagreement. Such expressions have the same power as if someone actually expresses the thought in words, and they need to be challenged. Be careful not to immediately challenge with your own interpretation of the behaviour. Check first. For example, 'John, I noticed you seemed to snigger when Ruwan said that. What did that mean?'

INSTITUTIONAL RACISM AND DISCRIMINATION

We have included a discussion of institutional racism and discrimination in this chapter on challenges and issues because, in our experience, on the one hand the phenomenon (certainly for organizations and institutions) strikes at the core of what diversity is all about, and on the other hand all diversity programmes themselves need to be examined for their potential to perpetuate it. So in this section, our exploration will include:

- a brief analysis of the Macpherson (1999) definition of institutional racism;
- the difference between institutional racism and institutional discrimination;
- strategic and tactical approaches for ensuring that diversity change programmes do not in themselves perpetuate institutional racism or discrimination.

The definition

February 1999 saw the publication of the Macpherson Report of the inquiry into the death of Stephen Lawrence, a young black man who in 1993 had been the victim of a racist murder. The police were shown to have failed in a number of ways, not least in failing to gain a successful prosecution of five

white men who were, and remain, strong suspects for the crime. The inquiry concluded that the poor, even inept, performance of the police could be blamed in part on 'institutional racism', which was defined in the Report as:

> The collective failure of an organization to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.
>
> (Macpherson, 1999: 28, para 6.34)

The challenge of institutional racism is to achieve a proper understanding of how it relates to your own organization or institution. Think about the definition for a moment. What do you consider to be the key words or phrases? How do they relate to the institutions or organizations in which you are involved? It seems to us that some of the keys to unlock the meaning of the definition are:

- collective failure;
- appropriate and professional service;
- colour, culture or ethnic origin;
- processes, attitudes and behaviour;
- unwitting prejudice, ignorance and thoughtlessness;
- racist stereotyping;
- disadvantage ethnic minority people.

Collective failure distinguishes institutional racism from individual racism. McKenzie (2000) notes that it was Carmichael and Hamilton (1967) who first coined the term 'institutional racism' with the intention of distinguishing it from individual racism, the former having an overwhelming importance over the latter. Where institutions collectively fail to provide an appropriate and professional service they tend to have racism embedded in their rules, policies and procedures. That is not to say that any of these effects represents overt racist intentions. The effect, however, is that where policies, procedures and so on have been developed by white majorities (usually white men), then other groups – in the case of this definition, ethnic minority groups – are disadvantaged by their exclusion from the development of the policies. Attitudes and behaviour are those held by the majority in an organization.

Such attitudes are usually characterized by making assumptions that exclude others. This is turn may lead to unwitting prejudice, thoughtlessness and racist stereotyping, the effect of which will be to disadvantage ethnic minority people.

The definition was originally aimed at the police service in this country, but it quickly became apparent that very few institutions are immune from the possibility of institutional racism.

Institutional discrimination

The same principles that drive institutional racism equally apply to other forms of institutional discrimination. Diversity recognizes differences between different groups and acknowledges the fact that to be treated fairly, people need to be treated according to their needs. A number of individuals are at risk of being the victims of discrimination because of the assumptions and thoughtlessness of which organizations and institutions are capable. Refer back to Figure 6.1, which illustrates some of the diversities that may be recognized in most institutions in this country. You will hopefully make the connection that all of these groups might in some way be the victims of institutional discrimination. A key feature of effective diversity change programmes is to make certain that they eliminate any potential to institutionally discriminate.

Strategy and tactics for eliminating institutional discrimination

The overall strategy for any institution in terms of meeting the challenge of diversity must include an intention to eliminate the reality of, and any potential for, institutional racism and discrimination. Given the scale of the problem of racism, its widespread negative effect and the pernicious motivation that often underlies it, we would argue that 'race' should not be lost in the overall strategy on discrimination. So while it is true to say that all discrimination against diverse groups needs tackling, racial discrimination should not be marginalized or subsumed as an issue. In Chapter 2 we saw that the Race Relations (Amendment) Act 2000 places a statutory duty on key institutions to promote good race relations. For this reason, institutions will ignore race issues at their peril.

Tactics for eliminating institutional racism

So what can we do to help make certain that institutional racism and discrimination are eliminated? Try answering the questions in Figure 6.4. You might

My institution: *Tick the box which, in your experience, reflects how your institution is doing*	**Fully meets**	**Partially meets**	**Does not meet**
Has a process for regular reviews of policies and procedures			
Retains staff because they want to work for it			
Knows what diversities are represented in it			
Projects an image which is inclusive, not exclusive			
Has an absence of internal cultures which exclude certain groups			
Is representative of society's ethnic composition			
Is a place where people feel safe to be who they are			
Keeps good records that enable it to rapidly identify where things might be going wrong			
Regularly and genuinely consults with the people to whom it provides its service on all aspects of its policy			
Is driven by its values			
Provides training in diversity for its staff			
Recognizes that the people in it have differing needs			
Respects religious needs			
Has leaders who promote and role-model a positive orientation towards diversity			
Has an effective method for people to air their grievances in a safe way			
Provides a way for people to talk about how they are feeling in the organization			
Listens to its people			
Invests in meeting diverse needs			
Researches the diverse needs of its stakeholders			

Figure 6.4 *Eliminating institutional discrimination and racism*

like to take a number of different perspectives in answering the questions, for example as a business manager, a personnel officer, or as a trainer.

We suspect that some of the questions may have been difficult to answer. We also suspect that you did not rate many of your answers as 'meets'. For most institutions there is much work to be done to make certain that institutional discrimination in all its forms is eradicated. How will you contribute to that process?

THE JOURNEY ANALOGY

Research by Clements (2000) indicates that many trainers see diversity training in terms of an analogy of taking the students on a journey. We have included it here as an issue because it is a useful way of thinking about diversity training and education, and reflects some of what is needed for the attitude change that diversity training seeks to achieve.

Trainers often talk about the 'journey' as an object in itself. In other words, metaphorically taking the students on a journey is seen as a legitimate excursion, even if there is some uncertainty about the final destination. In Chapter 5 we discussed approaches to the design of diversity programmes. The journey analogy is important in this context because very often organizations legitimately want clear statements about the objectives of a diversity training programme. From the trainer's perspective, however, although the objectives for a given session may be explicit, there can be little certainty about where an individual's journey in training might begin and end.

The trainers in the research also made some quite clear statements about the nature of the training that the journey implies. For example, there is a very strong learner orientation and an assumption that this (the journey) is something the learner will need to do for him or herself. The trainer will take on the role of guide. Phrases such as 'you make links for yourself', 'personal discovery', 'personal exploration', 'got a grasp of who you are', 'to understand themselves', 'matter of the heart', are all used in the context of being on a journey in the training. One trainer summed it up as:

> I look at it very much like a journey, a journey of self-discovery but because it is internal to this organization then it is, yes, good, that's a journey about self-discovery and I'm glad you've made that because the important thing is that you make connections, you make links for yourself so if you internalize it we have now gone into the attitudes and behaviour stuff. . . . If you have got that and are taking the people

> through the journey then out of that comes hopefully, this internalized . . . is their own way of dealing with people and therefore it confirms their professional behaviour.

The journey therefore needs to be one of self-discovery: connections and links need to be made for oneself. In other words this is not something that the trainer can do for the learner, and it will include internalizing about attitudes and behaviour. It could be argued that the starting point for a learner's journey is knowledge of his or her own position in relation to the issues. The journey may not be an easy one, in that self-discovery may be an uncomfortable process for both trainer and learner.

Drawing on both what the trainers said and our own experience, we can summarize this issue as:

- The analogy of the journey is one frequently used by trainers to describe one of the objects of diversity training.
- The analogy implies the need for the training to be learner centred.
- This training will revolve around self-discovery for the learners.
- Learners need to be encouraged to make links between what they find and their professional life.
- A major aspect of the self-discovery will be the acceptance of personal prejudice, developing an understanding of the source of this and making links with the person's professional life.
- Being on a journey with the trainer may have the effect of making the training less threatening, and will help to engage the learner's interest.
- It is to be expected that the process will be an uncomfortable one, but this in itself will be an indicator of quality diversity training.
- A successful outcome of the journey is where the student has been empowered to make his or her own choices.
- The journey should be made in the context of the individual's life experience. The training in itself may represent a point in the person's life where he or she thinks about his or her stance on issues in a way that he or she may not have been challenged to do so before.

Pause for reflection

Reflect on your own journey in diversity. What was your starting point? What were the key milestones? Try to describe what it would be like if you felt you had 'arrived'.

CHANGING THE WAY WE SEE THE WORLD

In Chapter 3 we took a mainly theoretical view of how people learn to learn about diversity. A critical component of this is recognition that a diversity change programme will inevitably involve people in changing the way they see the world. This may be limited to where an individual comes to recognize that there is room for many and diverse ways of seeing the world. Or it may be that an individual actually changes the way he or she sees things. In this section we want to think through some of the practical implications of all this.

As a point of departure, take a look at the statements in Figure 6.5.

I treat others as I like to be treated
I treat others as they deserve to be treated
I treat all people the same
I treat people according to their needs
I treat others as they want to be treated
I treat others according to the way they treat me

Figure 6.5 *Tick the statement(s) that most closely match what you believe*

How easy was it for you to do this exercise? If you were to do a similar exercise in a group, the strong probability is that different people would tick different options. Why is this? It is in part due to the fact that people have different understandings of and attach different meanings to the statements. For example, on the face of it, 'I treat others as they want to be treated' means that I am intent on meeting people half-way. It could also mean, however, that I am the one who decides the way in which people like to be treated. This gives a completely different slant. The reality is that our differing responses are largely based on the way we as individuals see the world, and that view is anchored in our values, attitudes, beliefs and prejudices.

A challenge in diversity training is to bring others to see, and be able to see, the world differently. In the words of a trainer, being able to 'consider issues from a different angle', and this seeing something differently may well involve an adjustment to one's way of seeing the world. How can we engage with this challenge?

- Ensure that variation is built into the learning experience (see Chapter 3).
- Recognize that coming to see things in a different way may or may not be a sudden experience for the learner.
- Accept that a process of exploration will precede it.
- Make sure that this exploration has an internal and external focus. It may be knowledge of issues but it must also include knowledge of self. In practical terms this means that any process for diversity training should include engaging with and exposing people's attitudes and values.
- Design exercises that will ensure that all individuals in a group have the opportunity to address their own issues.
- Constantly expose and challenge assumptions.
- Recognize and take account of the fact that coming to see the world differently and having our assumptions challenged is very likely to be an uncomfortable, even painful, process, and that appropriate support and safety need to be factored in to diversity training.

AUTHORITY TO ENGAGE WITH ATTITUDES AND VALUES

A major issue that confronts diversity trainers is the extent to which they feel they can engage with attitudes, values, beliefs and prejudices, or the extent to which a learner may allow this to happen. This is both an issue and a challenge, since not all trainers believe that they have the authority to engage with attitudes and not all learners agree to allow it to happen. On a recent diversity course the session opened with a short exercise to give the participants the opportunity to express their objectives for the day and any concerns they had about the training. One participant openly expressed his view that he was there under duress, he regarded the whole diversity programme as unjustified thought control, and that his only objective was to get through the day without 'blowing his top'. For good measure he added that he did not believe in diversity. Now in terms of process, such behaviour is not too difficult for a facilitator to deal with. But it can only be dealt with effectively if the facilitator is sure of his or her ground and both has and believes that he or she has authority to engage with such people.

Most organizations engage in diversity training programmes because they are publicly committed to diversity. Such organizations are likely to have a diversity policy, a diversity strategy, a mission or vision statement, a statement of corporate values or whatever. The bottom line is that members of an organization – especially when they are being paid by it – can reasonably be expected to sign up to its corporate values and mission. All people, of

course, have the right to think and believe what they like, but to adopt a closed attitude – and in the case of the example above a very narrow and blinkered view of the world – effectively means that such a person is untrainable.

The importance of the issue is again reflected in the research conducted by Clements (2000): a majority of trainers interviewed talked about the authority (or lack of authority) that they felt they had to engage with learners. This was particularly in relation to raising their awareness of attitudes, values, beliefs and prejudices.

Pause for reflection

How would you deal with a situation where a learner said, 'I challenge your right to take me through this process, I do not want to go into discomfort, I do not want to address my way of seeing the world, I'm fine with the one I've got'?

Compare your thinking with this trainer who expressed certainty about his authority:

> Well, partly in terms of defending that would be to say, 'Well, you know you are not here as a free uninhibited human being. You are here as a member of an organization which has specific aims and purposes and the bottom line is that you are paid wages to work within certain parameters.'

Not all trainers seem so certain about the source of their authority. For example:

A: I don't think we have got the right to change people's values and attitudes. I think we have a responsibility to make people consider their own values and attitudes and what effect they can have on other people.
Q: What right do you have to try and change someone's world-view?
A: Right? No right at all.

Another trainer expressed it in terms of ethics and morals:

A: I think it is an ongoing feature because I think there is an ethical and moral issue anyway and the extent to which you can meddle with people's hearts and minds . . .

We can summarize the issues concerning the authority that trainers have to engage with attitudes and values:

- Trainers need to know that they are mandated by the organization to challenge learners and take them into areas where the learner may feel uncomfortable.
- Learners need to know that the trainers have that mandate. A very frequent way of this happening is for a very senior person in the hierarchy to 'open' the course – with a personal statement of his or her own and an emphasis on the organization's commitment to the diversity training.
- The extent to which a trainer may attempt to change a person's way of seeing something may be an ethical or moral issue. Having said that, as we have said elsewhere in the book, the bottom line is always the law as expressed in the various conventions on human rights. If a learner needs a trainer to engage with his or her attitudes and values in order to help the learner have a higher regard for the rights of others, then so be it.

COPING WITH TRAINER STRESS

Some interesting research was conducted some years ago which had the intriguing title *Equal Opportunities Can Damage Your Health!* (Kandola *et al*, 1991). It was found that people engaged in equal opportunities who worked in organizations had higher than average mental health problems. It is our experience that the situation is not much better today. In fact, reports of trainers engaged in diversity training feeling they are being harassed, or worse bullied, are not uncommon.

We have made the point several times that when people are challenged about their attitudes, values, beliefs and prejudices the emotional temperature can rise dramatically. The process may well be painful for the individual; it will be equally stressful on the trainer. Very often trainers will be delivering their training in the context of a diversity change programme in an organization. Individuals coming to training sessions may well be attending because they have to rather than because they want to. So right from the start there is likely to be conflict. Other individuals, although attending willingly, are likely to believe that the problems of diversity are not of their making, and they are therefore not open to be challenged about their own attitudes and so on. Where trainers are delivering to such groups day in and day out, the effects on them can range from demotivation and a feeling of being demoral-

Table 6.1 *Signs and symptoms of stress*

Physical	Emotional	Mental
Heart pounding	Moody	Forgetfulness
Headaches	Irritable	Loss of concentration
Sweaty palms	Depressed	Poor judgement
Indigestion	Anxious	Disorganized
Shortness of breath	No sense of humour	Confused
Cold hands	Hostile	Loss of interest in things
Sleeplessness	Nervous	Numeric errors
Too much sleep		Negative self-talk
Fatigue		Bad dreams
Nausea		
Diarrhoea		
Tight stomach		
Tight muscles		

ized right through to trainer 'burn-out'. Signs and symptoms of stress are all too common. Consider the physical, emotional and mental manifestations of stress shown in Table 6.1. Have you, or has someone you know, experienced any of these, either on their own or in combination?

A common cause of trainer stress is a feeling that a group is in some way bullying the trainer. What do we mean by bullying? It is generally accepted to be: offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. Our experience has always been that learning groups have the capability to exercise considerable power over a facilitator. Even a minority of people in a group, if they are vocal enough, can actively try to undermine or humiliate a trainer. Very often, if the trainer is not sure about the authority for the training, or feels unskilled to deal with aspects of it, then the result will be a trainer who suffers the stress of bullying.

We need to conclude this on a positive note, so let us consider for a moment what can be done about the problem. There are a number of things that a trainer can do for him- or herself, as well as a number of things that the organization in which the training is taking place can do to provide support: see Figure 6.6.

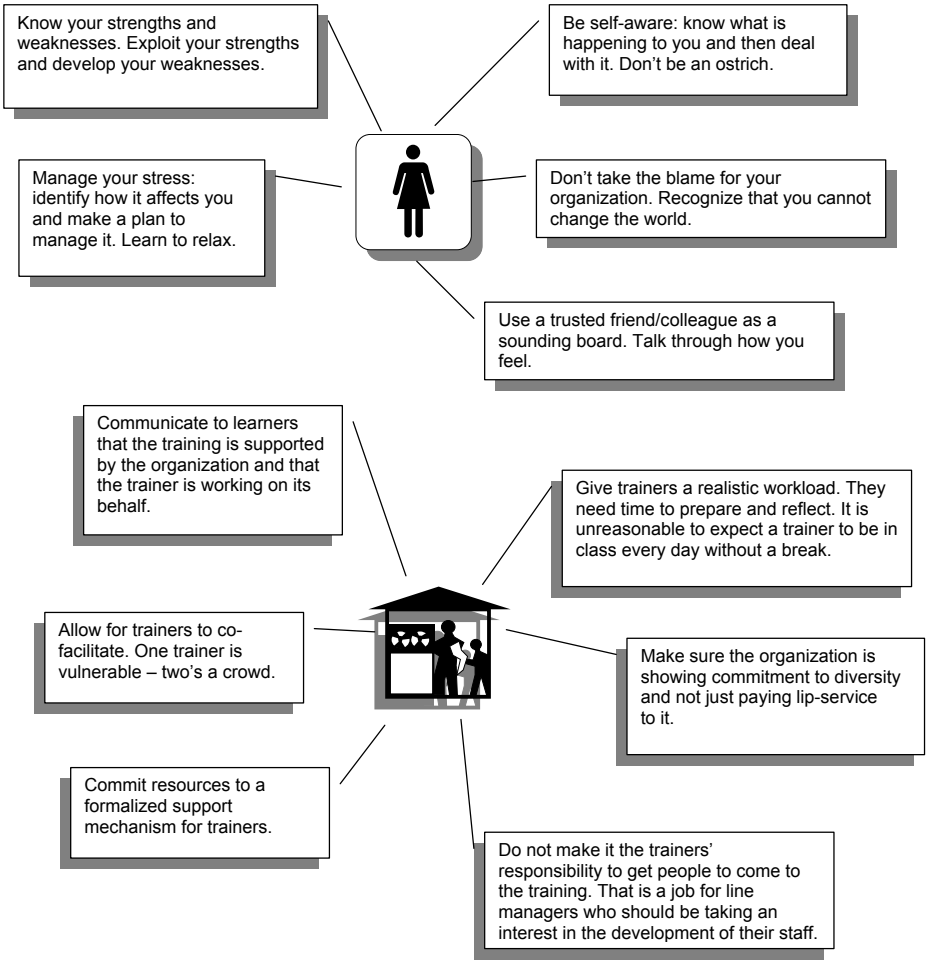


Figure 6.6 *Trainer stress: what individuals and organizations can do*

KEY LEARNING POINTS

In this chapter we have explored some of the issues and challenges in a diversity change programme. Specifically we have:

- Considered the importance of confidentiality to learning, the relationship of confidentiality with taking risks, and the need to create a 'safe' learning environment.

- Looked at institutional racism and institutional discrimination in terms of how they are defined and how they manifest themselves in an organization. We hope you carefully considered a number of questions that amount to tactics for eliminating both institutional racism and discrimination.
- Examined the way trainers talk of diversity training as a 'journey'. You were challenged to reflect on your own journey into diversity.
- Thought about what it means to see the world in a certain way. In doing so we noted that people can often hold very different world-views and a key element in embracing diversity is to develop an acceptance of the value of these different ways of seeing.
- Noted that not all trainers and diversity managers feel equally empowered to deal with the issues of diversity. Organizations need to show demonstrable commitment to diversity and its business benefits, and not just pay lip-service to them.
- Considered the way in which trainers often suffer stress and burn-out if they do not manage themselves properly and are not properly supported by their management. We concluded with some ideas about what trainers and organizations can do to combat the problem.

Chapter 7

Tactics for Teaching and Learning Diversity

By the time you have worked through this chapter we hope that you will have:

- considered the advantages and disadvantages of a range of tactics for teaching and learning diversity;
- identified some of the advantages of small-group work in diversity training;
- explored a range of facilitative techniques that are useful when working with groups.

