

REPORT

Diversity Management & Business Schools

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Current Practice and Future Partnerships

Task 5 final report

**as part of the 2008 “Activities promoting and
developing the Business Case for Diversity” study**



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EXECUTIVE SUMMARY

This report is part of a study carried out for the European Commission entitled “Activities Promoting & Developing the Business Case for Diversity”. The study is carried out by Focus Consultancy Ltd., in partnership with the European Academy of Business in Society (EABIS), EIM Business Policy & Research, and the European Institute for Managing Diversity (EIMD).

This report examines the current activities and potential role of business schools in equipping current and future business leaders and managers with skills and competences within the field of diversity management. It summarises the main insights from this work focusing on how deans and faculty members of European business schools perceive the integration of diversity management in their curricula and research agenda. The report showcases mostly current ‘good practice’ and emerging innovation by leading institutions already engaged or engaging in diversity management activities. Moreover, the report discusses the potentials for establishing a business-academic network on diversity management that will help shaping and enhancing the diversity debate in the years to come.

The project team has applied both qualitative and quantitative research methods to arrive at the conclusions in the report. More specifically, 254 deans and 119 faculty members from Europe and beyond have participated in two web surveys which focus on the institutions’ experiences, practices, and future expectations regarding diversity management education and research. In addition, the project team has collected information on 20 “good practice” case studies from all over Europe and conducted 15 interviews with academic experts within the field of diversity management. Last but not least, the project has also benefitted from valuable insights provided by the Symposium on diversity management education and curriculum development (ESADE, Madrid, 23 June 2008).

The results from the study clearly indicate that both deans and faculty members acknowledge the importance of diversity management. For instance, **the majority of deans believe that their institution has a strategic or high level focus on diversity** and they expect growing institutional emphasis on the topic in the next 2-3 years. Moreover, **roughly three out of four faculty respondents argue that diversity management content features in their academic teaching programmes** and that their institutions conduct research on the theme.

However, the findings also show that there is **still a long way to go before diversity management moves from the margins to the mainstream of teaching and research.** The institutional awareness is not always translated into the design and promotion of dedicated teaching programmes and

research groups on diversity management. For instance, the evidence from the surveys and interviews indicates that **culture/nationality and gender issues dominate the diversity agenda** whereas issues relating to religion, sexual orientation, and age play a more marginal role.

Moreover, diversity management is primarily found within the departments of organizational behaviour or HRM and **taught mostly as a section of another course or as an elective class**. This contrasts with the view of diversity management as a cross-sectional topic that should permeate all departments and be integrated in mainstream courses on e.g. management, strategy, and marketing. Last but not least, **lack of funding and limited institutional focus on research constitute barriers for the future mainstreaming of the diversity management** at business schools and universities.

There is a **strong interest in establishing a business-academic network on diversity management**. Almost four out of five respondents participating in the faculty survey expressed an active interest in such a framework. Moreover, seven out of eight of these positive respondents felt that this should be European or global in its ambitions, with **research and teaching cited as the two priority activities** to be undertaken. The findings were further confirmed during the Symposium where a large majority of companies and schools indicated the **potential value of such a network to share knowledge, ideas, experiences and 'good practices' on diversity management**.

As a theme of growing relevance to both parties, survey and interview data as well as Symposium insights were used to inform recommendations. **Existing network organisations** seem well positioned and structured to play a central coordination role bringing stakeholders together, regardless of the ultimate focus of activity. This would especially apply to organisations that already bridge both communities. A **European focus, commitment at institutional level, genuine corporate engagement and the involvement of other key stakeholders** seem other important conditions for the successful launch of an eventual network.

In summary, the findings document encouraging levels of diversity management interest and activities but also highlight the need for further improving the integration of the topic in teaching, research and employment practices within European business schools. A business-academic network that contributes to the mainstreaming of diversity management as well as facilitating learning and cross-sector partnerships can potentially play an important role in this process. Possible models and vehicles for delivery, scale and scope, and mutually beneficial areas of knowledge development and activity are highlighted in this report.

With many grass-root level diversity initiatives being initiated at business schools across Europe and the feasibility of a diversity network of business schools and companies secured, the path ahead seems to be firm.

I. PROJECT CONTEXT

ABOUT THE PROJECT

The European Commission is committed to developing the dialogue about diversity, anti-discrimination and equal opportunities at the European level¹. The multicultural character of our continent is increased by factors as the enlargement of the European Union, an open labour market, immigration and globalisation. The number of languages, religions and cultural backgrounds found on the continent has been multiplied. As a result of this, intercultural dialogue and diversity have an increasingly important role to play in fostering European identity and citizenship.

