Intellectual Output 3

HOW TO SET UP THE CASE STUDIES

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EU Disclaimer

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HOW TO SET UP THE CASE STUDIES

Starting point

The interviewer should act as a potential change agent with the aim to collaborate with key persons in the adult education institution which is subject of the case study to develop a process of more effective diversity policy and management.

Aim of the interview is to identify possible indicators for change or improvement and to explore and discuss the feasibility of these options.

Criteria

There are some criteria for the organisations to be include in the case studies:

2 organisations per country involved in adult education activities		
Internal organisation plus another external organsiation	Two external organisations	
No policy, not concrete tools >>> time for innovation	Current policy, existing tools >>> time for improvement	Diversity policy and diversity measures >>>permanent performance appraisal
Active participation and reflection		
Transferability		
Minimal number of interviews: 2 teachers, 1 manager, 1 supportive non-educational staff		

The questionnaire

The questionnaire is an instrument to analyse the diversity level of an organisation, it is not the guideline for the interviews. For the case studies it can be used in two ways:

- Start working on the questionnaire based on desk research of sources like mission statement, leaflets, advertisements, videos, annual reports, curricula, website and social media, etc. (this will be your background information in the interviews)
- Complete the questionnaire after the interviews with information you have got out of the discussions.

Selection of the interviewed people

Before starting the interviews it is important to make a well-considered selection of the interview partners. Because we are focusing on adult education organisations the main focus should be on the educational staff: 2 - 5 teacher/trainers. Additionally it seems good to have also a representative of the management interviewed as well as a person from the supportive staff who has regularly contact with the students/learners. Depending from the size and the kind of organisation other staff people could be interviewed as well.

Minimal number of interviews: 2 teachers, 1 manager, 1 supportive non-educational staff. The interviews can be individual or in a group, depending from the organisation, for example a group interview with 5 teachers or with the director and a manager. Be aware that it can be problematic to have people from different positions and with different power in a group interviews.

Another criterium for selection is to what extent the interviewed persons actually can contribute or develop a process of change. People need to have some commitment to a process of improvement, They need to have an intrinsic or eccentric motivation for change.

The purpose is to have Interviews with key-persons about their experiences, their thoughts and doubts, and suggestions for improvement/change and their estimation of how other key actors would support these interventions.

Key questions for the interview

Key questions for the interview - separate from the questionnaire – wlll be:

1. How do the interviewed persons see diversity reflected in their organisation?
2. What do they think is positive about it, what negative?
3. To what extent do they agree with mission and the diversity policy or the organisation
4. What do they want to change and why?

This are the four key questions and each of them can be reason to deepen the conversation through side-questions. Here you can put in information from your desk research as well and ask for response. However, the interviews need to have an open character. People should feel comfortable Maybe we should make a ore extended helpful interview protocol for this. We can also do some training exercises on the applied diversity awareness workshop in Hannover.

It is also important that the interviewer reflects at the end of the interview on the following issues:

1. What in your view are the most important points we just covered?
2. What don't you understand?
3. With what do you disagree?
4. With what do you agree?
5. What else do you need to know?

Elaboration of the interviews

After the interviews the change agent should summarise them and has to keep in mind and consider:

1. What is the learners' perspective?
2. What could be "setting the stage" for change?
3. Are you tracking learners and employees perceptions throughout the change?
4. Are honest answers given to tough questions?
5. Can you explain "what's in it for them"?
6. Is your communication "behaviour-based"
7. Can you paint the big/little picture (see below)?
8. Is it your vision or our vision? .
9. Are you emotionally literate?
10. Do you know what shouldn't change?