INTRODUCTION

We have tried to make the case elsewhere in the book that teaching and learning diversity are often quite different from teaching and learning other subjects. One of the key reasons for this is that diversity training can be very destabilizing for people. This is often because people have their sometimes 'cosy' view of the world challenged in a way that they normally would not. Such challenges can be a very uncomfortable experience, and some would say an essential ingredient of changing attitudes and sometimes values. A trainer we know regularly conducts community and race relations training and regards his sessions as unsuccessful if, in their post-course evaluation ('happy') sheets, members of the course say they enjoyed themselves. Of course some people do enjoy being challenged, but our experience is that, by and large, getting to grips with change can be a very uncomfortable experience. So if you are involved in training, then you should be prepared for a difficult time.

In the section that follows we outline a number of classroom-based activities that you might like to consider using in a diversity training programme. For each we have described the activity, suggested some advantages and disadvantages, and then offered an analysis of the activity. It is important, of course, as with any training, that you have considered the likely implications of any given activity. The question that overarches all others in this regard is 'How will it help people to learn?'

ROLE PLAY

Role play is now universally used in all sorts of training context. An essential ingredient of role play is that real-life scenarios are engaged in and individual role players behave as they would in those situations. The two broad types of role play available to trainers are planned, where the scenarios are worked out in advance either by the trainer or the course participants, and spontaneous. The latter usually arises where a discussion point has been made and the trainer or the participant immediately takes on a role and the issues are explored there and then.

Advantages

- Role play is an extremely good method of engaging with people's lived experience and enabling role players to find out how they react to different situations.
- It is cost effective and requires few if any additional resources.
- Spontaneous role play can be quick and effective at exploring individual learning points.

Disadvantages

- Some people, particularly if they are not used to it, find role playing quite threatening. We have often run groups where it is quite difficult to encourage participants to take part and get the most from it.
- Truly effective role play relies heavily on the way the session is fed back. There is little point in a really well worked out scenario if the follow-up discussion does not engage with the issues that were raised.
- Planned role play may have to depend on considerable preparatory work. In working with various organizations we have found that the most effective role play engages with actual examples that are grounded in the culture of that organization. People will recognize the situations as ones

they may have experienced. All this requires a great deal of preparation on the trainer's part.

Analysis

Role play can be a very powerful method of exploring many of the issues raised by diversity. As with most methods used in this type of training and education, it provides a way in to the issues and will invariably open up rich discussion. We said in Chapter 3 that part of the model for 'good' diversity training has the object of raising awareness in individuals, both of things inside of themselves – self-awareness – and of things external to them. Role play is particularly good for the former. It can provide an opportunity for individuals to learn about their own prejudices, assumptions, and way of seeing the world. Helping learners to make sense of what they have experienced in a role-play situation is vital. A good grounding for this type of feedback is to spend some time with the participants in agreeing what actually took place, what was said, and how each participant viewed it from his or her own perspective. Time invested in this will pay dividends because one thing that will inevitably happen is that you will open up variation for the learner. The participants and those observing will by definition have different perspectives on what happened, what was said and how the players felt about all this. This will effectively lead in to discussion to bring out key learning points, but the whole process will need to be led and managed by the trainer and requires considerable skill.

PSYCHODRAMA

Although we have not used this method of group work, we have included it as an option because of its close relationship with role play. Psychodrama is a methodology based on the work of Jacob L Moreno (1889–1974), a Romanian psychotherapist who worked in the United States from 1925. The method is best described by way of the stages that a typical (classical) psychodrama exercise goes through. Martin Gill (www.dryw.freeserve.co.ukClassicalindex.html) describes these stages as:

- Warm up: a period where group cohesion is encouraged and individual spontaneity stimulated.
- Identification of a protagonist: a person (or persons) in the group chooses to work on a particular instance in his or her life experience.

- Agreeing a contract: this stage defines what the person will work on, why he or she wants to do so, and a clarification of the issue for the individual. For example, 'I want to work on why I react negatively to gay and lesbian people in my workplace.'
- Scene setting: an area is set aside in which the protagonist will work. Everybody needs to be able to see and hear clearly and the 'audience' may be involved to help create the right atmosphere and mood.
- Action phase: 'insight' is achieved for the protagonist through actions which are orchestrated by the psychodramatist. As with other 'insights' that learners achieve in training, the insights they may accrue in psychodrama may be either sudden – where the person experiences the 'penny dropping' – or gradual, developing after a period of reflection.
- Enactment: the protagonist is encouraged to display his or her inner and outer experiences. He or she may also take the opportunity to explore 'as if' situations, where the person visualizes how a situation could be different for him or her.
- Closure: a closure scene will usually be related to what the protagonist has been acting out. Often the psychodramatist will direct this, and the aim will be to build concrete suggestions for the future.
- Sharing with the group: in this stage the opportunity to de-role is taken and people in the group share their experience of what has happened. Sharing represents a re-entry into the here and now.

Advantages

- Psychodrama can be an effective method of getting in touch with an individual's lived experience and making sense of it.
- Some people come to diversity training with a range of emotions such as guilt, anger, confusion and resistance. Psychodrama can be useful to deal with these emotions in a way that is helpful for the individual's growth.

Disadvantages

- Psychodrama is very time consuming and must be worked through properly if individuals are not to be left at best emotionally in limbo, and at worst emotionally damaged.
- Leading psychodrama is a process that is beyond the usual skill level of a trainer who has not had specialist training in it. Because of its power there is the potential to cause more damage than good.

- The focus on the individual may not be suitable for working in a training programme where the groups are large.

Analysis

Psychodrama has its roots in, and still has strong connections to, psychotherapy. The British Psychodrama Association is involved in training psychodramatists and works to a strict ethical code. We suggest that although the method may be useful, you make a serious assessment of your own skill level before purporting to use psychodrama as a method in your own training. If you are interested in exploring this further, however, a useful web link is: www.psychodrama.org.uk.

THEATRE

Many diversity training and education programmes involve the use of theatre as a way of exploring and opening up the issues. Typically professional actors are used to act out scenarios that are based on the real-life experience of the organization. This is followed by individual or group work to work through the issues, then the learning points are discussed. An interesting recent development in the use of theatre is to use actors to play out lines written by participants and directed by them. For example, a scenario might involve three characters each taking a different perspective. A pre-prepared scenario is started, and then at a certain point the drama stops and participant groups tell the characters what to say next and direct the action. In this way groups can explore the effect of certain words or behaviours but at the same time stay detached from them.

Advantages

- Professional actors are best able to re-create scenarios based in the culture of an organization. This can be made even more powerful if care is taken to make sure the language is correct. For example, in our experience different organizations have many different names for annual reporting, and often these are referred to by abbreviations. Annual performance appraisal (APA), performance development review (PDR), performance action plans (PAP) and so on are all examples of different names for basically the same thing. Where the scripts have been carefully prepared to use the right terms they can have more impact.

- A second key advantage (but see below under disadvantages because this can be turned on its head) is that individual participants do not need to role play. We noted above that some people find role play threatening, and our experience is that many participants are relieved to find that actors will be doing the role play for them.
- Well-briefed actors can be used to engage in conversation with the participants. For example, after a scenario has been acted out the learners might have the opportunity to find out more about a particular situation before working on a problem.
- Where the training is part of a programme in which the whole organization is to be trained, using actors can help to achieve consistency and corporacy of message, since all the learners will be examining the same issues.

Disadvantages

- Using actors has a monetary cost associated, and you will need to make the business case for using extra resources when budgets for training are set.
- Unless you are using an acting agency which will guarantee to provide understudies, there will be a problem if your whole training strategy for a given day hinges on the actors turning up. A replacement fallback position is not always easy to devise.
- From a teaching and learning standpoint there is disagreement about whether it is more effective for learners to watch someone else doing something or to engage in it themselves. In role play and psychodrama, individuals have an opportunity to work through their own experience. Watching actors working is one step further removed from engaging with this experience.
- Actors need to be booked well in advance, and if you are conducting a whole programme of training you will lose some flexibility in setting dates for your courses.

Analysis

Our experience is that the advantages of using professional actors outweigh the disadvantages. This is particularly so in working in contexts where the participants have not routinely been exposed to role play as a training method. Very often with diversity training, particularly if the object is 'awareness', the course may be of one day's duration only. This means that you do not have

time to develop sufficient confidence in participants to engage in role play, and using actors can easily overcome this. From the learners' perspective it is important that with most scenarios they are briefed to take notes as necessary, as there is little time to develop characters or plot. Some theatre companies will develop the scripts for you if they are given access to your training needs research material (see Chapter 5, Designing diversity training).

VIDEO

Phil Race (2001: 22) cites a conference he attended where a constant theme was, 'Video is one of the most highly developed training media yet invented but remains one of the least well used.' There can be little doubt that using video can be a very effective method of opening up issues. Another possible use of the medium, if your budget will not stretch to the regular use of actors, is to shoot your own video of the 'trigger' scenarios and then use that instead of live actors. A number of companies specialize in the type of video that will stimulate your learners to learn about issues of diversity.

Advantages

Video can:

- be an excellent method for opening up discussion;
- allow for consistency of message as it can be used many times over with different groups;
- be paced to the needs of the learner as well as the demands of the training session (given that attention spans are usually very short, how much video is shown at a time can be tailor-made to the need);
- be a relatively inexpensive learning resource.

Disadvantages

- Video can go out of date very quickly, even though the underlying message may not have changed. Learners will be used to high-quality bang-up-to-date documentaries on television, and most training video material will find it hard to compete with such quality.
- You will need equipment for showing the video. You will have to arrange for it to be available and working, and to know how to use the equipment properly.

- A good deal of preparation is needed to make certain that the right clips are shown at the appropriate time.

Analysis

Video is a powerful tool in the toolkit of the diversity trainer, but it does need to be used effectively if learning is to be maximized. To draw on Phil Race's article (Race, 2001) once again, some useful points about using video can be made:

- Choose video for what it can do best. In diversity training terms this means the ability to convey emotion, feeling, body language and so on.
- Remember that concentration spans are usually measured in minutes.
- If you have data projection facilities, then short video clips can be embedded into a presentation program such as PowerPoint. This makes them very easy to access.
- Involve the learners in what they should be looking for, or what perspective they should be taking as they watch the video.

A website that we have come across that might prove useful for the type of video that is particularly suitable for diversity training is www.videoarts.com.

DISCUSSION

It may seem an obvious thing to say, but diversity training will rely very heavily on discussion. The success of this should not be a hit or miss affair, but is very often under the direct influence of the trainer/facilitator. Let us first consider some of the advantages and disadvantages of discussion, then think about some more issues relating to the use of discussion in diversity training.

Advantages

- Learners need the opportunity to discuss issues with each other, or with people who bring a particular minority perspective, in order to learn effectively.
- Discussion enables the facilitator to move the group into areas that will address the learning intentions.
- If one of the learning intentions of the training is to bring attitudes, values, beliefs and prejudices to the surface, it is inevitable that learners will need to vocalize these. Discussion will provide a forum for this.

Disadvantages

Most of the disadvantages of discussion arise from its being badly managed, rather than the method in itself.

- One problem for the trainer who facilitates a discussion is always how to involve all members of the group. If an individual says very little, there is no real way of knowing whether he or she is fully engaging with the learning.
- Large groups can be intimidating for people and may well cause a great reluctance to speak in a discussion.
- Discussion, particularly when participants are really engaging with the issues, can be very difficult to manage in terms of time. You as facilitator will be reluctant to stop a group that is discussing well, but this will need to be balanced against the process for the session.

Analysis

Discussion is probably the most important tactic to employ in diversity training, but it needs to be managed well. Facilitators need to be skilled in managing groups and have a high level of awareness of what is going on. It can be very exhausting, because as facilitator you need to keep one pace ahead of what is going on, you need to be monitoring the non-verbal communication to pick up messages, and you need to keep monitoring and encouraging progress. All this requires skill. As facilitator you will also need to make conscious choices about your role. For example, at times it will be appropriate to be directive; at other times you will need to negotiate with the group and work in partnership; at others still the best thing for learning will be to allow the group autonomous freedom. All this will need a facilitator who has a high level of awareness of what is going on in the group at any particular time. Discussion will be most fruitful and inclusive of all participants, even the reluctant ones, if you are able to engender a climate of safety, where people feel confident to say how they are feeling as well as what they are thinking. The trick is to do all this at the same time as challenging people to get below the surface of what they would normally talk about.

QUIZZES

A frequently used way of opening up discussion is to use a quiz of some sort to allow participants to test their knowledge of diversity issues. Typically the group feedback of the answers will be the opportunity to open up discussion.

Advantages

- There is an almost unlimited range of information suitable to use in a quiz.
- People seem to like quizzes. Consider the popularity of quiz programmes on television and radio, and pub quiz nights.
- Quizzes can be a fun and non-threatening activity for learners, and may go some way to creating a climate of safety, provided they are not dressed up as a test of some sort and individuals do not feel humiliated if they do not know the answers.

Disadvantages

- Quizzes can easily be trivial and facile if they are not constructed properly.
- Questions about 'factual' things like the ethnic minority make-up of the country may do little to help people engage with learning the real issues.
- Undemanding quizzes may have the effect of patronizing learners or, perhaps worse, giving them the false impression that the quiz represents all there is to the subject.

Analysis

Our view is that while quizzes have a role to play, it is important to avoid the disadvantages they represent if they are to contribute effectively to learning. If you do design a quiz as a way into discussion, try to make sure that it addresses the learning intentions for the session and presents a challenge to the group. Questions that have answers that may be a surprise for the learner, and tend to open up deeper issues such as racist assumptions, may be most useful. An example of this might be, 'Which country currently accepts most refugees?' (The answer does not lie in Europe!).

THE VALUE OF SMALL GROUP WORK

One of the ways to overcome the disadvantages of some people's reluctance to engage in large groups is of course to divide participants up into smaller units. How this is done will depend on the circumstances: for example, it may be appropriate to randomly select members of smaller groups. If you have a sense of who is quiet and who tends to speak a lot, you may be able to construct groups that take account of this. A small group made up of people who seem reluctant to engage may encourage them to open up, while a small group of people who have a lot to say may work well. It is often a good idea, if there are several opportunities to engage in small group work, to make sure that people have an opportunity to work with different participants as the session progresses. There are several advantages to this which include maximizing the sharing of life experiences and world-views, giving participants an opportunity to work with others who may be more or less dominant, and quite simply making the whole process more dynamic and interesting for the learners.

One of the issues that small group work raises for you as facilitator is that you will temporarily lose touch with what is going on in some groups. This is magnified if the groups are working in different rooms. The practical difficulties that this may raise include:

- You will not know (at least immediately) whether the group is actually focusing on the issue in hand. It is not uncommon to find that a small group has lost touch with the original brief and has started discussing something that, although it may be interesting and important for them, does not address the issue you were hoping to deal with.
- If your instructions to groups about an exercise have not been explicit, the groups may not produce the expected output.
- Small groups working on their own are not always good at keeping to time. Some, for example, may engage with a task in a shallow way and finish quickly. Others may really get to grips with detail and take much longer.

The solution is, of course, to make sure that people do understand what is expected of them and are quite clear what output is expected. If you want them to write things on flipchart paper for later use, people usually need to be reminded to use large letters! You might also consider appointing someone in the group to be a timekeeper to help keep the group on track. If it is

intended to ask someone to speak on behalf of the group in a plenary session, it is sometimes wise to nominate the person before the exercise begins. Alternatively, if you are working by giving more autonomy to learners, get the group to elect someone to speak on its behalf.

ISSUES FOR FACILITATORS

Facilitation is a whole subject in itself. There are a number of models of facilitation which are beyond the scope of this book. Having said that, diversity training does raise some issues for facilitators which need to be mentioned. These issues tend to be around specific behaviours that may manifest themselves in diversity training.

Resistance

It is very common for diversity facilitators to report resistance by participants. We have said elsewhere that diversity issues can often cause people to express resistance to being open to the issues. Such resistance is a significant factor in diversity trainers feeling stress or even being bullied. Some manifestations of resistance that we have come across are:

- Refusal to take part in activities, exercises or role play.
- Deliberate attempts to change the agenda to issues with which the participant feels more comfortable.
- Refusal to switch mobile phones off.
- Feigning a need to go to a meeting during a training session.
- A concentration on issues rather than feelings.
- Staying silent, but – unlike a shy person – leaking resentful non-verbal communication.
- Statements calculated to undermine the process, the facilitator or the subject.

Dealing with resistance is one of the most challenging things a facilitator has to do. This is partly because it takes skill to deal with and partly because those who show resistance are often those who most need to be open to the issues if they are to learn and change. A number of facilitative tactics can be employed to engage with resistance. They all assume that the facilitator has both the confidence and the skill to challenge it:

- Listen and watch for overt or subtle signs of resistance and address them at the time. It does not help you or the individual to leave it until later.
- Make the consequences of resistance clear to the group. It may be useful to refer back to any ground rules that have been set. For example, a consequence of resistance may be that a person breaches a ground rule of valuing and respecting others in the group, or of being open and honest. Another fairly self-evident consequence of resistance is that it will inevitably get in the way of the individual's and others' learning.
- Ask the others in the group how they feel about what is going on. What effect is it having on the way they are feeling about the process?
- Be strong as a facilitator in keeping the process on track. Deflect attempts to bring discussion to a level which trivializes the subject or does not engage with how people feel.
- Remember and hold on to the fact that if people are being resistant, then you are probably succeeding in the task. If all participants are 'happy' with the training, there is a possibility that you have not challenged enough.

Anger

Anger is another common feature of diversity training, and again a challenging emotion to cope with. There cannot be many of us who actually enjoy anger as an emotion, especially in the context of training. This is not when people engage robustly in argument, it is when people get 'hot under the collar' about an issue and may shout, go red, shake, or even go in for anger-expressing gestures. If a group member gets angry it can be problematic because it will very likely make you, or others in the group, feel very uncomfortable or even anxious.

- Be professional. You are there to facilitate learning and that must stay the aim. Recognize that a person getting angry may well be experiencing a severe challenge to dearly held assumptions or prejudices. Anger may be the only way individuals have of dealing with uncomfortable truths they are finding out about themselves.
- Stay calm. Hold on to your confidence and keep cool. You can deal with it.
- Do not take it personally. Anger is often displaced on to a facilitator who is seen to represent the organization. However much it might feel like it, it is very unlikely that it is directed at you as a person, unless of course you are responding in kind.

- Do not rise to the bait. It is all too easy to meet anger by becoming angry yourself, and probably saying things you will later regret. Try also to be aware of your non-verbal reaction to the situation. You may be saying calming things while at the same time non-verbally leaking what is going on inside. You can safely assume that people will notice this.
- If necessary, take time out and call for a break to allow things to cool down. You could use this time to speak to an individual privately and try to get to the bottom of why he or she is reacting in such a way.
- Be prepared for anger by working out in advance how you respond to anger. We all cope with it in different ways, and some are more affected by it than others. Forewarned is forearmed in this case, and knowing how an angry outburst might affect you will help enormously by your being ready for it.

Silence

When people are silent in a group it is usually because they are shy and lack confidence or they are being silent as a means of offering resistance. When whole groups are silent, it can have the effect of making the facilitator feel quite vulnerable, and in some respects the process may have faltered. The causes of whole group silence are many and various, and in our experience include:

- Asking the wrong question, at the wrong time. For example, a question that asks about feelings or seeks disclosure of an attitude or prejudice will rarely work well if the group has not yet formed an identity and reached a stage of feeling safe to disclose.
- A closed question to which the answer is so simple that people suspect a trap and no one offers an answer because people believe they will look silly. The group may be looking for a more complex response that was never your intention.
- A group using silence to try to manipulate the facilitator. With the best will in the world we will sometimes upset one or more people in a group. Often this can be through leakage of your own frustration with the group if, for example, you think they are not making enough progress, or avoiding the issues. Groups may either consciously or unconsciously collude to make their feelings known to the facilitator, and silence will be used to signal this.

Some practical tactics that can be employed to deal with silence include:

- Try to distinguish between reflective silence and silence that is prompted by some other reason. It may be that in fact you have asked a very good, deep question that has made people sit up and think. For example if you were to ask, 'What support do you need in your work?', how reasonable would it be to expect a snappy reply? In reality people will need time to let that percolate, then they will need to reflect. It may well be that they have never thought about it. So do not be afraid to allow plenty of time for this reflection, and do not allow yourself as facilitator to be intimidated by the fact that no one is responding immediately.
- Be aware of the effect your own behaviour may be having on the group. If you are working mainly by doing all the talking, the group may well adopt the expectation that you are there to 'feed it' and will stay silent accordingly. So check yourself; are you saying more than you need? Have you said or done anything that may have caused the group to clam up? Are you providing the right stimulus to get people talking, sharing and disclosing?