In 2005, the European Commission, Directorate General Employment, Social Affairs & Equal Opportunities commissioned Focus Consultancy Ltd and partners to carry out a study entitled “The Business Case for Diversity - Good Practices in the Workplace.”² The aim of the study was to promote the development of diversity policies in companies by examining what they perceived the business benefits to be, the challenges they faced, how those obstacles could be overcome, and by providing examples of good practices being implemented by a range of different companies across Europe.

In 2006, it was decided to undertake a follow-up study that would extend the research on the “Business Case for Diversity” to small- and medium-sized enterprises (SMEs), and the contribution that intermediary organisations working with or for SMEs can make. Furthermore, the “business case” debate was to be explored further through a number of other activities, including investigation of the possible link between Diversity management and innovation.

The European Commission also called for a focused study of the current activities and potential role of European business schools in equipping current and future business leaders and managers with the skills and competencies to manage diversity in the workplace. Within these parameters, we examined the “state of the art” in research, teaching, student affairs and institutional policy. On the back of the data and insights generated, an exploration was to be conducted on the feasibility of creating a network of business schools and companies to support further collaboration and knowledge development on the subject of diversity management.

Recent academic discussions in this field have highlighted the need to focus on broad and multidimensional concepts of “diversity”³. Taking this context into account, as well as the European Commission holistic approach to and perspective on diversity, the research team **defined diversity**

¹ See for example the recent Communication on non-discrimination and equal opportunities: a renewed commitment, COM(2008)420/3 of 02.07.2008.

² Final Report: http://ec.europa.eu/employment_social/fundamental_rights/pdf/pubst/stud/busicase_en.pdf

³ Jackson, S.E.; Joshi, A. and Erhardt, N.L. (2003). “Recent Research on Team and Organizational Diversity: SWOT Analysis and Implications”, *Journal of Management*, 29 (6).

in terms of age, disability, gender, racial or ethnic origin, religion or belief, and sexual orientation, as well as socio-economic, cultural background and nationality.

Diversity management is referred to in this report as a process intended to create and maintain a positive work environment where the similarities and differences of individuals are valued, so that all can reach their potential and maximize their contributions to an organisation's strategic goals and objectives⁴.

ABOUT THE BUSINESS SCHOOL RESEARCH

This report is the final output dedicated to this component of the project. Considering previous outputs, especially the initial research findings⁵, it does not incorporate a formal literature review. The report sets out to integrate the insights, findings and recommendations that have emerged from two international surveys, supported by interviews with key business school figures. By extension, it presents the key reactions, comments and insights that emerged from a day-long multi-stakeholder Symposium⁶ hosted by ESADE Business School in Madrid on 23 June 2008, where among other topics participants were asked to reflect on potential models of collaboration between business and academia to advance the Diversity management agenda. Our recommendations to the European Commission on possible next steps towards this objective form the final part of this report.

PROJECT PARTICIPANTS

The overall project titled “Activities Promoting and Developing the Business Case for Diversity” has been carried out in 2008 by Focus Consultancy Ltd., in partnership with the European Academy of Business in Society (EABIS), EIM Business Policy & Research, and the European Institute for Managing Diversity (EIMD). Supporting partners are CSR Europe, the European Foundation for Management Development (EFMD), the Austrian Institute for SME Research, and the European Association of Craft, Small and Medium-sized Enterprises (UEAPME). The research conducted around business schools and diversity management involved academic experts from a wide range of prominent European business schools and universities: Copenhagen Business School, IMD International, Nottingham University Business School, SDA Bocconi School of Management, Vlerick Leuven Gent Management School, and University of Cádiz.

II. RESEARCH METHODOLOGY

Early discussions between EABIS and the research team identified the need for two separate surveys: one that sought to map the level of institutional activities in and perception of diversity, and another that solicited more detailed information on teaching, research and other HRM-related issues (student affairs, staff policies, etc.). Aside from the view that no one individual would be

⁴ Kandola, R. and Fullerton, J. (1998). *Diversity in Action: Managing the Mosaic*. Cromwell, Wiltshire.

⁵ <http://www.eabis.org/docman/research-projects/business-case-for-diversity-final-report/download.html>

⁶ <http://www.eabis.org/education/business-case-for-diversity.html>

sufficiently informed to answer for institutions on both levels, there was a keen interest in understanding how business school leaders saw the relevance of diversity management evolving in the next 2-3 years. Hence the design of a short survey targeted at deans/rectors/presidents, and a second, more comprehensive one aimed at key members of faculty.

The research team followed a cross-sectional design with academic institutions and scholars as the units of analysis, applying both quantitative and qualitative methods. More specifically, after initial desk research, two web-based surveys were launched in spring 2008 to solicit responses (and mostly quantitative data) from the primary target groups.

