

Preface



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Introduction

The Diversity Toolkit is an output from the research project entitled:

”How can professional associations embed awareness and support for diversity in their organisations?”

This research was undertaken by PARN, and funded by the Department for Innovation, Universities and Skills, as part of the Gateways to the Professions initiative.

The research was conducted during the period from April 2007 to March 2008.

For more information about PARN see the [PARN website](#).

Any comments?

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February 2008

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How to use this toolkit

The toolkit comprises two main sections: embedding diversity and training. Within these sections there are a number of sub sections about specific topics. The main sections are colour coded; green for embedding diversity and orange for training. There is also a glossary of terms.

The toolkit has been designed in the expectation that you will want to navigate your own way through it. There are links between sections to help you to jump between them.

The toolkit is not a prescriptive guide to embedding diversity or implementing training. Our diversity toolkit will instead suggest different ways to proceed and the issues you need to consider. It will help you to identify what is suitable for your organisation.

The toolkit contains various types of tools that provide thought provoking questions, suggestions and information. Case study examples and data from PARN's 2007 diversity survey present an insight into the paths other professional bodies have taken. Other tools pose questions or provide options that can be taken by your professional body. There are also external links to sources of information such as templates that may be useful. Finally, we provide you with tips to help you on your way.

Categories of tools



Options

Option tools describe the different courses of action a professional association could take. For example, a range of options for delivering training: online, lectures and role-play.



Action tools suggest useful actions professional organisations could take to move forward. For example, an action could be 'monitor the profile of staff'.



Questions

Question tools consist of broad questions for the professional association to ask itself, in order to encourage reflection on the professional association's current practice and future needs.

? Broad questions are often followed by more detailed queries designed to help the association answer the original question



Tips flag up useful ideas for professional bodies to consider, or suggest possible courses of action based on the answers to option and question tools.

Case study examples (training)

Case study tools highlight relevant experience of other professional bodies. They display examples of interesting practice, whether successful or unsuccessful.

Case study examples (embedding diversity)

Case study tools highlight relevant experience of other professional bodies. They display examples of interesting practice, whether successful or unsuccessful.



Quantitative data tools highlight interesting findings from the PARN diversity survey 2007.

- > [Contents page links are provided at the top of each section and throughout the glossary so that you can easily navigate back to the main contents page](#)
- > [Jumplinks are provided at the start of each step in both the embedding diversity and the training guidance tools. They allow you to skip to any heading within the step](#)
 - > [Indented jumplinks are also provided at the start of each step and allow you to skip to any subheadings/ sub-options/ sub-actions/ sub-questions](#)
- > [Back to top links allow you to jump back to the index at the top of each section in order to easily navigate through the section in any order that suits you](#)

[Link to training](#)

[By clicking on this text, you will be transferred to a relevant section in the training guidance tool.](#)

[Link to embedding diversity](#)

[By clicking on this text, you will be transferred to a relevant section in the embedding diversity tool.](#)

[External Link](#)

[A link that will take you to a website of relevance and will help you to develop ideas and specific aspects of the diversity process by learning form others](#)

Embedding Diversity



Step 1 - What is diversity?

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Introduction

The terms 'diversity' and 'equality' are often used together in the same breath, or even synonymously. They are related but not the same. Equality of opportunity is underpinned by legislation. This aims to prevent disadvantage and redress acts of discrimination against particular groups and ensure that they are on the same footing as others. Diversity occurs naturally.

It is difficult to disentangle equality from diversity largely because of history and the legislative framework which requires public authorities, employing organisations and service providers to focus on what have been identified as the common strands of diversity i.e. those that are most vulnerable to prejudice, disadvantage and unfair treatment.

One of the problems with diversity is that it can mean many things and there is no single definition that is used by all. Researchers over the past 30 years have come up with a number of different definitions.

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Definitions of diversity



Status and inequality

Blau (1977) whose work was perhaps the first in this field argued that diversity was reflected in vertical and hierarchical differences in status and 'inequality' was a particular operationalisation of those status differences. Hence for Blau diversity was only meaningful for variables which positioned individuals or groups in a hierarchy of rank or power. However, in more recent management literature on diversity we find definitions

which are less status driven and more about heterogeneity. (Source: *Handbook of Workplace Diversity*, p197-198)

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Multiple dimensions

Diversity takes on a different meaning if you take into account all possible differences and categories of difference. More recent management research defines new categories of diversity such as surface versus deep, demographic versus psychological, visible versus invisible, or task-relevant versus task-irrelevant. (Source: *Handbook of Workplace Diversity* p199)

A current example of this is provided by the Chartered Institute of Personnel and Development (CIPD) as follows:

'Diversity consists of visible and non-visible factors, which include personal characteristics such as background, culture, personality and work-style in addition to the characteristics that are protected under discrimination legislation in terms of race, disability, gender, religion and belief, sexual orientation and age. Harnessing these differences will create a productive environment in which everybody feels valued, their talents are fully utilised and organisational goals are met.'

(Source: "[Diversity: An Overview](http://www.cipd.co.uk)", Chartered Institute of Personnel and Development, <http://www.cipd.co.uk/>)

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Any difference

According to the Chartered Management Institute:

"Diversity in the workplace acknowledges, includes and values any difference between individuals. Encouraging and harnessing the different talents, can enhance performance or the organization... Diversity is the acceptance of any difference, such as hair colour, weight, belief etc"

Diversity is not about:

- It is not about reducing standards.
- It is not about removing our prejudices. It is about recognizing that they exist and then ensuring they are questioned before we act.
- It is not a distraction from more important issues. Like quality, it is a standard against which performance is measured.
- It is not about language and political correctness. It is about establishing relationships and not something to be scared of 'getting wrong'.
- It is not about obtaining a quota of diverse individuals and then ignoring or homogenising their differences. This 'surface diversity' can create culture conflicts.

(Source: "[Embracing Diversity – guidance for managers](#)" Chartered Management Institute, June 07, www.managers.org.uk)

There are two significant elements to both these definitions; the first is that they include differences that are not covered by legislation, and the second is that they focus on the positive outcomes of harnessing difference rather than preventing discrimination and inequality.

You could be forgiven for being confused!

In setting up a successful work unit or team it is likely that an employer will select individuals who bring different strengths and skills to the team. Isn't this harnessing the differences productively and meeting the goals of the organisation? Isn't this diversity?

Yes, it is! However, this does not address the dimensions of difference which are still vulnerable to disadvantage.

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What is not normal

The Encarta English UK dictionary definition of 'diversity' has two dimensions:

- a variety of something such as opinion, colour or style, and
- a discrepancy or a difference from what is normal or expected.

(Definition sourced online Feb 2008)

This suggests diversity is not just about difference, it is about something other than what is normal or expected.

The Encarta English UK Dictionary defines 'normal' as "conforming to the usual standard, type or custom" or physically, mentally and emotionally healthy" or "maintained or occurring in a natural state".

(Definition sourced online Feb 2008)

This definition implies a judgment about what is normal. However, it helps us to understand another aspect of diversity and one which presents a major challenge for embedding diversity. It requires people in whatever level, function and context they find themselves, inside and outside of work, to embrace difference as normal.

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Conceptual applications of diversity

Pincus (2006) describes four different ways that social scientists use the concept of diversity as follows:

"Counting diversity. This refers to empirically enumerating differences within a given population. In this way we can identify how homogeneous or heterogeneous the population is.

Cultural diversity. This refers to the importance of understanding and appreciating the cultural differences between groups. This usually implies more tolerance, lower levels of prejudice and more inclusion so that diversity can be celebrated. This will involve attitudinal change, but may not require structural changes e.g. to the economic or political systems.

Good for Business Diversity. This refers to the arguments that business will be more profitable with diverse work forces e.g. female sales people can sell more effectively to female customers especially in typical male business e.g. car sales.

Conflict diversity: This refers to understanding how different groups exist in a hierarchy of inequalities in terms of power, privilege and wealth. This is often used to emphasise the way in which dominant groups oppress subordinate groups who seek liberation, freedom, institutional change or revolution. Calls to celebrate diversity within a fundamentally unjust system, according to this perspective are insufficient.”

(Source: “Understanding Diversity An introduction to Class, Race, Gender and Sexual Orientation”, Fred L Pincus, 2006 p3-4)

This reiterates three of the concepts diversity already covered, and introduces a new one about counting diversity. An example of this in practice would be undertaking data collection of staff or members to identify the levels of representation of different subgroups within the population.

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The politics of difference

There is a school of thought that suggests that managing diversity should move beyond the categories of race, ethnicity, gender etc and consider people as individuals. But thinking in terms of individual diversity makes the very concept of diversity itself meaningless: if individual differences are all that are necessary to make a workplace diverse, then all groups are diverse by definition. So where do we draw the line? (Mammam, 1996)

One way of answering this question is to think about politics of ‘difference’. Categories of difference and sameness are socially constructed. Our lived experience of social identity is more fluid, interrelated and ambiguous than these rigid categories allow for (Bissett, 2004). We are all different in many different ways, but we only pay attention to particular differences, not because they are naturally or inherently significant in their own right, but because historically and socially they have been invested with meaning, myths, assumptions, and patterns of relations (Mammam, 1996). These constructed meanings are used in relations of power. Traditional categories of difference are opposed to one another (male/female, black/white, gay/straight) and each half of the pair derives its meaning from this opposition. These oppositional pairings repress differences within these categories, and create stereotypes, that legitimise the hierarchical relationship between the two.

For instance, we do not consider people with another eye colour as ‘different’ from the ‘norm’. But we may well see people of another gender as ‘different’, not because a man

is 'naturally' any more different from a woman than a person with green eyes is 'naturally' different from a person with blue eyes, but because socially and historically gender has been used as a category of difference invested with particular meanings and assumptions in a way that eye colour has not. It is this social and historical context that makes the category of gender, and not eye colour, important as a diversity issue.

It is tempting to attempt to neutralise the issue diversity by ignoring the power/dominance dynamics because they raise sensitive issues and even question the legitimacy of the status of organisational power holders (Jacques, 1997). But this buys into the 'myth of meritocracy' and blinds us to the reality of structural barriers and discrimination – both those that exist now, and those from the past whose effects are still evident (Sidanius and Pratto, 1999, Hofstede, 1980).

Not only do we need to consider the political dimensions of categories of 'difference', we also need to think about who we are saying these groups are different from. What is the assumed norm? In the workplace, the point of behavioural reference is defined, presented and manifested in subtle patterns of everyday reality and in organisational life that

“take the white norm of behaviour, interaction and perception as its not-so-subtle standards for normality, beauty, properness, professionalism, and everything else.”
(Kersten, 2000: 239)

“At a basic level, the values and assumptions of organisations are built on the view that employees are able-bodied.” (Schur et al, 2005: 18)

Assuming a white, middle-aged, able-bodied, male norm can undermine any attempt to change organisational culture, since it puts the pressure to change upon all those who do not fit into this template. Instead of mutual dialogue and creative learning, the emphasis is on the Other to fit in, learning how to survive in an organisation that remains fundamentally discriminatory, improving the comfort level of 'traditional' employees without causing them to question their own values and assumptions about what is 'normal' and who is 'different' (Agocs and Burr, 1996).



You first need to clarify your professional body's vision of equality and diversity. You may see this primarily as about addressing inequalities experienced by specific groups. You may see diversity as more than this, about harnessing or celebrating individual difference in a way that will deliver positive outcomes for your organization. The former is a precursor to the latter, but the latter does not necessarily follow the former.



To operationalise equality and diversity in a meaningful way for your professional body, consider the dimensions of difference that are significant to your business and its operating environment. These could include, for example, geographical location, political belief, accent, appearance, or education. As a minimum you should consider the strands covered in legislation.

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ACTION → **If you are interested in reading more look at these texts:**

Agocs, C. and Burr, C. (1996) 'Employment Equity, Affirmative Action and Managing Diversity: Assessing the Differences', *International Journal of Manpower*, Vol.17, No.4/5, pp.30-45

Bissett, N. (2004) 'Diversity writ large: forging the link between diverse people and diverse organisational possibilities', *Journal of Organisational Change Management* 17.3: 315-325.

Jacques, R. (1997) 'The unbearable Whiteness of being: reflections of a place, stale male', in P.Prasad, A.J. Mills, M. Elmes, and A. Prasad eds. *Managing the Organisational Melting Pot: Dilemmas of Workplace Diversity*. Thousand Oaks: 80-106

Kersten, A. (2000) 'Diversity management: dialogue, dialects and diversion', *Journal of Organizational Change Management* 13.3.

Mamman, A. (1996) 'A diverse employee in a changing workplace', *Organisation Studies* 17.3: 449-477.

Schur, L., Kruse, D. and Blanck, P. (2005) 'Corporate culture and the employment of persons with disabilities', *Behavioral Sciences and the Law* 23: 3-20.

Sidanius, J. and Pratto, F. (1999) *Social Dominance: An Intergroup Theory of Social Hierarchy and Oppression*. Cambridge.

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What does diversity mean for your professional body?

ACTION → Research about diversity and find out what others say or write about it.

ACTION → Get your governing body or a group of colleagues together and talk about diversity and what it means to you.

Envision your professional body is "diverse". What do you see, feel, hear as an employer? What do you see, feel, hear as a service provider? What do you see, feel, hear as an employee? What do you see, feel, hear as a member? What do you see, feel, hear as a member of the general public?

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Embedding Diversity



Step 2 - Triggers for taking action

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Introduction

Step 2 helps you to identify some common triggers for taking action. Recognising the triggers that are relevant for your professional body and sector will facilitate the next stage of building a case for diversity and gaining buy-in.

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Legislation

Legislative requirements are clearly a trigger for action as well as being a persuasive argument for stakeholders, particularly senior management. Not meeting legal requirements can mean legal action being taken against the organisation. This can have serious financial and public trust implications for the professional body as well as the sector. It can also have negative repercussions on staff morale.



If legal requirements are the sole reason for addressing diversity, it may impact on the breadth and depth of your strategy. Legal arguments alone as the basis for work on diversity suggest compliance with minimum standards but no deeper engagement with diversity in terms of cultural diversity or celebration of differences.

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Allegations and claims

Your professional body may have experienced allegations of discrimination or harassment that has sparked concerns about the fairness of processes used by the professional body, or attitudes and awareness of diversity among staff, managers or leaders of the organisation. The effect of allegations or claims may have implications for the reputation of the organisation, particularly if the media picks up on the case, the way members interact with the organisation, or their interactions with service users.



An allegation is strong trigger (and links to risk management) and whilst it is a valid reason for action, it must be remembered that a 'knee-jerk' reaction alone is unlikely to produce a fruitful and informed strategy for embedding diversity.

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External incidents

An incident or case in the public domain that attracts national level political discussion and media attention can draw attention to problems of inequality or discrimination and point the spotlight on particular practices or attitudes or institutions within the sector, and this can have repercussions for the professional body. In the past, incidents of this kind tend have centred on treatment towards a particular group (or strand of diversity), such as race.



An external incident is a powerful trigger for action; it will provoke debate and interest amongst senior management. However, it may lead to concentration on one particular strand of diversity rather than consideration of the wider diversity context.

External Incidents and institutional racism:

The Chartered Institute of Housing (CIH) was prompted to act by the national crisis over institutional racism in the public sector, in particular this stemmed from the Stephen Lawrence case and the Macpherson Report (*'The Stephen Lawrence Inquiry: Report', W. Macpherson, 1999, The Stationary Office*). These incidents sparked internal discussion, particularly as the CIH represents members employed in the public sector as well as the private sector. In response to these factors, and the Race and Housing Inquiry, the CIH decided to shape its activities in diversity into a more coherent strategy. In 2002 the Institute launched its BME Action Plan. Initiatives within the Action Plan included target setting for the increasing membership among Black and minority ethnic (BME) groups as well as increasing BME representation on the governing council. The original Action Plan was centred on race but the CIH has since developed its Action Plan to include other strands of diversity. The initial step, however, was informed by national issues of great importance in the late 1990s.

External and internal incidents:

Through the 1980s and 1990s the psychiatry profession experienced a swell of opinion among clinicians that Black and Minority Ethnic (BME) communities were receiving differential treatment in the provision of mental health services. Concerns were fuelled by research findings and high profile cases such as that of David 'Rocky' Bennett. Mr. Bennett was an Afro-Caribbean patient who died in a medium secure psychiatric unit after being restrained by staff in October 1988. The College initiated a report into Ethnicity and Psychiatry Practice and Training in 1987. This was followed by a second report in 1996 and establishing an Ethnic Issues working party in 1998. Consultation with BME mental health user groups brought out real anger against the treatment they had received. This combination of events led the Royal College of Psychiatrists to establish a 10 point action plan in 2001 so that it could effectively respond to these issues.

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Consistent with organisational values

Addressing diversity may already be in harmony with organisational values. The overall vision and objectives for a professional body are likely to be in agreement with diversity. This commitment may be a concern to engage with an increasingly diverse society and to ensure the relationship between the organisation, service users, members and staff is free from discrimination and harassment. Engaging with diversity is an essential part of such a commitment from a professional body and will help to enshrine the values that have been developed and associated with the organisation.

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Negative public perception of the profession

Negative public perceptions of the profession and the sector affect the sustainability of the profession in terms of both its ability to attract and retain future members from a wider pool and its reputation. The profession may be seen as homogenous, for example, and membership of the professional body as the preserve of white, middle class males. Potential members may be discouraged from joining. The quality of service between members and client/patients from minority groups may be perceived to be inappropriate or unresponsive to their particular needs.



Countering negative perceptions about the profession can be an important argument in developing a case for diversity, and a way of highlighting the future economic risk of doing nothing.



Equality and diversity data monitoring of staff and members can help to identify where specific groups are under represented. Results of monitoring may even contradict public opinion, giving you more reason to focus your strategy on developing a public image of the profession that is more diverse, or one that is more inclusive of diversity.

Combating negative public perceptions:

The Law Society of Scotland responded to a common perception that the profession was dominated by private school educated males. The Society was concerned that such public opinion would damage member's relations with service users as well as affect future intake to the profession. It was a major trigger for action on diversity and influenced the Society in beginning data collection of its members.

The first set of data, gathered in 2005, provided a basis for dispelling many of the assumptions that had hitherto been made about the Society and its members. One of the major projections in terms of the professions demographic, resulting from the survey, was that by 2011 female members would outnumber their male counterparts. The Society has committed itself to nine years of monitoring its members, with three year intervals between each survey. This will result in reliable long-term data and will build a picture of the professions changing membership. The long-term plan for data collection is matched by a gradual approach to addressing public opinion of the profession. Despite having gained information that dispels many of the negative associations of the profession as homogenous, the Society will take an incremental approach to changing public opinion. A large scale public campaign was thought to be counter-productive and potentially alienating, so steps such as the publication of an external report on the Society's demographic as well as advertisements in popular newspapers about aspects of the diversity scheme have been taken instead. By taking an incremental approach to changing public opinion, the Society hopes to change the myths associated with its membership over time.

Role models:

The Chartered Institute of Housing (CIH) set a target to appoint a BME president by 2005. This suggestion came from the challenge report carried out by an external consultant. It was hoped that the target would encourage BME nominations, but there was no barrier to others putting themselves forward and an election was held as normal. The target was achieved in June 2005 when Barrington Billings became the CIH's first black president. In addition, the Institute's Action Plan set targets in 2002 for increasing membership among BME groups. The CIH were particularly successful in increasing the proportions of BME and women members, which were 14% and 56% respectively in April 2007 (*Source: CIH Report to the Professional Development Board, April 2007*). This was achieved largely through personal contact: by approaching people in person at conferences, contacting people who have relevant qualifications but have not applied for membership, or whose membership has lapsed, and running sessions to encourage Student members to continue once they qualify. Between these two targets, then, the Institute was able to increase BME membership and have a black role model at the highest level - as the President.

Role models:

The Institute of Physics (IOP) has similarly encouraged positive publicity of female role models in Physics as part of its drive to improve female participation in the subject throughout the career 'pipeline.' An example of this is the naming of rooms in a new extension the Institute acquired after women physicists.

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ACTION ➔ **Evaluate the reasons why your professional body should address diversity.**



You may need to consult your staff, other stakeholders, or do more research into the profile of your membership or the sector you represent before you can effectively evaluate the reasons why your professional body should address diversity. [More information on consulting stakeholders.](#)

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Embedding Diversity



Step 3 - Stages of embedding diversity

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Introduction

To embed something it must be engrained into the mind (presumably of people) and in the surrounding mass (presumably of structures, processes and values e.g. which make up the fabric of organisations and communities or society as a whole). Embedding diversity involves a process of cultural change. It is not a neutral process. It will involve engaging with deep seated challenging issues. In this section we consider the stages that are involved.

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Dedicate resources

The first step is to allocate some resources to diversity. This may mean allocating time to discuss this at a Council or Board meeting in the first instance and then, depending on your finances, either creating a new appointment, which could be part time initially, or allocating a proportion of time from an existing member of staff to look into diversity at your organisation. The latter is a more flexible option, and potentially less costly, but obviously not without costs. However, recruiting someone specifically for the role, will allow you to specify particular knowledge, experience (for example in change management and diversity) which you may not otherwise have. An alternative if you are

not ready to commit to a new appointment, is to hire an external consultant to undertake an initial exploration of the issues, and then on a step by step basis as required.

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Full-time staff

Appointing full-time staff to undertake diversity responsibilities has a number of advantages:

- There is at least one member of staff dedicated to working on diversity full-time.
- Your organisation can introduce an individual who has previous experience of working within diversity- bringing expertise to the role.
- Staff can be responsible for the creative development and drive behind particular initiatives or the strategy development as a whole, as they are likely to have the expertise to do so, particularly if the role has been sufficiently advertised.



Think about the place of the diversity department or staff within the organisational structure, for example the staff could be part of HR, or report directly to Council or a diversity committee

Equality and Diversity Unit:

The Royal College of Nursing (RCN) employs two full-time members of staff, which make up the Equality and Diversity Unit. A combination of experienced staff and the fact that employing two full-time staff members to work on diversity means a huge number of experienced staff hours are dedicated to diversity and equality within the College. The two staff members within the department have past employment experience within diversity. The Equality and Diversities co-ordinator has worked in diversity management for local government, the private sector as well as the voluntary and community sector.

It is important that the staff recruited have more than an 'interest' in valuing diversity but practical skills in change, project and financial management.

Having two full-time employees for diversity and equality is particularly relevant in the context of the Royal College of Nursing, given the huge number of members (nearly 400,000) as well as internal staff (over 700). The need for dedicated experience and time on diversity is even more vital in this scenario, given the sheer volume of employees and members that are represented by the organisation. This is reflected in the scope of the work carried out by the Equality and Diversity Unit and the variety of support and activities it offers staff and members.