Content of the case studies

The final case studies should include:

1. A description of the current diversity situation of the organisation (measured by the questionnaire)
2. An argumentation about the selected persons for the interview
3. Interviews with key-persons about their experiences, their thoughts and doubts, and suggestions for improvement/change and their estimation of how other key actors would support these interventions (template for elaboration of the interviews will follow)
4. An analyse of all suggestions resulting in realistic and feasible proposals for improvement:

The Big Picture	The Small Picture
Presenting the concept of transformation	How are we going to do that?
Setting long-term corporate goals.	Where do we begin?
Developing the overall objectives of the transformation	What are the priorities?
Re-formulating the mission of the organization	Where does my contribution fit in?
Communicating organizational values	What does this mean in my daily life?

Intermezzo 1: Focus on intercultural

DIVCAP is focusing on how diversity is reflected in adult education and how diversity is embedded in the policy and the structure of adult education organisations. Our understanding of diversity is broad, but here we focus on the categories of "race", "culture", ethnicity, religion, encompassing challenges in adult education in relation to migration, without forgetting gender, age, class or disabilities. Therefore it is relevant to have also some analytical models on the background while developing the case studies. We mention here two models briefly: the TOPOI-model and the 7-stages-model.

TOPOI model

In the TOPOI model, five areas can be distinguished where, with regard to communication, cultural differences and misunderstandings can be detected. These five areas are Language, Order, Persons, Organization and Deployment. The model also offers various general communication and intervention strategies.

The five areas of the TOPOI model occur simultaneously in the practice of communication. In communication, the discussion partners will have to deal with all these areas at the same time. They are very closely interwoven and intertwined. The areas are only artificially distinguished in order to indicate them in a clearly recognizable way and in order to be able to make more hypotheses about the possible communication disorders.

The TOPOI model contains a number of questions for each area with which a professional can find out where the communication is missing or has gone wrong. The more questions that can be asked, the more possibilities there are to keep the communication open and workable. Three questions are central to each area: What is my share? What is the other person's share? What is the influence of the prevailing images, values, norms, meanings

and views of the social environment on everyone's communication? In addition, the model offers suggestions for dealing with the misunderstandings that have arisen in each area. These are mainly aimed at self-reflection, clarification and research.

The TOPOI model can be used during communication as a frame of reflection when misunderstandings occur. A professional can then go through the areas for himself to see where possible differences and misunderstandings lie. The TOPOI model can also be used as a frame of reflection afterwards to analyse a conversation situation in terms of the area in which it has gone wrong or jammed and what could be done differently next time.

Literature: Hoffman, E. Interculturele gespreksvoering, theorie en praktijk van het topoi-model"

Analysis: What can you ask yourself?	Interventions: What can you do?
Language	**Language**
Meaning of the verbal and non-verbal language	*Meanings of the verbal and nonverbal language*
• In whose language does each speak (dominance of his own language)? • What is the meaning of what everyone says? • What do everyone's body language and non-verbal language mean? • What are the interpretations of each other's words and behaviour? • What is the influence of everyone's environment on what everyone says, does and understands of each other?	• Perceive the words and the nonverbal language with all the senses. • Investigating or enquiring about meanings. • To explain meanings. • Giving feedback. • Asking for feedback. • Investigating the influence of everyone's environment on the interpretation of meaning.
Arrangement	**Arrangement**
View and Logic	*View and Logic*
• What is everyone's view and logic? • What is everyone's perspective, interest or loyalty? What is everyone's frame of reference; values and norms? • What is common? • What are the differences? • What is the influence of everyone's environment on everyone's view and logic?	• *Asking for the other person's view/logic.* • *Active listening (acknowledging).* • *Empathize and empathize.* • *Investigating meanings/questions.* • *Explain one's own view/logic.* • *Putting the common first.* • *Investigate the influence of everyone's environment on the view/logic.*
Persons	**Persons**
Identity and Relationship	*Identity and Relationship*
• Who, in what roles, is one for oneself? • Who, in what roles is each for the other? • What are the mutual expectations in this respect? How does everyone see the mutual	• Investigate the roles (as whom) and expectations of the other person. • Listen actively. • Empathize and empathize.