For the deans survey a database with over 1000 institutional representatives was created, representing in total 860 business schools or management/business (related) faculties or departments at universities. The database covered the entirety of the EABIS academic network, EFMD's global membership and external contacts, and was supplemented by member data from CEEMAN (Central and East European Management Development Association). EABIS and EFMD together represent over 60% of the Financial Times Top 100 business schools and 75% of top European business schools. The subsequent dissemination of this survey's short questionnaire resulted in 254 satisfactory responses, each representing one academic institute (response rate 25,4%), of which 137 were European institutions.

Following this, the second - more extensive survey - was sent to over 250 faculty members with expertise in diversity management (mainly identified through the deans' survey responses). The survey outreach was further supported via a range of prestigious academic (sub)networks linked to diversity management issues⁷ as well as through EABIS, EFMD and CEEMAN channels. The questions of the faculty questionnaire covered the core areas of: teaching and curriculum design, research activities, student and staff affairs, and networking. The sample of business schools and universities was again worldwide, though the European emphasis was even stronger than in the deans' survey. The survey resulted in 119 satisfactory responses, each representing one academic institute, of which 88 from Europe.

After completion of survey data collection and analysis⁸, the research team set out to gather qualitative data on selected European business schools and Universities with a view to (i) showcasing new and innovative diversity management practices in academic institutions and (ii) to explain our main quantitative findings in more detail. A total of 32 institutions were initially picked for further analysis, based on their current activities either in teaching, research, staff and students, or in terms of the whole School. Subsequently 20 'good practice' case studies were

⁷ Such as CRANET, Academy of Management (GDO & SIM Divisions), EURAM, British Academy of Management, and the HRM Teaching and Research Division of Rutgers University.

⁸ The research team has calculated that the level of missing data in both the deans and faculty surveys ascended to 10 % and 5 % respectively (normal in this type of research). Satisfactory responses with (partially) missing data on a question level were excluded from analysis, explaining variance in sample size between the questions.

profiled in full in the research report (input paper for the Symposium⁹) including examples of innovation in curriculum design, research activities and institutional diversity policies.

Finally, 15 semi-structured phone interviews with academic scholars in diversity management were conducted as to further explore the development of diversity practice and to enhance our understanding on the survey data¹⁰. Interview candidates were selected from the subset of survey respondents, based on a variety of factors to obtain a coherent sample (e.g. level of experience in diversity teaching or research, country, diversity practices within institution).

Broadly speaking, we believe that the results are a robust indication of how diversity management is currently perceived and implemented in institutional, curriculum and teaching activities. Two initial observations, or caveats, emerged nevertheless from the core data analysis process around the deans and faculty surveys and follow-up interviews.

Firstly, whilst the data of the deans survey is representative and shows a genuine interest of deans and rectors in diversity management (response rate of 25.4%), the faculty survey should be seen rather as a showcase of current 'good practice' and emerging innovation as most likely much of the faculty data has been provided by leading institutions already engaged or engaging in diversity management activities. Secondly, we recognise that there is a potential bias within the responses of both surveys (European responses were 53% and 74% respectively) which means that our findings are unlikely to be representative of the entire population of business schools and business faculties at universities worldwide. For this reason, the next section of the report interprets the data provided in the European responses to both surveys only¹¹.

⁹ <http://www.eabis.org/docman/research-projects/business-case-for-diversity-final-report/download.html>

¹⁰ The researches involved in the interview process took detailed notes during interviews. There was no systematic selection bias as transcripts were read to the interviewees to confirm their completeness and accuracy. In the analysis step, one researcher analysed all text by first reducing it for novel descriptive information on curriculum and research and secondly by an examination of all text along the categories for regularities between these cases and summarised them. By comparing this evaluation with a second independent evaluation, and discussing the differences, high content validity was assured.

¹¹ European is defined as the 34 European countries (EU member states, EFTA/EEA and EU candidate countries) covered by the European Commission PROGRESS programme, the Community Programme established to support financially the implementation of the objectives of the European Union in the fields of employment and social affairs. Table 3 and 4 in the Annex provide a detailed overview of the responses of the dean and faculty surveys and geographical breakdown.

III. RESULTS AND ANALYSIS FROM SURVEYS AND INTERVIEWS

DIVERSITY AT THE STRATEGIC LEVEL: SUMMARY OF FINDINGS FROM THE DEANS SURVEY

Diversity management as a Strategic Initiative

Business schools and universities are not atomised entities operating outside the societal context. On the contrary, they can to a large extent be expected to reflect the community of which they are part. If the external context is characterised by diversity, business schools need to be diverse themselves, able to provide responses to the new social and societal conditions. However, in recent years business schools (especially) and universities have been criticised for not following societal trends and meeting expectations. Some argue that business schools do not educate students to become ethical and responsible leaders, whereas others claim that they have ‘lost their way’; failing to live up to their original mission¹².

