



## **Intellectual Output 3**

# **CASE STUDIES AND RECOMMENDATIONS REGARDING DIVERSITY IN ADULT EDUCATION ORGANISATIONS**

## **PART 2: GENERAL RECOMMENDATIONS**

Erasmus+ Strategic Partnership Project “Diversity Capacities - Improving the Capacities of Adult Education Institutions to Successful Dealing with Diversity”

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# INTRODUCTION

The DivCap project is working with an integral approach to develop and implement diversity management in adult education organisations, focusing on all levels of the organisations, checking and testing simultaneously concrete measures in practice in collaboration with colleague organisations. The project aims

- to increase the awareness about diversity issues at a personal and organisational level in adult education organisation
- to introduce concrete measures to promote inclusion and diversity on organisational level
- to augment personal competences of staff of adult education organisations in dealing with diversity.

In this publication the general recommendations based on the collection of case studies are presented. Based on the findings, we present a summary of the most important key points and a series of general recommendations for further development into an organisation with a balanced diversity policy. They are meant to help setting up processes of change to endorse permanent and sustainable diversity policy and management in adult education organisations.

## Some preliminary remarks

### *Development of the case studies*

Each DivCap partner has followed two organisations that offer educational activities to adults. General sources have been consulted, such as website, policy notes, annual reports, social media and leaflets. Based on this, a general checklist was completed which subsequently formed the context within which discussions were held with at least four employees from management, the educational staff and the support services.

This data was the material on which a further analysis of the organisation took place:

- It has been determined for each organisation what the current situation is and what steps need to be taken to move one step further to become an intercultural organisation with a balanced diversity policy.
- It pays attention to what change needs to take place and what the consequences are.

Specific tailor-made substantive recommendations have been drawn up for each organisation and recommendations are made as to which type of change process fits best with this and what that requires from management and staff commitment. These case studies are bundled in a separate document: “Collection of Case Studies”

### *The selection of organisations*

Each partner has made its own choice to select two participating organisations. Three of the partners took two relatively independent parts of their own organisation, three other partners selected another organisation in addition to their own organisation and one partner selected two different organisations from their network. This is important, because it makes a difference if you make a case study for your own organisation or for another organisation. Further on we will discuss the consequences of this.

The final selection is an interesting mix of young and old organisations, non-formal and formal, large and small, on family-based or public basis. Also, almost all stages in the development of diversity policy are represented in this selection.

### *The responding persons*

Part of the research was to interview 4 persons from each organisation: 2 teachers, 1 manager, 1 supportive non-educational staff. In the Collection of Case Studies, we have kept these persons anonymous, only their function has been mentioned. Nevertheless, we have mentioned the name of the interviewer to make clear if he/she is part of the selected organisation or not.

### *Diversity, multiculturalism and interculturalism*

In DivCap we have a broad understanding of diversity, but for the case studies we have focused on the categories of “race”, “culture”, “ethnicity”, “religion”, encompassing challenges in adult education, in relation to migration, without forgetting gender, age, class or disabilities. In fact we are focusing here on multiculturalism (i.e many co-existing cultures) and interculturalism (i.e many cultures influence each other mutually), although in some regions (Andalusia in Spain, Friuli-Venezia Giulia in Italy and the province of Zagreb in Croatia) only a few migrants are living. Furthermore, discussions in expert groups referred to the need of considering several diversity dimensions. Therefore, to consider the differences and diversities amongst the partnership and specific contexts, other diversity dimensions such as e.g. disability need consideration. And also, from a theoretical anti-discriminatory point of view, it is important not to focus only on one dimension but to consider other dimensions which lead to unequal access to adult education institutions.

### *Involvement of learners*

In the recommendations we mention a few times that it is important to consider how learners and potential learners view the organisation, because it is important that an organisation is aware of this. Nevertheless, we didn't include the learners in our case studies, mainly for the reason that the learners are the ones who are coming and going in an adult education organisation, while the workers in these organisations are the permanent actors. From the point of change management in adult education organisations it will be the workers who are the motor of change.