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Diversity and equality as a job share

Usually consisting of two employees who share one full-time role. They may have other responsibilities within the organisation in addition to diversity. Alternatively, both may be part-time and subsequently their role is solely concerned with diversity.

Other roles that part-time diversity employees may have within the organisation can be positively affected by their diversity work. A mixed role can help disseminate diversity work to other employees during job-share employees other internal roles.



It is essential to make sure that the individuals responsible for diversity are given enough information about the role and are given any training necessary, particularly if they have no previous experience with diversity. Sufficient time allocation is essential in order for the individuals to carry out their expected duties and not feel overwhelmed by their role.

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Volunteer (full or part-time)

Consisting of an unpaid individual, acting either part or full-time. However, it may be difficult to find an individual willing to commit enough time for this to be a success. It will be essential for a volunteer to be dedicated to the role, particularly if they have input or even control of the overall strategy development. It is important, as with the option of a diversity and equality department as a job share, for the role and its related responsibilities to be clearly defined and for adequate information and briefing to be given to volunteers.

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Responsibility diffused among departments

There may be no central system or no one individual department responsible for diversity and equality. Responsibility may be spread across all departments within the organisation. This system is valid and may work for you. However, without centralised support from the start, planning or implementing a diversity and equality strategy may be hampered and become disorganised. Communication is key. Resources can be wasted if activities are repeated and this is a possibility if there is not regular communication between departments. It may be necessary to begin with a centralised system, for example setting up a diversity department that can have initial control and begin the process of disseminating responsibility down to departmental level.



In the medium to long run, the aim will be to spread responsibility for diversity and create an enabling structure so that others will take action, across functions or departments and at all levels of management and staff. If this is achieved, the onus is not on a single individual. However, in the initial stages, someone will need to spend more time and effort on getting the process started and the structures into place.

Once you have developed a policy, resources will be required to implement it; key areas are awareness raising, communications, training, and monitoring progress.

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Diagnose the current culture or situation

The next step on the journey to embedding diversity is to understand your existing culture, its limitations and the needs for improvement, and the specific elements that need to be transformed.

In change management models this stage is known as ‘unfreezing’, ‘exploring’ or ‘analysing the organisation and its need for change’.

This will involve discussion and reflection of what constitutes your organisational culture. Schein identified at three levels of culture which you might want to consider:

At the most observable level, there are *artefacts*. *These are* visible organisational structures and processes including, logos and symbols, behaviour and rituals, physical environment, technology, published values and clothes.

At the next level, there are *espoused values*. These are an organisation’s declared strategies, goals and philosophies. Espoused values are often aspirational, giving a sense of what ought to be, but not necessarily what actually is. They reflect what people say, rather than what they do.

At the third and most hidden level there are *basic assumptions*. These are the essence of organisational culture, the ultimate source of values and action. Basic assumptions are unconscious, taken-for-granted beliefs, perceptions, thoughts and feelings. They are rarely debated, discussed or articulated – and as a result are extremely difficult to change.

While these different levels of culture often reinforce one another, incongruities and conflicts may exist among them.

ACTION →

If you are interested in the theory and would like to know more about these different levels of culture, read: Schein, E.H. (1985) Organisational culture and leadership



It is important for embedding diversity that the three levels in Schein (1985) are addressed in your diversity management plan. Developing an equality and diversity policy is an important step along the way, as this sets out the professional body’s espoused values, but in itself will not bring about changes at the fundamental level of beliefs and attitudes. Similarly, making changes to the image of the profession, for example, by using photographs of people from the non dominant group is a step in the right direction, but in itself will not change underlying attitudes.



It is important that an examination of the organisation’s current culture is a participative process. A participative investigation of the current culture will serve to build widespread support for the change from the outset. An effective diagnosis will also give the direction to the change initiative.

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What can you do to diagnose your current position?



Consult stakeholders

It is to be expected that those who lead or govern, or manage the professional body will have their own perspectives on the culture of the organisation, based on their attitudes and experiences. This may well be different to the attitudes and experiences of those who are more junior in the hierarchy, or less closely involved with the management, or the mass of membership. For this reason, it is important to seek the views of your internal and external stakeholders if you are to fully understand your current position.

[More information on engaging stakeholders.](#)

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Conduct an audit

It might be appropriate for you to conduct an audit of your diversity 'fitness' as this provides a structure to your investigations, but may limit the exploration to a standard set of questions. This could be done using an external consultant. There are certainly advantages to using an external consultant particularly objectivity, expertise, experience. However, this could be more costly, and may be more challenging or critical than an internal assessment.

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Carry out research

Having consulted a range of stakeholders on their views and experiences, you may be overwhelmed by the range of issues and ideas that you have collected. You will need to have a further process in place to determine which of these are a higher priority and you will take forward.

The most non-contentious way of doing this is to gather 'hard' evidence for your decisions. This usually means quantitative rather than qualitative data, as this should be factual rather than subjective to the individual, and broad in coverage. You can do this by commissioning an external research company to undertake some research for you. Independent research may be more costly but may also be quicker and more efficient, and can be seen as having credibility than in house research. At this point there are various types of research that you can commission:



Research into the demographic profile of your membership or your industry which could include non members employed in the sector.

At the broadest level this would gather information on the six diversity strands of ethnicity, age, gender, sexual orientation, disability, religion/belief.

At the next level, this information could be supplemented with stage of education, stage of career, grade of membership and/or management level and/or employment sector. This will highlight where subgroups are underrepresented.



Research into the demographic profile of the above, plus their attitudes towards diversity and experiences of discrimination.

It is important to construct appropriate questions on these issues so that respondents will be willing to answer. You may get a lower response rate to this type of questionnaire than to one that is just about demographic details, however, this information will furnish a lot of evidence for gaining buy in (if needed) for future actions. [More information on conducting research](#)



It will take time to collect meaningful data when carrying out research. You need to allow for this.

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Commit to a diversity policy providing direction for the future

A policy is a formal commitment to organisational ethics and values that embrace equal opportunities and diversity. The policy will include:

- the strands of diversity or other differences, e.g. age, gender, disability, social background
- the function or activities of the professional body, e.g. education, training, qualifications, research, recruitment, promotion, accreditation
- the groups affected e.g. members of all grades, employees, stakeholders, applicants, service users
- commitment to fulfilling legal duties and complying with legislation and how this will be achieved
- the actions e.g. increasing awareness, reducing obstacles, challenging discrimination, monitoring the impact of policies, consulting on impact of policies, training, reporting on progress, promoting good relations between people from different groups
- the obligations of employees and others such as contractors or third party service providers

Once written it should be made public and advertised widely. The policy will be more effective the more widely it is publicised and understood by those who have to apply it, and those whom it is intended to benefit.



Opportunities for raising awareness of the introduction of a diversity policy include induction training, more specific training for managers, articles in newsletters, posters around the office, and particularly places such as in the lift where there is a captive audience, and team meetings or briefings.

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Establish a strategy and action plan to make the policy real

Making the policy real requires action otherwise it will remain a statement of aspiration or intent. Developing a strategy and action plan will help you to clarify exactly what you are aiming to achieve, how you are going to do this, by when, and who will be responsible for making it happen.

The strategy will identify the key objectives, which will be more effective if aligned to the overall corporate strategy and business plan. If embedding diversity is seen as integral to the core business activities it is more likely to succeed. This means that all new processes and policies should include consideration of how they will impact on equality and diversity. To do this, organisations can develop a standard set of questions and/or a form to complete to remind staff or those responsible for developing new policy that impact on diversity has to be taken into account, this includes the positive impacts of planned policies as well as the negative ones. A policy that has positive impact on one group or subgroup is desirable, as long as it will not have an adverse effect on any other group. Existing processes and policies should be reviewed for impact on equality and diversity in a similar way.

The action plan should be practical and focus on outputs, which will facilitate the evaluation of its success. Action plans can cover both internal and external activities. They should be achievable and challenging. Examples of actions may be to create a website, set up a network, implement training, carry out research, implement data collection, create toolkit to help branches and committees,

Within the corporate action plan, departments and individuals should be encouraged to develop their own action plans, and be responsible for these areas.

As with policies, strategies and action plans should be publicised, and communicated to enhance visibility and accountability. Publicising these will create expectations on both the organisation and the departments and individuals identified as responsible for the actions. This will be an added incentive to live up to expectations. In this way it encourages accountability. In addition, it will show that you are taking it seriously.

It is essential to make the change process as inclusive as possible, driven as much by organisation members as by leaders, involving constant dialogue between subgroups at all levels of the organisation's hierarchy. Your organisation should be continually engaging in and encouraging meaningful conversations between subgroups and seeking feedback from them.

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Identify priorities through impact assessment

Professional bodies need to know where there is potential to make the most positive difference by implementing changes and where they are most vulnerable (e.g. to risk of non compliance) in order to prioritise tasks. This will help to determine priorities and the allocation of resources.

Impact assessment is similar to risk management. It concerns identification and assessment of policies, and practices that may impact on diversity in an adverse way.

Impact assessment can be carried out as an exercise involving employees. It provides an opportunity for staff involvement at early stages of the discussion on diversity and equality. This process makes good use of employee experience and observation to identify potential weaknesses in your organisation

A scoring system attributes value to activities, at an organisational or departmental level, according to their impact on diversity. From this, areas of high impact can be determined and prioritised.

The results of an exercise in impact assessment can feed straight into strategy development.

Impact assessment - an exercise for all staff:

For the Law Society of Scotland, impact assessment has been an integral part of the year long development of the Society's diversity strategy. In this instance, impact assessment has been used as way of assessing the highest risks or issues that affect the six diversity strands. It is an initial step in organising the society in its direction on diversity.

The Society involved all staff (over 130 people) in the process of impact assessment, from directorial or management level to junior staff. The process was broken down to departmental levels. Each departmental director was provided with training to guide them through the procedure. The initial step was for the director to assess and clarify the various functions within their department. This led to an exercise involving all staff to assess the impact of these functions on diversity, giving each function a score in relation to the level of perceived impact.

Evidence was a key part of the scoring process. The department's functions and activities were scored according to how they impacted on a strand or strands of diversity, how much evidence exists about this impact and the public opinion regarding the issue. These functions or activities scored highly if there was a strong evidence base to support their impact on diversity. Scoring was also dependant on the number of diversity strands affected. The Society does not want to encourage a hierarchy within the different diversity strands, but instead has sought an approach that bridges all. As such, those priorities that affect more than one strand were given a higher ranking in the original impact assessment exercise.

An example of a high scoring issue would be transparency in committee appointments. Through impact assessment it was discovered that many people felt that governance appointments within the Society were not transparent and were dependant on an 'old boy's network.' This issue affected more than one strand (as a variety of individuals perceived this as the case) and was therefore given a high score. A differing example of the way scores were allocated was to give high priority to single strand issues when the impact is severe and this conclusion is backed by evidence. Disabled access to the building was insufficient and an issue for real concern. Given the natural importance of an issue such as this, including legal reasons, disabled access scored highly in impact assessment. In addition, there was plenty of evidence to support the high prioritisation given this problem was a physical one. There has been a combination when prioritising issues- to address those that affect more than one strand whilst realising the importance and recognising those that are single strand based but are of immediate concern.

Follow up actions as part of the Society's impact assessment have been of great importance. Quarterly reports are in place to assess if action has been taken on relevant priorities within departments. If there has been insufficient action (and this is flagged up through a red, amber, green system) the chief executive can be approached to prompt further action, although this has not been necessary as yet. Ultimately, the results of impact assessment and the priorities that emerged through the scoring exercise have informed the direction of the Society's diversity strategy.

Details of all the equality work the Society has undertaken, and downloadable copies of various studies and supporting templates, can be found on the [Law Society of Scotland's Equality and Diversity website](#).

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Establish clear leadership

Achieving desired results does not happen without planning and leadership. In this context leadership is about directing, guiding and influencing as well as challenging and coaching. Whilst leadership will involve those at the head of the organisation, leadership can and should be encouraged at all levels of the organisation.

An important step in establishing leadership is to [set up a committee](#) or steering group to guide. How well the committee achieves this will depend on several factors, such as size, relevant skills, range of experience, remit, its political clout and support available to it. Support means in terms of expertise and administrative resources.

You need to muster political support. This will mean gaining buy in from key individuals in positions of influence. Ideally this will include the senior figure heads such as the President, Chair, members of the governing body, members of key committees, and the Chief Executive. [Achieving buy in](#) is not necessarily automatic and may involve presenting the arguments for diversity in different ways that will convince them that it is worthwhile and beneficial. Leadership has to come from the senior ranks of the professional body and the professional members. They need to reinforce the importance of diversity to the organisation and endorse the policy and programmes developed.

Champions are those who will both lead by example, and challenge 'old' ways which are not in keeping with the new culture. Natural champions may emerge, but champions may have to be encouraged and supported. In larger organisations, [creating networks of champions](#) will extend the reach and influence. Champions can be informal or you can formalise the role of the Champion. Taking a more formal approach both recognises and legitimises their role, and to some extent enables them to take more of a leadership role.

Leadership can be reinforced by publicising and rewarding instances of good practice which reflect the new culture. One way of doing this is to introduce Award or Prize scheme. This could be for staff or practitioners or others such as employers who each have a part to play in demonstrating their support for diversity.

Diversity awards:

The Royal College of Nursing (RCN) is always looking for new ways to encourage engagement with diversity and equality, as well as reward those who have worked hard in this field. A new initiative will be introduced as part of the annual 'Nurse of the Year' awards, held in conjunction with Nursing Standard, the RCN's sister publication. A diversity award will now be part of this ceremony. It will acknowledge a nurse or health care support worker who has shown leadership in delivering services to a diverse community. The first award will be given in March 2008.

Engaging members:

The Bar Council has introduced various measures to link engagement with diversity and equality to status and recognition. One such example has been through working with the Chambers and Partners Directory, which publishes league tables of barristers and Chambers showing who is leading the profession in a variety of areas. The Bar Council approached this publication in order to publish information about Chambers that have actively made their services more accessible for disabled users.

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Spread responsibility and empower broad-based action

It is impossible for manager to identify, plan and implement all the necessary changes, much less one person who may be seen as 'responsible for Diversity'.

The distinction should be made between direction, coordination and monitoring progress on the one hand, and taken action and responsibility for delivering results on the other. The former functions will benefit from being centralised. Whereas, more will be achieved if more people are empowered to take appropriate action and be responsible for delivering results.

Consultancy time:

Since the start of 2007, up to 12 hours of free consultancy time from the Equality and Diversity Unit has been available to all departments within the Royal College of Nursing (RCN). The Unit has suggestions as to how to use this time, although ultimately it is the responsibility of the individual departmental manager to negotiate an appropriate use of the time to meet the specific needs of their department.

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Monitor and adjust strategies in response to successes or failures

Monitoring is a methodical way of tracking progress against the strategy and action plans. It should be undertaken at regular intervals, such as quarterly, and annually, and feed into a full review at the end of the life of the strategic plan. Responsibility for monitoring progress can lie with one person, who collates progress reports from those charged with responsibility for taking action, and then reports to the Committee or Steering Group and/or the governing body.

Monitoring will highlight successes and some failures. Monitoring is not about pinpointing blame. Using this information as feedback, and assessing the reasons for what has not worked, should provide the basis for adjusting the expected outcomes or adjusting strategies. It may reveal genuine problems, such as a lack of resources, and mean that in future, there needs to be more support or information available. It may indicate targets were too ambitious or unrealistic. For example, if targets for increasing proportion of members from particular groups have not been met, further consideration may be needed as to how the targets were originally set.



Embedding diversity is an open ended process. It is a journey of continuous improvement.

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Embedding Diversity



Step 4 - Barriers and challenges

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Introduction

Barriers will hamper the process of cultural change that is needed to embed diversity into the hearts and minds of the people and the policies, processes and structures that make up your organisation. Many problems arise in the initial stage before taking any action, e.g. in creating awareness and acceptance of the weaknesses in current arrangements, in creating sufficient impetus for change, and in addressing the anxieties and fears around change. However, barriers will be found at all stages of the process, not just at the outset. This section describes the nature of these barriers and some actions others have taken to overcome them.

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Internal barriers



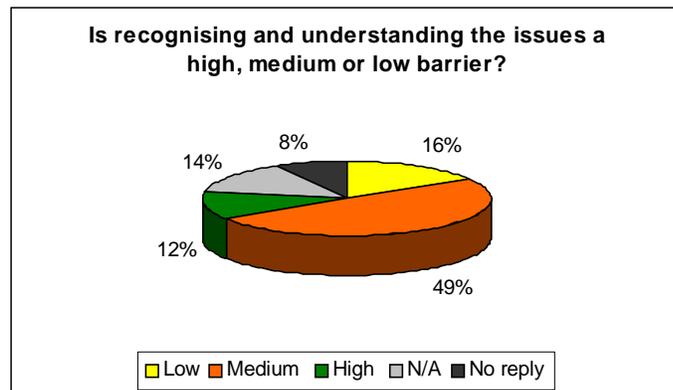
Diversity is not an issue

There may not be any obvious signs that diversity is an issue for your professional body. However, individual differences are not often openly discussed between staff, and circumstances (such as lack of knowledge, lack of awareness, lack of confidence) may prevent an employee or member from asserting their rights. So how do you know whether anyone has experienced discrimination or feels they have been treated unfairly? How do you know if everyone feels they are valued or if they have particular needs?

Rather than waiting for a crisis, now is the time to benchmark, and find out how your professional body compares with others, consult widely, engage with stakeholders and open the debate.



PARN's Diversity survey 2007 asked how respondents rated 11 barriers to engaging with diversity on a scale of low, medium or high. 16% of 49 respondents rated recognising and understanding the issues as a high barrier, 49% rated it as a medium barrier, and 16% a low barrier.



[Our biggest barrier is] "fully understanding the issues and impact to risk"

[Our biggest barrier is] "lack of data in relation to equality and diversity – which could be used as evidence base"



One professional body set up a member to member forum on their website that allowed free speech to help them to understand the issues and impact within diversity.



It takes time to collect profile data of your staff or members. As an alternative, you could conduct an attitudes and experiences survey. More information on monitoring and surveys.

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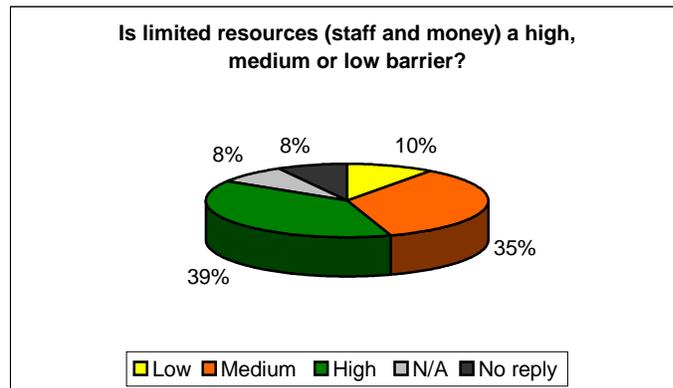
Lack of resources

In order to take any steps forward, some resources have to be given to developing your approach to diversity initially. Someone has to give some of their time to this, either in addition to their current workload, or by shuffling priorities in the short term, to get the ball rolling. The initial set up stage is likely to be more resource intensive.

This is a major stumbling block for many, particularly smaller, professional bodies.



According to PARN's Diversity survey 2007, lack of resources is the second highest barrier to taking action on diversity. The survey asked how respondents rated 11 barriers to engaging with diversity on a scale of low, medium or high. 39% of 49 respondents rated limited resources as a high barrier, 35% a medium barrier and 10% a low barrier.



"There is not the time or the resource to do everything all at once"

"Our organisation is not big enough to afford a dedicated equality and diversity post, so equality and diversity issues fall to various members of staff who have other responsibilities"

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? What can you do if you have limited resources?

Rather than trying to work out the answers from scratch on your own, look for inspiration from others, for research work that you can benefit from, for opportunities to involve staff and members who have first hand experience of issues that are outside the realm of experience of your governing body or senior management team.

Other professional bodies have garnered resources, saved reinventing the wheel, or developed creative solutions for their diversity initiatives in the following ways:

-  Participating in research projects to identify issues and guidance on good practice (such as those undertaken by PARN).
-  Sharing good practice or joining a network (such as PARN or Equally Professional supported by the EHRC).
-  Asking corporate partners about how they have addressed problems
-  Setting up task groups of volunteers to investigate particular issues.
-  Setting up a website forum or networks for members to advise other members, students and potential students on issues relating to particular aspects of diversity
-  Taking advantage of help that is available freely or partly funded by experts groups

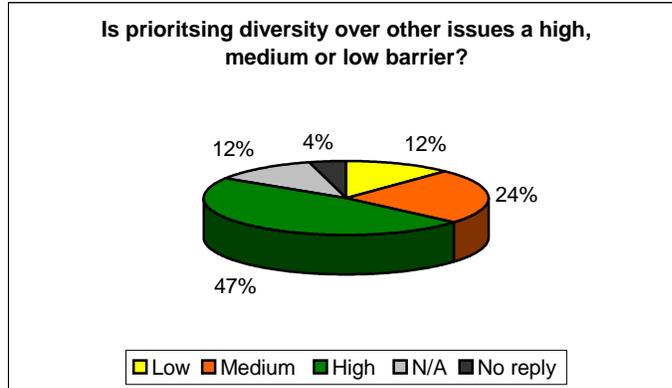
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Prioritising diversity over other demands



According to PARN's Diversity survey 2007, prioritising diversity over other issues is the highest challenges. Respondents rated 11 barriers to engaging with diversity on a scale of low, medium or high. 47% of 49 survey respondents said prioritising diversity over other issues was a high barrier, 24% a medium barrier and 12% a low barrier.



“Other issues always seem to assume a higher priority”

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What can you do to keep diversity on the agenda?



Try restructuring equality and diversity under strategic issues or risk management to allow the Chief Executive and Senior Officers to allocate time to it.



Spread responsibility across departmental heads or managers and support them in undertaking impact assessments with their teams, so they can then identify priority actions areas which can feed into a corporate strategy and action plan.



Take a step by step approach, on the basis of an [impact assessment](#) and action plan, so that you can see there is some progress even though it will take time.



If you have the funds, involve an external consultant to audit your Diversity fitness, and come up with recommendations.

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Lack of commitment at the top

We might like to think in an ideal world, commitment is all or nothing; you are either committed or you are not. However, in practice in terms of embedding diversity there are degrees or stages of commitment. We would not expect a governing body of a professional body to make a whole hearted commitment to a policy and strategy to promote diversity without having some idea of what this will involve and the implications.