relationship? • What is the influence of everyone's environment on who one is for each other and for oneself?	• Asking and/or explaining yourself what roles/expectations you are speaking from. • Investigate how everyone sees the mutual relationship. • Investigate the influence of everyone's environment on how everyone sees themselves and others.
Organisations *Arrangements and Power Relations* • What is the influence of one's own organization; positions of power, place of conversation, function, responsibilities, available time, agenda, goals, rules, agreements, procedures, etc.? • What is the influence of the other person's organization; power relations, time orientation, knowledge and image of the organization, procedures, rules etc.? • What is the influence of the communication of the 'organization' in everyone's environment; positions of power, legal positions, procedures, available facilities and resources, manners, laws and regulations, etc.?	**Organisations** *Arrangements and Power Relations* • Taking Power Relations into account. • Explain one's own 'organisation'. • Arranging one's own 'organisation' differently. Investigating and recognising the other person's 'organisation'. • The influence of the 'regulations' and the power relations in the wider environment on communication.
Deployment *Motives or motivations* • What are everyone's motives; motives, needs, fears, wishes? • What does everyone do his/her best for? • What does everyone see of each other's underlying motives? • What does each see of the other what he/she does his/her best for? • What does everyone's environment see as 'doing their best' and what influence does this have? • How does everyone show each other that he/she sees that the other is doing his/her best? • Does everyone feel seen/recognized in his/her motives or motives? • Does everyone feel seen/recognized in how he/she does his/her best?	**Deployment** *Motives or motivations* • Investigate (recognising questions) what the underlying motives are of the other. • Recognise the other person's underlying motives. Investigate what the other person is doing his best for. • Empathize and empathize with what the other person is doing his best for. • To show, to say that one sees the other's commitment. • Investigate what the other person experiences as recognition. • Asking where and from whom the other person feels recognition. • To investigate the influence of the environment on 'doing one's best'. • Explain what they do their best for themselves.

• Does everyone see the difference between intentions and effects of how he/she does his/her best?	• (Let) look at the effects of how everyone does his best. • (Let) work with the effects of communication.

7-stages-model
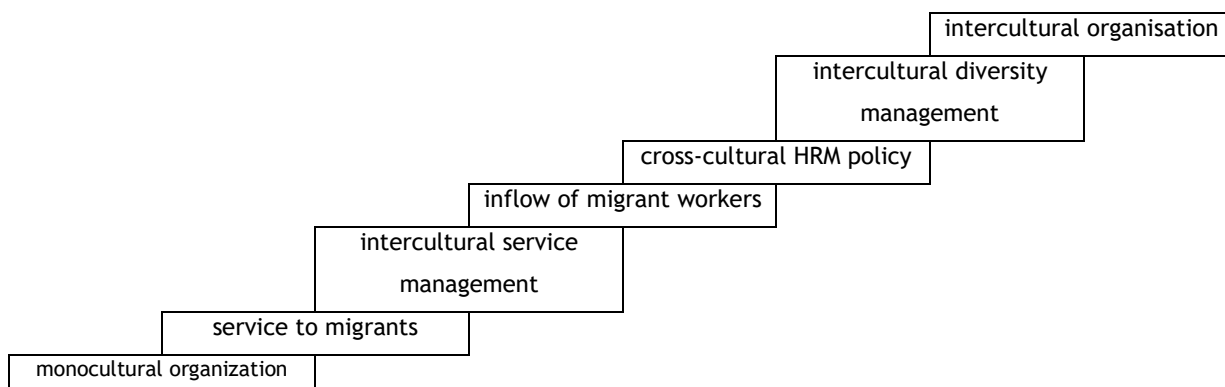
Interculturalisation is the transition process from a monocultural to an intercultural organisation. Intercultural management is the steering of this process. The 7-stage model assumes that the process of interculturalisation follows a fixed pattern that comprises seven stages.