## Starting points: the questionnaire, the 7-stages and the colour print model

### *The questionnaire*

In the first stage of the DivCap Project the following tool was developed: „Questionnaire“ (for Adult Education Institutions - Diversity in the institution - reality, challenges and measures) developed by DivCap, which has been used to gather information about each organisation.

### *The 7 stages model*

As start of analysing the level of diversity in the selected organisations we have used the 7-stages model, developed by Verhoeven and Hoogsteder, University of Nijmegen/Interethnic Management (1999)<sup>1</sup>. This is a well-proved instrument for self-assessment, which has been tested particularly in the care and welfare sector. Based on simple questionnaire the score gives an indication of the level of diversity, looking at multiculturalism. The model includes 7 stages. The outcome of the questionnaire, this classification is not a question of one organisation being better than another, but indicates what can be the next step for an organisation towards an integrated diversity management. It shows, for example, that an organisation first needs customers with a migration background before it will develop a more intercultural customer-focused policy. Also, without employees with a migration background the personnel policy will not consider other cultures. We have chosen this model to determine what stage an organisation is at.

Interculturalisation is the process of transition from a monocultural to an intercultural organisation and the seven-stage model assumes that this process follows a fixed pattern comprising seven stages.

### *The colour print model*

Further on we have used the so-called colour print model for change. This gives an indication about the change approach which is suggested for each organisation. We have used the colour model developed by Vermaak and De Caluwé<sup>2</sup>: applying change management to achieve intercultural organisation/diversity and inclusion: what do you need for a change process at organisational level, because you change both the organisational structure (procedures/rules/systems) and organisational culture (way of working, social culture, corporate culture, etc.). The model, that shows five different change management approaches, is very much a product of two intersecting worlds. On the one hand, it is shared and researched with academics, developing it in relation to a wider literature on change and testing it in practice.

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<sup>1</sup> Verhoeven, Jan; Hoogsteder, Jan (1999): Stuurboek Intercultureel werken, van allochtonenbeleid naar een integrale aanpak van kwaliteitsmanagement; train de trainer, cursusboek voor steunfunctie trainers; Universiteit Nijmegen/Interethnisch Management

<sup>2</sup> Vermaak, H.; De Caluwé, L. (2018): The colors of change - revisited. Situating and describing the theory and its practical applications. Draft Manuscript. In: Shani, R.; Noumair, D. (Eds) (2018): Research in Organizational Change and Development (vol. 26), Bingley (UK): Emerald Insight, <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf> [last access 2020-02-24]



On the other hand, it is a practical set of concepts and guidelines that have been co-developed with practitioners to increase their understanding of real-life problems and suggest ways to address them. As such, it reflects the dichotomy highlighted by Woodman (2016)<sup>3</sup> between “change process theory” and “implementation theory.” The five change management approaches are represented in colours:

THE COLOUR MODEL		
<b>Yellow-print thinking</b>	power approach	Assumes that something only changes when key players are backing it and that little will happens if key players oppose it. In this view, enabling change requires getting the powers that be behind it, whether their power is based on formal positions (e.g. board members) or informal influence (e.g. opinion leaders)
<b>Blue-print thinking</b>	rationality, not power matters most (rational approach)	The assumption is that change happens only when you analyse first what problem is, suggest the best possible solution, and implement it according to plan. Change is thus deemed a linear endeavour: you think first before you act. The process is expert driven: the activities are executed by those who have the necessary know-how and experience.
<b>Red-print thinking</b>	emphasis is on motivation, not on power or rationality (motivational approach)	The key assumption is that change is not about policies and plans but about behaviour, and that people change their behaviour only when they are stimulated to do so. In its simplest form this comes down to barter: the organization hands out rewards and offers support in exchange for personnel taking on tasks and responsibilities and trying their best.
<b>Green-print thinking</b>	emphasis in on learning (learning approach)	Changing and learning are deemed inextricably linked: they are thought to mean almost the same. The only way forward from a green point of view is to dig deeper: to discover one’s limits and expand and deepen the way we see and act in the world.
<b>White-print thinking</b>	no planned affair (permanent change approach)	In contrast, white-print change agents view change as constant and taking place of its own accord. The key assumption is that people can make the most difference when they understand and catalyse a change that is about to happen. In white-print thinking, change agents do not create evolution, but they do support transitions or stand in their way.