The data obtained from the survey show clearly that today’s deans are quite aware of diversity management issues and its relevance to the (societal) performance of the school. Just over 65% per cent of European deans believe that their institution has a particular strategic or high level focus on diversity, whereas only 15% think that it does not. A further 20% of respondents report that diversity management activities are being developed/planned in their institution. In other words, almost 85% of European business schools have a high-level focus on diversity or have brought - or are in the process of doing so - diversity management to the strategic level within the institution. However, as we will discuss later, institutional intent is not always translated into the design and promotion of dedicated teaching programmes and research groups on diversity management.

Where do these institutions focus their activity on diversity management? Figure 1 below demonstrates this quite clearly:

¹² Bennis, W. and O’Toole, J. (2005), "How business schools lost their way", Harvard Business Review, 83 (5). Pages 96-104.

Figure 1: Diversity management in different areas of the institutions



The result is particularly interesting in the context of research activities. The data suggest that Deans do not consider diversity management to be high on the research agenda of their institutions, with only 45 deans responding that diversity management was currently a major area of research for their schools. This finding seems to support Richard's et al. (2008)¹³ conclusion that more research on this subject is needed to nurture the consolidation of the discipline within academic curricula, and to address the priority knowledge and learning agenda for business on diversity-related themes.

Perceptions about what constitutes diversity are dependent on the particular cultural, political and socio-economic contexts. This in turn raises an important question: Do European business schools and universities share the same understanding of the meaning and content of diversity management? The survey data indicate some regional differences at the level of the individual institution. Generally speaking, diversity management seems to be more integrated in curricula in Northern and Western Europe.

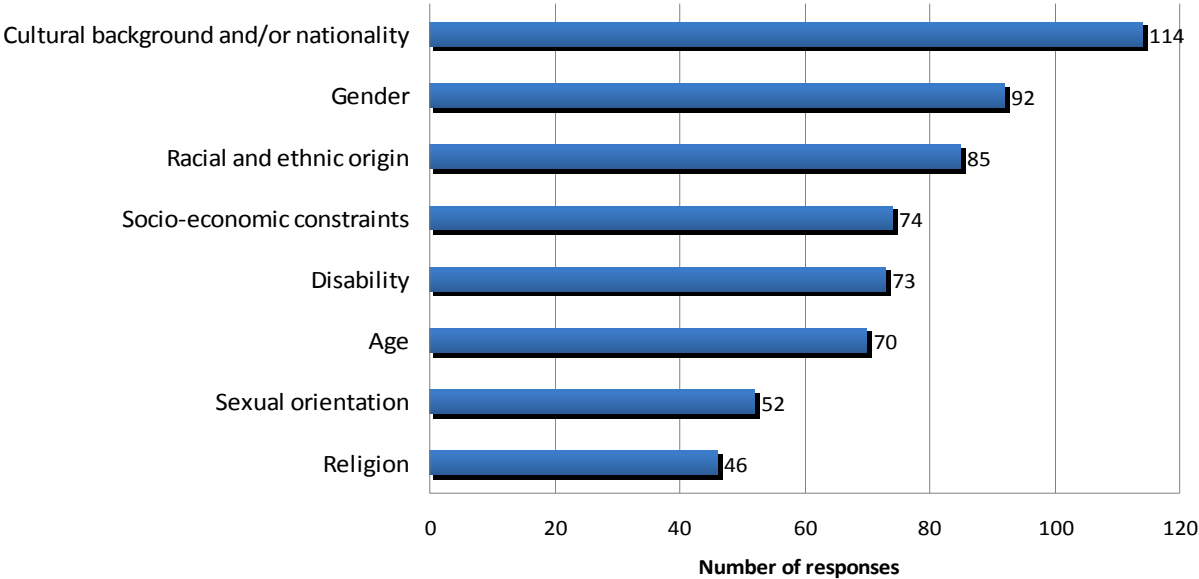
These areas have faced immigration and demographic diversity before, and their experience in this field is stronger. In fact, the majority of textbooks and research projects devoted to this topic come from the UK and northern Europe. Of course, this is changing, but many still feel that they were "pioneers" in the field. Institutions in these areas can offer their experience to networks and institutions in the rest of Europe. However, it is also necessary to consider that their background can not bias diversity management within Europe. New EU member states, for example, bring new and different dimensions of diversity (new ethnic groups, religions, etc.) that also need to be included.

¹³ Richard, S.A.; Dawson, G.; Wheatley, K. and White, C.S. (2008). "The perceived diversity on organizational performance", *Employee Relations*, 30 (1). Pages 20-33.