Please answer the following questions with a yes or no:

1. My organisation has migrants among its clients

2. In my organization an intercultural training has been done aimed at improving sales to migrants.

3. My organisation has a policy aimed at improving sales or services to migrants.

4. My organisation employs (a) migrant worker(s)

5. My organisation has a policy aimed at the influx of migrant workers.

6. In my organisation there has been an intercultural training on how to improve intercultural cooperation or leadership.

7. My organisation has an intercultural personnel policy

8. In my organisation, intercultural policy is a natural part of diversity policy.

9. In my organisation, intercultural policy is a natural part of general quality policy with regard to sales/service provision and personnel.

If you have answered all questions with no, then your organisation is in stage 1.

Did you answer yes :	then you are in:
Question1	stage 2
Question 1, 2 and/or 3	stage 3
Question 1, 2 and/or3, 4 and/or 5	stage 4
Question 1, 2 and/or 3, 4 and/or 5, 6 and/or 7	stage 5
Question 1, 2 and/or 3, 4, 6 and/or 7 and 8	stage 6
Question 1, 2and/or 3, 4, 6 and/or 7, 8 and 9	stage 7

If you have a different combination of answer options, then the stadium model does not apply to your organisation.

You can use both models to have more understanding of the cultural dimension of the organisation.

Intermezzo 2: Change management in brief

Change management is increasingly being seen as a profession for managers, employees and advisers. In addition to running the business, managers are expected to further develop the organization. Employees are increasingly expected not only to do odd jobs, but also to do self- management and intrapreneurship. As a result, managers outsource change processes to consultants and prefer consultants to support the organization in those change. The literature of the management profession provides a hold for change agents and makes experiential knowledge available. Consultation of this helps to prevent change agents from being damaged and shamed. That has its value, but recipes have their limits and every concept is just a random representation of a complex reality. There are always competitive concepts or recipes to be found. Consensus about the profession is therefore not easy.

The traditional approach for change management is the 'blind' combination of contingent thinking and planned thinking. The change agent maps out what the organization should look like (*soll* situation) and what it looks like now (*ist* situation). He uses a questionnaire of organizational characteristics, for example the list: structure, strategy, systems, culture, management style and staff. The contingent approach lies in the assumption that all these characteristics must be viewed in conjunction: if one changes, then that also requires changes from the others. The change agent then designs the change trajectory as a sum of all activities that sweep away the difference between *ist* and *soll*, put everything in parallel on a precisely measured time schedule: the change plan. However, this is a linear process, like going from A to B. The outcome is often that a new reorganisation will start based on the unfished part of the previous one without having learned from the failures.   The result is that people get tired from change. Nowadays we know that processes   of change are not so simple. In complex changes or in an organization that has a history of semi-successful changes, such a search is appropriate. The direction indicator associated with this question is the collection of mini-theories about the apparent irrationality of change processes and the inventing of new theories based on their own experiences. And to exchange it with others and to record it (for example in a logbook). The best are

theories that bring up underlying patterns: for example about what lies between people's ears (emotions, cognitions, etc.), what goes on between people (miscommunication, power processes, et cetera) and how processes are historical (dynamics of life courses, learning processes, and the like).

