



The University
of Birmingham

Managing Diversity

By

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AIMS

- Identify the issues arising out of the work place in relation to diversity.
- Outline a framework through which these issues are being addressed.
- Identify some current research on the topic.
- Examine the relationship between managing diversity and professional development.

What Are The Issues?

- What do we mean by the term?
- Managing diversity/ cultural sensitivity/ multiculturalism/ equality - these terms are centred around attempts to deal with a myriad of issues.
- There is a general agreement that there is a need to understand and respect differences between genders, skin colour, physical and mental ability, social class etc.
- How are these issues addressed in our place of work?

Framework within which Diversity is Managed

- Law
- Professionals Codes of Conduct
- Rules, Regulations, Policies
- Moral Judgement

The Law

Examples:

- DDA
- Race Relations Discrimination Act
- The two Directives (EOR 95) and (EOR 93) were adopted under Article 13 of the European Council Treaty by the UK and other European member states. They provide a common framework of protection against discrimination and harassment.

Professional Codes of Conduct

Example

Rule 2 Relationships with patients

Chartered physiotherapists shall respect and uphold the rights, dignity and individual sensibilities of every patient. (CSP)

Equal Opportunity Policies

- **Equal Opportunity in the UoB**
- "The University of Birmingham is an Equal Opportunities employer. It aims to ensure that no job applicant or employee will receive less favourable treatment on the grounds of race, colour, nationality, ethnic or national origins, sex or marital status: this policy will include disabled persons who have the necessary attributes for the post. The University will operate selection and promotion criteria and procedures which are designed to ensure that individuals are selected, promoted, trained and treated on the basis of the job requirements and their relevant aptitudes, skills and abilities."

It is the responsibility of all members of staff to ensure that this policy is carried out. The policy will be made known to all members of staff and job applicants and will be kept under regular review.

The University is committed to a programme of action to make this policy fully effective.

Moral Judgement and Religion

**Explorations and Discussions from the
Workplace**

Current Views

- Wear(2003) suggests we should rethink how we teach culture in medical education and begin to apply an 'insurgent muticulturalist approach' espoused by Giroux (2000) where the shift is towards the power and the foundations of inequality. The shift is away from the individual toward structures institutions and governmental policies.
- The Stephen Lawrence Enquiry highlighted some aspects of this approach
- Further discussions may be formulated on the individual's perception of power and societal perceptions.

Management of Diversity in Work-based Settings

The University & The Clinical Placement

Issues are similar in many ways.

Requirements:

- Triggers to investigate -nothing is done otherwise!
- Assessment of the context
- Implementation
- Monitoring
- Reassessment

Common triggers

Directives e.g.

Law

DDA, the Race Discrimination Act,
Government White Papers e.g

Department of Health (2001) *Fair for All: Working Together Towards culturally competent services*)

Department of Health (2000). *The Vital Connection: An Equalities Framework for the NHS*. London.

Implications for Curriculum Developers

- Diversity cannot be 'added on' like the 'safari' experience of 'tourists'.
- In healthcare, its management should begin at the start of a professional course

Clinical Educators

Historical developments means at times 'the tail is wagging the dog' on issues of diversity.
Tang et al (2003)

Students may be more prepared than their clinical educators on some aspects of the topic but they both can offer each other valuable perspectives

Practical Management

- Investigating and profiling the context
- Problems occur when the systems are little understood

Overt and Covert Operations

- **Overt operations** often much easier to challenge e.g. verbal abuse, harassment etc
- **Covert Operations**
 - 'Subtle or intangible - often unwritten, coded, etc
 - Examples come from individuals - often uncollated.
 - 'Head hunting'
 - Pre-advertising by word of mouth
 - Names not put forward
 - Reduced personal interaction/ communication

Stuart Hall writing on the British Media

"What concerns me is the unwitting biases, the hidden premises, the invisible attitudes and loyalties, the concealed links between broadcasting and power, broadcasting and class which prevent the media from articulating this experience in clear and authentic terms".

Covert activity

In line with these 'invisible attitudes and loyalties', Bowen (2003) writes that '

'a key implication from the spiral of silence for the current area of discussion is that people's tendency to 'jump on the bandwagon' of what they perceive as the dominant or strengthening opinion may lead minority group members to perceive a stronger climate of support for dominant group opinions that actually exists.'

Research

- **Current Research**

- **Insider Research**

'Health care students feel less able to treat individuals from a ethnic minority background than from a white background'

The Present Situation

Formation of The Equal Opportunities Commission - an independent, non-departmental public body, funded primarily by the government

The EOC

- <http://www.womenandequalityunit.gov.uk/><http://www.womenandequalityunit.gov.uk/>
- 'The EOC is committed to challenging discrimination in all its forms, particularly racism, and at an institutional level. We will positively promote diversity and equality of opportunity , recognising that we are here to serve a diverse and multi-racial society. We are committed to the view that organisations make better decisions if they are truly representative of the wider community. Our ambition is to understand and respond to the needs of **all** women and men, which we can only do if we are sensitive to differences of sex, race, disability, sexual orientation, age and religion, and free of discrimination as an employer and contractor. This is particularly important in the light of forthcoming legislation in relation to sexual orientation age and religion, and the Government's decision to explore options for a new single equality body covering all six areas of potential discrimination.'

- <http://www.eoc.org.uk/cseng/abouteoc/equalityscheme.asp>
- **EOC equality scheme - progress report 2002-2003**
'However, it was more difficult than we anticipated to create the momentum needed to bring about the significant changes in the approach to our work that the Scheme involves.'

Professional Development

- Wear 2003 would suggest that insurgent multicultural experiences have everything to do with professionalism.
- ' They provide the student with opportunities to look at their biases, to challenge their assumptions, to know people beyond labels, to confront the effects of power and privilege....'

Beyond this, professional development requires the individual to continue this process

Professional Development

- Standard 1 (CSP)
Respect for the patient as an individual is central to all aspects of the physiotherapeutic relationship and is demonstrated at all times.
- National Service Frameworks (NSF) standards.

The purpose of this document is to specify the health informatics skills and competencies that are required of all staff involved in the changes to working practices and behaviour resulting from the implementation of the National Service Frameworks (NSF) standards.

References

- Bowen F, Blackmon K (2003) Spirals of silence: the dynamic effects of diversity on organizational voice *Journal of management studies*, Sep 2003, Vol.40, No.6, pp.1393- 1417
- Seldon F, Seldon S C (2003) Rethinking Diversity in Public Organisations for the 21st Century: Moving Toward a Multicultural Model *Administration - Society*, 2001, Vol. 33, No. 3, pp. 303-329
- Stewart M (2002) Developing Cultural Competence in Health Care Students. *Physiotherapy*, Vol. 88, No. 10 pp 620-629.
- Wear D (2003) Insurgent Multiculturalism: Rethinking How and Why We Teach Culture in Medical Education. *Academic Medicine* Vol. 78, No. 6, p 549-554.