An initial commitment is needed to take the first step. However, this first level of commitment is likely to be to allocating some resources to diversity. A second level of commitment might be to undertaking some research or a specific programme of initiatives such as developing a website. A further level of commitment could be developing a policy in aspirational terms. It takes another level of commitment to make the policy a reality. However, some professional bodies may make a greater commitment up front.

The idea that commitment may be incremental rather the wholehearted from the outset may help to explain why maintaining momentum and prioritising diversity over issues are often seen as the biggest problems.

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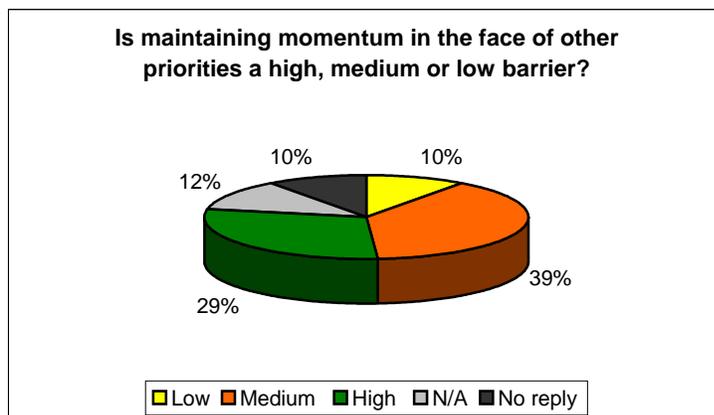


Maintaining momentum

A major challenge is to maintain the level of commitment needed to keep going. This is where identifying priorities, having an action plan and a timetable for action will be useful to show that you are making progress. However, it is also important to focus on results, as taken ineffective action is neither satisfactory nor motivating and may lead to withdrawal of support and budget.



Maintaining momentum was one of the highest barriers identified by respondents to PARN's Diversity survey 2007. 39% of 49 survey respondents said prioritising diversity over other issues was a high barrier, 39% a medium barrier and 10% a low barrier.





If commitment from the governing body or the Chief Executive is difficult to gain, then try a bottom up approach. Pressure from grass roots can keep diversity on the agenda of the governing body and demand attention from the leadership.



If commitment from the governing body and Chief Executive is forthcoming, than a two pronged approach top down and bottom up to maintain momentum and bring about change will be doubly effective.



The more public the commitment the more difficult to withdraw from it, without justification.

ACTION →

Identify an enthusiastic individual, with authority, credibility and passion, who can drive change. Experience and knowledge about managing change is arguably more important than being an expert in all aspects of equality and diversity.

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Responsibility is too centralised

Critical to the successful embedment of diversity is the need to consult and involve stakeholders, and to spread responsibility and enable action throughout the organisation.

Retaining strong central control over development and implementation of diversity initiatives and not spreading responsibility and ownership outwards, downwards or across the staff or membership will prove limiting in the medium to long run.

A centralised approach is unlikely to be as effective as a combination of central guidance, coordination and monitoring, and dispersed responsibility for action.

This can happen for different reasons. One possible reason is that the committee sees itself as being responsible for diversity, may be reluctant or fearful of letting others get involved, as this could be unpredictable in terms of outcomes.



The long term goal of any diversity committee or officer in any professional body is not to make itself indispensable, but to make itself redundant. This will be a sign that diversity is truly embedded in the organisation.

ACTION →

Identify the mechanisms you have in place, or plan to put in place, to spread responsibility across functions and up and down the staff and membership and other stakeholders.

Diffusing responsibility- Diversity Champions:

The Royal College of Nursing (RCN) officially launched its Diversity Champions Programme at its annual Congress in April 2007. The Diversity Champions programme is a pilot scheme that was developed in response to feedback from members including RCN activists (learning representatives, stewards and health and safety representatives). This feedback indicated a desire to know more about valuing diversity approaches and its practical application in the nursing and healthcare environment. They aim to equip RCN members with the skills to incorporate diversity perspectives within their roles if they are activists and also within the scope of their nursing practice. Diversity Champions are part of moving the equality and diversity agenda forward within the RCN, transferring responsibility and understanding onto every level of the organisation. Champions come from all levels; RCN Council members, internal staff and RCN members are all examples of multi-level uptake.

The remit of a Diversity Champion is not necessarily to be an expert in their given area. The task is more one of being a role model for others and addressing issues that arise through the everyday practice and activities of the organisation. As one RCN Diversity Champion states, *“It’s not about knowing all the answers or having great expertise – it’s more about questioning and challenging organisations and individuals to demonstrate that valuing diversity lies at the heart of what they do.”*

(Source: Alan Mawbey, RCN Diversity champion, from the [RCN diversity champions website](http://www.rcn.org.uk), www.rcn.org.uk, accessed 3/12/07).

Getting individuals and departments involved and questioning what is happening within the organisation is at the heart of this initiative.

Diversity Champions may be overall diversity representatives or they may represent a specified strand, for example disability. The RCN hopes to encourage 1000 individuals in total to take up the challenge and become champions in various areas of diversity. It is anticipated that the programme will be rolled out generally following a detailed evaluation in 2008.

For more information see the [RCN diversity champions website](http://www.rcn.org.uk).

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Wider challenges

Wider challenges are those whose roots are outside the organisation boundaries. The two main areas of challenge are employers and educational practices, but reaching out to wider society is also a challenge for some. In these areas the professional body can work to influence change either directly, or through forming partnerships either with other influencing bodies or the bodies concerned. A minority of professional bodies have identified these as priorities areas.

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Employers’ practices

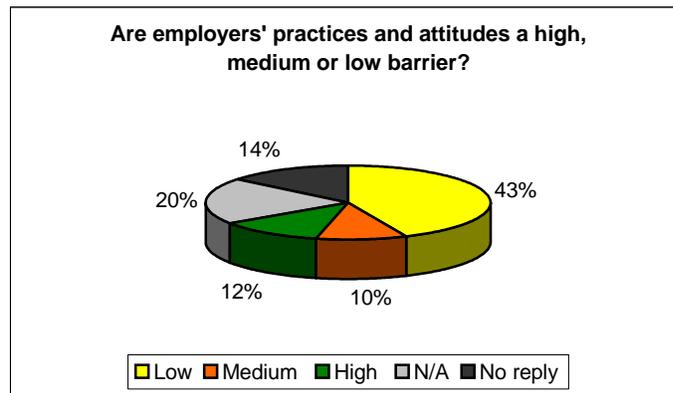
The belief, rightly or wrongly, that there are poor employment prospects for people who do not fit the traditional mould for particular professions is a barrier to considering the

profession as a career option and a barrier to increasing the diversity of the profession. This may be linked to an image of a traditional male, white, middleclass profession.

For these professional bodies, encouraging employers to recruit from a wider pool, and promote diversity in their own organisations, is considered essential to encouraging more diverse entrants to their profession.



PARN's Diversity survey 2007, asked how respondents rated 11 barriers to engaging with diversity on a scale of low, medium or high. 12% of 49 survey respondents said employers' practices and attitudes were a high barrier, 10% said this was a medium barrier, and 45% said it was a low barrier.



[Our biggest barrier is] "employment practice in a competitive commercial environment"

[Our biggest barrier is] "reluctance of majority of employers and other members to actively engage with diversity"

[Our biggest barrier is] "tension between professional standards or practice and those of employers"

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? What can you do to influence employers' practices?

We have found that professional bodies tend to use positive encouragement and guidance on good diversity practice to influence employers rather than negative methods. Examples of what other professional bodies have done include:



Forming partnerships with large employers to open up access to the profession.



Recognising and promoting good practice e.g. through Awards



Providing training and CPD and guidance notes on these issues, particularly if members are themselves employers.



Undertaking research that highlights the business case and commercial imperative.



Working with major corporate companies who regularly use professional services and encourage them to require evidence of a good track record in diversity to award contracts. In this way, business and income will be gained by those who engage positively with diversity. This may be more feasible in some sectors than others.

Employers' conference:

Promoting a career in PR among groups typically under represented in the industry has been a major target for the Chartered Institute of Public relations (CIPR). As part of this aim, the CIPR recognised the importance of promoting the business case for diversity to employers. It was thought that to promote PR as a preferred career option for under represented groups would require a change in image of the profession and that employers could play an essential role in this. The CIPR's 2006 report entitled 'The Business of Diversity' set out the economic advantages of employing a diverse workforce and engaging with a diverse public, through theory and case studies. The report was launched at a half day conference in October 2006, which included talks on the benefits of diversity, diversity initiatives being undertaken, and communicating with ethnic minorities and people with disabilities.

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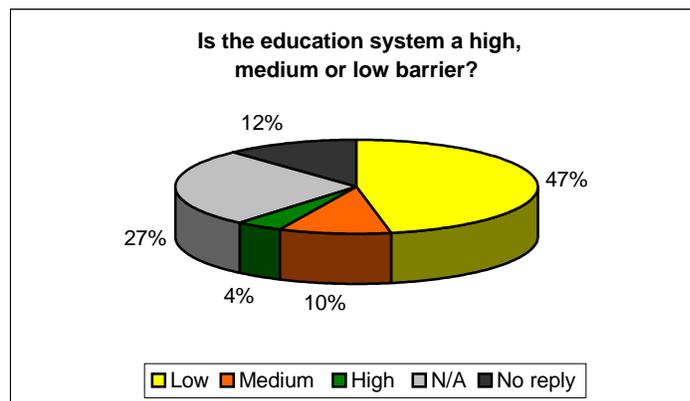
Education

For a small number of professional bodies, influencing the way children are taught at school, and later at university is considered essential to encouraging wider access to their profession, as experiences at this stage affect choices individuals make about their careers.

Decisions to take this approach should be evidence based. It requires dedication and resources. Whilst measuring the changes over time in terms of educational achievement amongst diverse groups is possible, it is difficult to separate out the impact of the professional bodies' activities, and impact of influences or changes in society.



PARN's Diversity survey 2007, asked how respondents rated 11 barriers to engaging with diversity on a scale of low, medium or high. 4% of 49 survey respondents said educations system was were a high barrier, 10% said this was a medium barrier, and 47% said it was a low barrier.



Addressing educational influence:

The Institute of Physics (IOP) sees a link between the under representation of females in their profession and the traditional style of teaching the subject in schools and universities, putting women at a disadvantage. Traditional teaching styles are seen as more suitable for men than women and this is one of the major contributory factors to the gender divide in physics uptake and continuation into later career stages of the 'career pipeline.' Identifying these structural educational issues the Institute of Physics has set to work combating the related problems.

The Institute's Girls in the Physics Classroom report highlights the low uptake of A-level physics among girls, and outlines some of the strategies that schools can use to increase participation ('Girls in the Physics Classroom,' The Institute of Physics, December 2006). These include effective classroom practice, new teaching strategies, improving the teacher-student relationship, and examining students' perceptions of relevance. The Institute has also produced DVDs, brochures and reports for teachers and schools, and supplies advice and a support network to general science teachers who may benefit from specialist support when it comes to teaching physics.

Assessments of gender culture in university physics departments were undertaken by an external panel of visitors, to assess how 'female friendly' they were. Confidential reports were then sent to heads of departments pointing out areas that were good and those that were not so positive. Feedback suggested that these visits were successful in raising awareness of gender issues.

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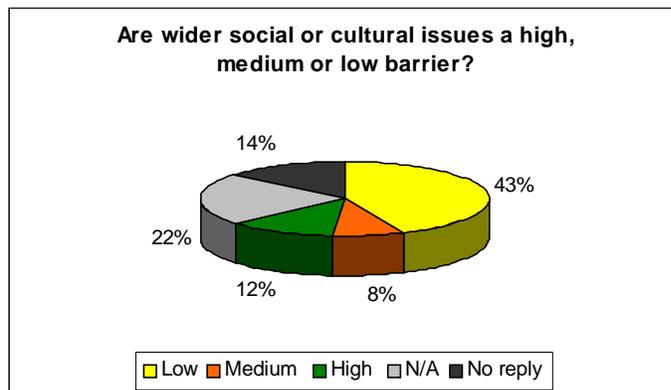


Wider social and cultural issues

Wider social and cultural barriers may be an issue for some professional bodies. This is a chicken and egg scenario, and the pattern is unlikely to change without intervention.



PARN's Diversity survey 2007, asked how respondents rated 11 barriers to engaging with diversity on a scale of low, medium or high. 12% of 49 survey respondents said wider social or cultural issues were a high barrier, 8% said this was a medium barrier, and 43% said this was a low barrier.



[Our biggest barrier is] “Limited social diversity among the population from whom our membership is drawn, due to constraints and social issues earlier in their career”

[Our biggest barrier is] “The extraordinarily low numbers of people from BME backgrounds who consider any kind of career anywhere in [this] sector”

Parental influence has been identified as a strong factor in a young person’s career choice. Parents need to be aware of the range of career options open to their children and believe that their children will succeed in it. Another factor is whether there are role models that parents and children can relate to and identify themselves with in the profession.

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Embedding Diversity



Step 5 - Building the case for diversity

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Introduction

This section helps you to build a case for diversity by gathering evidence, engaging stakeholders, and developing persuasive arguments that will gain buy-in from leaders, staff and members.

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Broad arguments in favour of diversity

There are a number of well publicised, and broadly evidence based, arguments put forward to support diversity.



The business case as an employer

It is claimed that businesses can benefit from a diverse and a diversity-friendly workforce in several ways. As employers these arguments are relevant to professional bodies.

If employees are treated fairly and well, more people will want to work for the company, resulting in a wider pool of talent from which to recruit the best people; and existing employees will want to stay working for the company, resulting in a higher level of staff commitment and productivity as well as a higher staff retention rate.

A diverse workforce can increase market competitiveness. Businesses need to understand the needs of a diverse customer base in order to increase their market share. A diverse workforce can broaden that understanding as each individual brings with them an understanding of the needs of customers like them.

By valuing diversity a business can improve its corporate reputation, which will attract potential customers, suppliers and employees.



The business benefits of diversity can inspire employers to go beyond their legal obligations and create a workplace culture into which diversity is fully embedded.

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Business case as a membership body

Membership bodies will benefit from attracting new members from a wider pool and retaining existing members makes good business sense. It will involve addressing any barriers to membership or career progression amongst individuals who do not typify your profession in order to attract talented and suitable individuals from diverse backgrounds. This links closely with addressing the perceptions of the profession as a whole.



The business case is a persuasive argument, particularly at senior management levels, for engaging stakeholders.

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The social justice case

According to the Chartered Institute of Personnel and Development (CIPD), the social justice argument is based on:

“The belief that everyone should have a right to equal access to employment and when employed should have equal pay and equal access to training and development, as well as being free of any direct or indirect discrimination and harassment or bullying. This can be described as the right to be treated fairly, and the law sets minimum standards”.



ACTION → If you are interested to know more read '[Diversity: An Overview](#)' available on the [CIPD website](#).



Despite the importance and validity of social justice arguments, they are likely to be more persuasive in getting buy in from leaders and senior management when combined with the business case argument.



For maximum impact the social justice case for diversity should be backed up by some exemplary statistics demonstrating the different working patterns of different gender, ethnic and age groups etc.



Professional bodies are concerned with professional ethics and their reputation and authority among members and the general public rests in no small part on their commitment to professional ethics. The Social justice argument can therefore supplement the business case as employers and as membership bodies when it is recognized that reputation effects which are particularly cogent for professional bodies are closely associated with leadership in ethics.

Developing the case for diversity:

Developing the case for diversity within the Royal College of Nursing (RCN) was an essential stage in building a strategy. Displaying the value and necessity of diversity to a variety of stakeholders, including senior management, committee members and the membership as a whole has been essential in 'developing the case' for diversity.

The RCN's Equality and Diversity Unit consists of two full-time members of staff who provide the strategic direction for diversity, which will impact upon the College's approximately 700 staff and nearly 400,000 members. Before developing a strategy, the Unit was very concerned that arguments for implementing action on diversity were appropriate for the task of organisational change. The Unit found that a combination of arguments was essential. Social justice arguments were important in underpinning diversity and engaging stakeholders, but were by no means sufficient alone. Combining the social justice argument with diversity as a business critical issue was much more effective. Showing how the organisation could lose members (or put potential members off joining) and therefore incur a loss of income has been a useful argument in engaging stakeholders. There is a very real case for a possible loss of income, given that current or potential members may not feel represented by the College if diversity is not properly addressed. The RCN has found that combining the business case issue with the social justice argument has been an effective way to engage a range of stakeholders in the push to embed diversity - in itself an essential step to a successful strategy.

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Risk management

In presenting the business case for diversity, managing risk is likely to be a factor. Legislative requirements tend to concern the risk of not meeting them and the potential negative financial and reputation consequences that may follow. Similarly, responding to a national or internal critical incident is a form of reducing the risk of such incidents happening again in the future and the resultant damage to reputation and negative impact on staff and/or members.

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Gathering evidence

General arguments need to be supplemented by evidence that is specific to your professional body and your sector, if you are to build a persuasive argument to put to your governing body, and further to develop an appropriate strategy. There are various ways you can gain a better understanding of your current position and the issues you face:



Literature review

Carrying out a literature review is the process of collecting and comparing current research and thinking on diversity. Possible resources include journal articles, research studies, books, reports, related magazines and newspaper articles.

The information gathered needs to be summarised so that leaders, managers and staff can assimilate the essence of the literature review without having to read all the papers at length. Time constraints need to be considered, as the process of 'reducing' information is resource intensive.

Literature review:

The Law Society of Scotland has a membership base of roughly 10,000 and employs approximately 120 people. Legislation is an important consideration given the context of the sector. However, during the development of their diversity strategy a deeper contextual investigation was decided upon, leading to a detailed literature review. This was based on current diversity thought as well as a review of a variety of reports. This review fed into training and allowed the in-house facilitators to contextualise the sessions they were providing for all employees. This was particularly important given that the facilitators had no specific diversity background, although they had provided training sessions previously. The in-house nature of the training meant that a broad literature review was useful, although internal training would not be the only context in which a literature review is relevant.



A literature review can be summarised in a 'fact sheet' form for wider circulation, or could be used as basis for a strategy discussion or event included as part of a diversity training session.



Once the evidence has been gathered, consider clauses in your ethical code and guidance notes to the code in terms of social justice arguments for diversity.

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Benchmarking

Benchmarking your professional body against other similar organisations is a powerful method of establishing whether your organisation is ahead, alongside or behind others and for pinpointing its strengths and weaknesses compared to other organisations. This involves identifying the approaches other organisations have taken, the reasons for doing so, the processes used and the outcomes and further developments.

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Who do you benchmark against?

This depends partly on how you see your organisation, or would like to see your organisation.



If you want to be a leader, then you should benchmarking against organisations that you believe to be forward thinking or more progressive in terms of their approach to diversity, and others in similar circumstances to yours (e.g. sector, regulatory context, status, size etc).



If you want to be innovative you should investigate organisations outside your sector (for example other public sector bodies, local authorities, and private sector companies).



If you want others to lead the way, but not be seen as far behind, benchmarking against those in your field or sector is more important.

Benchmarking can be selective, depending on the resources that are available. However, the more comprehensive this process, the more reliable and useful the comparisons will be.



A cost effective alternative is to participate in cross sector surveys being undertaken by third parties as you will then benefit from the results of this research with minimum input from you. This is likely to give you the breadth of comparisons, but less depth, than if you commission or do your own investigations into a small number of other organisations.

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Auditing

An audit can provide a sweeping yet detailed picture of your current position in relation to diversity. The aims of auditing can be summarised as an assessment of the current diversity and equality fitness within your organisation. An audit differs to benchmarking in that it does not involve comparisons with other organisations. It does involve comparisons against a standard of expected or good practice which is founded on knowledge and experience.



Auditing should not simply be a process of highlighting negative aspects of your organisation, but instead be used as an opportunity to understand the problems and dilemmas that must be dealt with.



The audit process provides a baseline from which actions can be measured in future stages for their impact. It is important to recognise good practice as well as nascent initiatives already present and attempted in your organisation.

Auditing can involve:



a series of interviews with individuals across the organisation;



a questionnaire assessing knowledge on diversity across leaders, managers and staff;



an evaluation of processes and policies.

It is important to gather views of leaders, managers and staff as this will highlight differences in attitudes and awareness of issues, as well as views on the strengths and weaknesses of the organisation.



Combining an audit with a briefing session can be an effective way of drawing out ideas from the group as well as raising awareness about diversity. A group setting may be more conducive to openness than one-on-one interviews, particularly if there is a lack of sympathy for diversity within the organisation.

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? Who should carry out auditing?

One of the most important decisions is who will conduct the audit. There are a number of factors to consider:



Appointing external consultants has the following advantages:

- They may be more critical compared to an internal auditor
- They are distanced from the working relationships within the organisation and therefore objectivity is optimised.
- They will be able to advise on the content of your auditing package.

On the other hand an audit that is conducted by external consultants will be more expensive than one conducted internally.



If you chose an internal audit conducted by staff, you should be aware of the following:

- Staff involved need sufficient time to prepare.
- Staff may be reluctant to highlight areas that are of concern for fear of alienating other staff and members.
- Staff may be wary of the implications of such information reaching the public arena.

Staff must be aware of these issues and approach the audit objectively.

External audit:

The General Teaching Council for England (GTC) is the professional body for teaching and maintains a register of around 500,000 qualified teachers in England. The GTC has been committed to promoting diversity and equality since its inception in 2000. As part of the development of the 2007-2010 Equality and Diversity Scheme an external consultant was brought in to undertake an audit of the organisation. This was essentially an assessment of the 'current equal opportunities fitness.' The audit involved interviewing a wide range of people at differing levels of the organisation in order to devise an action plan for improvement. Conducting an audit using an external consultancy had cost implications. In addition, there were concerns about the ability of an audit to fully gather the full picture and context of the organisation during a short piece of consultancy. Despite this, it is clear that the work carried out has been valuable. It has provided guidance for the development of the 2007-2010 strategy with additional supporting work through impact assessments with managerial level staff.



Auditing should feed into strategy development and an action plan, although there will need to be an intermediary stage of assessing how to prioritise audit outcomes. It may be suitable to carry out the same process at the evaluation stage to assess the effectiveness of policies and initiatives that have been implemented.

List the evidence you have to support your case, other evidence that you would find useful and how you can collect this.

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Embedding Diversity



Step 6 - Establishing a diversity committee

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- > [Does the size of the committee matter?](#)
- > [Support for the committee](#)

Introduction

It is usual for professional bodies to set up a committee that will have equality and diversity as its remit. It is important to consider the functions of the committee in relation to the rest of the organisation, and particularly in relation to staff who may be employed as diversity officers. A diversity committee can impede progress if it is out of step with diversity activities on the ground, or it is seen as purely symbolic, or when its activities are not followed through. This section highlights a number of options from PARN's research.