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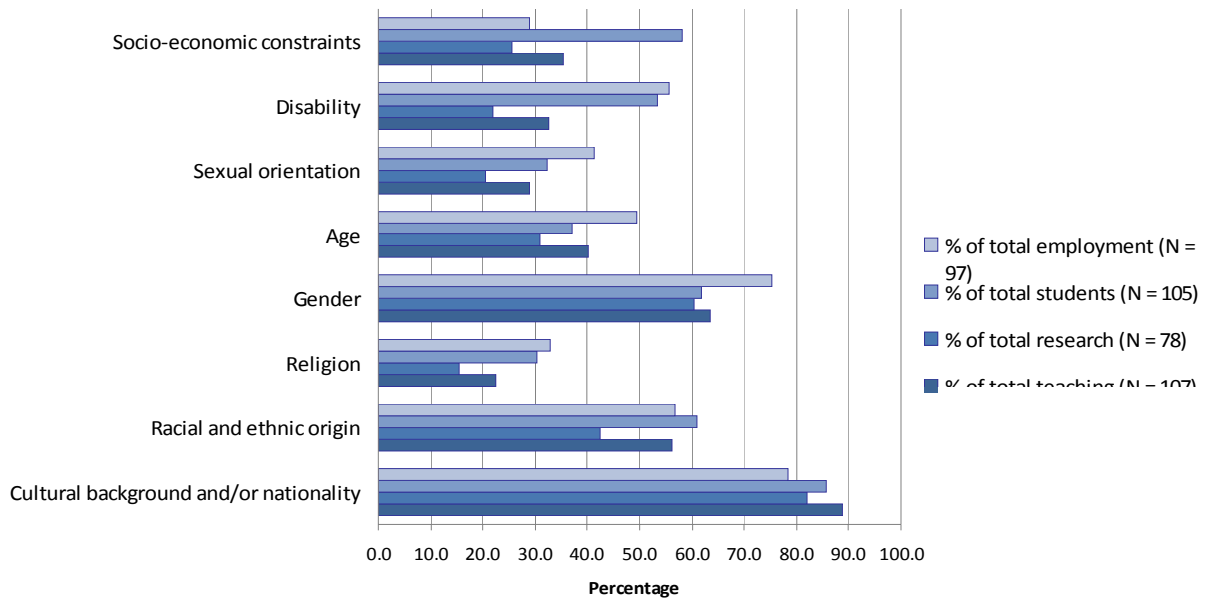
As previously indicated, diversity is described in this report as a multidimensional concept. Nevertheless, business schools appear to take a selective approach to core components of diversity management. As seen from Figure 2 below, our results indicate that universities and business schools tend to prioritise culture/nationality and gender-related issues, and race to some extent, with less attention paid to issues relating to religion, sexual orientation and age.

Figure 2: Diversity issues addressed by European institutions



Further analysis suggests that institutions align their initiatives on specific diversity issues with particular groups of their core constituency. As seen in Figure 3, institutions often consider disability, age, sexual orientation, religion and gender issues in the context of employment practices. The categories “groups with socio-economic constraints” and “racial and ethnic origin” are mainly considered a student-related issue although we must take into account that percentage differences in this case are relatively small.

Figure 3: Level of activity on core diversity activities



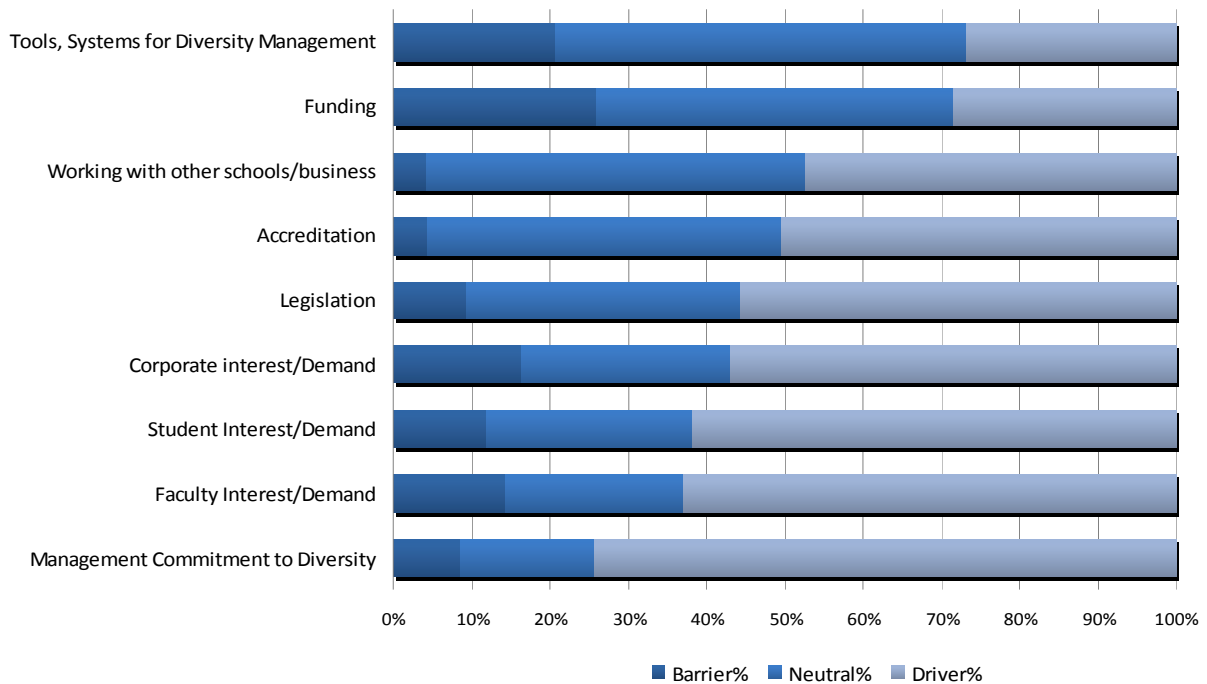
There seems to be regional differences in how institutions address diversity categories. According to the deans, institutions in Northern Europe seem to be more likely to address diversity management in strategic issues in relation to racial/ethnic origin, sexual orientation, and disability in particular. However, more research has to be done in order to get a more in-depth understanding how regional differences affect the approach to diversity management among business schools and universities.