Table 1: The five colours at a glance

<sup>3</sup> Woodman, R. W. (2016). The science of organizational change and the art of changing organizations. Journal of Applied Behavioural Science, 50(4), 463-477



## Brief characteristics of the case studies

In the following table we have listed the 7 stages with a brief description, the results of the selected organisations and the colour approach for change they have chosen. You will see the diversity in start situation between the selected organisations as well as the different ways of change which are proposed. This underlines that that change processes towards optimising diversity management are strongly context determined.

Stages	Description	Selected organisations	Change approach
Monocultural organisation	there are no customers or employees with a migration background	- POU	Blue-Greenprint
Service to migrants	customers with a migration background start using the organisation's services/products.	- Amaryllus - IRES - Cramars - Humanitas Twente	Red-Greenprint Redprint Blueprint Red-White-Greenprint
Intercultural service management	policy development aimed at providing services to clients with a migration background, e.g. translated information material, an interpreting telephone or training in intercultural communication	- I.E.S. Trevenque	Yellowprint
Inflow of migrant workers	policy aimed at increasing the influx of employees with a migration background. e.g. positive action policy or realisation of influx projects aimed at culture-specific groups.	- OU - Blanca Paloma	Blue-Green-Redprint Red-Greenprint
Cross-cultural HRM policy	policy and educational measures aimed at improving communication and cooperation between native-born employees and employees with a migration background.	n/a	n/a
Intercultural diversity management	broadening intercultural management to diversity management in general, thus also focusing on gender differences, people with disabilities and sexual minority groups.	- Cyclisis - DAFNI KEK	Blue-Greenprint Greenprint
Intercultural organisation	cultural diversity has become an added value in the organisation's quality policy: the benefits are clear, and everyone experiences them.	- VHS Kursprogramm - VHS Chance - FHJ-IIB - FHJ-ISA	Greenprint Greenprint Yellowprint Yellowprint

Table 2: 7 stages and case study organisations & change approach

Also, when the outcome is that you have an intercultural organisation, it does not mean that you are ready and have do to nothing. It is precisely in this situation that it is all too easy for attention to slacken, while it is actually important to maintain the policy advocated.

# GENERAL RECOMMENDATIONS

Here we successively discuss the start of a change process towards more diversity management, the identification of desired changes, their implementation and finally concrete recommendations regarding desired changes. We have distilled these general recommendations from the separate case studies and then abstracted them so that they can serve as starting points for other organisations as well, although each new specific context also deserves its own tailormade adaptation.

## The start of process of change

### *Principle questions*

The start of a change process can be divided into two parts. First there is the question of how to determine the need for change, and then it is important to think about how to set up this process.

However, before you start it is important to consider why you want to start this process. This principle question has also two sides: first why is diversity policy important for your organisation, and secondly from what point of view do you want to explore this:

- *Do you want to compare the diversity management of your organisation with comparable organisations (benchmarking)?*
- *Would you like to investigate how employees from different cultural backgrounds interact as professionals?*
- *Do you want to investigate how learners are thinking about the diversity policy of your organisation?*
- *Or do you want to know how specific target groups see your organisation (e.g. disabled people or other specific groups)?*
- *Do you want to investigate how your employees support the diversity policy of your organisation?*

Often these questions are not explicitly asked, but pop up when one is already further in the process. To avoid wasting time due to delays, it is better to answer these questions in advance. It is also important to communicate honestly and transparently about your aims and to choose corresponding methods.