KEY LEARNING POINTS

- In this chapter we have considered a range of tactics that may be used in diversity training. There are of course many others that you will be familiar with and may wish to try out. The key learning point in relation to these tactics is, as with all training, that failing to plan is the equivalent of planning to fail. We have tried to show that there will be both advantages and disadvantages to whatever method you choose to employ. As a professional you will need to balance these against each other and decide what is most appropriate, not only for your target population but also for your own skill level. The test should always be, how will it enable people to learn?
- We noted a number of advantages of small group work in diversity training. Not least among these is the way in which small groups enable people to share their lived experience and also to engage with the experience of others. This is a vital component of good diversity training.
- The chapter concluded with a summary of some difficult behaviours that facilitators may encounter in diversity training and how to deal with them. A key thing to bear in mind, especially for those who organize such training and commission the trainers, is that diversity training,

unlike most other types, requires a high level of facilitator skill and self-confidence. Organizations have a duty to ensure that the people they use to do this work are appropriately skilled.

Chapter 8

Facilitating Diversity Training

LEARNING INTENTIONS

After you have finished reading this chapter we hope that you will have:

- thought about learning from the different aspects of knowledge, understanding, skills, attitudes and behaviour;
- considered what facilitation is, and how it relates to facilitating diversity training;
- explored some of the specific issues that relate to facilitation in the context of diversity training, namely aims and learning outcomes, group dynamics, facilitator vulnerability, specific challenging behaviours, and reflection.

DIMENSIONS OF LEARNING

There are, of course, a multitude of potential ways in which we might go about training diversity or perhaps, more correctly put, helping people to learn about diversity. Typically when people learn things it is in a number of different areas including knowledge, understanding, skills, attitudes and behaviour. In this chapter, we will briefly outline what we mean by these five areas of learning. This will be followed by a discussion of the idea of facilitation as a way of helping people to learn what they need to respond effectively to diversity. Just as there are many ways in which we can teach people, there are many ways in which we might define the notion of 'learning'. That would be a chapter in its own right, but for the purposes of this discussion we are assuming a very simple definition – that 'learning is change', and it will be a change in one or more of the areas that we are looking at.

Knowledge

Undoubtedly, a key purpose of learning about diversity is to increase people's knowledge of the issues. This knowledge will have an internal and external dimension. The internal dimension relates to the self-knowledge or self-awareness that people need to develop in order to be able to handle the issues effectively. So an important aim of the facilitator will be to gently and supportively create the conditions where participants can 'surface' the attitudes they hold as well as other important aspects such as their prejudices, values and beliefs. The external dimension relates to the knowledge that people need on which to base their approach to diversity. This, for example, may be working with myths that are often held and countering these with information that will help to break down the myth. Some examples of such myths are given below; you will no doubt be able to think of others.

Example myths are:

- Disabled people are defined by their disability.
- All Muslims support terrorism.
- Eastern Europeans come to the UK and take all the jobs.
- To be accepted in society people should conform to British culture.

Whilst you may be recoiling at these myths, they are all ones that we have come across in facilitating diversity training. Facilitators need to be in a position to counter and challenge such thinking by having factual information at their fingertips.

Understanding

Most of us have heard of Einstein's theory of relativity and can identify the formula as $E=MC^2$, but how many of us can actually understand what that means? The issue is that what we know is very often of little practical use unless we actually understand what it means. If we now apply this thinking to diversity training, it becomes clear that people need to have an understanding of the relevant issues as well as just knowing about them. Sometimes diversity training is framed in terms of awareness. It is not uncommon to hear of programmes that are actually called 'diversity awareness training'. The problem with this is that simply raising people's awareness says very little about how they understand the concept of diversity and perhaps more importantly how they respond to it. A key aim in facilitating diversity training will therefore be not only to raise awareness but also to ensure that people

develop an understanding of the concepts involved. Attitudes are unlikely to be affected if people do not achieve understanding.

Skills

Learning about diversity will also be about the development of people's skills. In this context we are not talking so much about motor skills as those that are used in interpersonal relations, generally referred to in the literature as interpersonal skills. An important point to note and one that underlines the importance of facilitation as a training method for diversity is that we cannot *give* skills to learners in the same way that we might *give* them knowledge. Skills have to be developed from within. What facilitation can do is to provide a context in which people are able to learn, develop and practise the skills they need to respond effectively to diversity in their interaction with others. Most of us to one extent or another will possess most of the interpersonal skills that we need, but all of us, rather like athletes in training, can get better if we practise and reflect either on feedback we give ourselves or feedback that we receive from others. This leads us to ask what sorts of skills we mean in this context. Figure 8.1 shows some of the interpersonal skills that can be developed in the context of facilitated diversity training.

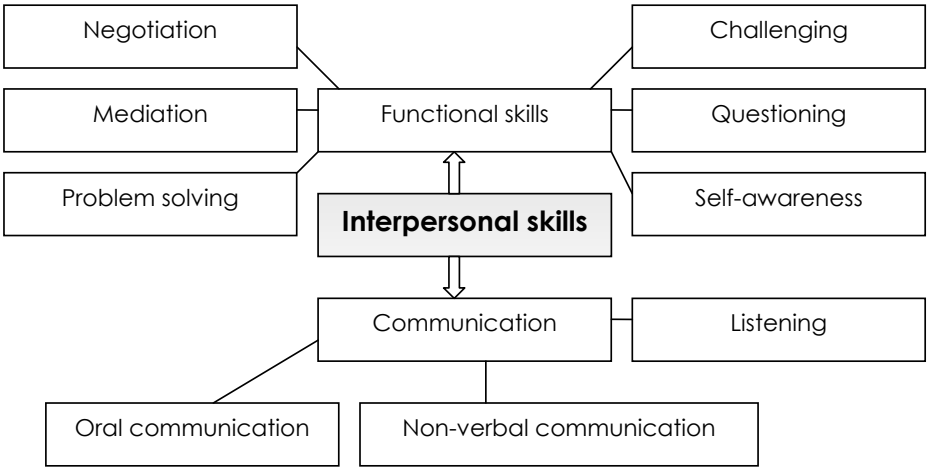


Figure 8.1 *Examples of interpersonal skills*

Figure 8.1 just gives some examples – you will be able to think of others. Communication as a skill and its components probably sit above all the others as of prime importance. This is because with a few exceptions (for example, self-awareness) good communication will play a role in all the others (for example, mediation). In terms of diversity, communication is vital: what we say, the way we say it and the way we listen.

Attitudes

The fourth important area of learning is that of attitudes. Attitudes are generally taken to be the orientation we take towards something. In other words they do not stand in isolation but will always have an object – we have an attitude, or orientation, *towards* something. Prejudice, for example, is an attitude in that it is an orientation, usually (although not exclusively) negative. Attitudes tend to present with three components, the cognitive, the affective and the behavioural. The cognitive component relates to what we know about something or someone and is usually based on experience or a particular stereotype. Very often our knowledge of someone will be incomplete, so the attitude is based on only partial knowledge. This is important for the diversity facilitator to remember, because participants in a group may well present their argument in such a way that it purports to be based on complete evidence when this in fact is not the case. The affective component of an attitude relates to what a person feels about the object of the attitude, such as antipathy, or even hostility. Again the diversity facilitator will need to take account of this, because it is a barrier that will need to be overcome if the person's attitude is to be changed. The third component of an attitude is the behavioural – the outworking of the attitude in what a person does in practice. This leads us to the last of the key areas of learning.

Behaviour

Many would argue that it is behaviour that counts. In other words it is what people actually do in relation to their response to diversity that is important. Of course, it is hard to argue with this in that discrimination, for example, is something that people sometimes do in practice and needs to be challenged. It needs to be remembered though that the use of language is also a form of behaviour and that knowledge of a person's attitude can only ever be gained if he or she expresses that through communication either orally or in writing. Some would also argue that if you are able to get someone to change his or

her behaviour then the attitudes will follow, so it is the behaviour that needs to be targeted. Whilst this has an element of truth, our experience of facilitating diversity training is that it is far more effective to challenge people's attitudes so that the attitude is right and the behaviour will follow.

WHAT IS FACILITATION?

As you might expect there are many definitions of facilitation and little substantial agreement as to what it actually is. A glance at the many possible definitions does, however, reveal some common themes. Facilitation:

- involves working with groups and individuals;
- involves the use of techniques to enhance the free flow of information and ideas;
- helps people to move forward in their thinking and ideas;
- leads and coordinates rather than prescriptively directing;
- encourages consensual decision making.

That said, definitions that are merely presented as sets of characteristics are not always particularly helpful, and so we need to try to pin the concept down a little further. Drawing on our own experience of facilitating groups and individuals over a number of years, we take the view that facilitation can be defined as: *the design and delivery of a flexible process that enables and encourages people to learn.*

Of course, implicit in this definition are a number of concepts that need some explanation. Generally speaking, facilitation will be based on a design. This means that before a facilitated session a great deal of work will have been put in to think about the objectives or learning outcomes expected of the session. This is turn will usually have the effect of suggesting the type of exercise and discussion that is most likely to help the participants. The delivery of a facilitated session will almost always need to be flexible. This means that more often than not it will not be possible to say that at a certain time a group will be doing a certain thing. For example, if a group gets into a meaningful discussion it may be prudent to let that run provided it is achieving the objectives or learning outcomes. Letting this happen may mean cutting some other planned exercise short. Another aspect to this flexibility is that participants in a facilitated session may not always have the learning needs that were expected; there are likely to be many avenues that get explored that were not anticipated.

The *process* of facilitation refers to the way the session is constructed and what is included. For example, thought will need to be given to the best way of achieving the learning outcomes in terms of the structure of the session and the exercises that will be used to stimulate, encourage and enable learning to take place. Later in this chapter we provide an example of how a facilitated session might look.

Finally, facilitation needs to be aimed at *learning*. Again there are myriad definitions of learning, but at its simplest level we take learning to mean *change*. If we learn something then we change in some way. It might be a change in what we know, what we understand or what we can do, or even, at the highest level, a fundamental change in the way we see the world. At the heart of it though is that if we learn something then we change. That is usually the object of facilitation that is focused on learning diversity. It does raise an issue that we believe to be important, namely that, as facilitators, we want to enable people to learn, ie change in some way. Our learners have the right to know what change it is that we are trying to help them make, and for this reason it is very important that somewhere near the beginning of the session some effort is made to explore the learning outcomes with the group. They have a right to know what it is we are trying to do with them, and facilitation should never be conflated with unconscious manipulation.

Of course, facilitation can be used in many and various contexts of learning. For example, we routinely work as facilitators in management training, university seminars, critical incident workshops and so on. Facilitating diversity training does bring with it some particular challenges though, and in the next section we deal with some of the key areas that we have experienced and that seem to be important in this regard.

PARTICULAR ISSUES IN FACILITATING DIVERSITY TRAINING

Aims and learning outcomes

We have already noted that people have the right to know and understand what the aims and learning outcomes of diversity training are. Before one session on diversity I ran, one of the students 'buttonholed' me and (to summarize) said 'What are you going to try to do to me? What is it you are trying to convince me of?' I found these questions to be more revealing than surprising. The student was not on the course voluntarily and had become convinced in his own mind that he was there to be 're-educated' or 'reprogrammed' in some way and that my role was to do this to him. Of course, nothing could have

been further from the truth, and I led him through the learning outcomes for the session, which helped to reassure him that nothing was going to be done *to him*; rather, he and others were going to be guided through a process to help them think about the issues. It's always worth remembering that people have (the human right of) freedom of thought and expression.

We prefer the term 'learning outcomes' rather than 'objectives' because they do have a qualitative difference to them. Objectives tend to be associated with systems approaches to training and generally focus on what the trainer (or facilitator) is going to achieve rather than the student. Learning outcomes on the other hand are expressions of what learning it is hoped will take place, and by implication the learning is what the students will do for themselves. We have found that there are a few principles that should govern the writing of good-quality learning outcomes. These are:

- Do not have too many, ie do not try to achieve too much in too short a time.
- Make sure they are crystal clear.
- Make sure they are explained and understood by the group at the outset.
- Avoid framing them in ways that cannot be measured.
- Always make them the point of departure for the design.

Group dynamics

The student of group dynamics will find diversity training to be an area of rich information about how people work together. Over many years of working with groups from different occupational contexts we have experienced behaviour and group dynamics ranging from sullen silence to outright anger and hostility – and of course much productive and constructive learning! It is worth bearing in mind, though, that diversity is not a neutral topic about which people have no strong feelings either way. By its very nature learning about diversity and all that goes with it will usually unearth emotion and strong feeling in most people. Facilitators of diversity training need to bear this in mind, and there is no substitute for being well prepared. Tuckman (1965) developed a model of group dynamics that, although now quite old, still has currency and explanatory power because it is frequently seen in the way that facilitated sessions of diversity training turn out. The model identifies four stages of group development:

1. *Forming*. At this stage the group is getting to know each other, and there is a high dependence on the facilitator for guidance.

2. *Storming*. Group members are finding out about each other and where they stand on issues. There may be vying for position within the group.
3. *Norming*. At this stage there is agreement about the 'rules' by which the group is working. Consensus is more easily achieved.
4. *Performing*. The learning is now becoming more effective – there is a clear understanding about what the group is doing and why. The group is able to be more autonomous from the facilitator.

So it is important to be prepared for group dynamics that may not be encountered, at least in such a stark way, in other contexts of facilitated learning. This leads us to consider another aspect of facilitation in diversity training – the potential vulnerability of the facilitator.

Facilitator vulnerability

Being a facilitator of diversity training can be a very rewarding and fulfilling experience, not least because you feel you are helping to make a difference by encouraging people to bring to the surface and deal with their prejudice as well as learn about the benefits of responding positively to diversity. At the same time, however, it can be a lonely and difficult job and will on occasions lead to feelings of vulnerability. There are a few practical tips that we have found useful:

- Don't take things personally. Very often aggression and anger can be expressed in ways that are directed at the facilitator. You need to ride above this and stay professional.
- Work with another facilitator whenever you can. There is a saying that one person is vulnerable but two's a crowd. There is certainly strength to be gained from two people facilitating together. That way you not only get a break from it, but you also get a second opinion on what is going on in the group and get a chance to check out how you are feeling about the process.
- Develop your own support network. Find someone, preferably a trusted friend, who is prepared to listen to your experiences. That way you can 'offload' and share your feelings and draw strength from that.
- Be well prepared and think through the likely way your process will work.
- Finally (and this could well be the most important tip), make sure, if you expect your learners to bring to the surface and confront their own attitudes, values and beliefs, that *you have done so yourself.*

Specific challenging behaviours

Figure 8.2 sets out some of the types of challenging behaviours that we have come across. Whilst each of them may have some specific strategies and tactics for dealing with them, there are some general principles that more or less apply to all instances of challenging behaviour and that provide a framework within which to work. There are five key principles, and these are set out below:

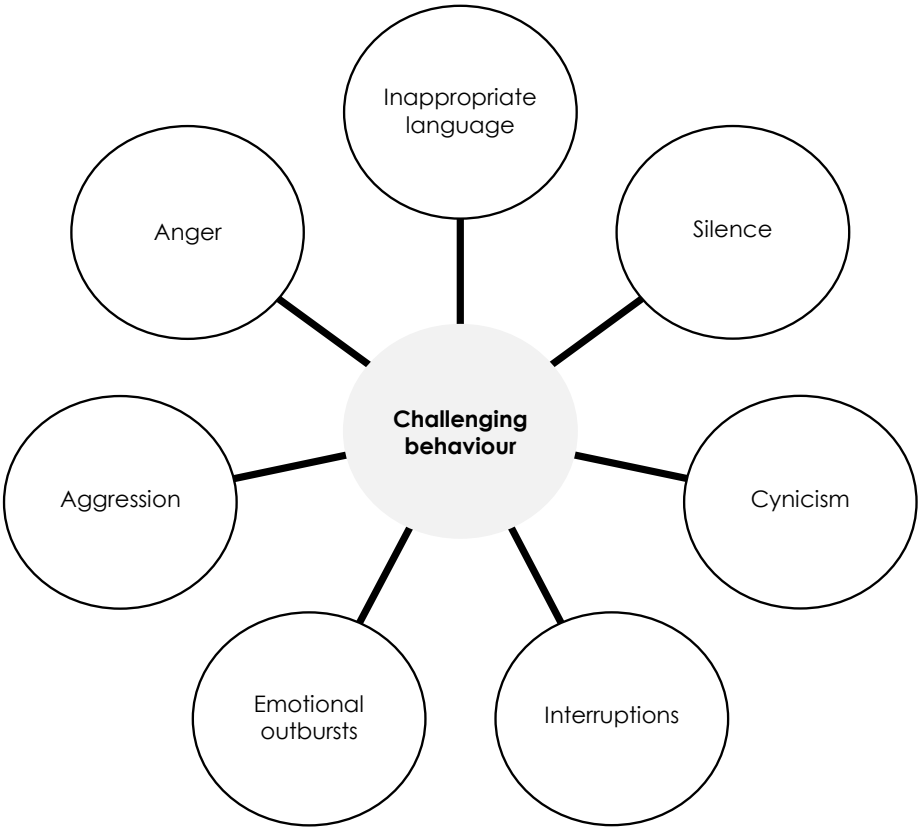


Figure 8.2 *Examples of challenging behaviour*

1. noticing;
2. interpreting;
3. addressing;
4. allowing feedback;
5. encouraging.

Noticing

An important aspect of facilitation is making sure that you maintain a high level of awareness of what is going on in the group generally and with individuals in it. Some of the challenging behaviours will of course be pretty obvious, but others may be more subtle, such as cynicism or where an individual has been silent for some time. The important thing is that having noticed something going on you have a choice of either ignoring it or doing something about it. The latter is usually recommended, because if you ignore the behaviour it can have the effect of undermining your own authority in the group, allowing the behaviour to become more intense or spreading to other group members, or getting in the way of the process that you are following. So having noticed the behaviour and become aware of it the next stage is to interpret.

Interpreting

We noted above that facilitating diversity training is often best done with another person. A further reason for this is that you have the benefit of getting a second opinion on what has been noticed and checking that your own interpretation of the behaviour is reasonable. Interpreting will involve you asking yourself a series of questions, for example:

- What does the behaviour mean?
- What does the behaviour amount to?
- Is there a possibility of error or stereotyping on your part?
- Is the behaviour purposive or non-purposive?

The answers to these questions will have an impact on what you do next. For example, in considering what the behaviour may mean you will be assessing such factors as how serious it is, whether it is mainly to do with the group or an individual, whether it is that the learner is being taken out of his or her 'comfort zone' (which may be a good thing for learning) and whether it is getting in the way of the individual's or group's learning. You need to be very aware of the possibility that you are wrong in your interpretation and that you

may be engaging in a form of stereotyping yourself. Groups will usually pick up on when you do this. Finally, interpretation will need to consider whether the behaviour is purposive or non-purposive, that is whether it is for a reason or is merely a natural manifestation of how the learner is feeling.

Addressing

This is the third stage of the model and is the stage when you start to do something about or address the challenging behaviour. You are faced with a number of choices that need to be made. For example, you need to choose the most appropriate way of dealing with it as well as choosing the right time. It may not always be appropriate to confront someone in front of the rest of the group, and you may therefore choose to do it later in private. Whether you choose to confront the behaviour at the time (and therefore normally in front of the group) or later in private, a first stage is to check that your interpretation is correct. For example, you might ask questions such as: 'Sam, when you just said that, I sensed that there was some cynicism in what you said. Would that be correct?' or 'Val, from the tone of your voice you seem to be clearly upset about this – would you like us to discuss this some more?'

When you address an issue of challenging behaviour it's worth remembering that there is a need to balance the needs of the group with those of the individual. Too much time spent on working with a single person can have a detrimental effect on the whole group and can lead to further frustration.

Allowing feedback

This stage of the model is vital. The feedback referred to is from the individual in question. Put simply, it is the opportunity for the person to respond to the way you have addressed his or her behaviour. Our experience tells us that, more often than not, things can get sorted at this stage. For example, the sample question put to Sam above might produce a feedback response such as: 'I'm sorry, I know it sounded cynical, but this is a frustration I experience at work all the time.' The response may, of course, be stronger, but in any event it is important that participants have the opportunity to respond to the challenge about their behaviour. Feedback from participants will give them the opportunity to respond with a clarification about what they have said or done and is best facilitated by giving them space and the opportunity to reflect.