Key Barriers and Drivers: Factors Influencing Diversity management Performance

It would appear that the future development of diversity management as an academic field is strongly linked to business school leaders committing to support it as a strategic priority. In this sense, we considered that it was particularly interesting to ask institutional heads about the factors they identified as important positive or negative influences on its evolution.

In general, the greatest barriers seem to be lack of funding and management tools/systems whereas the greatest drivers are management commitment and student & faculty interest. Results also indicate that deans see pressure from a number of institutional stakeholders (students, faculty and business) as a significant catalyst for more activity around diversity management issues.

Figure 4: Drivers and barriers for diversity management



The deans' perceptions of barriers and drivers for diversity management vary to some extent by region. For instance, respondents in Northern European countries seem to be more likely to consider legislation as a driver for diversity management. Those from Eastern European countries are more likely to consider access to funding as a key obstacle to further promotion of diversity management.

These views of barriers and drivers certainly influence decanal opinions about the future development of the field. In fact, the large majority believe that there will be more institutional emphasis on diversity management in the next 2-3 years across research, employees, teaching and student affairs (ranging from 58,2% to 74,2% respectively). Only a very small minority thought that diversity management would lose momentum in that same period (between 3,3% and 8,2%). Again, perspectives on the future of diversity management differ within Europe. Deans in Eastern Europe seem confident that there will be more focus on diversity management in teaching whereas their colleagues in Southern Europe are of the opinion that growing emphasis on diversity issues will in particular be apparent in student affairs.

How Institutions Can Find Their Way To Diversity

Today, diversity management is arguably more important than ever for the development of business practice. Differences in national culture, ethnic origin, religion, etc. become increasingly prominent in societies whose traditional boundaries have undergone major paradigmatic shifts against a backdrop of globalisation, freedom of labour, and immigration. In addition, some societies are facing particular demographic pressures, such as low fertility rates vs. ageing workforces, while

issues in relation to gender, disability, etc, have universal resonance. All of these elements have become part of the day-to-day complexity of managing businesses and their workforces.

Realising that diversity management is a long-term challenge for key stakeholders and their own institutions, business schools and universities are clearly expressing commitment to include it in teaching, research, student affairs and employment practices. One could argue that not doing so creates a notable risk in terms of talent recruitment and retention in a highly competitive marketplace. Moreover, it is normally said that not managing diversity has an opportunity cost. If institutions do not include differences, they would never be able to extract all the potential value of their workforces. More broadly, failure to do so poses a longer-term risk regarding the business capability to manage diversity and to create institutional, economic and societal value from it.

The current levels of strategic commitment are encouraging and a vital first step, but clearly the journey is far from completion. Well-intentioned policies, strategies and mission statements are not enough to guarantee the integration of diversity management in everyday teaching, research and employment practices. To develop diversity management as a core domain of activity in management education, committed teachers and researchers will for example require enhanced tools and resources to design specific teaching contents and generate new knowledge. It will also be important to recruit, train and support faculty resulting in a diverse representation of persons and thoughts, fostering innovation and change.

There will also need to be a concerted pull from deans to promote interconnectivity and dialogue with other scholars and disciplines within their schools and universities. Finally, schools must encourage new and better partnerships and dialogues with other critical stakeholders, especially business itself. Only through a more integrated exploration of the systemic impact of diversity management on companies and organisations will we define, understand and respond to an optimal agenda for progress.