### *The need for change*

Determination of the need for change can happen in different ways. We recommend a combination of the following methods:

a. Comparative analysis	what is the profile of the adult education organisation in comparison with comparable organisations?
b. Customer needs analysis	what need do the learners have?
c. Employee needs analysis	what needs for change are there among the tutors and counsellors? what needs for change exist among the non-educational staff?
d. Organisation profile analysis	what kind of image do learners have from the organisation? what kind of images do the workers have from the organisation?
e. Self-analysis	how does the organisation assess itself?

Table 3: Methods for the determination of the need for change

### Useful techniques

The general recommendations are taken from the collection of case studies. They are mainly generalisations of the more organisation-specific recommendations in the separate case studies.

- Desk research (necessary for method a and d):

We recommend collecting all kind of materials which give an up-to-date picture of the organisation. You can think at materials such as the mission statement, leaflets, advertisements, videos, annual reports, curricula, website and social media, etc. PR materials such as photos and/or videos/trailers and the extent to which these show the diversity of the organization (customers and employees). Furthermore, it can be useful to check whether the textual material pays attention to specific groups (e.g. specific measures or rules) and/or translation into English or your own (e.g. Turkish, Arabic, Berber) language is necessary.

If you collect these resources also from 2 or 3 other comparable organisations you can analyse it to what extend the selected organisation distinct itself from others. Extra hint: ask representatives of the selected organisation which what they think are comparable organisations

- Use questionnaires:

We recommend using the questionnaire (e.g. IO1) to describe the organisation based upon desk research as well as on customer and employee research.

Customer and/or employee research (method b and c, but also d) can easily be done by using online questionnaires to construct through Survey Monkey or Google Forms - we recommend here a combination of multiple choice questions, checkboxes, linear scale and open questions. With online questionnaires you can reach large groups of people. However, you can also choose for face-to-face interviews, group interviews or working with focus groups - using an open interview method this will result in more in-depth conversations above the diversity management in the organisation

- Use 7-stage model

We mentioned already the 7-stages model as appropriate instrument for self-assessment(method e). We recommend using the corresponding questionnaire to ask a representative group of people from different levels in the organisation to fill it in. The outcomes can be discussed in a wider audience and will give a clear indication where you are and what needs to be the next step in the transition from a monocultural organisation without a diversity policy towards an intercultural organisation based upon a diversity policy in the organisation.

- Ask or make an organisational chart of the organisation

It is important to have an organogram which shows the structure of the organisation, so that you also transparently can see where the decision making competences are located. In our case studies we saw for example the difference between collective decision making structures and more hierarchical decision making structures. For each process of change it is important to know how the power in the organisation is shared.

#### Schematically represented:

Methods	Content	Useful techniques
Comparative analysis	what is the profile of the adult education organisation in comparison with comparable organisations?	desk research, organisation chart, checklist O1, organogram
Customer needs analysis	what needs do the learners have?	customer survey
Employee needs analysis	what needs for change are there among the tutors and counsellors? what needs for change exist among the non-educational staff?	employee survey
Organisation profile analysis	what kind of image do learners have from the organisation? what kind of images do the workers have from the organisation?	desk research, customer and employee survey
Self-analysis	how does the organisation assess itself?	self-assessment, checklist O1

Table 4: schema of methods, content and techniques for analysis

Separately from the determination of the need for change there are other aspects important to consider at the beginning of the process:

- *do you have permission for starting the research and is there a certain commitment for the aim of the research?*
- *who is the ordering party?*
  
- *is it clear what you are going to do with the outcomes and conclusion of the research?*

## Consultation of the decision makers

It is highly recommended to consult the decision makers, respectively the executive management of the organisation to develop a common understanding about the aim and methods of research.