Encouragement

This final stage of the model starts to open up the possibility of moving on, both at group and individual level. Encourage the person or group to become re-engaged with the issue at hand and offer involvement as a way of overcoming the behaviour. It is important that one episode of challenging behaviour is not seen as terminal and that there is a way of moving on. A useful strategy on the part of the facilitator is to show identification and empathy with issues that may be difficult. This will involve saying that you find the issue difficult as well (provided that this is genuine on your part) and that there are no easy answers but you do understand why the issue may be difficult. Most important, however, is to show people (sometimes an individual and sometimes the whole group) that it is their behaviour that is being focused on and not them as people. If you have made a 'contract' with the group then it may be useful to refer back to that.

Comfort zones

Our experience of many groups is that people do like to stay in their 'comfort zones'. The comfort zone is the space in which a person will work and learn. When people are taken outside of that, then things can become difficult. Facilitating diversity training is likely to take people outside their comfort zones for a number of reasons. For example, people will usually be asked to discuss and work on issues that they hold firm views about. When work is done to expose people's attitudes (including their prejudices), values and beliefs then we start to work in areas that can easily make people feel uncomfortable. The point of facilitating diversity training is that people are unlikely to move on in their learning if they are not challenged to confront these issues in themselves. That is going to make them feel uncomfortable and is the main reason why the facilitator needs to create an atmosphere of 'psychological safety'. Such an atmosphere can be created by a good facilitator, and there are a number of tactics available to help this:

- At the beginning of the session make a contract with the group and record this on a flipchart. Good contracts are largely developed by the group itself, as this gives ownership and will include the sorts of factors shown in Table 8.1. It is often useful to introduce the idea of a contract by saying something like 'How are we going to work together today? What words describe how we can work effectively as a group?' Then allow the group

Table 8.1 *A typical contract with a group*

Listen	Be open
Be non-judgemental	Avoid cynicism
Value each other	Ask questions
Be honest	Constructive feedback
No interrupting	Participate in discussion

to suggest things they would like recorded. You can always prompt them if they get stuck.

- A second tactic in creating psychological safety is for you, the facilitator, to pay attention to your non-verbal communication and the way you respond to participants. So you will need to be very careful that you are non-judgemental in the way you respond to things that are said.
- Thirdly, as facilitator you need to offer protection to the more vulnerable members of the group – not in a patronizing way, but by affirming the value of group members and their contributions. For example, do not let an individual be 'put down' by other group members.
- Finally, you can generate a positive atmosphere in the group by your own enthusiasm, humour and encouragement. If the group is working well, then say so and give praise where it is due. Our experience is that adults respond to this very positively just as much as we would expect children to.

Two final points on comfort zones are these: firstly, expect to be taken out of *your* comfort zone and be prepared for this; secondly, when it comes to the time for feedback on the course (maybe the 'happy sheet' stage), do not expect everyone to say that they have enjoyed the course. We have long argued that where people say they did not particularly enjoy a facilitated diversity session it is sometimes because they were taken out of their comfort zones and that was not an easy experience for them. It could be taken as an indicator of success on your part!

Reflection

The final issue that we need to explore in terms of facilitating diversity training is that of reflection. It is important that space is given for participants

to reflect, that is to systematically go through a cycle of thinking through an experience and then some analysis to see what it means for them as individuals. When a facilitated exercise is conducted it is usually the discussion by way of feedback afterwards that is the most significant factor for learning. This by default will encourage participants to reflect. It is also useful to build in time for reflection after a time lapse. For example, after a lunch break you might offer a time for people to reflect on the morning session. The sorts of questions that stimulate reflection include:

- What has occurred to them over lunch?
- What issues does it raise for them?
- How did they respond to what was being learned?
- What did they learn?
- What was easy/hard for them and why do they think that was?

If you are facilitating a session over several days then it is certainly worth including a time for reflection at the start of the day. Very often people will go away and think about what has happened and this will stimulate more learning. Research by Clements (2000) revealed that sometimes people will reflect over much longer periods of time. They will go away and think about the training and only sometime later will it start to make sense to them. It is important to remember this, as sometimes at the end of a session the facilitator can become quite demoralized that the session did not seem to have been as effective as he or she would have hoped – at least with some individuals. The facilitator needs to be confident that, although some people did not seem to get much from the session or at least did not seem to move on much, they might in fact go away and reflect and only some considerable time later will make sense of it.

It is also worth mentioning that reflection is not just something we expect participants to do but is very much something that the facilitator should engage in as well. Personal reflection on the part of the facilitator is very important and should encompass the range of activities that were undertaken. That way the facilitator will learn how to do the job better. Reflect on all aspects of the session:

- Aims and learning outcomes – were they appropriate for the group?
- Did the design of the session work well? How would you change it next time?

- How did you react to any challenging behaviour? Would you do it differently next time?
- How did you feel about the session overall? What were your strengths and weaknesses? How will you play to your strengths next time, and what do you need to do to overcome your weaknesses?
- Most importantly, did you learn anything about your own response to diversity issues that needs to be worked on?

KEY LEARNING POINTS

In this chapter we have explored the idea of facilitation as a specific way of delivering diversity training:

- We explored the idea that learning happens in a number of dimensions that include knowledge, understanding, skills, attitudes and behaviour.
- We noted that learning will involve change of some kind and that if some change does not take place then there is unlikely to be learning.
- We offered a definition of facilitation as: *the design and delivery of a flexible process that enables and encourages people to learn.*
- The chapter then went on to discuss a number of specific features of facilitating diversity training and noted the importance of getting aims and learning outcomes right and managing group dynamics effectively, the issues of facilitator vulnerability, dealing with challenging behaviour, and comfort zones, and the importance of reflection.
- The issue of dealing with challenging behaviour was explored, and we noted the importance of staying professional and not taking such behaviour personally. We offered a five-stage model for dealing with challenging behaviour that involves noticing, interpreting, addressing, allowing feedback, and encouragement.

Chapter 9

Evaluating and Assessing Diversity Training

LEARNING INTENTIONS

By the time you have worked through this chapter we hope that you will have:

- assessed the extent to which you currently undertake any evaluation of diversity training;
- considered a number of definitions of evaluation, and thought through their purpose;
- examined five major approaches to evaluation and assessed the relative strengths and weaknesses of each approach;
- considered different models of evaluation and how they could be applied to the evaluation of diversity training;
- thought about the relative benefits and disbenefits of each model, and appropriate means of assessing diversity training.

INTRODUCTION

This chapter is intended to provide you with an introduction to evaluation. As with other chapters in this book, we have drawn heavily on research and theoretical models. However, we have tried to demystify what can be quite turgid reading, and have attempted to look at the practical implications of evaluating training.

The chapter begins with an attempt to answer what to some are seen as two questions that are immediately filed in the 'too difficult' section: Why is there a need to evaluate training? and How do I evaluate training?

Evaluation is much discussed and often neglected and is often seen as an unnecessary and expensive overhead. Our view is very different. We recognize that training is an expensive commodity, not only in terms of the event itself but also in respect of organizational and individual commitment. In Chapter 2 we highlighted the business case for diversity training, but without evaluation how can you determine whether or not you have achieved the required business benefits? Of equal importance is the need to retain the organizational knowledge pool. Without evaluation how will an organization retain its corporate knowledge, how will it learn from emerging good practice, and how can it benchmark performance against other organizations? If the training has been established in order to raise awareness and knowledge of new legislation, how can you judge whether or not the training has met the identified need? We recognize that evaluation is not easy, and it certainly does not come without cost. However, we are firmly of the belief that evaluation of training is an important feature of any diversity programme.

Exactly how do we evaluate training, and can we really identify the costs and benefits of training? One of the first issues to determine is who will undertake the evaluation. You have a number of options, including developing an in-house expertise, using consultants from commercial training or evaluation organizations, and employing academics. While it is beyond the remit of this chapter to identify the specific strengths and weaknesses of each approach, you should take some time to consider exactly what approach to evaluation is best suited to your organization and its training requirements. For example, we worked with one organization that had employed consultants with a very specific approach to training, development and evaluation that was completely at odds with the culture and expectations of the organization. The result was a very expensive national programme of training which met with enormous resistance from practitioners and was the subject of another expensive fundamental review and redesign some three years later.

This chapter attempts to demystify the subject of evaluation so that you are better able to select an appropriate evaluation methodology.

EVALUATION

Before we proceed any further let us try a little health check. Tick the boxes in Figure 9.1 which most accurately describe your approach to evaluation.

To what extent do you currently:				
	Never	Sometimes	Often	Always
Assess whether or not the training event has met the learning needs of the learners?				
Assess whether or not the training has improved the knowledge or skills of the learners?				
Assess whether or not the training event has improved the workplace performance of the learners?				
Assess whether or not the training has improved the organizationís performance?				
Assess whether or not the training has led to identifiable financial benefits?				

Figure 9.1 *Evaluation health check*

We will come back to this figure later in the chapter, but before we do so let us have a look at how evaluation has developed as a tool for inclusion in the management of diversity toolbox.

The roots of evaluation

Evaluation is a tool which was developed in the 1950s as a means of assessing the impact of wide-scale government initiatives, programmes and policy (Easterby-Smith, 1994; Pawson and Tilley, 1997). It is therefore an academic discipline which has its roots in the social sciences; however, it is only recently that evaluation has been applied to training.

Definitions of evaluation of training

Although evaluation is relatively new as a concept, a number of researchers have tried to define it. Patton (1978) developed a fairly complicated defini-

tion in which he describes evaluation as involving the systematic collection of information about the activities, characteristics and outcomes of programmes, personnel and products for use by specific people to reduce uncertainties, improve effectiveness and make decisions with regard to what those programmes, personnel and products are doing and affecting.

Bramley, who tends to specialize in the evaluation of training, states that 'Evaluation of training is a process of gathering information with which to make decisions about training activities' (Bramley, 1996: 5).

Thorpe (1988) offers a more detailed definition of evaluation within the training context. He sees evaluation as 'The collection, analysis and interpretation of information about any aspect of a programme of education and training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.'

So if there are competing views as to what evaluation is, can we agree what we want evaluation to do? In other words, what is the purpose of evaluation?

The purpose of evaluation

Over time evaluators have developed different ideas as to what they see as the purpose of evaluation. Easterby-Smith (1994) identified four purposes of evaluation which have evolved since the 1950s.

Proving

The original purpose of evaluation was to prove whether or not the training event had led to any change in knowledge or skills. This would normally require some kind of pre- and post-training measurement, and was often seen as a kind of 'scientific experiment'.

Improving

In the 1970s some evaluators were not so concerned with the outcomes of the training, as with putting into place some kind of continual improvement process.

Learning

In the next decade some educationalists believed that evaluation should be an integral part of the overall learning and development process, and as such the training event was continually a subject of inspection and change.

Controlling

With public sector organizations becoming increasingly accountable and subject to performance measures, and the private sector concerned with profitability, the use of evaluation to control training is increasingly popular.

In our experience it is useful to determine the purpose of evaluating training for two reasons. First, deciding what you want the evaluation to do will help you to identify the most appropriate evaluation methodology. Second, particularly if you are employing an external third party to undertake your evaluation, you need to understand their methodological approach before agreeing their commission. It is often the case that evaluators will adopt their preferred approach, and you should ensure that both the methodology and the way in which the findings are presented will meet your organization's requirements. We will now look in more detail at the major schools of evaluation.

Schools of evaluation

As noted by Easterby-Smith (1994), there are five major schools of evaluation comprising:

- experimental research;
- illuminative research;
- the systems model;
- goal-free evaluation;
- interventionalist evaluation.

Experimental research

As we noted above, evaluation grew out of the social sciences in the 1950s, and the first evaluation studies used methodologies well established in this discipline. The basic idea here is to establish if there is any relationship between cause (the training) and effect (improved knowledge or skills), and to demonstrate that any changes in outcomes are attributable to the training event. Thus there is a tendency to use quantitative questionnaires and other comparative analysis tools, using control groups and pre- and post-training measurement.

Illuminative research

Illuminative research methodology was developed as a stark contrast to the scientific approach. The key features of this approach are as follows:

- Observation of the training event is followed by further enquiry and attempts to provide an explanation.
- There is a progressive focus on the key issues that have been identified as a result of the first stage, involving extended interviews with course participants.
- General principles are identified as a result of the second stage, and findings are placed within a much broader social context.

This approach includes a number of principles:

- While there is a fairly strong commitment to qualitative research methods, this does not discount the use of questionnaires or attitudinal measurement.
- The research should be conducted by a neutral outsider.
- It is argued that the main purpose of this approach is to enable the wider community to have much greater awareness of the programme.
- The evaluator should not be concerned with making specific recommendations to improve the training programme.

The systems model

While there are a number of variations on this theme, there are three main features of the systems-based approach:

- First there is a need to devise objectives for the programme.
- Second there is a requirement to identify the outcomes of the training event.
- Finally there is a desire to provide those involved in the delivery of training with feedback regarding the ability to match outcomes with objectives.

This approach is often seen as validation, and there is a need to distinguish internal validation from external validation. Internal validation is defined by the Department of Employment as 'a series of tests and assessments designed to ascertain whether a training programme has achieved the behavioural objectives specified'. External validation is described as:

> A series of tests and assessments designed to ascertain whether the behavioural objectives of an internally valid training programme are

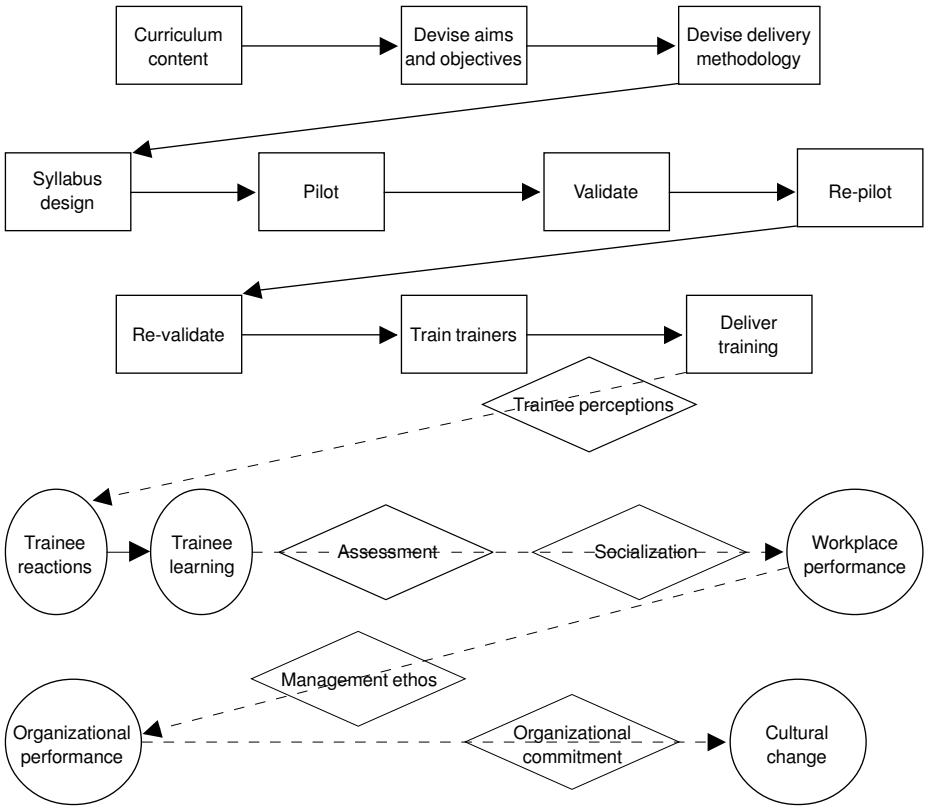


Figure 9.2 *Training delivery: inputs and outcomes (adapted from Easterby-Smith, 1994)*

realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organization.

This process is all inclusive and is said to be concerned with examining the totality of the training event, including an assessment of inputs, outcomes and costs.

In Figure 9.2 the solid lines describe the linkages between those events leading up to the training delivery, while the dotted lines lead to outcomes that might result from the training delivery. The difficulty in this approach is establishing beyond reasonable doubt that the trainee reaction and/or trainee learning and/or changes to workplace performance are the direct

result of the new training event. Any identified change might be the result of some other extraneous event such as the individual's preferred learning style or any additional learning which takes place outside the learning event. These and other factors are represented in the diamond boxes.

The provision of feedback to trainers is an important element of this model, particularly where there is some element of central control over the training design.

Goal-free evaluation

This model was developed to contrast with the former model's reliance on objective setting. It advocates an approach in which the evaluator should ignore specified aims and objectives. Supporters of this model contend that this is the only way an evaluator can determine the true value of the learning event, and that the evaluation will typically consist of lengthy interviews and observation of both the training event and workplace performance. A three-stage approach is advocated within this model:

- Extensive interviews should be conducted with all stakeholders, who should be asked to set out what they perceive to be the objectives of the programme. This will enable the evaluator to assess the 'true value'.
- The evaluator should not be concerned with examining whether or not the desired outcomes have been achieved. He or she should be more concerned with identifying any unanticipated outcomes.
- Evaluators should also concentrate on the processes of the training event rather than the outcomes.

Interventionalist evaluation

While there are a number of labels that have been applied to this approach, the two most commonly used terms are responsive evaluation and utilization focused evaluation. Both these approaches share similarities with the goal-free approach by being more concerned with the training activity rather than the results of the activity. They take into account the relative value placed on the learning activity by all stakeholders. However, responsive evaluation differs from goal-free evaluation in that it is not so concerned with distancing itself from the aims and objectives of the programme, and recognizes that there are occasions when other evaluation processes, including preordained methods, may better meet clients' needs.

Furthermore the responsive evaluation has been identified as containing a number of fundamental factors:

- The evaluation must start with identification of all stakeholders and a process of collating, debating and exchanging their relative concerns.
- There is taken to be no single version of absolute truth relating to the identified concerns.
- It is assumed that any suggestion of cause and effect cannot be identified from a single mechanistic process; it must be confirmed by a number of independent observers.
- It is taken that all stakeholders have an equal status and that their versions of truth have equal value.

A more pragmatic version of this approach was developed by Patton (1978), who recognized the respective influence of different stakeholders and that there would be contrasting needs. Patton also accepted that an evaluation can consist of a mix of quantitative and qualitative methods, although research reports should not rely on scientific jargon and should be written in plain language.

A clear difference between this approach and the illuminative method is that the former encourages the evaluation to identify the client's concerns and to directly address those concerns during the evaluation. The major feature of models within the interventionalist approach is that it encourages stakeholders to take action as a result of the evaluation data.

Having looked at the major schools of evaluation, try to identify the relative strengths and weaknesses of each approach.

How does your assessment compare with ours? (See Table 9.1.)

The five schools of evaluation have led some training specialists to devise models specifically designed to evaluate training.

EVALUATION MODELS

The three principal models are those devised and developed by Kirkpatrick (1976), Hamblin (1974) and Warr, Bird and Rackham (1970). However, a number of commercial organizations are having to justify the cost of training and development, and there is an increasing need for an evaluation model which is able to quantify the benefits of training in cost terms. After looking briefly at the three principal models we then examine how the benefits of training are being expressed in monetary units as a calculation of Return on Investment (ROI).

Approach	Strengths	Weaknesses
Experimental research		
Illuminative research		
The systems model		
Goal-free evaluation		
Interventionalist evaluation		

Figure 9.3 *Strengths and weaknesses of evaluative approaches*

Kirkpatrick's four-level model

Kirkpatrick's model consists of four levels as follows:

- **Level 1: Reaction.** This level of evaluation attempts to measure the trainee's reactions to the training event, including an assessment of the training methodology, the training content and whether or not individual training needs have been met.
- **Level 2: Learning.** This level is concerned with identifying whether or not the training event has increased the trainees' knowledge, skills or understanding.
- **Level 3: Behaviour.** Level 3 attempts to measure any changes to workplace behaviour or performance that have resulted from the training event.
- **Level 4: Results.** Level 4 is concerned with evaluating whether or not the training has led to organizational improvement.

While it is acknowledged that Kirkpatrick's model is the most widely used in current training evaluation practice, there are some detractors who see his model as simplistic.