Interacting Spheres Model

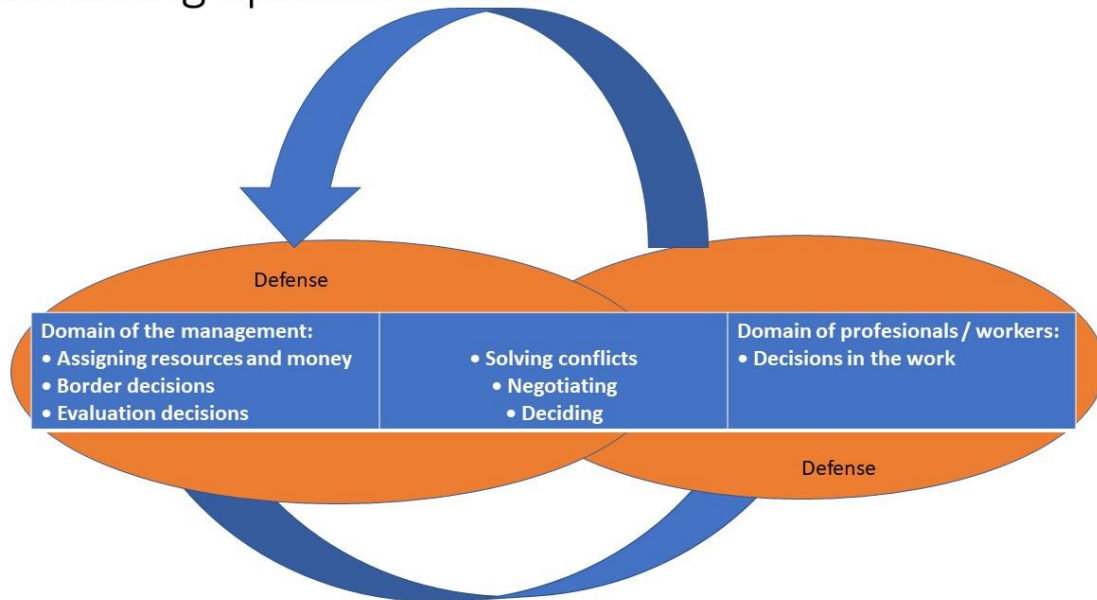

Figure 1

The next question reads: 'what is change (here) actually? "The question is meant to get convictions about change. What is change for me? What is it for my target group? What does it mean in this organization? It is important to explore this to identify what should be the right approach for change in this situation. There are many approaches possible - we have given them a colour.

COLOUR THINKING	Yellowprint approach	Blueprint approach	Redprint approach	Greenprint approach	Whiteprint approach
Something changes when you …	bringing interests together	first think and then (planned)	stimulate people in the right way	brings people into learning situations	provides space for spontaneous evolution
in a …	power game a viable solution	rational process	exchange exercise	learning process	dynamising process
to …	win-win situation, coalition formation	the best solution, a makeable world	a motivating solution, the best 'fit'	a solution that people find together	a solution that releases energy
Interventions such as …	top structuring process	project-based work, strategic analysis	assess and reward, social gatherings	training and coaching, open systems planning	open space meetings, self-managing teams
by a …	supervisor who uses his power positions and context	a content expert	an HRM expert	process supervisor who supports people	personality who puts themselves at risk
targeting …	positions and content	knowledge and results	procedures and atmosphere	setting and communication	patterns and meanings
The result is …	partly unknown and shifting	defined and guaranteed	figured out, not guaranteed	outlined, not guaranteed	unpredictable
The assurance lies in …	policy documents and balance of power	measure = know	HRM systems	learning organization	self-organization
The pitfall lies in …	air bicycling and 'loselose'	ignoring external and irrational aspects	ignoring power and stifling systems	exclude no one and lack of action	superficial understanding and laissez faire

Figure 2

Changes come in many shapes and sizes. They can vary from one conversation to a three years trajectory, from expertly building an IT system to participatively creating a network organization. In this multitude, the view of communalities quickly falls into the background, whereas experienced change agents, as a result of executing and evaluating different processes, get a feeling that fixed components are coming back! Often it seems that in dynamic of change crucial questions are not discussed. Learning seems to be luxury! That is why it is important to monitor the change process regularly.