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The name of the committee

Committee names may vary according to how concern for diversity has developed within your organisation. The committee may have evolved from a previous committee. If the committee is new, the name will reflect what you hope to achieve from diversity and the function it will perform.

Examples of committee names:

Equality and Diversity Committee is the most common name that we found. It is used by the Law Society of Scotland, the Bar Council and the Law Society.

Equal Opportunities Committee (EOC) - British Medical Association (BMA)
The EOC was previously the Racial Equality Committee until 2001 when the name, constitution and remit were changed. There has been internal discussion about changing the name of the committee of the Equal Opportunities Committee to the Equality and Diversity Committee given its expanding remit. This was felt to be counterproductive since the name of the committee had become established within the organisation and was well known to many outside contacts.

Examples of committee names:

Ethnic Issues Committee - Royal College of Psychiatrists (RCP)

This is a strand specific committee as the name suggests. This is a result of contextual factors which drove the College towards a committee focused on race. The committee was intended to be short-lived but it was decided that its continuation was necessary in order to carry on embedding racial equality in College activities.

Other names reflecting remit and function are:

- Diversity Monitoring Panel
- Advisory Group
- Steering group

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The purpose of the committee

Diversity committees can have a variety of functions:

- Policy and strategic leadership
- Advisory or consultative
- Monitoring
- Implementation

Some provide strategic leadership and direction in developing overall diversity strategies and initiatives. These may be a sub committee of the governing body.

Others take an advisory role and are less concerned with driving the overall strategy, than communicating a wide range of views, generating ideas or providing feedback. These committees act as a kind of middle ground between staff and the governing and provide reassurance to the latter about the direction being taken.

Committees can have a monitoring role, ensuring the progress against targets. They may also have responsibility for checking that policies are reviewed for impact on equality and diversity before they are presented to the governing body for agreement. This is something that those developing the policies should be encouraged to take responsibility for, and in the interim, the committee could be a final check, or back stop.

Examples of different remits:

The British Medical Association's (BMA) Equal Opportunities Committee (EOC) is supported by the science and education department secretariat. Work is scheduled and carried out by the secretariat on the basis of priorities identified by the EOC and in accordance with departmental capacity. The EOC's remit is to promote equal opportunities for the medical workforce and break down barriers to career progression through research and lobbying. The committee provides appropriate expert advice and guidance on equal opportunities for the medical profession. It has a monitoring role in relation to relevant legislation and case law and reviews concerns relating to equality and diversity that may impact on the medical profession. Support from the science and education department secretariat includes research, survey work, report writing, and providing additional expertise and organisational support such as diversity awareness training.

Examples of different remits:

The Bar Council's Equality and Diversity Committee has the responsibility of setting specific policy as well as driving strategic change. The Committee's remit is particularly concerned with ensuring fair and transparent selection and recruitment and encouraging positive PR for the profession. Fair access to work within Chambers as well as issues around retention is central to the committee's activities. Finally, the committee has practical activities in the provision of training to Chambers who are too small to hire in external training providers. The committee therefore has a practical and strategic role and one that encompasses the creative drive behind the organisations diversity strategy.

The Chartered Institute of Public Relations (CIPR) steering group comprises PR practitioners from diverse backgrounds, and other stakeholders ranging from post graduate students researching diversity issues in the PR industry, to representatives from the EHRC (formerly CRE), and mainstream and niche media, as well as a number of senior figures at the CIPR. The group conducted a number of roundtable discussions between 2004 and 2006, with the number attending ranging from 15-20 people. The discussions generated many different points of view and covered topics such as research and knowledge on diversity issues, barriers to entry into the industry, networking, strategy and action plans. It produced many useful ideas from which the Executive board developed its Diversity policy launched in 2005.

The Chartered Institute of Housing (CIH) has established an Equality and Diversity Advisory Group. Its role is that of a sounding board and it provides a final check before policies are implemented. It advises the Professional Development Board – which is part of the governing body. It also monitors progress against existing commitments and makes recommendations about future developments.

The Royal College of Nursing's (RCN) Diversity Monitoring Panel has a procedural remit to check on the work carried out by the Equality and Diversity Unit. This is positive example of a diversity department working to push strategic direction working alongside the Monitoring Panel.

The Law Society of Scotland's Equality and Diversity Committee act as a 'middle ground' between the Head of Diversity at the Society, who has strong directional input, and the Council. This is almost to reassure the Council that the direction being taken is suitable and proportionate, so the committee does have an important checking function. However, there is a good deal of trust between the committee and the Head of Diversity and the committee are largely supportive of the initiatives and policies suggested, making this a viable relationship.

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Working together effectively

There needs to be clear communications between members of the committee and staff to maximise the skills each contribute. The committee can provide creative input into strategy development and identifying priorities, and the staff can then develop the strategy and action plans and push forward with implementation. The committee may have a checking function and require progress reports from staff.

Division of responsibility:

The Royal College of Nursing (RCN) have achieved a clear division of responsibility for all involved with diversity. Two full-time staff members are employed with the sole remit of devising and monitoring the diversity strategy as well as implementing and carrying out any other functions. This is the best way to utilise staff expertise and the number of hours that two full-time employees equates to. The Diversity Monitoring Panel has an important role in embedding a strong monitoring function within the governance layer of the organisation.

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Can a diversity committee evolve?

Some professional bodies may already have a committee dedicated to a particular strand of diversity, such as race or gender, or a committee for equal opportunities.

One option is to broaden the remit of these committees to incorporate diversity. Bringing on board committee members with broader range of interests and expertise, and from different backgrounds, will be vital to the success of transforming a committee from a single strand focus to a general diversity committee. It may be necessary for some members to stand down to allow others to come onto the committee.

It may help to treat this as the end of one committee and the beginning of another, so that it can be a fresh start.

Evolution of single strand committees:

The British Medical Association's (BMA) Equal Opportunities Committee was established in 2001. Before this time, it was the Racial Equality Committee. This transformation acknowledged that equality and diversity areas other than race were not being addressed within the Racial Equality's remit. This has been, in part, a response to legislative change. However, the BMA has consistently worked on areas of diversity ahead of legal guidelines or generalised trends among professional bodies.

The Institute of Physics (IOP) established the Women in Physics Committee in July 2003, which ran for eighteen months. The focus on gender had come from the recognition and personal commitment of the first female Chief Executive of the need to address women's involvement and role in physics today. The name and structure of this original committee was broadened in 2004 to become the Diversity Committee. The decision to expand was taken due to a widening awareness of diversity issues and the need to face social issues facing the profession. The committee and diversity programme now encompasses issues of race, disability, age, gender, sexual orientation, geographic location and achievement levels.

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Who should be on the committee?

It is likely that a diversity committee will be more diverse than other committees. Members from a variety of backgrounds and with a variety of specialist interests will benefit the committee overall by bringing in a range of expertise that can inform the work. It will also result in the committee being more representative.

Committee membership can be opened up to all members, whether co-opting or electing. This means that members who are experts on individual aspects of the organisation or are part of special interest groups can be part of the committee, thus increasing the committee's diversity.

If your professional body has a separate regulatory function - there could be an employee/member from this regulatory side on the committee.

External representatives from related organisations can provide valuable wider perspectives and can facilitate stakeholder engagement.



If members of the diversity committee are also on another committee they can act as diversity champions.



If your usual requirement for committee membership is that an individual must first be elected to the Council or hold another office, this will limit the pool from which members of the diversity committee can be drawn. You may need to review your eligibility criteria and appointment processes. This may also involve how vacancies are advertised.

Co-opting committee members:

The British Medical Association's (BMA) Equal Opportunities Committee co-opts individuals to increase representation and expertise. Up to 14 members sitting on the current committee were co-opted, out of a total of 20 members. This has resulted in a number of members with specialist interests as well as those who are representatives for other groups, such as NHS Employers and BAPIO (the British Association of Physicians of Indian Origin). Co-opting has therefore meant that the committee can bring in individuals who have an area of interest or expertise. There are 6 members elected by BMA Council in addition to those co-opted.

Diversity within the Bar Council's committee:

The Equality and Diversity Committee has members from a number of places. Current external representatives are from the Film Council and the Crown Prosecution Service. The Bar Council has recently separated its representative and regulatory functions and as a result has a representative from the Bar Standards Board sitting on the committee. There are also a number of members who have been bought in through annual advertising in the profession's magazine 'Counsel.' These adverts seek any members with an interest in diversity to apply to sit on the committee. Many of the Equality and Diversity Committee members sit on other committees within the Bar Council, for example the Young Bar and the Employed Bar Committees. Others represent lawyer groups, such as the Association of Women Barristers or the Society of Asian Lawyers, in addition to their responsibilities in the Equality and Diversity Committee.

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Does the size of the committee matter?

The size of the committee will vary according to your needs and the functions it will carry out.

A reasonable size group for decision making is around 12. However, this will limit the range of views of those involved, and additional forum may be needed to gather broader input.

However, if breadth of experience and diverse points of view is more important than consensus and decision making a larger group will be able to accommodate a greater range of individuals in terms of expertise, specialist interest and having both internal and external members on the committee.

If the group is more about generating ideas and debate, a larger number may be more suitable. Particularly if participation is voluntary and regular attendance or contribution is not expected.



Involving dissenters and giving them responsibilities can be a positive move and a way of preventing them from sabotaging the outcome as well as potentially opening up to the benefits as they go along.

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Support for the committee

The Committee cannot do everything required to embed diversity. It will need support in terms of expertise, administration and implementation.

Expertise may come from staff who have knowledge of equality and diversity, or of change management processes, or strategic planning. Staff can directly support the work of a diversity committee and bring expertise to the development of a diversity strategy. [More information on dedicated resources](#)

External expertise in the form of consultancy, auditing and training is another form of expertise, but one which must be accounted for from an overall or diversity budget.

Finding new and inventive ways to utilise the experience of members and staff across your organisation will introduce energy and widen input into your diversity strategy and action plan. Spreading involvement and responsibility for diversity provides support for your diversity committee from across the organisation. [More information on Diversity Champions](#)

[Research](#) will provide the evidence base from which decisions can be made. It can take a variety of forms. It may include data monitoring, or focus groups with staff and members, or industry/sector wide surveys and can therefore be both quantitative and qualitative. It may be carried out internally, or your organisation may decide to bring in an external consultant.

[Engaging internal and external stakeholders](#) and gathering additional information and opinion on diversity issues can feed into work of the committee.

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Embedding Diversity



Step 7 - Engaging stakeholders

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Introduction

A strategy will support your policy and set out the key objectives for the action plan. Being clear about what you want to achieve is essential to focus effort and expectation and will also make the monitoring and evaluation easier.

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Involving stakeholders

Developing a strategy should be as inclusive a process as possible. Engaging with stakeholders is about building up relationships with relevant groups and individuals who have an interest in the direction of your equality and diversity policy and strategy. This means finding ways of involving stakeholders and creating ongoing dialogue.

Their participation is invaluable because they can:

- offer expertise and advice
- offer a different insights and perspectives on the issues
- voice the experiences of the diversity strands
- influence the success of the outcome
- create barriers to the success of the outcome

Stakeholders are both internal and external to your organisation and will include some or all of:

- Leaders
- Managers across all functions
- Staff as employees across all functions
- Staff as service providers
- Members as users
- Volunteers (who take on management and other operational roles at head office as well as supporting branches and other member networks)

- Members as service providers
- Potential members
- All service users
- All third party service providers
- Employers
- Educators
- Academics
- Regulators
- Government
- The general public

ACTION → Identify your stakeholders, the nature of their interest and the existing or possible new channels for gathering their views now and involving them on an ongoing basis.



The more that external stakeholders work together, the more that can be achieved for the profession and society in the broadest sense.

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How can you engage stakeholders?

There are many different ways you can set up opportunities to consult with stakeholders. If the initial interaction is set up as a one off exercise, you need to bear in mind other opportunities for enabling ongoing dialogue.



Workshops and conferences

These provide a one off opportunity to engage stakeholders face to face and can be effective ways of raising awareness and gathering ideas.

Engaging stakeholders - conference:

The British Medical Association (BMA) holds conferences in order to engage a variety of stakeholders with key themes of relevance. Diversity is one theme that has had a conference dedicated to it, namely 'Diversity for Doctors.' This was held in March 2006 and was a collaboration between the NHS, the General Medical Council and the BMA to build on equal opportunities within the medical profession and develop existing objectives (BMA website, accessed 24/10/07). The style of the conference added to the involvement of stakeholders with diversity, as an 'open space' format was used. Participants created self-managed sessions based on themes such as whistle blowing, dealing with bullying and harassment and work-life balance. The nature of the conference complimented the desire of the Equal Opportunities Committee and the science and education department to engage stakeholders and identify priority areas for partnership working that will help deliver equality and diversity for the medical profession.

If you are consulting staff this should mix up people from different functions and levels within the organisation e.g. directors, managers and staff, so they can share their experiences and perspectives.

Consulting staff on their views of how diversity affects the organisation and how the organisation could be responding could be combined with an awareness training session. Staff will be alerted to issues during the awareness training session, and these are then foremost in their minds when they have the opportunity to talk about it. This breaks down barriers and warms up the ground for discussion.

Engaging stakeholders - workshop for staff:

To help develop their Equality and Diversity Strategy the Chartered Institute of Housing (CIH) held workshops with all staff. The CIH hired an external consultant who has direct hands on experience of the sector and is an academic expert on Race and Housing based at Birmingham University. The consultant carried out half day briefings with all 125 staff and officers in groups of 10-12 containing a mix of staff from different levels of the organisation. The sessions consisted of an introduction to the issues and the background to why they were important, followed by discussion amongst the group about how the issues affected the Institute and how they could or should respond. At these sessions the consultant was introduced by the Director of Professional Development to show that there was commitment to these issues from the top of the organisation. The consultant's approach was all-important in facilitating an environment where people felt they could be open about their views and concerns and encouraging participants to participate. This differed to some people's previous experience of race awareness training which had been accusatory and confrontational.

Following the initial sessions the consultant produced a 'challenge report' outlining the Institute's current performance and some suggestions for the future. This report fed directly into the Equality and Diversity strategy in 2003. This process was not only about engaging stakeholders but has a specific function in auditing the current diversity fitness of the organisation's staff.

Engaging stakeholders - brainstorming strategy day:

Priorities for the British Medical Association's (BMA) work on equality and diversity are agreed by the Equal Opportunities Committee (EOC). However, in order to help priority management, the science and education department held a strategy day to gather opinions and information from a variety of stakeholders. Attendees included BMA committee members, representatives from NHS employers, medical regulators, and international doctors groups and the Royal Colleges. The first strategy day was held in 2004, and was like a brainstorming session, with presentations from international doctors and other external stakeholders. The second strategy day was in 2007. These strategy days garnered many opinions on the focus needed for the department and the EOC's activities. This process, while fruitful, also created a dilemma in deciding which suggestions to take forward. There was a danger that the resources of the EOC and the science and education department would become strained and overstretched. It was therefore the responsibility of the science and education department to ensure the streamlining of various ideas in conjunction with the EOC co-chairs and committee members.



The more diverse the group of stakeholders, the more the participants will bring different viewpoints to bear. However, it is important that assumed status within groups, for example due to position in the management hierarchy or governance structure, are made explicit and then rejected, in order that everyone is equally able to speak.



Managing group discussions effectively to allow contributions from all participants is crucial to their success or failure. It requires skilful facilitation. You may want to consider hiring an external facilitator or consultant as they will be independent and objective. However, this is not essential, and may not be possible on a limited budget.

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Discussion groups

Discussion groups can be set up, either online or face to face, that involve stakeholders. This can gather ideas or feedback on particular issues. An online forum is cost effective and flexible, compared to face to face meetings, and allows for ongoing dialogue.

Engaging stakeholders - roundtable discussion:

An initial challenge for the Chartered Institute of Public Relations (CIPR) was to gain a full understanding of diversity issues and how these applied to the PR Sector. A steering group was essential for this.

The steering group consists of PR practitioners from diverse backgrounds and other stakeholders ranging from postgraduate students researching diversity issues in the PR industry, to representatives of the Commission for Racial Equality and mainstream and niche media. Steering group members volunteered their time due to their interest in the issue and the benefit of meeting with this group of people. A number of senior figures including the Director General, two past presidents, and heads of the PR, Events, Public Affairs and Innovation departments have represented the CIPR on the steering group. Their involvement demonstrates the high priority that was given by the CIPR to diversity issues at this time. The original expectation was that the steering group would be autonomous and run diversity events independently. However the group felt that this would lead to diversity being viewed as a minority interest, rather than a mainstream issue and so this option was not pursued.

The group conducted four roundtable discussions between July 2004 and February 2006, usually attended by 5 CIPR representatives and around 10 -15 others. These discussions were often heated, a result of the relatively large group of people with widespread interests. However, it generated ideas, priorities and action plans from which the CIPR's Executive Board developed its diversity policy which was launched in 2005.

Engaging stakeholders - equality forum for members:

The Law Society of Scotland has developed an 'equality forum.' This consists of a list of forty members of the Society. This group can be contacted about a variety of issues. It may be that the forum is consulted on a particular policy direction that is being planned, or a specific initiative that may be introduced. Alternatively, the forum can be contacted on a specific issue under internal discussion. The whole forum can be contacted, or a small number if this is deemed more suitable. This may be the case if the issue up for discussion is specific to one diversity strand. The Society is currently considering the introduction of a public equality forum, that would run along side the member based equality forum. This would complement the input already given by the member equality forum, providing a new dimension to this way of engaging stakeholders.



The size of the group will affect the outcome of the discussion. The larger the group, and the more diverse the perspectives and interests, the more difficult it will be to reach consensus on the priorities or key issues. A larger group will be effective forum for generating ideas and debating issues.



Gathering a wide range of views will open up many different perspectives on the issues. A process needs to be in place for evaluating these and establishing the priorities in order to take these forward in a manageable way.

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Branch network

If you are consulting members, you could do this through the branch network, by attending branch meetings or putting proposals to the branches to discuss and feedback.

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Interest groups

Consulting external interest groups can provide guidance on developing policies and practices on particular diversity strands, including for example clarifying definitions and terminology, understanding relevant and evolving issues, developing monitoring questionnaires or attitudinal evaluation questionnaires. This is particularly valuable on aspects of diversity where you have less experience or may consider the issues to be more sensitive.

For example, Stonewall have extensive knowledge and experience on sexual orientation and gender identity in the workplace and can advise and support your diversity development.

Interest groups within your membership can play a similar role.



Entering a combination of the diversity strand and your profession into an internet search engine is likely to lead you to interest groups that are available. Some may be in other countries, but are still contactable by email.



If you want to engage with specific user groups, it may be more productive to do this on a one to one basis, so that the full depth of feelings on the issues that affect them can be expressed, and not diluted or lost amongst a range of other views.

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Embedding Diversity



Step 8 - Data monitoring

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Introduction

PARN's research shows there is a wide range of practice in how professional bodies collect equality and diversity data on their members and staff. In some cases professional bodies have accumulated a large amount of data on particular strands, for example, age, gender or race. Some professional bodies have begun to collect data on disability, sexual orientation and religion / belief, but generally only have this information for a small proportion of their members or staff. This section considers why diversity data is important for embedding diversity and some of the problems involved.

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How does data monitoring help to embed diversity?

Diversity data monitoring provides a benchmark on the diversity of your a) staff b) leaders (e.g. governing body and committee members) and c) members.

Data monitoring can serve a number of purposes at different stages of embedding diversity. It provides you with a starting position, depending on how much data you have and how you use it, it provides quantitative evidence that can help to build a case for diversity, and also provides a measure of change and progress if repeated over time.

There are limitations to the usefulness of diversity profile data. A valuable next step is to ask questions about attitudes and experiences in addition to personal data. This will help to explain how individuals feel about themselves and others and about the way they treated.

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What are the main choices when developing a data collection and monitoring strategy?



What is the purpose of monitoring



To understand who makes up your organisation



To understand where the potential gaps in representation are



To assess the reliability of public perceptions of your organisation



To provide you organisation with the first set of data that can then be built on and evaluated in light of future monitoring

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Who are the subjects for monitoring?



Staff



Governing body and committees



Members

Monitoring all three, staff, governance and members, may be the ideal situation but it may not be a realistic option straight away, particularly if you have not collected data before. In this case, you could decide to carry out monitoring on one level and assess its impact.

If one level is large (e.g. if you have an extensive membership) to be assessed straight away and may need more consideration of the best approach before implementation. In this instance, monitoring one level and subsequently transferring the lessons learnt across may be a realistic approach.

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Which strands will be monitored?



The six main strands (race, gender, age, disability, sexual orientation and religious belief)

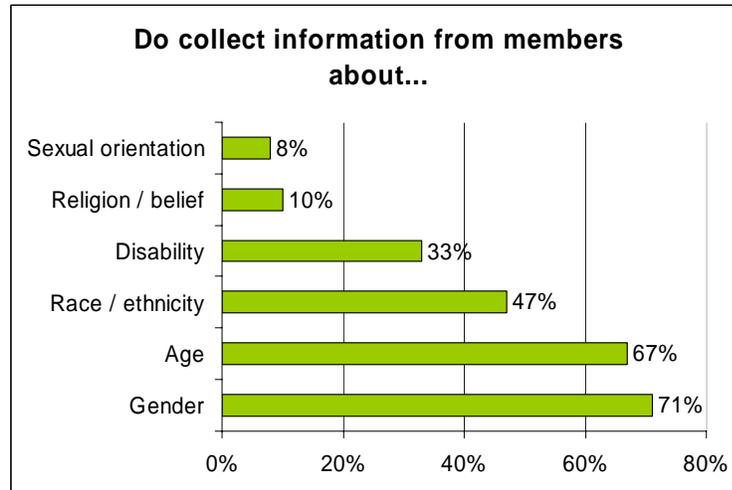


Start with one or more strand and gradually introduce others

If no strands are currently monitored in your organisation, then it may be reasonable to begin monitoring by concentrating on a limited number of strands. Collecting data on race, gender and age has been in place for longer (along with the legislation), and this may be a good place to start as there is more knowledge, experience, custom and practice on collecting this data. This does not imply a hierarchy of importance within the diversity strands.



PARN's Diversity survey 2007 shows that few of the 49 professional bodies that responded collect data on sexual orientation and religion/ belief. More collect data on age and gender, but not all.



For further information on monitoring sexual orientation see [Stonewall's 'Monitoring: How to Monitor Sexual Orientation in the workplace' \(pdf 197kb\)](#) available from the [Stonewall workplace website](#).

See [Press for Change's 'Trans Equality Monitoring'](#) for guidance on the correct way to monitor gender identity.

