

Effective Diversity Management:

Questionnaire and action research studies exploring theoretical and practical models for improving diversity management and its outcomes within organisations

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Please do not digitise any of the following figures;

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Abstract

Within a complex global marketplace, achieving cultural diversity within organisations, and managing it effectively, is a challenge. Despite high capital expenditure on diversity management initiatives, research shows programmes have been ineffective in yielding significant positive outcomes. This raises two questions.

The first is: 'Why do organisations continue to invest in diversity management if it is not effective?' The second is: 'Why are diversity management practices not effective?' Answers to both questions are sought, and improvements which can be made and sustained are explored.

It is written for professionals with responsibility for diversity management. They include board members, human resource professionals, equality, diversity and inclusion practitioners, and corporate responsibility professionals. They have been charged with overseeing diversity management, and require greater knowledge and strategic savvy in order to meet their objectives.

The main question of this thesis is:

'How can diversity management effectiveness be improved within a complex global marketplace?'

Three studies critically explore the relationship between the quality of institutional management culture and the effectiveness of the diversity management practices. The first, a questionnaire study, explores the causal relationship between a variety of independent variables and their effect on diversity management. The second and third are exploratory and descriptive action research case studies, examining the effects of a democratic and participative system of institutional governance on the effectiveness of diversity management.

This thesis contributes to diversity management literature by highlighting, and suggesting how to overcome institutional ethoi which run counter to the principles of equality, diversity and inclusion, thus creating barriers reducing the effectiveness of diversity management initiatives. This knowledge will enable researchers and practitioners to understand more fully institutional root causes impeding development, and how to challenge them effectively. It will also assist in developing effective diversity strategies outside of the Anglo-American context within which this HRM practice began.

1. Introduction

This thesis explores the efficacy of current diversity management (DM) models and practices. It is concerned with why they do not have greater effectiveness, and how to improve the theoretical and strategic approach to diversity management in order to increase its effectiveness. This work is written expressly for DM researchers and practitioners who may be individuals who, or groups which, have responsibility for equality, diversity and inclusion within their work or client organisations. These include human resource professionals, equality, diversity and inclusion leads, business managers, members of governing committees and external diversity management consultants.

DM is defined as:

“A process intended to create and maintain a positive environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organization’s strategic goals and objectives”¹

An organisation’s strategic goals and objectives tend to revolve around legal compliance and profit maximisation. DM emerged in the latter part of the 20th century. Its main intention is to maximise profit by fully engaging a diverse range of employees and customers, by showing value for cultural differences. Within strategic human resource management (SHRM) literature, shortfalls of diversity management (DM) strategies have been highlighted by a number of researchers (Kochan *et al* 2003; Morrison *et al* 2006; Curtis and Dreachslin 2008; Tatli and Ozbilgin 2009).

Not only have DM strategies been ineffective in yielding significant and sustainable changes in positive outcomes for individuals, under-represented group members and business performance, in some cases DM strategies have been detrimental outcomes (Kossek *et al* 2003). Consequently, researchers have called for a more nuanced approach to DM, and assert that effective DM is dependent upon appropriate structures

¹ **Source:** U.S. Department of Veterans' Affairs, Office of Diversity and Inclusion. (n.d.). DM. In *Glossary*. Retrieved May 8, 2009, from <http://www.diversity.hr.va.gov/glossary.htm>

and systems, not upon human resource management alone (Curtis and Dreachslin 2008; Bassett-Jones *et al* 2007; Dass and Parker 1999).

Within the field of diversity management, there are three competing discourses. They are: equality, diversity and inclusion, which, at times, conflict and compete with one another. The definition of what makes diversity management effective differs, depending upon the predominant discourse. Equality discourse measures the achievement of greater representation of and social justice for under-represented groups through achievement of legal compliance. Diversity discourse measures the economic profitability and productivity of an organisation. Inclusion discourse measures the extent to which all individuals are fully engaged and actively influencing organisational culture and business outcomes.

Previous studies into diversity management have been based upon a diversity discourse. They have explored group diversity as an independent variable, and measured its impact against dependent variables such as: decision-making; team cohesion; creativity and innovation; and productivity. They have focused more upon diversity than upon power relations and the quality of the institutional management of diversity. These studies have produced very little evidence, if any, to support the assertion that diversity significantly improves business performance. The danger of such studies is that they can result, and have resulted, in the illegitimisation of cultural diversity, and of the corporate aspirations to achieve improved social justice outcomes.

Past research has done very little to help researchers and practitioners understand the key institutional barriers which may preclude effective diversity management. It has failed to explore institutional barriers which may be instrumental in maintaining organisational and management status quos resistant to effective diversity management, and consequently which may block improvements in effective diversity management and business performance outcomes. Studies within this thesis critically explore the

relationship between the quality of institutional management and the effectiveness of the diversity management practices adopted.

To date, most diversity management theories and practices have focused upon: hiring dedicated diversity professionals; improving numeric representation of minorities; providing diversity training to staff; changing marketing material to reflect cultural diversity; providing professional developmental support of the individual and establishing external partnerships. It is argued here that such efforts are superficial in nature, and overlook the systemic barriers which prevent greater and sustainable positive outcomes from being achieved. And do not address certain weaknesses within organisational cultures which prevent values from being realised. This work, by delving into institutional barriers to equality, diversity and inclusion, highlights elements of organisational status quos which prevent diversity management from being effective.

There is a dearth of literature which addresses institutional and systemic barriers to effective diversity management, and how these institutional barriers may be overcome in order to realise the corporate valuing of equality, diversity and inclusion. It is my belief that the absence, or even avoidance, of research into institutional barriers masks our ability to understand the causal relationships between variables which may be preventing significant improvements in diversity management outcomes from being achieved.

There are two main research questions of this thesis. They are:

‘Which institutional factors within an organisation’s cultural environment prevent and promote effective diversity management?’

and

“Can diversity management be improved by applying a system of innovative governance based on the principles of equality, diversity and inclusion?”

It is argued that when there is an absence of certain levels of pre-existing independent variables, namely: organisational equity; corporate motivation; dominate corporate

culture; senior management engagement; and levels of professional development, diversity management practices are rendered at best immobile, and at worst illegitimate. Addressing these variables is a more useful approach to exploring institutional inertia which may preclude effective DM and improvements in equality, diversity and inclusion outcomes.

The main hypothesis is that diversity management initiatives are ineffective when the corporate motivation is compliance (associated with the equality framework), the corporate culture is entrepreneurial and where the senior leadership has a low level of engagement in activities and governance of the diversity management agenda.

Conversely, I hypothesise that diversity management initiatives will be most effective when the corporate motivation is moral responsibility, where the corporate culture is collaborative and where there is a medium to high level of engagement of senior management teams with other staff members and external stakeholders around the agenda.

I argue that a majority of current diversity management initiatives are not designed to improve social justice outcomes for individuals or for society; it is a management tool constructed primarily to protect the economic and reputational interests of an organisation. I believe many organisations have several stable and desired institutional barriers in place which not only demonstrate their lack of interest in, and concern for, the individual and society, but also which preclude diversity management practices from effecting positive social change. In short, diversity management's current theoretical and practical frameworks have done little to alter organisational and management status quos predicated on inequality and power dominance.

Here a contribution to diversity management literature is made, with new theoretical and practical models of diversity management. The first, the Institutional Diversity Management Model (IDMM), highlights the causal relationship between institutional

variables and the impact that they and their inter-relationship have on the effectiveness of diversity management practices. I examine the causal relationship between several variables (corporate motivation, corporate culture), and effective diversity management, based upon my model of diversity management. Having explored the causal relationship between variables, I then present findings of action research case studies which apply an innovative system of governance designed to improve the effectiveness of diversity management.

The second, the Diversity Quality Cycle (DQC) an innovative governance system, theoretical and practical in nature, which explores the practical application of the knowledge obtained through testing the Institutional Diversity Management Model. Through the use of an innovative governance system, I explore the extent to which its components have the capacity to improve DM and its outcomes within organisation.

Researchers have called for a more nuanced approach to corporate governance and DM, which allows for high levels of stakeholder engagement, and greater equity within organisations. These conditions can leverage benefits of diversity. (Kochan *et al* 2003). Studies two and three explore whether greater and more democratic stakeholder engagement will improve DM efficacy. It does this by introducing a structured system of corporate governance modelled around positive institutional attributes which will yield greater improvements in effective diversity management outcomes.

1.1 Methodology and structure of research studies

Study #1 is a quantitative questionnaire which captures perceptions of In-House Diversity Practitioners of DM effectiveness in their organisations (dependent variable), against several independent variables: corporate motivation of DM practice; dominant corporate culture; perceptions of the value of DM; organisational equity; senior

leadership engagement and dedicated hours of CPD DM education. Statistical analyses are carried out on all quantitative data generated in Study #1.

Having established whether or not there are any causal relationships, I then embark upon two action research case studies. I do this in order to explore the application of theory directly to an organisational context to see if improvements in DM can be achieved. Curtis and Dreachslin (2008) suggest it would be most beneficial to the field of DM if there was greater collaboration between researchers and professionals, in order to assess the effectiveness of diversity initiatives to improve organisational performance, to bring about organisational change and greater social justice. This thesis takes these suggestions forward by using action research methodology.

Action research (AR) is defined as:

“social research carried out by a team encompassing a professional action researcher and members of an organization or community wishing to improve their situation. AR promotes broad participation in the research process and supports action leading to a more just or satisfying situation for the stakeholders.” (Greenwood and Levin 1998:4)

It is used as the main methodology in Study #2 and Study #3. In Study #2, this methodology generates a mixture of qualitative and quantitative data. Study #3 generates purely qualitative data.

Study #2 is a 22-month longitudinal study with two distinct parts. In the first year of the study, through the process of stakeholder engagement and collective participation, the DQC emerged as a governance framework for DM. It provided a system of stakeholder engagement and accountability in order to increase DM performance outcomes. A baseline analysis of historical documentation, survey results, demographic statistics and outcomes of collective dialogue between stakeholders within the organisation, key problems and areas of improvement were identified, and the *DQC* emerged as an effective form of governance, which I codified. In the second year of Study #2, the DQC was put into full operation. Outcomes were measured against the initial baseline

of the case study organisation, and the extent to which it was able to achieve its DM vision by the end of the study.

Study #3 was part of a consultancy project. It provided an opportunity to apply the IDM and DQC models anew within a smaller FE college. Similar to Study #2, in order to identify key issues of developmental concern, historical documentation was reviewed and stakeholders were engaged in dialogue around DM issues. Consequently, a DM action plan was devised in order to provide a framework for strategic organisational development, and the extents to which these strategic outcomes could be, or were met were measured.

In analysing various qualitative data sets, I employ content analysis in order to explore how and when certain DM frameworks are used within the context of DM practice, and the extent to which different DM frameworks are effective in bringing about changes in outcomes.

Structurally, chapters two to seven are theoretical chapters. In chapters two, I discuss the three diversity management frameworks of equality, diversity and inclusion, and argue that effective diversity management strategies must integrate these approaches. In chapter three, I briefly discuss social justice theory. In chapter four, I discuss rule of law (RoL). In chapters three and four, I highlight cross-cultural differences, which may have an impact on DM strategy effectiveness within certain organisations situated within specific cultural contexts.

Chapter five contains a literature review of DM, as well as complementary literature traditionally overlooked by DM researchers and practitioners. Additional literature includes: organisational equity; complexity theory; stakeholder engagement; CSR; and business ethics. This chapter ends with a discussion and summary of key points of concern and propositions of this thesis.

Chapter six reviews literature on DM within the context of further education and addresses the business of further education, and the education sector's challenges of becoming commercialised within the current economic crisis. It is argued here effective DM plays a central role in the 'professionalisation' of the sector, and its ability to govern itself in order to ensure financial profitability and survivability of the business sector.

Chapter seven provides insight into my motivation as a researcher and practitioner, and how I apply this expertise in current study of DM. It gives a brief description of my experiences as a diversity consultant; and how these experiences have shaped my thinking around DM, leading to the development of the two models explored in this thesis. They are the Institutional Diversity Management Model and the Diversity Quality Cycle, both of which are tested in the studies appearing in chapters nine to eleven.

Chapter eight outlines methods used in each of the three studies. The rationale for using a mixed-method approach is put forward. The relative advantages and disadvantages of positivist science and action research are reviewed. An argument is made favouring the use of each method in different contexts, motivated by different objectives, in order to have a substantial and sustainable contribution to both DM theory and practice. The use of participatory action research as the main methodology in studies #2 and #3 is explained.

Chapters nine to eleven are empirical chapters. Chapter nine contains Study #1, which is a quantitative questionnaire study, exploring the Institutional Diversity Management Model.

Chapter ten presents study #2, a 22-month action research case study, in which the IDM and DQC are applied to corporate governance of DM within a large FE college. Chapter eleven presents study #2, in which the IDM and DQC are applied within a small specialist FE college.

Chapter twelve contains an in-depth self-reflection after completing the action research conducted in study #2. . This chapter provides a theoretical and practical contribution to the action research literature.

In chapter thirteen there is a discussion about the IDM and DQC, and the extent to which they each offer an effective model of corporate governance to improve DM and its relevance within emerging markets where there are great levels of complexity which may be misaligned with Anglo-Saxon approaches DM, social justice and rule of law. It is also argued the IDM and DQC are effective frameworks for DM and for change management in general, with their applicability not being limited to DM alone.

In the final chapter I summarise findings, and discuss ways in which concepts of diversity management can be re-framed in order to improve upon outcomes for individuals, businesses and society. I conclude with a discussion of the contribution to knowledge and practice this thesis makes, and how it provides a theoretical and practical governance framework through which: hard questions about diversity management can be asked; problems can be identified; effective collective action can be engaged in; solutions can be found; and impact can be measured.

2. Vying for attention: three competing diversity management frameworks

In this chapter, I explain the three competing diversity management frameworks: equality, diversity and inclusion. The definitions, objectives and discourses, of each of these approaches are often blurred and misunderstood in theory and in practice. This may be instrumental in creating confusion and discordance amongst practitioners, thus compromising the effectiveness of DM overall. It is argued here that an integrated understanding and approach to all three frameworks is required in order to improve upon theoretical and practical models of diversity management. This section provides definitions of each framework for clarity.

2.1 *Equality framework*

The ultimate aim of the equality framework is to improve social justice (SJ) outcomes for underrepresented groups. Equality literature is grounded in the ‘legal case’ for creating and promoting equality for traditionally underrepresented groups. It strongly advocates in favour of improving social justice outcomes for under-represented groups through the drafting and application of anti-discrimination legislation. The definition of equality put forward by Skills for Business is as follows:

*“Equality is the current term for ‘Equal Opportunities’. It is based on the legal obligation to comply with anti-discrimination legislation. Equality protects people from being discriminated against on the grounds of group membership i.e. sex, race disability, sexual orientation, religion, belief, or age. Equality protects people from minority groups, and those associated to people from minority groups, from being discriminated against on the grounds of group membership.”*²

Employment law, applied within public and private sector organisations, states that businesses have a legal duty to ensure staff members are not discriminated against on any grounds above.

The European Directive 2000³, which establishes equal treatment in employment and occupation, is a key piece of European anti-discrimination legislation outlining legal responsibility of all European Union Member States with regards to their duty as

² <http://www.sfbn-equality-diversity.org.uk/meaning.html>

³ <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0078:en:HTML>

outlined by the European Convention for the Protection of Human Rights and Fundamental Freedoms⁴.

In the United Kingdom, the Equality Act 2006 established the Equality and Human Rights Commission. Since this time, recent policy shifts have placed an emphasis on mainstreaming equality and human rights issues within organisations. In 2010, the Equality Act 2010 came into force within the UK, establishing 9 key ‘protected’ characteristics against which it is illegal to discriminate unfairly. They are: gender; race; disability; sexual orientation; religion/belief; age; transgender; marriage/civil partnership; and pregnancy/maternity.

One key concern with an equality framework is that historically it has been based on a cultural deficit model, which suggests groups are inferior because of their cultural differences (i.e. race, gender, disability, sexual orientation, religious beliefs, et cetera). If these groups are to be ‘successful’ then they are expected to normalise and assimilate politically and economically into the dominant culture. Expectations of assimilation are high while understanding and valuing cultural diversity remains low. Nordic states, where there is low cultural diversity, appear to have levels of SJ as a consequence of cultural assimilation.

Historically within western societies a prevalently held and socially acceptable belief was that certain groups (i.e. women, disabled people and members of certain ethnic groups) were inherently inferior to established ‘normative’ groups. This is known as cultural deficit theory. Based upon this theory, groups could not achieve certain levels of attainment due to their culture, ethnicity, race, gender or language differences in comparison to normative culture. Social, political and economic inequality (and at times subjugation and enslavement) were seen as ‘natural’ consequences of ‘natural’ inferiority of certain groups. In this case, neither environment nor institutional practices which give rise to social injustice are scrutinised.

⁴ <http://conventions.coe.int/treaty/en/treaties/html/005.htm>

Legal mandates are necessary to provide a framework of acceptable social behaviour, however, mandates alone, particularly those based upon a deficit model, are insufficient for ensuring effective management of diversity within organisations (Kochan *et al* 2003). There is a distinct disadvantage of depending upon traditional legal constructs of equality, in order to stimulate and support improvements in SJ. The tendency to dismiss the agenda, and avoid its strategic business importance, if it is seen to be exclusively focused upon [minority groups], is increased (Morrison, Lumby and Sood 2006). Neither the equality framework nor the deficit model analyses social, political environmental factors and practices which may give rise to social injustice.

The cultural deficit theory is referred to extensively in literature on teaching and learning in education. Below is a statement made within this context; it is also relevant to organisation development.

After more than two decades of federal legislation and implementation of the "deficit" model, there are now mounting concerns about the outcomes of people who have been served in this manner. Despite years of legal mandates, many individual minority group members and their groups continue to "fall through the cracks."⁵

Within cultural deficit theory, social minority groups are seen as deficient, and often as detracting from value. In order to counter this negative view of culturally diverse peoples, the concept of 'valuing' diversity emerged in the 1990s. This was a response to unsatisfactory levels of SJ reached within an equalities framework.

2.2 Diversity

Profit maximisation is the aim of the diversity framework. The concept of valuing diversity arose from the equality tradition. It challenges the deficit model by suggesting those who are cultural diverse add value to business and society. Skills for Business defines 'diversity' as:

"a wide range of conditions and characteristics. In terms of businesses and their workforces, it is about valuing and reaping the benefits of a varied workforce makes the best of people's talents whatever their backgrounds. Diversity encompasses visible and non-visible individual differences. It can be seen in the makeup of your workforce in terms of gender, ethnic minorities,

⁵ http://elearndesign.org/modules/ocada603_acn1/15/glossary/defici05.html

disabled people etc., about where those people are in terms of management positions, job opportunities, terms and conditions in the workplace.”⁶

The book *Workforce 2000* (Johnston & Packer 1987) moves DM rhetoric, from discussions of bare minimum compliance with equal opportunities laws, to the importance of seeing diversity as an added value to business proposition. Efforts began to link diversity to improved financial performance outcomes; this is known as the business case for diversity.

The diversity framework focuses on changes in US demographics, and asserts businesses must begin to value diversity, if they are to capitalise upon talents and buying power diverse peoples bring to the marketplace. It is argued that diversity will help increase creativity, productivity and ultimately profitability. This became an attractive postulate within a growing global marketplace in which cultural diversity is high. Cultural diversity awareness became a management competency which some companies have integrated into their performance reviews.

The diversity framework implicitly supported equality’s anti-discrimination position; it also expanded and applied anti-discrimination to social groups not protected by legislation. This would include characteristics such as: personal learning styles; lifestyle choices; and other individual and group differences. It postulates valuing individual differences yields better business results and improves financial bottom line performance. Today there is widespread agreement amongst researchers there is a dearth of empirical evidence to support the business case for diversity. Overall, this field of research is seen to be lacking in sophistication, breadth and depth. (Curtis and Dreachslin 2008).

Researchers have explored links between diversity and improved financial performance, and have found none; they now call for a modification of the business case. They argue what is currently in place, and still adopted by many organisations, is based upon too

⁶ <http://www.sfbn-equality-diversity.org.uk/meaning.html>

simplistic a model. What is needed is a more nuanced view which focuses on *conditions* which leverage benefits from diversity. (Kochan *et al* 2003:17).

2.3 *Inclusion*

The main aim of the inclusion agenda is value people regardless of their social groupings. Jayne and Dipboye (2004) define inclusion in the following statement:

“Inclusion as a diversity strategy attempts to embrace and leverage all employee differences to benefit the organisation and individual. As a result, the managing all workers, not just those representing social minority groups, becomes the focus of the diversity initiative. Inclusion broadens the scope beyond legally protected characteristics to include a much larger and wide-ranging pool of individual differences. (p.410)”

Diversity and inclusion frameworks both advocate fairness for all individuals and groups, regardless of social categorisation. This framework approach is very individualistic and has thus been criticised because of its tendency to de-politicise social injustice and persistent discrimination against certain groups within any given society.

3. The interminable quest for social justice

This thesis is concerned with the effectiveness of diversity management (DM) practices within organisations. As already mentioned, DM has three distinct frameworks, equality, diversity and inclusion. The equality framework precedes the diversity and inclusion frameworks, and is central to the responsibility that DM practices have in creating greater social justice (SJ) for historically underrepresented groups (such as women, minority ethnic people, disabled people and people with gay and lesbian sexual orientation). Before covering literature on DM, I will first cover SJ literature which provides data on how different countries perform based on SJ indicators.

Within this thesis, social justice is defined as:

“Equality and fairness between human beings. It works on the universal principles guide people in knowing what is right and what is wrong. This is also about keeping a balance between groups of people in a society or a community. A fair perception about race, age, gender, culture, laws, traditions, beliefs is considered a good balance. Social justice happens when a person or group of persons do not harbor the prejudices that are detrimental to peaceful and productive relationships among individuals or groups.”⁷

The Organisation for Economic Co-operation and Development (OECD) has published the 2011 Social Justice Index⁸, which highlights variation in social justice performance among market-based democracies.

This is important data, as current diversity management models are based upon Anglo-American cultural contexts which often have very little relevance within cross-cultural contexts. In addition, on the dimension of SJ, Anglo-American cultures perform less well than many other cultures which have institutionally and politically embedded the principles of equality more effectively in their cultures. It is argued here that there non-Anglo-American cultures have a lot to contribute to the development of effective diversity management, yet they are often prevented from doing so, by the ‘wholesale export’ of Anglo-American models of DM. This adds to the ineffectiveness of DM strategies.

⁷ <http://socialjusticedefinition.com/>

⁸ http://www.sgi-network.org/pdf/SGI11_Social_Justice_OECD.pdf

3.1 *The Justice Index: An international perspective*

The Bertelsmann Stiftung (Foundation) report, '*Social Justice in OECD States: How do they compare?*' authored by Schraad-Tischler (2011), asserts SJ is 'a central constructive element of the legitimacy and stability of any political community'. It has created the Justice Index, which provides evidence of how 31 member countries of the Organisation for Economic and Co-operative Development (OECD) vary on the dimension of SJ. The Index highlights key indicators contributing to SJ, and makes clear how different countries are performing. This is important because DM has evolved into a global exercise for many multinational companies. Understanding if, how, and where SJ fits into a country's fabric will provide valuable information useful in designing and executing global DM strategies.

Schraad-Tischler (2011) upholds:

"A modern concept of social justice [] refers to the aim of realizing equal opportunities and life chances and offers a conceptual ideal able to garner consensus needed for a sustainable social market economy."⁹

Schraad-Tischler (2011) purports that SJ is necessary if individual citizens are to achieve their full potential within a society, and achieve self-realisation. They suggest societies have a responsibility to enable citizens to participate fully within society. Concepts of enablement and active participation are central to theoretical and methodology foundations of this thesis, as I highlight when I cover relevant literature on complexity theory (Chapter 5) and participatory action research (Chapter 8).

The Justice Index measures six key indicators: poverty reduction; access to education; labour market inclusion; social cohesion and non-discrimination; health; and intergenerational justice (Fig. 1).

⁹ http://www.sgi-network.org/pdf/SGI11_Social_Justice_OECD.pdf

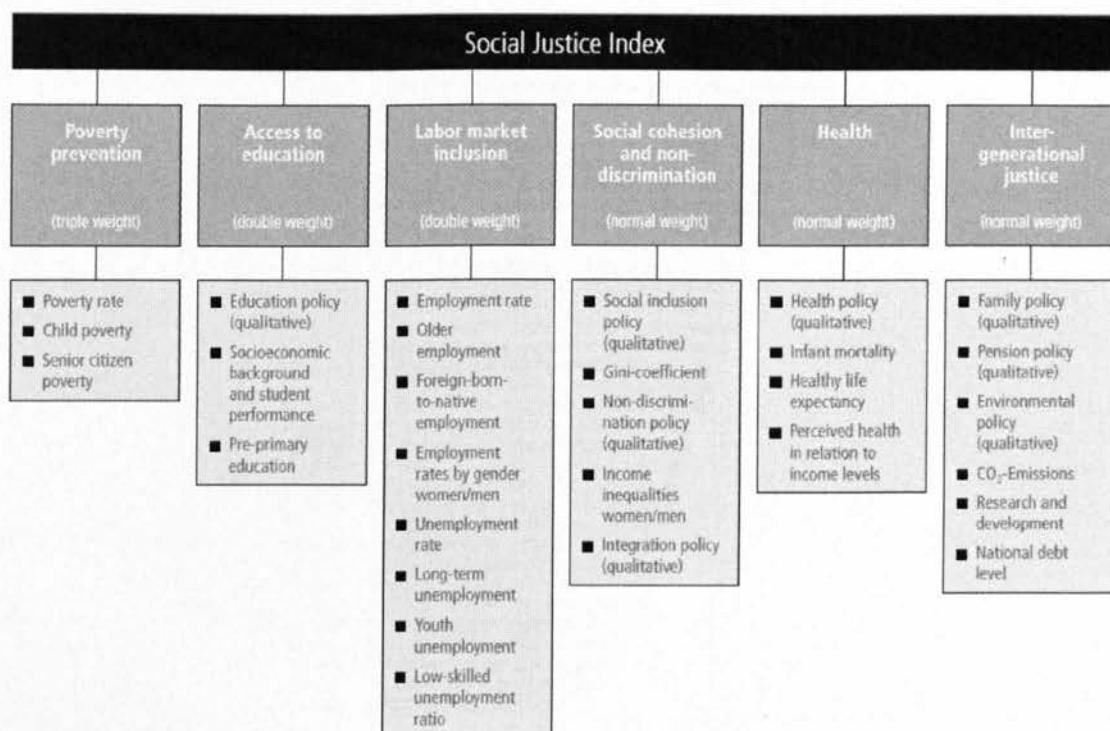


Figure 1: Justice Index Indicators

Of these indicators, three are most heavily weighted: poverty prevention; access to education; and labour market inclusion. Poverty reduction is most heavily weighted.

The results show Nordic countries (Norway, Sweden, Finland and Denmark) perform highest in terms of SJ. The USA is significantly below the OECD average, ranking 27/31, just above Greece, Chile, and Mexico and Turkey (Fig. 2). The United Kingdom ranks 15/31 which is just above average ranking.

Figure 1a: Social Justice (weighted index)

Based on overall ranking, Nordic states (top 5) are most exemplary. Significantly low ranking for US suggests there is cause for serious concern, in comparison to the UK where ranking is just above average.

When this data are disaggregated according to social cohesion and non-discrimination, the US performs fairly well, ranking 16/31, however it lags behind Nordic countries (top 4), New Zealand (5/31), Canada (8/31), Australia (9/31); Ireland (11/31); and the UK (13/31), (Fig. 3).

Canada and northwestern European countries outperform the USA on the dimension of social cohesion and non-discrimination. The Justice Index data certainly shows that the USA is not the bastion of freedom and social justice it paints itself to be.

The overall US ranking may suffer because of its significantly low poverty reduction ranking, heaviest weighted indicator (Fig. 4).

The US is at the bottom of the poverty reduction table, ranking 29/31, only ahead of Chile and Mexico. The UK is just above average, reflecting a level of consistency with its aggregated score of 15/31. Nordic countries (Norway, Sweden, Finland and Denmark) are in the top 10. Socio-economic inequality may be either the cause or the effect of poor social justice.

Across all indicators Nordic countries are the most highly functioning societies. They appear to be more egalitarian and equitable than other countries. The question arises: 'What makes Nordic countries so superior in their SJ performance?'

This may be attributed to these countries having universalistic welfare states, which contribute to very low poverty levels within their countries. Another answer may be because within Nordic states 'value of equality, integration and community are deeply rooted (p. 31).' This can be seen in three distinct areas, their comprehensive social

policy; institutionalisation of social entitlement (social rights); and solidaristic and universalist nature.

The SJ success of such cultures can be summarised by them having participatory societies which activate and enable citizens. Unlike many practices seen in other socio-political systems, Nordic states successfully combine SJ and market efficiency. Similar strides have not been made so systematically in other cultures. However, in comparison to the US and the UK, Nordic states are not as culturally diverse. They appear to have achieved high levels of SJ and equality amongst its citizens. This raises the question: ‘If cultural diversity increases in Nordic states, will they be able to maintain such high levels of SJ?’

This information provides an interesting backdrop to discussions of DM, particularly as most DM initiatives originated from the US. According to Justice Index, the US is far from exemplary. The US appears to lack effectiveness within its own cultural context. Introducing and applying its concepts of SJ and DM within foreign territories may be extremely detrimental to establishing and developing SJ and DM within those territories. It is interesting to note current emerging markets of BRICSA (Brazil, Russia, India, China and South Africa) are not accounted for in this Social Index.

The concept of social justice is a cornerstone of diversity management practice, as is the concept of the Rule of Law. Adherence to the Rule of Law must be achieved by organisations. The chapter covers the RoL. It presents the Rule of Law Index (RLI), which similar to the Justice Index, provides cross-cultural data on adherence to rule of law.

4. Law and disorder: the oppressive nature of ‘rule by law’

Anti-discrimination and human rights laws are central to DM. The existence of these laws (*de jure*), and application of these laws (*de facto*) are essential for the attainment, maintenance and evolution of SJ within society and business. Failure of diversity management is that most initiatives are based upon ‘rule by law’ and not ‘rule of law’. ‘Rule by law’ is a system of positive law that fails to respect core human rights guaranteed under international law at best and does not deserve to be called a rule of law system (Agrast *et al* 2011:9). The World Justice Project (WJP) created a Rule of Law Index (RLI)¹⁰, which is reviewed here. The RLI highlights cross-cultural and cross-regional variations.

Businesses are situated within wider national contexts. The RoL of a culture (which may or may not have anti-discrimination laws) may have a direct relationship on an organisation’s DM. There are key cultural differences, which should be taken into account when addressing effectiveness of DM in global territories. Global DM strategists should take into consideration these differences, and closely scrutinise them.

4.1 Rule of Law Index (RLI)

Obligation and pressure to comply with anti-discrimination legislation (equality framework) often catalyse DM initiatives. Degrees of legal compliance to anti-discrimination legislation, and consequently levels of SJ outcomes, may be dictated by wider societal perceptions of the rule of law. This will be covered in the next chapter.

The RoL is thought to be positively correlated with per capita income. The Rule of Law Index (RLI) measures performance of 66 Countries¹¹, and consists of 16 factors and 68 sub-factors, organised under a set of four principles (Agrast *et al* 2011):

¹⁰ http://worldjusticeproject.org/sites/default/files/wjproli2011_0.pdf

¹¹ http://worldjusticeproject.org/rule-of-law-index/2011_Country_Profiles

1. The government and its officials and agents are accountable under law;
2. The laws are clear, publicised, stable and fair, and protect fundamental rights, including security of persons and property;
3. The process by which laws are enacted, administered and enforced is accessible, fair and efficient;
4. Access to justice is provided by competent, independent, and ethical adjudicators, attorneys or representatives, and judicial officers who are of sufficient number, have adequate resources, and reflect the makeup of communities they serve.

In addition, RLI measures eight factors, all of which are relevant to SJ. They are:

1. Limited government powers
2. Absence of corruption
3. Order and security
4. Fundamental rights
5. Open government
6. Effective regulatory enforcement
7. Access to civil justice
8. Informal justice

I will only focus on two of the eight factors: fundamental rights; and effective regulatory enforcement as I see these as most pertinent to DM, although it could be argued that all eight factors should be considered when analysing organisational cultures.

The RLI reveals Western Europe and North America outperform all other regions. North America consists of the US and Canada. Western European consists of Sweden, Norway, Belgium, United Kingdom, Germany, the Netherlands, Austria, France, Belgium, Spain and Italy. Geographic regions which perform poorest are South Asia (Bangladesh, India and Pakistan) and Sub-Saharan Africa (South Africa, Ghana, Senegal, Cameroon, Nigeria, Ethiopia, Kenya, Uganda and Liberia). This is represented below in Table 1.

Table 2: Average rankings by region

Factor	Sub-Saharan Africa	East Asia & Pacific	Eastern Europe & Central Asia	Western Europe & North America	Latin America & Caribbean	Middle East & North Africa	South Asia
1. Limited Government Powers	51	30	50	9	39	39	48
2. Absence of Corruption	52	26	40	13	44	38	58
3. Order and Security	58	21	29	14	53	34	65
4. Fundamental Rights	52	32	33	12	35	56	48
5. Open Government	60	26	40	11	36	41	54
6. Regulatory Enforcement	53	32	38	11	38	29	58
7. Access to Civil Justice	43	41	34	10	38	28	62
8. Effective Criminal Justice	46	24	38	12	50	39	40

Source: WJP Rule of Law Index 2011 database

Table 1: RoL: Average rankings by region

There are high levels of: fundamental rights (12/66); and regulatory enforcement (11/66), in Western Europe and North America. This is significantly higher than other regions.

The US ranks low in the Justice Index, but according to the RLI, where it is grouped with Canada, it is in a regional category which outperforms other regions. Its Justice Index ranking was 27/31, whereas Canada’s ranking was 9/31. Disaggregating RLI data shows Canada significantly outperforming the US on three dimensions: limited government powers (US 16/66; Canada 7/66); order and security (US 13/66; Canada 7/66); and open government (US 12/66; 6/66). In no category does the US outperform Canada.

While regional data provides a sound indicator, disaggregating this data is very important in order to capture a truer picture of individual countries. For instance, United States may be inaccurately perceived as having a high level of RoL, as its ranking is clearly improved by its association with Canada in regional ranking.

Similarly, countries within Western Europe may be benefiting in profile by their association with Nordic countries (Norway and Sweden) within this territory. Denmark and Finland are not included in this index. Disaggregated data according to individual country shows Norway and Sweden scoring very high (Tables 2 and 3, respectively).

WJP Rule of Law Index Factors		Score	Global Ranking	Regional Ranking	Income Group Ranking
Factor 1:	Limited Government Powers	0.91	1/66	1/12	1/23
Factor 2:	Absence of Corruption	0.91	3/66	2/12	3/23
Factor 3:	Order and Security	0.93	3/66	1/12	3/23
Factor 4:	Fundamental Rights	0.90	2/66	2/12	2/23
Factor 5:	Open Government	0.74	10/66	6/12	10/23
Factor 6:	Regulatory Enforcement	0.86	2/66	2/12	2/23
Factor 7:	Access to Civil Justice	0.81	1/66	1/12	1/23
Factor 8:	Effective Criminal Justice	0.86	1/66	1/12	1/23

Table 2: RLI Ranking Norway

WJP Rule of Law Index Factors	Score	Global Ranking	Regional Ranking	Income Group Ranking
Factor 1: Limited Government Powers	0.90	3/66	2/12	3/23
Factor 2: Absence of Corruption	0.92	2/66	1/12	2/23
Factor 3: Order and Security	0.92	5/66	2/12	5/23
Factor 4: Fundamental Rights	0.92	1/66	1/12	1/23
Factor 5: Open Government	0.88	1/66	1/12	1/23
Factor 6: Regulatory Enforcement	0.90	1/66	1/12	1/23
Factor 7: Access to Civil Justice	0.76	5/66	4/12	5/23
Factor 8: Effective Criminal Justice	0.80	7/66	3/12	7/23

Table 3: RLI Ranking Sweden

Disaggregating UK data shows respectful rankings which are on average higher than US rankings in all eight factors (Table 4).

WJP Rule of Law Index Factors	Score	Global Ranking	Regional Ranking	Income Group Ranking
Factor 1: Limited Government Powers	0.80	9/66	7/12	9/23
Factor 2: Absence of Corruption	0.80	16/66	9/12	16/23
Factor 3: Order and Security	0.86	14/66	7/12	13/23
Factor 4: Fundamental Rights	0.79	13/66	8/12	13/23
Factor 5: Open Government	0.79	4/66	3/12	4/23
Factor 6: Regulatory Enforcement	0.79	6/66	4/12	6/23
Factor 7: Access to Civil Justice	0.71	10/66	7/12	10/23
Factor 8: Effective Criminal Justice	0.75	13/66	7/12	13/23

Table 4: RLI The United Kingdom

In terms of fundamental rights, Norway and Sweden rank 2/66 and 1/66 respectively. Comparatively, the US ranks 19/66 and the UK 13/66. Regulatory enforcement ranking for Norway and Sweden is also 2/66 and 1/66, respectively. In comparison, the US ranks 15/66 and the UK ranks 6/66. There appear to be significant regional differences between countries.

Strong rankings of Nordic countries may skew the picture of other Western European countries, particularly southern European countries which tend to perform less well. For instance, Italy's rankings are significantly lower than Norway and Sweden, suggesting that aggregated data may dramatically misrepresent true national pictures. For instance, the difference between Nordic states and Italy is even more marked (Table 5).

WJP Rule of Law Index Factors		Score	Global Ranking	Regional Ranking	Income Group Ranking
Factor 1:	Limited Government Powers	0.59	29/66	12/12	21/23
Factor 2:	Absence of Corruption	0.70	22/66	12/12	21/23
Factor 3:	Order and Security	0.75	33/66	12/12	23/23
Factor 4:	Fundamental Rights	0.73	20/66	12/12	19/23
Factor 5:	Open Government	0.47	35/66	12/12	23/23
Factor 6:	Regulatory Enforcement	0.55	30/66	12/12	22/23
Factor 7:	Access to Civil Justice	0.57	33/66	12/12	23/23
Factor 8:	Effective Criminal Justice	0.73	16/66	8/12	16/23

Table 5: RLI Ranking Italy

Why is this data of interest? While the RLI is addressing macro level outcomes within cultures, it is argued here that propensity of businesses within a specific cultural context to adhere to or comply with anti-discrimination legislation may be consistent with its overall country score on the RLI.

This Index may provide researchers and practitioners with early indication of which countries and regions DM is most likely to be effective. It also provides a framework for understanding barriers to SJ, and why DM initiatives may not be effective in certain cultural and business contexts. Limitations of governmental frameworks should be considered.

4.2 Diversity management and Rule of Law

DM as an HRM practice originated within the US. It is important for DM research to address complex relationships arising when American multinational companies (MNCs) ‘export’ DM practices and expectations into global territories which may have very different cultural approaches, and orientations to SJ and RoL. This complex dynamic may have an impact on DM strategy effectiveness within particular cultural contexts.

For instance, in circumstances in which MNCs are operating in territories with no anti-discrimination legislation, and where RoL and SJ are low, corporations cannot be reliant upon pressure of legal compliance. They must have a clearly defined DM framework

which either relies on a business case for diversity (which is tenuous) or a moral case for diversity. MNCs should think proactively in terms of creating internal strategies and systems of support for stakeholders in order to ensure equality, diversity and inclusion are embraced globally. This may help to achieve global brand consistency in terms of realisation of their corporate value of SJ.

4.3 The European Union, European law and anti-discrimination law

There are 27 member states of the European Union; the UK is one. According to the EU constitution, European law has supremacy over sovereign laws of EU Member States. The incorporation of international law into national law is a major issue, and one of major concern when it comes to anti-discrimination and human rights law.

The Treaty of Amsterdam amended the EC Treaty. According to it, Members States are expected to transpose European laws into their own domestic laws. Members States which do this immediately and automatically are known as monist states. France is monist. Countries which do not incorporate international law into domestic law automatically, and who have to go through a process of ratifying international law domestically, are known as dualist states, of which are the UK, Germany, Belgium and Italy. In United Kingdom, European Union law does not become domestic law until it is turned into a domestic statute. In a situation of conflict between national and EU law, which law is to prevail? In the case of the UK, it is UK law.

UK law is constructed in a way that nothing can be seen as over-riding the power and the authority of Parliament. This, matched with a significant amount of Euroscepticism within the UK, largely negates full legitimacy and application of European law in the UK. Hence, European RoL can at times be seen as weak within the context of the UK. This has implications for anti-discrimination laws originating from the EU, and which are expected to be accepted into the national laws of the 27 member states.

For instance, the European Directive 2000¹², establishing equal treatment in employment and occupation, is a key piece of European anti-discrimination legislation outlining legal responsibilities of all European Union Member States as the duty is outlined by the European Convention for the Protection of Human Rights and Fundamental Freedoms¹³. Unfortunately, while there is some very robust anti-discrimination and human rights legislation coming from the EU, the EU Treaty does not contain any guidance on the question of priorities.

The matter has been left to be decided by courts of Member States, assisted by the ECJ. This leaves the door wide open for dualist Member States to disregard the full application of anti-discrimination and human rights laws within their domestic context, should they feel these laws do not match their own national priorities and culture. The UK often takes such an approach to EU anti-discrimination regulations.

Six years after the European Directive 2000 was passed, in the UK the Equality Act 2006 became law, establishing the Equality and Human Rights Commission. Since this time, recent policy shifts have placed an emphasis on mainstreaming of equality and human rights issues within organisations. Another Equality Act became law in 2010 (Equality Act 2010). Consistent with EU law, this law establishes nine key characteristics ‘protected’ against unfair discrimination. They are: gender; race; disability; sexual orientation; religion/belief; age; transgender; marriage/civil partnership; and pregnancy/maternity.

One key dimension of current anti-discrimination legislation is that public bodies must demonstrate that they are proactively working towards preventing discrimination. If they cannot demonstrate this, then they are liable to prosecution. The imposition of a positive duty constitutes a departure from normal approach in British legislation (Dickens: 2006: 304) in which under previous laws, action could only be taken against

¹² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0078:en:HTML>

¹³ <http://conventions.coe.int/treaty/en/treaties/html/005.htm>

public bodies after they had been found to have discriminated. New duties mean employers must take steps to actually *promote* equality, and includes requirements, for example, to undertake impact assessments of organisational policies and programmes including restructuring.

Another new development revolves around the legality of affirmative action, known as positive discrimination in a UK and EU context. This is when historically under-represented groups have employment advantages over members of traditional majority groups (i.e. Anglo-Saxons, men, non-disabled people, heterosexuals, et cetera), a concept known as positive discrimination within a UK and European context. Historically in the US this has been a legally mandated and acceptable solution to social injustice, where as such DM practice in the UK historically has been illegal within the UK. Gradually EU law has become consistent with the US approach to affirmative or positive action. Now in the UK positive action has gradually become a legally acceptable approach to DM, as the UK has adopted EU anti-discrimination law.

It is argued here that one key reason for failure of diversity initiatives is perceived stakeholder inequity of diversity initiatives; initiatives often seen as exclusively for the benefit of underrepresented groups. This thesis theoretically adopts and advances a more inclusive approach to DM, which has the capacity of engaging all stakeholder groups and interested individuals in the change processes of DM initiatives. This is an attempt to minimise perceptions of the illegitimacy, exclusion and at times the perception of disadvantaging majority groups.

Having defined three DM approaches, and the concepts of social justice and the rule of law, the next chapter will explore DM literature within SHRM and organisational development (OD). Complementary literature, which can inform the strategic development of DM theory and practice, is also reviewed.

5. Diversity management within strategic human resource management

“Mock participation in quality circles, singing the company song and wearing the company uniform solely to please the management all lead to distrust and unproductive work” – (Freeman 1984)

What is the purpose of diversity management, and is diversity management effective? Some sceptics argue that it serves no purpose at all. Others argue it is a management control tool which, by creating micro-emancipatory outcomes, subverts the social justice concerns of workers, and that DM research fails to challenge the fundamental power relation between managers and the managed, based on institutional managerial status quos of command and control, of top-down leadership at a distance runs counter to the principles of equality, diversity and inclusion. This chapter reviews DM literature within strategic human resource management (SHRM), and highlights the general findings that DM has been ineffective overall in achieving whatever purposes it has set out to achieve.

It shows that, from an equality point of view, while nominal progress can be cited, and attributed in part to DM, there is no compelling evidence that DM has yielded significant and sustainable changes in levels of social injustice. In addition, from diversity and inclusion point of view, there is no convincing empirical evidence that DM has been effective in increasing either productivity within or profitability for businesses.

Contemporary DM researchers argue that power relations must be more closely scrutinised if researchers and practitioners are to find ways to make DM more effective. Looking at DM from an institutional theory point of view, this chapter also reviews several bodies of literature relevant to, but somewhat neglected by DM. They include: organisational equity; complexity theory (CT); stakeholder engagement; corporate responsibility; and business ethics.

5.1 Diversity management literature

From the 1960s to the 1990s, equality was the singular framework used to address social inequity. From an equality perspective, there have been several organisational ethnography studies to explore the position and disempowerment of under-represented groups (Zanoni and Janssens, 2007; Wrench, 2005; von Bergen et al, 2002; Lorbieki and Jack, 2000; Ong, 1987). These studies show convincingly how minorities remain in subordinate positions. Based on this effective outcome, diversity management arose.

Since the 1990s, DM has been a significant strategic human resource concern. By the 21st century, most Fortune 500 companies had embraced diversity management as a SHRM, and its business rhetoric, and had begun to introduce diversity initiatives into their organisations. A literature review of DM studies reveals that overall there is little or no evidence to support the effectiveness of DM practices.

There are numerous initiatives which form part of a DM strategy which warrant research and consideration. The most common activities of DM practices are: recruitment; retention, professional development; corporate communications; external partnerships; training; and staffing and infrastructure (Jayne and Dipboye 2004). Of these DM activities, diversity training proliferates. In 2002, 75% of Fortune 1000 companies boasted some sort of diversity initiative (SHRM and Fortune 2002¹⁴).

Such a model emphasises certain HR practices which should be engaged in, in order to manage diversity effectively. This model is simply theoretical in nature. It neither highlights causal relationships nor provides an understanding of 'how' to go about engaging in these various areas of activity.

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<http://www.shrm.org/Research/SurveyFindings/Documents/Impact%20of%20Diversity%20Initiatives%20on%20the%20Bottom%20Line.pdf>

As recent as 2003, the diversity training industry was estimated to be an \$8 billion dollar industry (Hansen 2003; Anand and Winters 2008). Diversity training encourages employees to value physical, cultural, and interpersonal differences, which proponents of diversity argue enhance decision-making, problem-solving and creativity at work. Unfortunately, however, most studies find diversity training rarely leads to desired long-term changes in attitudes and behaviour (Kochan *et al* 2003). They state:

‘employee participation in diversity-education programmes had limited impact on performance...Participation in diversity-education programmes did not foster a positive relationship between racial and gender diversity and performance. It had no impact on racial diversity-performance link, and unexpectedly, a negative impact on the gender diversity-performance link for one measure of performance.’ (Kochan *et al* 2003:12)

This is a major concern. DM appears to be a misguided practice. If it continues to remain critically unchecked, it may do more social and economic harm than good.

A report issued by *Training* reveals that 71% of companies responding to *Training’s* 2005 Industry Report provided diversity and cultural awareness training for their employees (Curtis and Dreachslin 2008:108). Research into DM show interventions do not yield measurable benefits at employee, team, or organisational level (Dreachslin *et al* 2004:968; Roberson *et al* 2001:872; Sanchez and Medkik, 2004:517).

Traditionally, human resource professionals have been architects and custodians of DM practices. Therefore, the main body of DM literature exists primarily within HRM theory, and is intended to enable HRM professionals to develop more effective DM practices.

Curtis & Dreachslin (2008) suggest:

‘The opportunities continue for human resource and organisational development professionals and their organisations, in collaboration with academic researchers, to build a more rigorous and extensive body of published research that directly addresses the impacts of diversity interventions. (p.131)’

Dedicated diversity professional roles are now prevalent within DM. Historically they have been HR professionals operating within a HRM function. The location of these professionals within organisations may be a hindrance to DM and SJ progress.

Researchers also argue that the agency and voice of DM manager within organisation must be scrutinised. Organisations create diversity managers, yet organisational regimes of inequality starve diversity managers of strategic resources, and place barriers on their capacity to take action. (Tatli and Özbilgin 2009:254). Success of diversity initiatives cannot be achieved in the absence of the business ethics and systemic support of diversity managers. The role of business ethics in DM will be discussed later.

In addition, the integration of diversity objectives throughout different functions (not just HR) and ranks of an organisation plays a crucial role in determining power dynamics in DM. Whether diversity professionals are positioned with a high level of prestige and influence plays a crucial role in the agency of diversity managers. Lack of, or heightened, status can either hinder or encourage their actions (Tatli and Özbilgin 2009:249).