Six aspects of planned processes of change
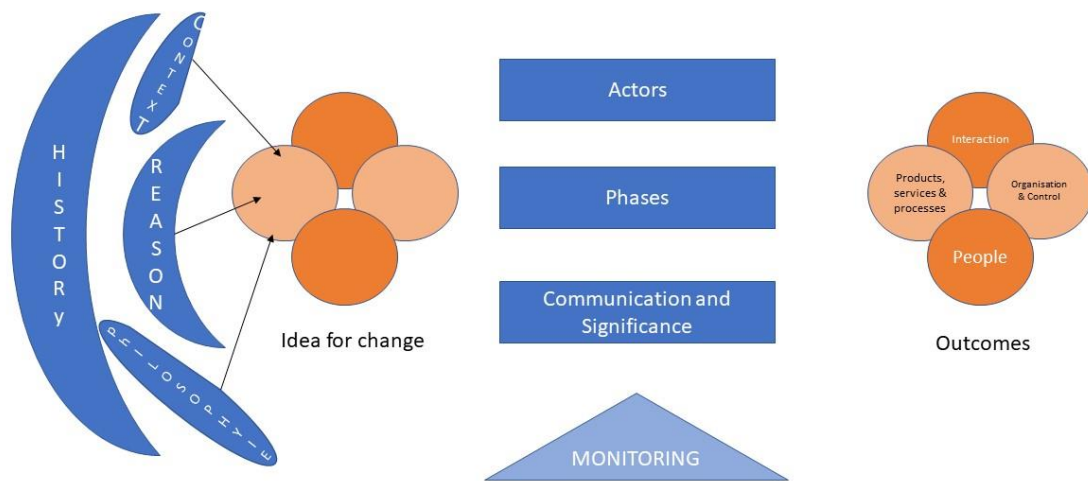
Figure 3

Analyses and Recommendations

For the final analyses and recommendations we should use the schedules presented in the text above:

1. What can be concluded in the relation between management at one side and the professionals at the other side (Figure 1 Interacting Spheres Model)
2. What is the small pictures and what is the big picture (Table 1)?
3. What coloured approach should be recommended (Figure 2, Colourthinking) for change and why?
4. Appoint the different aspects of the change processes (Figure 3, Six aspects of planned processes of change) and appoint also the four outcomes: products, service and processes; organisation & control; people; interaction

Jumbo Klercq, 2019-04

PROCESS CONDITIONS AND STRUCTURE

Clarity about the process

While our work is embedded in a change management process, it is important to stress, that DivCap does not aim or can provide a comprehensive change management process. The envisaged process is small in scale and focuses on certain aspects.

In the first phase, in the case studies, there will be a status quo analysis, research and reporting with recommendations.

In the second phase, in the pilots, recommendations will be implemented. It will be discussed and agreed with the organizations what to do with the report and which recommendations will be implemented (e.g. to develop or refine implementations in quality management processes, review or compose job descriptions, decide on anti-discriminatory company agreement, etc.) These concrete implementation steps should be agreed and supported by a team (with executive managers) or an already existing group (department).

Support and commitment from the first-line management

Support from the first-line management level must be obtained. It is important to clarify that the process is supported and desired by the leadership, it is not an initiative of committed groups or employees alone.

Furthermore, part of the negotiation and agreement between the management and the DivCap project team is that the management is fully informed and knows the individual steps (phases) of the project and that transparency about the further process and developments is achieved.

It is also important to convey accordingly, that this is not just a task top-down from the first-line management, but that it is also supported by concerned groups (e.g. the Diversity Steering Group) and persons (gender mainstreaming or Diversity Officers ...) of the organization (bottom up); as well as staff representatives and Works' council representatives.

Communication

Communication is an important part of the agreements and negotiations between the project team and the management of the organization. It must be clear who communicates with whom, how and when. The best possible form of communication is crucial.

The aim of the project team should be to get in touch with as many employees as possible, be it by mail or by direct contact. This also applies in particular to external employees,

such as lecturers, course instructors, external interpreters, free-lancers, etc., as these are often not considered part of the team.

Many employees hear about the process once and never hear about it again. Sometimes there is a final presentation, to which they are often not invited. This often leads to disinterest, rejection, suspicion of mischief.

