Diversity Management

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What is Diversity Management?

Managing diversity has been defined as:

"Acquiring the necessary knowledge and dynamic skills to manage such differences appropriately and effectively. It is also about developing a creative mind-set to **see things from different angles without rigid prejudgment" (Ting-Toomey and Chung, 2005).**

We add some questions:

Q: In what contexts is this knowledge being assessed as *appropriate* or *efficient?*

Q: In what terms are we defining this "knowledge" and "skill"? What are we doing this training for? And to whom?

Q: Where am I positioned when I engage in this act of "seeing"? To what extent is this feasible? And why (or why not)?

Towards the development of a "critically creative mind-set". "Seeing" as situated in configurations of unequal relations power and dominance

What is Diversity Management?

- What does it mean to be "diverse" and who is defining this diversity?

- In what terms can we think about managing this diversity, at individual, group and institutional levels?

- To what extent is this "managing process" situated in assessments of efficiency underlying the work order in which we live?

Diversity? Who is defining Diversity?

Dynamics of diversity or 'celebrating exclusion': creating intercultural attitudes and acknowledging the construction of an intercultural intersubjective space

- *Constructing sameness and difference*

- *Constructing shared representations and resources in interaction and negotiation (social and verbal).*

- *Understanding points of view in intercultural negotiation. Focusing on dynamics of mediation and translation*

- *Understanding the workings of interculturality and power*

Diversity? Who is defining diversity?

Constructing sameness and difference

- Dealing with expectations
- Understanding the construction of stereotypes as both fixed generalisations and tools for change, understanding and reflexivity
- Tensions between what is old and what is new

Diversity? Who is defining diversity?

Creating representations (resources) in social and verbal interaction (negotiation)

- Doing, saying and silencing
- Constructing shared resources
- Imagining past, present and future representations

Acknowledging partial communication

Diversity? Who is defining diversity?

Points of view and intercultural negotiation

- Assuming non-neutral positioning and becoming aware of partiality
- Acknowledging existence of naturalised orders of 'doing things' situated in one's own experience
- Reflecting on these orders of things as these are situated in broader dimensions of social life and reflect on other possible narratives.
- Finding ways of crossing borders and adopting the role of the mediator/translator

Understanding the workings of mediation and translation

Diversity? Who is defining diversity?

Interculturality and issues of power

Hierarchies

Hegemonies

How are things considered as assets or disadvantages?

Assessing advantages and disadvantages from more than one perspective

Acknowledging multiple sites of domination

multicultural intersubjectivity: dyatopic hermeneutics as intercultural attitude

ICOPROMO: Intercultural Competence for Professional Mobility

*What is Diversity **Management?***

What does "management" imply?
Who is managing diversity?
At what level is diversity being managed?
According to what best interests?

- the individual person and her need to manage diversity at both a personal and interpersonal dimension;

- the group, both in terms of intra-group and inter-group relations;

- the institutional/organisational dimension

*What is Diversity **Management?***

Personal dimension

- What is cultural in me? How do I manage my own ways of handling the diverse and the different? What are my priorities?

- How do I deal with the unexpected in me and in others?

- How does this affect intergroup relations in a multicultural team?

*What is Diversity **Management?***

Group dimension

- Becoming aware of other people's values and preferences
- Identifying areas of potential conflict
- Solve problems as well as identifying and accepting the needs of other team members
- Managing contradictory essential and fundamental identities
- Conducting the the multiple orchestration of legitimate discourses and authorities
- Taking choices situated in the priorities of the group, the organisation, the institution involved.

*What is Diversity **Management?***

Institutional / organisational dimension

How are individual and group resources being legitimised by and legitimising institutions and organisations?

Awareness of clashing values of efficiency, appropriateness and productivity
Acknowledging diverse ways of approaching work, organisations and institutions.

- hierarchical distance
- formality of informality
- working times and rhythms
- spatial organisation
- bureaucracy

Acknowledging tensions between cultural traits, working cultures, organisational cultures

Cultural Layers

- An individual's cultural experience is a dynamic process influenced by diverse factors, which vary in nature and shift according to time and context. Such factors gain more or less relevance according to the individual's established priorities.