Two questions which are not explored within traditional DM research are: ‘How qualified are diversity professionals to design and carry out DM initiatives?’, and ‘What social capital do diversity professionals possess in order to effectively design and execute plans?’ Negotiation, facilitation, communication, and networking are most frequently cited categories of competencies. Social capital possessed by diversity managers determines boundaries of their role as negotiators or facilitators between different groups, and between individuals and their emotions (Tatli and Özbilgin 2009:250).

Tatli & Özbilgin also refer to this concept of habitus, introduced by Bordieu (1977), which is broadly defined as the impact past experiences have on one’s present

perceptions and actions. This orientation plays a role in the success or failure of diversity managers' actions.

Drawing attention to the influence of managers is a significant development in framing our understanding of DM effectiveness. However, cultural change cannot be achieved by one individual alone. It continues to require structural business mechanisms of support and multi-stakeholder engagement (Tatli and Özbilgin 2009:253). Future research should take into the influence of individuals and collective agency (stakeholder engagement) within an organisation. The research conducted in this thesis explores competencies of a diversity manager, collective agency and organisational socio-political contexts.

“If diversity research is to overcome the limits of its managerial roots and promote practices that truly value differences within equality, it will need to address critically the role of power in the construction of difference and its managerial use. (Zanoni, 2004, p.72).”

While this thesis emphasises SHRM as an essential part of strategic DM practices, it strongly argues in favour of active involvement of all stakeholder groups in the mainstreaming of DM and improving its outcomes.

A key assertion of this PhD thesis is that diversity management practices will continue to be rendered ineffective if there is no fundamental shift in the managerial power structure of command-and-control, and domination. To this end, the main focus of the theoretical and the practical models arising from this thesis is upon identifying the nature of the institutional barriers which prevent effective diversity management, and improving corporate culture in order to create a more fertile ground for effective diversity management.

Zanoni and Janssens (2007) have created a theoretical relational model of DM which highlights key factors which lead to micro-emancipation outcomes of DM initiatives (Fig. 5). Their assertion is that employees are controlled by a specific mix of bureaucratic and discursive controls originating in an organisation's mutually constitutive material and

discursive structures. It is suggested that DM is not effective as a consequence of employees being

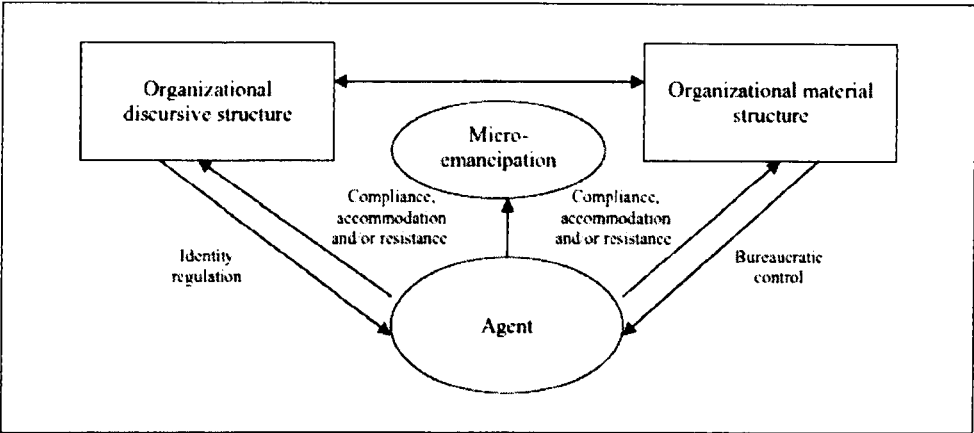


Fig. 5: Zanon's Micro-emancipation model of DM

They see DM primarily as a SHRM of employee control, and one into which employees are co-opted in order to achieve micro-emancipation, without ever having the ability to challenge the underlying power relations and status quo responsible for having created the initial and deep-seated inequities. This view is supported by (Collinson, 2000; Jermier et al., 1994; Prasad and Prasad, 2000; Alvesson and Willmott, 1992, 2002).

5.2 *Organisational equity*

Research exploring the effectiveness of DM should take into full consideration organisational conditions under which such DM is executed. Organisational status quos which create inequalities between groups and individuals, as well as the quality of leadership within organisations must be more closely scrutinised. The political nature of organisational change processes and the over-simplification of the role and capacity of change agents should not be overlooked. (Tatli and Özbilgin 2009:247).

Some literature suggests that organisational (workplace) equity is a pre-condition for any successful DM initiative. This suggests that corporate governance structure and the quality of leadership and management may have some influence upon outcomes of DM initiatives.

Curtis & Dreachslin (2008) remark:

‘There is consensus in the literature effects of demographic diversity are dependent on leadership, culture and climate, and organisational strategy, with external strategy and an innovative culture being associated with success in leveraging diversity for financial advantage (Gilbert & Ivancevich, 2000). Providing a supportive organisational context is essential to success. Merely changing workforce demographics without properly designed organisational development interventions will likely produce more harm than good (Kossek et al., 2003). In addition, organisations need effective team processes to make diversity policies and practices successful (Ely: 2004) p.130.

This is a very important conceptual development. It emphasises the need to explore and to unravel forms of institutional inequality and discrimination which may disadvantage social minorities with characteristics protected by legislation, and a wider variety of stakeholders, including members of demographic social majority groups. Addressing organisational equity, rather than equality of demographic groups, may make it more difficult for such organisations to dismiss the importance of equality, diversity and inclusion.

5.3 Complexity theory (CT)

Strike *et al* (2006) have asserted “firms act irresponsibly because it is difficult to manage increased complexity comes with international diversification.” The concept of diversity is complex. It is possible that DM practices are ineffective, due to an inability of businesses to grapple with the complexity which arises through diversification. It is therefore, as is argued here, that in order to improve SJ performance, it is essential to understand and to apply principles of CT to organisational development. Complexity theory is defined as:

“...the measure of heterogeneity or diversity in internal and environmental factors such as departments, customers, suppliers, socio-politics and technology (Mason 2007; Amagoh 2008:1).

HRM definitions of diversity have been fabricated to mean or refer to social categories of people. This is, however, a bastardisation of diversity’s historic meaning. Diversity, according to its original definition in the English language, is synonymous with variety. With variety comes complexity.

CT enables individual and organisations to re-examine how diversity is understood. CT helps to broaden debate beyond equality and multiculturalism. It enables social actors to look more closely at implications and outcomes of systems based upon command and control (the traditional legislative approach to equality and diversity), versus systems in which all social actors work together to create desired outcomes, and make judgments and act upon those judgments based upon what they feel is best, not based simply upon what is legislated.

It is argued here many DM programmes may have failed because leaders and practitioners have failed to gain the skills needed to manage complex organisational systems effectively. Diversity training may be inadequate because it only focuses on demographic diversity and inter-group relations, rather than on systems-thinking and how to manage complex organisations. CT, therefore, is considered to offer valuable insights which may be instrumental in improving DM theory and practice within organisations.

Morrison (2010) argues:

CT suggests that leadership emerges through interactions, networking, and connectivity and relationships, as these enhance operational effectiveness.⁴ Leadership and management, from the perspective of CT, is adaptive, participative and enabling (Schreiber and Carley, 2006). On the one hand, this advocates distributed leadership that operates in ever-changing and unpredictable environments, and, on the other hand, it suggests employee empowerment, voice, creativity and diversity have considerable significance (p. 375).

The *DQC* is modelled after the principles of complexity and employee engagement. In my experience of DM practices, employee engagement has been primarily in the form of membership of network groups, such as multicultural networks, disability networks and lesbian, gay, bi-sexual and transgender networks.

These employee networks, while designed to increase the value of diversity, are built upon the foundations of an equality framework, as groups are primarily formed around under-represented groups; this is not an inclusive approach to DM. The *DQC*'s main contribution to knowledge and practice is that it presents an inclusive form of employee

engagement, which transcends traditional diversity network groups, and has the capacity to involve all stakeholders in integrating SJ into core business functions.

Complexity theorists, such as Mitleton-Kelly¹⁵ (2003), highlight the relevance of complex evolving systems, which they see as essential for the process of innovation and change. Innovative organisational development will happen under conditions in which all actors within an organisation actively contribute indecision-making processes and actions required in order to achieve improved performance. This is referred to as 'co-creating'. Another essential condition of effective organisational development, according to complexity theorists, is a self-enabling environment where management is neither: prescriptive; top-down; nor detached from identifying itself on equal terms with other stakeholders.

Mitleton-Kelly (2002), in her chapter entitled *Ten Principles of Complexity & Enabling Systems*, argues that in order to create new order, it is necessary to have certain organisational conditions which will allow for this. She sees these as: self-organisation; emergence; connectivity; inter-dependence; feedback; far from equilibrium; space of possibilities; co-evolution; historicity & time; path-dependence.¹⁶ This level of theorising provides us with a framework which supports and promotes the emergence of change, and which fosters creativity and innovation. Central to this is collective involvement of all actors within an organisation in a fair and democratic manner; this proposition is concurrent with stakeholder engagement theory.

¹⁵

http://www.psych.lse.ac.uk/complexity/events/PDFfiles/publication/complexity_research_approachesandmethods.pdf

¹⁶ <http://psych.lse.ac.uk/complexity/Papers/Ch2final.pdf>

5.4 Stakeholder engagement

While there is little empirical evidence to support a connection between DM and organisational financial performance (the business case), there is evidence which supports a strong correlation between levels of stakeholder engagement and overall corporate performance (Lockwood 2007). Within this thesis, an engaged employee is:

“someone who feels involved, committed, passionate and empowered, and demonstrates those feelings in work behaviour.” (Mone *et al* 2011:206)

Freeman (1984)¹⁷ introduced a stakeholder model. He defines a stakeholder as pertaining to “an individual or group who benefit or are harmed by, and whose rights are violated or respected by, corporate actions.” His work challenges the assumption that the needs (financial) of stockholders, or as we now refer to them shareholders, have primacy over the needs of others groups which have a vested interest in the success of a corporation. When looking at the relationship of management to stockholders, based on this assumption of primacy, management is defined as managerial capitalism. Central to his thinking, he argues that managers have a fiduciary responsibility to stakeholders, and stakeholders must be active participants in their work organisations.

The stakeholder groups central to his stakeholder model of a corporation are: owners, management; local community; customers; and employees; suppliers (Fig. 6)

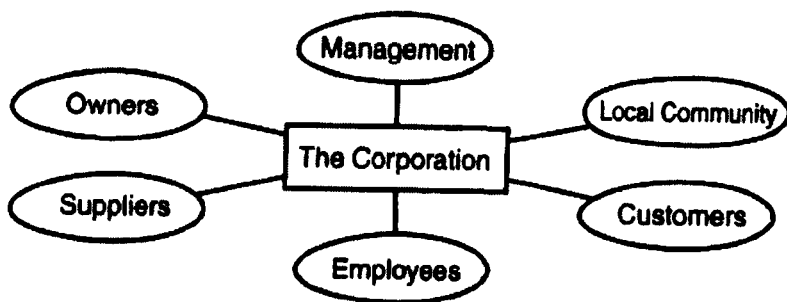


Fig. 6: Freeman's Stakeholder Model of a Corporation

This model is a theoretical basis of the *DQC*. In Study #1 of this thesis, each of these stakeholder groups is engaged in the process of DM and the achievement of improved

¹⁷ <http://academic.udayton.edu/LawrenceUlrich/Stakeholder%20Theory.pdf>

SJ outcomes within the main case study organisation. All stakeholder groups participate actively (some more actively than others) in the change process, and on equal footing in terms of voice and agency.

Freeman speaks specifically of corporation law, which establishes that each corporation is defined as an individual entity, and has limited liability and immortality as its key features. On the basis of this law, companies have been permitted to act in an unrestrained manner in order to maximise profits to benefits of shareholders. Corporate restraints in the form of regulation have increased over time. Within the context of DM, anti-discrimination laws and human rights laws, and the duty to comply with them in labour relations has imposed restraints on corporations. The notion of corporate social responsibility (CSR) becomes relevant to discussion of DM, and will be discussed in the next section.

Employees who are highly involved in their work processes: such as conceiving, designing and implementing workplace and process changes, are more engaged. By definition, this is a high performance work system, which enables employees to exercise decision making, leading to flexibility, innovation, improvement and skill sharing. As highlighted in the literature, the link between high-involvement work practices and positive beliefs and attitudes: as associated with stakeholder engagement and generating behaviours leading to enhanced performance is an important driver for business success.

According to Konrad¹⁸ (2006), based on a recent study which analysed 132 U.S. manufacturing firms, when employees have power to make decisions related to their performance, they can access information about company costs and revenues, and have necessary knowledge, training and development to do their jobs, and are rewarded for their efforts, they are more productive.

¹⁸ http://www.iveybusinessjournal.com/view_article.asp?intArticle_ID=617

While DM literature claims there is no direct relationship between SJ and increased financial performance, dissimilarly, a recent report by the SHRM Foundation shows stakeholder engagement can be measured in dollars, and can yield significant savings. For example, at the beverage company of MolsonCoors, it was found that engaged employees were five times less likely than non-engaged employees to have a safety incident, and seven times less likely to have a lost-time safety incident.

The average cost of a safety incident for an engaged employee was \$63, compared with an average of \$392 for a non-engaged employee. Consequently, through strengthening stakeholder engagement, the company saved \$1,721,760 in safety costs in 2002. In addition, savings were found in sales performance teams through engagement. In 2005, for example, low-engagement teams were seen falling behind engaged teams, with a difference in performance-related costs of low- versus high-engagement teams totalling \$2,104,823.

Research also shows customer loyalty is closely related to stakeholder engagement. In a recent empirical study (Lockwood 2007), the relationship between the availability of organisational resources (i.e., training, technology, and autonomy) and stakeholder engagement in work units was found to have a positive effect on employee performance and customer loyalty. When employees feel more engaged in their work, the corporate climate is better for service and customers receives better-quality service, thus promoting customer loyalty. The practical implication is that organisations benefit demonstrably when employees are engaged. The challenge is for organisations to build workplace environments which foster a sustainable workplace environment of engagement, as this is attractive to a variety of stakeholders.

Employees with the highest levels of commitment perform 20% better, and are 87% less likely to leave an organisation¹⁹, which indicates engagement is linked to organisational

¹⁹ <http://media.roiinstitute.net/pdf/Department-Retention-ESMjunjul10.pdf>

performance. This shows there is a correlation between employee engagement and strong retention rates.

This suggests it may be possible to improve SJ performance through increased strategic stakeholder engagement. By being aware of the unique needs of diverse groups, as well as by recognising individual differences, HR can better understand the challenges of increased diversity in an organisation's workforce, and work toward designing and implementing workplace policies and practices to engage diverse employee groups. While this is one key function of employee networks of underrepresented groups, as noted above, this is an insufficient level of employee engagement.

I argue here that DM strategies may benefit from applying stakeholder theory. DM may be suffering from capitalistic managerialism, or the old style of commanding and controlling stakeholders, rather than actively engaging stakeholders. If DM strategies transform, to engage stakeholders in the governance process (beyond membership to social network groups), rather than to impose construct of DM on stakeholders, then we may see improved DM outcomes. (Hypothesis X). These outcomes may be measured, for instance, in employee satisfaction; recruitment and retention rates.

Morrison *et al* (2006) point out that employee cynicism about diversity initiatives, which we can define as a form of disengagement, has resulted in detrimental impacts upon organisational change processes. Employee disengagement with the DM agenda may be a consequence of negative perceptions and intentions of DM initiatives. This suggests that if employee cynicism can be transformed into employee support through employee engagement, this may in turn help DM strategies to be more effective.

This chapter outlines arguments and evidence in favour of a business case for stakeholder engagement. This case is stronger and more convincingly than the business case for diversity. There is much to learn from the application of stakeholder theory in DM, if DM is to improve in its outcomes. On the other hand, stakeholder engagement is

also considered a moral responsibility of organisations according to corporate social responsibility (CSR) and business ethics theories.

Below is a review of CSR and business ethics literature. These areas are of particular importance to organisations as the ‘diversity’ or social performance (which is seen as part of ethical performance) is increasingly scrutinised. This literature is of great importance because it also enables us to compare and contrast traditional and current approaches to CSR. CSR has historically been a value upon which organisations have acted voluntarily and out of goodwill; it is not an area heavily weighted down by need for legal compliance and box-ticking, yet as it moves away from a purely philanthropic angle to one of core business operations, the need for compliance increases, thus changing its ethical landscape.

5.5 Corporate social responsibility & business ethics

CSR theoreticians state that corporations have three general responsibilities to society: economic, legal, and ethical (Carroll 1999; Schwartz and Carroll 2003). The World Business Council defines CSR as:

“the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community.”²⁰

This definition is consistent with priorities of stakeholder engagement theory.

In this thesis, I use the definition of CSR as it is presented by the US Department of Commerce, in its 2004 report entitled *A Manual for Managing a Responsible Business Enterprise in Emerging Market Economies* defines CSR as:

A new business strategy in which companies conduct business responsibly by contributing to the economic health and sustainable development of the communities in which they operate, offer employees healthy, safe, and rewarding work conditions, offer quality, safe products, and service . . . are accountable to stakeholders . . . and provide a fair return to shareholders whilst fulfilling the above principles.²¹

²⁰ www.wbcsd.com

²¹ http://ita.doc.gov/goodgovernance/adobe/bem_manual.pdf

I also use Boswell's (1997) definition of business ethics which is:

"the application of 'diverse ideas about 'right' and 'wrong', the 'good life' and the 'good society' to the decisions, attitudes and behaviour of people and institutions in profit-making business, and it does so in order to understand or evaluate, and to improve." P.105

In the 1990s and early part of the 21st century, academic business ethics emerged as part of higher education within faculties of business and law. Academic business ethics displays its CSR heritage in the peculiar constellation of concerns pervading its literature.²² Therefore, CSR and business ethics while distinct are inextricably linked. I will cover literature on both disciplines in this section, and end with an application of CSR and business ethics to DM.

It is important to note there is literature on cross-cultural approaches to CSR based on countries such as: Mexico; France; Indonesia; Bangladesh; and other Asia-Pacific countries. This literature, as did literature on Justice Index and RLI, highlights divergent cross-cultural approaches to field of CSR. How CSR is defined and acted upon is shown to be dependent upon historical and cultural contexts of an organisation (Blasco and Zølner 2010).

These differences have spurred scholarly interest in cross-cultural differences in CSR and business ethics of late. A key finding of this work is despite some similar tendencies in approaches to CSR in Europe, the United States, Latin America, Asia, and Africa, important differences exist between and within countries, making it extremely difficult to generalize or to predict any significant degree of convergence. (Blasco and Zølner 2010:219)

I will not go into any further depth, as I simply wish to emphasise the importance of understanding cross-cultural variations (diversity) across all of these theoretical management frameworks.

Whereas stakeholder theory is reviewed as relatively new, the first formal written accounts of CSR date back to 1946. It was at this time CSR was mainly referred to as 'social responsibility'. This was partly due, it is believed, to corporations had not yet taken on the magnitude of power we see in today's modern organisations (Freeman 1984; Carroll 1999).

²² <http://plato.stanford.edu/entries/ethics-business/>

CSR as a formal business construct is relatively new, despite the long history of many companies having practiced it for years. According to Blasco and Zølner (2010), several researchers have begun to explore root causes for such cross-cultural differences in CSR performance. Key root causes identified are: national cultural values; different business systems and stages of economic and social development; legal systems; historical roots of government; and types of corporate governance. This literature is of great importance, as I see these key variables as equally applicable to, yet historically neglected by, the field of DM.

The seminal work on CSR is Howard Bowen's book *Social Responsibilities of the Businessmen* (1953). Bowen wrote that businesses were "vital centers of power and decision making and action of these firms touched the lives of citizens at many points." Because of this influence, businesses carry with them a responsibility to communities they exist within. Bowen (1953) sought views of businessmen about statements that 'businesses are responsible for the consequences of their actions in a sphere wider than the profit and loss statements. At the time, 93.5% of businessmen agreed with this statement, thus confirming a centrality of social responsibility within business.

While there was little consensus about the definition social responsibility, there was a shared focus upon economic and human resources; reference to environmental responsibility arose in CSR literature in the 1960s and 1970s.

Early on, researchers argued CSR must go beyond mere compliance with bare minimum legal requirements and the motivation to increase profitability for stockholders (McGuire 1963). Freeman's arguments in favour of stakeholder engagement echo this. CSR appears to be following a similar trajectory as DM, moving from a legal case, to a business case and then to the moral case. McGuire was a strong advocate for the moral case, as he had a "concern for ethical consequences of one's acts as they might affect the interest of others". He put forward the argument CSR should arise out of

volunteerism (which presumably stems from a sense of moral obligation), and not coercion (which presumably stems from legal and economic obligations).

In 1970, the Opinion Research Corporation conducted a poll, asking businessmen if they felt ‘businesses had a moral obligation to help other major institutions to achieve social progress, even at expense of profitability.’ Two-thirds of respondents said they agreed with this premise (Carroll 1999). The literature states very clearly that corporate motivation to engage in socially responsible behaviour should not be governed by the extent to which such action can be shown to be financially profitable to an organisation in the short-term (i.e. shareholder primacy). Carroll (1999) refers to Walton (1967) by saying: “Cost may be involved for which it may not be possible to gauge any direct measurable economic return (Carroll 1999:273; Walton 1967:18).”

In the 1970s, CSR evolved to include specific references to environmental impact, worker safety, consumer rights and employee rights. Eilbert and Parker (1973) put forward the proposition that businesses must play “an active role in the solution of broad social problems, such as racial discrimination, pollution, transportation and urban decay.” At the end of the 1970s, Ernst & Ernst (now Ernst & Young) accountancy firm generated six categories of activity into which CSR had divided. They were, and remain largely: environment; equal opportunities; personnel; community involvement; products; and (Carroll 1999)²³. This was later refined in 1980s when alternative concepts emerged within CSR. They were: business ethics; stakeholder theory/involvement; public policy; corporate social performance; and corporate social responsiveness (Jones, 1995).

At this point in the evolution of the field, Wood (1991), who speaks in terms of corporate social performance (CSP) made a significant contribution to knowledge by

23

http://uga.academia.edu/httpwwwterryugaeduprofiles/personid443/Papers/398629/Corporate_Social_Responsibility_Evolution_of_a_Definitional_Construct

advancing the concept of principles, processes and policies. The driving principles she defined as: legal; economic; ethical; and discretionary. The processes were defined as: reactive; defensive; accommodative; and proactive. The policies reflected: environmental assessment; stakeholder management; and issues of management. Her focus was primarily upon outcomes of CSR. She created a framework (Fig. 7) which positioned CSR within the broader business context, moving it away from being an isolated element disjointed from core business operations.

The Corporate Social Performance Model	
<i>Original by Wartick and Cochran (1985)</i>	<i>Revision by Wood (in press)</i>
Principles of corporate social responsibility: <ul style="list-style-type: none"> • economic • legal • ethical • discretionary 	Principles of corporate social responsibility: <ul style="list-style-type: none"> • institutional principle: legitimacy • organizational principle: public responsibility • individual principle: managerial discretion
Processes of corporate social responsiveness: <ul style="list-style-type: none"> • reactive • defensive • responsive • interactive 	Processes of corporate social responsiveness: <ul style="list-style-type: none"> • environmental assessment • stakeholder management • issues management
Programs & policies for managing social issues: <ul style="list-style-type: none"> • issues management 	Outcomes of corporate behavior: <ul style="list-style-type: none"> • social impacts • social programs • social policies

Fig. 7: Model of Corporate Social Performance (Wood, 1991)

The concept of CSP began to actively bridge the gap between CSR and business ethics, as CSP scrutinises a corporation's actual performance (outcomes) with regards to its orientation and commitment to CSR. Her research suggests CSR rhetoric alone is insufficient in improving outcomes. The fulfilment of CSR is dependent upon a company's actions, which, as the old adage says, speak louder than words. However the relationship between CSR and corporate 'spin' is a close one.

As we moved into the 21st century, those responsible for CSR mostly held roles within marketing and communications departments, as opposed to DM professionals who hold roles primarily within human resource departments. CSR is part of the cause-related marketing strategy of most businesses today. It is closely linked to building brand loyalty and to reputation management. Part of marketing strategy is to differentiate one's company through its image of care and compassion for the community. But, as

Brønn and Vrioni (2001) point out, “only a consistent believable contribution to a cause (or non-profit organisation) can build brand image and brand equity”. Anything less than sincerity in aim and purpose can breed levels of employee and customer cynicism, which may have the exact opposite effect of enhancing brand reputation (Herbig and Milewicz 1995). This dynamic is also reflected in responses to DM practices, where corporations are believed to be paying ‘lip service’ to business integrity, or in other words business ethics.

From the 1980s onwards, there has been an increasing amount of CSR literature critiquing the extent to which companies are actually ‘practising what they preach’. Barktus & Glassman (2008) analysed the relationship between corporate mission statements which promoted CSR and the way businesses managed their stakeholders. No relationship was found between firms with mission statements which mention certain stakeholder groups (employees, customers and the wider community) and behaviours regarding these stakeholders. Thus, they concluded that such statements were only appearing in annual reports and other forms of corporate communications, as a result of some external and/or institutional pressure to present them.

In their paper *Being Good while Being Bad*, Strike, Gao & Bansal (2006) provide convincing evidence of CSR rhetoric not translating into corporate action or behaviour. They appear to be the first authors to speak in terms of Corporate Social Irresponsibility (CSiR), and assert that interplay between responsible and irresponsible corporate behaviour confounds attempts to establish the financial benefit of being corporately responsible. They analysed 222 public traded companies between 1993 and 2003, and found that what one hand gives, the other takes away. One possible explanation as to why CSR may appear more in symbolic rhetoric than in actual behaviours within a corporation is substantive management is expensive, difficult, and time-consuming, therefore many managers may prefer symbolic mission statements (Ashforth and Gibbs 1990). In which case, a company would be demonstrating weak business ethics.

The literature on CSR and CSP maintains that, when companies do not practice their commitment to CSR, this undermines the perception of a company's integrity, or business ethic. In the absence of an ethical climate literature posits, there is an increase in employee disengagement, retention rates drop, customer loyalty may be compromised and overall corporate reputation damaged.

Stewart (2011) carried out some very interesting research exploring the relationship between employee perceptions of the diversity and ethical climates (independent variables) of their organisations, and employee turnover intention (dependent variable). He defines a diversity climate in two ways. The first is 'the degree to which an organisation focuses on maintaining an inclusive workplace'; this is a progressive definition which reflects the inclusion framework. The second is when "a firm advocates fair human resource policies and socially integrates under-represented employees; this is reflective of the equality and diversity frameworks. The 'ethical climate' is defined as 'the extent to which employees perceive their organisation values and enforces ethically correct behaviour.

The results of the study indicated that the 'ethics' climate moderated the 'diversity' climate-turnover intentions relationship.' When employees perceived their work environment was strong on both accounts (i.e. had a strong diversity climate and a strong ethical climate), then turnover intention was very low. This research is significant, because it empirically demonstrates a strong relationship between perceptions of the corporate climate with regards to diversity and business ethics, and the impact this perception has on employee turnover intention. Companies *saying* they wish to increase demographic representation of underrepresented groups must also consider the degree to which they have organisational cultures which demonstrate a high value for diversity and business ethics. Research shows that should these conditions be absent, employers may run a risk of low retention rates of the very groups they seek to recruit, thus counteracting the whole recruitment exercise.

5.6 Discussion and summary

DM is focused upon improvements in SJ opportunities and outcomes for all stakeholders. The review of DM literature supports the argument that the legal case is insufficient to effect real change, and the business case for DM is unproven and potentially untenable. What remains is a moral argument, backed by a strong sense of moral duty to society, which should be a call to voluntary action (CSR and business ethics).

The key shortcomings identified in this literature review are:

- A misleading focus upon demographic diversity, which can tend to alienate non-minority individuals and groups;
- HR acting as primary architects and custodians of diversity policy, strategy and practice;
- Previous research neglecting the role and influence of diversity managers as change agents;
- Previous research overlooking the importance of organisational equity as a necessary pre-condition for enabling diversity to thrive and add value;
- The simplification of DM with little appreciation of complexity theory and organisational development; and
- The absence of discussion addressing wider CSR and business ethics

This chapter has covered DM literature, as well as several other bodies of literature. In this chapter, I have shown how each individual area has significant relevance to the development of DM theory and practice. I argue here that, in advancing a more nuanced approach to DM, it is essential to attend to and integrate contributions made by theories of: CT; stakeholder engagement; CSR; and business ethics. My unique contributions to knowledge is the Institutional Diversity Management Model and the *Diversity Quality Cycle*, a governance framework which theoretically integrates and practically functions, according to all of the key theoretical tenets covered in this chapter.

6. Crippled by equality: the challenge of compliance in Further Education

The two case studies of this thesis are conducted within further education (FE) colleges. This chapter reviews literature on the institutional nature of FE sector, its management ethos and structures, and its history with equality and diversity.

6.1 Compliance rules the day

Statutory obligations under current legislation demand that FE colleges demonstrate they are proactive in their attempts to prevent and eradicate discrimination. Despite wide usage of the phrase ‘equality and diversity’ within FE, research shows there is little evidence of coherent DM frameworks within FE colleges.

Lumby *et al* (2005) conducted focus groups in order to explore the position of equality and diversity within the education sector. Findings provide some indications as to why FE may be progressing so slowly. It was found that:

1. Perceived pressure to consider ‘diversity’ and ‘inclusion’ varied from provider to provider. Variations were wide.
2. Interest in and engagement with diversity issues was weak or resisted by a substantial proportion of staff.
3. The understanding/definition of diversity was not always thought out and clearly articulated on an agreed basis, even within each provider organisation.
4. Representativeness in relation to the local or national profile of the community was the most common aim, sometimes leading to a focus on ‘diversity’ rather than ‘inclusion’
5. Action to achieve diversity was episodic rather than systemic, and based largely upon equal opportunities approaches.
6. Success in terms of raising learner numbers and achievement did not rest on managing diversity successfully, in all the contexts studied.

Lumby *et al* (2005) go on to highlight:

‘Few case study providers saw a moral or business imperative to consider DM. Moreover, external requirements to collect data on representativeness appear to be deflecting organisations from deeper engagement with diversity.’

This research provides evidence to show that FE colleges are operating primarily according to an equal opportunities framework, and nothing more. This presents an

enormous challenge to the sector from an organisational development point which this thesis addresses.

Equally, Morrison *et al* (2006) comment:

“...while the concept of DM has been introduced into private sector discourse, it remains largely absent from education. Recent educational reform discourses argue that schools, teachers and educational leaders should be responsive to cultural, racial, gender, sexual and religious diversity within their ‘client’, student and indeed, parent and community populations (Blackmore, 2006).

FE is at a crucial stage of its development. In terms of its orientation to equality, diversity and inclusion, as a sector it is lagging far behind large government departments and the private sector (Morrison *et al* 2006). If the education sector does not join with current thinking based on lessons learned by the private sector, which has been embraced the concept of valuing diversity for decades, and most recently inclusion, then it may put itself into a perilous position, where it stands to do more harm than good should its antiquated approach of only applying the concept of equality prevail. The question arises: ‘Why are FE colleges so entrenched in an equalities framework?’

One answer may be that funding agencies require FE colleges to report on the achievements of certain demographic groups. The key categories are: race, gender and disability, in line with statutory obligations of public authorities. This keeps institutions and individuals entrenched within the equality discourse.

Overall, research results suggest there is: a lack of a conceptual framework; a high proportion of staff resistance; a lack of clarity as to the definition of diversity; a lack of a system approach to DM and organisational development; and a lack of consideration of DM within its core business operation. Based upon these results, it would suggest there is a distinct lack of leadership and management of SJ agenda within the FE sector. If the sector is to improve, then leadership and management should be a priority area of DM development.

6.2 Leadership and management

It is argued that the FE sector is stifled by forms of ‘new public management’, which have been criticised by ‘intellectuals’ of New Labour for its attempt to micro-manage state provision through the excessive use of performance management and a pre-occupation with targets (Avis 2009). Government-by-target is widely accepted to have reached its limits as a strategy. While targets are still an essential part of toolkit, setting linear improvement goals, and then pushing hard to achieve them can no longer be the dominant principle for reforming large, partly autonomous organisations (Hargreaves 2003).

Debates continue about monitoring and target-setting in field of equalities, with some arguing that adoption of a managerialist approach quells the radical edge of activism, and may result in minimal compliance (Mackay and Bilton, 2000).

6.2.1 The managerialist vs. the collaborative approach

The managerial approach is based on a hierarchical, top-down approach which is based upon command and control. As noted by Sanderson (2001):

In the UK, development of performance management in the context of ‘new public management’ has been primarily ‘top-down’ with a dominant concern for enhancing control and ‘upwards account-ability’ rather than promoting learning and improvement.

Such an approach is a central feature of new public management framework in operation within FE. I argue here that this may not be the most appropriate approach to management within education. Their research demonstrates that a school environment for effective management of cultural diversity can be achieved through creative approaches to professional management and school governance, characterised by a collaborative management style. This is consistent with tenets of SJ theory and CT, which advocate in favour of enabling processes and active participation of all social actors in the process of creating improved outcomes.

Morrison (2010) also states that CT offers much to school leadership and management, and advocates for the application of CT to educational environments. Morrison holds there is evidence of its value in informing and supporting effective change management.

“Leaders and managers face continuous and ubiquitous change in education, in which closer links with, and responsiveness to, the external environments of schools are constantly being required.

The view of CT adopted here, set out in the following paragraphs, expressly concerns such change, development, external linkage, and evolution and development. CT’s conception and implementation break with stable, simple cause-and-effect models, linear predictability, and a reductionistic, analytically atomistic approach to understanding phenomena and management. CT replaces them with organic, far-from-equilibrium, dynamical, non-linear and holistic approaches to leadership and management. Here relations and interactions within interconnected networks are important in times of turbulence and change.”(Morrison 2010:376)

The key characteristics of an organisation valuing CT are: co-enabling; co-creative; evolving; self-organising. Indeed CT suggests emergent, self-organised order may supersede command and control in many situations though not others (Morrison 2010:375), which provides an opportunity for FE to depart from new managerialism, which is neither new nor considered effective.

The application of CT is therefore considered an important aspect of any theoretical and practical framework of DM within FE. Such an approach offers school leaders and managers an alternative to linear, target-driven, top-down approach to management, which is thought to stifle the very diversity it attempts to value.

The managerialist approach diametrically opposes tenets of DM, and may create great tensions within FE as a consequence. This thesis argues while FE colleges have not succeeded in bringing about improvements within the FE sector, as a consequence of weak managerial competencies of senior leaders, it also argues that there is a possibility that new public management has its value, as there is undeniably such a need for tighter rules and regulations in order to ensure fairness and accountability. What will be explored in applying *the Diversity Quality Cycle* to DM within the FE sector is how

effective simultaneously using top-down and bottom-up management approaches can be, in achieving greater organisational equity and SJ overall.

With regards to leadership and management, it may be advantageous to support leaders within FE to understand CT, and to provide them with skills to respond effectively and ethically to constantly changing FE landscapes, initiatives and government directives. This may enable the sector to be less reactionary and more proactive and even entrepreneurial, as it is challenged to be under current financial restrictions.

6.2.2 Demographics of leadership

For many years the private sector has sought to be reflective of the communities it serves, particularly when it comes to the distribution of power within organisations. Great attempts are being made to diversify board members and senior managers within private sector organisations. In the private sector, SJ performance is often judged by the ability of an organisation to achieve greater representation of traditionally excluded groups across the whole of its business. The same cannot be said of FE.

As a consequence of pressure from funding bodies, which require FE colleges report on demographic representation and academic achievement of students (its customers), concerns of SJ, as they may be relevant for its human resources (i.e. governors, senior management and staff) historically has been diminished in value within FE colleges. These stakeholder groups do not receive the same level of scrutinisation or consideration as students; this may be a contributing factor to the apathy and lack of engagement of staff.

Turning attention back to the issue of leadership and management, it appears that a lack of diverse representation within staff, and in particular leadership and management, does not have the same adverse affect on the perception of SJ performance as it does in the private sector. Blackmore (2006) asserts:

‘what’s missing in policy and mainstream educational administration literature is a transformative discourse to *diversify management and leadership*. This position would put dominant management and leadership paradigms under the critical gaze of ‘the other’. It would mean considering how organisations may better address issues of student and workforce diversity within a broader conceptual framework of how schools as organisations relate to culturally diverse societies.’ (Blackmore 2006:181)

Historically, FE’s main equality and diversity focus and discourse has revolved around racial, gender and disability equality, primarily focused upon the rights of students (customers), at the near exclusion of considering rights of staff (employees) and other stakeholders. There is little evidence to suggest FE has turned any strategic attention to diversifying its senior management. Thus, the status quo of FE is easily perpetuated, making change very difficult.

6.3 Further education’s staff

In its 2010 publication, *‘Inspection of Equality and diversity in the Common Inspection Framework’*²⁴, (I note ‘diversity’ is not capitalised in the document title) Ofsted emphasises the importance of staff diversity. It states categorically educational institutions must:

1. manage equality and diversity, particularly disability, gender and race, and actively promotes equality and diversity among staff, learners, employers, parents and other partners.
2. Ensure all learners and staff are protected from harassment, bullying and discrimination
3. Ensure the profile of staff and governors should reflect learner population

The codification of these principles by Ofsted is certainly a sign of progress, and the sector is gradually aligning itself with the business rhetoric of the private sector. The extent to which this new regime is applied, and is instrumental in improving SJ outcomes for all stakeholders within FE colleges, remains to be seen.

Within Ofsted’s inspection, equality and diversity performance is accounted for under category of ‘leadership and management’. As of September 2009, Ofsted made equality and diversity, as well as safeguarding children and vulnerable adults, limiting grades

²⁴ http://www.equality-ne.co.uk/downloads/562_ofsted-presentation.pdf

with regards to Ofsted inspection regime. This change in regime has increased the profile and importance of equality and diversity with FE at that time. This importance, again, by the end of 2010, and in light of economic constraints, waned in importance.

6.4 The current research proposition

The action research dimension of this thesis seeks to explore the extent to which DM of FE colleges can be improved through the introduction of innovative governance structures.

Historically, FE came into existence in order to provide employment opportunities to those who have historically not done particularly well within mainstream academic education. It is designed to provide educational opportunities to a diverse range of non-traditional learners. There is a strong economic class element attached to this scenario, with many FE students being of a lower socio-economic status. The business of FE is shifting. It has moved from a fairly unregulated business to an over-regulated business. As a consequence of FE having been unregulated, there had been very little application of RoL to it as a business. This means there were fewer formal employment systems and structures in place than there are in a more regulated environment.

As the first equality & diversity manager for this FE College, I was employed as part of the Quality Improvement team, reporting to the Vice Principal of Curriculum, Quality & Students. Mine was a business development role, not an HR role. From this vantage point, I had latitude to define the college's vision and strategy. The main components of the strategy which I designed, based upon past experience, were as follows:

- To introduce diversity and inclusion framework into a predominately equality based organisation;
- Build a network high levels of stakeholder engagement through a group of voluntary supporters who can help shape and drive initiative;
- Work with stakeholders to identify key areas of business in which the application of equality, diversity and inclusion principles are essential;
- Establish business-focused network groups, not demographically focused groups, which address business concerns;
- Design a *Diversity Quality Cycle*, which shows governance structure as well as how information is generated and flows between different stakeholder groups within the College.

The FE college provided us with a live case study, in real-life and real-time, which had great potential to enable me to determine critically whether or not strategies suggested by researchers would yield more favourable results from DM than traditional DM initiatives.

I began my full-time employment as equality and diversity manager, and eventually as a corporate responsibility development manager, within an FE college in August 2008; this employment lasted until December 2010. The case studies within this thesis are conducted within the FE sector. It is a specific sector in which has a history of low regulation by government. Gradually this has changed, as there have been increasing moves to ‘professionalise’ the teaching profession. Colleges have to function more like business enterprises, particularly within the current economic downturn. With this professionalisation comes an increase in regulation. Equality, diversity and inclusion have begun to play central roles in the regulation of FE colleges and in the evolution of the business of FE sector. As with private sector organisations, good governance is required within colleges in order to ensure CSR and high performance on the dimension of SJ.

FE is a business sector in which there has been very little DM research conducted.

According to Morrison *et al* (2006), for them:

“The intellectual challenge at the start of [their] research study...was the dearth of appropriate literature in which to ground emerging outcomes and findings, and ‘surface’ formalised deliberations about diversity that sometimes lacked direction or commitment.”: (Morrison *et al* 2006:282).

This thesis makes a substantial contribution to knowledge to this sector. It presents an in-depth 22-month longitudinal study (Chapter 10) tracking the organisational development of a FE institution in which the *Diversity Quality Cycle*, a comprehensive and innovative governance tool, is operationalised. It explores the extent to which concepts of diversity and inclusion can be integrated successfully into an FE college, and whether or not this integration can yield improvements in an FE college’s DM performance.

7. Tackling Institutional Barriers: Two new models for effective diversity management

In this chapter, I will present two models for effective diversity management, which contribute to theory and practice, respectively. The first is a theoretical model, the Institutional Diversity Management Model (IDMM), which addresses institutional variables within corporate culture which have an influence of the effectiveness of diversity management. The theoretical underpinnings of this model, and the variables identified, are based upon my years of experience as a diversity management consultant. The second is a theoretical and practical model which is designed to provide researchers and practitioners with governance framework and guidance as to how to go about making diversity management more effective. This is referred as the Diversity Quality Cycle.

7.1 An Imperfect Past

In chapter five, I referred to the importance of diversity managers' voice and agency, and their 'habitus' within an organisation. Here, I present my historical experiences historically as an external diversity consultant which had led me to hypothesise about potential institutional barriers to effective diversity management. I provide background evidence of three organisations/firms to which I have provided DM-related services. I briefly review my experience of working in two global organisations, and one UK-based higher educational institution. Each of these organisations/firms has been instrumental in shaping my view of DM, and my understanding of the areas of improvement required in order to achieve more effective DM.

In 1993, I was introduced to the field of DM. It was at this time I started working as a diversity trainer in the US. With a BA in Psychology, and a number of years of post-graduate experience studying social psychology, I had a firm theoretical grasp of: the psychology of oppression; social identity theory; cross-cultural psychology; and

collective involvement, and was eager to apply this knowledge in the practical setting of management training. In 1996, I was employed as a junior diversity consultant with a UK management consultancy, and have continued working in UK, Europe and the Americas since that time. My previous experience as a diversity consultant within global organisations has contributed to the research questions central to this thesis. I highlight my perceptions of several dynamics, key barriers and enablers of diversity practitioners within each of these organisations.

Formal policy documents were supported by a range of initiatives, structures and review mechanisms. For example, diversity training was a part of mandatory induction training for all employees, some organisations had well-established employee groups relating to diversity strands, namely women; race equality; disability; and lesbian, gay, bi-sexual and transsexual (LGBT) employees, which fulfilled important employee involvement and networking functions.

In terms of DM frameworks, none of the client organisations spoke explicitly of an equality framework; they spoke in terms of valuing diversity and inclusion, and of wanting to mainstream DM. The introduction of performance management schemes, which specifically included a diversity objective, is an indication of such mainstreaming. This was prevalent within global organisations, as was the usage of the language of diversity and inclusion.

7.1.1 The Case of a UK higher education institution

With an increase in the number of international students, this HEI had experienced significant cultural diversification of its student population. Yet, on balance, the cultural diversity of teaching staff members did not mirror that of the student body. In 2000, demographics of teaching staff consisted of a large majority of white females, who had resigned from professional service practice in order to establish improvements in their work-life balance. The project began with a need, expressed by the college, to train

teaching staff on how to manage student diversity within their workshops (classrooms), and how to avoid any unfair discrimination, which could have a damaging effect on students, members of staff and the institution.

At least twice a year, one full day was allocated to diversity training of teaching staff during staff development weeks. Over time the one-day programme was tailored for non-teaching staff who eventually received an equal amount of staff development in DM. After several years, the two tracks were merged, and one-day training sessions were run for combined groups of teaching and non-teaching staff. Sessions for directors were held separately early on in process.

Non-teaching staff were eventually re-branded as business professionals so as not to reinforce the hierarchy between teachers and non-teaching staff. Several people who were not directors at the time have been promoted to director; therefore knowledge could be carried forward into senior management.

After a critical mass of people was trained in the one-day programme, a follow-on 2-hour programme designed for practical skills building, with the use of forum theatre as a learning technique. This continued for 5-years and was been a part of a regular staff development cycle. No other strategic input was given to the college's organisational development.

Economic strain has meant the college has centralised all of learning and development to its main corporate centre; the autonomy of individual centres of the college has been changed if not disappeared. Training budgets have been cut by 30%. Programmes we had in place, after 10 years, have come to an end. DM appears not to have been sustainable in light of the current economic crisis. Continuity, relationship and dialogue with the client have been virtually lost.

7.1.2 The case of a global investment bank

A global diversity programme was introduced to the bank via human resources in 2004. Target populations to be trained were based in New York (North America), London (UK) and Frankfurt (North Western Europe). There was a major rollout of a 1.5-hour diversity training programme, utilising a substantial amount of financial resource.

An American-based management consultancy held the central training contract, sub-contracted to UK and Germany DM consultancies. In the early stages of programme development, it was the desire of the US to deliver training globally, using the exact same methodological template. This proved to be an unpopular idea. After several months of agonising, the training approach was modified to the needs of local cultures. This was a clear lesson of how a primarily US-driven DM exercise not only lacks global relevance, but creates tensions between teams and slows progress.

This project lasted for 2 years, after which point it was part of the corporate strategy to devolve responsibility for DM to line management within the business. Momentum was lost. In addition, while the initial training based upon the frameworks of diversity and inclusion, the desired approach by management was the equality framework. Subsequent training was founded upon what can be defined as ‘scare tactics’, and the threat of legal action if individual managers did not comply with legislation. This approach is designed to instil the fear of litigation in order to ensure ‘ethical’ behaviour. As this is not our theoretical approach, we were not able to maintain the DM training contract, and saw the choice of the client as representing several steps backwards after years of diversity and inclusion work.

Running alongside DM training, strong network groups were established as part of the on-going strategy of DM. I had to ask myself whether or not there were any changes in the outcomes for certain minority groups, or an increase in inclusion overall for all employees regardless of race, gender, religion, sexual orientation, religion, et cetera. What impact does a diversity initiative have on equality of outcome?

If we look at women and visible minority ethnic group members, there continues to be no real substantive change in the representation of women and visible minority ethnic individuals within key positions of power and influence. More importantly, there have been no fundamental changes in aspects of investment bank culture which may give rise to exclusion and discrimination. During this research project, the Occupy movement has emerged as a global phenomenon. Within the context of the Church of England, it has conducted research into the ethics of investment banking, the lack thereof being seen as an essential contributor to the current global financial meltdown²⁵. This is a live case in point, regarding the relationship between the diversity and ethics climates within an organisation. In the face of low perceptions of ethics, diversity will suffer.

7.1.3 The case of a global law firm

In 2007, my company secured a contract with a major UK global law firm with 1,500 employees in its London office. It was the first firm in the City of London to have a full-time, dedicated diversity professional. It was also the first firm to introduce firm-wide diversity awareness training to its members of all.

DM training formed part of an overall DM strategy with the Firm. In operation there were: a governing committee (made up only of senior management) staff network groups, article publications to professional press publications. However, despite efforts put into the DM initiatives, the Firm does not rate at the top of the league when it comes to equality of outcome.

In all cases above, the general approach of DM went beyond the groups which are protected under legislation. In each case, there have been no demonstrable changes or improvement in representation of traditional minorities (women, minority ethnic people

²⁵ <http://www.telegraph.co.uk/news/religion/8872333/Church-leaders-accuse-bankers-of-losing-their-moral-moorings.html>

and disabled people) within any of the organisations. It can be argued that the status quo has not altered significantly to reflect improvements in equality of outcomes for minority groups. Back to the notion of my habitus, after such a high investment of time and energy in effecting a positive change, having yielded fairly high financial returns for these efforts, it was difficult for me to find intellectual and ethical satisfaction in my work.

7.2 It's time to buck the system

After 15 years of experience within the DM industry, I did not bear witness to any substantial changes in the client organisations with which I worked. Clients were primarily interested in buying diversity training; few had comprehensive strategies upon which training was based. None had robust governance structures in place to embed principles throughout business systems and culture, or to promote accountability and responsibility.

This became a source of concern and disquiet for me. I felt more could be done, and needed to be done in order to really make strides in the area of DM. I made the decision to find a position as an in-house diversity practitioner. My attempts to enter the private sector failed. One reason was because I had no previous record of full-time employment, and my self-employed status appeared to be an indication to potential employers I would not last in an employer-employee contract relationship. I found an opportunity within the education sector, within which the main case studies of this thesis take place.

This thesis identifies variables which can be defined as institutional characteristics, and explores the relationship between these variables and the perceived effectiveness of diversity management initiatives within business. The three variables are the prevalent corporate culture from which an organisation is operating (i.e. hierarchical, flexible or entrepreneurial); the corporate motivation, or business case, behind the instigation of

diversity management initiatives (legal compliance, profit maximisation and moral responsibility); and the level of engagement of senior management in diversity management initiatives (low, medium or high).