Table 9.1 *Strengths and weaknesses of evaluative approaches*

Approach	Strengths	Weaknesses
Experimental research	• Use of questionnaires makes data collection and analysis relatively easy. • Clients and other stakeholders can influence questionnaire design. • Some stakeholders can be impressed by the 'scientific' approach.	• Sample sizes need to be extremely large if meaningful data are to be established. • Control groups generally need the same antecedents and characteristics as the experimental group and it can sometimes be assumed that control groups will not be affected by the absence of the new training under evaluation. • Measurement may be relatively simple in the case of single observable behaviours. In practice there can be a tendency to boil down multiple behaviours to form single observable behaviours. This is especially the case in the area of diversity training. • In many cases it is not certain that any observable changes in behaviour are the direct result of the new training, ie cause and effect are not sufficiently proven.
Illuminative research	• Initially the evaluator is seen as independent and neutral. • The evaluation is seen as comprehensive and	• There is a danger that evaluators are not seen as independent as they become immersed in the training event.

Table 9.1 *(Continued)*

Approach	Strengths	Weaknesses
	takes into account wider social influences.	• Some sponsors do not see the approach as having sufficient scientific validity or reliability. • The evaluation can take an excessive amount of time to complete.
The systems model	• It is systematic, which can appeal to non-evaluation specialists. • It can be relatively cost effective compared with other approaches. • It is well received by those who favour performance management processes.	• Critics of this approach are concerned that the reliance on predetermined objectives is too restrictive. • The emphasis on outcomes can be seen as overly mechanistic and while it might be applicable to measuring knowledge acquisition, it is not as easy to measure attitudinal change or changes in workplace performance. • The resulting data will generally assist with decisions on whether or not to continue with a particular training event. • This method is less successful when assisting with identifying how to improve the training event.
Goal-free evaluation	• It is very comprehensive. • It can reveal findings that would not have been identified by other approaches.	• This approach has been found to be particularly labour intensive and costly (it is mainly used in the evaluation of radical educational programmes, particularly where

Table 9.1 *(Continued)*

Approach	Strengths	Weaknesses
		extensive funding is available). • By its very nature (and name) it is seen as unsystematic.
Interventionalist evaluation	• The approach is likely to be seen as relevant and more likely to meet the needs of clients and other stakeholders. • It is likely to be more flexible than 'pure scientific' models. • Reports are more accessible and more easily understood than those which rely on traditional scientific approaches.	• There is potential for this approach to be seen as 'neither one thing nor the other'. • The inherent flexibility can lead to weak and inconclusive reports and recommendations.

Hamblin's five-stage model

Hamblin proposed a five-stage model, and it will be seen that there are clear similarities between this work and that of Kirkpatrick.

- **Level 1: Reaction.** Level 1 is evaluation conducted during, immediately after and some time after the training event, and is concerned with measuring the reaction of trainees to the training.
- **Level 2: Learning behaviour.** This level is concerned with measuring the extent to which trainees have acquired new knowledge, skills or behaviours as a result of the training event.
- **Level 3: Job behaviour.** Level 3 attempts to measure the impact of the training event on workplace performance.

- **Level 4: Functioning.** This level of evaluation is concerned with quantifying any improvement in the trainee's organization as a result of the training event, preferably expressed in cost terms.
- **Level 5: Ultimate value.** Level 5 attempts to measure any relationship between the training event and the overall success, profitability or survival of the trainee's organization.

Warr, Bird and Rackham's CIRO model

Warr, Bird and Rackham (1970) developed a four-stage model comprising:

- context evaluation;
- input evaluation;
- reaction evaluation;
- outcome evaluation.

Context evaluation involves reviewing and assessing the operational requirements for the training event and determining the individual training needs and objectives applied at three levels:

1. **Ultimate objectives**. This identifies the skills or knowledge deficit which the training event is intended to overcome.
2. **Intermediate objectives.** This quantifies the changes in workplace performance which will be necessary to overcome the deficit identified as a result of 1) above.
3. **Immediate objectives.** This identifies the new knowledge, skills or behaviour which are necessary if the trainee is to achieve the intermediate objectives.

Input evaluation involves an evaluation of the training event. This includes assessing whether or not the chosen methodology is the most appropriate means of meeting the training need and/or whether alternative means or resources could be used to equal effect.

The level of reaction evaluation is similar to Kirkpatrick's and Hamblin's Level 1 evaluation; it involves measuring the reactions of trainees both during and immediately after the training event.

The outcome evaluation level comprises four stages:

- defining the training objectives;
- selecting or constructing the evaluation tools and measures;

- using the evaluation tools and instruments;
- assessing and reviewing the results.

As we outlined above, some evaluators are keen to determine the value of training in terms of money spent and earned value, and there are two principal models for this purpose.

The Phillips five-level ROI model

With the requirement to identify the financial benefits derived from training in mind, Phillips (1995, 1996, 1997) extended Kirkpatrick's model by adding a fifth, cost–benefit stage. Phillips's model is summarized in Table 9.2.

Table 9.2 *Phillips's model of evaluation*

Level	Brief description
1. Reaction and planned action	Measures participant's reactions to the programme and outlines specific plans for implementation
2. Learning	Measures skills, knowledge or attitude change
3. Job application	Measures change in behaviour on the job and specific application of training material
4. Business results	Measures business impact of the programme
5. Return on investment	Measures the monetary values of the results and costs for the programme, usually expressed as a percentage.

While a number of organizations and training professionals have expressed some concern at being able to properly evaluate the higher levels of Kirkpatrick's or Phillips's model, there are an increasing number of examples in which more sophisticated evaluations of training have involved quantification of costs and benefits in terms of both monetary value and intangible value such as increased staff morale.

For Phillips (1997), calculating the Return on Investment (ROI) involves four distinct stages:

1. Data collection.
2. Isolating the effects of training.

3. Converting data to a monetary value.
4. Calculating the return on investment.

Each of the four stages can be applied at all five levels of the ROI five-stage model described above. In order to calculate the ROI it is necessary for the previous three stages to have been completed. For Phillips (1997) the ROI is calculated using the following formulae.

First, ROI is calculated using the programme benefits and costs. A cost–benefit ratio (CBR) is calculated by dividing the programme benefits by the programme costs. This is expressed as a formula thus:

$$\text{CBR} = \frac{\text{Programme benefits}}{\text{Programme costs}}$$

The return on investment is calculated by dividing the net benefits by the programme costs, where the net benefits are the programme benefits minus the costs. Thus the formula for ROI is:

$$\text{ROI (100\%)} = \frac{\text{Net programme benefits}}{\text{Programme costs}} \times 100$$

An even stronger advocate of the need to identify the costed benefits of undertaking training is Kearns (2000), who very firmly makes the case that the only training that should be supported by an organization is that which is clearly linked with the attainment of its strategic objectives. He outlines a very comprehensive 10-point added-value evaluation model:

1. Business value analysis. Identify the specific areas where there is a need for improvement and the ways in which you can generate more value from the ways in which you operate as an organization or business. Kearns is of the view that there is no need to even consider the influence of training and development at this stage.
2. People impact. Identify those individuals along the value chain who have an impact on the output measures identified during step 1.
3. Training needs analysis. Having identified those individuals who have most impact on the output measures, you now need to determine whether or not training and development is the means of improving their ability to improve performance. If training and development is not the answer, what is?

4. Measurement systems. Can we devise and implement a performance measurement system to check that we are on track to improve performance?
5. Learning objectives and design. What learning objectives can we devise which will ensure that our training and development will provide the desired performance improvement?
6. Contract. Have we devised a contract to ensure that all staff involved, including line managers, have set out their own responsibilities and are committed to the training and development?
7. Reaction. What is the reaction of the learners to the training event?
8. Learning. Are the learners learning?
9. Transfer. Are the learners transferring what they have learnt to the workplace?
10. Evaluation and feedback. Critically examine the steps taken, particularly those at 1 and 4. Have we added value to our organization? Have we learned from the experience? Have we informed our people of the results?

Think carefully about Kearns's approach. Is this model appropriate as a means of evaluating an organization's response to diversity?

Following publication of the Macpherson Report (1999), a number of organizations have been accused of being institutionally racist. Let us now apply the first four stages of Kearns's model to measuring the impact of any subsequent diversity training.

1. Business value analysis. What needs to be improved? Organizational structure? Business processes? Management style? Organizational culture? Recruitment policies? Workplace behaviour?
2. People impact. Which individuals are responsible for those processes identified in stage 1?
3. Training needs analysis. How can the performance of these individuals be improved? Is there a need for training, or can improvement be achieved in other ways?
4. Measurement systems. How do we measure the performance of these individuals to ensure that their performance has improved and that we have achieved the output specification?

EVALUATION TOOLS

Whatever the evaluation purpose, methodology or model, all evaluation processes require a set of valid and reliable tools and measures, and it is this area that is now examined. As we discussed above, evaluators can approach the evaluation study from a number of different perspectives, and the preferred school of evaluation will often influence the tools and processes used within the evaluation. Table 9.3 draws on our experience of both undertaking evaluations and having our own learning events externally evaluated:

Table 9.3 *Evaluation tools*

School	Tools and processes
Experimental	Questionnaires Structured interviews Data analysis (eg knowledge test results)
Illuminative	Participant observation Semi-structured interviews Group discussions
Systems based	Input v output analysis Training needs analysis (TNA) v outcomes analysis
Goal free	Long-term observation studies of everyone concerned with the training event
Illuminative research	Any or all of the above as agreed with the key stakeholders.

Any evaluation requires the application of valid and reliable tools, measures and processes, and in our experience the evaluation methodology should be consistent with the type of training to be evaluated. In addition to the tools mentioned in Table 9.3, we have seen evaluations make use of learning logs, repertory grids, critical incident analysis and appraisals. If you are responsible for strategy implementation, you can also make some useful links with strategic assessments and macro-evaluation processes such as Investors in People, European Foundation for Quality Management and the balanced scorecard. It is also important that the evaluator pays particular attention to the need to isolate the effects of training in order to better measure whether or not training was the cause of any change in knowledge, behaviour or skills levels.

As we noted above, a number of evaluation approaches are concerned with identifying the extent to which the training event has led to improved knowledge, skills, attitudes and workplace performance, and it is this area of assessment to which we now turn.

ASSESSMENT

Should the impact of diversity training be assessed? Of late we have found this to be one of the hottest areas of debate. On the one hand, those concerned with performance issues and ROI will argue that what gets measured gets done; on the other hand, it is argued that this area of training is very much part of personal development and that it is particularly difficult to measure attitudinal change.

Table 9.4 *Assessment processes for various learning intentions*

Learning intention	Assessment process
Increased knowledge	1. Self report
	2. Multiple choice examination
	3. Essay
	4. Verbal question and answer
	5. Line manager interview
	6. Group discussion
	7. Appraisal
Behaviour change	1. Role play
	2. Assessment centre
	3. Group discussion
	4. Workplace assessment
	5. Self report
Attitudinal change	1. Self report
	2. Questionnaire
	3. Workplace assessment
	4. Group discussion

In our experience there is a very happy middle ground, and provided you are aware of some of the pitfalls you can develop a comprehensive and valid assessment scheme that provides reliable assessment data and feedback. We feel that there are a number of key principles:

- As with evaluation, assessment processes are not as scientific as some would like to portray.
- Do not rely on single assessment processes. Use a number of different approaches to validate your final assessment.
- Ensure that your processes are capable of assessing what you want to measure (eg will a knowledge check test any behavioural change?).
- Ensure that the assessment process is consistent with the learning intentions of the training event (eg if you are delivering an 'awareness course', exactly what changes are you expecting and how will they be measured?).

We have found Table 9.4 a useful way of helping to devise a comprehensive assessment process.

In our experience, assessment of any change following diversity training is particularly problematic, and we firmly believe that assessment processes must be as comprehensive as possible. This issue has been highlighted by the emergence of Sector Skills Councils (SSCs) and their remit to develop National Occupational Standards (NOSs) across a wide range of employment sectors. The intention here is to devise a broad range of competences which cover all of the core tasks and functions undertaken by employees in their workplace. Assessment is typically the responsibility of line managers or trained assessors, and many of the NOSs are linked to formal qualifications through National Vocational Qualifications (NVQs). While we agree that NOSs are a useful way of defining the core tasks and functions of a given profession, we are particularly concerned that this should not be seen as the only way of assessing performance and competency. For example, in dealings with someone from an ethnic minority background an employee may be able to demonstrate competency under assessment yet remain a committed racist.

PUTTING EVALUATION INTO PERSPECTIVE

A visit to the Personnel Today website (www.personneltoday.com) provided an interesting insight into the way in which evaluation has been used as a means of examining the worth of training and development and its impact on wider organizational strategic objectives.

Michael Miller reports that a survey undertaken by the global consulting company Accenture found that only 2 per cent of companies were able to evaluate achievement of learning objectives in line with business measures such as productivity gains, revenue growth, net income growth, decreased employee turnover and overall industry recognition.

The report found that where the business impact of learning was measured it was often done in ways that could rarely be translated into useful business metrics. In this regard Accenture recommended that companies seek to align learning initiatives to business goals and cited the following examples:

- measuring overall business impact of the learning function;
- extending learning to customers, suppliers and business partners;
- supporting their organizations' most critical competencies and jobs;
- integrating learning with functions such as talent management;
- using technology to deliver learning;
- providing leadership development courses.

A second article by Stephanie Sparrow reported on a cross-Atlantic evaluation of approaches to blended learning. The results of the first 'Transatlantic Blended Learning Survey' found that organizations in both the UK and the USA were keen to ensure that line managers took greater responsibility for transferring learning into the workplace. Additionally there was consensus in the area of individual responsibility where there were signs that participants were having to accept the onus of learning transfer themselves.

The survey did highlight differences both in terms of the application of e-learning where the use of technology in learning was more advanced in the USA and in terms of perceived effectiveness of alternative training methods. Survey respondents were asked to assess the effectiveness of different training methods. We reproduce the findings of the original report below. When listed in order of effectiveness, with the first method regarded as 'the most effective', UK respondents ranked them as follows:

- instructor-led training;
- on-the-job training;
- coaching;
- blended learning;
- learning from peers and colleagues;
- self-study methods;
- e-learning.

When compared with the UK view, it appears that North Americans have a much more positive perception of the effectiveness of blended learning. They ranked the learning methods as follows:

- blended learning;
- instructor-led training;
- on-the-job training;
- coaching;
- learning from peers;
- e-learning;
- self-study.

Respondents were also asked to assess the efficiency of different training methods where efficiency was defined as producing 'a result that is compatible with the cost and time incurred in the purchase/development and delivery'. The results also revealed cross-Atlantic differences, and differences in the most *effective* as compared with the most *efficient*, with the UK voting on-the-job-training as the most efficient and instructor-led training as the fourth most efficient method. In the USA blended and e-learning were ranked the most efficient methods.

The final article of interest outlines Andrew Mayo's work on measuring the ROI of the wider HR function. Mayo came to similar conclusions as those advanced by Miller and he was critical of the ability of HR to measure its contribution to business outcomes. For Mayo:

> The successful HR functions of today and the future must be able to measure and monitor their own effectiveness in supporting operational management and delivering services, and must also be able to justify and evaluate projects. (Mayo, 2004)

Mayo is critical of most HR programmes which he describes as comprising a series of activity-driven objectives such as introduction of training programme A or HR function Z rather than comprising strategic plans which are aligned with the attainment of business objectives.

Advocating the type of ROI exercise described above, Mayo argues that HR practitioners need to understand how the support function of HR provides value to an organization and should be able to calculate both the costs of the function and the returns HR gives back to the organization.

KEY LEARNING POINTS

In this chapter we invited you to think about the role of evaluation and assessment within a programme of diversity training.

- We noted that there are a number of approaches to evaluation and that you need to determine the approach best suited to your organization or training need.
- Generally there are four reasons for undertaking an evaluation: proving, improving, learning and controlling. It is important that you understand the reason for wishing to evaluate your training programme, as this will determine the style or school of evaluation that will be used.
- We introduced the five major schools of evaluation and invited you to determine the relative strengths and weaknesses of each approach. We invited you to look in some detail at the concept of Return on Investment and outlined a simple formula which enables you to make such a calculation.

Chapter 10

Diversity Training in Action

LEARNING INTENTIONS

Having completed this chapter, we hope that you will have:

- examined the extent to which one government department is building the capability of its staff, through training, to undertake Race Equality Impact Assessments as part its general duty under the Race Relations (Amendment) Act 2000 (RRAA);
- considered the requirements of the RRAA and assessed the degree to which your organization is meeting those requirements;
- examined the approach of one multinational private company in seeking to create a more inclusive and diverse workforce;
- considered the external factors facing the company and considered the extent to which your own organization is facing and responding to similar challenges.

INTRODUCTION

By its very definition, the major focus of this book is to explore the nature of diversity and the most appropriate means of providing training and development both in terms of individual learning requirements and those of a wider organizational perspective. This chapter takes a slightly different approach in that it examines in some detail the approaches of two very different organizations in developing diversity training programmes that are closely aligned with the achievement of strategic level objectives.

The chapter comprises two case studies that provide an opportunity to compare and contrast the approaches of one public sector and one private sector organization developing examples of diversity training programmes. The case studies describe the nature, focus and ambitions of the organizations, including the rationale underpinning their approach to diversity training, before exploring the diversity training provision. The first case study examines the approach of the former Office of the Deputy Prime Minister (ODPM) in preparing its staff to meet the legal duties imposed on public authorities by the RRAA. This case study is also used as a means of exploring the RRAA in more detail and, in particular, the legal duty to undertake a Race Equality Impact Assessment of any proposed policy or policy that is subject to substantial change. We feel that the case study remains relevant albeit the organization has changed and is renamed Communities and Local Government. The second case study explores the approach of a privatized utilities company, National Grid Transco (NGT), which is responding to a number of business challenges by way of an inclusion and diversity strategy.

We also hope that you will use the case studies as a means of comparing how your own organization is responding to issues similar to those identified in this chapter.

THE OFFICE OF THE DEPUTY PRIME MINISTER

The ODPM was a central government department formed in May 2002 with the responsibility for devising policy on regional and local government, planning, housing and the fire service. Additionally it was responsible for the Social Exclusion Unit, the Neighbourhood Renewal Unit and the Government Offices for the Regions. The ODPM employed some 6,500 staff, including 1,800 in its four agencies and 2,700 in the nine Government Offices for the Regions. The annual expenditure of the ODPM amounted to around £50 billion.

The ODPM had an ambitious agenda and one that cut across several other government departments. In terms of planning and housing it aimed to create sustainable communities which it described as those that help to promote a better quality of life for all residents and that address problems such as homelessness and anti-social behaviour. As noted by the Office, 'creating sustainable communities requires good governance, public participation, partnership working and civic pride' (ODPM, 2003: 4) and in this regard ODPM plans included major investment in

housing, transport and regeneration, changes in planning, design and construction and a regional approach to tackling the different housing problems across the country.

It was the belief of the ODPM that sustainable communities were the building blocks of a decent, tolerant and inclusive society. In this regard much of its work involved the regeneration of particularly deprived areas and encouraging a larger proportion of communities and individuals not previously involved in community activities to participate more freely in such activities and help to generate what the ODPM termed civic pride.

This aspect of the ODPM's work was enshrined in its publication *Sustainable Communities: Building for the future* (2003). Launched by the Deputy Prime Minister in February 2003 it provided an action plan to address a number of issues, including:

- empowering regional and local government and pushing up performance standards;
- regenerating declining communities;
- tackling social exclusion and homelessness;
- providing more high-quality affordable housing, particularly in the four growth areas in the South East of England – vital for the people who make essential services work for the community;
- making the planning system faster, fairer and more efficient, and designing attractive towns, cities and public places.

With such a wide-ranging agenda, and one which cut across a range of diversity issues, it was vital that diversity sat at the heart of the policy-making process within the ODPM. As with almost all government departments and public authorities in England and Wales, the ODPM had both a general duty to promote race equality in the way it discharged its functions and more specific duties in relation to its human resources function. We briefly mentioned the Race Relations (Amendment) Act 2000 in Chapter 2 and it is now timely to examine this significant piece of legislation in more detail.

The general duty

Under the Race Relations (Amendment) Act 2000 most public authorities now have a statutory general duty to promote race equality. The

Equality Act 2006 has extended this to gender and disability issues. This means they must pay due regard to the need to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good race relations.