- **Trainees are expected to become aware of and interested in people's own cultural influences and priorities. By the end of the activity, they will have developed the capacity to listen to, understand and negotiate with different cultural layers.**
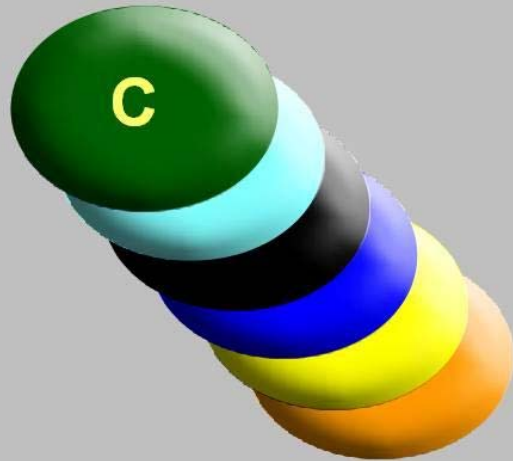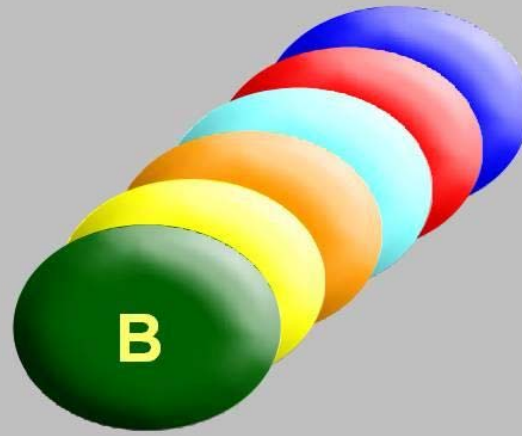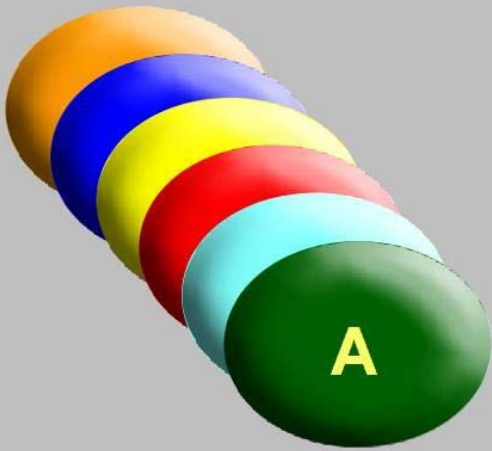
Family
Local Community
Job
Citizenship
Social Relationships
Nationality

ICOPROMO: Intercultural Competence for Professional Mobility

Cultural Layers

- Imagine possible sources of conflict rising from A,C and B's different priorities

- Draw your own diagram and compare it with your neighbour.

- These different cultural values can be cause for conflict in a monocultural team.

- In what ways do you think the situation would be different in a multicultural team? Would there be more layers to consider? Other criteria?

Looking forward to meeting you!

- Behaviours are assessed on the grounds of particular cultural standards that do not coincide. The fact that neither the standards nor the judgements are voiced implies that they remain untouched. This means that standard behaviours are further reinforced and confirmed, creating the illusion of having avoided conflicts.

- **Trainees are expected to understand that disruptive behaviours are not necessarily intended to be so. Right and wrong differs according to different principles and rules. By the end of the activity, trainees will have analysed ways to deal with conflicts when they are kept silent.**

A meeting somewhere in the world...
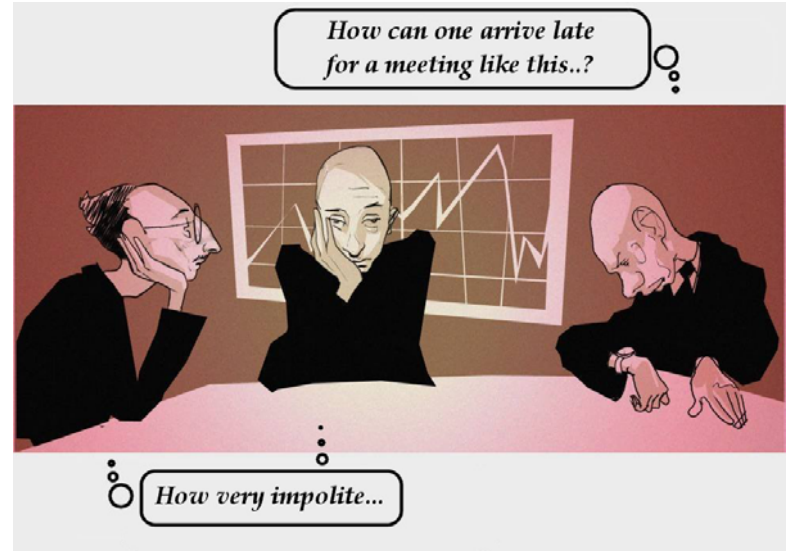
Looking forward to meeting you!

- What is going on in this meeting? What tense situations can you find?

- How would you deal with those tensions and the feelings that emerge from them?

- To what extent are they not talking about their feelings? To what extent could they be more direct about them?

- Would you bring up the issue of difference in habits and ways of doing such as the ones described above? Or would you avoid the discussion?

We have made an attempt to look at the dynamics of diversity not from the point of view of the mainstream but from the point of view of the excluded, the periphery member, the apprentice that is learning the ways of the other and in this process change them. In the construction of diversity the following aspects were involved: the dynamic construction of sameness and difference, the intricate and complex dynamics involved in social interaction, as well as the existence of different points of view and the need to understand in further depth the dynamics of translation and mediation. Present in all these processes were issues of power and asymmetry – we have tried to understand that power mechanisms go beyond the mere visible aspects of hierarchical relations and influence, but work in hegemonical ways in every decision made in the management of diversity. To analyse diversity by taking into account these power mechanisms implies the continuous search for the peripheral position, as well as for the silenced aspects of each and every event, to search for a kind of multicultural intersubjectivity.

Educação e cultura

Leonardo da Vinci

Competências linguísticas

Education and Culture

Programme