



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

# Teachers and Trainers in Lifelong Learning

## Pathways towards Professionalisation in Lifelong Learning

# Diversity Management as Key-Competence in Lifelong Learning Contexts

Dr. Charlotte Heidsiek  
Helmut-Schmidt-University Hamburg



- Challenges of Trainers and Teachers in Lifelong Learning
- Diversity Management
- Diversity Management as Key-Competence
- Managing Diversity from an educational point of view



- Looked at from an educational perspective, professional lifelong learning should enable the education of the subject
- Managing Diversity becomes a central challenge for trainers and teachers



“... More than ever before, individuals (...) **must learn to live positively with cultural, ethnic and linguistic diversity. Education, in its broadest sense, is the key to learning and understanding how to meet these challenges.**”

(Commission of the European Communities 2000, p. 3)

# Challenges of Trainers and Teachers in Lifelong Learning



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

© 1999 Randy Glasbergen.  
[www.glasbergen.com](http://www.glasbergen.com)



**“Diversity is very important to this company.  
We’d like you to shave your head, cover your body  
with tattoos, and change your name to ‘Snake’.”**

# Challenges of Trainers and Teachers in Lifelong Learning



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

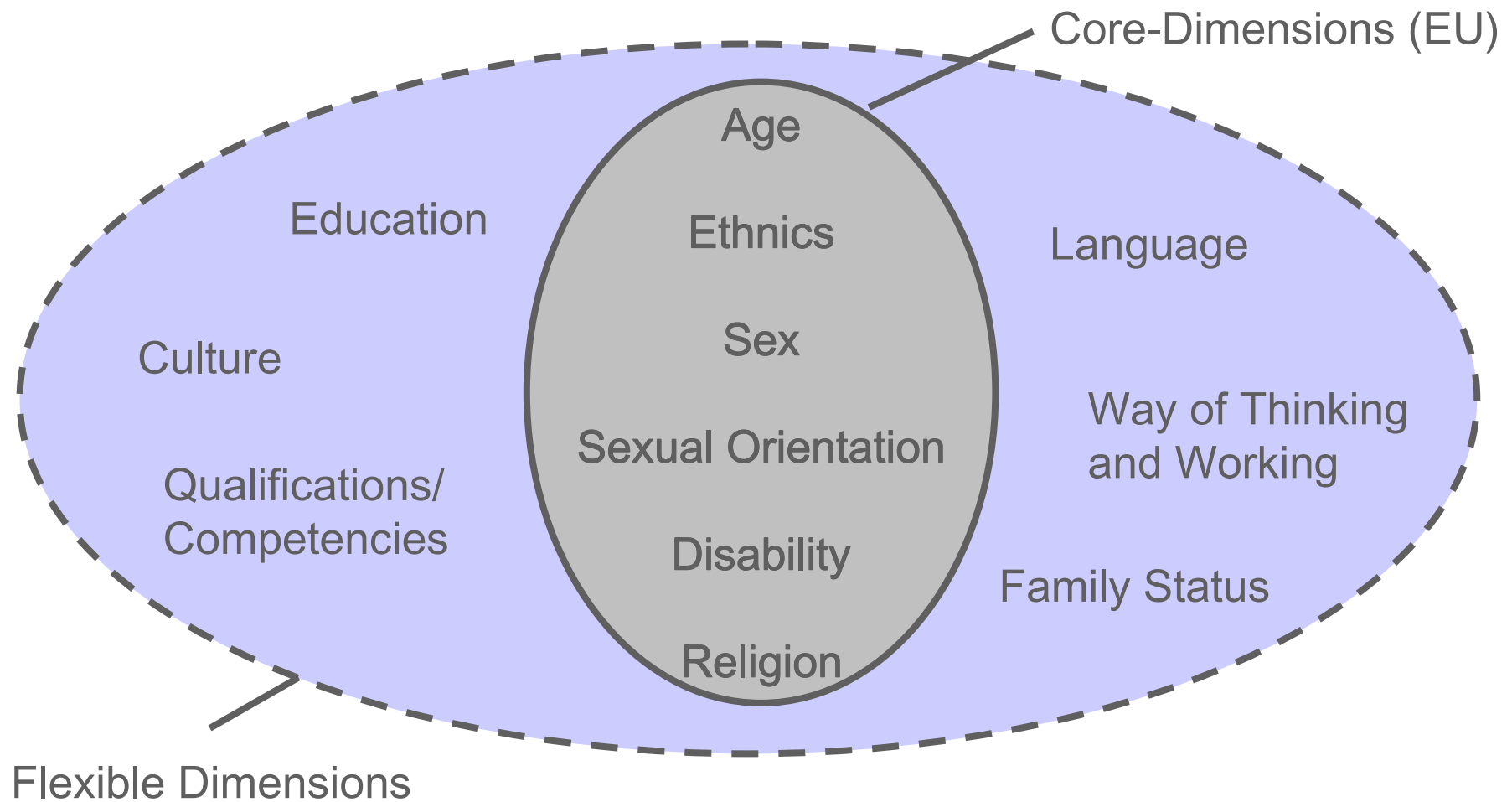


Fig.1: Dimensions of Diversity



Not until teachers and trainers  
accept Diversity Management as a  
key-competence  
Lifelong Learning can take place



But how can justice be done  
to this claim and to the special needs  
of each individual person in a training context?





- Challenges of Trainers and Teachers in Lifelong Learning
- Diversity Management
- Diversity Management as Key-Competence
- Managing Diversity from an educational point of view



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

...