Presentation

A consent about the portrayal of the process as found and a common wording will be used to ensure that the process is presented consistently and clearly.

There is a tension here - often also between public departments / press spokespersons, management and project participants. It is therefore important to define these points, preferably in the form of jointly adopted texts.

The management provides direct presentation possibilities with staff and / or parts of staff (such as the lecturers' conference of the FH, network meetings of external staff, etc.). Own presentation and workshop dates should to be envisaged as far as the resources allow. Suitable occasions for this would be the start of the project (kick-off) and the presentation of the final report.

Use existing forms of organization and means of communication

It is important to get an overview of the organizational structure and hierarchy relations as well as communication processes in order to be able to make us of them and obtain the best results in the project.

Persons and boards

When working in the organization, the official as well as the informal structure and culture must be considered. Trade unions, works councils or staff representatives, depending on the organization, are to be involved as early as possible in the process.

Working groups, informal levels, important key persons, often insignificant or even non-existent in an organizational chart or hierarchical structure, are often essential keys to an understanding and consciousness of the organizational culture. They need to be determined and included in the process.

Staff / employees

Many employees already have experience with such or similar sounding processes, often negative ones. Many employees are fundamentally afraid of change. Even if we do not do change management, we may trigger fears and fears.

Attention should be paid to these reservations and any impression should be avoided that there is an order from the management to reduce staff, or to increase efficiency. These

emotional and sometimes justifiable fears and aspects must be considered in the process structure; sometimes you have to create your own forum for it.

More pressure on the other hand leads to back pressure, ignoring such resistance leads to blockages. Sometimes these blockades are not apparent and noticeable for the project team. They will be confronted with them only during presentations or work groups. Therefore, it is important to take appropriate precautions to prevent resistance from developing.

Orientation of research / surveys

The research / surveys should be orientated towards processes of the organization that already exist. The Diversity aspects should be connected and integrated to mainstream structural measures. As little as possible, create and demand something new on the structural level, this should only be done in urgent exceptional cases.

Interviewers

Those involved in the project (interviewers) should understand themselves as "askers" and interested people who are genuinely interested. They should put the focus and assess what is positive, what has been built and what is working well. The reflection and its recommendations should build on these aspects. They should not have a concept of diversity / intercultural openness, an antiracist education mission as a "hidden agenda" that they would like to implement. Sometimes there are many detours / vehicles in the field to achieve something and make progress.

Organizations that have been around for a long time have done more right than wrong, and that should be the resource for our considerations.

Visibility of the process

It is favorable for the course of the research and the interviews, to be visible on-site, but without disturbing the operation too much. This can be done, for example, by on-site vistis, visits to the individual departments, observations (with agreement), through meetings that take place in the organization's premises, lunch together in the company canteen, etc.)

This not only conveys presence and attention and interest in the organization or those working in it. But they are also valuable tools to discover structural or informal rules that are useful / hindering and make the project vulnerable or emotionally-socially-interculturally competent.

Research

Before we go to action and conduct interviews, we must learn as much as possible about the organization. That is, we collect and study everything that can be made available in writing / textually and figuratively about the organization. This applies both to what the organisation writes itself - home page appearance, folders / flyers, annual reports, magazines, documentaries - as well as what has been written about the organization, be it in magazines, (digital) or other available media.

This also applies in particular to hard facts – e.g. statistics, figures, services, offers, financial and political conditions and frameworks, sponsors / subsidy providers and the like.

Once we have gained a good overview from this research, we can go to interviewing. On the one hand through targeted questions, in order to complete our data and our knowledge. On the other hand to be able to describe the content-relevant aspects of the project (diversity, migration ...) in more detail and, based on this, to be able to give recommendations and suggestions for the handling of the topic on a structural level, which are relevant to practice and feasible.

Wolfgang Gulis, revision and translation Helga,2019-04

DivCaP

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