7.2.1 The Institutional Diversity Management Model (IDMM)

The Institutional Diversity Management Model below (Fig. 8) depicts this causal relationship.

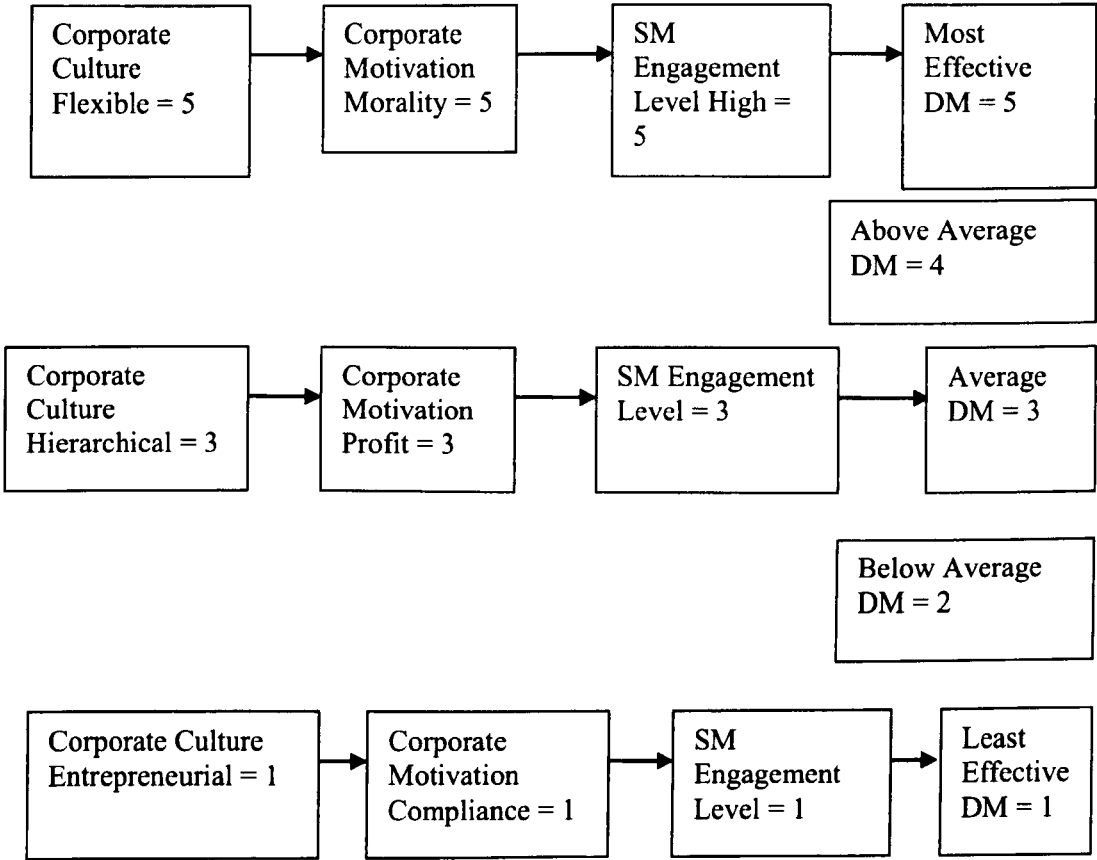


Fig. 8: Institutional Diversity Management Model

I hypothesise that the optimal condition which yields the most effective diversity management initiatives is when the corporate culture is flexible, the corporate motivation is morality and the level of senior management engagement is high. Conversely, I hypothesise that diversity management will be least effective when the

corporate culture is hierarchical, the corporate motivation is primarily legal compliance and the level of engagement of senior management is low.

Researchers have called for a more nuanced approach to corporate governance and DM, which allows for high levels of stakeholder engagement, and greater equity within organisations. These conditions can leverage benefits of diversity. (Kochan *et al* 2003). The IDMM provides a theoretical model for being able to achieve this. This thesis also goes one step further in developing a model, the Diversity Quality Cycle (DQC), which is a vehicle for the IDMM. It is the Diversity Quality Cycle fig. 9.

7.2.2. The Diversity Quality Cycle

The DQC is a theoretical model, as it asserts that improving the quality of the institutional governance of DM will improve the effectiveness of DM. It also contributes to practice, as it provides practitioners with information and guidance on ‘how’ to go about effective positive change within organisations.

The DQC is designed to engage a critical mass of stakeholders within the process of bringing about effective DM within organisations and their partner and community organisations. The DQC serves as the main framework, and vehicle of governance, through which action takes place, action is accounted and reviewed, and strategies adjusted, in order to improve DM and its outcomes.

The Diversity Quality Cycle (Fig. 9) shows roles and responsibilities of each group and the directional flow of communication and influence (voice and agency). Central to the DQC are working groups which operate as Quality Circles. A quality circle is defined as a group of employees who perform similar duties and meet at periodic intervals, often with management, to discuss work-related issues and to offer suggestions and ideas for improvements, as in production methods or quality control. The DQC is a key contribution of DM research.

The purpose of the DQC is for a variety of stakeholders to have direct influence on the development of an organisation's culture and business operations. Literature argues in favour of organisational equity as a pre-condition for any successful DM initiative. I attempt to improve DM through the introduction of the DQC. In addition, based on the

belief organisations need effective team processes to make diversity policies and practices successful (Ely 2004), the DQC also attempts to strengthen and improve intra-team performance, as well as to create and strengthen performance of hybrid teams of stakeholders who share common values and corporate objectives.

The DQC is built around the core value of 'Celebrate and Respect Diversity' which sits in the centre of this diagram. The DQC shows how the stakeholder community can work towards realising this value. This cycle engages all key areas of an organisation's core business (represented in the eight Diversity & Inclusivity Working Groups), and invites input from a variety of stakeholders (individuals and group). The main direction of travel is clockwise, following the thick dark line from working groups all the way around, through the committee, the middle management, senior management and ultimately to governors.

There are eight (8) Diversity & Inclusivity Working Groups which operated according to the principles of quality circles (QCs). QCs are defined as "small groups of volunteers from the same work area who meet regularly to identify, analyse and solve quality and related problems in their area of responsibility (Munchas 1983:255; Griffin 1988:338). The vital function of working groups is to represent the views, opinions, rights and responsibilities of each of these groups.

These working groups are designed to; provide a hub of information regarding equality, diversity and inclusion issues throughout an organisation; and generate practical and effective projects which would help to improve an organisation's overall DM performance and commitment to equality, diversity and inclusion. These groups are informal groups, which meet to discuss and explore key issues were having an impact

upon the community. The organisational culture of each group is based on democratic processes and egalitarianism; everyone was of equal measure and influence.

It is an approach which departs from traditional diversity initiatives, featuring a central diversity committee and its associated network groups, organised around strands of equality, such as race, gender, disability and sexual orientation. Instead of taking a traditional human resource approach to ensuring equality of opportunity and demonstrating a value of cultural diversity, the *Diversity Quality Cycle*, is a business-centric governance cycle which has equality, diversity, inclusion, stakeholder engagement, complexity theory, CSR and business ethics at its core, and which seeks to achieve more than micro-emancipation.

8. Striking a balance: Applied methods used in the studies

This thesis attacks unchallenged institutional power dynamics within organisational management culture. Contemporary DM researchers (Janssens and Zanoni, 2005; Zanoni and Janssens, 2004; Kersten, 2000) believe that the avoidance of addressing management inadequacies may be instrumental in the perpetuation of inequality, discrimination and social exclusion, resulting in ineffective diversity management and what seems to be the never-ending battle between ‘us and them’. For me, this dichotomy, as well as many others, is illegitimate. A similar battle spills over into the world of academic research, with the main conflict existing between quantitative and qualitative researchers, their motivations and their methods; historic power rests with quantitative and positivist science (PS). As with other facets of my life, I value diversity and do not take sides in my research approach. I see the intrinsic value in each methodological paradigm, and utilise them both, in a mixed method approach. I pursue problem-led quantitative research in order to develop a greater understanding of causal relationships, and marry this with a qualitative, practice-led, action research (AR) approach which seeks to effect social change by applying knowledge derived from quantitative method.

What one researches is as important as how one goes about conducting one’s research. In the case of this thesis, the subject matters of equal opportunities, valuing diversity and social inclusion are inextricably linked to the action research methodology used in two case study organisations. For me as a researcher, it is not enough to work solely on a theoretical level. I have a deep sense of social responsibility to apply the knowledge and skills I have obtained to real life situations, with real life people, who are in need of positive social change. Sometimes their health and their lives depend upon it, and life is not a zero-sum quantitative game.

Let’s take, for example, the field of medicine. Medical researchers conduct positivistic research in search for cures and interventions which will eradicate disease, control its spread, and/or minimise its impact on the human body. They tend to do so in social

isolation. Through laboratory studies, and clinical trials, they generate remedies. Yet, these remedies are of no use if there are no doctors in the field, on the front line, analysing symptoms, administering correct dosages, monitoring the patient health, and judging the effectiveness of the remedies. Someone has to venture forth into the real world, and to socially engage with patients, in order to put the quantitative results to the test. In the absence of this occurring, the results and knowledge generated by PS serve only themselves, and can realise no useful purpose. Thus, there are researchers in laboratories and researchers in the field, both of whom wield equal importance and validity in the study and practice of medicine.

Habermas (1971) points out that it is important to be critical about and to reflect upon the ends to be served by science. If we fail to do this, then we may intentionally or unintentionally, discover that prediction and control, which are central to PS method, may prohibit understanding amongst and between persons and groups, as well as inhibit the release of human potential for the betterment of society.

8.1 Bearing fruit

I, as a researcher, am comfortable with my ability to explore theoretically causal relationships, as demanded by the positivistic approach to scientific enquiry; this is demonstrated in the questionnaire study. I am not comfortable, however, with simply concluding my research and professional responsibilities there. While generating data which highlights causal relationships is profoundly useful, PS tends to be practically and socially inert. Simply because one is convinced of the root of a problem does not mean to say that one has the capacity either to understand the nature of the problem, or to solve it.

For me it is essential 'to know', but also 'to do' something about problems highlighted through the traditional western scientific method. Consequently, I go a step further. My deep commitment to the reduction of social inequality through social action, and community engagement, alongside my high level of cultural and emotional competence, has spurred me to engage in action research. Action research is defined as contributing:

“both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.” (Rapaport, 1970: 499).

The ultimate aim of my use of AR is to facilitate changes within systems based upon the knowledge generated through past personal experience and the PS method. Through the process of AR, further critical knowledge is generated, which can either confirm or dismiss the claims arrived at through PS. Thus, AR continues to add theoretically to an applied field, creating further research opportunities within both the PS and the AR disciplines. While positivist science (PS) and action research (AR) approaches are fundamentally different in paradigm, intention and output, I consider and appreciate the arguable shortcomings of each, and their complementarity.

8.1.1 The desire of the objective

Positivist science has a long traditional of revealing causal relationships via objective methods. Within this tradition, the scientist is detached from the subjects being studied, avoiding any personal bias which may contaminate or cloud the findings. It is the desire of objective scientists that this approach is the only valid scientific approach if we are to develop a greater understanding of the world around us. There is great value in this approach, however Maxwell (2004) and Susman and Evered (1978) highlight the key shortcomings of the PS tradition.

They assert that PS: cannot predict an outcome with certainty; cannot explain why any unpredictable outcome has actually occurred, and is therefore, strictly speaking, a non-causal model; does not allow one to make a specific choice in a concrete situation due to statistical regularity; and statistical regularities do not explain why two kinds of events or things are strongly associated. In addition to this, I argue that because positivism does not value diversity, or a diversity of perspective and method, that is philosophically runs counter to the very premise of this thesis, posing a very strong philosophical dilemma for both the researcher and the reader, which cannot be ‘solved’ in its totality here, if anywhere at all.

Below (Fig. 10) is a chart which outlines the differences between the two approaches. In reviewing these differences, the concept of ‘apples and oranges’ comes to mind. PS cannot be legitimised through the criteria of AS, and AS cannot be legitimised by meeting the criteria of PS.

Comparisons of Positivist Science and Action Research		
Points of Comparison	Positivist Science	Action Research
Value position	Methods are value neutral	Methods develop social systems and release human potential
Time perspective	Observation of the present	Observation of the present plus interpretation of the present from knowledge of the past, conceptualization of more desirable futures
Relationship with units	Detached spectator, client system members are objects to study	Client system members are self-reflective subjects with whom to collaborate
Treatment of units studied	Cases are of interest only as representatives of populations	Cases can be sufficient sources of knowledge
Language for describing units	Denotative, observational	Connotative, metaphorical
Basis for assuming existence of units	Exist independently of human beings	Human artifacts for human purposes
Epistemological aims	Prediction of events from propositions arranged hierarchically	Development of guides for taking actions that produce desired outcomes
Strategy for growth of knowledge	Induction and deduction	Conjecturing, creating settings for learning and modeling of behavior
Criteria for confirmation	Logical consistency, prediction and control	Evaluating whether actions produce intended consequences
Basis for generalization	Broad, universal, and free of context	Narrow, situational, and bound by context

Fig. 10: Comparison of Positivist Science and Action Research (Susman and Evered, 1978)

Instead of being ensnared in the ensuing battle between researchers, the approach I take is that tree, regardless of its branch of exploration, yields fruit. The key as a researcher is to have enough discernment to know when to apply which methodological approach. My personal approach, when considering superiority and inferiority of method, is to uphold the exalted ‘value neutral’ approach of PS.

8.1.2 *You need apples to make apple pie*

To continually have to respond to the demand to justify and legitimize my departure from (not abandonment of) positivistic research models of cause and effect is not only laborious, the demand itself can be seen as an extension of the oppressive regime of

objective scientific enquiry. Smith (1999), in her book entitled *Decolonizing methodologies: Research and indigenous peoples*, says:

“The term ‘research’ is inextricably linked to European imperialism and colonialism...the word itself is probably one of the dirtiest words in the indigenous world’s vocabulary.”

She argues that historically, science and its methods have been a Western White man’s game. I, as an African-American female researcher, have been taught to play, yet I cannot accept as the only absolute and legitimate form of research. Applying the legal constructs of anti-discrimination law to the field of scientific enquiry, I wonder if one of the consequences of the incessant demand to conform to meeting the criteria of a positivist science could itself be seen as unlawful indirect discrimination on the grounds of race, nationality, culture and/or ethnicity.

Since Lewin’s (1946) seminal work on action research, *Action Research and Minority Problems*, social scientists have been constantly charged by positivists to defend the relative merits of action research. Susman and Evered (1978) address what they consider to be a crisis in organisational science. They assert that positivistic methods lack the ability to solve real life concerns. There is a difference between knowing the potential cause of a problem and then having the wherewithal to solve a problem and change outcomes. PS may come up with the magic pill, but how does it get the patient to take it in order to change outcome?

They say:

“The crisis in organizational science is reflected in a conception of research as an accumulation of social facts that can be drawn on by practitioners when they are ready to apply them. This conception encourages a separation of theory from practice because published research is read more by producers of research than by practitioners. As a result, practitioners and their clients complain more and more frequently about the lack of relevance of published research for the problems they face and about the lack of responsiveness of researchers to meeting their needs.”

What appears at first to be a crisis of relevancy or usefulness of organizational science is, we feel, really a crisis of epistemology. This crisis has risen, in our judgment, because organizational researchers have taken the positivist model of science which has had great heuristic value for the physical and biological sciences and some fields of the social sciences, and have adopted it as the ultimate model of what is best for organizational science. By limiting its methods to what it claims is value-free, logical, and empirical, the positivist model of science

when applied to organizations produces a knowledge that may only inadvertently serve and sometimes undermine the values of organizational members.”

In comparison to PS, AR produces data which is highly relevant to managers and practitioners in the field. It provides them with the knowledge of what needs to be improved, and the strategies and methods to make those improvements. It is also intrinsically ethical, as the organisational members are empowered, rather than potentially exploited, by the methodology. There is very little risk, with the use of AR, that the ‘researched’ will be violated and abused through the research process.

One key objective of action research is to bring about social change, and in particular, improvements in the outcomes of individual and groups who have been historically disadvantaged on several levels. Action research also sets out to empower those with whom research is conducted; it is not designed to manipulate and control individual human action, or to objectify the human existence. There are aspects of the positivistic approach which are problematic for the purposes of effecting social change. For this reason, in order to advance DM practice, an action research approach is used in two case studies.

Margaret Riel, of the Center for Collaborative Action Research²⁶, states goals of action research are to:

- improve professional practice through continual learning and progressive problem solving;
- establish a deep understanding of practice and the development of a well specified theory of action; and
- create the improvements in the community in which one's practice is embedded through participatory research.

The central objective of a diversity practitioner is to bring about greater social equity and SJ within an organisational setting. Diversity practitioners are responsible for improving the overall social performance of an organisation, in order for an organisation to fulfil its CSR. Social change is at the core of any piece of work of this nature. Social change, it is argued here, is ideally brought about through collaborative

²⁶ <http://cadres.pepperdine.edu/ccar/define.html>

processes, collective involvement, and fair processes which are designed to yield greater equity and justice within any given system.

Based upon this philosophical underpinning, and due to its synergistic connection with the desired outcomes, the main methodology used within the case studies found in this thesis is participatory action research. With the use of this methodology, there are also certain junctions within the action research project at which quantitative methods are also used. For instance, demographic data and stakeholder surveys are analysed and interpreted, and used as complementary data to the main participatory action research data set.

Recently, action research has been used more widely in the field of information systems to support software implementation processes. The reason being is that:

“Project managers often lack in-depth knowledge of software implementation and development. Therefore, it is important that technology developers support project managers during such project based implementations. (Hartmann et al, 2009).

Within the field of critical management studies (CMS) researchers (Eden and Huxham, 1996; Spicer et al, 2009) have been utilising action research more widely. For example, software developers have been applying the methodology of ethnography and action research in order to bring information systems from theoretical knowledge into working knowledge for the people who must use them on a daily basis. There is additional research to support the need for and the validity of applying ethnography and action research to the field of diversity management.

8.2 Action research and diversity management

Diversity management researchers have insisted that if progress is to be made in this area there has to be greater collaboration between researchers and practitioners; I am both. Zaroni et al (2010) have reviewed and conducted numerous studies on diversity management which span the 20 years that DM has been a SHRM concern. They argue that what is needed is a more performative critical diversity scholarship. They believe this can best be achieved through the use of action research. Hence, this is the main qualitative, practice-led methodology which I use in the two case studies.

They maintain that:

“A few diversity scholars have dared to venture into supporting real organisations in their efforts to change racial and gender relations in the workplace and have reflected on such experience” (Zaroni, 2010)

This is precisely what I have done in the action research case studies. No one has dared me to do this; quite to the contrary, I have dared myself not to engage in AS, but have found the imagined consequences of such inaction to be unconscionable. Venturing into AS is something which comes quite naturally to me, most likely as a result of who I am and from where I have come. Not to do so, or to be prevented from doing so, would be both unnatural and oppressive.

Zanoni et al (2010) plea for diversity studies which actively search for new, emancipating forms of organising. They say:

“We argue that it is time for the critical [DM] literature to become more performative, explicitly dealing with stimulating social change.”

They speak in terms of the need for more performative critical diversity studies. Performative suggests acting, not just theorising. I take the subject of social injustice very seriously, and have a deep concern for the negative impact that organisations in which power relations are abused and go unchecked has upon the disenfranchised. As a consultant I have seen the damage and have witnessed the need for social change, and how impermeable institutional power structures deflect and deceive.

Micro-emancipation, arising from current models of DM, sublimates concerns about social justice and deceives social actors into believing they have the voice and agency to effect real, substantial and sustainable change. This thesis looks beyond the lip service, window dressing, box-ticking examples of emancipation, and aims to explore how true emancipation can be achieved through collective action. To be able to do so is a fine art.

Haseman (2006) asserts that performative researchers are “constructed as those researchers who carry out practice-led research”. Practice-led research is intrinsically experiential and comes to the fore when the researcher creates new artistic forms for performance and exhibition, or designs user-led. It is ultimately about our ability as

action, and performative researchers, to bring creativity and innovation to our fields of research in order to change outcomes and to create new realities. It is our charge to memorise the text, to bring it to life through action, and also to use our judgement and instinct to improvise along the way.

8.3 Methodology and structure of research studies

Study #1 is a quantitative questionnaire study which explores the Institutional Diversity Management Model presented in chapter seven. It falls within the traditional realm of positivist science (PS), with its aim being to test the causal relationship between a variety of independent variables and the dependent variable of effective diversity management. However, my data collection does not stop there. Based on the findings of the questionnaire study, the question still remains as to how to go about creating optimal institutional conditions for more effective diversity management, and whether or not these optimal conditions could stand the test of time.

To advance both DM theory and practice, Curtis and Dreachslin (2008) suggest it would be most beneficial to the field of DM if there was greater collaboration between researchers and professionals. They believe this would enable researchers and practitioners to: assess the effectiveness of diversity initiatives; improve organisational performance; and bring about organisational change and improved outcomes. This thesis takes these suggestions forward by using action research methodology. Action research (AR) is defined as:

“social research carried out by a team encompassing a professional action researcher and members of an organization or community wishing to improve their situation. AR promotes broad participation in the research process and supports action leading to a more just or satisfying situation for the stakeholders.” (Greenwood and Levin 1998:4)

It is used as the main methodology in Study #2 and Study #3. In Study #2, this methodology generates a mixture of qualitative and quantitative data. Study #3 generates purely qualitative data.

8.4 Design

The research question of this thesis has two parts. The first asks ‘what’ gets in the way of effective diversity management. My previous experiences as a diversity management consultant provided me with some indication of the variables responsible for ineffective diversity management. Through it I was able to identify potential barriers which reflected the ‘what. I use a quantitative method to explore the causal relationship between these variables and the effectiveness of diversity management.

In order to explore the causal relationship between variables and the impact the variables have on the effectiveness of diversity management, a questionnaire study is used to generate data. In addressing which variables detract from the effectiveness of diversity management, the first study, The In-House Diversity Practitioner Questionnaire, explores causal relationships and helps to identify, through the generation of quantitative data, which variables have a significant effect on the effectiveness of diversity management within organisations. This data helps to answer the first part of the research question, which is concerned with the institutional factors which may be inhibiting more effective diversity management, thus putting the Institutional Diversity Management Model to the test.

Study #1 is a quantitative exploration of the key variables represented in the Institutional Diversity Management Model in chapter 7. This questionnaire explores key institutional factors which may either inhibit or enhance DM outcomes. The results of the questionnaire study provide evidence of the institutional environmental and cultural factors necessary in order to achieve greater effectiveness in diversity management. What remained was to answer the second half of the research question, which is concerned with ‘how’ to address these factors and make improve diversity management effectiveness.

The second part of the research question asks how the effectiveness of diversity management can be improved. As noted in Chapter 5, and in this chapter, diversity management researchers have pleaded for studies which better replicate experimental conditions in real organisational settings which increase control without the artificiality of the laboratory. Such research, however, will require executives to commit to this type of experimentation and learning within their organisation. (Kochan *et al* 2003). It will also involve the engagement of executives in the research process. This is the theoretical and practical foundation of the *Diversity Quality Cycle*. Two case studies within this thesis achieve this through the use of action research methodology.

Following on from Study #1, data are generated from two action research studies which explore and describe an attempt to apply the Institutional Diversity Management Model in order to improve the effectiveness of diversity management within two separate organisations. This is done through the development and the application of an innovative participative model of governance, the Diversity Quality Cycle (DQC). The DQC is designed to embed, through practice, the value of equality, diversity and inclusion throughout an organisational culture in order to improve the effectiveness of diversity management and its outcomes. The DQC explores ‘how’ DM performance might be improved.

While the main methodology of case study #1 is participatory action research, quantitative methods are employed with equal value where appropriate. Each of these case studies sheds light on organisational dynamics, and raises questions which can be explored in future research. Both case studies explore and describe whether or not these factors will have an impact upon the effectiveness of diversity management.

The first case study attempts to create the optimal institutional conditions for the effective management of diversity. It takes place within an organisation in which

diversity management had historically been satisfactory at best. This action research project presented an opportunity to have a direct and positive impact upon the development of this organisation's corporate culture and the services it provided to the community. It provided me with a chance to test the theory, by putting it directly into practice.

In this case study, based on the findings of the questionnaire study, the organisational cultural was not ideal for effective diversity management. Through the operationalisation of the Diversity Quality Cycle, an attempt was made within this organisation to improve diversity management performance. It is through the governance cycle that culture change was attempted.

In the second case study, organisational conditions were more conducive to effective diversity management. The second case study is used as a basis for comparing and contrasting the outcomes with the first case study. While there are some cultural similarities between institutions, the institutional culture of the second case study organisation was markedly different from the first. The second case study provides an opportunity to see if these differences had any impact on improving diversity management.

There were significant differences in case study organisations. The action research explores if these differences actually have an impact on the ability of an organisation to improve its diversity management and its outcomes. The second case study also elucidates and confirms further variables external to the institutional culture of an organisation, which have an impact upon the effectiveness of diversity management.

8.4.1 Data collection

Study #1 was conducted through an online survey, using Qualtrics, provides a quantitative analysis of the effectiveness of DM strategies within organisations. The dependent variable is diversity practitioners' perceptions of DM within their organisations. Respondents were individuals who either currently practiced as in-house diversity professionals, or who had been in-house diversity professionals in the past. Participants were located in various regions, including: the UK and Europe; most were UK-based.

Study #2 is a 22-month study of a large FE college in the west of England which consisted of approximately 1,200 staff and 30,000 students. The main body of data analysed and interpreted is obtained from the records of: historical documents of activity which took place prior to September 2008. This included: past diversity training; Ofsted inspections; equality and diversity committee meeting minutes; current committee and working group meetings which took place from September 2008 to July 2010; and audits carried out by external auditing firms.

There is further data generated, secondary data, from student, staff or event surveys designed to capture attitudes towards the organisation, regarding its equality and diversity performance of the college. This data is qualitative and quantitative in nature, and serves to complement qualitative data generated by the action research methodological approach.

All data are considered by all relevant key stakeholders who are involved in the action research process. Together, as co-researchers we were responsible for: specifying objectives and goals; devising action plans; executing action plans; reporting on results of activity; and revising action plans where necessary, in order to continue towards the achievement of specified objectives and goals.

Following on from Study #2, and after my departure as a paid employee from the first case study organisation, my consultancy services were requested by another FE college. This is Study #2, which took place within a small FE college, also based within the west of England. The main purpose of this body of research was to explore and describe the outcomes of applying the IDMM and the DQC to the organisation's DM strategy, and the organisation's ability to meet its strategic aims and objectives. In achieving these goals, the Lewinian action research model, as outlined in Study #1, was also used. In this study, the main co-researchers were the senior management team and the equality and diversity officer.

8.4.2 Key variables

Seven independent variables are measured. They are: business sector; perceptions of the value of diversity; primary corporate motivation (i.e. legal compliance, profit maximisation or moral responsibility); dominant management culture (i.e. hierarchical, collaborative, or entrepreneurial); levels of stakeholder engagement; senior management engagement; and number of CPD hours dedicated to diversity education.

The main dependent variable is the effectiveness of the DM. In the first study, this is measured by in-house diversity practitioners' perceptions of effectiveness. In the two action research case studies, effectiveness of diversity management is measured by the number of strategic objectives of diversity management achieved.

8.4.3 Data analysis

Statistical analyses are carried out on all quantitative data generated in Study #1. Likert scales were used to capture perceptions and experiences of different variables. On all

data statistical analyses was carried out on responses. Where possible, I carried out cross-tabular analysis between multiple independent variables and dependent variable.

In analysing various qualitative data sets in Study #2, I employ content analysis in order to explore how the independent variables tested in Study #1. I also measure the extent to which the objectives defined within the diversity management strategy are achieved, in order to establish the overall effectiveness of the diversity management strategy employed.

In Study #3, I also carry out a content analysis on all of data collected on all written documentation, and notes taken/transcripts of interviews and meetings held. In terms of the institutional framework within which diversity was being managed I examined: perceptions of the value of diversity; policy up-datedness; corporate motivation, I specifically analysed the language (i.e. equality, diversity and/or inclusion) which was being used: in policy documents; training materials; and development plans. I also analysed the extent to which the organisation was able to develop and follow through a strategy and its associated action plan.

8.5 Ethical considerations

In Study #1, when conducting the questionnaire study, the identity of all respondents remained completely anonymous, so as not to compromise anyone's position. As part of my responsibility as a researcher, I offered respondents a copy of the final results of the questionnaire survey, as part of what I consider to be an ethical mutual exchange.

The case studies within this thesis were conducted within the context of my professional roles and responsibilities. In Case Study #1, I was an employee of the FE college, and tasked to lead on the SJ agenda. From a corporate point of view, the Board of Governors and the senior management team were fully supportive and knowledgeable of my research efforts. Several of them participated actively in the process as co-

researchers. Equally, through collective and transparent discussions, all of my fellow researchers were fully cognisant of the theoretical foundations of the work, and fully subscribed to working alongside me in order to improve organisational outcomes. The same holds true for Study #2, where I acted as an external consultant within an FE college.

9. Study #1: The in-house diversity practitioners' survey

A survey of in-house diversity practitioners within the UK and Europe was conducted in order to ascertain if and key variables, if any, might be limiting the effectiveness of DM. The questionnaire explores the extent to which DM strategies have been successful (the dependent variable), and if there is any correlation between it and several independent variables, which are: business sector; corporate motivation; corporate culture; senior leadership engagement; organisational equity; democratic engagement; organisational perception of diversity; human rights discourse; and continued professional development.

The hypotheses by individual independent variable are:

Hypothesis 1 — DM strategies are more effective within private sector organisations.

Hypothesis 2 – DM strategies are more effective in organisations motivated by a moral imperative.

Hypothesis 3 – DM strategies are more effective in flexible and collaborative organisational cultures.

Hypothesis 4 – DM strategies are more effective in organisations with equitably engaged senior leadership.

Hypothesis 5 – DM strategies are more effective where there is a high level of organisational equity.

Hypothesis 6 –DM strategies are more effective in organisations with higher democratic (equitable) stakeholder engagement.

Hypothesis 7 – DM strategies are more effective when diversity is seen as an asset within an organisation.

Hypothesis 8 – DM strategies are more effective in organisations which discuss and respect human rights.

Hypothesis 9 – DM strategies are more effective the higher the number of continued professional development (CPD) hours of diversity education stakeholders receive.

The results of the survey are analysed, interpreted and discussed. The limitations of the research are explored and further research directions are suggested.

9.1 Methodology

An on-line questionnaire was designed for completion by in-house diversity practitioners. Personal networks and social networking media (i.e. LinkedIn) sources were used to advertise the questionnaire and to invite people to complete it.

9.1.1 Sampling

There were 34 respondents who started the survey, and 31 respondents who completed 100% of the survey. Of those 31 respondents, 85% were currently diversity practitioners. 15% had been practitioners in the past. 65% of respondents represented the private sector, 24% represented the public sector; 3% represented the third sector; and 8% represented other sectors which included representative bodies and housing.

All respondents were based within the UK and Europe; a majority were based in the UK, with only 1 respondent from Spain and another from Germany. Respondents were asked to identify if they were from the private, public or third sector, and also given the choice to choose 'other'. The majority of respondents (20) were from private sector organisations. Eight (8) respondents were from the public sector; one (1) was from the third sector; three (3) said other. Thus, the private and public sector responses are mainly featured within data analysis. As representation from the third sector and other sectors is significantly low, the main analysis of this data is focused upon private and public sector organisations.

91% of respondents worked in an organisation which had a formal diversity policy in place. 97% carried out specific diversity initiatives to support their organisation's diversity policy.

88% of respondents work in an organisation with 500 or more employees. 9% work within SMEs. 3% identified being part of business networks.

9.1.2 Data Collection

Respondents were asked to complete an online questionnaire consisting of 27 questions. Questions 1-24 are multiple choice. Questions 24-27 are qualitative and allow respondents to present their personal views of their roles and the experiences of in-house diversity practitioners as a whole.

9.1.3 Measures

The dependent variable was diversity practitioners' perception of their organisation's 'DM strategy effectiveness'. A general question is the main measure used; however, the questionnaire also elicits additional information providing insight into which areas of DM are perceived to be the most effective. For instance, there is data capturing performance on the dimensions of the nine protected characteristics outlined in current legislation (i.e. gender, race, disability, sexual orientation and equity for all).

Nine independent variables were measured: business sector; corporate motivation; corporate culture; level of senior leadership engagement; level of organisational equity; level of democratic engagement; organisational perception of diversity; level of human rights discussions; and hours of continued professional development.

9.2 Results

Respondents were asked to rate the overall effectiveness of their organisation's DM strategy. They were asked to rate performance based on a 7-point scale of: 'very

effective' (1), 'effective' (2), 'somewhat effective'(3), neither effective nor ineffective' (4), 'somewhat ineffective' (5), 'ineffective' (6) and very ineffective' (7) (Table 6).

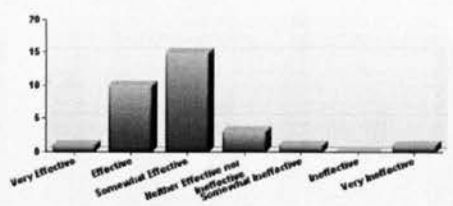


Table 6: Overall Effectiveness of DM Strategy: M = 2.90, V= 1.22, SD = 1.11

3% of respondents said 'very effective'. 32% said 'effective'. 48% said 'somewhat effective'. 10% said 'neither effective nor ineffective'. 3% said 'somewhat ineffective'. 3% said 'very ineffective'. Overall the effectiveness of DM strategies (mean = 2.90). On a 7-point scale this puts the score at 'somewhat effective' bordering 'effective'.

Strands of Equality

The above data provides a general picture of DM strategy effectiveness, respondents were also asked to rate how effective the overall DM strategy has been for 9 protected characteristics under the Equality Act 2010 (gender, race, disability, sexual orientation, age, religion/belief, transgender, marriage/civil partnership, pregnancy/maternity), and equity for all (inclusion) regardless of social grouping.

The results on effectiveness of each category were:

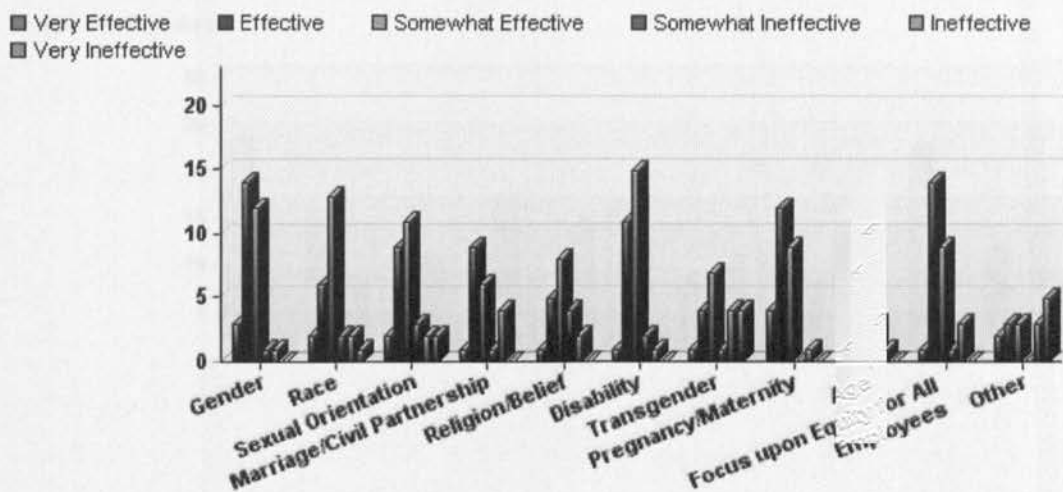


Table 7: DM Effectiveness by equality strands

Out of 31 respondents, the response rates per category were as follows: 100% for gender; 96.8% for disability; 93.5% for sexual orientation; 90.3% for inclusion; 83.9% for race; 83.9% for pregnancy/maternity; 71% for age; 67.7% for marriage/civil partnership; 67.7% for transgender; and for other 51.6%. The three most effective areas of DM were identified as being; pregnancy/maternity (mean = 2.35); gender (mean = 2.52); disability (2.80); equity for all (mean = 2.82).

Of the remaining categories the rank order is: age (mean = 3.00); marriage/civil partnership (mean = 3.14); race (mean = 3.15); sexual orientation (mean = 3.24); religion/belief (mean = 3.35); and transgender (mean = 4.14), which falls into the category of 'ineffective'.

This data was matched against what in-house diversity practitioners identified as being their key priority areas. Respondents were asked to rate the level of priority of each of the 9 equality strands, and equity for all, with a choice of 'high', 'medium' and 'low' priority. Results are represented in the graph below (Table 8).

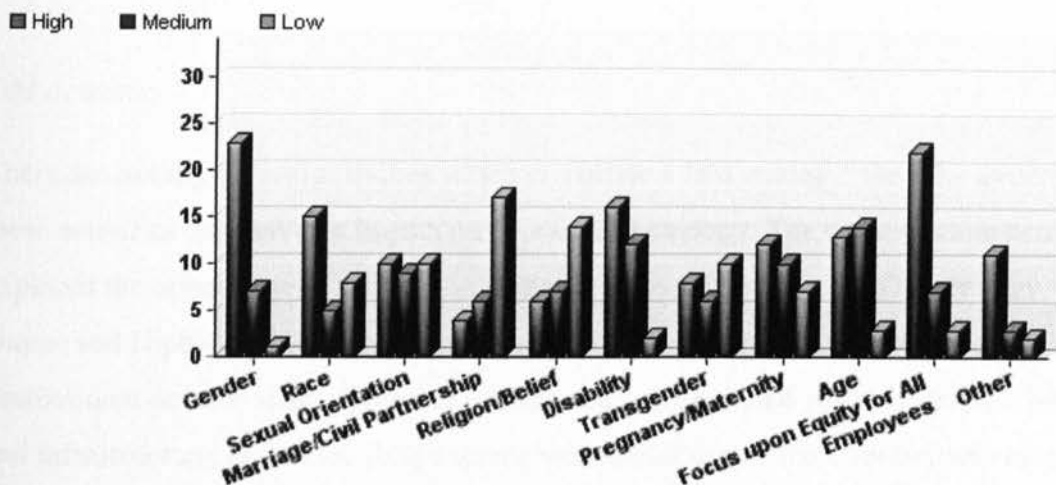


Table 8: Overall Priorities of In-House Diversity Practitioners by strand

The graph shows, in rank order, from highest to lowest, gender (mean = 1.28) is the highest priority, followed by equity for all (mean = 1.39), disability (mean = 1.55) and age (mean = 1.68) and race (mean = 1.76). The lowest priorities are: sexual orientation (mean = 2.00); transgender (2.08); religion/belief (mean = 2.29); and marriage/civil partnership (mean = 2.46).

Gender, equity for all (inclusion) and disability were top priorities for practitioners, and appear to be the highest performing areas of the DM strategy. This positively correlates with three of the four perceived most effective areas of the DM strategy. The sixth in priority for in-house diversity practitioners was pregnancy/maternity, which actually scored the highest in effectiveness. As this is a gender-related issue, this may be why performance in this area is effective, despite it not being expressed exclusively as a key priority.

The data on overall perceptions of the DM strategy was explored in relation to the independent variables: business sector; corporate motivation; corporate culture; level of senior leadership engagement; level of organisational equity; level of democratic engagement; organisational perception of diversity; level of human rights discussions; and hours of continued professional development.

DM Activities

There are usually several activities which constitute a DM strategy; the effectiveness these activities may have an impact on overall DM strategy. The questionnaire activities explored the effectiveness of common diversity initiatives within the DM strategy (Jayne and Dipboye 2004). They are: diversity training; recruitment; retention; professional development; corporate communications; external partnerships; staffing and infrastructure; and other. Respondents were asked to rate the effectiveness of each of the seven categories of initiatives and other initiatives in which they may be involved (Table 9).

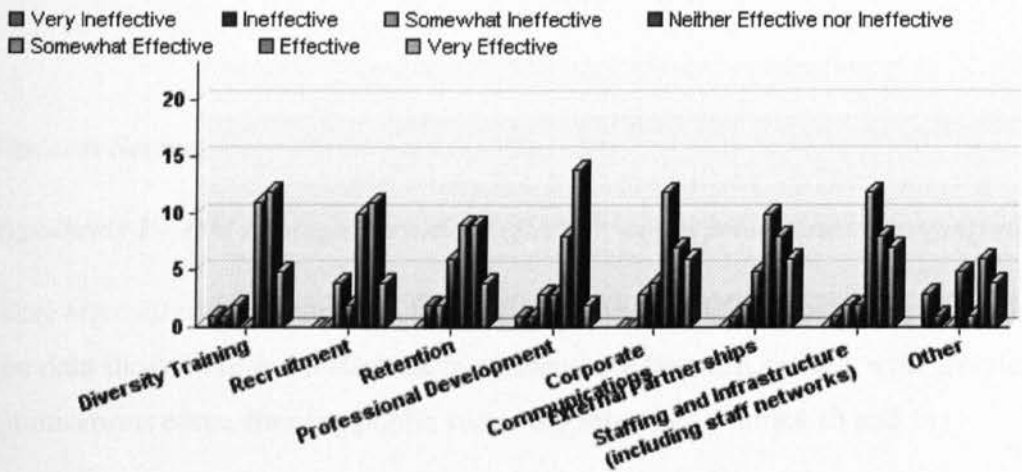


Table 9: Overall effectiveness of diversity activities

Of the 7 activities identified, initiatives thought to be most effective are in rank order from highest to lowest: ‘staffing and infrastructure’ (mean = 5.41); ‘diversity training’ (mean = 5.34); ‘recruitment’ (mean = 5.29); ‘corporate communications’ (mean = 5.28); ‘external partnerships’ (mean = 5.25); professional development (mean = 5.06); and ‘retention’ (mean = 5.03). Other activities (mean = 4.70) added to the list included: mechanisms to audit HR procedures; work-life balance; tone at the top and managers living and breathing diversity; targeting diverse customers; client participation; leadership commitment; self-audit; awareness programmes; and corporate responsibility.

This baseline data provides an overview of perceptions of DM effectiveness and some of the strategies being employed in order to address issues of SJ. Based on an equalities approach, the data identifies which of the nine strands of equality receive highest and lowest priority; the data shows the extent to the DM has been effective for each of the nine strands of equality and for inclusion in general.

The following sections present the data broken-down and analysed according to the nine independent variables identified: business sector; corporate motivation; corporate culture; level of senior leadership engagement; level of organisational equity; level of democratic engagement; organisational perception of diversity; level of human rights discussions; and hours of continued professional development.

Business Sector

Hypothesis 1 – DM strategies are more effective within private sector organisations.

There were 20 respondents from the private sector and 8 from the public sector by 8. The data show there is a difference in performance between sectors, with private sector organisations outperforming public sector organisations (Tables 10 and 11).

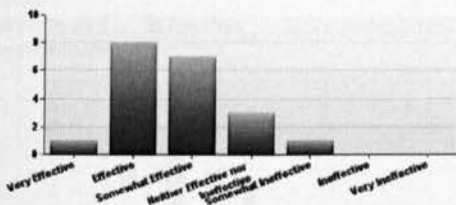


Table 10: Effectiveness of DM in Private Sector

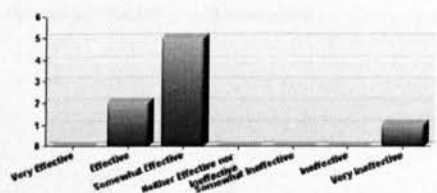


Table 11: Effectiveness of DM in Public Sector

Based on a 7-point scale (1 = very effective to 7 = very ineffective), within private sector organisations: 5% said their strategy was ‘very effective’; 40% said ‘effective’; 35% said ‘somewhat effective’; 15% said ‘neither effective nor ineffective; 5% said ‘somewhat ineffective’. The mean is 2.75 and standard deviation is 0.97.

Within public sector organisations: 0% said ‘very effective; 25% said ‘effective; 63% said ‘somewhat effective’; 0% said neither ineffective nor effective; 0% said ‘somewhat ineffective’; 0% said ‘ineffective; and 12% said ‘very ineffective’. The mean is 3.25 with a standard deviation of 1.58.

In addition to this data, 3 respondents represented ‘third sector’ and ‘other sector’ with both citing DM strategies were ‘somewhat effective’ overall. As the sample size from these sectors is so low they are not included in the overall analysis.

While there is not a vastly marked difference between private and public sectors, the data nonetheless shows weaker performance within the public sector. Remaining data explore potential differences between private and public sector organisations which may contribute to variations in DM performance.

Strand-Specific Data by Sector

The data show (Table12) the overall effectiveness of DM strategies was disaggregated in order to compare the private sector with the public sector.

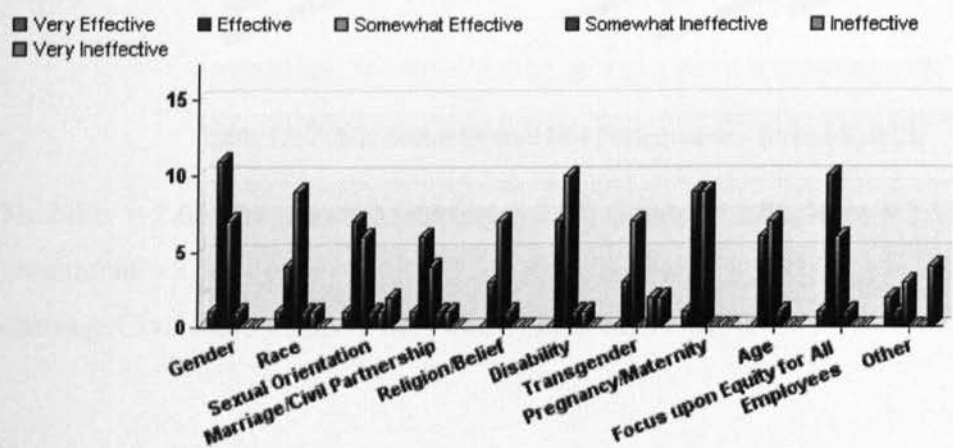


Table 12: Private Sector Overall DM Performance – Strand Specific

Pregnancy/Maternity = 2.42; Equity for All = 2.44; Gender = 2.45; Age= 2.71; Marriage/Civil Partnership = 2.77; Disability = 2.89; Race = 2.94; Sexual Orientation = 3.22; Transgender = 3.79; and Other = 4.10.

None of the strategies are ‘very effective’ for any particular area within the private sector. The areas in which strategies are highly ‘effective’, in rank order, are: pregnancy/maternity; equity for all; and gender. Strategies are still ‘effective’ but less so in areas of: age, marriage/civil partnership, disability and race. Strategies fall into the category of ‘somewhat effective’ in areas of sexual orientation and transgender.

The public sector data reveals (Table 13):

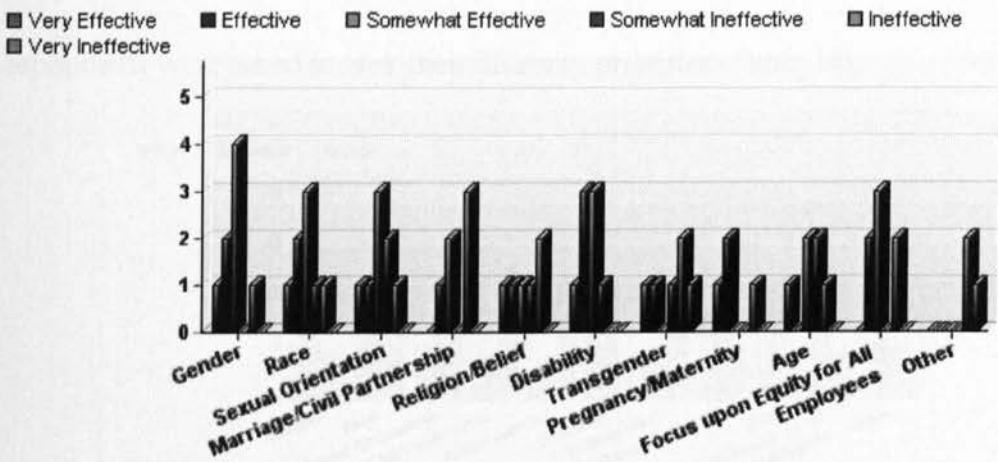


Table 13: Public Sector Overall DM Performance – Strand-Specific

Disability = 2.63; Pregnancy/Maternity = 2.75; Gender = 2.88; Race = 3.13; Sexual Orientation = 3.50; Focus on All = 3.57; Religion/Belief = 3.83; Age = 3.83; Marriage/Civil Partnership = 4.33; and Transgender = 4.50.

None of the strategies is ‘very effective’ for any particular area within the public sector. The areas in which strategies are ‘effective’ are: disability; pregnancy/maternity; and gender. Strategies are ‘somewhat effective’, in rank order from highest to lowest, in areas of race; sexual orientation; equity for all; religion/belief; and age. Strategies are

‘somewhat ineffective’ in the areas of marriage/civil partnership and transgender. While inclusive strategies are very high in the private sector, this is not mirrored in the public sector.