Points of attention for these conversations are:

- expectations regarding the design and outcome of the investigation
- expectations regarding the intended change or improvement process
- to whom the research is directed
- who will be involved in the investigation
- how much time can be spent on the research
- to whom it may concern
- with whom the results will be discussed
- how does the decision making on the intended change or improvement process take place?
- what happens if there is no agreement on the results of the research and the commitment in the intended change or improvement process

It is also highly recommended to record in writing the agreements resulting from the talks. This gives clarity to all parties involved. We recommend at least two documents:

- agreements and conditions relating to research into diversity management (research plan)
- agreements on the intended change or improvement process regarding the diversity policy (plan of action)

## Tailor-made organisation-specific recommendations

Further on it is important to finalise the research part with concrete organisation-specific recommendations. Not “the Human Resources Management (HRM) department should pay more attention to diversity policy”, but “in the HRM department designate a diversity policy portfolio holder to propose and monitor compliance with diversity measures.” Organisation-specific recommendations are considering:

- the start situation of the organisation
- the size of the organisation
- the mission statement of the organisation
- the product or services delivered by the organisation
- existing and well-functioning diversity policy measures
- existing barriers, obstacles and resistances
- suggestions for change or improvement
- the feasibility of the proposed suggestions
- the key players who will make the change
- the commitment from the management
- the public relations and marketing strategy of the organisation
- the HRM policy of the organisation

It is advisable not to come up with ambitious major change plans, but above all to propose small achievable measures that can count on a reasonably large support base within the organisation. Focus especially on what should become the next step in the process of interculturalisation and connect with what is already accepted and appreciated. Maybe it is better to promote it as improvement rather than change.

Nevertheless we talk here still about change , because what we intend to do is more than concrete improvements, it is also turning the organisation into a more sustainable approach on diversity issues and we know that this process is not easy and take time and patience. Thus, even if these are only improvements, change management is ahead of its time.

### **The right approach for the intended change**

Choosing the right approach for the intended change is a complex matter. The big question is also whether "the" right approach exists. The choice that is proposed is often determined by a combination of factors: the analysis you have made of the organisation, the assessment of feasibility and commitment and your own preference for a certain approach. Of course, it makes a difference whether you are involved in the organisation or whether you are an external observer watching the organisation from outside. This all together makes the choice for the approach of change more arbitrary than is desirable. This disadvantage can be compensated by opting for the approach that generates the most commitment from those involved. This argues in favour of making the choice together with those involved as much as possible.

However, we recommend following De Caluwe and Vermaak<sup>4</sup>, who have found five helpful criteria for practitioners to reason their way to a change strategy (see below):

<b>Outcome</b>	What do we want to achieve? What type of impact do we seek to achieve? How ambitious do we choose to be?	An interpersonal issue will rarely imply an engineering approach
<b>Context</b>	Where does the change take place? How large or small is the group of people involved? What characterizes their abilities?	If people feel awkward about a given approach, its chances to succeed decrease
<b>Change agents</b>	Who is going to make the change happen? Who puts in the work to understand, design, and realize the change? What is their experience and credibility?	An approach works better if the key players are well versed in it
<b>Crux of the issue</b>	What is the underlying cause behind a problem or success?	Addressing a persistent problem with “more of the same” solutions is unlikely to result in success
<b>Embeddedness</b>	What type of change “sells” here? What approaches are controversial in this context? What (de)motivates those involved?	A change that the top does not prefer or the workforce has bad experiences with is harder to pull off.