The purpose of this general duty is to ensure that those organizations discharging government functions build the general duty into its policy-making processes and the way it delivers its services. For the Equality and Human Rights Commission the benefits accruing to the organization in terms of policy making and service delivery include:

- encouraging policy makers to be more aware of possible problems;
- more informed decision making;
- ensuring that policies are properly targeted;
- improving the authority's ability to deliver suitable and accessible services that meet varied needs;
- encouraging greater openness about policy making;
- increasing confidence in public services, especially among ethnic minority communities.

(*Source:* www.equalityhumanrights.com)

Specific duties

Government authorities also have specific duties to help them to meet the general duty. The specific duty is intended to provide a framework for measuring progress in equality of opportunity in public sector employment. They are intended to guide initiatives that will lead to a more representative public workforce. It should be noted that they represent the minimum standard and that other diversity issues, such as gender, disability and sexual orientation may be relevant to the pursuit of good employment practice. The duty in this regard is to monitor the numbers of staff in post and applicants for employment, training and promotion by reference to their ethnicity. Additionally those organizations employing more than 150 staff are required to monitor by reference to their ethnicity the number of staff who receive training, undergo performance assessment procedures, are involved in grievance procedures, are the subject of disciplinary procedures and whose employment has been terminated. Moreover the results of this

monitoring must be published annually and all staff in the organization should receive training regarding their responsibilities in meeting the requirements of the general duty described above.

The race equality scheme

An additional specific duty for some government authorities is a requirement to publish a plan — known as a Race Equality Scheme (RES) — where it explains how the organization will end discrimination in all areas of its work.

In this regard commitment to the ODPM RES is demonstrated at the highest level as noted by the current Minister for Diversity and Parliamentary Under Secretary of State:

> We, the Office of the Deputy Prime Minister, should be at the leading edge of race equality and diversity. This is not just because of our role as a public organization, but also because of our specific responsibilities for issues of social inclusion, urban regeneration and neighbourhood renewal. (ODPM, 2003:2)

Furthermore, the current ODPM Permanent Secretary noted that:

> The Race Relations (Amendment) Act 2000 is a real opportunity to make race equality a central part of everything we do. Diversity is essential in a modern government that is committed to delivering policies effectively. (ODPM, 2003:2)

Responsibility for overseeing the response of public authorities to this ambitious agenda rests with the Equality and Human Rights Commission and it is worth briefly noting their specific responsibilities in this regard.

The role of the Equality and Human Rights Commission

Under the auspices of the Race Relations (Amendment) Act and the Equality Act 2006 the Equality and Human Rights Commission (EHRC) has the power to undertake two types of formal investigation in relation to the duties: a named person investigation (the named respondent will usually be an organization not an individual) and a general investigation. Furthermore it must also carry out an investigation if required to do

so by the Secretary of State. The named person investigation will be instigated in cases where it is suspected that a particular company or organization is discriminating on racial grounds. General investigations do not focus on any particular company or organization; typically they will be concerned with broader areas of activity in specific areas of government policy or service delivery. This might include, for example, examining the extent to which school admissions policy is promoting good race relations or establishing whether certain professions retain discriminatory recruitment processes.

In the case of a named person investigation, if the EHRC is satisfied that unlawful acts of discrimination have occurred it can issue a non-discrimination notice to the respondents, requiring them to take specified action to prevent any further discrimination and can enforce compliance with the terms of a non-discrimination notice.

Race Equality Impact Assessment

Race Equality Impact Assessment (REIA) provides a means of examining whether or not policies, processes and functions are meeting the general duty. Developed by the former Commission for Racial Equality and the Home Office in consultation with other government departments it provides a systematic process which allows organizations to decide whether or not a proposed policy is relevant to race equality and if so to ensure that such policies are unlikely to have a discriminatory impact on different racial groups.

It should be noted that what follows relates to REIAs. However, good practice would suggest that REIAs be developed to include disability and gender issues. It is also the case that a number of government departments are including Equality Impact Assessments at the point of undertaking Regulatory Impact Assessments, which are concerned with examining the fiscal implications of new and emerging policy.

There are four main principles that underpin the duty:

- obligation;
- relevance;
- proportionality; and
- complementariness.

The duty's aim is to make race equality a central part of any policy or service that is relevant to the duty. Thus public authorities are obliged

to meet the requirements of the duty and thus are legally required to promote race equality. This means that authorities cannot claim that they have insufficient resources to meet the requirements.

It is necessary to consider all of the departmental functions and decide whether they are relevant to race equality or, in other words, whether the function could have an impact on race equality.

In terms of deciding relevance it is also necessary to determine the extent to which a function is concerned with promoting race equality, and the highest priority should be afforded to those functions and policies that have the greatest potential to affect different racial groups in different ways.

Finally, the three parts of the general duty – eliminating unlawful racial discrimination, promoting equal opportunities, and promoting good relations between people from different racial groups – are complementary. There may be some overlap, but they remain three separate and distinct parts of the duty.

The process of undertaking an assessment is defined by the EHRC in Figure 10.1. As can be seen in Figure 10.1, the impact assessment

Figure 10.1 *Race Equality Impact Assessment cycle*

comprises six components, which together provide a systematic means of exposing the extent to which the policy is likely to meet the requirements of the general duty.

As can be seen, the third stage of this process provides an opportunity to drill down into the policy and make a judgement as to the extent to which the policy might prevent the organization from complying with the general duty. Specifically this stage of the process will involve questions such as:

- Is there an adverse impact on any racial group in respect of either the quantitative or qualitative data?
- Could the way the policy is carried out have an adverse impact on
  - equality of opportunity of some racial groups?
  - good relations between different racial groups?
- Does the policy promote equality of opportunity and/or good race relations?
- Is the policy directly or indirectly discriminatory, and if so in the case of the latter, can it be justified?
- Is the policy intended to increase equality of opportunity by permitting positive action to redress disadvantage, and if so is it lawful?
- Is further research or consultation necessary?
- Would this additional work be proportionate in respect of the importance of the proposed policy?

The process is designed to be challenging and is one which requires policy makers to look long and hard at the aims of the policy and ascertain the extent to which policies can proactively improve race relations and prevent discrimination. Given the constantly changing agenda, both in terms of the issues facing governments in the 21st century and the nature of diversity, designing an effective training intervention provided a number of challenges. First there was a need to equip practitioners with the necessary knowledge, understanding and skills to be able to effectively undertake an REIA. Secondly there was a need to ensure that staff at all levels of the organization were aware of their responsibilities under the new legislation.

The ODPM Training Programme

The initial commission for training ODPM staff was set at four levels and reflected the general and specific duties defined within the RRAA as follows:

1. A *Board Level Workshop* was intended to raise awareness of the most senior members of staff as to the strategic requirements of the RRAA and the ways in which this would impact on policies being developed within the ODPM and its internal HR processes. The workshop was designed so as to enable board members to discuss the strategic implications of the Act, how this would interface with business planning processes and how implementation would be addressed across internal departments.
2. *HR Workshops*: These workshops were specifically designed for HR professionals and were similar in approach to the policy-level seminars described below. The key focus here was to ensure that race equality is an integral part of the HR function within the ODPM. The case study was built around ODPM internal processes, including recruitment, appraisal and promotion.
3. *Policy Level Workshop*. This training focused on how impact assessments were to be built into the policy-making process and was specifically concerned with enabling delegates to devise more effective and inclusive policy. Delegates were taught key aspects of the relevant legislation affecting race and diversity issues and examined detailed case studies to develop their understanding of the REIA process. The training also takes account of how these impact assessments are aligned with other areas of good practice and policy-making processes such as Regulatory Impact Assessments and the Cabinet Office guidance on stakeholder consultation. The case study utilized statistical data on a range of issues that are pertinent to the work of the ODPM, including population distribution across England and Wales in terms of age, occupation and qualifications by ethnic group and religion or belief (see www.cre.gov.uk. or www.statistics.gov.uk).
4. *Staff Briefing*. The briefing sessions were designed to ensure that all ODPM staff were aware of the Race Equality Scheme, the response of the ODPM and how Race Equality is placed at the heart of ODPM work and its policies. This training was designed to ensure that the ODPM meets the statutory requirement under the RRAA to train all staff in the legislation.

Further developments

A recent initiative has been to develop a more inclusive Equality Impact Assessment for policy makers to take account of broader issues such as age, disability, gender and sexual orientation. In this regard additional demographic data were acquired from the Office of National Statistics, the Equal Opportunities Commission and Stonewall (see www.statistics.gov.uk, www.eoc.org.uk and www.stonewall.org.uk). In many ways this was a natural development following the creation of the Equality and Human Rights Commission as well as initiatives such as the Equality Standard for Local Government (see www.lg-employers.gov.uk). Moreover there was anecdotal evidence that earlier impact assessments that had focused on race were identifying the impact of policy initiatives in other areas of diversity such as religion and sexual orientation.

Evaluating the ODPM programme

Whilst it was not possible to fully evaluate the programme before the ODPM was transformed into a new department, there was substantial anecdotal and Kirkpatrick Level 2 data to suggest that the first phase of training (to HR professionals and policy makers) had a positive impact on workplace performance.

Now look at Figure 10.2 and answer the questions from the perspective of your own organization.

NATIONAL GRID TRANSCO

National Grid Transco (NGT) was established in 2002 following the merger of National Grid and Lattice. Lattice was the holding company of Transco which had itself been created following the privatization of British Gas in 1986 and a de-merger which created two separate companies: BG plc and Centrica. Transco became part of BG plc and in 1999 a plc in its own right — BG Transco plc (see www.ngtgroup.com and www.transco.co.uk).

Within the UK, Transco is the largest utility company, with a staff of 24,500 generating £2.2 billion profit from a turnover of £9 billion (figures correct at 31 March 2004 and taken from www.ngtgroup.com/about/mn_facts.html). With a customer base of 21 million in the UK,

1. How do you assess the impact of your policies or strategies on different ethnic groups?	
2. Do you take into account the impact of such policies or strategies on other groups within the community (eg with reference to gender, disability, age or sexual orientation)?	
3. Does your organization monitor its HR policies and functions (eg recruitment, promotion, training or pay) with a view to ascertaining whether or not these policies might be discriminatory?	
4. To what extent does your organization build anti-discriminatory measures into aspects of service delivery?	
5. Does your organization incorporate anti-discriminatory measures into organizational processes such as procurement?	
6. If your organization does respond positively to the issues raised in questions 1 to 5 above, what training does it provide and to whom is the training provided?	

Figure 10.2 *Consider the above in respect of your own organization*

NGT has an equally impressive record in the United States, where it delivers electricity to 3.3 million customers and gas to a further 560,000.

As with many global companies, NGT pays particular attention to corporate government responsibilities and has created a number of committees including Audit, Executive, Finance, Nominations, Remuneration and Risk & Responsibility, all of which report directly to the Board.

1. How do you assess the impact of your policies or strategies on different ethnic groups?	
2. Does your organization make its policies openly available to competitor organizations?	

Figure 10.3 *Policy comparison: Consider the above*

NGT has also set out a public statement outlining a Framework for Responsible Business and its Behavioural Values. These are underpinned by a number of principal policies supported by definitions of functional responsibilities, procedures, standards and compliance arrangements. Policy areas which are openly available on the NGT website include safety and occupational health, environment, employee ethics, confidentiality, whistleblower protection and human resources.

Of particular interest in the context of diversity is the HR policy and the Board is keen to emphasize the degree of independence with which individual businesses can operate within their respective market sectors. However, in respect of the HR policy, NGT are keen that individual business units develop supporting policies which have coherency, have relevance to Group-wide policies and are developed in a way which supports prime corporate objectives.

From an organization-wide perspective, the policy framework sets out that NGT is committed to:

- being an equal opportunities employer encouraging diversity and avoiding any discrimination on the grounds of race, colour, religion, political opinion, nationality, gender, disability, sexual orientation, age, social origin and status, indigenous status or other status unrelated to the individual's ability to perform his or her work;
- promoting a work environment free from any harassment, intimidation or bullying;
- developing reward and recognition schemes that will allow National Grid Transco businesses to recruit, retain and motivate its employees in a way that reflects the market in which they operate;
- relevant consultation with employees and their representatives;

- fostering a learning environment to enable employees to realize their full potential.

(National Grid Transco, 2002)

For NGT, the HR policy remains the responsibility of the Group HR Director, as does the responsibility for ensuring compliance throughout the Group. Each of the associate companies within the NGT Group must ensure that they work within the Group Policy Framework and report such compliance on an annual basis, with the Group Executive providing an annual report on corporate performance in this area.

1. To what extent does your organization allow individual business units to develop local policies?	
2. If the responsibility for HR policy is devolved, what checks and balances are in place to ensure that local policies are aligned with corporate policy?	
3. Is the responsibility for training centrally managed or managed at a local level?	
4. What are the respective strengths and weaknesses of adopting a central responsibility for training and when delegating authority to a local level?	

Figure 10.4 *Central responsibility and delegated authority*

The NGT Valuing People through Inclusion Initiative

In 2005 NGT announced a new diversity initiative named 'Valuing People through Inclusion' by writing to all employees enclosing an information pack and forwarding this correspondence to their home addresses. The initiative is championed by a Group Director and the rationale underpinning the strategy is made clear throughout the literature and includes drivers such as the need for NGT to identify and recruit talented staff and to develop within the organization an inclus-

ive and supportive culture. This latter aspect is particularly important given the history and heritage of the company. In our experience this is a significant issue and one that is often overlooked both by private sector companies involved in mergers and acquisitions and public sector organizations involved in major departmental change.

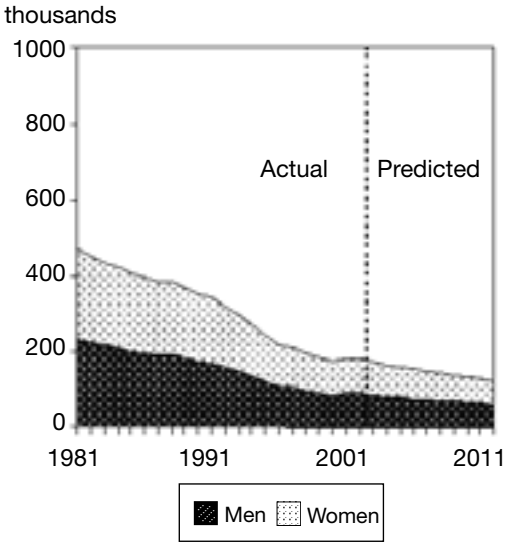
The case for this particular initiative is particularly compelling. As argued by the Trades Union Congress (TUC), there will be a greater demand for flexible working patterns both on the part of workers as well as employees. The TUC also notes that it is likely that the provision of part-time working opportunities will need to grow; however, with the current trends of full-time employment likely to remain generally stable, it is this latter area of employment that will require more innovative thinking, particularly taking into account the increased need for work-place flexibility and the emerging trends and current employment data.

- Over the past 10 years the number of employee jobs has increased by 2 million, whilst self-employed jobs have declined by quarter of a million.
- In the next 10 years it is predicted that employee jobs will grow by another 2 million and that self-employment will continue to decline.
- Of the 2 million jobs, it is estimated that around two-thirds will be undertaken by women and that around two-thirds of all the new jobs will be part-time (it is estimated that the 1.5 million part-time jobs will be split equally between men and women).
- By 2010 it is estimated that more than four-fifths of male employees and over half of women employees will still be working full-time.
- It is estimated that nearly 3 million new jobs will be created in the services sector (both private and public).

Source: http://www.tuc.org.uk/changingtimes/worktrends.htm

The changing nature of employment and workplace flexibility and the importance of valuing people through inclusion are further highlighted by demographic data produced by the National Research Guidance Forum (www.guidance-research.org). This website provides demographic, statistical and forecast data across a range of employment sectors and in respect of the utilities market sector the need for a strategy such as that developed by NGT is clear.

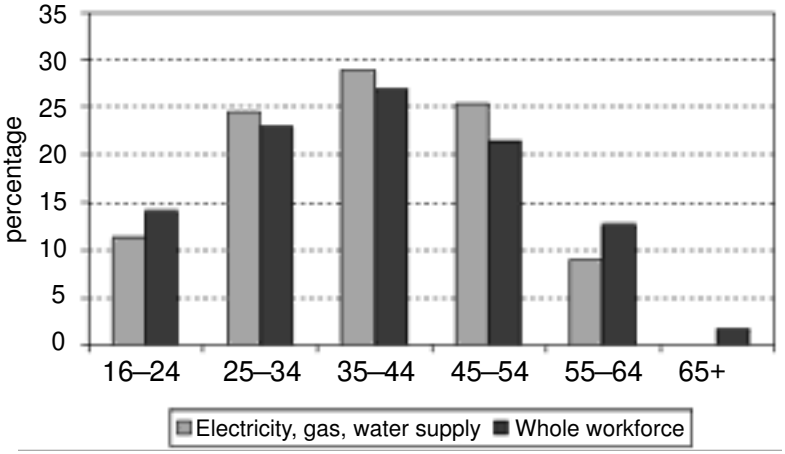
In respect of gender balance, the energy and utility sector remains a predominantly male-dominated workforce, with male employees making up 74 per cent of the workforce in the sector as compared to 54 per cent in the whole UK economy. Whilst Figure 10.5 predicts that the overall number of employees is likely to continue to fall during the current decade, it also appears to suggest that the current 75:25 ratio of men to women employees may be replaced by one which is more reflective of the current national figure.



Source: www.national-guidance.org

Figure 10.5 *Changing patterns of gender in utilities, 1981–2011*

In terms of ethnicity very little information is available concerning the proportion of individual ethnic minorities groups employed within the utilities sector. However, the data do indicate that the workforce is predominantly white, with about 97 per cent categorized as of White European origin, compared to 93 per cent in the whole economy. However, it is interesting to note that 20 per cent of staff employed in call centres within the gas and water industry are from an ethnic minority background.



Source: www.national-guidance.org

Figure 10.6 *Age distribution in the electricity, gas and water supply sector, 2003–2004*

However, with the majority of utilities sector workers reaching retirement age in the next decade, it is the ageing of the workforce that has been identified as one of the most urgent labour issues the industry faces. In this regard the data indicates that 29 per cent of the total utilities sector workforce are aged 35 to 44 and a further 35 per cent are aged over 45.

The National Research Guidance Forum also notes that only 11 per cent of the workers in the sector are aged between 16 and 25 and that the age profile problem is at its most acute in the area of gas installers.

In 2008 National Grid report that as a result of the strategy several employee interest networks have been established focusing on gender, ethnicity and faith, and disability. The networks are intended to provide a mutually beneficial relationship for its employees by providing opportunities for staff to network with each other and senior management, to attain career building skills and to provide a better understanding of National Grid.

Progress can be seen from data as follows: at 31 March 2007, 23.7 per cent of National Grid employees were female and 7.3 per cent were from black and minority ethnic groups compared with 23.4 per cent and 6.7 per cent respectively at 31 March 2006 and with 21.0 per cent and 6.0 per cent respectively at 31 March 2005.

Taking into account the demographic trends described above, will the market sector in which you work experience similar challenges? Consider the following in respect of your own organization.

1. Can you predict times at which you will be required to recruit larger than normal numbers of new staff?	
2. Will the gender profile of your organization change during the current decade?	
3. How are you preparing current members of staff in respect of forthcoming change?	
4. Go to the National Research Guidance Forum website and establish the current position in your own employment sector.	

Figure 10.7 *Employment challenges facing your organization*

Evaluating the initiative

This initiative is very much in its infancy and it is clear that the company faces a number of challenges before the aims of the strategy can be achieved. At the time of writing, the overall has yet to be translated into a more detailed training and development strategy. However, there is much to commend the approach thus far, for example in Chapter 2 we noted that the successful implementation of diversity initiatives and training programmes requires support at the highest levels in the organization. In this regard the involvement of a Group Director is seen to be crucially important. It is also important that employees at every level of the organization understand the reasons behind the initiative

and can identify how the programme will impact on individual roles and responsibilities. By clearly setting out the business case for Valuing People through Inclusion and by stating in clear concise language what the initiative stands for it is likely that more employees will both understand and support the programme. It is also important that all staff can identify the positive outcomes of such an initiative and how those outcomes relate to operational practice and success.