You may want to test collecting data on additional strands with a pilot scheme. This will be especially valuable for more sensitive questions on sexual orientation and faith/religious belief etc. These are the most commonly found more complex subjects. However, testing can be equally applicable to other strands if data collection is being introduced for the first time.

Monitoring - pilot survey:

The British Medical Association (BMA) began monitoring committee member diversity in 2002, by collecting data on ethnicity and gender. The process of introducing different diversity strands has been gradual, particularly as targeting non-respondents to the first survey was a priority of the BMA. In 2004 three new strands, disability, age and religion and belief, were added.

In 2005, a pilot survey was carried out, which included quantitative and qualitative questions regarding sexual orientation. Using a pilot for the strand of sexual orientation meant that feedback could be gathered before implementing the strand in the full survey. It was also important given the perceived sensitive nature of the topic. The pilot survey coincided with the launch of the BMA's report, *Sexual orientation in the workplace*, the same year (British medical association, 'Sexual orientation in the workplace,' 2005).

In 2006, sexual orientation monitoring was carried out for all main BMA committees. The sexual orientation forms and questionnaires were anonymous and separate to the main equality monitoring form. The sexual orientation monitoring data were stored in a separate database. The EOC consulted widely, on the development of the sexual orientation monitoring form and questionnaire, including with many outside organisations.

Response rates are monitored for each strand. Analysis has shown that response rates vary among the strands, suggesting that respondents are more comfortable being asked questions on certain topics. The benefit of piloting sexual orientation has been the ability to introduce the importance of this data monitoring to people and to show that confidentiality will not be undermined before it is introduced on a larger scale. Engaging with committee members and 'preparing the ground' to ask what may be perceived as personal questions has been essential to engaging committee members and is a move towards maximising responses and mainstreaming this form of data collection.

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How and when will the data be collected?



Online tool



Via personal email



Paper version



The delivery of your survey will depend on contextual factors such as the number of people who will take part in the survey. Electronic and paper versions can be given out to both staff and members, although an electronic version will make sending, retrieval and collating information easier. Delivering the survey electronically means that reminders are easy to disseminate, which may lead to a higher response rate. There is scope within the electronic format to create an online learning tool that has feedback forms.



How will the data collected be used?

Collecting profile data is a first step. If you are committed to embedding diversity collecting data across all the strands will be important. However, the real value of the data is in how you use it.

Once you have collected the data overall, the next step is to evaluate the data within cross sections of your staff, leaders, or members. This will identify discrepancies in the level of representation of certain groups at different levels of management, or different departments or different membership grades.



Measures of diversity may be more meaningful when it is more narrowly defined or dimensionalised e.g. ethnic diversity, sex diversity, age diversity, educational background diversity, political belief diversity or marital status diversity.

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Problems with data monitoring

For many professional bodies, there are fears about members objecting to providing personal data.

Collecting data will be most successful if the culture of the organisation supports openness and acceptance of difference. In these circumstances, the process of collecting data may be seen as an indication that your professional body takes diversity seriously and the level of participation is in itself an indication of progress towards these goals.

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Step 1 - Needs assessment

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Introduction

Before implementing a programme of diversity training, professional bodies will need to carry out a thorough needs assessment in order to select training that will be valuable and appropriate to the needs of the organisation. The sections below contain some questions to help you establish what is needed from training.

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Triggers: Why are you doing training?



Legislation

Some professional bodies will seek to introduce diversity training in order to comply with legislative requirements. If this is the case you then need to consider:

- ? Are you conducting training because the legislation requires that your staff undergo a programme of diversity training?

And/or:

- ? Is the purpose of the training to ensure that each member of staff is aware of and complies with their obligations and responsibilities under the legislation?



HR functions and management functions are most likely to have specific legal obligations.

The legislative requirements are particularly stringent for professional bodies who are designated public authorities for the purposes of the gender, disability and race equality duties. The legislative obligations of public authorities in these three areas focus on:

- promoting equality of opportunity
- promoting good relations
- promoting positive attitudes
- eliminating harassment, and
- eliminating unlawful discrimination.

ACTION → Keep abreast of current legislation and upcoming reforms.

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Claims, tribunals and critical incidents

Professional bodies may be motivated to carry out diversity training by incidents which have occurred either within the professional body itself or within the sector. The kind of incidents that might motivate a professional body to introduce diversity training are allegations of discrimination, legal claims relating to discrimination and/or bullying and harassment at work, employment tribunals related to diversity issues and high profile 'critical incidents' which have received widespread media attention. If this is the case training will be introduced to try and avoid or reduce the risk of further incidents occurring.

Sector wide/ national concerns:

The Chartered Institute of Housing (CIH) increased the coherency of its approach to diversity and importantly strand specific training, in response to sector-wide and national issues. With over 20,000 members working in both public and private spheres of the housing sector the Institute was influenced by external incidents, national discussion and legislative change regarding race. The Macpherson report (*'The Stephen Lawrence Inquiry: Report', W Macpherson, 1999*) in particular impacted on the decision to bring in an external consultant to conduct induction sessions with the 125 staff and officers within the organisation. The specialist knowledge brought by this consultant, who has experience in race equality in relation to the sector, was invaluable in the training delivery. From these training sessions the same consultant compiled a report on staff's understanding and engagement with training. This could then be related to the sector and national concerns that had prompted action initially. The experience of the CIH demonstrates the influence of national issues and external critical incidents on the direction of diversity strategies and training.

ACTION → Keep abreast of incidents occurring within the organisation and within the sector.



If training is introduced in response to an incident of this kind then it is reactive. It would be better for professional bodies to be proactive in order to avoid this kind of incident arising.



Introducing a programme of diversity training can enable professional bodies to demonstrate that they have taken reasonable steps to prevent harassment and discrimination. This limits the risk of future claims and can potentially reduce employer liability premiums.

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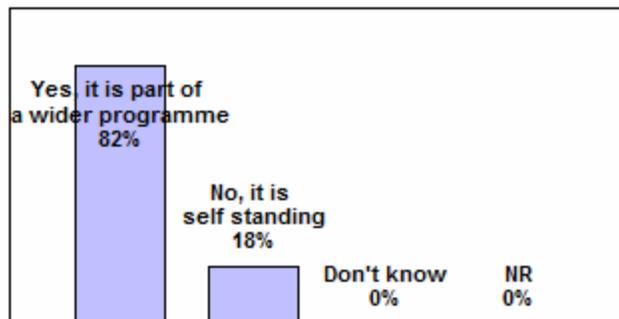
Strategy

For some professional bodies training will be introduced as part of an integrated equality and diversity strategy. If this is the case training could have several purposes: The objective could be to raise awareness, to improve skills, or to elicit information which could then be used to inform other aspects of the diversity strategy.



The PARN Diversity Survey (2007) revealed that the majority (82%) of the 22 organisations who provided training on diversity or planned to within the next 12 months were introducing training as part of a wider diversity strategy.

Is training part of a wider programme of raising awareness and supporting equality and diversity for your organisation?



ACTION →

Develop a [diversity policy](#) and a [diversity strategy](#) for your organisation.

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What is the current level of knowledge, understanding, skills and attitudes in relation to diversity amongst staff?

- ? Do staff have a high or low level understanding of the concept of diversity, its history and the difference between diversity and related concepts such as equal opportunities?
- ? Do staff understand why diversity is important?
- ? Do staff have a high or low level of understanding of their individual responsibilities with regard to diversity?
- ? Do staff have a high or low level of understanding of the organisation's obligations with regard to diversity?
- ? Are staff aware of common comments or behaviours which could cause offence to particular groups?
- ? Are staff more familiar with the implications of some aspects of diversity than others?
- ? Is there a very mixed level of understanding and awareness among staff? Generally or on specific issues?

There are various ways to find answers to these questions:



Standardised tests

Professional bodies could run standardised tests to establish the level of knowledge within the organisation. These tests can be run again after a training programme has taken place to measure how effective the training has been. See further information on standardised tests.

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Attitudinal surveys

Professional bodies could also carry out attitudinal surveys of staff using standardised question sets which have been developed to measure attitudes to diversity and difference. These could also be repeated after training has taken place. See [further information on attitudinal surveys](#).

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Focus groups

Another way to measure the level of knowledge among staff would be to carry out initial discussion groups or focus groups. Focus groups can be used as a method of delivering diversity training, but can also simultaneously inform the organisation about current attitudes and level of understanding. This could help to identify future training needs or suggest related initiatives. [See further information on focus groups](#).



Staff appraisals

Training needs could be assessed through individual staff appraisals.

Staff appraisals:

Organisation K currently uses staff appraisals as a means of identifying training needs. Staff have regular appraisals with line managers who fill in a form describing any training needs of the individual staff member. These forms are then sent to the HR department, who group the individual forms into departments in order to highlight the particular training needs of each department. This is then followed up by HR managers talking to line managers and members of staff in the department to ensure that they have accurately identified the training needs and that nothing has been overlooked.

Organisation K is not completely satisfied with the current approach because it is more reactive than proactive. In the future it intends to develop a method of carrying out a skills audit, in order to identify needs up front and provide the appropriate support immediately, rather than responding once a problem has arisen.

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Goals: What do you hope to achieve through training?



Support business objectives



Reduce the risk of claims, tribunals and critical incidents occurring in future.



Ensure the organisation complies with legislation.



Move towards a more inclusive workforce.



Increase representation of a particular group within the workforce.



Ensure that all staff feel comfortable and feel they are treated fairly at work.



Ensure staff behave appropriately towards one another.



Improve the reputation of the organisation within the profession and the wider public.



Response to specific skills gaps.



Provide a better customer service.



Raise awareness of diversity issues.

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Which staff need training?

Having assessed the needs of the professional body in terms of knowledge and skills gaps and identified clear goals to be achieved by the training programme, you can set parameters for which staff need to receive training and on what. This will also be affected by considerations such as the budget and time frame available for conducting a programme of training.

At a minimum, all staff should receive foundation training in diversity.

Diversity training could be introduced into the induction programme for all new staff.

If you have only a limited budget you may need to prioritise training the governing body first. This training should focus on explaining why diversity is important to the organisation in order to secure buy-in so that diversity training can be introduced for all staff in the future.

Although not technically 'staff', volunteer committee members are heavily involved in delivering the services of professional bodies and bridge the gap between members and staff. Training for this group is therefore as important as training staff.

Single and multi-level training:

The British Medical Association (BMA) represents nearly 140,000 doctors working and studying in the UK. Training for BMA staff is provided through the Human Resources Department. Recently the EOC and secretariat have worked with HR to provide a webcast knowledge sharing session, and short awareness raising training sessions for staff. The EOC has, however, focused equality and diversity training explicitly on committee members, as this encompasses around 1000 individuals. Often one member sits on more than more committee, making committee member's even more influential beneficiaries of training. BMA Council and committees with the largest number of members are prioritised. More recently, individual committees have undertaken to arrange equality training for their members, with guidance from the EOC and its Secretariat. The BMA has no current plans for membership wide training (although other aspects of diversity work, such as research and equality update email bulletins, have led to member involvement). This is due to the huge number of members. Training has therefore taken on a selective focus because of the recognition of realistic limitations in providing membership wide diversity training.

Single and multi-level training:

Training can be targeted at more than one level of an organisation. This may mean members, internal staff, committees or Council are the focus of training, or indeed all of these levels may be addressed. Tackling all of these levels from scratch may, however, stretch organisational resources and ability to implement effective training. There are successful examples of multi-level approaches to training, as with The Bar Council. Staff currently attend an induction session that includes an introduction to diversity within the context of the legal profession. This format is currently under reform. Training for staff will be made more extensive and centre on individual roles and diversity; committee members will be added to these training sessions. In addition, membership training is in place, with external providers encouraged but support and diversity sessions available for members who do not have the resources or cannot find a suitable external training provider. This is one association who has a multi-level training perspective; however, it does show how creating an extensive training programme across the organisational structure and membership is a difficult process and one that must often be incremental.

Not all staff will need the same type or level of training. The content of training will be dependant on the functions of different groups of staff. See further information on skills-based training.

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Step 2 - Content of training

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Introduction

There is at this stage no set curriculum for diversity training. Highlighted below are some of the most important aspects of diversity training.

[Foundation training](#) is mainly theoretical and should provide participants with a basic overview of the concept of diversity, why it is important and how it affects them. All members of staff should receive this basic level of training.

Training on the [legal issues](#) should make all members of staff aware of their legal obligations with regard to diversity; this training will therefore be more complex for managers and HR staff who have more onerous responsibilities under the legislation.

[Awareness training](#) compliments foundation training by focusing on how staff can put the theory of diversity into practice in commonplace situations. Similarly this kind of training can teach staff how to comply with the legislation in practice, which may be more effective than learning about the legal framework in the abstract.

[Skills-based training](#) focuses on the skill sets used by particular groups of employees to carry out the functions of their job. This level of training can show how diversity issues have a bearing on the exercise of those skills and therefore emphasise the relevance of diversity issues.

This section ends with a discussion of the various [strands of diversity](#) highlighted by the legislation, and considers whether a single strand or strand-by-strand approach to diversity training can ever be justified and if so, in what circumstances.

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Foundation training

Foundation training is a good starting point for all staff at all professional bodies. It lays the foundation for further training and action.

Foundation training in diversity should contain the following elements:

- An overview of the concept of diversity: [What is diversity?](#)
- A brief [history of diversity](#)
- An explanation of [why diversity is important](#)
- An overview of the [legal framework](#)
- The professional body's [Equality and Diversity Policy](#) which outlines the rights and responsibilities of the professional body as a whole and individual staff.

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What is diversity?

Any training on diversity needs to begin by explaining to participants what diversity is. There are various competing definitions and a professional body therefore needs to agree a clear definition of diversity for its own purposes. At its core, diversity is about difference, but each professional body will need to consider which differences are important. At a minimum, any definition used by a professional body should include at least the six strands of diversity recognised by the Home Office: race, gender, sexual orientation, disability, age, religion or belief. However, definitions of diversity can be drawn much broader to encompass visible and non-visible characteristics including class, educational background, marital status, personality and work-style.

'Clarifying misconceptions'

The Bar Council's 'Equality and Diversity Code for the Bar' is a document available to all members and is often referred to in training, particularly in relation to recruitment and selection processes. The Code has a section entitled 'Clarifying some common misconceptions.' It outlines the ways discrimination or harassment may be wrongly defended and clearly states the Bar Council's position in relation to these misconceptions. This is important. It highlights the ways in which people may think about diversity, discrimination and harassment and provides a clear response.

One example is when discrimination is explained as a joke or banter. "Jokes or banter

which cause offence may be discriminatory even though there is no intention to cause offence” (The Bar Standards Board, Equality and Diversity Code for the Bar’ p53). One person’s perception of banter may cause another to be offended. The Code states that proof of discrimination does not depend on motive and that an individual may discriminate without intending to. Equally, it is possible for an individual to discriminate against another person within the same group, for example a woman may discriminate against another woman. Finally, the code recommends diversity training as a way of combating adherence to these misconceptions, as well as providing access to information on diversity and equality.

This element of foundation training also needs to explain the difference between diversity and equal opportunities. This is contentious and each professional body needs to define the distinction clearly in order to ensure consistency of message across the professional body. One way of expressing the distinction is to say that equal opportunities is about ignoring difference, in the sense that it aims to prevent and redress acts of discrimination based on difference. The diversity agenda, by contrast, focuses on recognising, valuing and positively celebrating difference to create an inclusive and productive working environment. It could also be argued that while equal opportunities is aimed at particular groups who are systematically disadvantaged, diversity is aimed at individuals who belong to a multiplicity of groups and have a range of personal characteristics which make them unique.



Most staff will not require an in-depth understanding of all the competing academic definitions of diversity and equal opportunities. What is important is that staff across the professional body are given a clear message as to how these concepts have been defined by the professional body, and that the terms ‘diversity’ and ‘equal opportunities’ are used consistently throughout all elements of a training programme.

[See further information on ‘What is diversity?’](#)

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A brief history of diversity

This element of training should briefly explain the development of the concept of diversity over time, from the civil rights movement and the introduction of the first anti-discrimination legislation in the 1960s and 1970s, through a shift in emphasis from equal opportunities to diversity in the 1990s and 2000s.

Participants will be able to see that different strands of diversity have been recognised by the legislation at different times, beginning with sex and race in the 1970s, disability in the 1990s, and sexual orientation, age, gender identity, religion and belief in the 2000s.



As above, staff need only be given a concise overview of the history and development of diversity, in order to put further training and other elements of the professional body’s diversity strategy in context.

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Why diversity is important

This element of training should explain why diversity is important, both in general and specifically to the professional body. The latter should be linked back to the aims and principles of the professional body. Explaining to staff why diversity is important, and that there are benefits for all, can help to overcome resistance to the professional body's diversity strategy.

Arguments for the importance of diversity generally fall into one of two categories: the social justice case and the business case. The social justice case focuses on the right of employees, customers, service users and the general public to be treated fairly. The business case focuses on the ways diversity can benefit professional bodies as businesses, e.g. recruitment and retention of staff, productivity, creativity, customer service, corporate reputation and, ultimately, profit. For further information see '[Building the Case for Diversity](#)'.

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The legal framework

Foundation training should provide a basic overview of current legislation and any important forthcoming changes. See [Legal issues](#).

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Equality and diversity policy: rights and responsibilities

Foundation training should include informing staff of the professional body's policies on diversity and equal opportunities.

Foundation training should give an overview of the rights and responsibilities of staff at each level of the professional body, so that staff are aware of their obligations with regard to diversity. Staff should be made aware of the professional body's responsibilities to them in its capacity as employer, and of who they can go to for help or advice. It should also include a procedure which staff can follow if they feel their rights have been transgressed.



Foundation Training lays the groundwork for carrying out [awareness training](#). While foundation training is largely theoretical, [awareness training](#) focuses on the practical application of that theory for a greater and longer lasting impact.



The purpose of foundation training is to ensure that all staff are up-to-speed with the background to diversity before introducing more practical training. As staff may be at a variety of starting points it may be appropriate to deliver this training in a flexible manner that allows staff to work through the material at their own pace, for example online or in hard copy documents rather than face-to-face. For more guidance see '[Methods of delivery](#)'.

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Legal issues

It should be borne in mind that training which focuses on the legislative framework is primarily about equal opportunities and discrimination, rather than embracing diversity and difference. If you are introducing diversity training as part of a fully integrated Diversity Strategy then an overview of current legislation is only a necessary minimum standard. If your professional body is truly committed to embedding diversity there is no need to limit yourself to only meeting legal obligations.

In the UK legislation covers equality and discrimination in six main strands:

- Age (see the [Employment Equality \(Age\) Regulations 2006](#));
- Disability (see the [Disability Discrimination Act 1995](#));
- Gender (see the [Sex Discrimination Act 1975](#), the [Equal Pay Act 1970 \(pdf: 241kb\)](#), and the [Sex Discrimination \(Gender Reassignment\) Regulations 1999](#));
- Race (see the [Race Relations Act 1976](#));
- Religion or belief (see the [Racial and Religious Hatred Act 2006](#), the [Equality Act 2006](#) and the [Employment Equality \(Religion or Belief\) Regulations 2003](#));
- Sexual orientation (see the [Employment Equality \(Sexual Orientation\) Regulations 2003](#)).

Legislative duties vary amongst these strands. They also vary for professional bodies depending on whether they are classed as public authorities and/or whether they have a regulatory function. Professional bodies which are classed as public authorities for the purposes of the race, gender and disability equality duties have additional legislative obligations in these areas which focus on:

- promoting equality of opportunity;
- promoting good relations;
- promoting positive attitudes;
- eliminating harassment; and
- eliminating unlawful discrimination.

For [further information on the public authority duties](#) see the [Equality and Human Rights Commission website](#).

Whenever new legislation is introduced it will be important to ensure that all staff are aware of the effects of legislative reforms regardless of any previous diversity training undertaken by your organisation.

The level of training on legal issues which is necessary will vary for different groups of staff. Some of the key groups are highlighted below. For further information on training specific to different groups of staff see [skills-based training](#).

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All staff

Most staff will not require detailed understanding of the legislation but will only need to be aware of their individual responsibilities. This could be covered as an element of

[foundation training](#). Legal training could teach staff about their legal rights regarding diversity and how to assert those rights.

More detailed information on the legislative framework could be made available to staff (e.g. online) should they wish to read it for personal interest. For further suggestions of how additional information could be provided to staff see '[Methods of delivery](#)'.

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Line managers

Managers will need to be aware of their additional legal obligations and those of any staff reporting to them.

HR departments

Human Resources (HR) need to be equipped with a detailed understanding of the employer's legal obligations towards its staff. They need to understand the legalities of recruitment and selection, particularly with regard to targeting specific groups. Legal provisions in this area differ with regard to different strands of diversity.

Senior figures and governors

It will be particularly important for senior figures within the organisation to understand the legislation the organisation must comply with. They may have to demonstrate this knowledge when making public pronouncements.

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Awareness training

Awareness training highlights issues that might arise on the job on a day to day basis and draws participants' attention to their own biases and prejudices which they may not be aware of. This is more practical than [foundation training](#) and can also be quite challenging as it forces participants to confront their own behaviour. It should ideally be preceded and underpinned by [foundation training](#). Awareness training is a step up from [foundation training](#) and is therefore a step closer to embedding awareness and support for diversity. A [needs assessment](#) will help to determine when awareness training is appropriate.



Awareness training may be a particularly effective way to ensure that the organisation as whole complies with its legal obligations. Awareness training can show staff how their legal responsibilities affect them in practice, rather than as abstract concepts.



It may be that staff simply were not aware of how to behave in a particular situation, or did not realise that certain language or behaviour could offend. Staff need to be aware to avoid incidents in the future.



Because this type of training is challenging it needs to be handled sensitively and there needs to be a level of trust between the trainer and the participants. For further information see '[Selecting a specific training provider and training programme](#)'.



Awareness training allows staff to openly discuss issues that would not normally be talked about. This will help build and encourage a diverse workforce who feel comfortable at work and can work productively together.