Table 5: criteria for change strategy

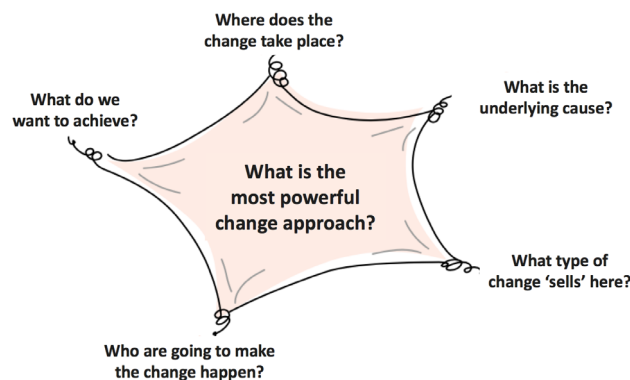


Figure 1: Deliberating a change strategy with the aid of five questions © Vermaak, de Caluwé 2018, p. 18

<sup>4</sup> Vermaak, H.; De Caluwé, L. (2018): The colors of change - revisited. Situating and describing the theory and its practical applications. Draft Manuscript. In: Shani, R.; Noumair, D. (ed.) (2018): Research in Organizational Change and Development (vol. 26), Bingley (UK): Emerald Insight, <https://hansvermaak.com/wp-content/uploads/Vermaak-Caluwe-SHARE-VERSION-Colors-Revisited-ROCD-2018-FINAL-DRAFT.pdf> [last access 2020-02-24]



# IMPLEMENTATION OF CHANGE

## In all stages of the process: stimulate internal discussion

Stimulate mutual discussions on diversity policy. A good starting question is:

*To what extent do you think our institution reflects diversity in society?*

You can make that question more concrete every time:

*Do you think we are doing enough to appoint more women to leadership positions?*

*Do you think we do enough to attract people with a migration background?*

*Do we offer people with disabilities sufficient facilities to be able to work for us?*

You can make posters with these or similar questions to stimulate discussion.

In any case, make sure that the discussion about diversity remains a lively one - not because it is politically correct, but simply because it really matters. It would be very powerful when the management plays a stimulating role and sets an example by participating on an equal basis in the discussions.

## Step by step, from stage to next stage

*From a monocultural organisation to more services for migrant groups: adapt service provision/educational activities<sup>5</sup>*

A good first step in getting more attention for diversity policy in an organisation is to ask whether the products and services provided by the institution are sufficiently in line with the needs of customers. In doing so, it is good to look at specific target groups, such as the illiterate, benefit recipients, migrants, people with disabilities, etc.

Naturally, this also includes the question of which target groups the institution focuses primarily on.

Often, institutions for adult education and socio-cultural work need to have a general offer that is accessible to everyone. Nevertheless, certain groups will only make use of this offer if it is really

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<sup>5</sup> We focus here on change in relation to migration. When in your organisation, you are dealing with other dimensions of diversity, consider the process and ask the questions in relation to your specific target group and their needs.

tailored to their needs, and this is where diversity comes into play (again). It is an important question how to link the requested general policy with more specific approaches in an acceptable way.

Next step to realise more diversity policy can be questioning what necessary changes in the organisation policy are in order to reach better the target groups you want to reach. Following on from this, a review of PR policy and marketing strategy is under discussion. It is recommended that this is clearly initiated by the management:

- Drawing up a marketing strategy in which a specific approach to target groups becomes possible
- Check all PR expressions and, where necessary, change the extent to which diversity is reflected in society and add means by which specific target groups identify with it.

Organise support for line managers, adult educators and supporting staff through training in intercultural communication with clients.

### *From intercultural service management to inflow of more migrant workers: contacting migrant organisations<sup>6</sup>*

When the organisation starts to focus more on migrants as a target group, there will also be a greater need to acquire knowledge about and insight into the culture of these groups. Of course, information about this can be found in various places, but the most immediate experience is when employees with a migration background are also employed. People from these groups can consciously be asked to apply for open positions.

In addition, it is important how one deals with these new employees. They should not be used as a signboard and they should not only deal with the migrant groups. On the contrary, it is advisable to invite and challenge them to think along about the deployment of the organisation's policy. This will automatically lead to more diversity policy based on daily practice.