DIVERSITY AT THE FACILITIES: SUMMARY OF FINDINGS FROM THE FACULTY SURVEY & INTERVIEWS

Although important, it is not enough that deans formulate the overall vision and set the strategic directions for diversity issues in universities and business schools. Faculty members are largely responsible for bringing these visions and strategies to practice, either through research, teaching or student engagement. Therefore, understanding diversity management in European business schools and beyond also requires understanding of how faculty members perceive the subject and integrate it in their day-to-day activities. With this purpose, this second survey looked for “an insider's perspective” on four thematic areas: (1) Curriculum and Teaching, (2) Research, (3) Diversity in Institutional Management, and (4) Institutional Collaboration.

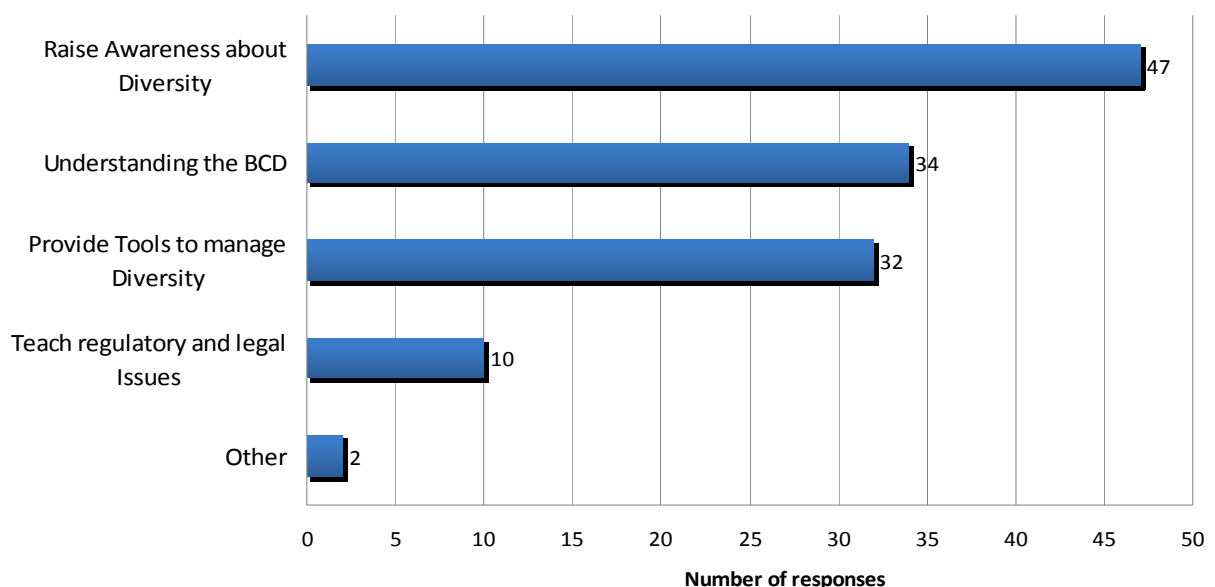
Diversity management - Curriculum and Teaching in Europe

The research team found that *three out of four (74,2%)* of European faculty respondents state that diversity management content *already features in their institution's academic teaching programme*. Another 15,7% indicated that such a step is being planned/developed. In addition, we learn that diversity management is not an entirely new phenomenon to the institutions that currently feature it in their teaching programmes. Approximately *half of the respondents (49,2%) have offered teaching on the theme for more than four years*. This confirms that scholars from leading European business schools see diversity management not as a marginal topic, but as a core element of the training of current and future managers.

The different traditions for diversity management teaching are also evident from the interviews. Some interviewees believe that diversity management teaching is still in its infancy whereas others argue that their institutions have dealt with these issues for decades. An analysis of regional responses also suggests that institutions in Northern and Western Europe are more likely to have introduced diversity management.

In response to the survey, faculty members have expressed different business-relevant learning objectives for addressing diversity management in curriculum and teaching (see Figure 5 below), with the main objective stated as awareness-raising and helping students understand the business case for diversity.

Figure 5: Business relevant learning objectives of diversity management



This suggests that many business school and university programmes are at an early stage in their curricular development and as such have not yet begun to systemically include more focused management tools and practices into their classrooms. Clearly there is plenty of scope for faculty to

develop these current initiatives into a *more strategic approach to diversity management across different business disciplines*.

Similar to the deans survey, our faculty data suggest that cultural and gender issues dominate the curriculum whereas issues in relation to religion, sexual orientation and disability are less emphasised. The interviews shed further light on this subject. For instance, the interviewees generally believe that e.g. gender issues have been a topic for years. However, changes in the environment (e.g. due to globalisation and immigration) have made it increasingly relevant to broaden the scope of diversity teaching and research. Therefore, the interviews indicate that we are seeing the contours of a thematic shift in diversity education and research; from a narrow one-dimensional focus to a broader and more multi-faceted perspective.