KEY LEARNING POINTS

In this chapter we provided two detailed case studies in order to identify how the two selected organizations have approached a programme of diversity training. In many ways there are some obvious differences between the two organizations, the drivers for the training programme and the selected strategies. The first case study has given us the opportunity to examine how a large central government department is responding to a legal duty and providing a training programme as a means of increasing staff knowledge and capability. The second case study focuses on a global company and its use of a diversity strategy to drive an organization-wide cultural change programme and to prepare for perceived future recruitment difficulties. However, the two approaches also present some areas of consensus as follows:

- Both approaches have support at the highest levels; Ministerial level in the case of the ODPM and Board level in the case of NGT.
- Both approaches are in some way influenced by external factors; for the ODPM compliance with a legal duty and a desire to create a new corporate culture and to improve its ability to recruit a more flexible and diverse workforce.
- It is also the case that both organizations are using this programme as a means of meeting much wider strategic aims. For the ODPM the desired outcomes are around developing and implementing better and more effective policy making, thus helping to achieve government aims for a more inclusive and cohesive society. In the case of NGT its strategy appears to be an integral component of a much broader corporate strategy involving business growth, profitability and organizational responsiveness in an increasingly competitive market.

As well as learning from the two case studies from a training implementation perspective we also hope that the following have added to your learning:

- The opportunity to explore in more detail the requirements of the Race Relations (Amendment) Act 2000 and the processes involved in undertaking Race Equality Impact Assessments.
- The chance to identify the recruitment and retention issues facing organizations during the next decade and beyond.
- The opportunity to reflect on your organization, its level of commitment to diversity, its response to a number of current issues and its ability to implement effective diversity training responses.

Chapter 11

The Management of Black and Minority Ethnic Staff: Learning from Good Practice

LEARNING INTENTIONS

Having completed this chapter you should:

- be able to identify areas of good practice in the management of diversity across a number of organizations and contexts;
- have reflected on the ways in which your own organization approaches the management of diversity;
- have considered ways in which your organization can be more effective in the way it manages diversity.

ACKNOWLEDGEMENT

This chapter reflects a study that we were commissioned to undertake for the newly created government department Communities and Local Government. We would like to record our thanks to Communities and Local Government for their permission to use the data and would also wish to cite this study, which is part of a rolling process to improve the way in which the department manages its people, as an example of good practice in its own right.

INTRODUCTION

This chapter is based on a literature review of academic papers, textbooks and publications that have attempted to identify evidence of good practice regarding the recruitment, selection and retention of Black and Minority Ethnic (BME) employees. This is not a meta-review, as the limitations of the study prevented a more extensive examination and analysis of the literature. However, we are confident that the review has identified a sufficient number of relevant and appropriate resources in order to undertake a meaningful data analysis and to provide some meaningful examples of good practice in respect of the management of BME staff. Whilst this chapter is specifically concerned with the management of BME staff, many of the strategies used will be equally effective for organizations seeking to improve the way they manage disabled staff, age differences and issues of gender and sexuality.

METHOD

A desk research method was undertaken using a combination of the search terms 'best', 'good', 'practice', 'BME', 'Black', 'Minority', 'Ethnic', 'Diversity', 'staff', 'employees', 'workforce' and 'workers'. Search engines included Google, Google Scholar and the University of Portsmouth's library.

The searches identified a number of 'academic' papers published in peer-reviewed journals and articles published in professional trade magazines or organizational reports. Data were summarized and then subjected to another level of analysis in order to identify common areas of good practice. These refined data were developed into a series of propositions that are intended to provide 'headlines' in respect of the identified good practice and provide a benchmark against which other organizations can compare their own practices and procedures. They are summarized in Table 11.1 and then described in more detail together with the supporting evidence below.

Implementing a Race Equality Strategy

Formal implementation processes were an important means of developing anti-racist practice in the probation service (Bhui, 2006); the National Health Service employs a 'Race Tsar', who has stated he will openly criticize managers who prevent change (Healy and Oikelome, 2007); and Lowe (2006) notes that whilst race equality is high on the agenda of most public sector organizations it is often focused on legislative compliance. Fearfull

Table 11.1 *Summary of headlines*

Headline	Organizational issues
Effective implementation of a Race Equality Strategy requires the strategy to be supported at the highest levels of the organization and subject to formal implementation processes.	To what extent is the strategy: • aligned with the organizational strategy; • formally programme-/project-managed; • supported by a financial plan and sufficient resources; • supported by all staff at all levels; • subject to performance management processes; and • evaluated and monitored?
Procurement can be a useful means of achieving Race Equality objectives.	To what extent can procurement be used to achieve Race Equality objectives in terms of: • external service delivery; and • internal policies and processes?
Race Equality requires the organization to question its internal policies and procedures, to test any underlying assumptions and to assess the extent to which it may discriminate.	To what extent can the organization's internal processes discriminate through: • unwitting prejudice; • ignorance; • thoughtlessness; and • stereotyping?
Effective Race Equality schemes address broader societal issues (eg geographic mobility and cultural career aspirations) that might influence an individual's choice of employer.	To what extent can the organization devise policies that might attract a broader base of job applicants from areas that may suffer from social exclusion?
A culture of Race Equality requires ownership at all levels of an organization.	What can be done to ensure that all staff in the department own its commitment to Race Equality?
Networks can be a useful means of identifying unknown talent and exposing staff to higher-level work.	Has the organization encouraged the development of staff support networks and, if so, how can the organization make more effective use of its BME network?

and Kamenou (2007), exploring the National Health Service, note that the attention to performance management in other areas of service delivery has not, as yet, been translated into the issues of racism and discrimination experienced by its staff and customers. In a wide-ranging study undertaken by the then US Vice President Al Gore (US Department of Commerce and Vice President Al Gore's National Partnership for Reinventing Government Benchmarking Study, n.d.), a strategic plan to implement diversity policies was identified as essential, in which critical success factors were devised in respect of:

- leadership and management commitment;
- employee involvement;
- strategic planning;
- sustained investment;
- diversity PIs;
- accountability, measurement and evaluation; and
- linkage to organizational goals and objectives.

Reichenberg (2001), in a report for the United Nations examining best practice in diversity management, identified the following areas of good practice:

- There is a formal process (procedures, policy and rules), which is financed.
- Diversity is part of a process that is integrated, ongoing and measurable.
- Effective implementation includes centralized policy making and decentralized delivery.
- There is a need for effective corporate training in which diversity is embedded in all other aspects of training and development.
- Data collection and target setting are used to address gaps.
- Affirmative action programmes are introduced.
- Review committees are established to approve plans, set goals and measure progress.

Finally the Chartered Institute of Personnel and Development (2007) identified the following good employment practices:

- Develop a culture of respect and dignity for all staff, by way of effective policies and procedures. Be aware of competing and conflicting rights.

- Different perspectives matter; equality is the responsibility for everyone.
- Make the business case; align responsibility at board level.
- Build inclusivity into internal policies and procedures.
- Monitor and evaluate.
- Regularly communicate to raise awareness of expected behaviours.
- Regularly audit.
- Be seen to act on bullying and harassment.
- Ensure that recruitment processes are fair and consistent; be sensitive when arranging key dates.
- Have transparent and consistent appraisal and performance management.
- If necessary revise policies and procedures.

Pause for reflection

Does your organization have a Race Equality Strategy?
If so to what extent is the strategy seen as a 'business strategy'?
Has a budget been set aside to deliver the strategy?
Is the strategy subject to performance indicators?
Is a formal process in place to deliver the strategy?
Is the strategy owned by a sufficiently senior member of staff?
If so is she or he accountable for delivery of the strategy?
Are similar measures in place to address issues of gender equality, disability, age, sexual orientation and/or faith and religion?

Procurement

Procurement has been identified as an important means of enabling public authorities to achieve the public duty to remove discrimination and promote equality. Specific guidelines were produced by the Commission for Racial Equality and can be found at the new Equality and Human Rights Commission website (www.equalityhumanrights.com). The issue here is that local authorities can target a number of small businesses to provide services in a number of areas such as catering, cleaning, construction and stationery provision. From a construction perspective, including the provision of plumbing, electricity and maintenance work, Steele and Sodhi (2004) note that BME communities will feel that services are being targeted towards their needs if work is undertaken by BME workers. It is often the case that

procurement processes (pre-qualification and invitation to tender) will include selection criteria that assess the prospective tenderer's commitment to diversity and equality, including evidence of the number of women, BME and disabled staff as well as copies of relevant policies and procedures.

Pause for reflection

To what extent is equality built into the procurement process within your organization?
Is equality built into the assessment criteria?
Are specific equality targets built into any procurement strategy?
Does your organization measure the commitment to equality issues of its supply chain?

Questioning internal policies

Bhatt, Carr-Hill and Ohri (1988) have noted that selective and diagnostic tools used in assessment and selection processes can often discriminate against BME staff, as they often reflect what the authors termed 'English cultural heritage'. In the context of the National Health Service, Bate (2000) argues that the presence of staff networks is challenging organizational perspectives in respect of desirable skills sets, policies and procedures. In the same setting Healy and Oikelome (2007) argue that a primary function of a staff network is to be objectively critical of management practice. Lowe (2006) notes that unexplored assumptions and institutional (discriminatory) behaviours create clear barriers that prevent the effective management of BME staff. For Ng and Burke (2005), there is a need to continually challenge the status quo. They argue that, for as long as white men dominate the management levels of an organization, their values, working assumptions and practices will dominate. They suggest that organizations wanting to recruit more staff from minority groups need to implement diversity management and transform the organization prior to initiating a recruitment drive. Once the processes and procedures are fair, transparent and non-discriminatory, minority groups will be attracted to the organization and will not be discouraged from leaving because of discriminatory practice.

Pause for reflection

To what extent does your organization assess the extent to which its policies and procedures may be discriminatory?
Have internal HR processes been subject to an Equality Impact Assessment?
Does your organization monitor the results of recruitment, appraisal, promotion assessment and pay award structures to test for any inherent discrimination against specific groups or communities?

Broader societal issues

The first part of this argument is one developed by Omar and Davidson (2001) in which it is suggested there may be conflict between communities with specific views on parental roles and responsibilities and individual aspirations for career pathways and career development. Thus there is a potential for role conflict between home and career, which might also include wider issues such as:

- lack of geographical mobility;
- insufficient time for career;
- feelings of guilt because of conflict between job and motherhood;
- lack of spouse's support (particularly so when workloads are heavy).

A study by the Cabinet Office Strategy Unit (2003) found that BME communities can face multiple barriers to employment opportunities even though they possess the necessary skills and qualifications. They can be concentrated in the most deprived neighbourhoods where 'job horizons can be narrower and employment opportunities more fragile'.

Barriers to labour market achievement include:

- geographical mobility, which requires the availability of high-quality public transport;
- lack of support and information;
- employer discrimination;
- other barriers, such as family expectations and extended family care responsibilities.

The second part of this argument is one based on changing demographics of the workforce. Earlier in this book we have seen the attempts by government in the UK to introduce legislation across a range of diversity issues to help make the workplace a fairer and more equitable place to be. We have also seen an increase in immigration from European countries, and the case studies in Chapter 10 have shown that the workforce profile is rapidly changing. Pathak (2000) provides some additional statistics in that, at the time of this study, it was found that whilst the BME community constituted 6.6 per cent of the working population, BME children made up 11 per cent of the school population. Moreover BME children were more likely to remain in full-time schooling than their white peers (85 per cent as compared with 67 per cent), and BME university students were over-represented in higher education institutes, making up 13 per cent of undergraduate students. A more recent survey by the then Commission for Racial Equality (2004) confirms the trends identified by Pathak. At the time of this later study the BME population made up 9.3 per cent of the working population. However, in terms of levels and grades in the Civil Service there were a number of findings that provide challenges to senior managers. Just over 8 per cent of Civil Servants who had declared their ethnicity came from a BME background. Of these, only 120 (3.3 per cent) were in senior positions, as compared with 9.7 per cent in administrative grades.

Pause for reflection

To what extent is your organization preparing for the changes in workforce demographics?

Is your organization proactively targeting prospective employees from more deprived neighbourhoods?

To what extent does your organization offer support for workers who may be experiencing role conflict?

What is the percentage of BME staff employed in senior positions as compared to those in less senior positions? If there is an imbalance, is this a concern for your organization?

If your organization has a graduate entry scheme, is it preparing for the increased number of BME graduates who may be applying for employment?

Ownership at all levels

From the perspective of wider organizational change programmes, Cameron and Green (2004) argue that lessons must be learned from previous projects, and in respect of managing people issues they recommend the following:

- Managers should not be allowed to duck the critical issues – build their responsibilities and accountabilities into the change management process.
- Effective change management programmes require the involvement of people not just the implementation of processes – getting staff to buy into the programme is critical.
- Effective change management requires effective communication.
- Be honest with staff, celebrate success and acknowledge failure.
- If new teams are to be created they need to be motivated and developed.
- Get the right people in to do the right jobs.

For former Vice President of the United States Al Gore, effective diversity management does not necessarily require a single leader but needs to be an integral part of the way in which an organization operates, how it develops its processes and how it builds its cultural identity (US Department of Commerce and Vice President Al Gore's National Partnership for Reinventing Government Benchmarking Study, n.d.) Ozbilgin *et al* (2007) describe an inclusion programme developed by Ford of Britain, which delivered a four-stage change programme involving mainstreaming diversity, gaining ownership of the change process at every level of the organization, effective communication, and evaluation. The key to success, argue the CIPD, was to ensure that the programme was not seen as an HR initiative. It was initially owned by the top managers, who demonstrated strong leadership driven by a performance management culture. The programme was then cascaded throughout the company and constantly reviewed and monitored.

Pause for reflection

To what extent is the issue of diversity one that is owned by everyone in the organization?
To what extent is the issue of diversity built into everyday work practices?
Are senior managers held to account for their management of diversity?

Networking

Throughout our study we were frequently reminded of the important role staff networks can play in developing the effectiveness of an organization in respect of its management of diversity and of providing support and assistance to individual employees. However, staff networks can be seen as both a negative and a positive force. For example, the work of Bush, Glover and Sood (2006) has highlighted the important role informal networks can play in staff career development (eg social evenings or Friday lunchtime visits to the local pub) but warn that very often BME staff and women may feel excluded from the network. On the other hand, Healy and Oikelome (2007) report the positive impact specific group staff networks (eg BME staff, women, disabled staff) can offer. However, they also note that, very often, organizational changes may be required if these types of groups are to be successful. One benefit provided by staff networks is the potential they have to identify talent within an organization, a phenomenon that was neatly highlighted in a study by Durrani, Pateman and Durrani (1999). A BME Stock Group was created in Hackney libraries so as to involve BME staff at all levels in the identification and purchase of books that would reflect the interests of BME residents in the London Borough of Hackney. This approach provided a number of benefits. On the one hand the library was able to build a library stock that better reflected the community profile. Secondly, the project encouraged a number of junior staff to become involved in higher-level activities such as stock selection, decision making and procurement. Moreover the staff selection exercise identified previously unknown talents and skills, which were able to be used to greater effect in the workplace. Additionally Healy and Oikelome (2007) note that the NHS encourages the development of specific group networks as an integral part of its overarching diversity and equality strategy, and in respect of BME staff the NHS sees its BME network as an important stakeholder in the achievement of HR strategies and performance targets by helping to recruit and retain a diverse workforce.

Pause for reflection

To what extent do informal staff networks work against the needs of BME staff in your own organization?
To what extent do staff networks provide assistance and support to their members in your organization?
Does your organization encourage junior members of staff to be exposed to other areas of work?
If your organization has formal staff networks, to what extent are they used as a means of helping to achieve organizational policies and performance targets?

Before ending this chapter it is useful to note the achievements of the National Association for the Care and Resettlement of Offenders (NACRO), which won the British Diversity Award in 2005. The achievements of NACRO are particularly noteworthy given the scarce availability of resources in most charitable organizations. NACRO's approach included:

- the appointment of a specialist diversity adviser who attends all board meetings and works in the chief executive's office;
- the setting of challenging targets for numbers of women and BME staff at senior positions (within two years NACRO intends that its senior management team should consist of 60 per cent women and 20 per cent BME staff);
- the development of a cohesive strategy to include age, disability, sexuality and so on.
- the development of an educational programme, which was delivered to all staff.

CONCLUSION

The aim of this chapter was to provide some exemplars of what we identified as examples of good practice as a result of a limited literature review. We recognize that the review could have been extended, and we also acknowledge that we have not analysed the data beyond a superficial level. It is also acknowledged that our review was not concerned with identifying any outcomes arising from the various programmes and projects we identified. Nevertheless we feel that the chapter has provided a number of useful

policies, procedures and benchmarks against which other organizations can assess their own performance in this area.

KEY LEARNING POINTS

- An effective Race Equality Strategy requires support at the highest levels of the organization and an implementation strategy.
- Procurement can be a useful means of achieving Race Equality objectives.
- Race Equality requires organizations to question their internal policies and procedures, to test any underlying assumptions and to assess the extent to which they may discriminate.
- Effective Race Equality schemes address broader societal issues (eg geographic mobility and cultural career aspirations) that might influence an individual's choice of employer.
- A culture of Race Equality requires ownership at all levels of an organization.
- Networks can be a useful means of identifying unknown talent and exposing staff to higher-level work.

Chapter 12

Useful Models for Diversity Training

In this chapter we present some of the models we have found useful in the context of diversity training. As with all models, they should not be used in inappropriate contexts, or if the trainer does not understand the underpinning rationale. It is far better (for the learners as well as the trainer) to try and see a model being used by someone else rather than launching into using it for the first time. Having said that, we use models to:

- help learners to see the relationship between key variables;
- analyse different aspects of diversity;
- enrich the process of learning and understanding;
- provide variation in the teaching situation;
- help people whose learning style favours 'visualizing';
- assist our own explanations of key concepts.

No model should be regarded as providing the complete story, nor should it be presented without the opportunity for discussion and challenge.

In summary, the models in this chapter are:

- group dynamics: Tuckman's Model;
- the Integration of Cultures;
- Allport's Scale of Prejudice;
- Betari's Box;
- the Paradigm of Prejudice;
- Johari's Window;

- models for analysis:
  - SWOT
  - PESTEL
  - Five Whys

GROUP DYNAMICS: TUCKMAN'S MODEL

This relates to the way individuals may behave when they come together as a group for the first time or when a group is faced with a new or challenging task such as diversity training. The model is useful both for understanding how a group you may be working with is responding, and also as a way of helping participants to understand group dynamics in their professional contexts.

Tuckman (1965) devised a five-stage model of group dynamics that has much relevance to the ways in which groups of people operate, particularly when challenged to work with the concepts found in diversity. We have found the model especially useful as a means of monitoring a group's development when managing a group which contains individuals who are resistant to change. However, it should not be seen as an inevitable path that will be followed by all groups: some groups, for example, will already have developed mature relationships and ways of working, and will not need to go through the forming and norming stage (below). The model comprises five stages:

- forming;
- storming;
- norming;
- performing;
- mourning.

Forming

When individuals meet together for a common purpose they will undertake a process of group forming. The group will generally be dependent on the course facilitator, tutor or trainer for direction and leadership. Individuals will generally be polite and conversations will be about safe and non-controversial topics. If set a task, the group will normally comply with the request. During this stage, individuals may well be testing out levels of trust within the group and will be looking for the support of like-minded members of the group. The duration of this stage will be dependent on the nature of the tasks, the expectations of group members, and the direction and tasks set by

the course leader. Ice-breaking exercises will typically help the forming stage for a group.

Storming

Once the group has formed it may well move to a stage of storming, during which individuals in the group may begin to make power bids as a means of becoming a spokesperson or group leader. Hidden agendas might surface, cliques might form, and some of the more timid group members might withdraw from the process. During this stage, our experience is that individuals, and sometimes the whole group, might become quite challenging and the credibility and authority of the course leader may be questioned. The duration of this stage may be dependent on the strength of the cliques and any subsequent power plays, as well as the skill of the course leader to facilitate the group through this stage.

Norming

During this stage the group will start to develop more of a team identity and a more inclusive approach to the completion of tasks. Norming may also include a perceptible attitude change as group members become more independent and constructive. Workload will be shared and individuals will begin to identify and accept their roles within the group. Cliques will begin to dissipate. This stage can be relatively short, depending on the dynamics of the group and whether there was any significant fallout during the storming stage.

Performing

As the identity of the group and its collective spirit grows, its performance, productivity and effectiveness will increase. The group will have developed interdependence and a sense of group loyalty, creativity will be encouraged and rewarded, and disagreement will be accepted if supported by rational argument. The group members will typically be supportive of each other and most of the focus of the group will be on the achievement of the task. Performing is likely to be the longest stage of the process. More resistant groups are likely to need a higher level of facilitator intervention than top-performing groups, who will benefit from a 'hands-off' approach.