A good way to recruit employees with a migration background and to get more clients from these groups is to contact organisations of migrants and refugees. Management can take the lead in this by inviting organisations to discuss what they could do for each other. There are also many opportunities for innovation and even additional funding of activities. It is widely seen that migrant organisations are less and less eligible for subsidies, but have to make use of the general policy. However, when activities are carried out in cooperation or under the auspices of an educational institution, a different perspective often emerges, which can also be interesting for the grantor. At the same time, this collaboration can lead to truly innovative projects that are relevant to society.

### *From inflow of more migrant workers towards cross-cultural HRM: revise your HRM policy*

One swallow doesn't make a summer - that saying also applies here. It is important that new

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<sup>6</sup> Or respectively organisations that support and have expertise regarding your target group (e.g. organisations for the disabled)

employees, especially if they have a different cultural background, also feel at home. Companionship with others is important. The process of integration will go faster when there are more people with a different cultural background. Here is investment in HRM policy necessary: attention to recruitment strategies and recruitment procedures.

Small organisations have mostly no HRM department. Many views, agreements and procedures are in the heads of the employees, they work and dedicate themselves tacitly in the everyday running of the organisation. However, it is important to lay down these rules and agreements in writing, New coming workers know even better where they stand and, moreover, in this way a policy is also established in case people who have ever devised it will leave the organisation.

If there is an HRM department, the existing policy will often need to be revised and adapted. This includes not only recruitment and hiring procedures, but also checking if any additional facilities are needed, for example language courses, halal food or a prayer room. It is the task of the HRM department to properly map and regulate such provisions where necessary.

At the same time, HRM policy should also focus on the employees who have been employed for a long time and who also must cope with the changes. On the one hand, it is important to organise activities that make them feeling being actually involved in the direction of these changes. On the other hand, they should also be able to develop knowledge and skills to deal with this well. The same goes for the management. There is a need for further training in the field of diversity policy and intercultural management. For new employees they need introduction courses and a basic course in intercultural communication. It is also recommended to (have) organise(d) one or more days of study for the entire staff every year to discuss current themes and maintain the skills in intercultural communication. Another recommendation is: work from the basics, practice on an organizational handbook intercultural management.

### *From cross-cultural HRM to intercultural diversity management: update your mission statement*

At this stage a revision of the mission statement and internal rules is often necessary. Most of the existing mission statements does not refer to diversity policy at all. Many mission statements are also just paper tigers and are not in the mind of the workers at all. So, it is highly recommended to revise and rewrite the mission statement and also the intern rules. Although this is a challenge for the management, we advise to find ways to share this process of reflection together with all workers. The impact will be a more common feeling about why the organisation is down to earth here. Such a process can be stimulated by online participation of employees or in brainstorm sessions and a competition for an appealing slogan, motto or organization logo.

In line with this, it is also important to describe the diversity policy in all its facets. This means, on the one hand, defining what existing or implemented practices are (this part can be prepared by the HRM department), but on the other hand, setting new targets and defining how the achievement of

these targets can be monitored and measured. The latter is again a challenge for management, but again it is good to share the creation of these targets as widely as possible within the organisation.

### *From intercultural diversity management to intercultural organisation: keep the discussion about diversity alive*

At this stage, specific intercultural policy and training are an integral part of the organisation's quality policy. Cultural diversity has become an added value. The benefits for the organisation are clear and everyone experiences it that same. Nevertheless, also in an intercultural organisation is still enough work to be done.

It remains important to keep the discussion about diversity issues alive. This can be done in different ways:

- An important point of attention continues to be dealing with cultural differences - it is important to make that mutually discussable. This can prevent irritations and misunderstandings and increase mutual understanding of differences in cultural expressions.
- Another important starting point can be current issues such as events in society: terrorism, radicalisation, refugees, discrimination, etc. Here, too, it is good to talk about these issues and reflect on how they affect everyone's minds.
- It is also important to keep paying constant attention to improving communication and cooperation between employees with and without a migration background.