Similarities are in private and public sectors, gender and pregnancy/maternity are effective, though a weaker performance for each area within the public sector. Sexual orientation is ‘somewhat effective’ in both sectors, again, weaker in the public sector than in the private. In the private sector, transgender is ‘somewhat effective’, whereas in the public sector it is ‘somewhat ineffective’. We have a sense of where organisations may be struggling within the context of an equalities framework.

DM Practitioner Priorities

Respondents were asked to rank their diversity priorities (Table 14).

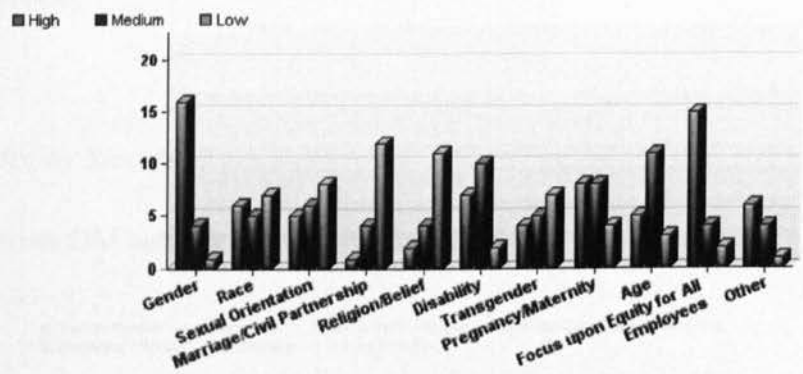


Table 14: Private Sector Priorities of In-House Diversity Practitioners

In the order of priority according to mean score, results are: gender (mean = 1.29); equity for all (1.38); Other (1.55); disability (1.74); pregnancy/maternity (1.80); age (1.89); race (2.06); sexual orientation (2.16); transgender (2.19); religion/belief (2.53); and marriage/civil partnership (2.65). Data show a correlation between gender and equity for all, as each of these categories is both an effective area of DM and a high priority for in-house diversity practitioners.

The priorities for diversity practitioners within the public sector were as follows (Table 15):

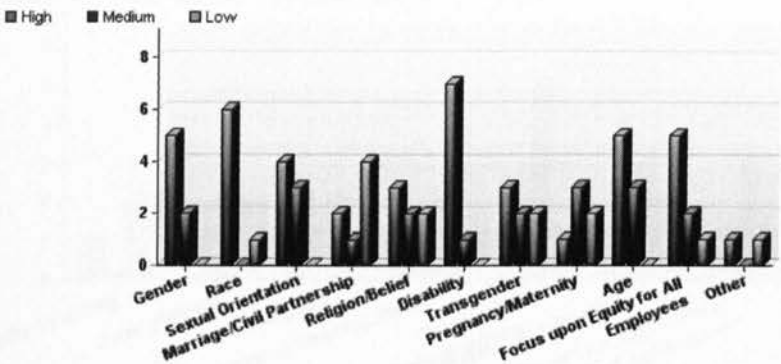


Table 15: Public Sector Priorities for In-house Diversity Practitioners

In order of priority according to mean score, results are: disability (1.13); gender (1.29), race (1.29), age (1.38), sexual orientation (1.43); equity for all (1.50); religion/belief (1.86); transgender (1.86); other, human rights (2.00); pregnancy/maternity (2.17); and marriage/civil partnership (2.29). Equity for all (inclusion) is not a high priority within the public sector.

DM Activities by Sector:

Table 16 shows DM activity in the private sector.

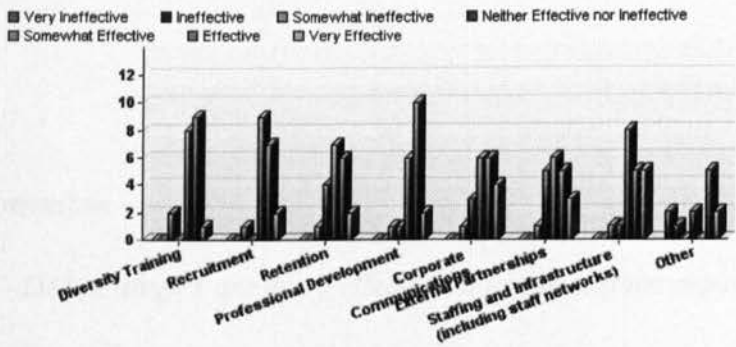


Table 16: Private Sector Diversity Activities

In order of effectiveness, activities are: staffing and infrastructure (5.60); professional development (5.55); recruitment (5.47); corporate communications (5.45); diversity training (5.35); retention (5.20); and external partnership (5.20). other (4.67)

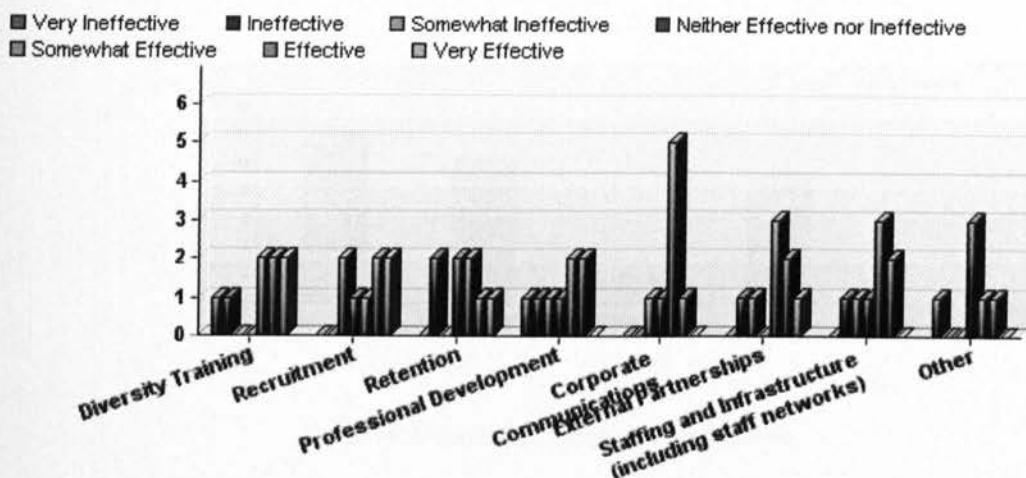


Table 17: Public Sector Diversity Activities

Within the public sector (Table 17), the most effective activities are: recruitment (5.13); diversity training (4.88); external partnerships (4.88); corporate communications (4.75); staffing and infrastructure (4.50); retention (4.38). The professional development (4.00); and other, defined as self-audit.

Staffing and infrastructure are most effective within the private sector, and relatively weak in the public sector. Corporate communications within the public sector is significantly higher than any other activity within the public sector, and higher than corporate communications within the private sector. Retention is a challenge for both sectors.

Corporate Motivation

Hypothesis 2 – DM strategies are more effective in organisations motivated by a moral imperative.

The diversity literature addresses three cases which argue in favour of diversity. They are the: legal case; business case; and moral case. According to this framework, respondents were asked to identify the primary motivation for their organisation's DM strategy. The choices were: legal compliance; profit maximisation; moral responsibility.

Other was offered as an additional category in order to capture motivations not yet identified formally in the literature (Table 18).

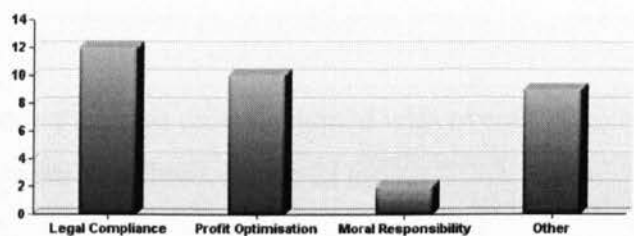


Table 18: Overall DM Corporate Motivations

36% of companies were motivated by legal compliance. 30% were motivated by profit optimisation. 6% were motivated by moral responsibility. 27% were motivated by something ‘other’ which included; staff engagement, reputation management, service delivery, senior leadership support; creativity and compliance, talent shortages, research, developing tools to help other companies.

Disaggregated by sector motivation is as follows (Tables 19 and 20):

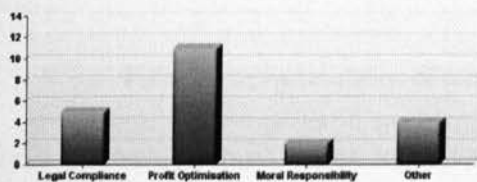


Table 19: Private Sector DM Motivations



Table 20: Public Sector DM Motivations

Within the private sector, 23% were motivated by legal compliance, 50% by profit maximisation, 9% by moral responsibility and 18% other (identified as staff engagement, leadership support, profit and compliance and talent shortages). There appear to be a significant number of ‘other’ choices, as more people choose this category than the ‘moral responsibility’ category.

Within the public sector, 88% of public sector organisations were motivated by legal compliance, 0% by profit maximisation, 0% by moral responsibility and 13% by something other (identified as a driver for creativity but also compliance).

When corporate motivation was cross-tabulated with overall effectiveness of DM strategy the results were as follows (Table 21):

		In your opinion, the dominant corporate motivation driving diversity				Total
		Legal	Profit	Moral	Other	
Effectiveness of Overall DM Strategy	Very Effective	0	0	1	0	1
	Effective	2	7	1	0	10
	Somewhat Effective	8	1	0	6	15
	Neither Effective nor Ineffective	1	1	0	1	3
	Somewhat Ineffective	0	1	0	0	1
	Ineffective	0	0	0	0	0
	Very Ineffective	1	0	0	0	1

Table 21: Cross tabulation of corporate motivation and effective of DM strategy

Those primarily motivated by legal compliance reported a majority of DM strategies are ‘somewhat effective’. Those primarily motivated by profit maximisation reported their DM strategies were ‘effective’. 2 respondents who reported the corporate motivation being moral responsibility said their strategies were ‘very effective’ and ‘effective’. ‘Other’ motivations (which included: membership expectation; staff engagement; external profile; improving service performance; customer satisfaction; combination of legal and profit; combination of creativity and compliance; and the development of research tools to provide support to companies) were all reported as being ‘somewhat effective’.

Moral responsibility results were favourable, however, since the number of respondents in this category is so significantly low, the data cannot support the hypothesis organisations motivated primarily by moral responsibility will have more effective DM strategies. The statistical significance is seen with organisations which are motivated primarily by ‘legal compliance’ and ‘profit maximisation’.

Dominant Corporate Culture

Hypothesis 3 – DM strategies are more effective in flexible and collaborative organisational cultures.

The questionnaire explored the quality of the corporate culture within which DM initiatives are taking place. Respondents were given the choice between controlling/hierarchical; competitive/market-driven; collaborative/flexible; creative/entrepreneurial; and other. The results (Table 22) were as follows:

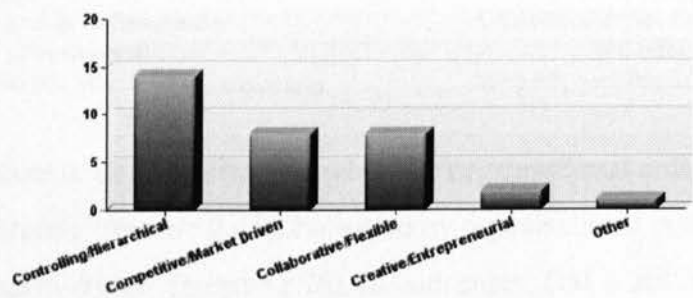


Table 22: Overall Corporate Cultures

41% said their organisations were ‘controlling/hierarchical. 26% said market driven. 24% said collaborative/flexible. 6% said creative/entrepreneurial. 3% said other, which was defined as ‘flexible’ depending on who you work with, but the overall hierarchy with a different set of rules for senior people who operate outside company policy, openly and unapologetically’.

The dominant corporate culture was then compared to overall DM effectiveness (Tables 23 – 26). Results below suggest when an organisation is more flexible/collaborative, DM strategies are more effective.

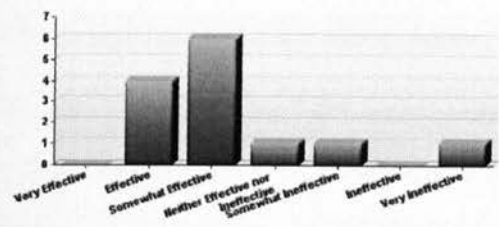


Table 23
Cross-tabulation Controlling/Hierarchical and DM effectiveness
M=3.23; V=2.03; SD=1.42 (13 responses)

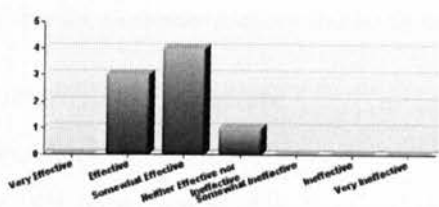


Table 24
Competitive/Market-Driven and DM effectiveness
M=2.75; V=0.50, SD=0.71 (8 responses)

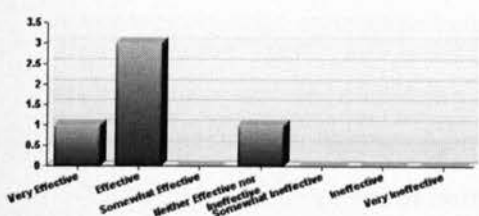


Table 25
Cross-tabulation Flexible/Collaborative DM effectiveness
M=2.43; V=0.95, SD= 0.98 (7 responses)

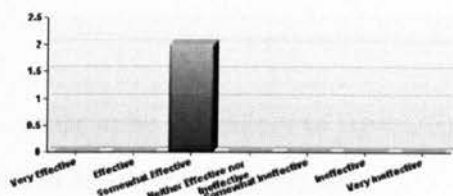


Table 26
Cross-tabulation Creative/Entrepreneurial DM effectiveness
M=3.00, V=0.00, SD=0.00 (2 responses)

DM strategies seem to be most effective when the organisational culture is ‘flexible/collaborative’ (mean= 2.43). Followed by organisational cultures which are ‘competitive/market-driven’ (mean= 2.75). In both cases, DM is still considered to be ‘effective’. When organisational cultures are controlling/hierarchical (mean = 3.23), the DM strategy is seen to be ‘somewhat effective’. While a majority of organisation have controlling/hierarchical cultures, data supports the hypothesis collaborative/flexible organisational cultures have more effective DM strategies.

This data was disaggregated and analysed according to private and public sector performance (Tables 27-28). Because of the low response rate of the third sector and other sectors, they are not included within the analysis.

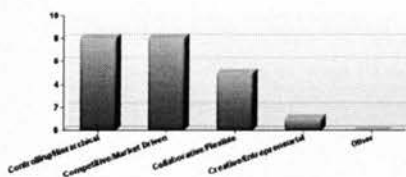


Table 27: Corporate Culture: Private Sector

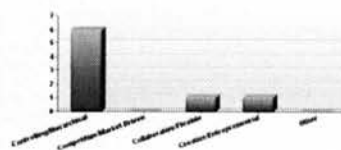


Table 28: Corporate Culture: Public Sector

Within the private sector, 36% were controlling/hierarchical; 36% were competitive/market driven; 23% were collaborative/flexible; and 1% creative/entrepreneurial. Within the public sector: 75% were ‘controlling/hierarchical; 0% were competitive/market-driven; 13% were ‘flexible/collaborative’; and 13% were ‘creative/entrepreneurial’. Private sector organisations reported having much greater variation in corporate culture, and relatively greater success with DM strategies.

Based upon the data, public sector organisations appear to be less likely to have effective DM strategies, by virtue of being dominated by controlling/hierarchical cultures and by having so little variation in corporate motivation. The complete absence of a competitive/market-driven culture is of particular interest.

Senior Leader Engagement

Hypothesis 4 – DM strategies are more effective in organisations with equitably engaged senior leadership.

Respondents were asked ‘To what extent are senior leaders engaged in diversity activities and informal discussions with stakeholders?’ They were given an 11-point scale from which to choose their response, with ‘0’ being the lowest level of engagement and ‘10’ being the highest. There was a wide range of responses, shown below (Table 29).

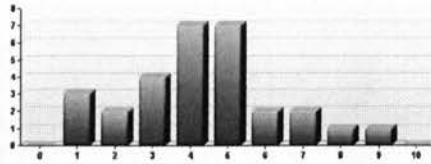


Table 29: Overall Senior Leadership Engagement
 $M=4.31$, $V=3.94$, $SD=1.98$ (29 responses)

Overall, senior leadership engagement is average. This data was then disaggregated in order to explore whether or not there was an optimal level of engagement in order to have an ‘effective’ strategy (Tables 30-31).

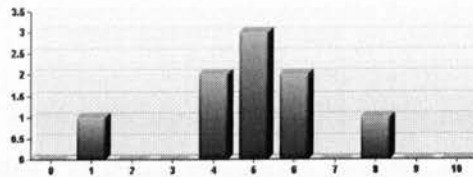


Table 30: Senior Leadership Engagement in Organisations with ‘Effective’ DM Strategies
 Mean = 4.89. Variance = 3.61. Standard Deviation = 1.90

Where diversity practitioners report effectiveness of their diversity strategy is ‘effective’ senior leadership engagement in informal discussions and activities is very varied:

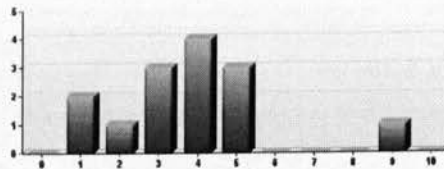


Table 31: Senior Leadership Engagement in Organisations with ‘Somewhat Effective’ DM Strategies.
 Mean = 3.79. Variance = 4.03 and Standard Deviation 2.01

Where diversity practitioners report effectiveness of their DM strategy is ‘somewhat effective’, the level of senior leadership engagement in informal discussions and activities continues to be at an average level with a high degree of variation.

This global data was disaggregated according to private and public sector (Tables 32-33). The results were:

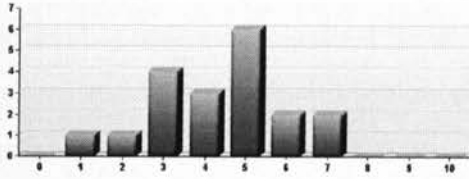


Table 32: Leadership Engagement Private Sector:
Mean = 4.37; Variance= 2.58

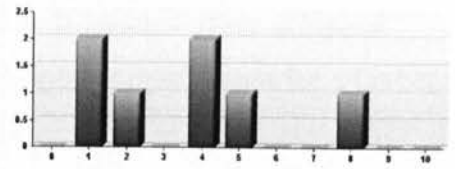


Table 33: Leadership Engagement Public Sector:
Mean = 3.57; Variance of 6.29

The data show there is slightly higher engagement of senior leaders within the private sector, as well as a much larger variance of leadership engagement in the public sector. This data was further disaggregated and analysed according to effectiveness of DM strategies.

The global data was also cross tabulated (Tables 34-36) in order to compare the level of engagement of senior leaders with the dominant corporate motivation behind the DM strategy.



Table 34:
Cross-tabulation senior leadership engagement
with motivation compliance
M = 3.64, V = 4.05, SD =2.01

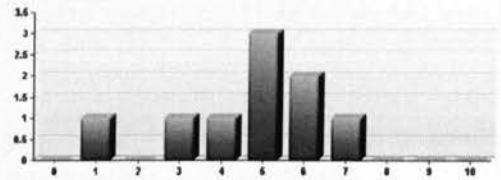


Table 35:
Cross-tabulation senior leadership engagement with
motivation profit maximisation:
M = 4.67, V = 3.25, SD =1.80

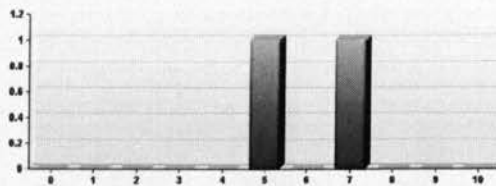


Table 36:
Cross-tabulation senior leadership engagement
motivation moral responsibility:
M = 6.00, V= 2.00, SD = 1.41

The overall level of engagement in organisations where motivation is primarily legal compliance is below average levels of senior management engagement (mean = 3.64).

Organisations which are primarily driven by profit maximisation show a higher, yet average level of senior engagement (mean = 4.67). It appears there is higher engagement and least variation when the main corporate motivation for a DM strategy is ‘moral responsibility’ (mean = 6.00).

There is strong variation in organisations mainly motivated by ‘legal compliance’ and ‘profit maximisation’. Those motivated by legal compliance demonstrate a much lower level of senior management engagement. Those motivated mainly by ‘profit maximisation’ show slightly higher levels of engagement of senior leaders. Where moral responsibility is the key motivation senior management engagement is highest. Unfortunately, only 2 out of the 31 practitioners responded in this way, a statistically insignificant number.

Organisational Equity

Hypothesis 5 – DM strategies are more effective where there is a high level of organisational equity.

Respondents were asked: ‘To what extent has your organisation achieved organisational equity (operates fairly and transparently for all employees regardless of legally protected characteristics)? Of the 31 responses, 15% said ‘low’; 64% said ‘medium’ and 21% said ‘high’. The results are below (Table 37).

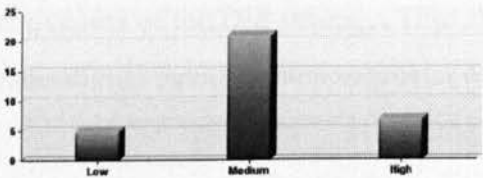


Table 37: Overall Organisational Equity

A majority of organisations have an organisational culture in which organisational equity is on a ‘medium’ level. This data was then cross-tabulated against perceptions of how effective the overall diversity strategy is considered to be. These results are shown below (Tables 38-40).

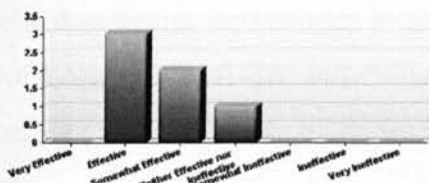


Table 38:

DM Effectiveness w/High Organisational Equity
 $M = 2.67$, $V = 0.67$, $SD = 0.82$

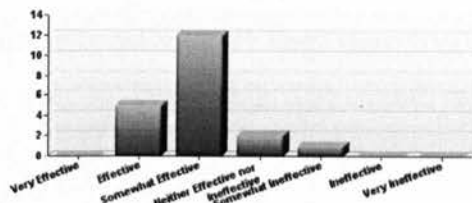


Table 39:

DM Effectiveness w/Medium Organisational Equity
 $M = 2.95$, $V = 0.58$, $SD = 0.76$

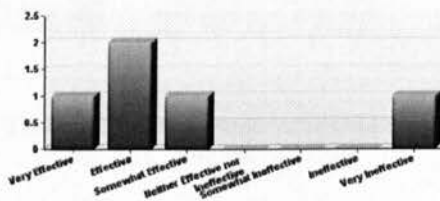


Table 40:

DM Effectiveness of DM w/Low Organisational Equity
 $M = 3.00$, $V = 5.50$, $SD = 2.35$

When organisational equity is high the DM strategy is ‘somewhat effective’ (mean = 2.67). As organisational equity decreases the effectiveness of DM strategy increases. The data show DM strategies are most effective when organisational equity is low, although here is much larger variation and standard deviation in DM performance within this category.

There is a little statistical difference between the different levels of organisational equity, which would lead one to believe its presence overall does not have much of an overall impact on the effectiveness of the DM strategy. Thus, the data does not support the hypothesis higher organisational equity results in greater effectiveness of the DM strategy.

Democratic Dialogue

Hypothesis 6 – DM strategies are more effective in organisations with higher democratic (equitable) stakeholder engagement.

Respondents were asked: ‘To what extent is there democratic engagement of all stakeholders across the business in defining diversity activities?’ They were given an 11-point scale, from 0 -10, with ‘0’ being low and ‘10’ being high. The overall results are below (Table 41).

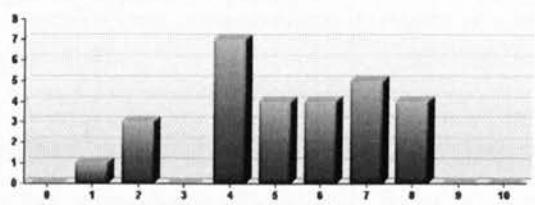


Table 41: Overall Democratic Dialogue
M: 5.21, V=4.03, SD=2.01

Overall, the democratic dialogue within organisations is at a mean of 5.21, average level. This data was then cross-tabulated with perceptions of the effectiveness of the DM strategy. These results are below (Tables 42 – 47).

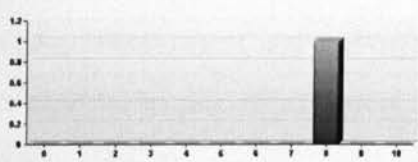


Table 42: Democratic Dialogue w/Strategy
‘Very Effective’
M=8.00, V=0, SD=0

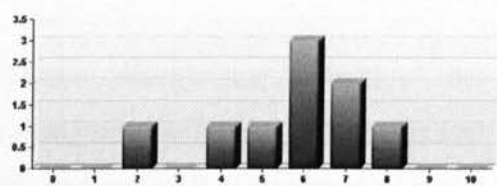


Table 43: Democratic Dialogue
w/‘Effective’
M=5.67, V=3.25, SD =1.80

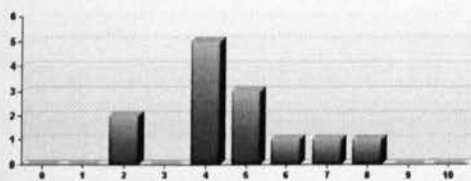


Table 44:
Democratic Dialogue/ ‘Somewhat Effective’
M=4.62, V=2.92, SD=1.71

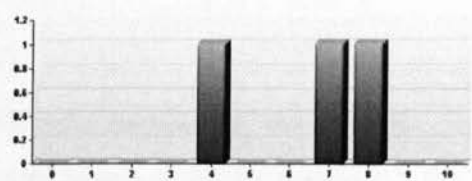


Table 45:
Democratic Dialogue w/Neither Effective
Nor Ineffective’ Strategy
M=6.33, V=4.33, SD=2.08

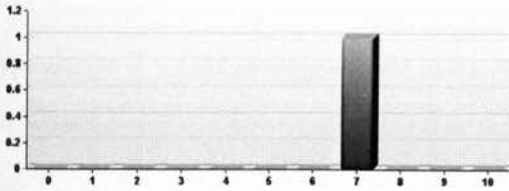


Table 46: Democratic Engagement w/ Ineffective

M=7.00, V=0.00, SD=0.00

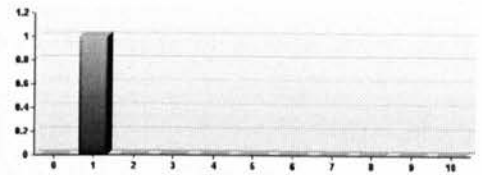


Table 47: Democratic Engagement w/Very Ineffective

M=1.00, V=0.00, SD=0.00

One respondent reported having a ‘very effective’ DM strategy with a high level of democratic engagement (8). A majority of practitioners reported having either ‘effective’ or ‘somewhat effective’ DM strategies. In each case, the level of democratic engagement was average ($m=5.67$ and $m=4.62$). This data would suggest that the stronger the democratic dialogue, the more effective the DM strategy. These results support literature on the efficacy of stakeholder engagement, but within the context of DM.

Where practitioners said their strategies were ‘neither effective nor ineffective’, the level of democratic engagement is higher than in organisations where strategies are either ‘effective’ or ‘somewhat effective’. There is also a greater degree of variation in responses where strategies are ‘neither effective nor ineffective’, which may account for the level of effectiveness being only ‘neither effective nor ineffective’.

Where practitioners considered their strategy was ‘ineffective’ the level of democratic engagement is high. Where strategy is considered ‘very ineffective’ the level of democratic engagement is low. The number of respondents is so low this data is too weak from which to draw conclusions. Overall, the data suggest there is no direct correlation between democratic dialogue and effectiveness of the DM strategy.

Organisational Perception of Diversity

Hypothesis 7 – DM strategies are more effective when diversity is seen as an asset within an

How diversity is perceived within an organisation may have an impact upon the effectiveness of a DM strategy. If an organisation is working from a deficit model then it is likely diversity is seen as something which detracts value, or something which makes no difference at all. If a company is working from an asset model, then DM is more likely to be seen as something which adds value and which is a necessary license to operate.

Respondents were asked to complete this statement: 'Thinking about the general corporate climate, in your experience, DM within your organisation is seen primarily by stakeholders as:' They were given a choice between: 'an impediment which detracts value'; 'a vital strategic resource which adds value'; 'a necessary license to operate'; 'something which makes no difference at all; and other. Respondents were able to choose as many categories as they felt were relevant to their organisation (Table 48).

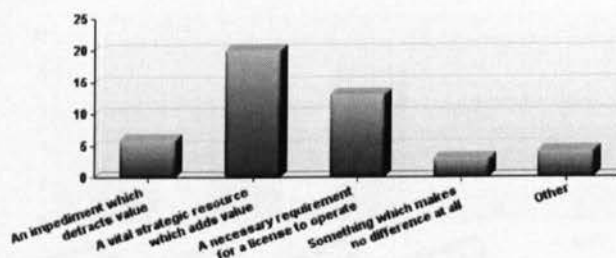


Table 48: Overall Perceptions of Diversity

18% of practitioners said diversity was seen as 'an impediment which detracts value. 61% of practitioners said diversity is seen as a 'vital resource which adds value'. 13% said it was 'a necessary requirement for a license to operate'. 9% said it is 'something which makes no difference at all' and 12% said other (people would like to be left alone, important but not vital given economic crisis, an issue of political correctness

when business is making money and something which differs according to stakeholder). This data was cross-tabulated with the overall effectiveness of DM strategies.

Where DM was ‘very effective’ diversity was seen only as ‘a vital strategic resource which adds value’. There was only one respondent who fell into this category. The data show a majority of respondents consider their diversity strategies are ‘effective’.

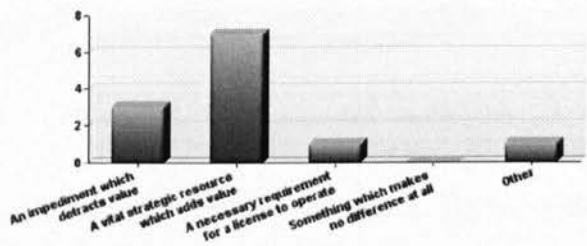


Table 49: Perceptions of Diversity with “Effective” DM Strategy

When DM is seen as ‘effective’, 30% of practitioners see diversity as ‘an impediment which detracts value’. 70% said diversity is seen as ‘a vital strategic resource which adds value’. 10% said it was ‘a necessary requirement to operate’ and 10% said ‘other’ (differs by stakeholder).

Where DM strategy is seen as ‘somewhat effective’ (Table 50)

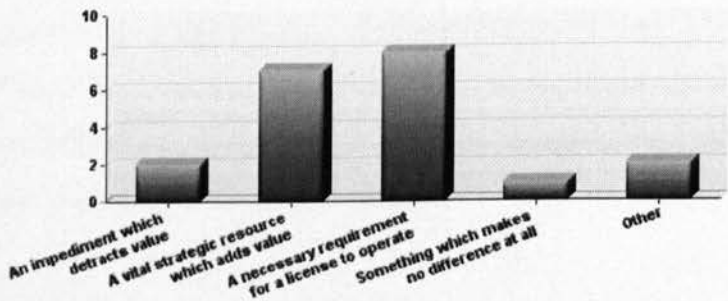


Table 50: Perceptions of Diversity with “Somewhat Effective” DM Strategy

13% said diversity was an impediment; 47% said it was a strategic resource. 53% said it was a requirement to operate; 7% said it made no difference at all. 13% said ‘other’ (people to be left alone, important not vital given economics. There is a large shift in perception regarding diversity management being a ‘necessary license to operate’. This increases significantly from ‘effective’ to ‘somewhat effective’ strategies.

Where diversity is ‘neither effective nor ineffective’ (Table 51)

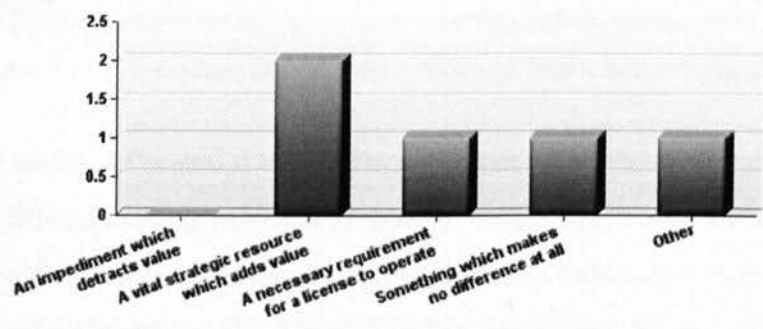


Table 51: Perceptions of Diversity with “Ineffective” DM Strategy

67% said ‘vital strategic resource’. 33% said it was ‘a necessary license to operate’. 33% said it ‘makes no difference’. 33% said ‘other’ (an issue of political correctness that is ok when business is making money). It is strong on ‘vital strategic resource’, however, the perception of it being a necessary requirement and something which makes no difference at all is significantly higher, in comparison to strategies where DM is perceived as ‘effective’.

For the remaining categories of ‘somewhat ineffective’ and ‘very ineffective’ there was only 1 response for each category. Therefore, data is not strong enough to draw any conclusion. Nonetheless, in the category of ‘somewhat ineffective’ DM strategy is said to be perceived as ‘a vital strategic resource’, ‘a necessary requirement’ and ‘something which makes no difference’. In the ‘very ineffective’ category, diversity is seen as ‘an impediment’ and ‘a necessary license to operate’.

This data is disaggregated to show whether or not there are any differences in perceptions between private and public sectors. The results are below (Tables 52-53).

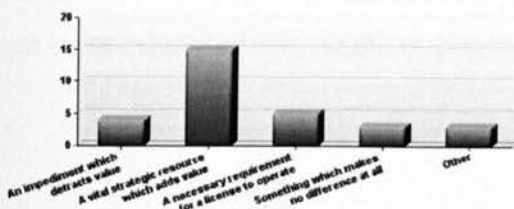


Table 52: Private Sector Perceptions of Diversity

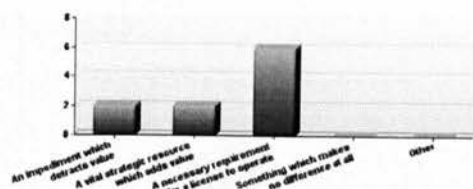


Table 53: Public Sector Perceptions of Diversity

In the private sector, 18% said it was ‘an impediment which detracts value’. 68% of diversity practitioners said diversity is seen as ‘a vital strategic resource which adds value’. 23% said it was ‘a necessary license to operate’. 14% said it was ‘something which makes no difference at all’. 3% said ‘other’ (important but not vital given economic crisis, differs according to stakeholders and political correctness when business is making money).

In the public sector, 25% said diversity was seen as ‘an impediment which detracts value’. 25% said it was ‘a vital strategic resource’. 75% said it was seen as ‘a necessary license to operate’. 0% said it is something which makes no difference at all.

Based upon the data, in the public sector diversity is seen as a much greater impediment, much less as a strategic resource, and something required in order to operate. There is a significant difference between sectors which suggests the public sector is engaging in diversity from the standpoint of ‘having no choice’. No one from the public sector said diversity was seen as something which makes no difference at all.

Human Rights Dimension

Hypothesis 8 – DM strategies are more effective in organisations which discuss and respect human rights.

Respondents were asked ‘Are there any discussions of human rights within your organisation?’ They were given ‘yes’ and ‘no’ response options. 45% of respondents

said ‘yes’ and 55% of respondents said ‘no’. The effectiveness of DM strategies was then cross-tabulated against the responses (Tables 54-55).

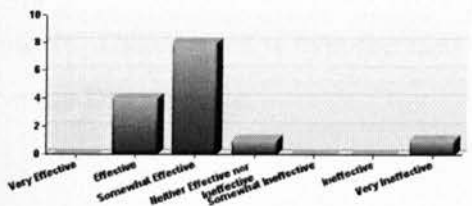


Table 54: Human Rights “Yes”:
M=3.07, V=1.61, SD=1.27

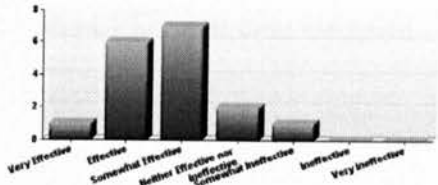


Table 55: Human Rights “No”:
M=2.76, V=0.94, SD=0.97

14 practitioners said ‘yes’ there were discussions of human rights within their organisations. Of these 14, 0% said their DM strategy was ‘very effective’, 29% said the strategy was ‘effective’, 57% said somewhat effective. 7% said neither effective nor ineffective. 7% said ‘very ineffective’. The overall effectiveness within the ‘yes’ category is ‘somewhat effective (mean = 3.07).

17 Practitioners said ‘no’, there were no discussions of human rights within their organisations. Of the 17, 6% said their DM strategy was effective ‘very effective’. 35% said ‘effective’; 41% said ‘somewhat effective’. 12% said ‘neither effective nor ineffective’. 6% said ‘somewhat effective’. The overall effectiveness within the ‘no’ category is ‘effective’ (mean = 2.76).

The data suggests organisations which discuss human rights perform marginally better with regard to their DM strategies, though the difference is not significant. The data, therefore, cannot support the hypothesis where there is discussion of human rights the overall DM performance will be more effective.

Continued Professional Development

Hypothesis 9 – DM strategies are more effective the higher the number of continued professional development (CPD) hours of diversity education stakeholders receive.

Equality, diversity and inclusion training is often conducted as part of continued professional development (CPD) of stakeholders. It is assumed some level of knowledge and awareness has to be communicated to and developed amongst stakeholders. Therefore, it is hypothesised the higher the CPD input then the more effective the DM strategy.

Respondents were asked to identify the number of CPD hours received by various stakeholder groups. They were given a 20-point sliding scale (with 20 hours being high and 0 hours being low) and could place their responses in appropriate positions (Table 56).

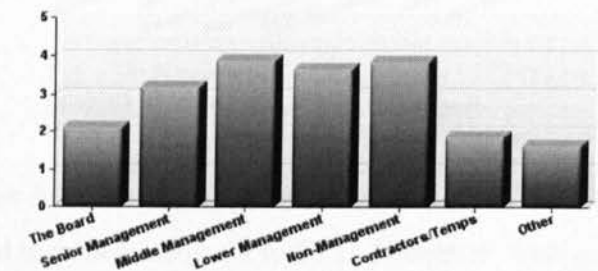


Table 56: Overall Level of CPD by Stakeholder Category

Based upon a 20-point scale, a majority of diversity practitioners report all categories of stakeholders receive 0-5 hours of CPD per year.

Middle management, lower management and non-management receive the most input with regards CPD hours. Senior management (3.17) receives a fair amount. The data show the group receiving the least amount of CPD hours are: others (1.63); contractors/temps (1.84); governors (2.12). This data was disaggregated according to group members, and cross-tabulated with the effectiveness of the DM strategy.

Board Members

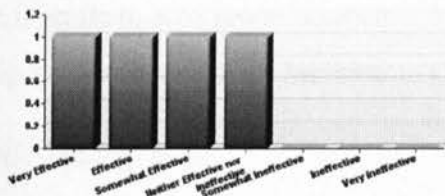


Table 57: Board with 0 CPD Hours:
hours against DM effectiveness
M=2.50, V=1.67, SD=1.29 (4 responses)

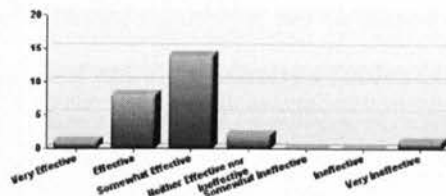


Table 58: Board with 5 or fewer CPD
against DM effectiveness
M=2.88, V=1.24, SD=1.24 (24 responses)

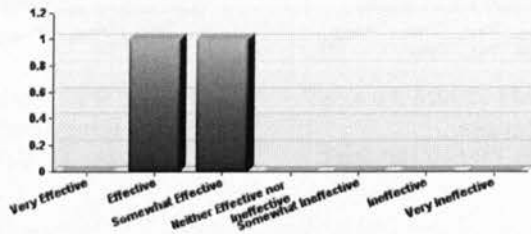


Table 59: Board with 6 or more hours of CPD against DM effectiveness
M=2.50, V=0.50, SD=0.71 (2 responses)

The effectiveness of the DM strategy appears increase slightly with an increase in the number of hours Board members dedicate to CPD. However, with greater than 6 hours, DM effectiveness returns to the same level as when Board members receive 0 hours of CPD (Tables 57-59).

Senior Management

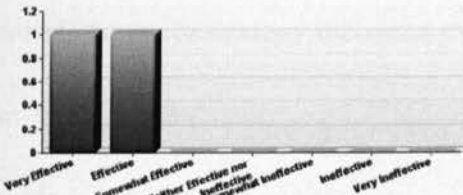


Table 60: Senior Management with 0 CPD hours
hours against DM effectiveness
M=1.50, V=0.50, SD=0.71 (2 responses)

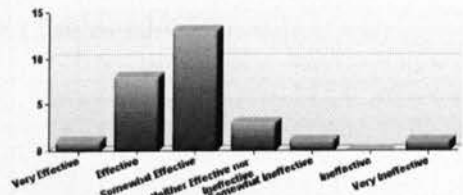


Table 61:Senior Management with 5 or fewer CPD
against DM effectiveness
M=3.00, V= 1.36., SD=1.17 (26 responses)

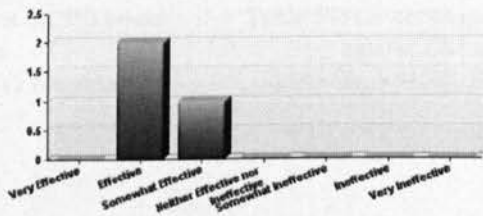


Table 62: Senior Management with 6 or more CPD hours against DM effectiveness
2.33, 0.33, 0.58 (3 responses)

There is a significant decrease ineffective of the DM strategy when senior managers go from 0 hours to 5 or fewer hours of CPD. As with Board members, performance seems to slip backwards with an increase in CPD hours, but not significantly (Tables 60-62).

Middle Management

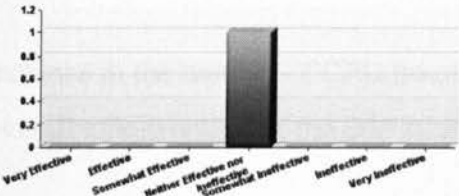


Table 63: Middle management 0 CPD hours against DM effectiveness
M=4.00, V=0.00, SD=0.00 (1 response)

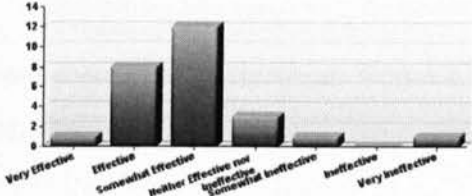


Table 64: Middle Management 5 or fewer CPD against DM effectiveness
M=3.04, V=1.43, SD=1.02 (24 responses)

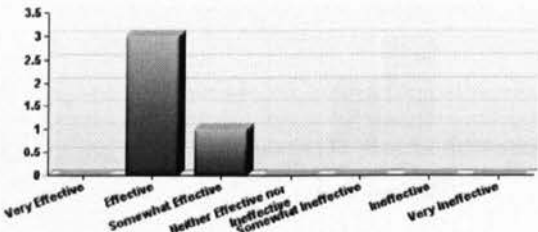


Table 65: Middle Management 6 or more CPD hours against DM effectiveness
M=2.25, V=0.25, SD=0.50 (4 responses)

DM strategies appear to increase in effectiveness when middle management goes from 0 to 5 or fewer CPD hours. When CPD hours increase to 6 or more, the effectiveness of the overall diversity strategy increases even more (Tables 63-65).

Lower Management

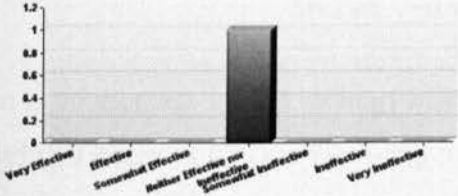


Table 66: Lower Management 0 CPD hours against DM effectiveness
M=4.00, V=0.00, SD=0.00 (1 response)

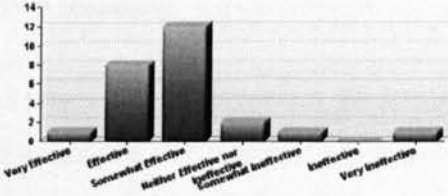


Table 67: Lower Management 5 or fewer CPD against DM effectiveness
M=3.00, V=1.45, SD=1.25 (23 responses)

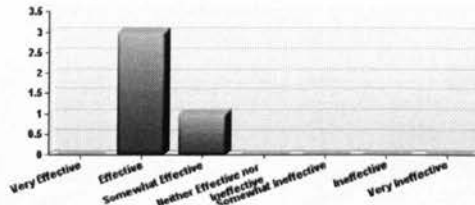


Table 68: Lower Management 6 or more CPD hours against DM effectiveness
 $M=2.25$, $V=.025$, $SD=0.50$ (4 responses)

An increase in the number of CPD hours with lower management shows an increase in the overall effectiveness of the DM strategy (Tables 66-68).

Non-Management

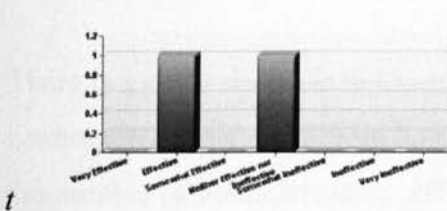


Table 69: Non-Management 0 CPD
 $M=3.00$, $V=2.00$, $SD=1.41$ (2 responses)

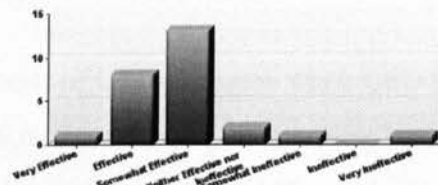


Table 70: Non-Management 5 or few CPD hours
 $M=3.00$, $V=1.45$, $SD=1.21$ (23 responses)

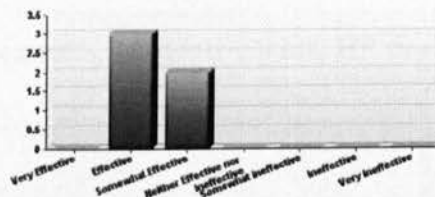


Table 71: Non-Management 6 or more CPD hours
 $M=2.40$, $V=0.30$, $SD=0.55$ (5 responses)

There is no increase in DM strategy effectiveness when non-management goes from receiving 0 hours of CPD to receiving 5 or fewer hours of CPD. There is a positive shift in DM strategy effectiveness ($m=2.40$), and less variance, when CPD hours are increased to 6 hours or more (Tables 69-71).

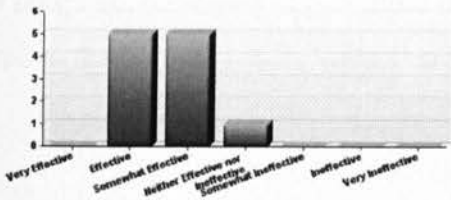


Table 72: Contractors/Temps 0 CPD
M=2.64, V=0.45, SD=0.67 (11 responses)

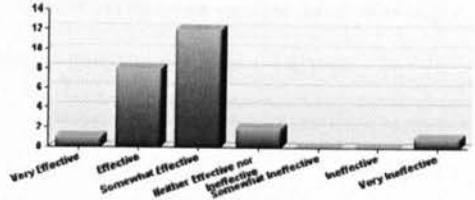


Table 73: Contractors/Temps 5 or fewer CPD hours
M=2.83, V=1.33, SD=1.15 (23 responses)

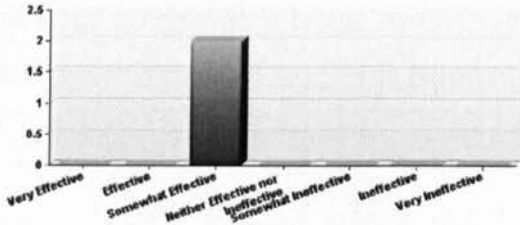


Table 74: Contractors/Temps 6 or more CPD hours
M=3.00, V=0.00, SD=0.00 (2 responses)

There is a slight decrease in the effectiveness of DM strategies when CPD hours for contractors/temps move from 0 hours to 5 or fewer hours, with greater variation. Where the number of hours increases, effectiveness of the strategy continues to decrease, and becomes less effective than with 0 CPD hours (Tables 72-74).

Other

Other was defined as ‘new recruits, residents/clients, HR professionals and volunteers.