# Diversity Management



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg



# Diversity Management



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg



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

- Diversity Management promises to enable multiplicity in forms of organisation and thereby to reevaluate the human being itself.
- Different perspectives, ideas, talents and potentials are to be accepted
- cultural variety is not to be reduced, but to be enhanced in order to construct a basis for creativity and innovation.
- Organisational culture, which includes every individual and not just the members of a dominant group



- Diversity Management promises to enable multiplicity in forms of organisation and thereby to reevaluate the human being itself.
- Different perspectives, ideas, talents and potentials are to be accepted
- cultural variety is not to be reduced, but to be enhanced in order to construct a basis for creativity and innovation.
- Organisational culture, which includes every individual and not just the members of a dominant group

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

- Different potentials are to be accessed through diversity practice versus

- cultural values espoused diversity strategy enhanced in order to contribute to innovation.

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



- Challenges of Trainers and Teachers in Lifelong Learning
- Diversity Management
- Diversity as Key-Competence
- Managing Diversity from an educational point of view





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

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

(Cherbosque/Gardenswartz/Rowe, LA, 2005)

# Requirements to the individual Trainer/Teacher

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

(Training-Program of the Hamburg University of applied sciences, 2009)



### Risks of Diversity Management in Training groups

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

(Gieselmann/Krell 2008, S. 345)

# Chances of “integrated” Diversity Management in Trainings

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

# Chances of “integrated” Diversity Management in Trainings

- 
- ... Diversity in trainings doesn't enable diversity in organisations alone
- 
- 
- 
- (building)
- Linking training to the strategic objectives



- Challenges of Trainers and Teachers in Lifelong Learning
- Diversity Management
- Diversity Management as Key-Competence
- Managing Diversity from an educational point of view



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



### Balance of

- company's interests,
- individual motivation (and competencies) and
- the claim of professional trainings

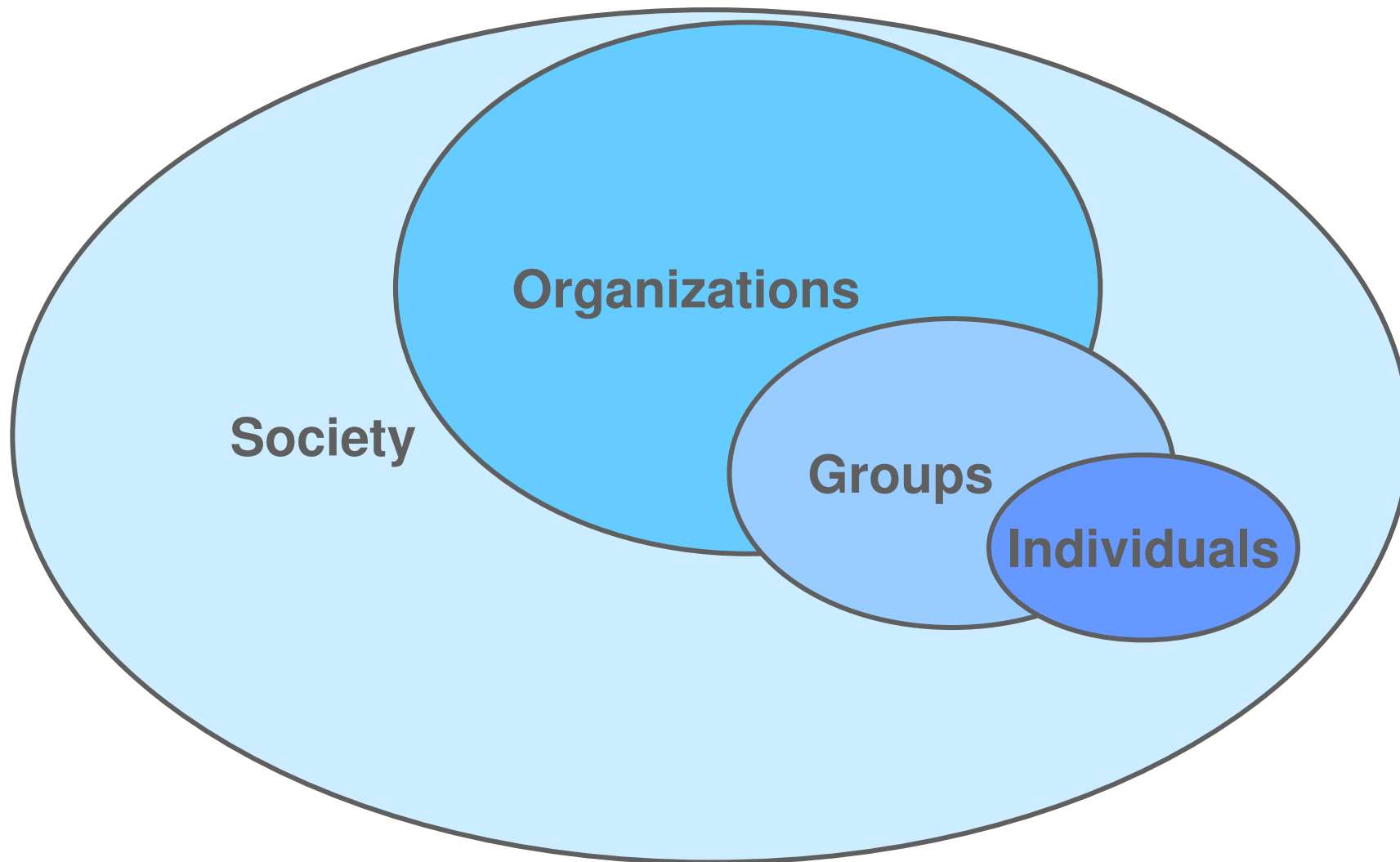


# Managing Diversity from an educational point of view



HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg





HELMUT SCHMIDT  
UNIVERSITÄT

Universität der Bundeswehr Hamburg

Thank you very much for your attention!