Of course, what is said here about migrants applies equally to women, to the Lesbian Gay Bisexual Transgender Queer (LGBTQ) community, the elderly, people with disabilities and other minorities.

Finally, in an intercultural organisation it is also important to regularly monitor and evaluate the achievement of the targets in the diversity policy.

## **Project management**

The intended change process can best be positioned in the organization as a temporary project. The management appoints a project leader, who is also given the authority to make decisions about the working method and the process. The project leader can be assisted by a project group, which includes representatives from different layers of the organisation. The advantage of such a project group is that it can act as a sounding board for the project leader and is also an important link for informing others in the organisation. Such a project group is also a measure of support within the organisation. The project leader reports and prepares proposals for the management. Final decisions are taken following the usual decision-making procedures in the organisation. It is important that also formal participation bodies such as a working council are involved in this process.

## External expert

In some cases, it is advisable to consider the use of an external expert. If an employee from the organisation is responsible for the preliminary investigation and the resulting organisation-specific recommendations, it may be wise to hire an external expert to supervise the change process objectively, partly in order to avoid creating the image that the involved co-worker wants to implement his/her own vision. Even if the plan of approach is complex, it may be wise to use an external expert. This can also be done in parts. A training course in intercultural communication, for example, is best supervised by an experienced trainer

## Summary

STAGE	ACTIONS	
From a monocultural organisation to more services for migrant group	<p><b>Adapt services provision / education activities:</b></p> <ul style="list-style-type: none"> <li>focus on specific groups</li> <li>adapt content of general educational programmes</li> <li>intercultural awareness raising for tutors and counsellors</li> </ul>	<ul style="list-style-type: none"> <li>revise marketing strategy</li> <li>revise all PR-materials</li> <li>intercultural curriculum management</li> </ul>
From intercultural service management to inflow of more migrant workers	<p><b>Contacting migrant organisations</b></p> <ul style="list-style-type: none"> <li>inform them about your organisation</li> </ul>	<ul style="list-style-type: none"> <li>ask migrants to apply for open positions</li> </ul>
From inflow of more migrant workers towards cross-cultural HRM	<p><b>Revise your HRM policy:</b></p> <ul style="list-style-type: none"> <li>record in writing unspoken rules and customs relating to recruitment and applications</li> </ul>	<ul style="list-style-type: none"> <li>basic course in intercultural communication</li> <li>training in the field of diversity policy and intercultural management</li> </ul>
From cross-cultural HRM to intercultural diversity management	<p><b>Update your mission statement:</b></p> <ul style="list-style-type: none"> <li>revision of the mission statement and internal rules</li> <li>in dialogue with your employees</li> </ul>	<ul style="list-style-type: none"> <li>developing diversity policy</li> </ul>
From intercultural diversity management to intercultural organisation	<p><b>Keep the discussion about diversity issues alive:</b></p> <ul style="list-style-type: none"> <li>cultural identity is seen as an added value</li> </ul>	<ul style="list-style-type: none"> <li>monitoring diversity policy</li> </ul>

Table 6: stages and actions for change process

### Plan of action

Finally, we advise to convert the recommendations into a plan of action that provides clarity to all those involved. In such a plan you indicate what the intention is, what concrete actions are planned, with whom and when, and to what result they should lead. Depending on the nature of the recommendations, this plan will be either concise or extensive. It is also desirable that this plan can count on the approval of the management (see what we said earlier about recording the agreements in writing).

PLAN OF ACTION			
Current stage of the organisation (7-stage model)			
What is the intention for change (7 -stage model)			
Which model for change you (colour print model for change)		Areas of concern	
What are the recommendations for the organisation			
What concrete actions are planned	By who?	When?	Expected result

Table 7: Plan of action



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