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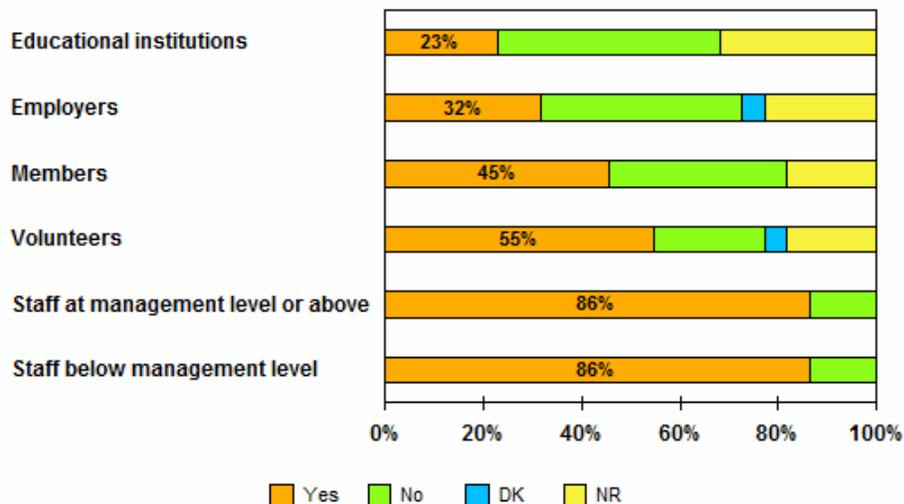
Skills-based training

This is the most practical form of training because it teaches staff how diversity issues relate to specific skill sets. Skills-based training will therefore be specific to the functions of members of staff.



The PARN Diversity Survey (2007) revealed that of the 22 respondents who had either carried out diversity training or planned to in the next 12 months, the vast majority (86%) provided training for staff at all levels.

Who do you provide training for or are you planning to provide training for?



Skills-based training shows staff how to put the legislation into practice, and how to execute their skill/process in a 'diversity friendly' manner.

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Governance and strategic leadership

Officers, members of the governing body, members of key committees, and staff at the highest level of the organisation have responsibility for strategic decisions affecting the organisation as a whole.

Training needs to focus on developing organisational values, long term vision and business objectives, for the organisation as an employer and also as a professional body concerned with its current and future membership.

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Department heads/policy makers

As with the governing body, training at this level needs to focus on business objectives, strategic decision making, and how to design and implement an integrated, organisation-wide diversity strategy. An essential skill in developing strategic priorities and in developing policies is conducting an equality and diversity impact assessment of current and future policies and practices on equality and diversity.

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Human Resources (HR) and line managers with employment relations responsibilities

Training for this group needs to cover recruitment, selection, appraisals, grievances and disciplinary proceedings, to ensure these procedures are carried out fairly in accordance with the law.

Recruitment and selection processes:

The Bar Council training for members, and indeed for staff within the Bar Council, has a strong focus on recruitment and selection processes as there is increasing attention on encouraging a more diverse intake into the profession. Advertising is one process looked at in detail. The Bar Council wants to ensure that all vacancies encourage applications from under-represented groups. The interview process is also dealt with in detail with compulsory elements plus additional recommendations. Finally, the recruitment process should be monitored and feedback forms used to gather feedback from all individuals interviewed for later evaluation. These are just some of the recommendations that are used in training and they show the organisational commitment to make recruitment fair and transparent.

Training at this level also needs to include conflict management. Managers also need to learn to respect and value diversity as they can lead by example, and may also need to train members of their staff.

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Customer Services

External facing staff require training to provide appropriate service to clients and members of the public. This may include training on appropriate language, physical access and catering requirements. Staff responsible for marketing and the organisation's public image may need training relating diversity issues to PR skills.



Ideally equality and diversity implications should be integrated into functional skills training courses. For example, a training course on recruitment should cover how recruitment is affected by equality and diversity issues, rather than diversity training being conducted separately. However, initially professional bodies may have to introduce add-on training on diversity to 'top-up' those existing skills. Some aspects of diversity training, for example conducting an equality and diversity impact assessment, may always have to be covered by stand alone training as this is a skill in its own right.

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Strands of Diversity

Six common differences have been identified by the Home Office and are covered by legislation:

- Age;
- Disability;
- Gender;
- Race;
- Religion or belief; and
- Sexual orientation

At a minimum diversity training needs to cover these six strands in order to comply with the legal requirements. However, this is by no means an exhaustive list of all the differences that exist between people. Other differences include, for example: marital status, social background and education. In order to fully embed awareness and support for diversity, training should cover all aspects of diversity.

There may however be good reasons for introducing training on a particular strand of diversity *in addition* to general diversity training:

New legislation

If a new piece of legislation is introduced relating to a particular strand of diversity, training on this single strand may be justified in order to ensure all staff are aware of their new responsibilities.

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Top-up training to cover gaps in knowledge

It may be that there is a particular strand of diversity which staff are particularly unfamiliar with the implications of. This could be revealed by a [needs assessment](#) or by staff expressing concerns directly. If this is the case top-up training which looks at a particular strand of diversity in more detail may be justified. It may be that not all staff require this additional training, or that different staff require top-up training on different strands of diversity. If this is the case, additional information on relevant strands could be provided online or in hard copy. Or face-to-face sessions could be provided on a

voluntary basis. For further information on ways this training could be provided see [‘Methods of delivery’](#).

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Strands of diversity which impact on specific skills

Some strands of diversity may impact on particular skill sets. For example, staff responsible for events may need additional training on disability in order to understand the implications for providing access to buildings, or on religion in order to understand the implications on catering. Staff responsible for publicity and marketing may need additional training on how to make publicity materials accessible to the visually impaired. Ideally this kind of training should be integrated in training on those skills, see [skills-based training](#).



If training does deal with a particular strand of diversity then it should be labelled appropriately. For example, training on race awareness should be called ‘racial awareness training’ rather than ‘diversity training’ as this would be misleading.

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Step 3 – Methods of delivery

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Introduction

Some of the most popular of the various methods for delivering diversity will be discussed in detail here. You need not stick to one method of training delivery. Different methods of delivery can be used to present different aspects of diversity training and combined to form an integrated training programme.

Some [key issues](#) that might influence your decision about the most appropriate method of delivery are highlighted, with some general guiding principles. An examination of the benefits and concerns relating to some of the most commonly used methods of training delivery is also provided.

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Key issues

The method of delivery that is most appropriate for you will depend on the results of your [needs assessment](#) and on the [content of the training](#). Some of the key issues to consider when choosing a method of delivery are highlighted here.

Current level of knowledge, awareness and attitudes amongst staff

Knowing what point your staff are starting from can help to guide your choice of training method. These tips highlight some general guiding principles:



If the current level of knowledge is quite mixed, training methods where staff work through the material independently (e.g. online learning, distance learning and information documents) can allow them to go at their own pace, rather than those with more advanced understanding having to wait for others to catch up.



If the current level of knowledge is mixed, online learning and distance learning using workbooks, especially if interactive in some way (i.e. requiring learners to give answers) allows participants to voice and think through their own opinion rather than just agreeing with those who seem more knowledgeable or saying what they think will please others in the group.



If participants are starting from a similar level of knowledge and understanding, or have all been brought up to speed using the kinds of methods discussed above, face-to-face training sessions, where everyone works through the material at the same rate, are more appropriate.



If most participants have a high level of knowledge to start with, face-to-face interactive training sessions, such as discussion groups and role play, can be used.



If most participants are starting from a low knowledge base it may be appropriate to start with a less interactive form of learning such as a video or presentation, or information documents. This will give learners a place to start from and could be used to stimulate discussion in a following interactive session.

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Budget, size of organisation and other limitations

There may be limitations on the kind of training a professional body can carry out. These will be discussed further in relation to '[Selecting a specific trainer and training programme](#)'. These tips highlight some general principles.



Any method of delivery which involves training groups of staff together (e.g. video/DVD resources, role play/interactive forum theatre, discussion groups, lectures, presentations and briefings) requires time spent on organising a time and venue, and will involve groups of staff being absent from their main day job at the same time.



If it is impractical for large groups of staff to take time out of the day job at the same time, independent training methods (e.g. online learning, distance learning using workbooks and information documents) offer a way of training large groups of staff simultaneously whilst fitting that training around the day job. This also avoids the organisational effort of assembling large groups of staff for training.



Training resources that are re-useable and do not require external facilitators or actors to run sessions (e.g. online learning, some DVD/video resources, information documents) may have large upfront costs, but value for money increases with the number of staff who receive training. These may therefore be more suitable for professional bodies with large numbers of staff to be trained. Value for money will increase further if the same training programme is rolled out to members. This may require the training programme to be organised in modules, some of which will be appropriate for both internal staff and members.



Training methods that require an external facilitator or actors to attend every session may be cheaper if only a few sessions are needed. These may therefore be more practical for organisations which only have a small number of staff to be trained.

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Level of interaction

Of the various methods of training delivery discussed here, some are highly interactive, whilst others are more passive forms of learning. These are appropriate in different contexts.



In general, interactive training is more likely to be memorable.



For [awareness training](#), which is challenging and addresses the way participants might behave in familiar situations, it is particularly important that the training be interactive in some way, involving input from participants and feedback, to allow participants to fully work through any difficult issues that might arise.



Sometimes more passive methods of learning such as presentations or reading information documents may be appropriate. If participants know very little about diversity to start with this may be a good way to introduce [foundation training](#).



Online learning

With online delivery all course content is stored and can be accessed by learners at any time from any computer. The online content may consist purely of information for learners to read through, or could be more interactive in nature, providing for self-testing and monitoring of progress.

Benefits

- The online interface can be branded for the specific professional body, and the content could be contextualised, using scenarios relevant to the professional body or the sector.
- Online learning can accommodate different learning styles.
- It allows staff to go at their own pace.
- Staff can think about the issues independently rather than being led by others as they may be in a face-to-face group situation.
- Large groups of employees can be trained simultaneously without the organisational effort of assembling people in groups for training.

Online diversity training:

The Royal College of Nursing (RCN) has delivered a training programme to its 700 staff online. The organisation can make sure all staff complete the programme, as it is a part of both inductions for new employees as well as being a compulsory element in staff assessments. Online delivery of this training was chosen due to the large number of employees. It is a cost-effective way of ensuring that all staff are at the same level of understanding in diversity issues. Once the programme is in place and accessible to all, it becomes particularly cost effective due to its potential longevity. Legislative change or changes in trends in diversity may mean that online learning tools or training like this will need updating. However, any changes can be centrally implemented, whereas with face-to-face training any structural changes that would require refresher training would be more time-consuming and costly.

- Staff can keep an online record of their progress.
- Employers can monitor the time spent by staff on the online learning programme and their results from any assessments.
- Assessment results could also be used to ascertain the current level of awareness and to identify further training needs.
- Information (e.g. policy documents specific to your professional body) can be stored online.
- Extra information can be stored online and accessed by staff who wish to extend their understanding beyond the minimum standard and have the time to do so.
- It is an active/interactive experience.
- Feedback boxes can be included as part of the online interface, so that the course can be continually improved and staff feel they are able to have some input.
- It can allow staff to test themselves as they go along, i.e. informally check progress without having to submit anything or be marked by anyone else.
- If web based, content can be updated over time to reflect changes in the law.

Concerns

- Online training can involve substantial upfront costs, but becomes cost effective if used for a large number of employees and/or members.
- Online training by itself may be seen as merely paying lip service to diversity. It may be more appropriate to use in conjunction with other methods.
- Selling e-learning into professional bodies where staff are not used to this type of training may be difficult. However, professional bodies could make this training compulsory for staff. Alternatively they could try to encourage staff and/or members to engage with the resource. Statements of endorsement from senior figures within the professional body, e.g. president or directors, could be included on the opening screen to demonstrate top level buy-in.
- If learners are left to work through the course in their own time, they may not give it priority. Setting reasonable deadlines for completing a course could help to ensure that staff do devote a suitable amount of time to the course but can still allocate that time flexibly.

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Distance learning using workbooks

Staff read through information in workbooks and answer questions based on their own experience and taking account of what they have learnt.

A moderator attends the workplace once a week to take in completed exercises for marking and allocate new tasks.

Benefits

- Staff can learn at their own pace and fit the training around their day job.
- Participants can think about the issues independently rather than being led by others.
- Large groups of employees can be trained simultaneously without the organisational effort of assembling people in groups for training.
- Participants can keep the workbook to refer back to once the course is complete.
- Participants receive regular feedback on their progress.
- Employers can monitor the results from any assessed work and this may be used to identify further training needs.
- Working through the exercises and providing written answers ensures that learners must actively engage with the process.

Distance learning using workbooks:

In 2004, several members of staff from the British Association for Counselling and Psychotherapy (BACP) undertook a Certificate in Equality and Diversity. The training was offered on a voluntary basis and the Chief Executive, 5 senior managers and 24 members of staff from across the organisation completed all four modules of the course. The training was carried out on a distance learning basis; participants completed workbook modules and a moderator attended the workplace once a week to take work in and allocate new tasks. The BACP found this method of training worked extremely well because it could be fitted around the day-job and participants did not have to travel or stay overnight to attend the training. The independent nature of the training also meant that staff could work at their own pace and spend as much or as little time as they wished on the modules. The distance learning was particularly useful for those staff who worked off-site.

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DVD or video-based training

A video resource could be used to impart all kinds of information about diversity, however this method of delivery is most effective for portraying real-life situations similar to those which learners may experience in the workplace.

A training session could consist of learners watching a video only, this may well stimulate informal discussion amongst staff. This resource may be used more effectively if learners are allowed to participate in a more structured discussion as part of the video session. If this is the case, the discussion needs to be facilitated by someone who will prompt discussion, answer questions and respond to challenges. Some training providers producing video resources may also offer trainers to attend video sessions and facilitate discussion.

Benefits

- By portraying situations designed to reflect real-life experiences, video resources can stimulate discussion, encourage participants to confront their own prejudices (even if this is uncomfortable), and think about some of the things they could say and moments when they might intervene.
- Showing characters talking about the situation allows participants to view situations from more than one perspective.
- Videos can also show alternative scenarios showing what would have changed if someone had acted differently.
- Video resources can be used in conjunction with other training exercises (e.g. discussion groups) in order to create a more interactive training experience.

Video based training resources:

The Law Society of Scotland's training is aimed at its approximately 130 internal staff. Training sessions were underway at a relatively early stage in the development of a diversity strategy. A variety of activities were used within these sessions, one being a video based on an exercise called 'Blue Eyes Brown Eyes.' This is an exercise that can be carried out in full as part of diversity and equality training but in this instance the video showed the activity and its effects. 'Blue Eyes Brown Eyes' demonstrates the irrationality of discrimination by dividing attendees according to eye colour and effectively excluding those with blue eyes. This exercise is extremely informative but would have taken a majority of the day that was set aside for each training session if it had been carried out in full. Using this condensed resource to demonstrate the effects and irrationality of discrimination, the Society was able to include other aspects in the training day that were developed in-house. The different format of these exercises created an interesting and variable session for participants and one that was memorable.



DVD or video based resources may be particularly appropriate for awareness training because they can portray situations which are familiar to participants and allow participants to view those situations from multiple perspectives. When combined with group discussion, videos also allow participants to address some challenging issues from a comfortable distance. By talking about the fictional characters on screen, participants may be able to say things which they would feel less comfortable expressing if they had to relate it back to their own experiences.



Looking at multiple perspectives on a fictional scenario by hearing from each of the characters involved may be a good way to tackle conflict among staff, provided the scenario is relevant to the professional body using the training.

Concerns

- Video resources may be less appropriate for imparting a detailed understanding of the legal issues.
- There are likely to be substantial upfront costs so professional bodies need to be clear that it is a suitable training method before spending the money. However, once purchased the video resource can be used repeatedly and therefore becomes more cost effective the more people are trained.
- If accompanied by discussion, a facilitator will need to attend every session, whether this is provided in-house or externally hired.
- Any method of delivery which involves training groups of staff together requires time to be spent on organising a time and venue, and will involve groups of staff being absent from their main day job at the same time.
- There may be travel costs if the sessions are not provided in-house.
- If not accompanied by discussion, video-based training could be a passive experience which is easily forgotten and has little impact on behaviour.

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Role play or interactive forum theatre

This style of delivery could involve hired actors portraying situations that may arise in the work place, or it may involve the staff themselves acting out situations with the help of a facilitator, or a combination of the two.

This could also be combined with other methods of training delivery, such as a video, lecture or presentation, discussion group or information documents (whether online or in hard copy).

A similar approach has been used to carry out mock employment tribunals for HR professionals and line managers with employment relations responsibilities. This has been developed by some legal firms specializing in employment law.

Benefits

- This style of training can provide a safe environment for learners to explore the issues. When 'in role', learners may feel more comfortable expressing opinions that they would not otherwise share, and these can then be talked about and explored.
- If using actors, competent actors can adapt scenarios to show what would happen if a participant had acted differently. This can also be done with video resources, but using live actors allows for greater flexibility to respond to suggestions from participants.
- Role play is a highly interactive method of training delivery and is therefore likely to be memorable and engaging.



Role play may be particularly appropriate for awareness training because it can be used to portray situations which are familiar to participants and allow participants to view those situations from multiple perspectives. Role play also allows participants to address some challenging issues from a comfortable distance. By talking 'in character' participants may be able to say things which they would feel less comfortable expressing if they had to relate it back to their own experiences.



Looking at multiple perspectives on a fictional scenario by hearing from each of the characters involved may be a good way to tackle conflict among staff, provided the scenario is relevant to the professional body using the training.

Concerns

- Role play may not appeal to all staff. Some staff may be unwilling to participate, or may not take the session seriously. For this reason, it may be better to use actors.
- If using professional actors, they will have to be hired for each session. This can be expensive, although costs could be reduced by using young actor companies.

- This method requires a lot of preparation, and is therefore time-consuming. It is important to ensure that role plays are relevant to the organisation. You will need to come up with the scenarios, and the script, unless using external actors who could develop the script.
- As above this method of delivery requires time to be spent on organising a time and venue, and will involve groups of staff being absent from their main day job at the same time.
- As with all face to face training, a competent facilitator will need to run the sessions.

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Discussion groups

Participants are divided into small groups to discuss issues relating to diversity, led by a facilitator. The content of the discussions could cover a range of topics including the importance of diversity, generic situations that might arise in the workplace, or more specific incidents. The session could be used in a more structured way as a focus group to discuss experiences, views and gather ideas.

The degree of formality and structure and the facilitator's level of involvement can be varied. Relatively little input from the facilitator may encourage learners to engage more actively with the exercise as this gives them more control and the choice to discuss issues which they see as important. However, quieter or less confident groups, or individuals within discussion groups, may require some prompting and encouragement to express their views. A good facilitator should respond to the needs of the particular group and alter her/his level of involvement accordingly.

Another resource (e.g. video, lecture, written list of questions) may be used to stimulate discussion.

Benefits

- This method allows participants to express their views and therefore feel that they have an input into the process of creating a new workplace culture.
- As well as being a learning exercise for the participants, discussion groups could also inform the organisation about the attitudes of staff and their level of awareness. This may help to identify future training needs, or suggest related initiatives.
- Provided all members of the group are encouraged to participate, this is a highly interactive method of learning.
- The degree of formality and structure and the facilitator's level of involvement can be varied.

Concerns

- Ground rules will be needed to ensure participants respect and listen to each other, however too many rules can inhibit discussion.
- A highly skilled facilitator is needed to run discussion groups on sensitive issues. If participants express controversial views, the facilitator needs to be

able to explain why those views are problematic without the participant feeling that their views have been immediately dismissed or overridden.

- This is quite time intensive. It requires time to be spent on organising a time and venue, and will involve groups of staff being absent from their main day job at the same time, depending on how the groups are organised.

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Information documents

Information can be provided in hard copy or electronically for staff to read through This could include information on the organisation's Equal Opportunities and Respect at Work policies, information on the legal issues, some of the background to diversity, case studies of incidents that have or could occur in a professional body.

Benefits

- Staff can read through documentation at a convenient time.
- Once time has been spent preparing the initial documents, these can be distributed electronically at very little or no cost.

Electronic distribution of diversity information:

Although not strictly part of the implementation of training, the Royal College of Nursing (RCN) has an effective and environmentally friendly approach to the dissemination of information on diversity. As part of their overall strategy, staff have been encouraged to act as champions for diversity in a given area. The information needed for each of these individuals is considerable, and the solution the association has found is to provide each person with a USB 'memory stick' which can hold all documents. Given the nature of diversity, changing legislation provides the need for updating information in a quick and easy manner. The electronic solution that the RCN has found creates this easy way of updating the huge number of people involved in the project.

- Distributing documents requires relatively little organisation and does not require groups of staff to be away from their desks at the same time.
- Information documents can be used to supplement other forms of training (e.g. if staff wish to learn more or refresh their memory of information that has already been covered) or for providing information before a face-to-face discussion session to equip participants with a basic understanding of diversity, so that the face-to-face session can be spent on getting to grips with more complex and ambiguous issues.



This method is well suited to providing factual information on the law, on the theory of diversity and on policy statements.

Concerns

- If not supplemented with other forms of training or assessment the impact on attitudes and behaviour may be negligible.

- If information documents are the only method of training delivery used, this could be seen as merely paying lip service to the issue of diversity and may not be considered 'training' as such.
- Staff may not actively engage with the reading. Testing on what they have read may help to ensure that they have taken the information on board, but this may not always be appropriate. (See '[Assessment and reflection for individuals](#)').

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Presentations, lectures and briefings

These may be provided in-house or could be given by an external speaker. Presentations can vary in length, and may use technologies such as power point to accompany the speaker's words. The audience may be provided with handouts which they could refer back to later. A presentation could be used as a starting point for a discussion group.

Benefits

- Images or video can be incorporated into the presentation to make it more engaging.
- Large groups of staff can be trained in one session.



They may be best suited to addressing theory and legal issues, but could also be used for awareness training on appropriate behaviour.

Concerns

- Watching/listening to a presentation is a passive method of learning and may have a lesser impact than more interactive methods of delivery.
- As above, an appropriate time and venue will need to be found and large numbers of staff may be required to be away from their desks at the same time.
- Impact will be lessened if the presentation skills of the presenter are not honed.

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Introduction

There is a huge and bewildering array of training providers and training programmes available on equality and diversity issues. PARN research revealed a disturbingly common experience of disappointment among representatives of professional bodies with training they have commissioned or received in this field. One common problem cited was a lack of sensitivity of trainers to particular circumstances of participant trainees and organisation culture. By providing what is viewed by participants as formulaic materials which do not properly address particular issues in the organisation, trainees can become bored or cynical about the trainers. Another problem was with trainers who have strong commitments to eradicating inequality associated with a particular strand of diversity, who were insensitive to issues associated with other strands, and who were overly aggressive in putting across the case for dealing with their

particular strand. We suggest a number of good practice steps to help avoid these and other problems when choosing trainers and training programmes.

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Are there any potential limitations on the training programme you can undertake?

Cost

ACTION  Set and agree a budget for training. It is important that the budget for diversity training is agreed in advance as appropriate training will be selected based on the budget available. If the budget is later reduced the training programme will have to be redesigned, resulting in a waste of resources.



Smaller professional bodies may be able to apply for funding from the Learning Skills Council and/or their relevant Sector Skills Council.

