Teachers and Trainers in Lifelong Learning
Pathways towards Professionalisation in Lifelong Learning

Diversity Management as Key-Competence in Lifelong Learning Contexts

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Diversity Management as Key-Competence

• Challenges of Trainers and Teachers in Lifelong Learning

• Diversity Management

• Diversity Management as Key-Competence

• Managing Diversity from an educational point of view
Challenges of Trainers and Teachers in Lifelong Learning

- Looked at from an educational perspective, professional lifelong learning should enable the education of the subject

- Managing Diversity becomes a central challenge for trainers and teachers
“... More than ever before, individuals (...) must learn to live positively with cultural, ethnic and linguistic diversity. Education, in its broadest sense, is the key to learning and understanding how to meet these challenges.”

(Commission of the European Communities 2000, p. 3)
“Diversity is very important to this company. We’d like you to shave your head, cover your body with tattoos, and change your name to ‘Snake’.”
Challenges of Trainers and Teachers in Lifelong Learning

Fig. 1: Dimensions of Diversity
Not until teachers and trainers accept Diversity Management as a key-competence
Lifelong Learning can take place
But how can justice be done to this claim and to the special needs of each individual person in a training context?
Diversity Management as Key-Competence

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• Do I know my cultural influence and its consequences for my attitude?
• Do I know the cultural influences of my colleagues or clients and the consequences for their behavior?
• Am I aware of prejudices which I have?
…
Diversity Management

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What do we know about them? Which chances do we give them?
Diversity Management

- Diversity Management promises to enable multiplicity in forms of organisation and thereby to revaluate the human being itself.

- Different perspectives, ideas, talents and potentials are to be accepted

- Cultural variety is not to be reduced, but to be enhanced in order to construct a basis for creativity and innovation.

- Organisational culture, which includes every individual and not just the members of a dominant group
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Diversity practice

versus

espoused diversity strategy
Diversity Management as Key-Competence

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Trainers have to be aware of four aspects of appreciation of diversity

- affirmative introspective
- intercultural literacy
- self governance
- social architecting

(Cherbosque/Gardenswartz/Rowe, LA, 2005)
Requirements to the individual Trainer/Teacher

- Culture and intercultural communication
- Migration – Globalisation – Diversity Management
- Process-Orientation and Quality Management
- Dimension of Diversity: Gender / Gender Mainstreaming
- Dealing with strangers (religion)
- Anti-Discrimination and Anti-Bias-Training
- Dealing with conflicts
- Coaching

(Training-Program of the Hamburg University of applied sciences, 2009)
Risks of Diversity Management in Training groups

- DiM can be seen as a threat, especially by the dominant group
- Expectations of the minority could become unrealistic, so that they will be frustrated
- Talking about prejudices and stereotypes can strengthen them, if trainers don’t analyse them successfully

(Gieselmann/Krell 2008, S. 345)
Chances of “integrated” Diversity Management in Trainings

- Awareness for Diversity and its consequences in organisations rises
- Effective integration of diverse group members
- DiM concerns everybody, every unit, every organisation
- Everybody is in charge of his own DiM (not just Managers etc.)
- Top down and bottom up (senior manager and team building)
- Linking training to the strategic objectives
Chances of “integrated” Diversity Management in Trainings

- Diversity in trainings doesn’t enable diversity in organisations alone (on gers)
- Linking training to the strategic objectives
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Managing Diversity from an educational point of view

• Diversity Management seems to enable education of the subject, but …

• enabling Diversity is difficult, because
  ➢ Trainers and learners have to be aware of their cultural background, values and prejudices
  ➢ Training is just ONE instrument to spread the thought of diversity
  ➢ A permanent individual and organisational reflexion process is needed
  ➢ On the organisational level diversity is requested, but just as long as the economic advantage is seen
Balance of

- company’s interests,
- individual motivation (and competencies) and
- the claim of professional trainings
Managing Diversity from an educational point of view

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Thank you very much for your attention!