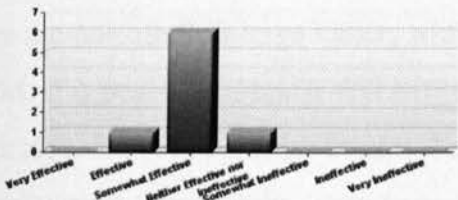


Table 75: Others 0
M=3.00, V=0.29, SD=0.53 (8 responses)

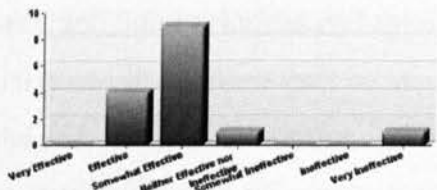


Table 76: Others, 5 hours or fewer
M=3.07, V=1.50, SD=1.22 (15 responses)

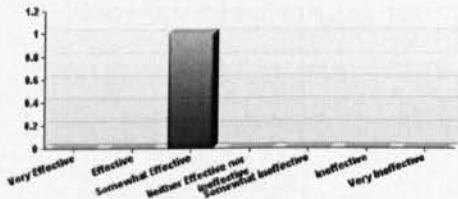


Table 77: Others 6 hours or more
M= 3.00, V=0.00, SD=0.00 (1 response)

For 'others' there is a slight decrease from 0 CPD hours to 5 or fewer CPD hours. When CPD hours are increased to 6 or more the level of effectiveness of the DM strategy returns to the level at which 'others' are receiving 0 hours of CPD (Tables 75-77).

Overall, a majority of organisations are dedicating 5 or fewer CPD to staff development. When Board members and contractors/temps receive this level of CPD the overall effectiveness of the DM strategy is reported as being 'neither effective nor ineffective'. In all other cases, the overall effectiveness of the DM is reported as being 'somewhat effective'.

The question arises: 'Is it possible the overall DM performance could increase if there was an increase in the number of CPD hours for all stakeholders?' If we look back at data around diversity initiatives, 'professional development' appeared to be a weakly performing initiative in private and public sectors. Data suggests overall effectiveness of DM strategies may improve with increase in CPD and professional development of all staff.

In-House Diversity Practitioners Profile

There are potentially a large variety of frameworks, activities, priorities and approaches of DM. It is possible in-house diversity practitioners and their efforts may be too disparate to be of any greater impact. Towards the end of the questionnaire, in-house diversity practitioners were asked to consider any similarities and differences which may exist between them as a group of practitioners. Their responses were open-ended. Content analysis was carried out on the responses in order to identify key themes, which are reported below.

Commonalities

The key themes which emerged were, in order to prevalence: passion; risk-taking/change agents; understanding of the business and the business case; knowledge; isolation/powerlessness; shared beliefs and articulate and persuasive.

Passion is the most common characteristic of in-house diversity practitioners, which suggests they have a high amount of energy and commitment to their agenda. They also see themselves as change agents with a substantial amount of knowledge of their subject matter and of the businesses within which they function.

There are reports of feeling isolated and powerless within the organisation, which echoes with my experience in Study #1. This suggests energy in-house diversity practitioners bring into their organisations is not always fully utilised for the benefit of the SJ agenda. This presents itself as a real barrier to further progress and should be explored more fully.

Dissimilarities

When in-house diversity practitioners were asked if there were any key differences between them as practitioners, key themes which emerged were: none, conceptual framework (i.e. equality, diversity, inclusion or human rights); board level support; and organisational culture.

Responses to this question and quantitative data within questionnaire suggest there is variation within the conceptual and operating frameworks of in-house diversity practitioners. Some remain driven by the legal case for diversity. We see this is particularly the case within the public sector. Others are driven primarily by profit maximisation, fuelled by the business case for diversity, which supports a valuing diversity paradigm in which diversity is seen as an asset. We see a very small

percentage of practitioner organisations operating from the moral case for diversity. The question arises, ‘Why so few?’

Despite there being some key differences, overall, in-house diversity practitioners believed there were more similarities between themselves than dissimilarities (Table 78).

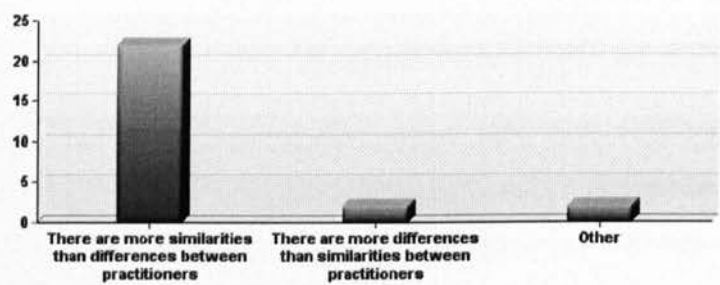


Table 78: In-House Diversity Practitioner Comparison

85% said there were more similarities than dissimilarities, 8% said there were more dissimilarities than similarities. 7% said ‘other’, remarking they either did not understand the question or that ‘practitioners have to manage the culture and complexity of institutions which conditions their output.’

This last statement is very a propos, as it suggests organisations may at times have more influence upon practitioners than practitioners upon organisations. Therefore it is of great importance that we are able to equip further in-house diversity practitioners with the knowledge and skills to unpick organisational complexity, and to navigate successfully through this territory.

9.3 Discussion

The Diversity Quality Cycle was applied to public sector organisations in the first two studies of this thesis. The In-House Diversity Practitioner Questionnaire provided me with an opportunity to compare and contrast corporate cultures on the dimension of public versus private sector experiences of in-house practitioners. This was an opportunity to explore whether or not private sector practitioners had comparable or divergent experiences of DM within their organisations. This discussion highlights points of similarity and dissimilarity between sectors.

Hypothesis 1 – DM practices are more successful within private sector organisations.

This questionnaire study explored whether or not there were a difference in DM effectiveness between sectors. The data suggests there is a difference between DM performances within the private sector and the public sector. Private sector in-house diversity practitioners reported having ‘effective’ strategies, whereas public sector diversity practitioners reported ‘somewhat effective’ strategies. In addition, there was much greater variation in DM performance within the public sector. I was interested in finding out which areas of the SJ agenda the DM strategies have been most successful.

When the data was disaggregated in order to compare the effectiveness of DM strategies on a strand-specific basis it highlights areas in which each sector is doing relatively well or poorly. Each sector reports gender equality is ‘effective’; and sexual orientation equality is ‘somewhat effective’. While there appears to be some similarity between sectors there also appear to be more dissimilarity.

Within the private sector, the top performing area of equality is pregnancy/maternity, followed by equity for all and gender equality. This is consistent with aggregated data. In comparison, public sector practitioners cite, while also having achieved high degrees of maternity/pregnancy and gender equality, disability equality is the top performing

area. Therefore, key dissimilarities are in the areas of equity for all (inclusion) and disability equality.

The data suggest there is stronger equity for all (inclusion) in the private sector than there is in the public sector, and there is greater disability equality in the public sector than in the private sector.

There is also dissimilarity on dimensions of age, marriage/civil partnership, sexual orientation and transgender. Age equality is on the lower end of 'effective' in the private sector and considered 'somewhat effective' in the public sector. Marriage/civil partnership is 'effective' in the private sector and 'ineffective' in the public sector. In the private sector transgender equality is considered 'somewhat effective' and in the public sector 'somewhat ineffective'.

The disaggregated data was then matched against top priorities of diversity practitioners according to sector. Within the private sector, the highest priorities of diversity practitioners were: gender, equity for all (inclusion), other (overall strategic DM; work-life balance; flexible working; personal styles; social mobility; diverse thinking; and corporate responsibility); disability, pregnancy/maternity and age. Within the public sector, the highest priorities of diversity practitioners were: disability, gender, race, age, sexual orientation and equity for all.

The lowest priorities in the private sector were: race, sexual orientation, transgender, religion/belief and marriage/civil partnership. The lowest priorities in the public sector were: other (defined as human rights); pregnancy/maternity; and marriage/civil partnership.

Unlike the private sector, the public sector has a statutory duty to be proactive in promoting gender, race and disability equality, which may account for disability

performance being as high as gender equality performance within this sector. If this is the case, then the existence of a statutory duty alone is not sufficient enough to yield high performing areas of equality, as data also show racial equality in the public sector is only 'somewhat effective', whereas it is 'effective' in the private sector, albeit on the lower end of effective.

What companies focus upon, or choose not to focus upon, may determine the relative effectiveness of a DM strategy. Public sector practitioners also do not report 'equity for all' as being as high up the priority list as private sector practitioners do; this is reflective of inclusion not being a central tenet of public sector practice.

Surprisingly, and somewhat alarmingly, practitioners within neither public sector cite race as a key focus area, despite the statutory obligation under the Race Relations (Amendment) Act 2000. Questions arise: 'Why is race relatively neglected in comparison to gender, marital/status and work-life balance?' and 'Does this have an impact on perceptions of DM effectiveness?' The racial identity of in-house diversity practitioners was not captured in the survey; this should be done in the future as there may be some comparison between the identity of the in-house practitioners, the area of DM corporate focus and in-house practitioners' perceptions of DM effectiveness.

DM Initiatives: Possible explanations of strategy effectiveness

It may be DM strategies may be improved upon if there is an improvement in the diversity activities taking place designed to support performance. Based upon the work of Jayne and Dipboye (2004), this questionnaire explored the effectiveness of: diversity training; recruitment; retention; professional development; corporate communications; external partnerships; staffing and infrastructure; and other.

'Staffing and resourcing' was considered to be the most 'effective' area of activity. It stands to reason if one is going to achieve certain objectives and most importantly

widespread culture change, then a respectable level of investment has to be diverted to the cause itself. It is argued here if 'staffing and resourcing' is ineffective then this will compromise significantly effectiveness of a DM strategy. Staff and resourcing appears to be weaker in the public sector which may make it more difficult for the sector to be effective in DM.

Diversity training, recruitment, corporate communications and external partnerships were also identified as being 'effective' initiatives forming part of the DM strategy. The weakest activities, though still considered 'effective' overall, were professional development and retention.

It is possible organisations may increase their overall DM performance should they look critically and strategically at why professional development and retention are so low. While a lot of attention has been paid to attracting diverse talent, far less attention has been paid to critically exploring elements of a corporate culture which remain impassable for, and even at times hostile towards, under-represented groups. It is important, however, to keep an inclusive approach, and to focus upon increasing professional development and retention of all people, not just under-represented groups.

The literature on stakeholder engagement may be critical here in increasing retention rates of employees. Thus, we return to the idea DM strategies may improve in efficacy if practitioners and researchers focus more upon improving culture through participative governance. Retention is low in both sectors, suggesting that organisational cultures may still be lacking the ingredients in order to support and value those who do not reflect the traditional mainstream. This relates back to the data on turnover intention generated by Stewart (2011), as it is related perceptions of the diversity and ethical climate of an organisation. There appears to be room for improvement in private and public sectors.

‘Other’ activities were added to the list. They included: mechanisms to audit HR procedures; work-life balance; tone at the top and managers living and breathing diversity; targeting diverse customers; client participation; leadership commitment; self-audit; awareness programmes; and corporate responsibility.

When this data is broken down by sector there are some differences. The most effective activity, within the private sector, was staffing and infrastructure rate, followed by professional development, recruitment, corporate communications and diversity training. In comparison, the most effective activity in the public sector was recruitment, followed by diversity training, external partnerships and corporate communications.

Within the private sector retention, external partnerships and ‘other’ (work-life balance, senior leaders living and breathing the principles, diverse customers and corporate responsibility) are seen to be least effective activities. In the public sector, retention, professional development and ‘other’ (self-audit) are considered to be least effective activities.

Dominant Corporate Motivation

Hypothesis 2 – DM strategies are more effective in organisations motivated by a moral imperative.

Within diversity literature, three main cases for diversity are cited. They are: legal; business case; and moral. Of these cases, those which appear to predominate are legal and business. However, it was hypothesized here organisations driven by moral responsibility will have more effective DM strategies in place for the benefit of all stakeholders.

The data show a very small portion of organisations are primarily driven by moral responsibility is proportionately lower than organisations which are driven by other

motivations. 30% of organisations were motivated by legal compliance. 36% of organisations were motivated by profit maximisation. 27% were motivated by something 'other', which was defined as: staff engagement; reputation management; service delivery; senior leadership support; creativity and compliance; talent shortages; research; and developing tools to help other companies. Only 6.45% (2 respondents out of 31) said their organisation was motivated primarily by a moral responsibility, which is a significantly low percentage.

Given these two responses in support of moral responsibility, the overall effectiveness of diversity strategy appears to go in the direction of 'effective' to 'very effective', with the two responses falling within these categories. However, because the percentage is so low, it is not possible to draw any firm conclusions about the impact of moral responsibility on DM strategy effectiveness. In order to either confirm or disconfirm the hypothesis organisations motivated primarily by moral responsibility have diversity strategies which outperform those who do not we need a larger number of morally-driven organisations; we do not have this. The question of why not is a very interesting one worthy of further investigation. The fundamental questions are: 'Is it possible for organisations/businesses to be primarily morally-driven?' 'Does morality impede profitability?'

Thus, the question arises: 'Why are there so few organisations motivated primarily by moral responsibility?' This is a particularly relevant question when data show legal compliance alone does not yield improved SJ outcomes and evidence business case for diversity is untenable. The data suggests moral responsibility may have a positive impact upon overall corporate culture within which diversity strategies are being carried out.

The legal case for diversity, which dates back to the 1960s – 1980s, proved to be ineffective. Consequently, having experienced very little substantive change, the business case for diversity was formulated in the 1990s. This provided human resource

professionals with a language of finance which could be used to persuade senior managers, and in particular directors of finance, to invest money in developing multicultural organisations. 20 years on, substantive changes have yet to be achieved, and even in some instances equality has regressed. It appears as though a shift in paradigm is required, and the case for moral responsibility can help to move things forward. We as researchers and practitioners must determine what the barriers are to accepting this case and we must establish strategies to overcome these barriers.

When this data is broken down by sector, data reveal private sector is more motivated by profit maximisation (50%) than it is by legal compliance (23%) and moral responsibility (9%). The public sector, on the other hand, is motivated primarily by legal compliance (88%) and by something 'other', which is defined as self-audit (12%). It is important to note none of the diversity practitioners representing the public sector cited their main corporate motivation was a moral responsibility. This is an unsettling revelation, given the civic duty of the public sector.

When corporate motivation is then cross-tabulated with effectiveness of the DM strategy, data suggest organisations motivated primarily by profit maximisation tend to have 'effective' DM performance, whereas organisations motivated by legal compliance tend to have 'somewhat effective' DM performance overall, and will tend towards being more 'ineffective'.

If the public sector is and continues to be motivated primarily by legal compliance then it greatly compromises its ability not only to be effective, but to compete effectively with the private sector. It is also a concern there is no consideration of profit maximisation within the public sector.

Today the public sector within the UK and in other western European economies are stretched and challenged financially, as a consequence of the current economic crisis.

Governments and governmental institutions not only have to think about value for money, they have to think about how to make money. Civil servants are not accustomed to being business people, and even if they were, the business case language around diversity would not serve them. They would be entering such conversations on the tail end of an evolutionary curve while the business world evolves towards the language of inclusion.

Not only does the public sector appear to lack business discourse DM language, it appears to fundamentally lack moral imperative despite its central function and role within society. Based on the centrality of morality to public service, if the public sector does not, or has not yet, accepted a widespread moral responsibility for the equality, diversity and inclusion agenda then what hope is there for private sector organisations to do so?

The data suggests there may be greater hope within the private sector, as this is the only sector in which respondents reported the dominant corporate motivation as being moral responsibility. It may just be the private sector is more equipped to lead the way, as it is not as bogged down by legal mandates and imperatives as is the public sector.

‘Other’ motivations (which included: membership expectation; staff engagement; external profile; improving service performance; customer satisfaction; combination of legal and profit; combination of creativity and compliance; and the development of research tools to provide support to companies) were all reported as being ‘somewhat effective’. It is also worth exploring these motivations further in order to determine if there is any greater value embedded in these motivations which have yet to be fully appreciated by practitioners. STri-hybrid approach is required. Each case for diversity needs to be sufficiently mature enough to be able to carry the agenda.

Dominant Corporate Culture

Hypothesis 3 – DM strategies are more effective in flexible and collaborative organisational cultures.

It was hypothesized organisations with cultures that are predominately collaborative/flexible in nature, would be better placed to support DM initiatives than controlling/hierarchical; competitive/market-driven; creative/entrepreneurial; and other cultures.

41% of respondents said their organisations were 'controlling/hierarchical. 26% said competitive/market-driven. 24% said collaborative/flexible. 6% said creative/entrepreneurial. 3% said other, which was defined as 'flexible' depending on who you work with, but the overall hierarchy with a different set of rules for senior people who operate outside of the company policy, openly and unapologetically'. This last statement is an expression of a low ethics climate within an organisation.

When corporate cultures were then compared to overall effectiveness of DM strategy, results suggest controlling/hierarchical organisations are most prevalent and yield most effective results. This does not support the hypothesis flexible/collaborative cultures will have more effective DM strategies. To the contrary, data show flexible/collaborative cultures are least effective in comparison to controlling/hierarchical and competitive/market-driven cultures.

However, there appears to be a more complex dynamic at play. Public sector organisations are highly hierarchical. This would suggest they should outperform private sector organisations overall in their DM, yet they perform less well with DM. It may be lack of a complete lack of a competitive/market-driven approach may detract from effective DM within the public sector.

It is also arguable despite having strong controlling/hierarchical cultures, public sector organisations overall perform less well than private sector organisations due to primary motivator being legal compliance, and the absence of any motivation by moral responsibility.

Back to complexity theory which purports that command-and-control is not the most effective managerial approach. That capitalistic managerialism is not most effective or equitable as a management approach. The public sector is heavy on this form of management which may be why it is demonstrably worse at DM than the private sector. There is more variation in the private sector, most likely due to the fact that regulatory impositions are not so severely felt in the private sector as they are in the public sector.

Senior Leader Engagement

Hypothesis 4 – DM strategies are more effective in organisations with equitably engaged senior leadership.

It was hypothesized quality of leadership and engagement of senior leaders in informal discussions and activities with stakeholders would strengthen the effectiveness of a DM strategy. When DM strategies were considered to be ‘effective’, there was an average level of engagement of senior leadership, and a substantial amount of variation between responses ranging for 1-8. When diversity practitioners report effectiveness of their DM strategy is ‘somewhat effective’, the level of senior leadership engagement drops slightly, and overall there was greater engagement of senior leaders within the private sector than in the public sector.

This data was further disaggregated and analysed according to effectiveness of DM strategies. The results show highest levels of engagement are potentially found in organisations driven moral responsibility, although, as has already been discussed, the number of organisations falling within this category is not statistically significant.

Aside from moral responsibility, the highest and most statistically significant level of senior leader engagement is found when the main corporate motivation is profit maximisation. The lowest level of senior leadership engagement is found when organisations are driven primarily by legal compliance.

Legal compliance as a main driver usually depends upon the command and control, the passing down of responsibilities within the organisation to middle and lower management in order that organisations may ‘control’ their employees’ behaviours and reduce risk of non-compliance. In such a circumstance, leaders may feel it is not their responsibility to ‘lead from the front’ or ‘lead by their actions’, hence the disconnected from of senior level leaders from the core of the workforce. The literature reviewed in this thesis discusses the importance of the relationship between the diversity climate and the ethics climate of an organisation. It may be that such disconnection of the senior team may be seen as a low level of corporate ethic, particularly if senior people openly act in ways which contravene legislation and corporate policy and they themselves are not held to account.

Organisational Equity

Hypothesis 5 – DM strategies are more effective where there is a high level of organisational equity.

A majority of organisations have an organisational culture in which organisational equity is on a ‘medium’ level. When this data was then cross-tabulated against perceptions of how effective the overall diversity strategy is considered to be, it shows DM strategies are most effective when organisation equity is ‘low’. This result is somewhat confusing.

A low level of organisational equity is the only condition in which any diversity management strategy is considered to be ‘very ineffective’. This result does not support the hypothesis

The DM strategy is more effective, the higher the organisational equity. The data show DM strategies are least effective when organisational equity is high, which is the exact opposite outcome anticipated

This is also an unexpected result, particularly in the private sector, where most diversity practitioners report their strategies are 'effective' in creating fairer outcomes for all and inclusive work environments. It presents the question: 'How does an organisation achieve equity for all (inclusion) in conditions in which organisational equity is considered to be low and the DM strategy is considered to be 'effective'? What is the DM strategy actually 'achieving'? The data cannot answer this question, though it is an interesting question to explore further. This study looked at the 'perception' of DM effectiveness; however, it did not identify key objective measures to establish such effectiveness.

Earlier data also posed the question of 'How can an organisation have achieved equity for all (regardless of social groupings) if the same organisations have achieved average and below average results for a majority of the 9 legally protected characteristics?' It was suggested there is a division between equity for an individual (valuing diversity) and equity for a social group (equality of opportunity). Is it easier to achieve the latter than the former? An explanation for DM being seen as effective when equity is low may be because social equity remains low while personal equity, and a focus upon the individual remains a high priority.

A low level of equity suggests there is not a fair distribution of power and influence within an organisation. Another explanation may be perhaps this perception drives people to realise the value of diversity, not only for minorities, but for people who are perceived to be part of the majority.

Another possibility, which may cause more concern than other explanations, is practitioners may define DM strategies as being ‘effective’ and ‘somewhat effective’ despite organisational equity not having been achieved and pointing to the contrary being true about the effectiveness of DM strategies. What this study does not provide are exact metrics upon which effectiveness is based. This is an age-old dilemma within diversity, finding concrete metrics upon which to measure performance.

Democratic Dialogue

Hypothesis 6 –DM strategies are more effective in organisations with higher democratic (egalitarian) stakeholder engagement.

As with organisational equity, democratic dialogue was also average overall. There was one case in which a diversity strategy was considered to be ‘very effective’; it was within this case democratic dialogue was highest at ‘8’ on an 11-point scale. While the number is statistically insignificant, it suggests if we do see an increase in democratic dialogue then we may also see an increase ineffectiveness of DM strategies. However, as with the question of moral responsibility being a key corporate driver, is it possible to have a highly effective organisation with high levels of democratic or egalitarian dialogue? Is this too much of a threat to the command-and-control risk management approach to governance? Why are so few senior people in companies either actively or passively avoiding engaging in fair and open dialogue with a range of stakeholders?

However, when practitioners said their strategies were ‘neither effective nor ineffective’, the level of democratic engagement is higher than in organisations where strategies are either ‘effective’ or ‘somewhat effective’. There appears to be greater degree of variation in responses where strategies are ‘neither effective nor ineffective’, which may account for the level of effectiveness being only ‘neither effective nor ineffective’.

In addition, though statistically insignificant again, when practitioners considered their strategy was ‘ineffective’, level of democratic engagement is high. Where strategy is considered ‘very ineffective’ the level of democratic engagement is low. The number of respondents is so low, making this data weak.

Overall, data suggest there is no direct correlation between democratic dialogue and DM strategy effectiveness, although there is some evidence the higher democratic dialogue the more effective the strategy will be. This is a point for future research with a greater number of respondents.

Organisational Perception of Diversity

Hypothesis 7 – DM strategies are more effective when diversity is seen as an asset within an organisation.

The data support the hypothesis when diversity is perceived as ‘a vital strategic resource which adds value’ throughout an organisation, then DM strategies will be more effective than in organisations which do not perceive diversity in this way. Overall more respondents said diversity was seen within their organisation as a ‘vital strategic resource which adds value’ (61%). 18% of practitioners said diversity was seen as ‘an impediment which detracts value. 13% said it was ‘a necessary requirement for a license to operate’. 9% said it is ‘something which makes no difference at all’ and 12% said other (people would like to be left alone, important but not vital given economic crisis, an issue of political correctness when business is making money and something which differs according to stakeholder).

When overall effectiveness of DM strategies is mapped against these responses, data show organisations with a strong sense of there being such value have ‘effective’ DM strategies (70%). Where DM strategies are seen to be ‘somewhat effective’, the overriding perception of diversity within a culture is a DM strategy it is ‘a necessary license to operate’ (53%). Even when DM is seen as ‘neither effective nor ineffective’ the

strongest perception of diversity it is ‘a vital strategic resource which adds value’ (67%).

When overall perceptions are disaggregated by sector, data show within the private sector the main perception of diversity is it is ‘a vital strategic resource which adds value’ (68%), and in the public sector the main perception of diversity is ‘it is a necessary license in order to operate’ (75%). This data is consistent with Hypothesis 1, which argues private sector performance is stronger than public sector performance. The perception of the value of diversity appears to have an influence upon this sector-based difference.

This is a significant difference between sectors, suggesting the public sector is engaging in diversity from the standpoint of ‘having no choice’. No one from the public sector said diversity was seen as something which makes no difference at all. It may be public sector performance is suffering due to the perception DM as something which ‘has to be done’; it is an imposition created by its own legislative mandates.

The data show diversity is seldom seen as ‘a vital strategic resource which adds value’ within the public sector. As a sector, the public sector appears to be transfixed by its need to always show ‘value for money’. If the sector tends to see no intrinsic value in diversity, then it stands to reason fewer resources will be dedicated to DM strategies. For instance, when exploring the effectiveness of various diversity activities in a previous section, private sector activity which is most effective is ‘staffing and infrastructure’ at top of the list as most ‘effective’ activity. It was somewhere in the middle within the public sector.

This suggests there may be a certain level of structure, stability and investment in DM strategies, within the private sector, which enables better results to be achieved. It is argued DM practice within the public sector will continue to be weak should the sector

continue to fail to see and understand the strategic value of diversity. Data show that the public sector is still operating according to an equalities framework, primarily driven by legal compliance, a hierarchical/controlling management structure, which engages very little with other stakeholders.

Human Rights Dimension

Hypothesis 8 – DM strategies are more effective in organisations which discuss and respect human rights.

It was hypothesized a contribution from the human rights agenda would help to strengthen the overall effectiveness of a diversity strategy. This was thought to be the case as human rights provides a conceptual language which is inclusive of all people and which supersedes and encompasses discussions of equality and diversity. The results of the questionnaire do not support this hypothesis.

DM performance appears to be slightly more effective within organisations where there is no discussion of human rights, though the difference is not significant. Data, therefore, can neither prove nor disprove the hypothesis where there is discussion of human rights the overall DM performance will be more effective.

Continued Professional Development

Hypothesis 9 – DM strategies are more effective the higher the number of continued professional development (CPD) hours of diversity education stakeholders receive.

The results do not support the hypothesis increased CPD for all stakeholders will improve the overall effectiveness of a DM strategy. Data show the effectiveness of a DM strategy increases only when CPD hours increase for certain groups. They are:

middle and lower management. There appears to be no shift ineffectiveness of a DM strategy with an increase of CPD hours for non-management. There is a decrease in overall effectiveness when Board members and senior management go from 0 to 1-5 hours, and then a gradual increase if hours are increased to 6 or more. There is a consistent decrease in effectiveness of DM strategies as the number of CPD hours for contractors/temps increase.

It is unclear as to why this would be the case for any one group. For instance, this raises the question: 'Why would an increase in education or knowledge of the most senior people result in a decrease in overall DM effectiveness?'

Often it is difficult to get the most senior people within organisations to engage in the subject. Data would suggest organisations are better off by not engaging this group in CPD at all, however, this poses a real concern about the ability and capacity to lead and be genuine role models in the absence of professional development in this area. Perhaps we need to generate more data about senior people's experiences of engaging in continued professional development within the context of equality, diversity and inclusion.

The data also show if board members and senior management persist in increasing their CPD, then DM strategy effectiveness returns to the level it was when board members received 0 hours of CPD. The question arises: 'Why would board members and senior management bother to invest their time and energy in CPD if their experience of it makes no significant difference to overall effectiveness? What would be their incentive? This poses particular challenges around corporate responsibility and effective governance.

If key corporate motivations are legal compliance and profit maximisation, and not moral responsibility then low levels of CPD for board members and senior management

stand to reason. Perhaps, if there is an increase in the acknowledgement and a sense of moral responsibility then we would see an increase in the number of hours senior leaders dedicate to CPD and an overall increase in the effectiveness of DM strategies.

It is hard to conceptualise doing something well, if one does not know what one is doing. Consequently, if continued professional development was considered to be an important factor within the context of creating and executing effective DM strategies. This is particularly the case as the legal environment is changing so rapidly; the level of education received by stakeholders should adequately respond to changing demands of external environments. However, given the rapidity and intensity of change, it appears on average stakeholder receive no more than 5 hours of continued professional development per year.

Looking at this and other variables, data suggests currently, controlling/hierarchical cultures or competitive/market-driven cultures, combined with a focus on profit maximisation, with a medium level of informal senior leadership engagement and medium to low levels of organisational equity, are currently the conditions for an 'effective' diversity management strategy.

In-House Diversity Practitioners Picture

In-house diversity practitioners were asked what they feel they have in common as a group and how they as individual practitioners may differ from one another. 85% said there were more similarities than dissimilarities, 8% said there were more dissimilarities than similarities. 7% said 'other', remarking they either did not understand the question or practitioners have to manage culture and complexity of institutions which conditions their output.'

Similarities

Key themes which emerged were, in order of prevalence, they are: passion; risk-takers/change agents; understanding of the business and the business case; knowledge; isolation/powerlessness; shared beliefs and articulate and persuasive. The most common characteristic identified was passion.

The data suggest in-house diversity practitioners are, by and large, a group of individuals who are firmly committed to and passionate about issues of SJ. They have high levels of energy, strength of will and determination to see through organisational change. It would be ideal if this level of intensity would be matched by seeing a greater number of effective and very effective DM strategies. Yet, given DM is and engagement, we are only seeing DM strategies which are on the lower end of 'effective', bordering 'somewhat effective'. It is likely this outcome may be the cause of 'frustration' in-house diversity practitioners, which they identify themselves as experiencing.

Potentially key detractors were cited as: 'isolation and powerlessness within the organisation'; 'frustration with limited agenda'; and 'lack of leadership'. If in-house diversity practitioners are experiencing isolation and powerlessness within their organisations then it makes it difficult to translate their energy, commitment and professionalism into organisational practice. Isolation is a major barrier and may also be an indication of an organisation neither understanding, nor fully embracing the value of diversity. In such a circumstance, it may be likely for in-house diversity practitioners to feel as though they are simply 'box-ticking' and assisting in an organisation's need to demonstrate legal compliance.

'Frustration with the limited agenda' may stem from the fact organisations have varying approaches to the SJ agenda. Some are focused upon equality-based issues, some are focused upon valuing diversity, and some motivated by equity for all (inclusion). These may be very key variables which have an impact upon the effectiveness of an overall

DM strategy, as well as on the effectiveness of in-house diversity practitioners. It is worth future research exploring these variables in more detail.

Dissimilarities

In-house diversity practitioners were also asked if there were any key differences between them as practitioners. The key themes which emerged from a content analysis were: none, conceptual framework (i.e. equality, diversity, inclusion or human rights); board level support and organisational culture.

The theme referred to most often as dissimilarity is the focus of the framework within which diversity practitioners are operating. Data suggest a fair amount of variation exists between practitioners who take an equalities approach, a diversity approach and an inclusion approach. Several practitioners report feeling frustrated by a purely equalities approach to SJ and by the lack of focus upon inclusion and human rights. They appear to argue in favour of inclusion and human rights frameworks being more effective frameworks from which to build and to execute DM strategies.

The other factors mentioned by in-house diversity practitioners are: Board level engagement and the organisational cultures within which in-house diversity practitioners operate. Other data within this research show even within organisations in which DM is seen to be 'effective', the level of engagement and CPD of board members and senior management is very low.

Data generated from this questionnaire study also highlights the relationship between the organisational culture and DM strategy effectiveness. It appears collaborative/flexible cultures are currently performing better than controlling/hierarchical and competitive/market-driven cultures. The key differences can be identified as relating to: the sector within which one is operating (with the private sector performing better as evidenced in the data), an equality approach versus

an inclusive approach (with the private sector demonstrating stronger performance with equity for all); agency of diversity practitioner; levels of staffing and resourcing; and board level engagement. Despite there being some key differences, overall, in-house diversity practitioners believed there were more similarities between themselves than dissimilarities.

A majority of practitioners believe diversity strategies employed by their organisations are either 'effective' or 'somewhat effective', responses. Data supports the supposition made by previous research that DM practices are not very effective. With such average results, data suggests there are certain barriers to progress which have yet been identified as part of overall DM strategy.

Where there is variation, there appear to be only single responses three of those categories 'very effective', 'somewhat ineffective' and 'very ineffective'. 3 respondents said 'somewhat ineffective'. This variation demonstrates the possibility of different DM outcomes on the dimension of effectiveness, however, the number of respondents is too small and no conclusion can be drawn from it.

With one respondent who reported having a 'very effective' strategy, one can look at other conditions of this respondent's organisation to see if those conditions support the main hypotheses of this thesis. Again, since the sample size is so small, data is not robust enough to support the main hypotheses.

When data were disaggregated to explore if there were certain areas (i.e. a particular a group characteristic protected by legislation) in which DM strategies have been most effective there were no groups for whom any strategy was 'very effective'. Strategies were 'effective' in areas which revolve around gender equality (i.e. gender and pregnancy/maternity), inclusion for all, and disability equality. Strategies were

‘somewhat effective’ for age, marriage/civil partnership, race, sexual orientation and religion/belief, and ‘somewhat ineffective’ for transgender.

The data suggest gender and disability equality, and inclusion for all, are more achievable than race equality and disability equality. One may argue legislation to protect people from gender discrimination has been in existence for longer than other protected characteristics, and therefore more progress has been made in gender equality. However, there is only one year between passing the Sex Discrimination Act 1975 here in the UK and the Race Relations Act 1976 and the Race Relations (Amendment) Act 2000, yet race equality is only ‘somewhat effective’ in comparison to gender equality which is ‘effective’.

DM strategies are also only ‘somewhat effective’ for a majority of other equality strands. The area in which DM strategies are ‘ineffective’ is transgender. This data suggests strategies are not currently robust enough to yield increased equality and SJ in areas of: age; marriage/civil partnership; sexual orientation; religion/belief; and transgender. Barriers to progress must also be explored critically and more fully if outcomes are to improve.

The questions must be asked if there is prejudice against groups for whom DM strategies are only ‘somewhat effective’ which is more deep-rooted and difficult to challenge. Is it appears to be somehow easier to grapple with gender equality and inclusion for all than it is to tackle ageism, homophobia, racism, xenophobia and Islamophobia? Is diversity training on legislation and unconscious bias enough to shift people’s thoughts, feelings and behaviours?

Another explanation for a stronger performance in the area of gender equality, equity for all (inclusion) and disability equality is these areas are identified as being top key priorities for in-house diversity practitioners. There appears to be a direct correlation

between top priority areas and ‘effective’ DM in areas of gender equality, equity for all (inclusion) and disability equality.

This was matched against what are considered to be the lowest priorities of in-house diversity practitioners. In rank order they are: age, race, sexual orientation, transgender, religion/belief and marriage/civil partnership. DM performance is ‘somewhat effective’ in all these categories, and ‘somewhat ineffective’ with transgender.

There is variation in what are considered to be medium priorities and what strategies are most effective. Racial equality appears to be a higher priority than it is effective. Transgender equality appears to be significantly higher in priority than it is effective. Marriage/civil partnership equality appears to be lower in priority yet higher in effectiveness.

The data begs the question: ‘If equality is so low for certain groups within organisations then how is it possible to achieve high levels of ‘equity for all?’ This suggests strategies may be primarily focused upon individual differences and individual development, rather than on more collective concerns of group equality and prejudice. It may be DM strategies are failing because there is a systemic separation of an individual’s personal identity from his or her social identity.

Is it sufficient enough to learn to value individuals, without addressing institutional and systemic barriers to progression? In the UK, the MacPherson Report called for organisations to be critical of their policies, procedures and cultures which are designed to indirectly benefit certain individuals and groups over others. Data here suggests this level of organisational criticality may still be very low, and may contribute to slow progress being made for a majority of legally protected characteristics.

9.4 Limitations

The sample size of 31 respondents is small. Therefore, it is difficult to generalise from the results. Data provides a good baseline of information upon which further investigations and research can be conducted.

Another key limitation of this study is the data is based upon subjective opinions and experiences of in-house diversity practitioners. No hard metrics were used in the questionnaire in order to substantiate their perspectives.

A technical concern is the different point-scales used to capture perceptions of the overall effectiveness of the DM strategy and the point-scale used to consider strand-specific DM performance. The former has a 7-point scale and the latter a 6-point scale. If this research replicated then the same scale would need to be used across the whole of the questionnaire where comparisons are to be made.

9.5. Future Research Directions

Any researchers who wish to replicate this survey should seek to increase the number of respondents in order to confirm or disconfirm the validity of the data and conclusions drawn from it.

Other issues, generated by this data, which can be explored within the context of this questionnaire study, or as independent studies, are: whether or not public sector performance can be improved by introducing elements of private sector culture and orientation to diversity; why moral responsibility is so weak as a dominant corporate motivation; why progress in certain areas of equality (i.e. transgender, sexual orientation, and race) is weaker than in others (i.e. gender, equity for all and pregnancy/maternity); demographics of diversity practitioners and if there is any link

between their social identity and their diversity priorities; and lastly, if a reduction in investment in diversity initiatives has any effect on the overall effectiveness of a DM strategy.

Respondents in this questionnaire survey were primarily from the UK, with a small sample from Europe. Future research should also seek to engage in-house diversity practitioners within other economic regions. Borrowing ideas from Hofstede (1980), and his cultural dimension, it would be particularly interesting if future research were to generate data of countries/organisations which are, for instance, strongly hierarchical while at the same time as being very collective in orientation and compare to compare this with countries/organisations which tend to be more flexible/collaborative and individualistic in orientation.

Such data would enable us to explore if wider cultural contexts within which business operate have significant influence on the overall effectiveness of a DM strategy, and what optimal conditions for high performance may be. The financial world is turning its attention more towards emerging markets in order to find exit routes out of current economic decline. Therefore, determining the extent to which traditional diversity strategies (designed according to Anglo-Saxon values) are at all relevant within these cultural contexts of emerging markets is of particular importance.

10. Study #2: An action research case study within a large further education college in the west of England

DM researchers (Kochan et al, 2003) have called for an innovative and more nuanced approach to diversity management. It is believed that a new approach is required; one which allows for higher levels of stakeholder engagement, and greater equity within the workplace environment. Such conditions are thought to enable practitioners, and organisations for which they work, to leverage the benefits of diversity better. In this study, I develop and operationalise a new approach to corporate governance which meets all of the above criteria. . This case study research project explores the degree to which the activation of an innovative governance structure, the Diversity Quality Cycle, may have the capability of improving DM outcomes. Thus, providing potential answers to the second part of this thesis's research question of 'how' to improve diversity management and make it more effective.

Traditional diversity initiatives feature a central diversity committee and equality-based network groups, such as multicultural, lesbian gay bi-sexual and transgender, women's and disabled network groups. It is the intention of this piece of research to break with this tradition, and to adopt a stronger business-centric governance cycle based upon equality, diversity and inclusion, in order to improve overall diversity management effectiveness. In line with principles of CT, through the process of engagement and democratic dialogue between a variety of stakeholders, a pattern of governance emerges. It is referred to as the 'Diversity Quality Cycle (DQC)' and can be found in fig. 9.

The DQC serves as the main framework of, and vehicle for, participatory action research. Within it, social actions take place, and data is generated, accounted and reviewed. Strategies are adjusted, in order to move closer towards the goal of improving DM. Central to this quality cycle are working groups which operate as Quality Circles. A Quality Circle is defined as a group of employees who perform similar duties and meet at periodic intervals, with management, to discuss work-related issues and to offer suggestions and ideas for improvements, as in production methods or quality control.

A mixed-method approach was used. Participatory action research is the main methodology employed, within which quantitative data are generated, analysed and interpreted. The main case study organisation is a FE college in the West of England.

10.1 Gis a job: Finding opportunity within a further education college?

I sought a full-time position within an organisation which would enable me to work as an in-house diversity practitioner, putting innovative governance structures to the test. A FE college in the West of England recruited me to join its staff as its equality and diversity manager. Previously, no such role had existed within the college. It was therefore possible to design and implement a DM initiative from scratch. I based my intervention on the premise that cultural change: cannot be achieved by one individual alone and requires structural business mechanisms of support and multi-stakeholder engagement with intra and extra-organisational actors (Tatli & Özbilgin 2009).

I introduced a matrix of stakeholder engagement (referred to as the DQC). What was created was a deliberative democratic practice which enabled the agency of a variety of change agents (Blackmore 2006), and the opportunity for greater management engagement with non-management staff and external stakeholders

10.2 Background of the assignment

The college's present corporation was formed after two recent mergers. The first occurred in 2000 when it amalgamated three colleges in the north of the county. In January 2008, a college which was in measures (i.e. had been deemed 'inadequate' by Ofsted) merged with the college in the north of the country. At this time the college agreed it would create the role of equality and diversity manager, and recruit a suitable candidate to begin the academic year of 2008/9. The college is now the main provider of further and access to higher education in its county. Its main ambition was to become a 'Grade 1' college, which would mean it would be deemed 'outstanding. As of September 2008, the college was a 'Grade 3' college, meaning only satisfactory.

Grade 1 colleges attract more funding by funding councils, however, they must demonstrate compliance with anti-discrimination legislation. Therefore, there was a strong financial dimension to the college's motivation to hire an equality and diversity manager. In order to achieve 'outstanding', colleges must demonstrate they are high performing institutions in the area of equality and diversity, hence one main motivation for creating the role. In addition, in order to reap financial reward, it was also necessary for colleges to demonstrate legal compliance. The college positioned the equality and diversity manager's primary duties to be focused upon policies, procedures, student achievement data and event management.

There were approximately 3,300 full-time students and 6,000 part-time students on over 4 main campuses and 7 smaller centres throughout the county (4 centres remained by the case study's end, due to financial cutbacks). At the point of merger there were 995 members of staff in 2008/9. In 2009/10 there were 921 members of staff. This number reduced further in 2010/11 after a second re-structuring. Within the county, ethnic diversity is low. According to the 2001 census 94.43% of the population was White British. This demographic was represented in the staff; however the student population was marginally more diverse than the staff population.

In my experience of private sector organisations, diversity professionals had been employed as part of a human resource team. This was not the case in this college case study. Here I was part of the quality improvement management team structure, and reported directly to the vice principal of quality improvements and students. I had no direct link, nor was I expected to perform any duties relevant, to human resources. Ofsted's two main operating principles for equality and diversity were: to close any achievement gaps between groups of students; and to tackle unfair discrimination. Consequently, senior management's priority was for DM strategy to be student-centric, and not SHRM focused.

A key governance objective was to re-establish a committee responsible for setting targets and monitoring progress. The new management structure, introduced post-merger in January 2008, created a raft of vice principals, directors and middle managers from across business; this group was known as ‘the college leadership group’. Based on past experience, and literature on CT and employee engagement, I decided the new committee should be representative of the whole business (past structure of the college in the south), rather than just representative of curriculum areas, as the previous committee of the dominant college in the north of the county had been. Establishing cross-organisational representation on the committee was essential in exploring how effectively equality, diversity and inclusion could be ‘embedded’ into core business activities.

To minimise the perception that senior leaders are detached from the day-to-day realities of a business, I created a governance structure in which the committee consisted only of college leadership group members (key powerbrokers). However, it was not they who held sole responsibility for setting equality and diversity agendas and targets. The methodological design encourages greater stakeholder engagement was to create off-shoots (i.e. working groups) of the committee.

Each of these working groups has its own business focus, and is comprised of members from across the business, operational and strategic. The committee members would each be involved and/or chair a working group, and the committee would be primarily responsible for monitoring progress.

The traditional approach of many diversity initiatives has been to establish a committee, and then to have employee networks, each of which focused upon a particular aspect of group identity, such as race, disability, sex, sexual orientation. This case study did not take this approach. While such networks are important, I believed in this case they would not be effective, particularly due to the dearth of diversity and diversity awareness. The approach here was taken to first embed the principles into core business

functions, before working on demographics. The DQC (Fig. 9) provided a means for participative governance and accountability.

Consequently, this current research design created business-focused working groups, which spun off of the committee; each of which had a responsibility to address all of the protected characteristics outlined by current legislation (bare minimum compliance), and to operate according to overall value of diversity and inclusion as a whole (economic imperative and moral responsibility).

10.3. The equality, diversity and inclusion vision

The ability of the organisation to achieve the vision set out is a measure of the effectiveness of DM strategies. Below is a 9-point comprehensive corporate vision which I presented to governors at the start of the change management process in the first term of the academic year 2008/9, to be achieved over a 3-year period:

1. A College culture that meets and far exceeds the bare minimum of compliance with all strands of anti-discrimination and harassment legislation (race, gender, disability, sexual orientation, religion/belief and age)
2. A fully democratic decision-making process that ensures understanding and responsiveness to the diversity of views and needs of all stakeholders
3. An established leadership that is enlightened and trusted
4. All governors, managers, staff and students are highly knowledgeable about and confident to address a variety of social justice and human rights issues
5. Enhanced reputation as a choice employer and as a choice educational provider
6. A dynamic curriculum reflecting the values and standards of a global society, providing our learners with the skills to function effectively and ethically within diverse cultural contexts
7. Greater cross-curricular activity, interaction and sharing of information between our learner groups
8. A stronger culture of arts and entertainment that showcases and highlights a wide range of cultures and social issues
9. Building the College's capacity to deliver on Equality and Diversity

My role as equality and diversity manager was primarily to work towards the achievement of this vision.

10.4 Methodology

A mixed-method approach was used throughout this 22-month case study which took place between September 2008 and July 2010. The Lewinian experiential learning model is used here. The identification of the problem was the first step. The challenge of this research was to explore whether or not it was possible to embed equality, diversity and inclusion into an organisation in order to improve outcomes for all stakeholders, and in particular for certain historically under-represented groups.

The methodological approach is depicted in the Lewinian Action Research Model in the chapter eight (Fig. 11) and entailed:

1. Identifying a general or initial idea: this was done as a consequence of field research and practice, having experienced firsthand shortcomings of diversity initiatives, and a general lack of structure and agreed approach to change management. Past experience within work organisations has led to current research question, and current research methodology.
2. Reconnaissance or fact-finding: It was necessary to establish an understanding of FE as a business sector, its history, its key motivators around equality and diversity and the types of alleged discrimination occurring within the sector/college.
3. Planning: Based on knowledge of the overall corporate structure of a FE college, what arose from the reconnaissance exercise was the concept of a Diversity Quality Cycle of governance within which all activities took place. This is referred to as the 'DQC'. Central to this cycle was the introduction of a system of governance, which was simultaneously based upon the traditional hierarchy of roles and responsibilities and based upon a system of interaction, collaboration and communication, designed to supersede status and to enable greater equity within the change process. The main Committee and Working Groups which were business-focused were created.
4. Take first action step: Once the Committee and Working Groups were established, the first step was to set out terms of reference of the Committee and of each of its groups. These were generated by group members themselves, and informed actions of other groups. Each group decided upon key actions and objectives for the year, and devised plans which would help it achieve its goals.
5. Evaluate: Evaluations had to be submitted on a regular basis throughout the year for governors, Ofsted and external accountancy auditors. At the end of each academic year of research the work of the Committee was reviewed. Each report serves as a formal evaluation of the achievements

or stumbling blocks experienced by the Committee and its working groups.

6. Amend Plan: Based upon the outcome of the evaluations, action plans were amended and put into place in order to complete the next cycle within the next academic year. Groups reconvened and re-defined terms of references where necessary and updated action plans accordingly.
7. Take second step: The cycle continued with each group working collectively to achieve its aims and objectives.

Data collected throughout the above framework were considered within the context of the Lewinian action research methodology above. Co-researchers were responsible for: specifying objectives and goals; devising action plans; executing action plans; reporting on results of activity; and revising action plans where necessary in order to continue towards the achievement of specified objectives and goals.

There was further data generated, secondary data, from demographic data, student performance data, incident logs, and stakeholder surveys. This data is qualitative and quantitative in nature, and serves to complement the qualitative data generated by action research methodological approach. This data was fed through to the committee and its relevant working groups. Actions and interventions were generated from this information. All qualitative and quantitative data was generated and/or fed through the DQC.

10.4.1 Sampling: Co-researchers and their profiles

Approximately 100 internal stakeholders actively played parts in the *Diversity Quality Cycle*, which is approximately 9% of staff. They included: 13 members of the Committee, all of whom were at governor, principal, vice principal or director level (with the exception of me, the equality and diversity manager); and approximately 83 individual internal stakeholders across eight working groups or (quality circles). External stakeholders were also involved in the Procurement Working Group (i.e. contractors) and in The Festival (i.e. local council, local artists, local schools, local police and other community groups). The number of external stakeholders fluctuated,

depending upon the nature of working group's objectives and actions. All contributions made were made within the context of the *Diversity Quality Cycle* of governance.

In addition, a further 100 people were identified as interested in, and supportive of, the equality and diversity work of the college. All of the above were members of a diversity mailing list which was created as a main vehicle for information exchange and dissemination. A majority of these individuals helped to organise and/or participated in diversity community events designed to drive the initiative forward. It was intended that all co-researchers should be self-selected, and participate voluntarily.

The working groups were created through collective involvement and discussion with a variety of stakeholders, all of whom had expressed an interest in helping to bring about positive change within the college. An initial meeting was held on 5 November 2008 to determine what individual contributions people wished to make, which were also in correspondence with their professional objectives and day-to-day responsibilities to the business.