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Time

-  How much staff time can you feasibly allocate for diversity training?
-  Does training need to fit around the day job or could large numbers of staff take time out of the day job simultaneously for training?
-  Over what period do you intend the training to take place?
-  Do you have a deadline by which all staff must have received a certain level of training? (e.g. the date of new legislation coming into force? A particular event?)
-  Are staff located on-site or off-site?

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Size of the professional body

-  How many staff do you have to train?

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Expertise

-  Do you have the relevant expertise to develop and deliver diversity training in-house?

ACTION → **Write a tender proposal**

If you decide to use an external training provider, a tender process can be used to select the most suitable trainer or training programme.

Tender proposals should set clear parameters for training providers to work to. Preferably one of these parameters should be the budget for training, training providers are then asked to propose training programmes that could be carried out within that budget. The more detail a professional body can give about the kind of training programme it wants, the more likely it is that training providers will prepare a range of appropriate solutions. So, in addition to budget, professional bodies may want to include details such as the number of staff to be trained, the current level of staff knowledge/awareness, the time frame for training, the content of training and preferred method of delivery.

If you have a very clear idea of the form and content of the training programme you want to undertake you may not need to specify a budget. Instead, the tender proposal would consist of a clear description of the training programme sought and training providers would be asked to bid if they are capable of meeting these specifications, and then compared on the basis of the quoted price.

A clear specification in this form allows training providers to prepare an appropriate proposal and enables professional bodies to compare like for like when selecting training. If the tender proposal does not set any firm parameters, professional bodies cannot meaningfully compare proposals.

When designing a training brief good communication is required between the person responsible for buying or commissioning training and the people at the top of the professional body responsible for setting strategy. This ensures that the type of training that is ultimately used is in line with the professional body's overall diversity strategy.



If you are aware of a training provider who is likely to be suitable, encourage them to tender, but do not assume that their bid will be successful. The tender process allows you to compare providers against the same criteria, you may find that another provider is more appropriate.



Training providers may carry out research as part of the tender process, at no cost to the professional body. This needs to be clarified at the start of the tender process.



Unsuccessful training providers need to be told why their bid was unsuccessful. Equally if the project is cancelled, professional bodies should explain the reasons for cancellation to training providers who have prepared bids.



Don't use a tender process for a small scale training programme as you are likely to be over quoted.

Setting clear parameters at the tender stage allows professional bodies to make meaningful comparisons between training providers. However, try not to treat those parameters as set in stone. A good training provider will 'assimilate the brief' and 'interrogate the brief'. They will take on board the specifications that the professional body has set, but will then add to them, feed back and raise anything which they think needs to be included. A training provider who is acting professionally should flag up any issues, stand their ground, and challenge the professional body on content and design. For example, this could include issues such as group size, length of session or room layout which may inhibit discussion.

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ACTION → **Run a pilot**

If possible, professional bodies should pilot a training programme with a small group of staff before rolling it out across the organisation. The professional body can collect feedback from the pilot group in the form of [happy sheets](#) or [reactionnaires](#), which are quick and easy to administer and analyse. Any problems with the training programme can then be identified early on and any necessary alterations made before the programme is rolled out to all staff.

It might not be feasible for a smaller professional body to carry out a pilot. A possible alternative would be for the person responsible for selecting training to sit in on a training session run by the prospective training provider. They can then make a judgement about whether this training provider would be suitable, and whether there are any alterations that need to be made to make the training programme more appropriate to their professional body. Professional bodies could also seek feedback from other professional bodies or organisations that have used the training provider.

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Issues to consider when selecting a trainer

Internal and external training providers

Training providers need to have an understanding of the professional body and its culture, so that training can be tailored to them. They also need to understand how issues around equality and diversity relate to the professional body's work. Internal training providers or facilitators will have a good understanding of issues specific to the professional body and its sector. They will also be able to liaise closely with those responsible for setting strategy, and should therefore have a clear idea of the objectives and desired outcomes of the training. Using an internal facilitator is likely to be relatively inexpensive. If a professional body has the relevant skills and expertise to develop and deliver a programme of diversity training in-house there may be no need to expend resources on selecting an external training provider.

However, there may be good reasons to choose an external training provider, either to develop the content of the training programme, to deliver training, or both. Firstly, an external provider may be able to bring skills and expertise that the professional body does not have in-house. This could be expertise in the field of diversity needed to

develop the content of the training programme, or it could be the skills necessary to carry out a particular type of training, such as discussion groups. External facilitators may work with internal training providers and strategy teams to develop and deliver an appropriate training programme. During this process external training providers can be briefed on concerns specific to the professional body and its sector.

Secondly, external facilitators may add gravitas and credibility if they are viewed as a diversity expert. This may be particularly important when training senior figures within the organisation and trying to overcome [barriers and challenges](#). Staff may feel more comfortable and confident expressing themselves in front of an external facilitator, particularly if the training is interactive and involves participants expressing concerns and personal opinions. Junior staff in particular may not feel comfortable raising these issues in front of an internal manager. However, for this to work the external facilitator needs to gain the trust of participants. This is particularly important in the case of [awareness training](#) which is challenging and therefore needs to be handled sensitively. Suitable trainers therefore need to come across as approachable and be able to build rapport with participants in a relatively short space of time.

In general, using an external facilitator is likely to be more expensive. This may include travel costs if the training cannot be provided on site.

Internal and external training providers:

The suitability of internal and external training providers is dependent on the context of diversity training. The Law Society of Scotland is one example of in-house training provision that suited the aims and context of training. Although external trainers were sought, no suitable examples were found. Two staff members took on the role of training facilitators, providing diversity sessions to all 130 staff members over eight non-consecutive days. In this instance, training was carried out unusually early and in itself became part of the association's strategy development. Training was therefore part of the learning process, making the internal training provision relevant. The Society did, therefore, have the skills in-house, although much research and work went into providing an informed and relevant training package. The rewards of having (or gaining) enough internal expertise in-house is that the organisation can control and tailor the programme according to the needs of its staff, members or committees. It can potentially reduce costs, as there is no external consultant to pay, although unless the facilitator has a specific diversity training background, resources will have to be used in order to ensure training is informed and useful. The Law Society of Scotland did, however, search for external training providers but were unsuccessful in this instance but plan to seek externally for further training.

External training is a way in which professional bodies can bring in specific expertise and critical opinion about their practices. The Chartered Institute of Housing (CIH) employed an external consultant with expertise in race equality to deliver training. This was important given the contextual issues that had arisen in the profession and the sector as a whole. In addition to bringing expertise to the training context, the consultant completed an evaluation at the same time, assessing the confidence and knowledge of staff and evaluating future work that needed to be done. An external evaluation is useful as it is often easier for an individual looking from the outside to be sufficiently critical as well as constructive.

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Understanding of diversity

It is important to ensure that the training provider has an understanding of diversity that is in line with the professional body's understanding of diversity. For further information see ['What is diversity?'](#)

A particular concern might be which aspects of diversity the professional body and the trainer consider relevant. If the professional body envisages diversity encompassing all kinds of difference, then a trainer who only focuses on the six strands identified by the Home Office may not be appropriate. On the other hand if the professional body is seeking a trainer to carry out [strand-specific training](#) on a particular aspect of diversity it may be appropriate to select a trainer who is an expert on that particular strand of diversity.

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Accreditation

At present there is no scheme of accreditation for diversity training. If trainers or training programmes could be accredited by an appropriate body it would help professional bodies to identify quality trainers.

The Equality and Human Rights Commission (EHRC) warns on its website of trainers and equality advisors claiming relationships with the EHRC or with government departments in order to create an illusion of respectability. If a training provider claims to be affiliated to or accredited by a particular body, check that this is the case. For further information see ['Choosing your advisors very carefully'](#).

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Trainer and trainee demographics

A trainer who can bring with them personal experiences from a background that is different to that of the participants, or multiple trainers who represent diversity amongst themselves, may add value. However, demographic characteristics of the trainer should be largely irrelevant provided the trainer is credible, competent, experienced and has an appropriate style.

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Style

Trainers need to be approachable and build a rapport with participants in order to encourage them to engage with the training. If they are overly confrontational, participants may become defensive and develop stronger biases. However, diversity training is inevitably going to be challenging, and a degree of confrontation may be necessary in order for participants to confront their own prejudices and effectively change their attitudes and behaviour. Effective discussion after the training sessions may help to reduce negative reactions by allowing participants to wind down. A more confrontational style may only be appropriate once the trainer and trainees have established a relationship of trust.

Training also needs to be pitched at the right level for the audience, not too complex but not patronising by oversimplifying the issues. A [needs assessment](#) can help to determine participants' level of knowledge/awareness of diversity before training takes place, in order that it can be pitched at an appropriate level.

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Specifics of the training programme design

When implementing training several practical issues need to be discussed. Trainers have a responsibility to raise these issues – good trainers should explain, for example, why it is not feasible to conduct a session with very large group size, in a short amount of time, in overly lengthy sessions, etc. It is also helpful if professional bodies have an understanding of these issues.

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Group size

This is an important consideration with face-to-face styles of delivery. An appropriate group size will depend on the style.

Generally, the more interactive the learning style the smaller the group should be. For example, a large group of people can attend a [lecture](#), but a [discussion group](#) will be effective with a smaller number of people. There must be time for each person to contribute and the facilitator needs to keep track of the whole discussion.

12 -15 is considered a good group size. 30 is considered too large for an interactive training session, but may be manageable for a [presentation or lecture](#). In break out [discussion groups](#), 5 is generally considered to be a comfortable number. Some individuals may feel too exposed if the group is smaller than this.

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Group composition - diversity

This applies to interactive, face-to-face delivery styles such as [discussion groups](#) and [role play](#). It could be argued that carrying out diversity training with a diverse group of people is beneficial because those individuals can bring a variety of perspectives to the discussion. However, there are benefits in leaving the diversity representation in the group to chance. Engineering a diverse group may mean a broader range of viewpoints are represented, but this relies heavily on assumptions about what differences between people are important and is likely to focus on visible differences such as race and gender. There is also a danger that this approach may lead to tokenism, where certain people are seen as 'diverse individuals' who can bring an 'alternative perspective' to the group. This is problematic because it marks out certain people as different from the norm, rather than acknowledging that everyone is unique and each person has a range of characteristics and perspectives.

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Group composition – seniority and department

Training more senior staff alongside junior members of staff can demonstrate that diversity is an issue for everyone, and that there is buy-in from the top of the organisation. However, all participants need to be made to feel comfortable and able to speak up, to ensure that junior members of staff do not feel in awe of their superiors.

Mixing up people from different departments or functions may be beneficial so that learners mix with others they do not necessarily know already, and can open up new perspectives. It also demonstrates that diversity is not the responsibility of one person or department but is shared throughout the organisation.

Mixing up departments and positions will not be appropriate for function-specific [skills-based training](#).

Mixed departments and levels of seniority:

The Law Society of Scotland has a relatively small number targeted for training, as there are 130 staff within the organisation. A slice of departments and grades was directly encouraged by the training facilitators. Over the eight training sessions held, departments were asked to split up attendance of directors to help create this mix. The aim for the Society was to encourage diversity training to be viewed as relevant to all, as well as to break down any hierarchies that may have existed within the organisation.

The Law Society's internal induction training for staff is carried out in mixed groups. This is considered vital for the aims of the training overall as it sends out an important message to all staff. In particular it shows that management need for diversity training and knowledge about these issues is not connected to hierarchy.

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Group composition – understanding of the issues

It may be beneficial for participants to learn from their colleagues in a group that has a mixed level of understanding of equality and diversity. This needs to be balanced against the worry that more advanced participants may not engage with the training if they feel it is pitched too low and are having to wait for others to catch up. With this in mind, groups with a mixed level of understanding may be most appropriate for more practical and interactive forms of training such as Awareness Training and Skills-Based Training, where participants can benefit from hearing each other's views and experiences.

Mixed experiences and understanding of the issues:

The Chartered Institute of Housing's (CIH) training was specifically concerned with race in the context of the sector, and was spurred on by national discussions regarding institutional racism in the public sector. Training was carried out in small groups, with a cross-section of employees with different levels of understanding of the issues being presented. This mixture of experiences, combined with the small number attending each session created a supportive atmosphere. Those who had a better understanding of what was being discussed were able to help others; those who were unsure felt they could raise issues as necessary.

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Room layout

Professional bodies need to consider the room layout for face-to-face training sessions. If the training is being delivered through [discussion groups](#), the room needs to be arranged in a way that will facilitate discussion. It is helpful if the group is arranged so that they can clearly see and hear each other, without feeling too exposed. If the group is to break into smaller breakout discussion groups there needs to be space to separate the groups out. If using [role play](#), the room will need to be big enough to accommodate participants moving around.

Tailoring training to the professional body

Training can be made more engaging and memorable by using relevant case studies and scenarios rather than discussing concepts and issues in the abstract.

Memorable training:

Ensuring training participants understand the information presented to them and remember what they have been shown is important. The Bar Council found that it was necessary in membership training to discuss equality and diversity in relation to legislation as well as the role of the organisation. Using case studies as examples of situations members may encounter has been effective in engaging participants. Making members think about how their everyday working practice may be affected by diversity and the situations that could arise is a powerful way of making training more memorable.

In order to develop training that is relevant to the particular professional body and its sector a professional body does not necessarily have to build a bespoke training programme from scratch. It is worth investigating generic 'off-the-shelf' training products to see how easily these can be customised, before expending a large amount of resources on developing an entirely unique training programme, particularly if you are on a limited budget.

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Voluntary or compulsory training

Making diversity training compulsory sends the message that it is everyone's responsibility. Voluntary training may result in a high level of take up, but it is likely that the people who choose not to attend voluntary training are resistant to the diversity agenda, and are therefore the most important people to reach. It may also be necessary to ensure that all staff receive training in order to meet with legal obligations to provide diversity training for staff.

Placing diversity training within a strategy

In order to have the greatest success at embedding awareness and support for diversity, training should be part of an integrated equality and diversity strategy.

Induction training of new staff is particularly important for introducing respect for diversity from the outset, and can cement its place among key organisational values. In order to continue the process of embedding diversity this can be added to with refresher training at regular intervals, as part of an ongoing commitment to diversity.

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Step 5 - Assessment and reflection for individuals

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Introduction

Staff may be assessed as part of a programme of training. This can help staff to monitor their progress and to feel that they have achieved something, and to feel that achievement has been recognised. It can also contribute to [measuring the effectiveness](#) of the training for the organisation as a whole.

Reflection may also form part of a training programme. This can be seen as a part of the learning process. Reflecting on what has been learnt can enable participants to more readily incorporate that learning into future practice and 'reflective practice is often viewed as the hallmark of professionalism'.

(Source: 'Ethical Competence and Professional Associations, A. Friedman 2007, Bristol, PARN, page 74).

If reflection is demonstrated in some way (e.g. through a written journal) this can also be used as the basis of assessment (see ['reflection logs'](#) and ['interactive reflection'](#)).

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Measuring inputs of individuals

Measuring inputs literally means measuring what has been put into a programme of training. For example, recording whether a member of staff attended a given training day, or how much time they have spent working through an (online) course. This is an inexpensive and straightforward way to assess participants. However, there is a danger that this would be seen as "ticking the box" if not reinforced by some output measures.



Some of the online learning programs do keep a record for each participant of the time spent on each page. This record can then be accessed by the employer. Staff should be made aware if they are going to be monitored in this way.



Staff could be given a reward or some form of recognition for completing a particular course or a certain number of hours.

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Self-testing as part of the learning process

Workbooks or e-learning programs may include simple tests such as multiple choice questions so that learners can test themselves as they go along. The emphasis here is on challenging attitudes rather than getting the right answers. Some programmes provide questions to reflect on, which 'pop up' based on which of the options learners choose.

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Standardised tests

All participants sit a standardised test with right/wrong answers and are given a quantitative score. This is relatively straightforward. It also allows employers to set a pass mark in order to ensure that all employees reach at least a minimum standard. Because scores can be easily compared, employers can identify those who may need further training.



Standardised tests will not always be appropriate for diversity training. Much of what is learnt will be 'soft skills' that are notoriously difficult to measure. However, standardised tests are useful for measuring knowledge of principles and facts. They may be useful for assessing knowledge of the [legal issues](#) and the theoretical background to diversity covered in [foundation training](#).



Testing before and after the training allows participants to see how far they have progressed and can also [measure the effectiveness of training](#). However, training may not have immediate effects, especially if that training focuses on changing attitudes ([awareness training](#)).



When using methods of delivery where participants learn independently, such as [workbooks](#), [information documents](#) or [online learning](#), the assessment needs to be sufficiently rigorous so that participants cannot pass the test without having worked through any of the course materials.



Staff could be given recognition (e.g. a certificate) if they pass the test.



If using [online learning](#), employers can easily access the results of assessments.

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Essays and interviews

More complex knowledge could be tested through written answers to open ended questions, or through interviews. Assessing this kind of work is more labour intensive and subjective than simple [standardised tests](#) with discrete answers. However, tests with open ended questions allow participants to demonstrate more complex understanding of the issues and a degree of critical reflection.

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Role play and simulation

[Role play](#) has been discussed as a method of training. It could also be viewed as way of assessing what has been learnt. For example, having attended training on conflict management a manager could participate in a role play scenario where two other actors are engaged in conflict. The manager would have to demonstrate how s/he would deal with the situation using their new skills.



Rather than hiring actors to participate in the role play, the 'actors' could be other members of staff. This would significantly reduce the cost of the exercise.

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Observation

Staff could be observed in the workplace to note their behaviour following training. This could be done in several ways:

- Open observation: The observer records everything that happens throughout the period of observation.
- Structured observation: The observer make a tally each time a certain type of behaviour occurs, or records full observations at set intervals.
- Systematic observation: using published scales and data collection devices.



People working with the staff member being observed on a regular basis (e.g. line managers) are best placed to observe as they are most likely to pick up on subtle changes in behaviour.



This method may cause resentment. It is vital that there is trust between the observer and observed before an observation takes place.



This is a labour intensive and time consuming method of assessment.

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Reflection logs

Participants keep a journal in which they reflect on what they have learnt from the training programme. It is difficult to measure reflection beyond measuring whether it has or has not occurred. However, keeping a reflection log is a way of demonstrating that the participant has engaged with and learnt from the training programme. Reflection logs can be used as the basis of self-assessment, whereby participants identify standards and criteria to apply to their own work and then judge themselves against those criteria. Alternatively, or in addition to using reflection logs as the basis for solitary reflection and self-assessment, the logs could also be assessed and commented on by someone else, e.g. a line manager or diversity expert.



If using an [online training programme](#) participants can keep a record of progress within the electronic system. However, whatever method of learning is used, learners can keep a reflection log whether in a notebook or electronically.



If using [online learning](#) or [workbooks](#), specific questions could be included to prompt reflection.



Keeping a reflection log may be time consuming for individuals. The process is even more labour intensive if the logs are then assessed by somebody else.



Reflection logs will only be useful if participants actively engage with the process of reflection rather than just completing them because they have to.



Participants may need to be trained in critical reflection, as this does not always come naturally. Assessors equally need to be trained how to identify good reflection. Rutter provides useful information on criteria of assessment for reflection activities in: Rutter, L. (2006) 'Supporting Reflective, Practice-Based Learning and Assessment for Post Qualifying Social Work.', *Reflective Practice*, 7:4, pp.469-482.

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Interactive reflection and peer assessment

Reflection does not have to be a solitary activity. It can be done in pairs or in a group. This may reveal fresh insights from other participants as it focuses on dialogue and shared interpretations. This kind of reflection may or may not involve peer assessment, whereby professionals assess the performance of colleagues through comments or sometimes a quantitative score. Newby advocates 360 degree appraisal, whereby an individual seeks views from everyone that works with them, regardless of their hierarchical position within the organisation or team. This process is repeated for each member of the group. Interactive reflection and peer assessment can provide a valuable boost to the learning process but are also resource intensive.

(Source: Newby, D. (2003) [Personal Development Plans: Making Them Work, Making Them Count](#), *Advances in Psychiatric Treatment*, 9, pp.5-10.)

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Step 6 - Measuring effectiveness of training

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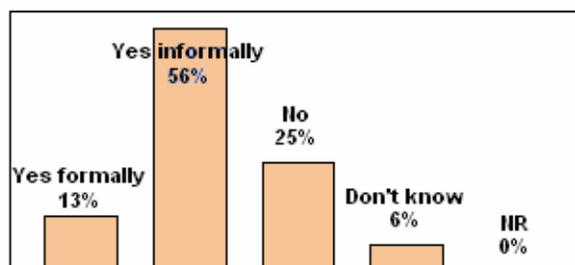
Introduction

It is important to evaluate the impact of training on the professional body as a whole, whilst relating this back to the objectives which were identified at the [needs assessment](#) stage. This can be useful in several ways: to get the most out of a training programme, justify the investment and plan for future training needs.



The PARN Diversity Survey (2007) found that 16 of the 49 respondents had provided some training on equality and diversity. These 16 respondents were then asked:

Have you evaluated the impact of training?



Base: 16

Only 2 (13%) had formally evaluated their training but 9 (56%) had done so informally.

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There are various ways of measuring the effectiveness of training:



Measuring inputs to the programme

Measuring inputs literally means measuring what has been put into a programme of training. This could involve aggregating data about the [inputs of individuals](#). At an organisational level this could also include measuring the support the professional body has given to staff attending training and the resources devoted to diversity training.

Inputs are relatively easy and straightforward to measure. However, while measuring inputs can demonstrate that staff have received training, it cannot really show whether that training was effective.



If you are carrying out training in order to comply with a legal obligation to provide training for staff, then measuring inputs might be sufficient to demonstrate this obligation has been met.



Some of the online learning programmes record the amount of time each member of staff has spent on each section of the online programme. This is a straightforward way for professional bodies to calculate the number of hours that the professional body as a whole has spent on diversity training. It also allows employers to see who has spent longer on the training and possibly thought about the issues in more depth.



Participants should be made aware if they are going to be monitored.



Maintaining attendance records for training courses will help to ensure that all staff have had the training, and to chase up those that have not.

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Measuring outputs of the programme

Measuring outputs means measuring the changes that occur as a result of training, e.g. knowledge gained, changes in attitude, changes in behaviour, impact on the atmosphere of the organisation. By measuring outputs professional bodies can show not only that a training programme has been undertaken but also that this training has had valuable impacts on individual staff members and on the professional body as a whole, as well as other stakeholders such as clients and members of the public.