Mourning

When a group has achieved its purpose for coming together (very often the end of the course or learning event) it may well go through a stage of

mourning, though in this context we see mourning as a positive rather than negative process. The group will want to celebrate success, and as the group disbands there will be a need for individuals to say their goodbyes and move on.

Whilst Tuckman's model suggests a sequential development of group dynamics, our experience is that there are a number of variables that can intervene to cause a group to regress to a previous stage. These include:

- introduction of a new member to the group;
- a group member leaving for some reason;
- a new group leader;
- a new and more challenging task;
- a change in the working environment.

THE INTEGRATION OF CULTURES

We have found this to be particularly useful when exploring the concept of integration, particularly in respect of the relationship between majority and minority groups. Integration has been at the heart of many recent debates concerning the relationship between members of majority groups and members of minority groups. At issue here is a complex series of issues relating to what some people see as 'mainstream British culture', and how members of minority groups can maintain traditional attitudes, values and beliefs. Most famously exposed by Lord Norman Tebbit's 'cricket test' (very simply, if you are born in England, regardless of your ethnic origins you should support the England cricket team), it is now at the fore of the recent debate on tightening legislation affecting immigration and asylum. As stated above, this is a particularly complex area and one which attracts a great deal of irrational thinking. We have found the following model a useful and enlightening way of describing how different cultures and communities can relate to one another.

The model can also be applied to examine interrelations between different groups within an organization, for example the relationships within a company between heterosexual and homosexual employees, and able and disabled employees.

The basis of the model (National Police Training, 2001) is to look at how two different groups of people relate to one another. Thus the base model has two categories as shown in Figure 12.1.

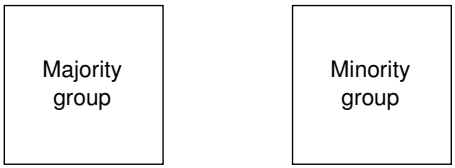


Figure 12.1 *Isolation*

Isolation

If the two groups operate in isolation they have little or no contact with one another or, as a result of conflict, have decided to detach themselves from one another (for example, Israel and Palestine). This is also known as separatism.

Interrelation

In this relationship the two groups operate alongside one another and interconnect within the wider society while retaining their distinct identity. It is often referred to as pluralism (see Figure 12.2).

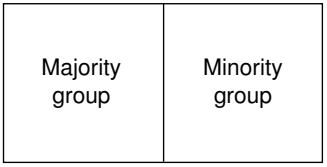


Figure 12.2 *Interrelation*

Incorporation

In this relationship, groups living together lose their individual identity and merge together to form a single and wholly assimilated identity. This is also known as fusion (see Figure 12.3).

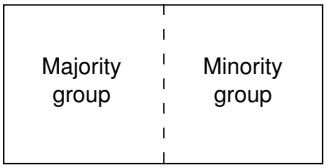


Figure 12.3 *Incorporation*

The models above have assumed that each of the groups has an equal share of power. When a power dimension is applied we can see a very different picture. This dimension applies to the relative power of the majority group and the relative power of the minority group, as shown in Figure 12.4.

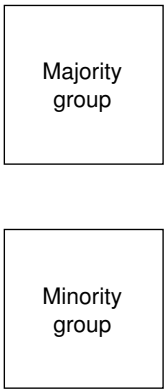


Figure 12.4 *A more powerful and less powerful group*

When we apply the power or dominance factor to the three approaches of isolation, interrelation and incorporation, we find the relationships shown in Figures 12.5 and 12.6.

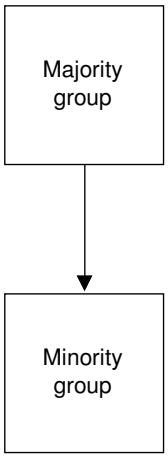


Figure 12.5 *Exclusion*

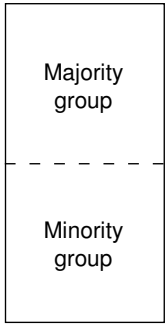


Figure 12.6 *Assimilation*

A brief review of modern history provides examples of numerous attempts by majority groups to exert domination over minority groups with the intention or outcome of excluding a minority group. The treatment of Jews by Nazi Germany in the build-up to and during the Second World War, the Apartheid system imposed in South Africa and more recent events in Bosnia are examples of an enforced exclusion of the minority group by the majority group.

In Figure 12.2 we can see that in a pluralist or interrelationist society the majority and minority groups retain their own religions, culture and language as well as their values, attitudes and traditions. In a power relationship (see Figure 12.5) the majority group will attempt to dominate the relationship and try to force the minority group to assume all of the majority group's cultural aspects.

Assimilation occurs when the minority group acquires many of the cultural aspects of the majority group and dispenses with its traditional values, attitudes and cultural norms. The power effect here is quite discrete in that the minority group can feel pressurized to accept the majority norms in order to be accepted.

ALLPORT'S SCALE OF PREJUDICE

Despite being quite dated, Allport's 1954 work on prejudice still resonates with contemporary experience. Groups that we work with still find it a helpful way of seeing how prejudice can develop. The antilocution level in the scale is a particularly powerful way of opening up a discussion about the role of language in treating people fairly.

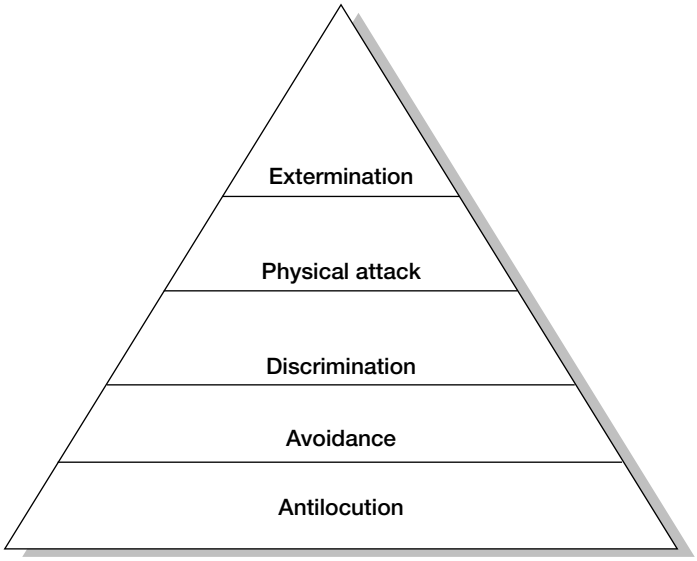


Figure 12.7 *Allport's scale of prejudice*

Gordon Allport developed a five-point hierarchical scale to describe how prejudice could be expressed. While Allport's work was directed towards what he termed 'ethnic prejudice', you will see that his model can be applied across the whole range of diversity issues.

The validity of any theoretical model is the applicability it has in respect of historical or current events. His model is expressed in Figure 12.7 above. The significance of this model is the nature of its hierarchy and the subsequent inference that the very worst outcomes of prejudice could be prevented if some attention were directed towards the first two levels. Allport also looked at the effects of discrimination on victims, and here his starting point was to identify who the victim felt was responsible for the discrimination. He argued that all victims of prejudice suffer from a level of frustration induced by discrimination. This was followed by sensitization and concern. If the victim blamed the outside world for the discrimination (whether society or an individual), he or she might respond in the following ways:

- obsessive concern or suspicion;
- cunning;
- strengthening in-group relationships;
- prejudice against other groups;
- aggression and revolution.

If victims blamed themselves for the discrimination, Allport suggested that they might exhibit the following:

- denial of group membership;
- withdrawal and passivity;
- clowning or joining in with the joke;
- self-hate;
- neuroticism.

As we noted above, the veracity of any model is whether or not it relates to live situations. The exercise below offers a suggested way of getting group participants to think through the implications of Allport's work.

Exercise

1. In respect of the five-stage hierarchy, try to think of examples from recent events that, as a result of prejudice, might amount to (or be the equivalent of):

- antilocution;
- avoidance;
- discrimination;
- aggression;
- extermination.

2. In respect of your own workplace can you think of any incidents where the victim of prejudice has:

- denied their group membership (whether this be based on ethnicity, sexuality, gender, age, physical ability or class)?
- withdrawn from the wider group membership?
- joined in with inappropriate jokes?

3. What would your response be if you found that any of your co-workers had taken any of the actions described in 2 above?

BETARI'S BOX

This simple model (see Figure 12.8) demonstrates the relationship between attitudes and behaviour, and how the behaviour of one individual could influence the behaviour and attitudes of others. Based on the assumption that attitudes and behaviour are linked, Betari's Box provides a vehicle for discussing the way in which people can get locked into a cycle of attitudes breeding behaviour.

The power of the Betari model is both its simplicity and its relevance. There are a number of factors in relation to the model that are significant:

- In respect of diversity training this emphasizes the need for trainers to act as effective role models or 'walk the talk'.
- It facilitates discussion about the relationship between attitudes and behaviour and the extent to which they are linked.
- It helps to stimulate discussion about the importance of interpersonal relationships in responding to diversity.

THE PARADIGM OF PREJUDICE

This model is frequently used in diversity training as a way of helping people to understand how prejudice operates. It identifies the different ways in

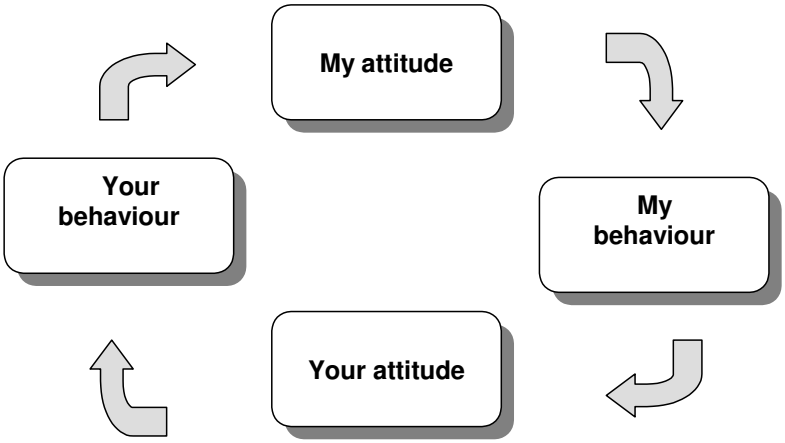


Figure 12.8 *Betari's Box*

which people may operationalize their attitudes towards a particular issue in diversity, ranging from being a prejudiced discriminator through to a non-prejudiced non-discriminator.

The model can be applied to any issue of diversity and can be used as follows:

- to help learners establish their own position on a particular diversity issue;
- to establish how individuals may occupy a range of positions on different issues;

Prejudiced discriminator	**Prejudiced non-discriminator**
Non-prejudiced discriminator	**Non-prejudiced non-discriminator**

Figure 12.9 *The paradigm of prejudice*

- to identify what movement is needed to move to the position of being a non-prejudiced non-discriminator.

JOHARI'S WINDOW

Developed by Joe Luft and Harry Ingram (hence Johari) this model helps to clarify the relationship between self-disclosure and feedback (Boshear and Albrecht, 1977). The model provides a way of thinking through how others see us and how we see ourselves. We have found this model useful in helping people to realize that there are areas of attitude and self-awareness that need to be expanded if we are to fully know ourselves. It is based in the old psychological notion that when two people are in a room there are actually six people there – me as I see myself, you as I see you, and me as you see me.

The public self represents what we know about ourselves and what others know about us. It can be such things as observable behaviour, or attitudes and values that I know I hold and that I have revealed to others.

The blind self represents things about me that others know but I am not aware of. In terms of diversity training, frequent examples of this would be the language that people use – such as being unaware of the frequent use of gender exclusionary language. An important way of dealing with the blind self is to obtain regular feedback on behaviour.

The private self represents things that I know about myself – for example prejudices that I hold but I choose not to reveal to others. Many people will claim in diversity training that their private self is private and therefore people do not have a right to know what areas it encompasses. Whilst the rights of people to maintain a private self need to be upheld, this should not deflect facilitators from engaging with people to help them confront facets of their behaviour and attitudes that may need to be dealt with.

The unknown area can of course remain enigmatic. You don't know this about me and neither do I. You don't know what you don't know. Exposure to the variation of ideas and culture that diversity implies will help to diminish this area.

Johari's Window, if used as a model and particularly if it is used in conjunction with a self-awareness exercise of some sort, is only really suitable for a skilled and experienced facilitator. When people begin to realize that they have areas of their lives that they might find disturbing, it is not uncommon for the process to expose vulnerability and deep-felt emotion. This will need to be handled with skill and sensitivity.

	Known to self	Not known to self
Known to others	The Public Self	The Blind Self
Not known to others	The Private Self	The Unknown Area

Figure 12.10 *Johari's Window*

MODELS FOR ANALYSIS

Most training courses, and particularly diversity training, will at some stage require analysis of some issue or other. It is very helpful for trainers to have a number of analysis models available to use as the needs of the group dictate. In this section we review three models for analysis that we frequently use: SWOT analysis (www.businesslink.gov.uk), PESTEL analysis (www.businesslink.gov.uk) and Five Whys (www.portal.modern.nhs.uk). What these mean and how we use them are explained below.

SWOT

This analysis model is simply a way of taking an issue and assessing the:

Strengths

Weaknesses

Opportunities

Threats

. . . that are implicit in the issue. For example, if we wanted to analyse the effectiveness of a particular organization's Race Equality Scheme we might develop the following:

Strengths	Focus on equality Clarity of direction Compliance with the law
Weaknesses	Too detailed Poorly communicated Confusing
Opportunities	Elimination of unlawful discrimination Reputation of the organization Identification of good practice
Threats	Lack of commitment by ordinary staff Perception of unfairness on the majority Words not translated into action

Figure 12.11 *Example of a diversity SWOT analysis*

PESTEL

Like SWOT, PESTEL provides a means of analysing an issue from a range of perspectives:

Political

Economic

Social

Technological

Environmental

Legal

For example, in a training course we might want to explore and analyse a diversity policy from a range of different perspectives. It might look (in simplified form) like this:

Political	Conforms with government imperatives on diversity (White Paper)
Economic	Effective recruiting – best talent Reduced costs through retention of staff The business case for diversity
Social	Elimination of unlawful discrimination The ethical case for diversity
Technological	Needs of disabled people – effective use of IT ICT issues surrounding communication of the policy
Environmental	(Strictly speaking would refer to green issues, etc) Working environment improved Inter- and intra-personal relationships enhanced
Legal	Compliance with anti-discrimination legislation Reduction in Employment Tribunal costs Rights and responsibilities

Figure 12.2 *Example of a diversity PESTEL analysis*

Five Whys

This is a very simple model that can easily be used spontaneously in response to an issue and needs no preparation. It simply uses the question 'Why?' to drill down into an issue. Below is a simplified example of how it might be used.

Participant – 'I don't think the grievance procedure works.'

Facilitator – 'Why?'

Participant – 'People don't have confidence in it.'

Facilitator – 'Why?'

Participant – 'Because some people feel they become double victims.'

Facilitator – 'Why?'

Participant – 'They are made into a scapegoat because they have made a complaint.'

Facilitator – 'Why?'

Participant – 'Because managers don't seem to know the purpose of the procedure or how to work it properly.'

Facilitator – 'Why?'

Participant – 'I think it is because some managers need more training and others have a poor attitude towards support.'

There are many other models that could be used in diversity training but those shown above are the ones we use most frequently. It is important to remember that models are not an end in themselves but a means to open up discussion and help people to understand the issues in a structured way. A good tip for any diversity training is to have a range of models pre-prepared on Microsoft PowerPoint slides, OHP slides or even flipcharts. You may not have planned to use them all, but as the discussion develops and groups move into areas that they need to explore deeper, the models can be used spontaneously as the learning needs of the group dictate.

Glossary

It is useful to examine and develop an understanding of some of the terms commonly used in diversity training, as in other areas within the field of education, training and development, particularly since diversity training is constantly evolving. What follows is not a definitive list; indeed it would be presumptuous to suggest that new ideas and concepts will not be developed in the future. Rather, we have attempted here to describe the most commonly used terms in order to demystify what can be a complex body of knowledge.

Attitude Derived from an individual's values, an attitude typically reflects a tendency to react to certain events in certain ways and to approach or avoid those events that confirm or challenge the individual's values. Attitudes also affect individual beliefs and behaviour.

Behaviour Subject to a number of competing views by psychologists as to the cause of behaviour, it is generally accepted that behaviour takes the form of some kind of observable action.

Beliefs A cognitive process that involves the acceptance of some information. Beliefs can be placed within a hierarchy ranging from an opinion to a conviction.

Culture Collective knowledge, belief, art, morals, customs and any other capabilities and habits acquired by members of society.

Discrimination Unequal treatment of an individual or group of persons on the basis of features such as race, sexuality, gender or physical disposition.

Diversity Diversity is usually thought of in terms of obvious attributes: age differences, race, gender, physical ability, sexual orientation, religion and language. Increasingly it also embraces background, professional experience, skills and specialization, values and culture, and social class.

Ethnocentrism A view of the world where an individual's group is seen as the centre of everything and all other groups are measured (normally negatively) against it.

Homophobia Literally a fear of homosexuals, it is generally used to describe the prejudice of a heterosexual person against a homosexual person on the basis of the latter's sexuality.

Labelling Normally the result of stereotyping, labelling involves the attachment of a certain label (usually a negative attribute) to a group of people.

Positive action Positive action (although not a legally defined term) is permissible and includes actions on the part of employers to encourage members of under-represented groups to apply for job vacancies within the organization. Positive action is designed to promote equal access to opportunities for employment up to the point of selection. It does not permit discrimination to take place during the selection process. As such it is permissible for organizations to set targets but unlawful for them to set quotas.

Positive discrimination Positive discrimination is unlawful. It could include actions such as discriminating against members of a specific racial group in order to increase the presence of a minority racial group as a means of redressing the balance.

Prejudice Prejudice can take a number of forms. As an attitude it involves a negative disposition taken towards a group of persons, based on a negative perception of traits that are assumed to be present within all members of that group. As behaviour it relates to the unequal treatment of an individual or group based on a negative perception of the presumed qualities of the group to which the individual belongs.

Racism A prejudice that is founded on the basis of race, in which other races to one's own are seen as inferior.

Sexism A prejudice based on a person's gender in which the other gender is seen as inferior.

Stereotyping A cognitive process that leads to a generalization concerning the characteristics of a group of people.

Values A general set of principles that have been developed within a culture and that are seen as having prominence within the culture.

Selected Websites

The internet has become an increasingly useful resource in relation to diversity over the part few years. The following are a selection of websites that we have used in support of diversity training. There are, of course, many thousands of other potentially useful sites that can be accessed using the main search engines.

Civil Service – Diversity: What Works: www.diversity-whatworks.gov.uk

Billed as the 'Civil Service Diversity website' this resource contains a great deal of information about good practice in relation to diversity in the public sector. The site is managed by the Cabinet Office. Entries range from age to work–life balance, and there are many useful case studies of what works in responding to diversity.

Equality and Human Rights Commission: www.equalityhumanrights.com

The new Equality and Human Rights Commission is a non-departmental public body (NDPB) established under the Equality Act 2006 and was opened on 1 October 2007. It was created from the three former commissions – the Equal Opportunities Commission, the Commission for Racial Equality and the Disability Rights Commission – and whilst financed through public funds it remains independent of government. The Commission also takes on responsibility for the other aspects of equality: age, sexual orientation and religion or belief, as well as human rights. It can use its enforcement powers to enforce equality issues and has a mandate to promote understanding of the Human Rights Act.

Lesbian and Gay Employment Rights: www.lager.dircon.co.uk

Lesbian and Gay Employment Rights (LAGER) is an independent organization to help lesbians and gay men who are experiencing problems at work or while looking for work. Problems in this area can arise because of direct or indirect discrimination on the grounds of sexuality. LAGER can provide help, support and advice to lesbians and gay men who are discriminated against on the grounds of race, gender, disability, age, HIV status, pregnancy or marital status.

Royal Association for Disability and Rehabilitation: www.radar.org.uk

The Royal Association for Disability and Rehabilitation is a national organization of and for disabled people. Its key areas of activity are:

- supporting over 500 local and national disability organizations;
- campaigning for improvements in disabled people's lives;
- providing information to support independence and equality for disabled people.

RADAR's website opens up communication within a network of 500 local and national member organizations. It should also be a favourite site for everyone with an interest in disability. Alongside the essential information and publications on life as a disabled person, you will find regularly updated news, information on important disability issues and links to other useful sites.

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