As researcher, I chaired and facilitated this collective discussion, in order to establish a clearer picture of what work needed to be done in order to improve the college's DM performance. Based upon the outcome of this discussion, it was agreed that the following groups would be formed in order to provide key stakeholders with organisational conduits within which they could bring about social change: learning & teaching; marketing & communications; the learner voice; procurement; Festival; staff well-being; policy review; and demographic data. These became the first seven working groups.

10.4.2 Data Collection

The main body of research analysed and interpreted was obtained from: records of historical documents of activity which took place prior to September 2008 (past

learning and development, Ofsted inspections and Equality and Diversity Committee meeting minutes); minutes from committee and working group meetings which took place from September 2008 to July 2010; audits carried out by external auditing firms; and a diversity incident log which was introduced in 2009/10. Further data was collected remotely in the form of inspection reports, up until January 2012.

There were also certain junctures at which action research yielded quantitative results through stakeholder surveys and demographic data. This data complements the main qualitative data set, and provides a measure by which progress could be judged.

10.4.3 Measures

The effectiveness of a DM strategy may be measured by the extent to which an organisation can achieve its vision. Each of the working groups and the committee were responsible for devising and executing actions which would enable the college to achieve its DM goals and realise its DM vision. Throughout the 22-month case study, development of each group is tracked and measured against the each group's established terms of reference and the college's overall vision.

10.5. Results

The following data reveals activity of each of the eight working groups and the diversity and inclusivity committee. Information contained herein, which tracks progress and barriers, is based upon the content analysis of minutes of each working group meeting. The data enables us to assess the relative effectiveness of the diversity management strategy created through the DQC, and to identify key barriers to the college's overall ability to improve its DM performance. While there was a high level of activity and productivity, there is not necessarily a positive correlation between activity and productivity and improvements in diversity management and its outcomes. While some of the visions were achieved, they were short-lived and unsustainable.

10.5.1 Flying in the face of compliance: A case of institutional underperformance

Vision #1: A College culture that meets and far exceeds the bare minimum of compliance with all strands of anti-discrimination and harassment legislation (race, gender, disability, sexual orientation, religion/belief and age)

The first and most fundamental DM objective to be achieved in an equality-based objective, and that was exceeding the bare minimum of compliance with all strands of anti-discrimination and harassment legislation (race, gender, disability, sexual orientation, religion/belief and age). While the college was primarily motivated by the external demand from funding and inspectorate bodies that it be legally compliant with anti-discrimination law, this objective was not achieved. While there were pockets of legal compliance, this characteristic was not translated into corporate action, leaving many areas vulnerable to the consequences of non-compliance. The main working groups responsible for addressing compliance were: policy review; procurement; and demographic data.

From a policy point of view, legal compliance with anti-discrimination legislation was achieved by the policy review and the procurement working groups. The policy review team met the statutory requirement of creating a Single Equality Scheme. This document was comprehensive and produced well in advance of the required date by which it was supposed to be produce. The procurement working group updated procurement policy with equality and diversity criteria, and actively applied these criteria to the tendering process for the renewal of the catering contract.

However, while policy compliance was achieved, there remained major non-compliance within the day-to-day operations of the organisation. I had been told that there had been no incidents relating to non-compliance with anti-discrimination legislation within the college structure pre-dating 2008, and only three such incidents occurred throughout the academic year of 2008/9. If there were truly the case, then there would be no need for

quality improvement, and my role as equality and diversity manager would have been redundant. Feeling this highly implausible, I introduced the keeping of a formal incident log in September 2009.

During the first term of 2009/10, from September – December, 21 incidents were captured and logged. By the close of 2009/10, 45 incidents were brought to my attention and addressed through formal procedures, in order to avoid further escalation and lodging of formal complaints. While the prevalence of equality and diversity issues within the formal complaints system remained low, through the Diversity Quality Cycle the college was able to identify low-level concerns, and to rectify those concerns efficiently and professionally. Information contained within the incident log enabled the committee and working groups to obtain real and relevant data about areas of improvement required within the college.

A key area of non-compliance was identified in the provision of faith rooms across the college campuses. Anti-discrimination legislation on the grounds of religion/belief stipulates that this provision must be made available to all stakeholders on all college estates. Public corporate communication stated that the college was compliant, however, in reality, only two of the four main campuses had allocated prayer rooms with signs on each door. There were no provisions at either of the seven smaller centres, which had a high proportion of ESOL learners who are more likely to require such a provision.

Rooms which had been allocated had previously been used as storage rooms. Despite efforts to make the rooms more visible and accessible, and due to the lack of utilisation as prayer rooms, they fell back into the default mode of being used as storage. Placing a sign on a door saying 'faith room' is far from being a real indicator of legal compliance.

Another area of non-compliance was the college's ability to close the achievement gap between groups of learners. The Demographic Data working group was responsible for overseeing this aspect of effective DM. Equality and Diversity Impact Measures or EDIMS generated from the information systems identify such gaps. In 2008/9, post-merger, the college struggled to generate accurate data which presented a clear picture of its student performance. A very informal and inaccurate system had been in place to assess the identity of students on grounds of race, gender and disability.

According to directors and managers who had created these statistics, they had done so by doing a headcount on who they felt fit into equality categories on which the college had to report (i.e. race, gender and disability). The generation of EDIMs had not been an information systems generated process. They were based upon individual perceptions of managers as to the social grouping of students, and were therefore extremely unreliable. Thus, there was a very strong need for a formal demographic data working group, particularly as the college's funding and Ofsted inspection had become increasingly focused upon these demographic statistics and impact measures.

The college had very limited data upon which to identify areas for improvement or to base strategic interventions. Discourse followed traditional cliché and stereotypical lines heard frequently within FE, which were 'not enough men in hairdressing' 'not enough women in engineering'. There was nothing more detailed or sophisticated.

This group made great strides toward compliance, but its efforts were never fully realised. In July 2010, it put together information which would inform a staff development workshop for programme area managers, enabling them to navigate through the general information systems system, and to extract equality and diversity data from the system. More time was needed, but not afforded, to enable programme area managers and their assistants to understand, interpret and devise meaningful diversity management interventions.

What was achieved was a clear understanding of where the achievements gaps were within the organisation. What was not possible to achieve, however, was an effective strategy to close that gap. This is another example of where quantitative data is extremely revealing in terms of causal relationships, but in itself cannot influence change.

Systemic and institutional limitations of information systems did not allow for further exploration of success, achievement and/or retention rates of students based on sexual orientation, religion, marriage/civil partnership; pregnancy/maternity or transgender. It was therefore not possible to address the full range of groups protected under the Equality Act 2010. By June 2010, college's information services had 'clean' global college performance data, and were only then able to generate a clear picture of student achievement broken down according to age, race, gender and disability.

An excerpt from the Ofsted report of January 2012 states:

“Although the college collects data about outcomes for different groups, managers do not conduct sufficiently detailed analysis to discover whether gaps exist between the achievement of different ethnic, gender or other groups.”

The Procurement working group was the most successful group at putting policies into practice in order to reach a higher level of legal compliance. This group was created to ensure all third party organisations and contractors were aware of their legislative responsibilities and college expectations of them around equality and diversity issues. The first action of this group was to revise all tendering documents to ensure the principles of equality and diversity were central criteria within account management and tender documents.

This group successfully applied these new criteria to the tender process conducted in order to identify to which company to award a new catering contract. Key criteria addressed dietary requirements (disability legislation) based on health or lifestyle performance (race, religion/belief legislation) Equality and diversity were key criteria during the interview process for short-listed companies, resulting in the college awarding the contract to a supplier who was felt to have best responded to this and other criteria.

10.5.2 Democracy be damned?

Vision #2: A fully democratic decision-making process that ensures understanding and responsiveness to the diversity of views and needs of all stakeholders

The second part of the vision was to create a fully democratic decision-making process that ensures understanding and responsiveness to the diversity of views and needs of all stakeholders. This reflects the key independent variable of organisational equity, which was not a key institutional characteristic of the college. Below are three salient examples in which the democracy was tested. The first relates to the choosing of the committee name; the second relates to the introduction of an induction qualification for students; the third relates to the participation of students in the learner voice working group.

Towards the end of the academic year 2008/9, I put forward a motion to the equality and diversity committee members that they might like to consider changing the committee's name in order to reflect a more progressive and sophisticated approach to the equality, diversity and inclusion agenda. The committee agreed this would be advantageous. This motion was accepted and the name was changed at the end of academic year 2008/9, however, senior management attempted to overturn this decision, but were unsuccessful in doing so.

The process was held democratically, providing committee members with several choices: diversity and human rights committee; diversity & inclusivity committee; or the equality and human rights committee (to reflect the Equality and Human Rights Commission). The majority of committee members voted to change the name, from the equality and diversity committee to the diversity and inclusivity committee. Upon this agreement, new terminology was used in corporate communications when they went to print, and appeared in student and staff handbooks.

At the beginning of academic year 2009/10, I was approached by the principal and asked to change the name of the committee back to the equality and diversity committee. The rationale behind this request was that senior management wished the committee to reflect the language of the sector and external environment. Ofsted still speaks in terms of equality and diversity. Equality and Diversity Impact Measures was the language with regards to what funding bodies were demanding as evidence of corporate performance.

When the request of senior management was put to other members of the diversity and inclusivity committee, it was decided unanimously that the name could not be changed. Firstly, the new name had been reached via democratic means. Secondly, this change in approach had already been committed to by virtue of the new name having gone to print in handbooks. Thus, there was no overturning the motion; the name stood.

Another challenge to democracy was the introduction of a Level 2 induction qualification in equality and diversity. This was the idea of an interim vice principal of curriculum who genuinely supported the agenda. However, the learning and teaching working group communicated the concerns of teaching staff who felt strongly that to introduce a qualification college-wide was both impractical and potentially detrimental to learners, teachers and the business of the college. They wished to resist the management dictate, and did so successfully.

The use of the *Diversity Quality Cycle* enabled a variety of stakeholders to express and table their respective business concerns, many of which were conflicting concerns, and to find a collective solution required compromise on all parts, and which yielded the best results for all involved. Meetings and conversations resulted in senior managers agreeing upon three curriculum areas as pilot areas. They were Health & Social Care; A Levels and Hair & Beauty. It was believed these curriculum areas were most aligned with the subject matter of equality and diversity and information would be more accessible to students. Hence students could achieve a higher level of success on the exam.

In the end, the induction qualification was offered to only one curriculum area, Health & Social Care, a curriculum area dominated by female staff and students. As anticipated, results were strong, with all 180 students bar 5 passing the exam. What was achieved was a win-win outcome, for all stakeholders, including management, though the impact was on a much smaller level than management had wished.

Student surveys were carried out, however, because response rates were always low (e.g. 2%), data was considered to be unusable. Given low numbers, information obtained from students would have provided no substantial data which could reveal a picture of students' perceptions of the college broken down by race, gender and disability. The college was challenged to establish effective mechanisms for stakeholder engagement and feedback at the student level.

The IQA in autumn 2010 also highlighted 'the use of the learner voice was judged insufficient in health and social care and in sport.' Student perception through questionnaires is only sampled and some course reports do not use student perception sufficiently.' This was likely to have been the case across all areas of the college.

By the end of academic year 2009/10, the lack of student representation within the diversity and the learner voice working group. Thus, student engagement was neither improved within this group, nor within the wider college community.

The Ofsted report of January 2012, demonstrates the low priority that FE gives to staff and employees of FE colleges. This report only captures what learners and employers like about the college and what they wish to see improved. There is no representation of staff views within the Ofsted report.

10.5.3 Weak ethics make for weak organisations

Vision #3: An established leadership that is enlightened and trusted

One objective was to create an enlightened and trusted leadership. What was explored was the extent to which this could be achieved by involving key leaders directly in governance processes. The hypothesis was that through mechanisms of formal (the committee) and informal governance, managers and leaders within the organisation would gain a higher degree of knowledge and understanding, and would thus be able to lead more effectively as a diversity champion within the college. While this was achieved to a respectable extent within the college leadership group, senior management, their knowledge and their management practice remained unchanged and discordant with the principles of diversity management. I will give two salient examples which reflect this low ethic, but first I will refer to some quantitative data which captures the general perception of stakeholders of the ethics climate within the college.

Data obtained in May 2009 suggests the college is a low values-driven organisation. Respondents were asked which of 12 values best represent the college's culture (Table 9). Individuals could choose as many values as they felt were appropriate. The responses were as follows:

Outcome	%	#
<input checked="" type="checkbox"/> Friendly	64.83%	59/91
<input checked="" type="checkbox"/> Creative	43.96%	40/91
<input checked="" type="checkbox"/> Respects the individual	43.96%	40/91
<input checked="" type="checkbox"/> Culturally diverse	41.76%	38/91
<input checked="" type="checkbox"/> Fun	39.56%	36/91
<input checked="" type="checkbox"/> Socially responsible	37.36%	34/91
<input checked="" type="checkbox"/> About helping people do their best	37.36%	34/91
<input type="checkbox"/> Focussed on success	36.26%	33/91
<input checked="" type="checkbox"/> Safe and secure	35.16%	32/91
<input type="checkbox"/> In touch with the outside world	31.87%	29/91
<input type="checkbox"/> Mature and responsible	30.77%	28/91
<input type="checkbox"/> Healthy	28.57%	26/91
<input checked="" type="checkbox"/> Open and transparent	18.68%	17/91
<input type="checkbox"/> Environmentally responsible	17.58%	16/91
<input type="checkbox"/> None of the above	9.89%	9/91
<input checked="" type="checkbox"/> Not answered		11/91
Total		482

Table 79: Perceptions of Corporate Culture

It appears stakeholders surveyed had a very low perception of the college's ethical climate, as it scores very low on being in touch with the outside world; transparency; and environmentally responsible. It can be argued, based upon this data, the wider corporate culture is not seen to be supportive of diversity management and principles and corporate responsibility. Two examples from the working groups account for areas in which this low level of leadership ethic expressed itself. The first is with the allocation of funds for faith rooms, the other is the lack of accountability and

transparency with regards to personal and financial relationships between the CEO and a third party supplier.

Firstly, as mentioned earlier, the college publicised that it was compliant in providing faith rooms on all sites, when it was not. Secondly the efforts of members of the staff wellbeing group to achieve compliance were thwarted by the actions of the senior management. The responsibility of overseeing compliance was given to the vice principal of business enterprise, and was undermined by the vice principal of corporate resources.

It was established that re-decorating rooms was required in order to comply with the legislation which would require some form of capital outlay. The equality and diversity function had generated £2,000 based upon its promotion of disability equality with partnership work with an organisational called AimHigher. This money had been allocated to a special equality and diversity budgetary code.

When it was suggested to the vice principal of corporate resources this money be divided and spread evenly over each campus, the group was told that the money was no longer in the equality and diversity account; it had been absorbed into the general college accounting system in order to address budgetary deficits. Therefore, despite there being vision and commitment on the part of staff, not only were there no financial resources available to the group in order to transform rooms, there was a distinct lack of financial transparency and accountability on behalf of the college, a position which weakened perceptions of the ethics climate within the college.

Thus, actions of one vice principal (corporate resources) ran counter to the request of another vice principal (business enterprise), demonstrating firstly their agendas were not mutually supportive and secondly, finance was a determining factor in being able to achieve this particular goal and the attempt to reduce financial deficits took precedence over legal compliance. The effect of senior management's decision-making had a

negative effect on the staff well-being working group, as members reported shock and disbelief.

Another key incident which reflected a lack of transparency, and consequently a low level of leadership ethics revolved around the performance of an organisation supplying the college with agency teaching staff. The procurement working group produced a list of the Top 20 Suppliers in January 2010. This enabled members to see the percentage of revenue being spread across suppliers. There was an agency lecturer company in receipt of a majority of the college's budgetary expenditure (approximately 15%). This, matched with data from the equality and diversity incidents log showing staff from this agency had engaged in non-compliant behaviour, and a review of the corporate website revealed it had: no public expression of it valuing equality, diversity and inclusion of its staff; no public access to diversity policies and procedures; no diversity mission statements; no diversity management education; and no visual representation of cultural diversity on the whole of its website created a cause for concern. However, no dialogue was established with this supplier.

What I was able to ascertain, and what appeared to be common knowledge amongst governors, senior management, the college leadership group, and other stakeholder groups, was that the CEO of the college was the wife of one of the agency's owners. Having reached an impasse, the final assessment of this situation was there appeared to be a political dimension to the relationship with this supplier which resulted in what felt like the college 'protecting' the supplier from the agenda. There appeared to be a major, though unspoken and undeclared conflict of interest, hence, reflecting the very low ethical climate within the organisation.

The college was very far from having an enlightened and trusted leadership. The work of the diversity and Inclusivity committee neither formed any part of senior

management's weekly college-wide updates, nor did the senior management engage directly or actively in the Diversity Quality Cycle of governance. The principal's addresses to the whole college also never made mention of the core value of valuing diversity, or the work of the committee. Thus, many of the outcomes which were achieved as a result of the committee and its working groups sat in isolation from core college management culture.

10.5.4 Educational establishments which doesn't value DM education

Vision #4: All governors, managers, staff and students are highly knowledgeable about and confident to address a variety of social justice and human rights issues

The variable being measured by this point is the extent to which CPD hours contribute to more effective DM. Within this case study, no CPD hours were dedicated to DM education. Despite the college introducing mandatory e-learning for all staff, in order to comply with legislation, there were no mandatory CPD hours dedicated to diversity management education. This suggested that compliance was the key driver and not actual culture change.

E-learning has become an increasingly popular approach to staff development, as it saves time and money if compared to traditional forms of face-to-face staff development. While e-learning is an efficient way of delivering up-to-date knowledge and information to employees, very little empirical research has been conducted which explores the effectiveness e-learning has in substantially adding to people's knowledge and in changing people's behaviours.

Governors and senior management decided it was mandatory for staff to complete the e-learning courses on equality and diversity and safeguarding children, the two limiting grades under the Ofsted regime at the time. It is argued here the main corporate function of e-learning course was for the corporation to be able to demonstrate legislative compliance. The general climate amongst members of staff was training was part of a

‘box-ticking’ exercise and held very little validity in terms of its ability to increase people’s knowledge and to have a positive influence on behaviour; training fell into the category of ‘we must be seen to be doing something’.

E-learning cannot be judged as being ineffective as a learning and teaching methodology (Strother 2002, Wang *et al* 2007). It cannot stand alone as means of communicating knowledge, and ensuring knowledge has a positive impact upon creating more of the desired behaviours. Consequently, I tried repeatedly to gain support from governors and senior managers in making a 1-day diversity awareness course, classroom based and facilitated by me, a mandatory complement to e-learning. It was never agreed. Such support was never given and staff development in this area remained anaemic.

The college had a very professional resource at its disposal, as I, within my capacity of equality and diversity manager, had 15 years of experience delivering staff development in this area. Thus, they had access to highly professional training at no extra cost to the corporation as it would have been delivered as part of my working responsibilities. My line manager and I had even worked into my five key objectives for academic year 2010/11. I would deliver a one-day Equality, Diversity and Human Rights workshop to 250 members of staff. No structural or senior leadership support was ever received in order to endorse this position.

Since money was not a barrier, remaining potential barriers to progress were time, or satisfaction with bare minimum compliance achieved via the e-learning module. Thus, what was reinforced, intentionally or unintentionally, was the perception that the main motivation for equality and diversity activity was legal compliance, at the bare minimum. The danger of such action is it has a very strong potential to fuel staff cynicism and disengagement, thus resulting in a counter-productive outcome for stakeholder engagement with the agenda.

Excerpt from Ofsted inspection in January 2012:

“However, teachers are not yet developing learners’ understanding and knowledge of equality and diversity sufficiently well during lessons. The college has excellent plans to support teachers to use opportunities which arise during their lessons but, as yet, these have not been fully implemented.”

This excerpt supports the findings of this research, in so much as effective DM strategies were developed and laid out, however, unable to be realised as a consequence of other restraints.

10.5.5: Reputation is everything

Vision #5: Enhanced reputation as a choice employer

For a diversity management perspective, what is considered attractive to potential and current employees about is a representation of under-represented groups in the organisation overall, and particularly in positions of management authority. Another key attraction is family friendly, and health and wellbeing policies. At the start of the case study the organisation achieved none of these.

From an equality perspective, the college would not qualify as being attractive to minority ethnic staff based on the statistics on racial identity. 94.43% of the population in the county was White British. The White British staff population was 90.85%. There were several ethnic groupings in which staff members were below the population percentage according to demographic data obtained from the 2007 census.

For 2007/08 the staff demographics were:

- Mixed: White and Black Caribbean (County, 0.29%; Staff: 0.13%)
- Mixed: Other Mixed (County: 0.22%; Staff 0.19%)
- Asian or Asian British: Other Asian (County, 0.16%; Staff, 0.13%)
- Black or Black British: Other Black (County, 0.04%, Staff, 0%)
- Chinese or Other Ethnic Group: Chinese (County, 0.31%; Staff, 0.06%)

There were no formal strategies put in place to change staff demographics, and these figures did not improve throughout the 22-months of the case study. To the contrary,

particularly in the management category, the numbers worsened with the departure of a female director and me.

There were also major concerns about mental health and sexual orientation issues, as the incident log flagged several instances of mismanagement of staff members with mental disabilities and homophobic behaviour amongst staff and students, sometimes resulting in alleged bullying. The disability and sexual orientation data were also discouraging.

The college had a very low percentage of members of staff (1.8%) who have declared disabilities. This number is significantly disproportionate to the number of citizens throughout the county who are disabled and of employment age (13.41%), and of the number of learners within the college (13.18%) who are disabled. This suggests there is enormous scope for increasing the number of disabled staff within the college, as the current figure is not representative of other populations. There was no data generated to reflect sexual orientation,

The college benefited from its position of being the largest and only provider of FE and access to higher education courses in a county. The corporation wielded a high level power as a consequence of this monopoly. The staff wellbeing group was created in an attempt to counterbalance this position, and to improve DM performance within the context of SHRM. This group was the least successful of all of the working groups, reflecting FE's overall tendency to overlook the needs of staff in favour of the performance outcomes for students.

The main short-term objective of the staff wellbeing group was to re-draft the previous Healthy Lifestyle policy which had been created by a member of the human resource team. The task proved to be very difficult and no consensus was reached as to what the policy should contain. There were concerns about the inflammatory potential of introducing such a document, and the effect this might have on the overall culture and morale of staff. The assumption was this policy move may have had a negative impact.

The policy was never completed. It did not see its way to the policy review team. A draft was never put out to staff and unions for consultation. Ratification by the college leadership group was not achieved, nor was it communicated widely to stakeholders, as had been the Single Equality Scheme.

In the summer term of 2010, it was decided it would be beneficial for the working group to hold staff focus groups on each of the main campuses, in order to engage staff in the process of policy creation. As the corporation was undergoing its second restructuring and redundancy exercise in two years, the climate was very tense and the position of human resources was precarious in the eyes of many employees, many of whom were feeling vulnerable as a consequence of being labelled as 'at risk'.

10.5.6 Impossible to fathom: struggles to understand how to improve the curriculum

Vision #6: A dynamic curriculum reflecting the values and standards of a global society, providing our learners with the skills to function effectively and ethically within diverse cultural contexts

This had been the objective of the learning and teaching working group. Continual attempts for the equality and diversity manager, and advanced practitioners, to interface with various curriculum areas in order to inform them of best practice. However, many of these attempts were insufficient. Despite all efforts made to improve diversity management, it had not been achieved by the end of the case study. Efforts were deemed insufficient in their ability to achieve legal compliance or to create the level of culture change required. An Internal Quality Audit (IQA) of the curriculum was carried out by an external body in the autumn term of 2010 which highlighted the college's cultural inadequacies.

The report highlighted ‘insufficient promotion of equality and diversity, every child matters and safeguarding in lesson planning and delivery in essential skills’ and an ‘insufficient reinforcement of learner safeguarding and equality and diversity in classrooms and throughout the college. It also suggested that the College needed to ‘improve aspects of the provision for equality and diversity, for example the establishment of equality and diversity impact measures (EDIMS) and equality impact assessments (EIAs) and the use of data in self-assessment to support equality and diversity.

The report also reflects the fact that there was still a great deal of work to be done by the demographic data working group to improve EDIMs and to actually have a positive effect on closing the achievement gaps between groups. It also reflects that the policy review working group was only at the very start of its journey to having a clear and effective system in place in order to assess objectively and fairly the impact that college policies have on key stakeholders, and in ensuring that this impact is not against anti-discrimination law.

10.5.7 Rigid identities: The challenge of breaking down silos

Vision #7: Greater cross-curricular activity, interaction and sharing of information between our learner groups

The annual event to celebrate diversity across the college was a way to overcome a siloed institutional culture. The dominant age group was full-time 16-18 students, the group from which the college draws down most of its funding. There was very little participation from other curriculum areas or age groups. In addition, data show that individuals and groups who participated in this event represented minority areas of the college culture. Thus, there was a very strong equality focus to the culture, as the event struggled to increase in diversity and to be inclusive of all stakeholders within the college culture.

In terms of age, the largest student population was those between the ages of 17-18 (34.07%). These students were full-time students, and the core demographic upon which the college's funding is based. They will have attended as a consequence of their tutors booking their classes on to the event. The second largest population was those within the 35-50 range (23.08%); this group most likely constituted staff and external community contributors.

Out of 5 Directorates: (Service Industries; Creative Industries, Business & Management; Technology, Science & the Built Environment; Foundation Skills; and Land Based and Leisure Industries), the highest level of activity was within 2: Service Industries (Health & Social Care; Catering & Hospitality and Hair & Beauty); and Foundation Skills (Essential Skills and ESOL). Creative Industries was involved primarily from a broadcasting point of view.

These two directorates combined represent a very high proportion of females, a majority of the College's disabled learners and non-UK nationals. The festival was seen primarily as something for those individuals and groups who were underrepresented in the category of race and disability. Thus, a high proportion of under-represented groups were participating. It appeared to be a minority-driven event, and lacked the essence of diversity and inclusion.

10.5.8 Driving culture change through creativity and innovation

Vision #8: A stronger culture of arts and entertainment that showcases and highlights a wide range of cultures and social issues

To bring the SES to the attention of stakeholders, a public event was designed and held at one of the college's main campuses. The event, which took place in January 2010, consisted of the screening of a new BBC period film for television which was aired in December 2009 which dealt dramatically with issues of race, disability and several other diversity issues. The college invited one of the film producers to take part in a

post-film discussion. This special screening event attracted 135 stakeholders from across the community, representative of students, staff, catering contractors, community groups, statutory partners and friends and family.

An event questionnaire was distributed to 130 attendees. 58 responses were received. Using a 4-point scale, with 4 being excellent and 1 being poor, participants were asked to rate the college's commitment to equality and diversity and also the college's success at achieving equality. College commitment scored 3.25; college success scored 3.18.

General comments received about event:

Programme

"It opened my mind to racism and how bad it really was and still is."

"More please!"

"Excellent to have the discussion after."

"Resonates with my life in the southwest. Brilliant."

Benefit

"Great to see such a mix of people in the room."

"Show what Jamaicans had to go through and no matter what they still wanted to live in Britain and still go through racism of prejudiced people."

"With delivery in course programme."

"Helps with understanding of college course work."

"Very beneficial to make a greater understanding of college course unit work."

"Supports diversity unit."

"It showed me a big insight into black and white cultures."

"It opened my eyes to so many equality issues."

"Yes. Uplifting."

Data suggests that the use of film and media as a tool for education and community development was effective. Through a collective effort, driven by the DQC, this event engaged a wide variety of stakeholders in an entertaining and highly educational learning event, which addressed many forms of historical discrimination and prejudice. The level of employee and community engagement in event was extremely high, in terms of attendance at the event, and post-screening discussion about issues raised by the film.

All who attended the event were part of the action research process, and contributed collectively to sharing knowledge, experience and information which resulted in a

substantial increase of equality, diversity and human rights awareness, and to the strengthening of the multicultural environment within which people are living and working. It was deemed to be a great success and was heralded by many, including governors and the senior management team.

In addition to this, as part of managing the college's external community relations, the health & safety manager and, I joined the Prevent Delivery Group. Members of the group represented the college, the county council, the police, the fire service, local schools and local community groups. The aim of the group was to assist in the delivery of the government's Prevent Agenda, an agenda which seeks to improve community cohesion and to reduce the development of extreme Islamic terrorism.

The college proposed to undertake the making of a DVD and creating of a website which highlighted experiences of Muslim people living in the county, with a view of integrating learning material into the curricula of the college, other educational institutions and organisations. A proposal was put forward to the local council to complete the project via the college's media arts department, guidance from the innovations manager. A budget of £4,000 was granted to the college by the council for completion of the project. While the project was not completed by the end of the study, it was successfully completed in Sept 2011.

Very strong community relations were established with partner organisations throughout this time. A community of mutual support had developed, and was being built upon by members involved. An excellent learning tool was produced, but due to my departure from the college and the departure of my counterpart in the local council, no one took ownership of the product in order to ensure the impact was extensive and sustainable.

10.5.9 Put your money where your mouth is

Vision #9: Building the College's capacity to deliver on Equality and Diversity

The voice and agency of the diversity manager and its influence on DM is measured. Overall, the voice and agency of the diversity manager, and the function of DM was very low within the organisation. What was distinctly missing was financial, power and human resource support positive DM developments.

Financial investment in DM capacity was very low, and, as noted earlier in reference to the misappropriation of funds, was even at times stripped. This made it difficult to progress, and to meet the objectives of improving the effectiveness of DM. This is evidenced in funding allocated to the main annual celebratory event, and to the protracted vacancy of the role of equality and diversity manager post my resignation.

Financially, a £5,000 budget was allocated only for the design and delivery of the college's annual celebratory event in the first year. This was provided by the college's Quality Improvement Fund. These funds, however, were not sufficient to ensure the delivery of an inclusive event. Through the partnership with the local council that I nurtured, the college received an additional £3,000 in sponsorship from the Council. This brought the budget up to £8,000 in for the May 2009 event, which was successfully delivered, and on a scale larger than the inaugural event which took place in 2008.

By May 2010 event, there was no operating budget from internal sources for DM . The function was reliant upon the sharing of financial contributions from other areas of the college which had funds in their local budgets. This meant the provision was greatly reduced and the event was not as impactful as the previous year's. After my departure, the college underwent another re-structuring, leaving one junior member of staff responsible for organising the event. The event manifested as an emailed an equality and diversity questionnaire to staff to be shared with students. This action 'didn't even amount to lip service'.

During this time of financial retraction, my influence and authority rescinded from the management team. In September 2008, when initially hired, I was part of the college leadership group, which was chaired by my boss who was the VP of quality and curriculum. The chair was taken over by the VP of corporate resources, who made the decision to remove the staff development manager and me, the equality and diversity manager from the group.

From a staffing point of view, rather than building capacity, capacity was halted. When I resigned from my managerial role in December 2010, the college did not advertise for a replacement. In September 2011 downgraded the post to officer and advertised the job vacancy. There was a reduction in managerial power as well as salary. An appointment was made in December 2011, one year after my departure. By this time, Ofsted had removed equality and diversity as a limiting grade in inspection. The importance of legal compliance in order to attract funding had diminished profoundly, the priority being even weaker than it was before. Voice and agency had been substantially diminished.

10.5.10 The jury is in

The final verdict how effective the college was as a business overall, was delivered in January 2012 when the college was underwent a full Ofsted inspection. This occurred after my resignation in December 2010 and the one year vacancy of the equality and diversity managerial post, eventually downgraded to officer level in autumn 2011.

In its previous 2007 inspection, it had received a '3' for satisfactory in its previous inspection (the college in the north of the county); the college in the south of the county had been given a '4' for inadequate and had been put in 'measures'. The Ofsted inspection of January 2012 yielded the exact same results, showing no movement at all

in terms of quality improvement. The capacity of the college to improve was judged to be '3', at satisfactory. Leadership and management was given a '3' for 'satisfactory' as was 'equality and diversity'. The overall corporate performance was judged to be weak, as DM. Ofsted report excerpts:

"Equality of opportunity is satisfactory and the college has a culture of mutual respect between all participants. Analysis of equalities data is insufficient to enable the college to be fully confident that there are no gaps in the achievement of different groups of learners. Strategies to help teachers develop learners' wider knowledge of diversity during lessons are not well established."

The report goes on to explain where the college needs to improve.

"Ensure that equality and diversity are promoted effectively in lessons by providing effective staff development and ensuring that teaching observations consistently report on the quality of this work in lessons."

Ofsted also deemed the college's overall capacity to improve to be a '3' at satisfactory. Thus, since the previous Ofsted inspection, equality and diversity had actually gone down from 'good' to 'satisfactory'.

10.6 Discussion

By the end of the research project in July 2010, it can be argued during the 22-month research period some of the 3-year vision created in 2008 had been achieved, but performance was not sustained. Not only was performance unsustainable, it was negated. While there was a significant amount of stakeholder goodwill and a substantial level of organised stakeholder engagement, there was no demonstrable positive change reflecting increases in DM performance and outcomes. The study revealed ways in which external political, social and economic conditions played a very large role in determining whether or not the diversity initiative was successful.

Nonetheless, it is argued here the Diversity Quality Cycle provided a mechanism of inclusive and participatory governance allowing for the embedding of, not only the value of equality, diversity and human rights, but of all key corporate values throughout an organisational culture, and in particular within core business areas, and helped stakeholders understand the validity of equality, diversity and inclusion within core

business areas. It provided a framework which addressed traditionally marginalised groups, as well as a framework which enabled new forms of knowledge and conversations about inequity which go beyond traditional understanding and rhetoric.

The operating model of the Diversity Quality Cycle enabled the organisation to address key equality and diversity business concerns, and to improve its equality and diversity performance, through the DQC's system of structured and participative governance. DQC enabled stakeholders to address traditional equality concerns such as race, gender and disability, as defined by anti-discrimination legislation. It highlighted more subtle forms of diversity and inequities existing within the organisation which stretch beyond legislation. For example, additional diversity inequities which were addressed were between: the main campuses and community centre sites; priorities given to students over priorities given to staff; conversations within the quality circles were not simply relegated to issues of legislative compliance.

All working groups functioned as quality circles, primarily for staff, but with the inclusion of other stakeholders such as students and community groups. What is most important is each no working group was self-contained. The Diversity Quality Cycle allowed for cross-fertilisation between groups, and for each group to support the work of other groups where possible, thus building the cohesive fibre and strength of initiative.

The Quality Circles (i.e. working groups) provided space for dialogue and critical thinking; they provided a key mechanism for staff development and continued professional development. The learning which took place as a consequence of dialogue and exchange provided a high level of legal education, awareness building and business development skills to those who participated within the Quality Circles. The DQC provided more time and space for reflection and learning. Such active participation may be far more effective than traditional diversity training programmes which employees receive, and which tend to last for a limited, short period of time (i.e. a 2-hour, half-day or full-day workshop). The DQC provided a much more business-focused and cost

effective approach to embedding equality and diversity into core business, and in informing stakeholders of their main roles and responsibilities.

For example, the Diversity Quality Cycle enabled a seamless execution of delivery of the Level 2 qualification in equality and diversity to students. The working groups involved in the project were learning and teaching and demographic data. Based upon the composition of permanent members of each of these groups, and temporary local involvement of internal stakeholders where would be directly impacted by the project, groups were swiftly and effectively able to create a space for dialogue and a cross-college team worked together to design and deliver the programme. Staff from across business areas and campuses brought operational expertise in the areas of information learning technology; educational material development; lesson planning; and student registration.

The learning and teaching working group held direct responsibility for the design and delivery of this qualification to students of the college. Teaching staff successfully campaigned not to deliver this qualification as part of a college-wide student induction qualification at the beginning of academic year 2010/11. Concerns of a variety of stakeholders were tabled formally, and fed back to senior managers and directors.

Support for the agenda was very strong from one key interim vice principal, who drove for the introduction of the qualification. With good intention, her original idea was to roll this qualification out to all learners in order to demonstrate a strong college commitment to equality and diversity, as well as to bolster short-term achievement results (which would have positive financial repercussions for the college).

The strongest college motivation was seen to be the latter. This was a perfect case of expecting individuals who are unqualified in a subject to teach a specialised subject to a group of students, while simultaneously under-estimating how difficult the subject matter is to master even at Level 2. Teaching staff were extremely concerned,

particularly about the short time within which they were expected to successfully deliver the qualification and get students through an online examination. Management agreed to scale down the initiative, and roll out a pilot of the qualification to two curriculum areas only.

Another example of the effectiveness of the DQC was that it provided a mechanism to embed a variety of corporate values, not just a 'respect and celebrate diversity' into organisational culture. As working groups presented themselves, and engaged in their agendas functioning as Quality Circles, it became apparent each group had a contribution to make to at least one of the other core values. Therefore, this was not just a diversity management initiative. It was a corporate initiative which provided structural mechanisms for key business areas to strengthen performance around a variety of core corporate values. For instance, core value # 4 is to 'empower staff to maximise their potential'; this was supported by the staff well-being group. Core Value #2 of this college is to 'deliver outstanding quality and innovation'; this was achieved by the Diversity, Learning & Teaching quality circle.

Participation in working groups provided all co-researchers with an opportunity to deepen their understanding about equality and diversity and to deepen their understanding of how principles must be applied to their specific business areas, as well as to the college's overall business environment. This on-the-job training took place for each individual at least once a quarter. It is argued here the quality of such engagement and the practical outcomes which arose out of this engagement far outweighs the benefits of any results seen from diversity awareness training, which is limited to classroom learning.

In spite of the DQC's effectiveness, other organisational barriers were in place which may have contributed to the blocking of further progress. One key barrier was that none of the other key groups within the DQC (i.e. the Diversity & Inclusivity Committee, the College Leadership Group, the Senior Management Team and governors) was organised

along these lines. These groups continued to be ordered around traditional command-and-control style of governance, or managerial capitalism. In addition, members of leadership groups which did not participate in DQC dialogues did not reap the same benefits of education and awareness obtained by those who were directly involved in the DQC.

Organisational regimes of inequality starve diversity managers of strategic resources, and restrict their capacity to take action (Tatli & Ozbilgin, 2009). Traditional rigid structures reinforced institutional inequities, thus making it difficult for working groups to be fully effective, and for the overall exercise to be seen as more than a box-ticking exercise. Delegating responsibility through traditional 'command and control' management may be a profoundly limiting factor in the lack of DM initiatives' sustainability in the long-term development of an organisation.

Despite collective efforts put into the agenda by large number of co-researchers, the resultant belief was that the overall the exercise was still merely a 'tick-box' exercise. Greater demoralisation and cynicism can potentially develop in light of such circumstances, reminding us that diversity initiatives can at times do more harm than good, particularly if initiatives raise expectations which cannot be met due to institutional resistance.

It is argued that the quality and knowledge of leadership plays a very large role in an organisation's ability to 'embed diversity' into its business culture and to improve its social performance, thus sustaining any gains achieved throughout the process. Each working group made demonstrable progress in each of their business areas. The equitable exchanges which highlighted many key issues, and generated many constructive and creative interventions were contained. As a result of the wider college culture continuing to operate on a 'command and control' model of management, information generated, and suggestions for more challenging improvements (i.e.

mandatory face-to-face diversity awareness staff development), were neither taken up, nor acted upon, by the college leadership group, senior management or governors.

The question of the sustainability of DM initiatives must be set against the backdrop of the sustainability of the leadership. With such organisational instability it is highly unlikely a diversity initiative could survive the test of time, if leaders themselves do not survive, or if they lack the knowledge and ethic to carry a DM campaign. Work carried out within the college appears to support concerns diversity will fall off the radar screen as committed leadership declines, and as the importance of it, from a compliance and risk management point of view, diminishes in light of external conditions (i.e. financial crises and reduction of regulatory pressure).

Results highlight the: instability of senior management and college leadership group teams; economic strain; institutionalised nature of hierarchical, non-collaborative, top-down management running counter to the principles of equality of opportunity and valuing diversity; rapidly changing regulatory environments; apathy of staff due to lack of knowledge and/or low morale; perceptions of risk of non-compliance to anti-discrimination legislation; regular corporate re-structuring; cultural and historic divisions between campuses, staff and curriculum areas; and entrenched curriculum areas making it difficult to effect wide-scale and sustainable change.

It appears possible, with the DQC, to show that it is possible to mainstream and embed equality, diversity and inclusion into core business functions. However, the Diversity Quality Cycle was disbanded in January 2011. The only thing that remains as part of the public marketing and communication are the Single Equality Scheme and the cultural celebratory event.

A full Ofsted inspection was carried out on the college in January 2012, resulting in the college receiving a Grade 3 'satisfactory', despite 4 years of organisational development efforts to raise the college to a Grade 1 college. This ambition continues to elude the

Corporation. How far this embedding goes may be directly related to the: external demands of corporate accountability; the quality of the corporate motivation of governors and senior management; the management quality of the corporate culture; the availability of financial resources; the quality of diversity education; and time dedicated to dialogue.

It can be argued that the existence of the committee, its working groups and the equality and diversity manager were primarily to appease stakeholders, funding bodies and inspectorates.

In light of there being no substantial amount of focused CPD for teaching staff, other than the e-learning module, that it was not possible to raise the level of competence required of them in order to effectively management diversity within the context of their classrooms.

I noted discussions which took place within working groups which were engaging, creative, dynamic and professional, and highly reflective of the values of equality, diversity and inclusion. Conversely, committee meetings felt dry and mechanistic, despite directors also being members of working groups and the committee; there was no real crossover or mirror. What was achieved through the IDMM and the DQC were self-contained micro-emancipations. It can certainly be argued that as a consequence of the fundamental rigidity of the management culture, alongside its motivations, lack of engagement, poor leadership ethic and low priority of DM, that DM activities were self-contained and unable to influence the wider organisational culture, or to achieve long-term positive outcomes.

10.7 Limitations

The study lasted for 22-months. During this period, qualitative and quantitative data were generated, which shed light on key issues of concern for the corporation and its stakeholders. Some of the data was retrospective (i.e. demographic data) and provided information about past conditions. In order to improve the overall quality of equality and diversity performance, key actions and interventions were suggested. The study neither provided enough time, nor consistent organisational structure to follow through on these recommendations. It was possible to see and realise potential for change.

The sustainability of change has yet to be demonstrated. With the focus upon long-term growth and sustainability, the short-term nature of this study does not provide us with enough information in order to ascertain whether or not the DM strategy and its initiatives devised within the context of the DQC have the capability of yielding long-term and sustainable growth and improvements in business performance overall.

After completing data collection with this main case study organisation, a small research project was carried out with a smaller further education college, at the request of senior management. Main differences between the two colleges in question were: the corporate motivation of senior management; time senior management dedicated to dialogue; and time senior management dedicated to learning and development.

Official surveys were completed by outside agencies on behalf of the college and are represented here as part of the data set. Such surveys capture staff and student perceptions of the college regarding how fair it is, and of how much they believe it values equality and diversity.

There are some fundamental challenges with this data, as in some instances the response rates have been very poor, and results have not been used directly to inform corporate practice as a consequence of this. For instance, a student survey conducted during this study only captured 5% of the full-time students enrolled at the college. As a consequence of this low response rate, the data was 'buried' and could not be used, as it was originally intended, as part of the action research case study.

10.8 Key emergent themes and potential barriers to effective diversity management

The participatory action research project, and particularly work carried out within the Diversity Quality Cycle, revealed and captured several factors which may contribute to ineffectiveness of DM strategies. It can be argued that one key barrier to progress was low staff retention. This is particularly salient among the college leadership group, the management group responsible for key governance of equality, diversity and inclusion agenda.

Financial Crisis: Re-structuring and redundancies

In 2009/10 the college was faced with having to find savings of £1.5 million. This resulted in another round of re-structuring and redundancy. During the academic year 2010/11 the college was faced with a £3 million budget cut, and is now about to undergo another round of re-structuring and redundancies, this time losing approximately 86 more staff. Significant turnover resulted in the new management team which was put together for Sept 2008.

At the beginning of 2008/9 there were 25 members of the college leadership group, 13 of whom formed the diversity and inclusivity committee. By the end of the study, of the original 25 members, only 11 remained by end of 2009/10. 56% of the top leadership tier was not retained. This included 3 of 4 original vice principals and 6 directors and 2 managers. 6 of the college leadership group members who left during this two-year period were chairs of one of the 8 working groups in operation. There was one original chair remaining when the case study ended.

The impact of economic volatility and uncertainty has had a serious impact upon the DM strategy within the college, particularly upon the staff well-being group. This cannot be over-looked when evaluating the ability of the team to meet key objectives, and for the overall objective of the DM initiative.

In general, what was highlighted in the action research was:

- Controlling/hierarchical corporate culture
- low value given to and priority placed upon human resources
- no structured and dedicated time for learning & development for any group of stakeholders.
- CPD hours in general not taken by staff
- Senior management disengaged with and separate from other stakeholders
- Predominance of compliance-driven agenda and language
- Culture entrenched in three traditional equality strands: race and disability. Gender equality was written into policy documents; however there was no real discussion or action taken to ensure gender equality.
- Attempts to introduce the language and concepts of inclusion and human rights were partially successful, yet unsuccessful in informing the manner in which the wider organisation was governed.
- Diversity activities very limited strategically as they revolved primarily around corporate communications and external relationships. Nothing was established with regards to: diversity training, professional development; recruitment; infrastructure; and retention.
- Staff retention was poor. Staff redundancy and turnover rate too high to sustain the DM strategy
- Very low organisational equity
- Very low level of cultural diversity amongst staff

It can be argued as a consequence of the existence of these barriers, the DM strategy functioned primarily as a public relations campaign, and little internal changes took place within the college over the 22-month period of research.

It may be that a combination of variables above had an impact on the effectiveness of DM strategy. As noted in the literature review of this thesis, one aspect of DM practice which has been critiqued most is diversity training. It is argued if diversity training is in place within an organisation, it cannot exist in isolation from the other variables listed above. There are specific organisational conditions, conditions which reflect organisational equity and stakeholder engagement which are most likely to contribute to DM strategy effectiveness.

10.9 Recommendations for future research

Collaboration between researchers and practitioners should continue, in the form of longitudinal projects undertaken and carried out for a minimum of 5 years, in order to track progress and establish DM effectiveness and improvements which can be made to the DQC. The DQC presents a more complex and nuanced approach to DM, and clearly

defines the amount of time, energy and resource required in order to improve social performance of an organisation.

Future research could explore the impact introducing of the DQC has on organisations which have operationalised a traditional approach to diversity (i.e. management through the introduction of committees, and social network groups organised around individuals protected characteristics (i.e. race, gender, sexual orientation, age) and organisations which have had no prior diversity initiatives in place. Research can be done to establish whether or not diversity performance is accelerated, remains the same, or is retarded by introducing by Diversity Quality Cycle as a governance tool.

The diversity working groups formed part of the DQC which was organised around the principles of a Quality Circle. Short-term results were achieved, long-term sustainable change was not. Future research could focus upon creating Quality Circles within senior management groups within an organisation. This can either be done outside the formal management meetings, or researchers can experiment with changing ways in which 'formal' meetings are run and managed. Research can focus upon whether or not democratic dialogue, long-term solutions, and organisational changes can be sustained by engaging senior managers and board members in Quality Circle dialogues.

Attention must be paid to continually challenging financial and legal environments which and the strain this places upon the social performance of organisations. Future research can explore the extent to which a company can improve its social and ethical performance if it does not abort the DQC in times of uncertainty and crises, and instead uses the DQC to help it identify collective solutions to collective problems shared by all stakeholders. Such an approach may enable senior decision-makers to address, rather than avoid, discussions of the high levels of uncertainty with which they are faced, to engage rather than to control, and to find fairer and more democratic solutions to problems which their businesses are facing today. While our economic model has virtually eroded, now is the time to build new models of management, and new approaches to capital, that will allow for growth and expansion, and provide an exit route into the future.

Previous field work presented in this thesis shows the challenges of devolving responsibility for equality and diversity from human resources to direct line management. The case study featured in the main body of this thesis is carried out in a FE college which has no prior formal equality and diversity activity, bar a committee that had met three times and race equality training which took place for some teaching staff in 2004 prior to the merger of the old college with the college south of the county in January 2008. This case study shows the results of introducing a strategy based upon the implementation of an innovative governance structure referred to as the DQC, and results of applying it in an environment where they had been no prior formal DM strategy in place.

The potential barriers to progress in DM revealed in the action research project can be further explored via the conducting comparative action research studies, which have the ability to compare and contrast the institutional characteristics of different case study organisations and to explore whether or not these differences have an impact upon the effectiveness of DM and its outcomes. Study #3 of this thesis does just this, and is presented in the next chapter.

11. Study #3 – An action research case study within a small specialist further education college in the west of England

Upon the conclusion of Study #2, I resigned from the college and returned to private consultancy work as a management consultant. This provided me with an opportunity to apply the principles of the Diversity Quality Cycle within a different organisational context. The second organisation was a small private FE college for students who are on the autistic spectrum. The college houses residential students and provides support to local day students as well. The research and consultancy project was requested and commissioned by the college's senior management team (SMT).