Measuring outputs does however present several challenges:

- Compared to measuring inputs, measuring outputs requires more time, effort, creativity, depth of thought and resources.
- It is notoriously difficult to measure outputs accurately, whatever the level of resources devoted to it, especially when those outputs are in the form of soft skills, reflection and changes in attitude which is at the heart of much diversity training.
- There may be no noticeable changes in performance even if the training is effective. If staff already have a high level of 'diversity competence' the training might just confirm what they already know whilst causing only limited changes in practice. In this case it may lead to boredom and/or cynicism.
- It can be difficult to isolate the effects of training from other influences on behaviour and professional practice, including other aspects of the professional body's Equality and Diversity Strategy and factors external to the professional body.
- The kind of changes resulting from diversity training may take effect over time, rather than all at once, so impacts may not be felt immediately.

The following four sections describe four levels at which training can be evaluated, based on the Kirkpatrick model. There are various models for training evaluation, however the Kirkpatrick model is the most commonly used and breaks down the process of evaluation into distinct levels which can be measured in different ways.

(Source: Kirkpatrick, D.L. and Kirkpatrick, J.D. (2006) 'Evaluating Training Programs' 3rd Edition, Berrett-Koehler Publishes, Inc. San Francisco).

PARN has made some alterations to the original Kirkpatrick model in order to make the model more relevant to professional bodies, *(see Friedman, A. and Woodhead, S. (2008) 'Approaches to CPD Measurement', IFAC, New York).*

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Level one: Reaction

This is the most basic level of measurement, focusing on whether participants were happy with the training. It is generally measured using 'happy sheets' or 'reactionnaires'.



Happy sheets and reactionnaires

These measuring tools ask questions about whether participants enjoyed the course/trainer/venue etc; whether the course met participants' expectations; and whether they felt anything valuable was learnt. Generally the forms consist of tick boxes with sliding scales to note level of satisfaction. These scales are easy to tabulate and quantify so this measuring tool requires minimum resources. Forms could also leave some space for participants to write free text comments about the training, which might highlight issues not previously considered. Often these are in the form of three columns, headed respectively by a happy face, a sad face and a light bulb for how participants think the activity could be improved.



This level of evaluation is good for assessing the specific trainer or training programme. It would therefore be a particularly useful way for professional bodies conducting a pilot of a training programme to get some initial feedback quickly and easily before rolling out the programme organisation-wide.



This level would also be useful for a professional body deciding whether to use the same training provider in future.



When asking for feedback on a learning programme from staff, professional bodies need to be clear about the purpose of gathering feedback and communicate this to staff in order to obtain a high volume of honest responses.

Online feedback:

With over 700 internal staff taking part in the Royal College of Nursing's (RCN) training, an online learning tool was an effective way of communicating diversity and equality. Assessing the effectiveness of this training has also been facilitated by its online delivery. Training is compulsory, as all new staff must complete the programme as part of their induction. It is also part of staff assessments. Feedback forms are part of the online training, although this is not a compulsory part of the scheme. The Equality and Diversity Unit have had a high level of response, with much of it positive, although constructive criticism is encouraged and negative reactions have helped to shape the future of the training. The ease with which those completing the programme can respond and the number of those providing feedback makes its online delivery even more useful. The Equality and Diversity Unit can therefore easily assess the evaluations of their diversity training and this can directly input into any future changes or revision necessary.

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Level two: Knowledge and skills

Measuring knowledge and skills is objective. 'Knowledge' refers to facts and principles that have been learnt by participants. 'Skills' refers to clearly defined techniques that can be learnt and demonstrated.



At this level methods of assessment need to be closely related to pre-determined learning objectives. If the content of training is about [legal issues](#), the objectives might be for participants to understand and remember some key legal principles. For [foundation training](#), the objectives could be to learn some of the history and theory of diversity. For [awareness training](#) and [skills-based training](#) there might be particular skills to be learnt.

There are various ways of measuring knowledge and skills:



[Standardised tests](#);

[Role play and simulation](#);

[Essays and interviews](#);

[Observation](#);

[Reflection logs](#).

Each of these methods is discussed in more detail in the section '[Assessment and reflection for individuals](#)'. These methods are generally used to measure individual progress, but aggregate scores and results could be used to determine whether a training programme was effective for the professional body as a whole. Put simply, if each individual member of staff has benefited from training then collectively the professional body as a whole has benefited from training. Aggregate results could also help to identify further training needs.



[Standardised tests](#) and [essays](#) are particularly useful for measuring knowledge, so may be appropriate for measuring the effectiveness of training on [legal issues](#).



[Role play and simulation](#) and [observation](#) are better suited to measuring the effectiveness of [skills-based training](#).



These measuring tools could also be used before training has taken place. This would enable professional bodies to see how much has been learnt as a result of training. If knowledge and skills are only measured after training it will not be clear whether the training has had any impact.



Measuring knowledge and skills could also form part of the [needs assessment](#) stage in order to identify training needs.

Assessment over time:

Assessment and evaluation of the effectiveness of training has been central to The Law Society of Scotland's training programme. All 130 staff have attended a full day training session (with top-up sessions for those returning from maternity leave as well as new employees). To benchmark staff's awareness and confidence with diversity and equality, a questionnaire assessing confidence and knowledge was given to all attendees before the training session. This was followed up eight months after training with a similar questionnaire. It also included an assessment of departmental action that had been taken (if any had been taken at all). Evaluation was therefore concerned with the retention of staff knowledge as well as the practical steps that have been taken by departments. Departmental action plans were established either as part of training or impact assessment, which involved all employees. A further layer of assessment came eighteen months after training, in which staff were asked five questions relating to diversity. A prize raffle acted as an incentive for response. Answers to the questions were sent to respondents as a further follow-up exercise, acting as a 'refresher course' to remind staff of the relevant issues that had been raised in the original training.

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Level three: Attitudes, beliefs and behaviour

This level of evaluation concerns the extent to which learning has been used in practice, and how knowledge gained has transferred into everyday work. We have expanded the Kirkpatrick model to include attitudes and beliefs rather than just behaviour at this level as changing attitudes is one of the key goals of much diversity training and other aspects of diversity strategies.



Attitudes are more difficult to measure than the knowledge and skills measured at [level two](#) because they are subjective. If a test asks participants for objective information (as at [level two](#) for example regarding the legislation on discrimination) then participants will always answer correctly provided they know the right answer. Therefore direct questions can be asked in order to discover what participants have learnt. By contrast, when measuring attitudes and beliefs, 'knowing the right answers' can be problematic. Participants may seek to distance themselves from beliefs and attitudes which they know will not be looked on favourably, so direct questions may not be appropriate.



Attitudes, behaviour and beliefs change gradually so it may be necessary to carry out staggered assessments over time (see the [Assessment over time](#) case study).



Evaluation at this stage is particularly important if [awareness training](#) has been carried out because the focus of [awareness training](#) is on changing beliefs, attitudes and behaviour.

There are various ways of measuring behaviour and attitudes:



[Reflection logs](#);

[Interactive reflection](#);

[Peer assessment](#);

[Interviews](#);

[Observation](#);

[Surveys](#);

[Focus groups](#).

[Reflection logs](#), [interactive reflection](#), [peer assessment](#) and [interviews](#) are discussed in detail in '[Assessment and reflection for individuals](#)'.

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Observation

Observation is discussed in more detail in the section on '[Assessment and reflection for individuals](#)'. However, rather than observing an individual, managers could observe and report on behaviour in a department as a whole. This would be labour intensive and therefore structured observation (where the observer records occurrences of specific types of behaviour) may be the most feasible way to carry this out. In the context of diversity training the behaviour that is observed could be things like inappropriate language or conflict amongst staff.

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Surveys

Surveys could be used to measure changes in attitudes and behaviour in two ways:

- To measure respondents' attitudes to people who are different to them, i.e. do they hold 'diversity friendly' views?
- To measure respondents' attitudes to themselves and the professional body, i.e. do respondents feel comfortable within the organisation? Do they feel their diversity is accepted? Have they witnessed or experienced discrimination?



If a training programme has been carried out as part of an integrated diversity strategy it may be difficult to isolate whether the results of attitudinal surveys are specifically linked to the training programme or are the result of other aspects of the professional body's diversity strategy. One way to try and isolate the impact of training would be to carry out surveys immediately before and after a training programme is carried out.



However, attitudinal change may be very gradual; views are unlikely to change overnight following one training session but instead need to be worked on over time. Attitudinal surveys could be repeated, e.g. one month after training, six months after, one year after, and then at two year intervals to get a more general sense of changes in attitudes taking place within the professional body, and of the effectiveness of the whole diversity strategy.



Asking direct questions about respondents' attitudes may not elicit honest and accurate answers. However, various standardised tools and question sets have been developed to assess attitudes and attitudinal change. These may reveal a more accurate picture of the views held within a professional body.

Attitudinal surveys:

The Law Society of Scotland carried out a survey of its members regarding equality and diversity within the profession. The survey included a section on 'attitudes and experiences'. In this section respondents were asked to fill in a tick box scale to show how strongly they agreed or disagreed with various statements about how certain groups were treated within the profession; e.g. 'being openly gay makes it harder to attract clients', 'taking maternity leave affects career progression'. Respondents were then asked whether they felt they had personally been discriminated against in their professional life and were asked to give details about the source and form of discrimination and how it was dealt with. Although this initiative was aimed at members, the approach could be adapted for staff members.

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Focus groups

Focus groups or [discussion groups](#) can be used as a method of training delivery. However they can also be used to measure the effectiveness of training. If participants have undertaken a programme of training they could then be split into small focus groups led by a facilitator who prompts them to discuss topics such as what they feel they have learnt from the training, in what ways they feel diversity is important and how they might respond to particular situations in the workplace. The facilitator could use vignettes describing generic situations (e.g. an incident of discrimination in the workplace) and ask respondents to discuss how they would deal with such a situation. Alternatively the focus groups could be very informal, with respondents simply given space to discuss their feelings about the training and the effects they think it has had on them.

If focus groups are used as the main method of training delivery the facilitator could keep track of how the attitudes expressed by participants change as they progress through the training session or programme. In this way they would be measuring the effectiveness of the training as the training takes place. However, it may be necessary to measure attitudes and behaviour again at a later stage to see if the impact of the training has been retained.

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Level four: Results

This level of evaluation focuses on ‘results’ of training which can be measured using quantitative data. The ‘results’ which a professional body chooses to measure will depend on the objectives set out in its mission statement and equality and/or diversity policy.

Professional bodies have a range of stakeholders’ interests to consider. These interests will also inform which results of training a professional body chooses to measure. The interests of [the professional body](#) itself, its [staff](#), [members](#) and [the public](#) are considered below.

The professional body

Professional bodies have to sustain themselves as organisations. This involves:

- “Maintaining adequate reserves and a healthy cash flow
- Diversifying income streams
- Instituting robust risk assessment and risk management systems
- Developing a strategic approach towards the running of the organisation”.

(Source: Friedman, A. and Afitska, N. (2007), ‘Professionalism and Sustainability in the Professional Associations Sector: UK and Ireland’, page 22).

With this in mind the kind of results a professional body might choose to measure are:

-  Profit margin
-  Wastage
-  Achievement of standards
-  Quality ratings
-  Growth
-  Complaints

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Staff

Professional bodies have legal duties to ensure that their staff and potential staff are not discriminated against at work or in recruitment, promotion or disciplinary processes. Professional bodies could also seek to go beyond their legal obligations and focus on staff satisfaction and staff development. Results of training that impact on staff could be measured using quantitative data about:



Demographic profile of applicants and staff involved in recruitment, selection, promotion and disciplinary procedures.



Complaints/ allegations of discrimination from staff.



A high incidence of would suggest that the professional body is not meeting its obligations to staff. However, the incidence of complaints will also depend on how comfortable members of staff feel asserting their rights, so it should be borne in mind that a low incidence of complaints might mask a reluctance among staff to speak out about discrimination or harassment.



Turnover of staff.



Staff satisfaction surveys.

There is some overlap between the interests of staff and the interests of the professional body, as increasing staff retention rates and reducing complaints will decrease wastage and therefore have a positive financial impact.

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Members

Professional bodies have to consider the interests of their current members and potential future members. Training staff at the professional body may have only a limited impact on the number and demographic profile of members. However, it can help to improve access to membership and services for members and potential members. These results could be measured by:



Complaints from members



Member satisfaction surveys, focussing on the level of customer service they have received from staff at the professional body.

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The public

Professional bodies may also wish to consider the interests of the general public. This is particularly relevant where the professional body is classed as a public authority, and/or if it is a regulatory body. There are various ways in which professional bodies can act in the interests of the public, however the area most likely to be affected as a result of providing diversity training for staff is access to services and 'customer' satisfaction.

These results can be evaluated using similar measures to those discussed above in relation to members:



Complaints from members of the public



'Customer' satisfaction surveys of members of the public using services provided by the professional body.

Professional bodies also have a duty to comply with legislation on equality and diversity. This is particularly pertinent to professional bodies who are designated 'public authorities' for the purposes of the race, gender and disability equality duties. Results of training in this area could be measured by:



Monitoring actions taken against the professional body under equalities legislation.

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Adverse impact

The detrimental effect of a public policy or decision upon some individuals and groups because of their differences. Such differences will generally be defined within the scope of the six equality dimensions. This includes gender, race, disability, sexuality, age and religion. Adverse impact may be created when as a consequence of introducing a policy the different needs of particular groups and individuals have not been taken into account or met to a level equivalent with the main beneficiaries of the policy. It may be caused either intentionally or unintentionally and is measured relative to the benefits bestowed by the policy on more favoured groups. Evidence of adverse impact is likely to render the policy or decision unlawful.

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Black and minority ethnic (BME)

A summarised descriptor used to distinguish non-white and culturally distinct minority groups and individuals within British society. Sub-categories of this summarised term would include a broad range of different race groups as defined within the 2001 Census. Minority ethnic describes people of an origin or country who may or may not be black, but are statistically and visibly fewer in number than the majority white population, either locally or nationally.

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Data monitoring

The process of collecting and analysing information that relates to the gender/racial or ethnic origins/disability status/sexual orientation/religion or belief/age of individuals and groups. Commonly used to distinguish the experiences of different groups and individuals in relation to receiving employment opportunities and public services.

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Dignity at work

The absolute right to be treated with dignity and respect by others. This concept is often associated with protecting individuals from harassment and bullying on the grounds of their differences inside the workplace.

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Direct discrimination

Treating one person less favourably than another on the grounds of sex/race/disability/sexual orientation/religion or belief/age. Direct discrimination may be overt or covert as in the appointment of individuals to vacant posts where the reasons for non-selection may not be disclosed by an employing organisation. Direct discrimination is unlawful under all anti-discrimination law.

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Discrimination

Treating someone unfairly or differently because he or she happens to belong to or is perceived to belong to a particular group of people.

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Diversity

A term derived from the American management term "managing diversity" which is used to describe management practices which are aimed at valuing the diversity of each individual employee to maximise quality output. Diversity encompasses visible and non-visible individual differences. They may include, but are not limited to, differences protected by anti-discrimination legislation.

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Equality

A revised term for 'Equal Opportunities'. It is based on the legal obligation to comply with anti-discrimination legislation. Equality protects people from minority groups from being discriminated against on the grounds of group membership, i.e. sex, race, disability, sexual orientation, religion or belief or age.

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Equal opportunities

A belief that individuals should receive an equal chance of obtaining opportunities to advance their personal ambition and welfare. Where such opportunities arise, they should take place through open and fair competition. There should be no unfair discrimination against any individual on the grounds of their gender, race, disability, sexuality, age or religion. To promote this view of equality, the potential of the individual is created and confined to meet the opportunity as and when it arises. Criticised by some thinkers as enabling or empowering individuals to be more equal than others.

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Ethnic

A term used to describe the classification of individuals into groups according to their shared attributes. This may be on the grounds of their racial, religious, cultural and/or linguistic similarities or differences.

Gay

A colloquial term adopted and used by homosexual men and women to describe themselves in relation to heterosexual groups

A person should not be referred to as 'a gay', rather that they 'are gay'.

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Gender

A concept that refers to the social differences between women and men that have been learned are changeable over time and have wide variations both within and between cultures.

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Harassment

Unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. This definition is limited to anti-discrimination legislation and therefore only applies to harassment on grounds of sex/race/disability/sexual orientation/religion or belief/age.

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Human rights

The term "human rights" is used to describe an individual's rights to protection against encroachment and mistreatment by the state. The concept of international human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion or political or other opinion, national or social origin, property, birth or other status.

In 1948 the United Nations adopted and proclaimed resolution 217 A (III), the Universal Declaration of Human Rights. It remains one of the most important international documents produced within the 20th century. Rights identified within the Declaration include the following:

- Life liberty and security of person
- Freedom from slavery and servitude
- Freedom from torture, or cruel, inhuman or degrading treatment or punishment
- Equality before the law (isonomia)
- Not be subject to arbitrary arrest, detention or exile
- Freedom of movement and residence
- Nationality
- The right to marriage and to found a family
- Freedom of thought, conscience and religion
- Peaceful assembly and association
- Work
- Health
- Education

In 1952, the European Convention on Human Rights was agreed and adopted by a number of European Countries. This incorporated similar articles to those detailed within the UN Declaration. In 1998, the Convention was incorporated into British Law with the introduction of the Human Rights Act.

The following are some of the most important characteristics of human rights;

- Human rights are founded on respect for the dignity and worth of each person
- Human rights are universal, meaning that they are applied equally and without discrimination to all people;
- Human rights are inalienable, in that no one can have his or her human rights taken away other than in specific situations – for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law;
- Human rights are indivisible, interrelated and interdependent, for the reason that is insufficient to respect some human rights and not others. In practice, the violation of one right will often affect the respect of several other rights. All human rights should therefore be seen as having equal importance and of being equally essential to respect for the dignity and worth of every person.

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Impact assessment

The assessment of policy (or proposed policy) to establish the nature and degree of impact upon particular stakeholder communities. This may include obtaining and analysing data, and consulting people, including staff, on the policy.

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Indirect discrimination

Applying a provision, criterion or practice which disadvantages people of a particular group (defined by sex, race, disability, sexual orientation, religious belief or age) and which cannot be justified as a proportionate means of achieving a legitimate aim.

New regulations effective from October 2001 have widened the definition of indirect discrimination under the Sex Discrimination Act 1975 and shifted the burden of proof towards the employer in circumstances where indirect discrimination is alleged to have taken place. Applicants no longer have to provide statistical evidence to show that “it would be to the detriment of a considerably larger proportion of women than men” and employers must justify their actions.

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Inequality

Unfair treatment usually occurring as a consequence of the denial of the right to be different. Many occur on many grounds but more commonly associated with gender, race, disability, sexuality, age and religion.

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Institutional racism

A term most often used in association with the [Macpherson Report](#), which was published following the public inquiry into the death of Stephen Lawrence, to explain the presence and nature of racism within public services.

The following definition of institutional racism was provided by Macpherson within the report:

“Institutional racism consists of the collective failure to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviours which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people”.

(Source: ‘The Stephen Lawrence Inquiry: Report’, W. Macpherson, 1999, The Stationary Office).

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Lesbian

A woman with a sexual orientation towards other women.

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Managing diversity

Managing diversity is a concept associated with human resource development and building ways to promote effective people management. It challenges traditional managerial models of standardising treatment, by seeking to harness the diversity of the working population to improve the performance of the organisation. This is achieved by recognising the different contributions individuals are able to make and promoting practices that enhance the performance of all staff. The dimensions of difference implicit within the diversity model include gender, race, culture, age, family/carer status, religion, sexuality and disability. It is founded on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being fully utilised and in which organisational goals are met. The three stages to managing diversity are: acknowledging or recognising diversity, valuing diversity and utilising or managing diversity.

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Policies

A statement of intent that generally incorporates a plan of action to affect the way in which services are provided. A reference to the formal and informal decisions about how a public authority carries out its duties and uses its powers.

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Positive action

Activity intended to improve the representation in a workforce where monitoring has shown a particular group to be under-represented, either in proportion to the profile of the total workforce or of the local population. Positive action permitted by the anti-discrimination legislation allows a person to:

- provide facilities to meet the special needs of people from particular groups in relation
- to their training, education or welfare, and
- target job training at people from groups that are under-represented in a particular area of work, or encourage them to apply for such work.

Positive action is not the same as positive discrimination.

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Positive discrimination

Selecting someone for a job/promotion/training/transfer/etc. purely on the basis of their gender/race/disability/sexual orientation/religion or belief/age, not on their ability to do the job. This is illegal under anti-discrimination legislation.

Positive discrimination is only legal when it applies to disabled people who, if meeting the minimum criteria for a job, are guaranteed an interview for that post. Any other 'form' of positive discrimination is simply discrimination and therefore illegal.

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Prejudice

A negative judgement formed and expressed about others on the basis of inadequate information. It may be as banal as not being fond of the supporters of a particular sports team and presuming they share a set of characteristics that are inferior to one's own. However, being prejudiced against someone because of who he or she is or what they represent becomes very serious if that prejudice has an effect on the way that person is treated. Once a prejudicial thought is translated into a deed it becomes an act of discrimination.

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Sex

The biological characteristics that distinguish human beings as female or male.

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Sexual orientation

Sexual orientation is a combination of emotional, romantic, sexual or affectionate attraction to another person. Within the sexual orientation regulations, sexual orientation is defined as:

- An orientation towards persons of the same sex (lesbians and gay men)
- An orientation towards persons of the opposite sex (heterosexual)

- An orientation towards persons of the same sex and opposite sex (bisexual)

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Social justice

A summarised concept embodying the related themes of freedom, fairness and equivalence and operationalised in the design of public institutions that function with the purpose of promote the well-being of individuals within their communities.

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Stereotyping

A standardised image or conception shared by members of one group about another. Stereotyping is the process of assuming a person or group has one or more characteristics because most members of that group have (or are thought to have) the same characteristics. It is a simplification and generalisation process that helps people categorise and understand their world, but at the same time it often leads to significant errors.

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Transsexual/transgender people

A transgender, transsexual or trans person describes a person who appears as, wishes to be considered as, or has undergone or is undergoing surgery to become a member of the opposite sex.

Press for Change and other organisations worldwide advocate the use of the adjective trans to describe people who, in expressing their sense of identity, come into conflict with the contemporary gender behaviour norms of their society. Press for Change issue the following advice:

"We stress ... that whether you use the word "trans" or older, more prescriptive, terms like "transsexual" these are adjectives not nouns. Please remember that trans people, transsexual people, transgender people...are people first, and the "T" adjective describes only one of the many interesting and individual characteristics which make up that person."

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Victimisation

The act of targeting mistreatment towards an individual or individuals who may have submitted a complaint on the grounds of discrimination or harassment or supported someone else in doing so, or who are vulnerable and open to abuse because of their diminished capacity to challenge such behaviour.

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