Senior management expressed an understanding of, and a respect for, the demands of Ofsted inspections, however, their activity was motivated primarily by a sense of moral imperative, and a responsibility for a group of 'vulnerable' learners and citizens within society; this was not the case in Study #2. While SMT had a strong moral imperative, it was confined by and operated from an equality framework which focused upon statutory duties and legal compliance on the dimensions of race, gender and disability. SMT had been struggling to articulate its best practice, and to generate a coherent equality and diversity development plan.

The demographics of student and staff populations were not very diverse. The racial make-up of students and staff was nearly 100% white. The gender split among students, males to females, was 4:1 for residential students, and 2:1 for day students. A very large majority of staff were female, while a large majority of students were male. All students and some of the staff were classified as 'disabled', due to the fact they were all on the autistic spectrum.

The college was very conversant with its disability equality performance, as a consequence of this being its core business. It was not, however, as conversant with racial and gender equality, or confident about how to present itself in a favourable

public light. SMT expressed this was a key concern, which they wished to address throughout the research process.

The Diversity Quality Cycle was introduced to the SMT. All dialogue was based upon this cycle, as we worked together collaboratively in identifying and highlighting the college's relative strengths and weaknesses. We identified short-term, medium-term and long-term organisational development goals which could strengthen the college's DM and SJ performance.

The main hypotheses were as follows:

Hypothesis 1: Improvements in SJ performance are easier in smaller organisations (less than 250 employees) than in large organisations (more than 250 employees).

Hypothesis 2: An organisation motivated primarily by a moral imperative will be more effective in achieving collective buy-in and improvements in SJ outcomes.

Hypothesis 3: A highly engaged senior management team will increase the likelihood of a positive shift in the organisation's understanding of the relationship between equality, diversity and inclusion and SJ performance.

Hypothesis 4: The introduction of a human rights framework will help to clarify rights and responsibilities within the context of traditional equality and diversity frameworks and improve SJ performance.

11.1 Methodology

The qualitative method of participatory action research was used in this case study. Stakeholders, including the senior management team, engaged in dialogue exploring key areas of quality improvement. The Lewinian cycle of: identifying a general or initial idea; engaging in reconnaissance or fact-finding; planning; taking the first action step; evaluating; amending plan; taking the second step; was used.

A thematic analysis was carried out on historic documents and interview transcripts, revealing core understanding of the DM agenda. Information was analysed within the context of the DQC and presented to the SMT for further discussion and clarification. The SMT's input was then integrated into a final report containing specific key objectives to be achieved and timeframes within which to achieve them.

Identifying the Issue: Meetings with the SMT

Two preliminary meetings with senior management took place in order to determine the objectives of the consultancy and research project. These meetings provided me with: an historical overview of the institution; an idea of how senior management wished the college to evolve; where actions were required; and the strategy required to improve performance.

Reconnaissance and fact-finding: A paper-based audit

A paper-based audit of information readily available was carried out. This included an analysis of policies, procedures, staff development activities and organisational development plans. This included:

- College's Single Equality Scheme and Action Plan 2008 – 2011
- Equality and Diversity at College
- How Equality and Diversity Is Embedded Throughout College, 2009-2010
- CIF, C4 – How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?
- Equality and Diversity training documentation from Sept 2009 and June 2010
- Achievement Data 2008-9
- College Development Plan 2009-10

The objective was to explore how comprehensive the effort had been to integrate equality and diversity into core practices at the college, and how performance and corporate reporting could be improved. It must be noted, at this point, the development plan was completely blank, reflecting the extent to which the SMT required guidance. Language within the documentation addressed race, gender and disability equality only.

Planning: Analysing and identifying gaps in performance and areas for quality improvement

With the obvious and visible representation of diversity being low, which perhaps contributed to the difficulty the SMT was having in articulating and representing its performance, the key priority of the planning process was to establish the nature of the diversity that existed within the college. This would enable dialogue to take place beyond the confines of obvious race, gender and disability. At this stage the research began to engage stakeholders outside SMT in dialogue.

Taking the First Action Step: Interviews with students and staff

20-minute individual interviews with a small number of students and one staff member were conducted, in order to gain insights into the organisation from their perspective. Diversity was not mentioned explicitly. Instead, the SMT and I decided it would be best to get a sense of the ethics climate in general, and then to see if any diversity issues arose in this conversation.

4 male students and 1 male member of staff were interviewed. Neither of the two female students arrived, and one female member of staff arrived, but outside the scheduled period, so I could not fit her in.

A preliminary report was to be drawn up for senior management, which included several questions around gaps in information and knowledge, encountered through the initial document audit and interview phases.

Amending the Plan: Continued dialogue with the SMT to establish development plan

A 2-hour discussion took place between the SMT and me, enabling me to share initial analysis, potential quality interventions and for us all to ask questions in order to gain deeper understanding and clarification (Appendix 1). We reviewed contents of a report based upon my preliminary analysis. Key questions were asked of the SMT, who added to the analysis, and identified actions which were required for them to carry out in order to progress.

Subsequently, a final report was drawn up and presented to the senior management team. After a discussion of this document, we created a clear plan of action, and identified: people to be held responsible for certain areas; people to involve; and timeframes within which to achieve actions.

Taking the Second Step: Achievement of first short-term developmental action

The second step, or action resulting from research and consultation, was the fulfilment of one of the short-term priorities identified and agreed in the development plan, staff development of all managers across all business areas. This was arranged and took place in May 2011. The objective of the day was to share with managers work carried out by senior management in conjunction with me, and to deliver a 1-day workshop on equality, diversity and human rights. This would help employees develop a clearer picture of the subject matters, and increase their ability to apply the principles to the work of the college.

11.2 Results

The key themes which the SMT identified as being of importance to the college at the beginning of the research were:

- Development of a strategy leading to excellence
- Compliance

- Particular issues around equality & diversity (i.e. at times entrenched racial bias forms part of the autistic picture)
- The use of data and how this data can be used to inform strategy
- The challenge of measuring the impact of actions set out in the development plan
- How to embed equality and diversity more fully into teaching practices
- Strengthening the relationship with partner colleges

Based upon the DQC, information presented applied to the following key business areas and working groups:

- Policy Review (compliance, policies and procedures);
- Learning and Teaching (teaching practices and addressing racial bias);
- Demographic Data (use of data); and
- Marketing & Communications (strengthening relationships with partner colleges).

Formation of these groups could support the equality and diversity committee and SMT who, from an overall governance perspective, were responsible for building strategy and measuring overall impact of the DM strategy.

There was no discussion of other key areas which are part of the DQC, namely:

- Learner Voice;
- Procurement and Third Party Liability;
- Staff Well-being ; and
- A celebratory event

Data obtained through the paper audit and interviews, with students and one member of staff, revealed several additional areas of consideration. These themes can be categorised within categories highlighted by senior management and within remaining working group categories, bar a festival-type event.

In order to improve the quality of systems, key areas were:

- staff induction and support (Policy Review and Staff Well-being);
- a clear complaints procedure for staff and students (Policy Review);
- empowerment of staff and students through their active participation within the governance structure of the college (Learner Voice and Staff Well-being);
- integrate citizenship education into the College experience for staff and students (Learning & Teaching);
- inviting outside speakers to contribute to human rights/citizenship education, as well as a sustainable development agenda (Marketing & Communications; Learning & Teaching);
- ensure work-based learners are versed on employment law, and are fully aware of their rights and responsibilities when in placement, and how these also relate to their lives within the college (Procurement and Third Party Liability);
- ensuring consistent practice across all college sites (Policy Review);
- reducing the ad hoc approach to equality and diversity incidents, and working towards making values part of the day-to-day fabric (Policy Review);
- guard against catering to the lowest common denominator of students, and ensuring more able students are stretched (Learning & Teaching);

11.2.1 Applying the Diversity Quality Cycle

The data obtained was grouped into key areas of the Diversity Quality Cycle. Below is a breakdown of action points arising from the initial analysis, the preliminary report and the final report created in consultation with the SMT. Key themes, critical questions and senior management action responses were recorded. The process by which the development plan was created with the SMT is presented in Appendix 1. The equality, diversity and inclusion data was integrated into the college's strategic development plan which was, prior to the research, undefined.

Policy Review

Single Equality Scheme and Action Plan 2008 – 2011

It was agreed Single Equality Scheme (SES) should:

- be updated to reflect the Equality Act 2010. This update will include information about the college's commitment to equality on grounds of: age, civil partnership/marriage; or pregnancy/maternity;
- have equal focus upon the College's staff as much as it does for its students. In so doing, it is important to communicate to staff the college is committed to respecting rights of members of staff, and staff has an equal responsibility to respect the obligations of the college.
- provide an overview of how successful the College has been at achieving actions to which it committed itself in the academic year 2008/9

Equality & Diversity Policy

This policy was very comprehensive from point of view of Employment Equality Regulations, and serves as a complement to the Single Equality Scheme. As with the SES, this policy needs to be updated to reflect changes in legislation (i.e. Equality Act 2010).

Complaints Procedures

The College's response to equality and diversity complaints was very rapid, thorough, fair and robust. It deserves mentioning it is difficult at times to fully meet expectations of some students and staff. This may be a consequence of the complexity of information processing (cognitive) abilities of people on the autistic spectrum. This dynamic should be borne out in any reporting of complaints.

Staff Recruitment

It was agreed during interview processes this relationship general statements and questions about approaches to equality and diversity issues would be included. This would enable senior management to establish attitudes and behaviours of potential employees.

Demographic Data

The College has systems in place which help develop skills and independence of all students, with the expressed aim of preparing them for living and being productive within a multicultural society. The care and dedication given to individual is highlighted in the establishment of individual goals, improvements in the transition programme and the flexible and diverse residential programme which supports students. There was a high level of respect for the individual (valuing diversity) but little in the way of structurally identifying and addressing representation and achievements of particular groups of students.

As mentioned, because of the nature of the school, all students were categorised as disabled. The representation of visible minority ethnic students was almost nil and there was a disproportionately high number of male students in comparison to female students. No formal information system existed to capture demographic data according to race, gender and disability.

As for needs of particular social groups, the low representation of female students has been addressed by the college's senior management team. There has been a small increase in the number of female students attending the college. Although this is a small number it is statistically significant, given the low percentage of females who are identified as being on the autistic spectrum, in comparison to the number of males identified. The gender ratio for people with AS is 4:1, male, female. This was reflected

in the demographics of residential students within the college. The day student split was 2:1.

Two issues which could be addressed. First is the low rate of identification of females within AS community. It would appear from recent articles²⁷ females are identified as having AS much later in life, usually in their teenage years, while males tend to be identified more frequently and earlier in their academic careers.

The college identified that it recruits a higher number of females than it has done in the past. This is a positive result, particularly if many females are not receiving educational support or reasonable adjustments they may require.

Student Achievement

The college had identified an achievement gap regarding gender, with females doing better on academic courses than males. Given the low numbers of females, this was not statistically significant. Nonetheless this could provide useful information for research exploring gender issues with the academic achievement of autistic students.

The college, to a certain extent, was struggling to make sense of and to apply principles of equality and diversity to itself. A particular challenge was managing what could be perceived as inappropriate racial behaviour and prejudices amongst students and staff. With students in particular, due to the nature of autism, certain likes and dislikes were set and inflexible; perceptions of certain racial or cultural groups could be amongst these. Challenging biases and raising levels of awareness and respect for those who are different posed a particular challenge within this educational context. The senior management team expressed this dilemma, and was very open to find ways in which to challenge racial prejudice and to increase the value of diversity amongst its stakeholders.

²⁷ <http://www.independent.co.uk/life-style/health-and-families/features/why-autism-is-different-for-girls-1907315.html>

It appeared as though a new understanding and a new language of equality and diversity needed to be developed, in order for the college to do itself justice, despite having very low levels of traditional diversity within its population. Giving people the data and confidence to be conversant with and intelligent about equality, diversity and inclusion was of the utmost importance.

While there is no real visible ethnic diversity amongst students, informal demographic data could be broken down into nationality (i.e. Welsh, English, Irish, European, and Mixed). It was suggested it might also be useful to capture nationality and ethnicity of parent/guardian families.

As the number of college students is relatively small, the college was not restricted by a rigid information system. It could collect a broader range of data reflecting achievements of a diverse set of students, data which go beyond classical reporting of race, gender and disability.

It was suggested it might be worthwhile for the college to look critically at the type of diversity represented within its student population. For instance, an aspect of equality which is not addressed fully in the current legislation is socio-economic status. It appears college students come from a very wide range of socio-economic backgrounds, which may also have an impact upon educational routes chosen and success achieved.

It was also suggested the college capture and report data on: mental health difficulties; adopted children; and Looked after Children (LAC) children. With a fairly small and manageable body of students this should be possible.

Staff Demographics

The College as an employer must also address the needs and representation of a diverse group of staff members. This is corporate responsibility was reflected in its Single Equality Scheme and equality and diversity policy. Staff demographics should also be captured, recorded and analysed. Strategies should be devised to improve workforce inclusion of under-represented groups. Strategies will then need to be devised in order to correct any imbalances which may be perceived as inequitable.

Racial diversity was virtually negligible, while it was revealed there was a significant number of staff and parents who were themselves on the AS spectrum and who may also have mental health difficulties. Information such as this should be reported, as should be ways in which the college has worked actively to support individuals with particular needs.

The gender split is heavily weighted in favour of women, which is not a representation of its students (customer base) who were primarily young men. Strategies could be put into place to explore ways in which the college could attract and appoint a greater number of male members of staff in order to fulfil particular needs of the college's main client base.

Learning & Teaching

Staff and Student Inductions

The College had made improvements to staff and student induction processes. Improvements needed to be made more explicit and communicated more widely to key stakeholders. Good practice was certainly present, and needed to be codified and updated as improvements continued to take place.

Teaching Observations

The College needed to ensure teaching observations contained an element of equality and diversity performance appraisal of teaching staff. In order to support teaching staff in this exercise, guidance and instruction should be provided to them.

Serious thought and consideration was required regarding what information should be provided, and how it should be delivered to staff. It was suggested this discussion should be part of the short-term planning process, and should involve: canvassing the views and needs of teaching staff; and understanding more clearly equality, diversity and inclusion issues which have arisen for them within the context of their classroom and how these were addressed.

Citizenship Education

Citizenship education appeared to be an essential component required in order to encourage the integration of AS students into society. It was suggested students, members of staff and parents should understand their rights, as well as their responsibilities, in living and working with people who are different from themselves in any aspect of social or individual difference.

It was important to continue to challenge people, and not to exempt anyone from being an active and respectful citizen because he or she was on the autistic spectrum. A fine line had to be drawn between when unacceptable attitudes and behaviours existed because they had not been adequately challenged, and people had not been held adequately accountable for such attitudes and behaviours, as opposed to someone who was so profoundly cognitively 'disabled' that such integration into society was not fully plausible.

Useful educational resources, which highlight human rights and citizenship, were suggested. This information, obtainable from external organisations, could serve as a

cornerstone for learning and development activities for all stakeholders within the college community.

Procurement & Third Party Liability

Work-based Learning

Procedures were not in place, as part of a statutory obligation to ensure all students have a good level of knowledge regarding employment law. It was important these work-based students were: versed in employment law; and fully aware of their rights and responsibilities when in placement and how these also relate to their lives within the college. This is of particular importance as some AS students were more ‘vulnerable’ than others because of the autism.

Stronger links could be made and should be pursued with work-based learning partners who have a responsibility to inform students about employment law obligations. It was agreed the college would establish a dialogue with partner colleges to explore ways in which each institution could support one another in disseminating this information to be benefit of all parties and monitoring its applicability within student work placements.

The Learner Voice

Student representation and active participation in the process of governance (i.e. advisory board) is very important. It is essential this happens, and also that any student or member of staff who is elected to represent his or her peers has: cognitive and intellectual capability to fulfil the duties of a student governor; and is given developmental support by other members of the governing body so he or she as a governor is aware of how the governing body operates and what his or her specific roles and duties are. There was some sign of token representation which should be avoided at all times.

Staff Well-being

Staff Development (including the senior management team)

The College had trained staff in a 2-hour workshop on valuing diversity, which explored the impacts of personal prejudices. It was experiential in nature and designed to encourage people to explore their own attitudes and behaviours. The focus was very much upon AS, which is to be expected in providing staff with knowledge and support to service diverse community of AS students. It did not cover any other aspect of diversity in any detail.

It was suggested that staff development should also include key education and input on all legal aspects of equal opportunities. This level of education would develop a better understanding of the Single Equality Scheme and the equality and diversity policy. Its aim would be to make it easier for people to be mindful of behaviours and attitudes which support not only compliance with legislation but a proactive valuing of diversity and inclusion. Members of staff should understand exactly what their rights and responsibilities are. Such input would support staff, and would also help the college in its efforts to reduce unfair discrimination which may occur within staff and/or student populations.

It was desirable for the college to find creative and cost-effective ways to access continued professional development opportunities for staff. Making stronger links with community organisations or educational partners was suggested as a possible route. This would create the opportunity to exchange knowledge at no or minimal cost to the college. It would also solidify collaborative and add strength to relationships with partners.

Marketing & Communications

There was no marketing and communications in place for equality and diversity.

The Developmental Plan: Setting goals

The actions which were identified were then broken down according to achievable timeframes.

Key short-term goals:

- Continue weekly meetings of the SMT where key issues are discussed, reviewed and then allocated to others within the college through the most appropriate meetings (i.e. QI, SMT and STL meetings).
- Equality Impact Assessment team to update the Single Equality Scheme and other policies to reflect current legislation.
- SMT to repeat the listening exercise carried out with staff.
- Open dialogue with WBL educational partners and create an induction agreement for students which will include greater coverage of equality and diversity issues.
- Data collection to be further improved in relation to capturing information regarding additional disabilities, socio-economic status, nationality and any other appropriate categories.
- Data collection and analysis of staff and parent demographics.
- Consideration of and strategy for improving external communications with parents and other stakeholders to be addressed.
- Continued Professional Development for management in equality, diversity and human rights.

Key medium-term goals:

- Develop more pointed citizenship education within the college for students, which could start with developing a stronger student liaison committee.
- Continuation of debate boards to include topics such as immigration (media portrayal) and cyber-bullying (Facebook).
- Continued Professional Development for teaching and business support staff in equality, diversity and human rights.
- Analysis and interpretation of demographic student and staff data.

- Establish key criteria for assessing the management of equality, diversity and inclusion within the classroom.
- Devise strategies for staff recruitment to enhance diversity.

Key long-term goals:

- Collective staff development session for combined staff groups.
- Each team to set equality, diversity and inclusion objectives.
- Equality and diversity competencies to form part of supervision of staff.
- Equality and diversity targets to be set by students
- All planned teaching observations of residential team to incorporate equality and diversity. Staff to receive training and resources to be made available.

The knowledge, capacity and commitment of the senior leadership team are a key factor, determining just how effective this DM strategy could be. As leaders responsible for the governance of the college, it is essential this process be a top-down process (leading from the top). In addition, it is also essential, in order to create and to put fairer systems in place, there is a bottom-up process (involving students, members of staff at varying levels of the college and parents) in the decision-making processes. Striking such a balance may be central to a more successful DM strategy which is not seen as being just a 'box-ticking', bureaucratic exercise.

Seven of eight working groups of the Diversity Quality Cycle were identified as important throughout the research process. They were: learning & teaching; procurement and third party liability; the learner voice; marketing and communications; staff well-being; policy review; and demographic data. The college had no history of, nor considered holding, public events celebrating diversity.

Taking the Second Step: Achieving a short-term objective of staff development

In May 2011, all managers within the college participated in a one-day staff development event which explored equality, diversity and human rights. Managers were female, with the exception of the principal, and were representative of all key business areas within the college. Based upon the evaluative feedback, it can be argued delivery of the workshop was a success. The training provided a very strong foundation upon which management could build its strategies and further practice around equality, diversity and human rights. The human rights dimension was particularly welcomed.

An immediate action which arose as a consequence of the training was a marketing and communications action. Audio-visual human rights information within the reception area of the college was introduced. It can be argued such an approach helped to reinforce people's personal value systems, and liberated them from the burden of not being able to contextualise equality and diversity within a seemingly homogenous demographic college population. The human rights framework provided an inclusive framework upon which the wider DM strategy could be pursued.

The case study ended at this point. The Development Plan had been propagated and agreed upon by the senior management team. At the close of the study: the principal had announced his retirement; a new principal had yet to be appointed; and the equality and diversity officer had withdrawn from her duties. This left no one dedicated person to oversee DM and SJ performance. The remaining 3 members of the SMT had responsibility of ensuring continuity and success of the process begun.

The college underwent a full Ofsted inspection in November 2011. Prior to the inspection, I had been called upon to help the vice principal update the equality and diversity policy, but was unable to do so. The inspector asked the vice principal about the policy, but did not ask for it to be produced. Questions were asked about equality and diversity, to which the vice principal replied. The result was that the college

maintained a '2' for good overall and a '2' for equality and diversity. As of January 2012, no other action points agreed upon in the development plan had been actioned.

11.3 Discussion

Comparing this case study to the case study of the larger further education college, each college: started their initiative from scratch; was required to be legally accountable to educational inspectorates and to funding bodies; and was experiencing financial strain, and tightening up of financial resources which could be used for investment.

There are four important key factors which distinguish this case study from the first case study. They are: the impetus of the study; the size of the college; and the amount of time dedicated by senior management to diversity management. A strong moral commitment from the senior management team had been established and communicated to other managers within the college. Small organisations are still driven by the same external financial, legal and social factors as are large organisations, as well as by internal human resource issues.

By the end of this 5-month research project it was revealed that the head of the school was retiring, and the person who had led on equality and diversity no longer wished to do so, thus leaving the organisation with large immediate and long-term gaps. This potentially may compromise the college's capacity to fulfil its developmental plan. Staff turnover, as in the previous case study, may continue to be a key factor impacting upon continuity and capability.

Results of the research show greater progress was achieved in the second case study, in form of staff development for SMT and general population of managers. This could be mostly down to the small and manageable size of the college. The building of this knowledge base was a very positive outcome, however, actions required in order to achieve wider corporate objectives were not explored within the short period of time.

The introduction of a human rights framework made a particularly positive contribution to people's knowledge and to the creation of a more inclusive approach to equality and diversity, allowing dialogue to extend beyond the traditional equalities framework.

The final one-day workshop delivered to the management team served as an educational event, as well as a team-building event for managers. Training focused upon key working group areas of the DQC, and the roles and responsibilities of each manager were made clear. However, results suggest, regardless of organisational size, even with a deeper commitment and understanding from senior management, it continues to be difficult to achieve widespread change or transformation. Capability to carry out actions may remain a challenge as a consequence of scarce human and financial resources.

In both case studies, the DQC provided clarity and structure to the DM process. The subject matter of equality and diversity can be framed in a more accessible manner, and generate relevant and realistic quality improvement goals. It is argued such framing had a positive impact upon the devising of goals and achievement of improved SJ outcomes. Within a short period of time, substantial progress was made regarding the strategic development plan and an in-depth understanding of the subject matter and its applicability within the college's core business functions. The sustainability of this progress, however, remains in question, as there was insufficient time to explore the full impact the Diversity Quality Cycle beyond 5-month project.

I maintained close contact with the college and members of the senior management team. The college received a full Ofsted inspection in November 2011. At the time the college was informed it was to be inspected it had not updated its Single Equality Scheme or its equality and diversity policy. A request had been made for more consultancy work in order to support the vice principal in the updating of these documents. Funds were not released to enable this to take place. Consequently the documents were not updated. This was of little importance as the Ofsted inspector did

not ask to see these documents at all. This suggests that the inspectorate is not as stringent or as critical in assessing equality and diversity performance, contrary to what it had led colleges to expect.

Based upon these differences, the main questions arising from the study are:

Question 1: Will an organisation motivated primarily by a moral imperative be more effective in achieving collective buy-in and improvements in SJ outcomes?

Question 2: Are improvements in SJ performance easier in smaller organisations (less than 250 employees) than in large organisations (more than 250 employees)?

Question 3: Will a highly engaged senior management team increase the likelihood of a positive shift in an organisation's understanding of the relationship between equality, diversity and inclusion and SJ performance?

Question 4: Does the introduction of a human rights framework help to clarify rights and responsibilities within the context of traditional equality and diversity frameworks and improve SJ performance?

11.4 Limitations

There are several key limitations to this study. First, while the first case study took place over a period of 22-months, this case study took place only over 5-months. More time is required in order to substantiate any claim the DQC has any long-lasting positive effect upon DM and organisational SJ performance. Therefore, we have no evidence of the long-term validity and efficacy of the DQC.

The second, while feedback from staff development training suggests such training had a positive impact upon staff understanding agenda and its relevance to professional responsibilities, there is an absence of baseline evidence measuring prior staff perceptions of equality and diversity, and extent to which they understood and

supported corporate initiatives, prior to the staff development introduced within this study.

Third, this case study was limited to the education sector. There can be no generalisations made about the efficacy of the DQC within private sector organisations. This presents scope for further research to compare and contrast private versus public sector organisations.

In addition, the fourth limitation is that potential personal bias may have had brought to this case study and the previous one. It is possible my experiences as a researcher and practitioner are not the experiences of other diversity practitioners. Therefore, it is important to establish the data generated, interpretations made and conclusions I derived have not been in isolation from the experiences of other practitioners. This can be addressed in future research.

11.5 Future Research Directions

Sustainable long-term change in DM effectiveness and performance is the sought outcome. Therefore, there continues to be a need to conduct more longitudinal action research case studies in order to determine the optimal DM conditions under which improvement in SJ performance can be achieved. The initial corporate motivation for adopting an equality and diversity strategy appears to have an impact upon the level of stakeholder buy-in and engagement. For instance, in the first case study, the key motivation was one of compliance which, after a 22-month process, resulted in what was perceived as a 'tick-boxing' exercise. Whereas, in the second case study, the key motivation was a moral imperative; proportionately this resulted in greater stakeholder buy-in and engagement.

The level of engagement of senior management also appears to play a significant role in stakeholder engagement. In the first case study, there was no collective senior

management engagement with me as the diversity practitioner, or with other stakeholders, on the subject of equality, diversity and human rights. In the second case study, there was much greater involvement of the SMT with its community and a much greater sense of collective responsibility and action was established within the organisation. It is possible more progress was made in Study #2 as a consequence of the organisation being substantially smaller than the college in Study #1. Therefore, size of an organisation should be explored as a potentially key independent variable.

There appears to be a matrix of complex interacting variables which impact upon the effectiveness of a DM strategy. For instance, other potentially key independent variables may be: business sector (public vs. private); staff turnover; allocation of economic resources; and the agency of diversity practitioners. Future research should explore the relationship between these variables.

Using the DQC as a conceptual framework, longitudinal research could be carried out within three or more institutions in order to compare and contrast the effectiveness of varying approaches. For instance, there can be one institution motivated primarily by legal compliance (equality framework); one organisation motivated by profit maximisation (valuing diversity); and one organisation motivated by an ethical imperative (moral case).

Research of this nature, however, may be incredibly time-consuming and may require a substantial amount of financial investment. Given the current economic climate, and the low priority government has given to the DM agenda, it is highly unlikely such resources would be dedicated to research into equality, diversity and inclusion. Therefore, future research could also involve questionnaire-based studies which explore the relationship of key variables identified in the achievement of DM outcomes. Results of such a survey may be instrumental in isolating major contributing factors to effectiveness of the DQC as a comprehensive DM framework.

The data generated and interpreted in the first two case studies were based upon my personal experiences as a diversity practitioner. In order to validate conclusions drawn, I explored the experiences of other diversity practitioners. The next chapter presents data from a pilot questionnaire survey which explored experiences of diversity practitioners in either their past or present work organisation.

12. Key contribution to action research: self-reflection as an in-house diversity practitioner and researcher

As there are numerous approaches to DM, there are also numerous approaches to action research. I reflect upon the extent to which the nature of action I engaged in reflects various action research approaches. The approaches are: participatory; institutional; emancipatory; educational and dialogical. The action research in which I engaged touched upon all areas, thus creating a complex web of activity fulfilling multiple functions; the main vehicle of action was the DQC.

The central objective of action research was to bring about cultural change within the college through improved DM practice, teaching practices being a single part of a complex organisational whole. The action research project was multi-functional as it allowed for change to take place for many different stakeholders, and on many different levels of the organisation.

12.1 Reflecting upon key action research approaches

I reflect on key lessons I learned through the process of action research. I review my learning within the contexts of a variety of action research discipline, and discuss how this knowledge informed my practice as an external consultant returning to the field of diversity management and corporate governance.

12.1.1 Participatory action research

The action research conducted here was participatory in nature. The DQC represents a web of social action and interaction in which members participating in the cycle had direct impact upon the performance of the organisation. Through active participation, co-researchers gained access to and shared information about equality, diversity and inclusion. This information exchange enabled co-researchers to gain further knowledge and insights into the subject matter, and to make better and more informed decisions regarding interventions which would help to improve SJ outcomes.

The Diversity Quality Cycle allowed for a complex circle of participation and interaction, with each individual and each group playing a particular role in the change process. Within the DQC participants interact with equal levels of power and influence and each participant is responsible for: generating and synthesising knowledge; engaging in actions which help to resolve problems; and holding the same level of responsibility as all other participants (Greenwood and Levine 1998:7).

This action research project engaged a diverse range of stakeholders in the change process of embedding the values of equality, diversity and inclusion into the corporate culture and its core business operations.

12.1.2 Institutional action research

The division of organisations according to silos is as much as a diversity issue as are issues of multiculturalism. Such silos are often considered to contribute to organisational inefficiencies and ineffectiveness²⁸ (Stone 2004). As explored in the literature review of CSR and business ethics there is a fair amount of corporate rhetoric around the need for 'joined-up thinking'. It is a challenging and complex endeavour to translate this rhetoric into action and then into organisational reality. The intention of this action research project was to create an opportunity for business areas to work together in order that each could make its unique contribution to the overall corporate equality, diversity and inclusion performance.

As the organisation had recently gone through a corporate merger improvements in DM performance needed to happen within the context of a new institution. Thus, the research served as a means by which the new organisational cultural approach to equality, diversity and inclusion could be delineated and clarified through action

²⁸ Published online in Wiley InterScience (www.interscience.wiley.com). DOI 10.1002/ert.20001

research processes. The working groups were created to encourage cross-campus, as well as cross-divisional participation and engagement. The DQC provided a means by which people could learn from others within the organisation, and also learn how various people and departments could support one another in reaching the institutional goal of improving DM performance. Within the DQC, collaboration between departments was high, as was collaboration with external agencies and partners.

12.1.3 Emancipatory action research

Emancipation, the freeing from restraint, is central to this action research process. Who is to be emancipated, and emancipated from what? Who perceives themselves as being treated unjustly and how? It may not be simply a question of perceived racism or sexism; it may be any experience in which one feels as though one is abusing one's power over another. Hence, the scope of oppression is greatly enlarged if approached from this perspective. These are major questions which require consideration if the experience of SJ is a key concern. The answer to these questions may differ from practitioner to practitioner depending upon the main social justice framework in operation (i.e. equality, diversity or inclusion).

The equality approach to DM is focused upon emancipating social minority (or under-represented) groups, and providing them greater opportunities for SJ and advancement; this was assumed to be the sole role of me as the equality and diversity manager at the start of the college case study. The diversity and inclusion frameworks hold anyone who is on the receiving end of conscious or unconscious bias or prejudice should be emancipated from such treatment. As a researcher, my practice was informed by my desire to uphold all three frameworks simultaneously.

I approached this action research project with the belief and understanding that all stakeholders (including senior management) within an organisational system are entitled to experience emancipation. This is based upon the premise that slavery is not a phenomenon limited to people of minority ethnic origin. It is potentially an experience

of many workers experiencing levels of slavery within the context of their organisational roles and responsibilities (Bunting 2004; Ennals 2007).

What I did, I did not do only just for the advancement of women, minority ethnic groups, disabled people, gay and lesbian people et cetera. With a deep commitment to improving the whole spectrum of human experience through action research, it was my intention to enable workers within the organisation to feel a sense of emancipation through collaborative and fair participation and engagement.

The Quality Circles which existed in the form of working groups, provided stakeholders with the opportunity to emancipate themselves, and others who were less empowered than they themselves were. A strength of the organisational intervention was its ability to communicate an inclusiveness SJ agenda, and challenge the belief the SJ agenda was only about race, gender and disability and other characteristics covered by anti-discrimination legislation. It created an area where people could do well for themselves, by improving upon the quality of their workplace culture through democratic processes, and do right for and by others who fall into the traditional category of being seen as 'disadvantaged'.

Within the education sector and the profession of teaching, ideally professionals are expected to assist in the development of others. But who is to assist in the development of professionals who hold so much power and control over the lives of others? The main case study organisation gives little gravitas to staff development and the human resource function. As has been noted, the main corporate motivation presented itself to be one of legislative compliance, at bare a minimum, despite striving for the 'outstanding' Ofsted grade.

Pedagogy of the Oppressed (Freire 1996) speaks in terms of emancipatory action research being designed to liberate the under-classes, through participation of under-

classes in the action research change process. This was not a feature of this action research project. While there was a push for change and a challenge to established institutions (Fals Borda 2006), it would be too ambitious to say this research project was truly emancipatory in nature, as participants within the DQC did not necessarily represent the poor or under-class. Most were employed, middle class individuals involved in the process of institutional change who had a responsibility for the under-classes or socially marginalised and disadvantaged groups.

The research may be seen as emancipatory in so much as the staff well-being working group was aimed at emancipating workers in general within the context of the work organisation. This is a departure from the assumption equality and diversity focuses only upon the poor and socially underprivileged. It is perhaps a harder reality to grasp the oppression of the middle class worker, yet this was in fact the purpose of the action research. Outputs and progress of the staff well-being group proved to be much weaker than other groups, due to particular institutional constraints and resistance.

12.1.4 Educational action research

Within education, participatory action research can be used as a means for professional development, improving curricula or solving problems in a variety of different ways (Kemmis and Wilkinson 1998). While I do not rule out there being an element of educational action research to this thesis, it is nonetheless a quarternary or quinary aspect.

Ofsted's requires educational institutions to 'close any achievement gaps which may exist between learners'. The existence of any such identifiable gaps may suggest there is some level of inequality of teaching approach within current constructs of teaching and learning. Therefore, it is assumed an increase in fair and respectful teaching practices may be central to improving student performance. The aim here it to achieve an environment of 'inclusive education' which is more congenial to increasing student diversity (Slee 2006).

Within the DQC the learning & teaching working group was primarily engaged in the process of educational action research. One of its main aims was to ensure teaching practices were fair and inclusive, and reflected an understanding and a respect for diversity (Slee 2006), in order to improve individual and overall corporate performance. Two other working groups contributed to the achievement of this goal. They were the demographic and the learner voice working groups.

The diversity and demographic data working group was responsible for statistically identifying where achievement gaps existed within the college and direction of these gaps. Substantial progress was made by this group, although interpretation and dissemination of this data were in very early stages by project's end.

The learner voice working group was designed to be the conduit of the learner voice, and to provide learners from a variety of different backgrounds with the opportunity to express their opinions and share their views of their experience within the college setting. As highlighted in previous chapters, the diversity & learner voice had a membership largely reflective of the staff population and non-reflective of the student population. Thus, it was not effective in generating useful information for the purposes of educational action research if people on the receiving end of education were not part of the participatory process. The group had to rely upon incident log for relevant learner information upon which most remedial actions were taken.

After 22 months of action research and attempts at certain interventions, performance outcomes were fragmented and disjointed. Advanced practitioners, those designated by the college to support excellence in teaching, remained insecure with regards to their ability to support and guide their colleagues on how to improve diversity management within the classroom. This may be due to the homogenous nature of teaching staff which is reflected in the human resource demographic data. 100% of advanced practitioners were White British, and teaching staff in general consisted of 90.85%

White British. Only 1.8% of staff members disclosed having a disability. Thus, representation and identification with marginalised groups within the county was low.

There was a lot of discussion about ‘differentiation’, adjusting teaching styles and resources to the needs of the individual. People were comfortable with this approach to diversity. They were not, however, comfortable addressing group bias and prejudice, expressed within the classroom or college setting in general.

Teaching staff generally reassured themselves and others they were already managing diversity well (through the process of individuation). Despite representation of minority groups being extremely low in many curriculum areas (teachers and students), general practice was deemed ‘alright’ or ‘we’re already doing it’. However, this view of self-assessment was not reflected in the internal quality audit conducted in 2010, which highlighted equality and diversity were seen not to have been embedded into teaching practices and into the curriculum.

While this research project was educational and participatory, real changes in teaching practice appeared to be tenuous in the absence of a system of structured learning for teaching staff and of inclusive leadership. The manner in which the institution operated was at times diametrically opposed to the principles of equality, diversity and inclusion, rendering the action of teaching professionals impotent and ineffective in bringing about systemic improvements in teaching practice.

The creation of a more inclusive educational environment was a key aim of this action research. All groups attempted to raise levels of awareness amongst students, teachers, business support staff, managers, governors and the external community. Achievements were marginal. Further gains could not have been made, particularly in light of there being no formal and comprehensive staff or student development strategies to enable teachers to improve their performance. No substantive time was assigned to staff

development which would have enabled deeper learning and understanding to emerge. Ironically, there was little investment in the learning process, and little reflection of the organisation being a learning organisation willing to learn and to change the quality of understanding and practice.

12.1.5 Dialogical action research

Dialogical action research is focused upon enabling the voice of disenfranchised individuals or groups to emerge throughout the course of collective dialogue; this voice usually challenges the prevailing status quo. The research conducted was dialogical in nature, as collective dialogue is a key feature of the DQC. However, the emergence of the voices of 'others' was not a salient point of the research, as there was very little representation, within the DQC of disenfranchised groups according to the traditional equality approach taken along the lines of race, disability, religion, sexual orientation, et cetera.

The college's dominant discourse was fixed upon race and disability, and only marginally upon gender equality, and the college's statutory duty to comply with anti-discrimination legislation. While there were a large number of women in the DQC, no direct discourse around gender equality arose. The Diversity & Staff Well-being group was close to touching upon gender issues, in its attempt to address work-life balance and flexible working arrangements, through creation of a Staff Well-being policy, but gender equality was never spoken of explicitly. This working groups experienced many institutional and structural barriers to staff development and well-being, particularly in light of the annual restructuring and redundancies taking place throughout the project.

Within the DQC there was no public representation of any other groups whose characteristics are protected by law. Therefore, this cannot be considered a radical piece of action research with the potential to emancipate socially marginalised groups. While the research project's overall design followed an action research format of 'inquiry as a collaborative effort with people rather than an investigation of them' (Gustavsen 1996),

I note that dialogue within the DQC was still very much around speaking on behalf of others rather than having created space for others to speak for themselves. The main case study continued to be a majority led endeavour, though participative in nature, thus reinforcing the status quo. Under such circumstances, it may be or more difficult to shift power relations effectively in the absence of representation within the cycle. Combating an entrenched equality approach also made it more difficult to address wider issues of SJ for individuals and groups already in the 'system'.

There was no real scope for sharp political analyses of power relations within the organisation. In such cases, action researchers argue no significant social change can take place. As evidenced in the case study, power never changed hands in order to reduce oppression and improve SJ. While traditional equality and diversity conflicts were more effectively identified and mediated, this action did not constitute sustainable social change (Greenwood and Levine, 1998:175).

12.2 Key learning upon reflection

Within action research tradition, it is customary for researchers to engage in self-reflection. The purpose of this self-reflection is to explore what has been learned through the research process, and whether or not lessons of how to improve professional practice have been identified.

Readers may assume, when they see words 'action research' and 'FE' together in the same sentence, this work centres solely upon improving teaching practices; it does not. While this thesis is situated within an educational institution, the main objective was to explore the organisational development a FE college's business and its corporate responsibility, with regards to social justice performance. It was also to explore how I could become a better diversity practitioner, or perhaps even how and why I should not to be one at all.

I began as one who had developed knowledge and skills within the field of social psychology and personal development, as one who has developed professional knowledge and skills based upon my experience as a practitioner working within different business sectors and business industries. My knowledge was broad and comprehensive; I had wished to apply my knowledge within the education sector, for personal and professional reasons.

It is important to note it is insufficient for me as an individual to reflect solely on my own performance. This research project was also a case of how to be a better manager, a better leader of those around me in advancing the cause of SJ.

The objective of the action research process is to improve upon practice, understanding of practice and conditions within which practice takes place (Carr and Kemmis 1986). This sits primarily within the category agency of diversity managers. Did my practice improve while I was working within FE? What did I learn? How have I become a better practitioner? What has this process confirmed for me? Where did I begin? Where I did end?

Experience had taught me an inclusive definition of diversity, one which is based upon respect for the individual, regardless of social categorisation. My a priori belief, going into the action research process, was individual and groups of students and workers would be experiencing unfair treatment, or discrimination, which may or may not reflect the traditional discourse around equality and diversity.

12.2.1 'We must be seen to be doing something'

'We must be seen to be doing something' is a phrase which I have heard many times within the context of government responses to external pressures. In my experience it merely suggests we have to show some form of token action in order to protect

reputation and standing. It is window-dressing. The quality and relevance of this action often seems to be of little importance.

My existence within the host system was a direct response to external pressure from funding bodies in particular, and motivated by a need to protect revenue streams at a time when economic recession was threatening to recede further. That is how it began. Circumstances for college's intensified in Sept 2009 when Ofsted made equality and diversity a limiting inspection grade. If colleges could not demonstrate, not only a value for equality and diversity, but the reality of proactive commitment being expressed in real demonstrable changes in SJ and social equity, then a college's grade could not reach 'outstanding'. Funding is directly proportional to inspection grades; the higher the grade, the more money a college receives. Thus, the push was one. I wound up being a 'trophy' employee, a status symbol for the corporation, nothing more, and nothing less.

I was hoping that my actions and those of others would free the college from this cycle of reputation management and bare minimum legal compliance. Based on the experience and knowledge I was bringing to the role, I was hopeful I would be able to bring these talents to bear and effective significant and substantial improvements in SJ. This was not my experience. The experience was overall disempowering.

12.2.2 In the beginning

I was enthusiastic about the potential for change, and the positive impact I could make bringing my experience, particularly my private sector experience, to a rural FE college where there was not much traditionally defined cultural diversity. I was looking forward to being part of a team, and the architect and main director of a medium-term strategy.

In beginning, I was part of the college leadership group and the quality management group, and looked forward to having a leadership influence on the college. While the composition of these two groups was primarily individuals at senior management and

director level, two managers were included: the staff development manager and me, the equality and diversity manager. I was happy with my title as manager, as long as I felt there was scope for influencing, developing and directing performance. I did hope it was a matter of time before my title became consonant with my actions. I possessed a lot of patience as this was all new for the college.

12.2.3 The deficit model – Speaking a foreign language

The other culture shock was the extent to which FE language was reflective of a very old-school equalities agenda, one which the private sector had long since evolved beyond, but had not left completely. I found myself living within a deficit model, where people spoke about minorities needing help and assistance, be it counselling or learning support. There was no real discussion of the benefits which come with diversity. This presented a struggle, as it was clear to me I had to challenge the status quo in terms of awareness, even of those who had been champions of the equality agenda prior to my arrival.

12.2.4: The reign of terror

The senior management team members expressed a continual ‘threat’ of Ofsted and fear of inspection. Fear, trepidation, anxiety and panic appeared to become the common organisational ethos. With it came a heightened ‘we need to be seen to be doing something’, in order to safeguard reputation and reduce jeopardising future funding streams. This falls into the reactionary pattern of the equality framework.

Senior managers placed high levels of pressure upon staff to perform, yet did not provide them with adequate knowledge or tools to do so satisfactorily, let alone outstandingly. With this dominant top-down capitalistic managerial approach, which imposes without consulting, a climate of suspicion and cynicism about the intentions of management ran high. Such a dictatorial approach in itself can be seen to be socially unjust, and has great capacity to be counter-productive in encouraging

people to value and respect equality and diversity; it is certainly not inclusive. It can leave workers asking the question 'If I am not cared for, then why should I care for others?' The diversity and ethics climates were very low.

My personal approach as equality and diversity manager was not to fall into what I considered to be a trap. I felt it was necessary to exude confidence and caring about all stakeholders and ensured this was a part of my communication with my colleagues. I was confident I knew what 'outstanding' looked like from an equality, diversity and inclusion point of view and continued building the project with the help of my colleagues. This approach was strengthened when I discovered the level of staff development and training received by Ofsted inspectors was often no greater than the level of staff training provided within the college. It could be argued that neither institution was doing more than 'being seen to be doing something'. Working groups members by and large reflected: a real sense of commitment to the SJ agenda; a desire to look at the college system critically; and a real desire to see performance improve.

Equality of opportunity had been graded as 'good' in the college's 2007 Ofsted inspection; that was without the structures put in place from 2008 – 2010. Despite the grading becoming more stringent under the new Ofsted regime of 2009, provided we were able to build upon work prior to the merger in January 2008, I had confidence we could maintain 'good'. Without shifts in the level and quality of senior management participation and in the absence of a value for human resources, I did see the possibility of rising to 'outstanding' in equality of opportunity as a very long game.

By the end of academic year 2008/9, the data led me to believe something must be done proactively to invest in and support staff, as so much of the success of DM was predicated on staff performance. The eighth and last working group to be added to the DQC was the Diversity & Staff Well-being group. It was introduced in September 2009. No headway was made towards having a positive impact upon top-down management or the fundamental approach to governance (i.e. new public management and

capitalistic managerialism) within organisation. This, coupled with a high turnover of members of the senior management team, made DM efforts discontinuous and unsustainable.

12.2.5 Clash of the Titans

The first key priority was to re-establish the equality and diversity committee. Prior to merger, there was a committee in the north of the county, which consisted primarily of directors and managers. There was also a committee at college in the south of the county. The south's had recently merged with the north, and its equality and diversity committee consisted of a wide-range of employee representing a cross-section of functions across the college.

Knowing how important collective involvement and collective action is in driving social change, I knew I wanted to have a broad range of people involved in the social change process. The first meeting of those interested in participating was held in Nov 2008, with a total of approximately 30 people. This clearly was not possible. I was therefore tasked with grouping people according to personal passions/commitments which matched with their professional skills and responsibilities. I had to ensure I did not alienate anyone by excluding them from the governance process. It occurred to me what might be effective was to create working groups reflective of key business concerns, and to have these working groups function as mechanisms by which the objectives of equality and diversity committee would be achieved. It also occurred to me the committee alone should not set objectives but that working groups, as they are closer to the ground of business operations, should also be instrumental in defining and directing activity. It was therefore, going to take some time to re-construct the equality and diversity committee and to get it into a form in which it was a fully functioning part of the college's wider governance system.

When called upon by governors to present a progress report, they had been given minutes of the November meeting and were startled by the number of people in

attendance. They assumed these people were committee members and highly criticised me for the sheer number of people, saying was more like an 'audience' than a committee. They expected the committee to have already been formed. I was not given time to explain the process by which committee and its working groups were being co-created by those involved. I left the meeting feeling bullied and demoralised, yet determined to make the governance structure work.

I was spoken to in what I considered a very aggressive, humiliating and condescending manner. I fundamentally understood there was a desire to 'get equality and diversity right', and the way in which I had been treated may not have been a reflection of the intention or true character of those who put me in the line of fire. It appeared as though they had not developed the capacity to listen to that which they were not expecting to hear. I realised I felt responsible for finding a way to engage governors in a process of learning about equality, diversity and inclusion in order to reduce hostility and misunderstanding.

12.2.6 Beyond mediocre targets

In my first year, I had 5 key professional objectives I had to meet. As a creative person and social entrepreneur I was accustomed to functioning independently; I was not accustomed to sticking rigidly to pre-determined objectives. I met my five objectives and many more, as I did not feel bound by them, and had the drive and determination to do much more than what was expected. So, of my own volition, my equality and diversity work had greater span than what was desired by the corporation.

In addition, in the beginning, I was happy to go 'above and beyond the call of duty'. One of the ways in which I demonstrated my commitment and my team spirit was by taking on responsibility for an A-Level Psychology class. This added enormous pressure to my weekly schedule, as I had to prepare for and deliver a 3-hour class weekly. For me it was a labour of love, which I had falsely assumed would be demonstrably appreciated by the corporation. It never was. Not only was no additional

contract drawn up for this role I fulfilled, I was not even financially remunerated for my time and effort. At this point, the ethics of the wider governance of the organisation (the ethical climate) I had to call into question. I knew from then I had to be self-protective (defensive) rather than collaborative.

I discovered I would go into what I coined 'energy conservation mode' when it was clear I was in an organisational situation which intended to suck me dry rather than to support me. In order to survive I learned how to become withdrawn. I also learned how to simply work to targets and nothing else. Interestingly, I had been warned by a diversity practitioner in the City of London. According to her account, she too had started off enthusiastic and full of ideas and found most of her energy had been wasted. She had advised me not to be so 'ambitious'. At first I was saddened by her advice. Over time I realised it was the only way to survive in a hierarchical system which was purely compliance-driven and which was not versed in moral and ethical responsibility to stakeholders. Sad to say, I learned to be an under-achiever according to my own personal and professional standards, even though on paper I had reached and at times exceeded my organisational targets. The end result is organisations breeding mediocrity, not encouraging excellence.

12.2.7 Sitting in isolation

I had no team of which I was a part. The organisational chart had me reporting to the vp of quality but I was not part of the quality team which has weekly meetings. It took some time to realise this and when I did, I had to ask to be included in quality meetings at the start of 2009/10. It was agreed I would be, although this never transpired.

There was no feasible way for me to achieve improvements in SJ performance of college as one manager, sitting alone within a large and very complex organisation. I had no budget; I had no staff to manage. In short, I had no infrastructure to enable anything significant to happen. I knew then I had to find creative ways to find human

resource support as well as finances to achieve my vision. It was going to be time to use my business skills in order to keep the ship afloat.

I realised I needed a team, so in 2009/10 the working groups were formally started. I was at this time granted an administrative assistant who would help me with organising groups and activities of groups. I appreciated this resource very much, as it provided me with a better infrastructure for action. Together, she and I organised the collective action that was to take place in 2009/10 through the working groups and committee.

12.2.8 Does anyone understand what I'm doing?

I was doing what I felt needed to be done, based upon information and feedback, but I had yet to find a way of communicating this in a simplistic way to others. I was more than happy with the complex system in place, allowing for co-creating, self-organisation et cetera, but others were not entirely clear about what was taking place. The best way to clarify, I felt, was to create a visual diagram, using corporate language to which people were accustomed. As I was under the quality umbrella, I thought it was best to work with the director of quality in order to come up with a diversity model consistent with his model of quality. He helped me put the theoretical foundations of my work into diagram form; together we designed the Diversity Quality Cycle, which represents the governance structure I had devised with my co-researchers in 2008/9. So, in December 2009 I had codified the complex governance cycle which was already up and running and in full operation. This was well-received by internal and external stakeholders and partners.

12.2.9 Governors needed to be a part of the DQC

Initially in the DQC there was a complete gap in communication between governors and working groups. I considered this gap may be responsible for misunderstandings, and also continued isolation of governors understanding daily business operations of the college.

While it was stated governors should not ‘interfere’ with the running of day-to-day business, this did not mean they should be divorced from it altogether. It was clear that governors had very little knowledge of equality, diversity and inclusion, which makes it nearly impossible to lead according to key principles. In order to bridge this gap I invited governors to be part of working groups of their choice. They were invited to attend meetings as observers and/or contributors. Only one governor showed an interest in doing so; she was female and the only governor with a minority ethnic background. She could also be categorised as disabled.

12.2.10 Industrial Military Complex

I found the wider governance of the corporation to still be reflective of this old-school military industrial complex. There were high levels of aggression and pressure to deliver. While I am not averse to either of these, it was my profound experience that more emphasis was put upon results than upon processes by which results are achieved.

Conflict existed between achieving greater SJ, protecting the reputation and keeping to rank and file of the college. There were times in which the importance of acting upon my conscience was far greater than protecting the reputation of the corporation. Outspoken in this way, I experienced being ‘disciplined’ for my principles, principles which were central to my role as equality and diversity manager.

As my first line manager would say, I was accustomed to acting as a consultant. I had to stop now I was ‘employed’ and had to act according to rank and file. This somehow suggested a form of separation of management from non-management, something which I felt created difficulties in the first instance. Eventually, I ‘did what I was told’ or asked to do. I would have considered this to be acceptable, being managed and led in this way, if people managing and leading me had better knowledge and experience of my subject matter. This was not the case.

If people required a report or a presentation they received it from me. I removed my passion and eventually my will to transfer knowledge to my 'superiors'. I removed my personal opinion. I simply just 'did my job' and nothing more. I felt in order to survive I had to become 'mediocre' according to my own standards.

I continued to try to achieve ambitious tasks, with high profile people and events. But I also knew the college was not ready and even at times, not deserving of such affiliation. It was indeed provincial, though it tried to give the impression of being international in its outlook and culture. This could not have been further from the truth.

I was able to establish a fair amount of support and engagement from stakeholders. There were people who were very eager to participate. There were people whose values were reflected in the words I created for the corporate website, words which are consistent with my own personal values. There was a high level of enthusiasm, particularly by the end of my first year in post. We rode this momentum and were able to create an incredibly impactful public event in January 2010. While very tangible, it was not possible to sustain this momentum.

12.2.11 Can't get a word in edgeways

With the departure of one of the VPs, my direct line manager was no longer chairing the college leadership group; my management support began to wane. The group chair was taken over by the vp of corporate resources, a 'hierarchist' who deemed it inappropriate for the staff development manager and me, the equality and diversity manager, to be on college leadership group alongside directors, VPs and the principal. This change I found offensive and demoralising. I began to feel exploited and not appreciated for my talents. Thus, my personal employment experience was already running counter to the values of equality, diversity and inclusion. I knew I was in the wrong place.

Shortly after this change in group structure the staff development manager resigned; I did not. I decided at this point only to give the college leadership group and governors what they asked of me, nothing more and nothing less. I was 'invited' in to college leadership group once a month. The first two I attended, time and space to present mere snapshots without any true knowledge exchange. The result of this was I simply stopped talking. In order to be more politically effective, I learned to speak when I was spoken to.

12.2.12 Stop going to management meetings

My direct line manager left the organisation in March 2010; he had chaired quality curriculum management group, and I had continued to support him weekly in these meetings after I had been rejected from the college leadership group. Taking into consideration the finite amount of time and energy any person has, I decided attending these meetings would be counter-productive for my agenda. I would dedicate myself to work within the community with my colleagues, students and community partners.

Vice principals and directors met every Wednesday morning at the largest campus in the county. This left no management or leadership presence on any of the other campuses across the county. I decided I would be more useful staying on my main campus during management meeting times in order to support my colleagues there and on other campuses in responding today-to-day equality, diversity and inclusion issues arising. My absence from such meeting was never addressed, nor was I ever disciplined or reprimanded for not attending management meetings; this reinforced my management redundancy within the context of the corporation. I was happy no longer playing the game, as I found I was more effective as a practitioner without the burden of those management meetings.

Such meetings were generally viewed by managers themselves to be too long, too dull, too mechanistic and too fruitless. There was no point my sitting there for hours, only to

be given the floor for no more than 5 minutes within the course of a 2-hour meeting. This was highly ineffective for others and me.

I decided to devote myself to the working groups, which were designed to support a key director in his or her main area of business responsibility, taking a very strong bottom-up approach to the change process at this point. I was no longer going to be the 'trophy' equality and diversity mouthpiece of the organisation. Directors could and should by now be able to be conversant about equality, diversity and inclusion within the context of their business areas, and to be able to table and pass whatever motions were necessary in order for progress to be made.

12.2.13 Making governance fun

The quality of exchange and engagement taking place within working groups, which could be defined as: informal, yet professional; creative; highly energetic; and enjoyable, was not translating to the quality of exchange and engagement in the diversity and inclusivity committee meetings when chaired by the principal. I found it fascinating that most all members of the committee had direct experience of the positive dynamics of working groups, yet they fell into this corporate mould of rank and file and what could be defined as sterile governance of a highly dynamic and volatile subject area. I found attending committee meetings excruciating at times and really did not enjoy my own involvement in the committee.

When the principal asked me to take over as chair, I decided I had a commitment to myself and all of my other co-researchers to ensure the spirit of working group meetings found its way into the spirit of committee meetings.

12.2.14 End of story

By the end of the research, I found I was carrying all sorts of corporate titles and labels, but without carrying real responsibility, or possessing any real influential powers on the core organisational culture and its over-riding ethos (low diversity and ethic climate). I had no budgets from which to work in order to make it possible to achieve goals set out in the vision and medium-term plan. Functioning as a figurehead was very unattractive and completely hypocritical in my estimation, once again making it difficult for me to achieve the vision around achieved and sustained improvements in DM. Actually, I learned more than anything that I do not wish to be a diversity practitioner in an organisation which is not driven by a human rights agenda, and which does not have a high ethical climate.

12.3 Summary of conclusions

There are six conclusions at which I arrived by the end of Study #2. They are as follows. I learned:

1. To remove myself from management conversations as my voice had been primarily muted.
2. I personally cannot function best within a hierarchical system which is driven by compliance.
3. Education as I knew it was nowhere to be found within FE, and FE had much more potential to do harm than good than I had understood at the beginning.
4. As a social entrepreneur it is essential to work within organisations upholding values I have as an individual; lip service very damaging, demoralising and stripping.
5. It was time to go back to being self-employed.
6. I am not, and cannot be, an obedient British civil servant.

Many things changed throughout my time initially as equality and diversity manager, and later as corporate responsibility and development manager. We certainly improved systems, particularly around the collection of demographic data. We built stronger partnerships with local authority and with the police and community groups. We threw a few good parties which helped to develop a sense of community spirit. We made a bit of money through the sale of educational qualifications.

From an equalities point of view, many things did not change. There was no increase in the number of staff members who define themselves as black and minority ethnic

(BME); there certainly was a decrease in management over time, as the director of finance and I both left and were the only two BME managers. There was no increase in the number of staff members who considered themselves disabled. The college did not come to grips with the notion of sexual orientation or religion. There were still strong gender divides within faculties and curriculum areas. Flexible working within FE and family-friendly policies seemed to be a complete impossibility. Long-work hour culture seemed to be stronger in FE than in the private sector; over-working was the default mode. In addition, with much less financial remuneration for one's time and with the increase of redundancies and workloads, the level of demoralisation peaked. The concept of SJ in action was imperceptible for miles.

As I reflect upon all of these changes and stagnations, I am reminded of systemic barriers to social change and SJ. I am reminded nothing can take place within isolation, and DM host organisations have got to be more values-driven than financially and legally driven. This is most certainly the case when organisations are organised according to rigid, controlling hierarchies and secondly, and are reactionary in addressing and attempting to solve problems. It felt as though I was in a place that was sprinting at top speed to stay in last place, while spinning the rhetoric of excellence. Where did this leave me?

It left me facing challenges of being a self-employed social entrepreneur again. It left me still committed to facilitating and being part of long-term changes in human rights and SJ. It left me not wishing to be stuck within mediocrity. It reinforced the risk-taker in me and my commitment to work with organisations which had a leadership willing to challenge and change the status quo. I did not wish to reinforce the status quo and to continue to be a part of my own subjugation. I certainly did not wish to be seen by others as part of the status quo, whether they were the managers or the managed within the organisation.

How to be a better diversity practitioner, for me, personally, is very much dependent upon the environment with which one is given to either succeed or in some instances to fail. How do I improve my practice? I do this by making sure I work within an organisation balanced in its approach to SJ, respecting all three DM frameworks (equality, diversity and inclusion). It is important to choose organisations which respect RoL, and which are primarily driven not by profit, but by a mature sense of the moral responsibility organisations have to society. Where and with whom one chooses to work is essential if those feelings of 'energy conservation' and exploitation are to be avoided, if we are to ensure our spirits are not robbed from us in order to serve the status quo. It is a form of enslavement which I found I was not prepared to endure.

I remember at the job interview, when I was asked what I would do if people did not support the DM agenda. I said then that if values have been expressed as something important to corporation, I would hold others to account. I said it then, and meant it. I did it, and found I was not so popular. I was not concerned about my unpopularity at all, and found I was not willing to be held to ransom for my monthly pay cheque. I said it then, and I would say it again. As with many jobs and roles, people wanted me to do what they wanted me to do, not what I could do, or what needed to be done.

All DM practice is housed within a wider host organisation. It has been part of my experience, and the experience of others, many organisations within which we work actually reject the idea of DM in full practice, and are not 'walking the talk'. This may be one of the main reasons for the categorical failure of DM activities to achieve long-term and sustainable change.

As in biology, we find ourselves as diversity practitioners in a situation in which our host rejects us, similar to a host rejecting an organ transplant. While good things were achieved within stakeholder communities on a local level, macro governance of the DM agenda has remained weak. Senior members remained detached, separated and

disengaged from the critical mass of employees. I believe this to be a vital factor in the overall ineffectiveness of the DM strategy.

With the completed experience of Study #1, I took the DQC to a new college setting and put it to the test again. In the next chapter I present Study #2 which took place within a small specialist further education college also located in the West of England. Would size matter and make the application of the DQC more effective?

13. The Institutional Diversity Management Model & the Diversity Quality Cycle: Areas for future research

This chapter examines the utility of the IDMM and the DQC within organisational development, as well as within wider civic society. It is argued here that the IDMM and DQC, if applied within complementary organisational or societal conditions, can be instrumental in facilitating a process of substantial and long-term changes in DM outcomes within organisations. In addition, they provide provide a DM framework through which improvements in ethical decision-making can be achieved. The IDMM provides a mechanism by which to understand causal relationships and the DQC provides a mechanism for capturing and for acting upon the views and opinions of a diverse and representative body of stakeholders in order to create improved DM outcomes.

The DQC is a tool which may be used beyond the purposes of traditional DM. While the main research focus within this thesis has been upon DM practices, it is also argued here the DQC, as a system of innovative and egalitarian governance, can and should be used as a framework for change management initiatives of any type. It can be used to facilitate change processes within an organisation, regardless of the subject matter. For instance, it could be used for change management around health & safety, customer support, or even the introduction and integration of new technologies within a business.

The Diversity Quality Cycle provides a framework designed to capture a diversity of stakeholder opinions and perspectives, and to integrate this information into decision-making processes of a given organisation. Thus, it is envisaged, by applying the DQC, ethical and egalitarian decision-making can be significantly improved and as a result so too can SJ performance. This chapter covers the application of the DQC within organisations, and also argues in favour of its application within wider civic society and within the global marketplace.

Reference is made to current levels of socio-economic inequality and social unrest which is central to the experience of many global citizens, as a consequence of the collapse of global economic system. Recent collective and direct action campaigns are briefly analysed within the context of the DQC. This chapter explores how, if at all, current movements demanding improvements in SJ outcomes, may be following the pattern of the DQC, and the extent to which the DQC may be instrumental in providing protesters and those against whom they protest against with a framework for collective egalitarian dialogue.

13.1 Applying the DQC within organisational settings

DM literature highlighted DM practice, in particular diversity training, has been only somewhat effective, and at times ineffective. This literature presents a picture of the inadequacy of DM practices and explains why DM practices may be marginally successful. The results of the three studies of this thesis support this and attempt to go further to explore and explain why many DM initiatives have had little or no substantial impact in improving SJ outcomes. The results suggest there is need for the Diversity Quality Cycle as a framework of ethical governance and positive change within organisations. However, the results also show how difficult it is to introduce and sustain this level of complex governance. There are several impediments which must be addressed and rectified if DM performance is to improve.

The data show organisational DM strategies are less effective when DM is: driven primarily by compliance; exists within purely hierarchical cultures; is seen primarily as a necessary requirement; focused upon strands of equality only, with no or low focus on inclusion; and lacking in an engaged and exemplary senior leadership.

The Diversity Quality Cycle functions in a way that enables all of the above barriers to be overcome, in order to support a more effective change management process. It offers a framework of democratic stakeholder engagement, in which senior leaders are included within the category of employee stakeholders, thus attempting to avoid

negative impacts of top-down leadership. While acknowledging the importance and the need for hierarchy, the Diversity Quality Cycle advocates democratic engagement and dialogue. It, therefore, does not attempt to create a 'flat' system of organisational governance in which everyone is considered to be 'equal'. It purports the concept of polyarchy ('many rule'). This polyarchical system enables a greater distribution of influence and power amongst stakeholders while still maintaining hierarchy where and when appropriate.

The *Diversity Quality Cycle* is designed to operate according to what are believed to be optimal internal organisational conditions, within which effective DM can take place. It is understood there is always a place for hierarchy, legal compliance, and addressing the concerns of all equality strands. On the strength of this idea, I advocate a pluralistic approach to DM and governance. Corporate motivation should be moral, legal and financial, as there is corporate responsibility on all levels. Organisational culture should be hierarchical, flexible and entrepreneurial. I would hold that leadership, as stakeholders, should always been engaged. I would also hold that DM needs to be seen both as a 'necessary license to operate' and as an 'asset which adds value'.

If the pre-conditions do not exist, then an organisation may wish to commit first to redressing any structural organisational inadequacies and institutional barriers which may obstruct the effective execution of a DM strategy. If an organisation cannot commit to this, then it may be facing further wastage of resources through an exercise which may be perceived as paying 'lip-service' to the values of equality, diversity and inclusion. In addition, application of the *Diversity Quality Cycle* may not yield the 'desired' results of improvements of SJ within an organisation.

The *Diversity Quality Cycle* alone cannot succeed in bringing about long-term sustainable change within organisations; there are very strong internal and external factors which contribute to the determination of success. If an organisation does not reflect principles and values of the *Diversity Quality Cycle* internally, then sustainable

change may be more difficult to achieve. It has to be a living model in which there are high levels of collective stakeholder engagement and dialogue; these are key ingredients to ensuring the DQC is effective as a model.

The first case study demonstrated this in particular. It also showed how difficult it was to deconstruct the operational hierarchy within the context of a public sector UK organisation, in order to enable stakeholders to make a fairer and more balanced contribution to the success of the organisation. The results of the In-House Diversity Practitioner survey support this, by showing that the public sector operates much less effectively than the private sector, which tends to have more competitive and collaborate cultures.

It is argued here internal integrity (ethic climate) of the wider organisational culture must be intact in order for the *Diversity Quality Cycle* to work effectively, or an organisation must be committed to improving its inadequacies as part of the *Diversity Quality Cycle* execution. If it is, then an organisation is more likely to make fair and ethical decisions in light of, and sometimes despite, external pressures and changes.

Despite surrounding circumstances, the intervention which was put in place (the application of the DQC) did yield demonstrably positive results, for individuals who were directly involved in the action research project, and for the organisation itself. In neither of the action research case studies, however, was it possible to achieve sustainable outcomes. Despite this result, it is still believed that the DQC has the ability to provide the foundation and framework for social change and improvements in SJ outcomes. Future research can be focused upon how best to apply and utilise the *Diversity Quality Cycle* in order to achieve greater sustainability of social change and SJ within organisations.

The close collaboration between practitioners and researchers continues to be vital, and should be a part of on-going work in this field. What must be borne in mind, particularly within the public sector during this time of economic austerity, is the rapid disappearance of dedicated equality and diversity practitioners. Thus, if work begun in many places is to continue, it is essential researchers work directly with key business professionals who remain.

While I believe the *Diversity Quality Cycle* has the ability to enable diversity practitioners, and the organisations, to improve upon performance, it is also clear it is necessary to have collective buy-in from all of those who participate in the cycle. Applying the *Diversity Quality Cycle*; in: the absence of clear shared collective objectives; the absence of knowledge and skills amongst senior leaders; and isolation from core governance structures may continue to prove ineffective.

Further research is needed to explore the extent to which the *Diversity Quality Cycle* has the ability to help transform organisational cultures. More longitudinal studies are required in order to establish if, by approaching equality and diversity with this innovative governance strategy, SJ outcomes can be improved within organisations.

I believe it is a viable mechanism of transformation, which, if developed further, has far-reaching capabilities within the global marketplace. Future research should continue to explore how to embed equality, diversity and inclusion into organisational structure and leadership culture. In addition, as sustainability is a key concern going forward, future research must continue to be longitudinal in nature.

There is wide scope for exploring DM and change management practices within businesses further. However, as businesses operate within, and are a microcosm of, our larger civic society, there is also a need for researchers and practitioners to turn their

attention to wider civic society. We must, as responsible professionals, address some fundamental challenges within the civic arena which impact upon business behaviour.

13.2 Applying the DQC within civic society

As volatility within the global marketplace continues to be unrelenting, sustainability and economic survivability becomes increasing paramount to social capital, future research must help to find ways of preserving the value of social capital which is currently under serious threat.

DM practices of today are born out of popular civil rights uprisings of the 1960s and 1970s. The main focus upon this civil unrest was the institutional oppression of women and minority ethnic communities, in particular. It highlighted historic and deep-seated inequalities which subjugated certain members of society, members who were also denied rights associated to full citizenship. Over years, this struggle has come to envelope causes of disabled groups, gay, lesbian and bisexual groups, religious groups, et cetera, all of whom have valid concerns about their continued societal marginalisation.

The anti-discrimination legislation has become more complex as it continues to include additional social categories within its list of protected characteristics. Despite the raft of legislation to guide human behaviour inside and outside of corporate settings, we have seen some SJ improvements for certain minority groups. We have not, however, witnessed real fundamental changes in the way in which organisations, corporations or governments govern themselves and their citizens and stakeholders. The ultimate corporate power structure (i.e. managerialist capitalism) has remained in operation.

This research has been conducted in a time of great economic, political and social turbulence; much of this turbulence is still present. In some cases it is intensifying, as further economic cuts are sought and further re-structuring and redundancies are to

come. Some argue western democracy and the economic system upon which it relies (predatory capitalism)²⁹ are defunct. The current economic crisis began in 2008 with the demise of sub-prime mortgages in the USA. The notion of financial security has eroded since that time. As governments continue to bail out banks, the quality of life of global citizens has come under severe threat. Poverty levels and unemployment continue to rise.³⁰

In December 2010 the world witnessed social unrest across North Africa and the Middle East. In August of 2011, ‘riots’ broke out across England. Looting and destroying High Street stores was a central theme to these ‘riots’. Mainstream media misrepresented rioters as merely being poor young people. Words used by the press were ‘anarchy’, ‘thugs’, ‘apolitical’ and ‘criminal’. No reference or connection was made between the social behaviour witnessed and the quality of social fabric within which riots took place. Attempts to open a wider socio-economic debate and discussion were quelled by systematically apportioning blame to individual rioters, thus preserving the socio-economic status quo. As the economic crisis continues, so too does the intensity and frequency of global social unrest.

On 17 September 2011 the anti-capitalist movement of Occupy Wall Street began in New York City. Today it has spread to major cities across the United States, the United Kingdom, Europe, and beyond. A major display of collective global action is set for 15 October 2011, as citizens around the world, who have been hard hit by the current financial crisis which began in 2008, take to the streets to voice their discontent and to hold banks and their governments accountable for economic injustice which, they argue, has arisen out of irresponsible and predatory risk-taking of investments banks. London will once again be put to test.

²⁹ <http://www.globalresearch.ca/index.php?context=va&aid=4293>

³⁰ <http://www.poverty.org.uk/35/index.shtml>

The movement is criticised for having no leader, no unified message and no codified set of demands. It is hard for some to fathom the movement is apolitical in nature. What we may be seeing is CT in global action. We may be witnessing self-organising systems of citizens around the world, citizens representing a variety of groups and demanding democratic dialogue. These citizens range from: indigenous peoples; teachers; doctors; students; veterans; multi-racial; inter-faith; and artists to name a few. They assemble as global citizens who feel disenfranchised by what they call the elite class's abuse of power. The movement has sub-divisions of working groups which are focused upon particular issues of social import and concern.

Historic struggles of women, minority ethnic groups people, disabled people, gay, lesbian and bisexual people continue, socio-economic status are current struggles. While the UK has made attempts to downplay the illegitimacy of socio-economic inequality, popular global uprisings may make it increasingly difficult for governments and banks, who, it is argued, continue to shirk responsibility and continue to reward irresponsible and dangerously risky socio-economic behaviour.

Socio-economic status is a protected characteristic under the Equality Act 2010. Within this Act, there is a duty to ensure the narrowing of socio-economic inequalities. This was to come in force within the UK in April 2011. In November 2010, Theresa May, the UK Home Secretary, axed the socio-economic duty. The requirement to publish gender pay gaps within the private sector was also diluted. Such moves by the Coalition government drew heavy criticism, as it sent a signal throughout UK society that equality was a low priority for the present government. May has been quoted as saying 'equality is a dirty word'³¹ associated with 'the worst forms of political correctness and social engineering'.

³¹ <http://www.guardian.co.uk/society/2010/nov/17/theresa-may-scraps-legal-requirement-inequality>

What they have created or are attempting to create is a *Diversity Quality Cycle*, or Quality Circles of democratic dialogue, within the world's city squares and parks. This is the *Diversity Quality Cycle* on a large scale, not confined within confines a corporation or business. There is a demand for systemic change, yet there has been, to date, no reply to the protests from the people against whom they protest. Ben & Jerry's corporation is the only corporation which has publicly endorsed the movement; there has been no reply from or visibility of spokespeople from banks or other big corporations. Key powerbrokers remain unaccountable and detached from other societal stakeholders.

If this social movement to increase socio-economic justice is to work, then it requires the participation of the proverbial 1%, those who remain conspicuous by their absence. Popular uprising demand banks, governments, and indeed big business, change the way in which they govern and make decisions. Many argue the quality of current decision-making has had a catastrophic impact upon the global economy, rendering many traditional systems disabled.

Today's zeitgeist is the world as we knew it has broken down completely, in particular the concept of managerialism capitalism has lost its legitimacy. Yet, we continue to attempt to fix it with out-dated methods of response, such as with quantitative easing. These responses may not only be delaying the inevitable demise of our socio-economic and political systems, they may also be intensifying the negative impact of such a demise. Herein lies a root concern. Speaking only of corporate responsibility is no longer sufficient. Current popular uprisings are highlighting levels of corporate and governmental irresponsibility and unethical practice; it is argued this dialogue must take place if we are to steer our way out of the current crisis.

Academic action researchers, in particular, can play a much needed and valuable hand in helping society make the transition from old to new. It is argued here, due to the severity of the current socio-economic crisis, we researchers should turn our attention

first and foremost to concerns of wider civic society. If we are to be socially responsible in our practice, and ethics dictate we must be, then we must work together with our local and global partners to help facilitate and guide a global change process. We can begin by exploring further application and utility of the *Diversity Quality Cycle* within civic society. The idea of ‘collaborative capitalism’ is a very attractive one. The question arises: ‘How do we get those in a position of power to collaborate?’

We are confronted with very large challenges, for which there appear to be neither viable solutions, nor textbook answers. What is required is creativity and imagination of people who are dedicated to working together. Traditional demarcations of race, gender, disability, sexual orientation, academic, practitioner, corporate executive, civil servant, et cetera, are now secondary to the need of working collectively to redress institutional socio-economic inequality. The *Diversity Quality Cycle* provides a framework for improving democratic dialogue and ethical decision-making, and can be used by researchers, practitioners, business professionals and politicians as they work towards improving SJ outcomes for all stakeholders within society.

13.3 Applying the Diversity Quality Cycle cross-culturally

More research in this area needs to be conducted outside Anglo-American and Continental European governance structures and value systems. This is of particular importance as these western economies have lost their global economic strongholds. There is sparse research of this nature emanating from regions such as China, Brazil, India and South Africa (BRICSA). Now is an opportune time to see greater collaboration between researchers across regions, in order to generate a more global picture and a greater comprehension of global dynamics at play.

There is scope for considering dimensions of national culture, highlighted in the work of Geert Hofstede. His work pays particular attention to: power distance (PDI); individualism (INV); masculinity (MAS); uncertainty avoidance (UAI); and long-term orientation (LTO). Given the extent to which there is huge volatility, ambiguity and

uncertainty within the current global marketplace, it may be certain cultures and their economies show a greater capacity to maintain higher power[?] distances between people, to act collectively, and to engage in long-term planning and are more likely to survive in such circumstances. Those who have less flexibility and long-term planning may show signs of struggling to compete and to survive. BRICSA may reflect the former, while Anglo-American and Continental European countries may reflect the latter according to Hofstede’s framework³² (Fig. 12)

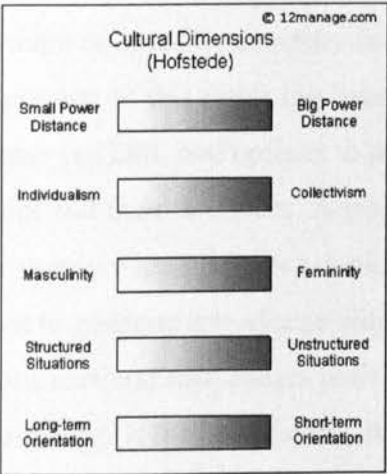


Fig. 12: Hofstede’s Cultural Dimensions

Future research into DM should therefore explore different approaches to equality, diversity and inclusion, as they exist within and between Anglo-American, Western European and BRICSA cultural contexts. Attention should also be paid to ways in which issues of equality, diversity and human rights evolve within the Next Eleven – N-11 (Bangladesh, Egypt, Indonesia, Iran, Mexico, Nigeria, Pakistan, Philippines, South Korea, Turkey and Vietnam).

Hofstede’s work can provide a very meaningful foundation for exploring the relationship between dominant leadership styles as dictated by wider cultural contexts, and the extent to which these styles either help to facilitate or hinder equality of opportunity, and valuing of diversity within the context of organisational and business development.

³² http://www.12manage.com/methods_hofstede.html

14. Re-configuring the world of diversity management

Current DM models and practices are dominated by economic discourse, giving very low priority to issues of social justice, equality and inclusion. They have done very little in reconfiguring the business world because as a tool of management these models are not designed to do so. Their existence is symbolic, their ability to reconfigure this world rendered impotent, as they skirt around key institutional power relations and barriers which create them, and while simultaneously resisting and preventing DM from being effective and realising the benefits of equality, diversity and inclusion for individuals, businesses and society. The purpose of this thesis has been to explore various variables contributing to the ineffectiveness of DM, and options to improve the effectiveness of diversity management strategies and their outcomes. A majority of research and practice in this area has taken place primarily within Anglo-American cultures. As companies expand globally, it is important to generate knowledge which sheds light on this deficiency and provides practitioners and researchers with the knowledge and tools to improve upon corporate performance. If this is not done, then DM practice will continue to be the waste of time, energy, money and commitment it has proven to be thus far as a management control tool.

‘Rule by law’ (Agrast *et al* 2011) has been an overwhelming approach to DM, reflected in the primarily top-down managerial capitalism approaches. However, in the absence of fundamental human rights and equity at the core of this management approach, substantial and sustainable improvements in social justice outcomes are unachievable. It is argued here that businesses may require participative governance systems which are based on organisational equity and human rights. Such a shift would divert activities from the ‘rule by law’ and transform organisational cultures into states governed by the ‘rule of law’.

Lip service and box-ticking are both far too prevalent; practitioners should be very wary of committing their passion, their time and energy to organisations which have not real desire or capability of transforming their cultures in order to be more fair, equitable and

just. Diversity practitioners must beware of being co-opted into the very status quo they wish to improve. The achievement of rule of law within DM, in which fundamental human rights, and dignity and respect for the individual are upheld, has yet to be fully embraced.

The Diversity Quality Cycle, an innovative governance cycle, is based upon the principles of the rule of law, which upholds the value of social justice, equality and inclusion. The DQC is a significant contribution to knowledge in the field of diversity management. As the architect of this DM model, I drew from literature highlighting the positive impact of stakeholder engagement theory in improving business performance, and complexity theory. I applied the tenets of both to diversity management practice and have attempted to demonstrate ways in which diversity management performance can be improved through the application of the Diversity Quality Cycle. While the results of the studies yielded some very positive outcomes, none of the outcomes was unsustainable. I explored factors such as corporate motivation; perceptions of diversity; corporate culture; senior executive engagement as possible barriers to successful diversity management.

This will enable practitioners to avoid the application of deficient models in cultures, particularly cultures with emerging markets, who may be new to the discipline. This thesis has contributed to knowledge and practice by exploring and demonstrating the way in which organisations are governed plays a huge role in the effectiveness of diversity management strategies. This thesis has argued in favour of governance structures which are ethical, participative and egalitarian in nature, and in line with the value of equality, diversity and inclusion.

It is my hope this thesis has made the point convincingly that participative governance is essential if organisations which to run responsibly and ethically, not just consulting with stakeholders, but working together with stakeholders in building corporate cultures which support corporate values. I attach a very serious health warning about

organisations merely engaging in diversity management in order to comply with legislation or to maximise profit. Diversity management cannot be a success in morally bankrupt organisations.

Even where there is well-defined moral responsibility within an organisation, diversity management also cannot succeed in the absence of financial investment in diversity infrastructure, which includes staffing and resourcing, as well as capital expenditure to support business activities and initiatives. In order to gain access to finances, we as diversity practitioners have been caught in a deceptive web of an unproved and untenable business case for diversity. Pressing diversity practitioners to justify financially the legitimacy of diversity management is a large part of the process of co-opting diversity management into the status quo of predatory capitalism. There is an unresolved conflict of values here which needs further address.

It is also my hope this thesis provides theoretical and practical foundations to support the work of in-house diversity practitioners. Diversity practitioners are often relegated to human resource departments, which sadly automatically divorces them from being seen as connected to core business activities. Even within this silo, diversity practitioners can often be working in isolation and expected to be ‘in charge’ of diversity without having a sense that it is a shared agenda with all individuals across the business. With this as a basic starting point it is highly unlikely a diversity initiative will be a great success and highly likely that the voice and agency of the diversity professional will be lost. I hope warning signs have been highlighted in order to encourage diversity practitioners to make what may at times be very difficult moral decisions as to whether or not to carry on with their tasks.

I have always found this eventuality incredibly ironic, as the objective of equality, diversity and inclusion is to enable all individuals to reach their human potential. More often than not, diversity professionals are put into professional situations in which they themselves do not have the power and ability to reach their potential, simply because

the organisations for which they are working are not truly committed to the process of transformation. This is not the point of diversity management, and this is certainly not the expression of social justice.

I argue it is unethical to continue to support diversity management practices in their current forms. I would agree wholeheartedly, with many opponents of diversity management, that diversity management is a waste of time, energy and money. However, I would not dismiss the relevance diversity management practice, and the need to increase its effectiveness. I argue that the key is collective social action through stakeholder engagement (including that of senior executives) must be high in order to great inclusive dialogue.

Ethical leadership development is paramount. By ethical leadership I mean leaders who are driven by their company's values and who lead by example in the business areas. Senior executives need to take the time to understand and engage with others; if they are not prepared to do this, then they are not prepared to enable their organisations to transform and to develop; they are certainly not prepared to liberate people and improve the quality of the lives of employees.

It is important to address the perilous nature of diversity management within Anglo-American cultural contexts. There is much that can be learned and improved by learning from other cultures. The Justice Index and the Rule of Law Index both highlighted cross-cultural differences, and the challenges these differences present in managing diversity within certain cultural contexts. It is my hope that the future holds in store an intensification of global efforts between diversity management researchers and practitioners. We have a very real and immediate challenge, as researchers and practitioners, to ensure the importance of this agenda does not slip away in light of global economic pressures, and that we develop greater global collaborations which will enable us to make better sense of this very complex global picture of equality, diversity and inclusion.

If global diversity is to be managed better, it is essential to understand and find solutions to challenges within western cultures, prior to introducing these frameworks and models into non-western societies which operate within different cultural frameworks. If we fail to arrive at this understanding and to make the appropriate cultural adjustments, diversity management practices run the risk of perpetuating social injustice rather than improving it.

Appendix 1. In-house diversity practitioner questionnaire

Q1 Welcome to Kingston University's In-House Diversity Practitioner Questionnaire. This on-line questionnaire should be completed ONLY by individuals who are, or who have been, in-house employees of an organisation and who have had direct responsibility for the creation and/or execution of a diversity initiative within that organisation (i.e. an in-house diversity practitioner). It is NOT designed for external diversity consultants and/or trainers. If you have worked, yet are not working currently as an in-house diversity practitioner, then please answer the questions based upon your most recent past experience. All of your responses will be kept completely confidential. Please answer the questions as yourself as an individual, and not within your capacity as an employee. If you have friends and/or colleagues who are or have also been in-house diversity practitioners, and who you feel could also benefit from taking part in the survey, then please feel free to pass on the link to them. The portal will be open to receive responses from 18 July 2011 until 5 August 2011.

Q2 Are you currently working as an in-house diversity practitioner?

- ☐ Yes, my job title is: _____
- ☐ No, but my job title was: _____

Q3 The main sector in which you work as an in-house diversity practitioner is the:

- ☐ Private Sector
- ☐ Public Sector
- ☐ Third Sector
- ☐ Other _____

Q4 What is the size of your organisation?

- ☐ Small (Fewer than 100 employees)
- ☐ Medium (Between 100 and 500 employees)
- ☐ Large (More than 500 employees)
- ☐ Other _____

Q5 What is/are your main geographic region(s) of responsibility as an in-house diversity practitioner within your organisation?

- ☐ Local (please specify) _____
- ☐ National/Country (please specify) _____
- ☐ International (please specify) _____
- ☐ Global

Q6 Please tick which area(s) feature in your key priorities, and rate their level of importance, within your role?

	High	Medium	Low	Not Applicable
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marriage/Civil Partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/Belief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy/Maternity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus upon Equity for All Employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 What group of adjectives below best describes your mainstream corporate culture?

- ☐ Controlling/Hierarchical
- ☐ Competitive/Market Driven
- ☐ Collaborative/Flexible
- ☐ Creative/Entrepreneurial
- ☐ Other _____

Q8 To what extent has the organisation achieved organisational equity (i.e. it operates fairly and transparently for all employees regardless of protected characteristics under legislation)?

- ☐ Low
- ☐ Medium
- ☐ High

Q9 Thinking about the general corporate climate, in your experience, diversity management within your organisation is seen primarily by stakeholders as (you may tick more than one answer):

- ☐ An impediment which detracts value
- ☐ A vital strategic resource which adds value
- ☐ A necessary requirement for a license to operate
- ☐ Something which makes no difference at all
- ☐ Other _____

Q10 In your opinion, the dominant corporate motivation driving diversity management in your organisation is:

- ☐ Legal Compliance
- ☐ Profit Optimisation
- ☐ Moral Responsibility
- ☐ Other _____

Q11 Your organisation has a diversity management strategy in place which is:

- ☐ Formal (i.e. written strategic vision, governance structure, policy and/or action plan in place)
- ☐ Informal (i.e. general understanding and acceptance of the value of diversity, but with no defined structures in place)
- ☐ Non-existent (i.e. there is no strategy in place at all).

Q12 The diversity management strategy in place is based upon a vision which is:

- ☐ Short-Term
- ☐ Medium-Term
- ☐ Long-Term

Q13 Does your organisation carry out specific diversity initiatives and activities in order to fulfil a commitment to valuing diversity?

- ☐ Yes
- ☐ No.

Q14 Please rate how effective each diversity activity is in bringing about improvements in social justice:

	Very Ineffective	Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Effective	Very Effective
Diversity Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Corporate Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffing and Infrastructure (including staff networks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Are there any discussions about the Universal Declaration of Human Rights within your organisation?

- ☐ Yes
- ☐ No

Q16 To what extent is there explicit discussion taking place about human rights within the organisation?

- ☐ 0 Low
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9

10 HighQ17 How effective would you say the overall organisation has been in creating fairer and improved outcomes for the following categories?

	Very Effective	Effective	Somewhat Effective	Neither Effective nor Ineffective	Somewhat Ineffective	Ineffective	Very Ineffective
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marriage/Civil Partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/Belief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnancy/Maternity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus upon Equity for All Employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 How effective would you say the overall diversity management strategy has been in creating fairer and improved outcomes for all individuals, regardless of the social groups to which they belong?

- ☐ Very Effective
- ☐ Effective
- ☐ Somewhat Effective
- ☐ Neither Effective nor Ineffective
- ☐ Somewhat Ineffective
- ☐ Ineffective
- ☐ Very Ineffective

Q19 How satisfied are you with your level of empowerment to effect positive organisational change?

- ☐ 1 Low
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 High

Q20 To what extent is there democratic engagement of all stakeholders across the business in defining diversity activities?

- ☐ 0 Low
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 High

Q21 On average, how many Continued Professional Development (CPD) hours of diversity education do members of staff receive per year?

_____ The Board
_____ Senior Management
_____ Middle Management
_____ Lower Management
_____ Non-Management
_____ Contractors/Temps
_____ Other

Q22 How embedded are the principles of diversity and inclusion in core business operations?

- ☐ 0 Low
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 High

Q23 To what extent are senior managers actively engaged in diversity activities and informal discussions with a variety of stakeholders?

- ☐ 0 Low
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10 High

Q24 In your experience, what are the most important commonalities between diversity practitioners?

Q25 In your experience, what are the most important dissimilarities between diversity practitioners?

Q26 In your opinion, which statement would you say best reflects the relationship between practitioners?

- ☐ There are more similarities than differences between practitioners
- ☐ There are more differences than similarities between practitioners
- ☐ Neither of the above _____
- ☐ Other _____

Q27 If you have had past experience of working in a different organisation as an in-house diversity practitioner, and you have found that experience markedly different from your current (or most recent) organisation, can you please tell us about the key differences:

Appendix 2: Case Study #2 Action research notes: Q&A with SMT

Single Equality Scheme and Action Plan 2008 – 2011

The College has developed a culture which is very responsive to the needs of the individual pupils. As a college which supports learners with disabilities, it clearly has a well developed approach to disability equality.

It has systems in place which help to develop the skills and the independence of all learners, with the expressed aim of preparing them for living and being productive within a multicultural society. The care and dedication to the individual is highlighted in the establishment of individual goals, improvements in the transition programme and the generally flexible and diverse residential programme which supports the students.

Question 1: Single Equality Scheme and Diversity Policy

The college had a comprehensive Single Equality Scheme and equality and diversity policy, particularly from the point of view of employment equality. Both needed updating in order to reflect changes in legislation (i.e. Equality Act 2010).

Three thoughts about improvements:

- SES would need to be updated to reflect the Equality Act 2010. Right now it does not address equality on the dimensions of: age, civil partnership/marriage; or pregnancy/maternity
- On the basis of the additional protected characteristics, this suggests that the SES should have equal focus upon THE COLLEGE's staff as much as it does for its students. This does not come through very strongly in the current state of the SES.
- The supporting action plan has some really good points, but it does feel very piecemeal-like. Individual actions are great and would certainly contribute towards improving performance. We should have some discussion about how THE COLLEGE has gotten on with the achievement of these actions that were laid out in 2008-9

It says that the College was proactive in improving the representation of female students. How did the College go about doing this strategically? It may be useful in applying to other under-represented groups.

Question 2: 'How are equality and diversity issues explored with all interviewees?'

Senior Management Action Response 1: 'Comments about the Single Equality Scheme [VP] agree[s] with. [She] will need to look at this. Equality and diversity issues with interviewees, we need to make sure that we formalise this and that all interviewees are asked a general question about equality and diversity which teases out their attitudes.'

CIF, C4 – How does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?

Again, a very good indication that individual differences are respected highly amongst the students.

Key concern is clearly about measuring impact. The College suggests that it needs to be 'smarter about asking the right questions'. Perhaps it is also important to have the right systems in place that enable the flow of information/data (both qualitative and quantitative) which can then be used as greater evidence for the College's performance in this area.

Question: There is some mention of E&D induction for new learners. What shape and form does this take?

Senior Management Action Response: Achievement data – we could extend the way it which we look at data to include, for example, mental health difficulties, adopted children, looked-after children, those who have siblings with disabilities, those from single-parent families, gender split.

VP to check with equality and diversity officer what the induction is for new learners, as well as for staff.

How Equality and Diversity is Embedded throughout the College, 2009-2010

Just a quick catching up on the actions, as with the SES Action Plan to see how THE COLLEGE has gotten on with achieving these key areas.

Equality and Diversity training documentation from Sept 2009 and June 2010

Good training material for a 2-hour workshop on valuing diversity, and exploring the impact of personal prejudices. It is experiential in nature and is clearly designed to encourage people to explore their own attitudes and behaviours.

The focus is very much upon those on the Austistic Spectrum (AS), which is t be expected in providing staff with the knowledge and support to service the diverse community of AS learner.

What strikes me is that the staff development could also include key education and input on the legal aspects of equal opportunities. This is present in the Equality and Diversity policy and the Single Equality Scheme policy, however, there seems to be no supporting training for staff so that they understand exactly what their rights and responsibilities are of members of staff. Such input would great support staff and would also help THE COLLEGE in its efforts to reduce unfair discrimination which may occur within the staff and/or student populations.

Achievement Data

Very interesting data with regards to achievement of THE COLLEGE students within vocational studies, and the extent to which male learners in particular struggle on academic courses. I think the college is on the right track when it begins to look at multiple interacting disabilities and how these might have an impact on individual learner success. THE COLLEGE is certainly going down the right track in wanting to explore the impact of AS combined with such other disorders as OCD, depression, and other mental illnesses that may confound the learner profile.

Am I right in that the female learners, though a very small percentage, are achieving well within academic subjects? Or do they also tend towards vocational?

One of the aspects of equality which is not covered within the current raft of legislation is socio-economic status. It appears to me that THE COLLEGE learners come from a very wide range of socio-economic backgrounds, which may also have an impact upon educational routes chosen and success achieved. Is there any way that THE COLLEGE can begin to pick the data apart from that angle? With a fairly small and manageable body of students it seems as though it would be possible.

In addition, while there is no real visible ethnic diversity amongst pupils, achievement data could be broken down into nationality (i.e. Welsh, English, Irish, European, Mixed) that kind of thing.

Senior Management Action Response: Little visible ethnic diversity amongst pupils but could look at parents' nationalities and how this may influence the academic course/GCSE etc students take

□ *Weekly meetings-* Vice principal suggested that college draws up a list of all the areas which need to be worked on/discussed and then we allocate them to the most appropriate meetings, which already take place, eg. *Quality Improvements, Senior Management Team, STL meetings*

□ *Teaching observations-* check with equality and diversity officer if she drew up any 'pointers' to help staff to complete the box relating to any possible E and D issues within sessions.

The College Development Plan 2009/10

There are question marks within the 2009-10 the plan in the equality & diversity columns. This is the indication that the College has an idea of what it would like to achieve but is not clear about just how to go about doing this.

The key areas which have been preliminarily identified in this document will help to inform the short, medium and long-term goals that should be put into place and the means by which the College can achieve them.

Comments on Planned Improvement for 2010 – 2011

- Data collection to be further improved in relation to capturing information regarding additional disabilities – Excellent and manageable and can lead to some interesting results
- Weekly meetings regarding data which will improve the use of this....**not necessary**
- Impact assessment team to include representatives covering all equality and diversity strands – initial contact made. **What happens when you don't have someone to cover a strand? How prepared are people to make critical judgement about policies?**
- Continuation of debate boards to include topics such as immigration (media portrayal) and cyber-bullying (Facebook). **There is some hint here of citizenship. Is a debate board interactive? Or is it something that is static, non-engaging and dependent upon the learner or staff taking the initiative to absorb info?**
- Representation of equality and diversity to be improved. All planned teaching observations of residential team to incorporate equality and diversity. Staff to receive training and resources to be made available? **What does this mean? What kind of training and resources are people thinking about here?**
- Equality and diversity competencies to form part of the supervision and approach process for staff. **Again, good in principle, but there is a danger of judging people against something about which they may have little knowledge or may have received little guidance and support. If this is to happen then it has to be a long-term goal with proper learning and development, structured learning and development, taking place in the first instance. There also has to be engage of staff in this process if it is to be introduced into an appraisal system which might also have implications for staff remuneration.**
- Each team to set equality and diversity objectives. **As above, this is great on paper, but hard to do if there is insufficient understanding of what equality and diversity is and what it means with regards to team performance. This could be more of a medium-range goal that appears after more in-depth staff development has been achieved.**
- Equality and diversity targets to be set by learners...**again, I don't think that at the moment if something like this is introduced that it will mean much of anything to the learners. It might also be hard for staff to support the learners in setting and**

seeing to such targets. Again, a long-range goal could be here but nothing in the immediate.

- WBL induction agreement for learners to include greater coverage of equality and diversity issues – **This has to be consistent with knowing employment law. It is this that is fairly absent from the material I have seen thus far. There is not much mention of employment law and the responsibilities of THE COLLEGE for staff. This also needs to extend to learners within the workplace as they will be accountable to such laws. They also have basic and fundamental rights under such laws about which they need to know before entering into the workforce.**

Senior Management Action Response: We agreed with these points, definitely need to focus on increasing staff knowledge (which we have been) before expecting them to set objectives etc.

We also discussed different resources that are available, racial banter vs. insults – emphasising that this is human nature not just related to autistic spectrum disorder, the staff team, some of whom also have issues e.g. with mental health- see 'Mindful Employer.' Jude thought that the listening exercise that [we] carried out with staff was worthwhile and should be repeated.

Key short-term goals can be:

- Updating the Single Equality Scheme to reflect current legislation
- More comprehensive staff development, which would include legal education in an accessible and meaningful way for staff.
- Developing more pointed citizenship education within the College for learners which could start with developing a stronger student liaison committee. You might like to look into the work of The Citizenship Foundation to see if there is a way the College can integrate this approach into its culture.

The College supports and values the individual needs of its community members. Through recent policy and procedural developments, good progress has been made by the College. It was agreed with the senior management team that such progress requires formal capturing and communication to staff, students and parents so that people are kept up-to-date and as fully briefed as possible about equality and diversity issues.

Key areas of organisational development which need development are:

- policies;
- procedures;
- learning & development
- data collection and analysis

Short, medium and long-term equality and diversity objectives were presented as ways forward in order improve upon the quality of action and output. Information is presented within the context of the key business areas of the Diversity Quality Cycle in order assist in the conceptualisation and execution of the actions suggested.

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