Some regional differences were found regarding the diversity issues covered in the curriculum. Institutions in Western Europe seem to emphasise issues in relation to cultural background / nationality, whereas their colleagues in Northern Europe are more likely to integrate the gender aspect of diversity management in curriculum and teaching.

Overall, it is important to note, however, that only one third of institutions, according to the faculty members, have procedures for evaluating whether learning objectives have achieved their anticipated effects. Therefore, it is difficult to assess if diversity management curriculum and teaching are having their desired impacts.

The Organisation of Diversity management Curriculum & Teaching

Faculty respondents reported that diversity management teaching initiatives come predominantly from Organisational Behaviour or International Human Resource Management departments (or close equivalents thereof). Others mentioned frequently were Corporate Social Responsibility and Business Ethics. Even though there are substantial differences between the institutions what seems to be clear is that more technical disciplines like Accounting, Finance, Marketing and Strategy are not yet seen as natural domains within which to integrate diversity management content and programmes. This result contrasts with the views of some of the interviewees who think of diversity management as a cross-sectional topic that should be integrated in mainstream courses on management, strategy, and marketing.

The data analysis also indicates that in terms of teaching, diversity management is typically part of a core or an elective course (see Table 1). Only rarely is it a major area of specialization. Moreover, Diversity management seems to be taught with greater frequency at the undergraduate level compared to Masters or MBA programmes. What is not clear from the survey responses, however, is whether the elective courses themselves are linked directly to what students cover in their core curriculum.

Table 1: Diversity Management in Education						
	As a section of another course or module	As elective or optional classes or modules	As compulsory classes or modules	As a major area of specialisation	As a full degree	Total
Undergraduate (BA, BSc etc.)	31 70.5%	16 36.4%	7 15.9%	2 4.5%	0 0.0%	44 100.0%
Masters (MA, MSc etc.)	17 39.5%	22 51.2%	12 27.9%	4 9.3%	4 9.3%	43 100.0%
MBA	17 60.7%	7 25.0%	5 17.9%	3 10.7%	0 0.0%	28 100.0%
Executive education	9 56.3%	3 18.8%	3 18.8%	2 12.5%	0 0.0%	16 100.0%

Diversity management is taught mainly through lectures and case studies. Only rarely are alternative methods and tools (simulations, field trips, media, etc.) used in the diversity management training. Interestingly, the traditional teaching methods are criticised by some of the interviewees who consider them as too static. Instead, more experimental learning methods (interaction, gaming, simulations, virtual interaction, etc.) are considered as key in teaching diversity. As one of the interviewees argues, people need to experience diversity in order to understand and manage it. Exchange of knowledge regarding dynamic teaching methods can be one of the issues covered by a business-academic network on diversity management (see section VI).

Drivers and Barriers for Diversity management Teaching and Curriculum Change

According to the faculty survey data, the three key factors influencing curriculum change are (1) faculty interest, (2) increasing research activity and (3) student demand. External issues involving governmental bodies (education polices, government incentives, regulation) are seen as comparatively less important. Collaboration with other business schools and universities is not yet seen as a strategic benefit or incentive for more activity on diversity management in the curriculum and teaching. One possible explanation for this final point is that the relevant community of scholars has not yet reached critical mass in terms of numbers and geographic proximity to forge stronger partnerships and institutional links.

Interestingly, the interviewed faculty members do not necessarily share the view of the survey respondents when it comes to the drivers and barriers for diversity management. At least, the interviewees seem more likely to emphasise changes in the external environment as a driver, e.g. the consequences of globalisation and new regulation. With regard to the latter, the interviewees refer to changes in labour laws as a factor that has stimulated an interest in diversity. Moreover,

the interviewed faculty members are also less inclined to consider student demand as a driver of diversity management teaching. On the contrary, students, firms and other stakeholders do not yet seem to demand more diversity management courses. In the view of some of the interviewees, the limited demand slows down the pace of advancing and expanding diversity management.

However, both the survey respondents and the interviewed faculty members consider *research as a driver for the introduction of diversity management into the curriculum*. One of the interviewees notes that teaching on diversity management is simply an opportunity for capitalizing on previous research. Scholars directly involved in this field seem to be aware of the need to develop more specific theories and management tools that align with corporate practice and managerial training demands. But problems are identified with regard to resources. In fact, when looking at the other side of the coin, faculty members generally perceive funding as the biggest obstacle to teaching advances. Moreover, just as faculty interest can be a key driver, a lack of faculty interest is also viewed as a serious impediment for promotion diversity management content.

Overall, European faculty members perceive more drivers than barriers in diversity management. This positive view is also reflected in their expectations about the future. None of the respondents believe that a decrease in diversity management teaching will be witnessed in the next 2-3 years, and the majority is of the opinion that activities will be expanded.

Diversity Management and Future Research Agendas

Faculty members highlight research as one of the key drivers for the future development of diversity management mainstreaming. A dedicated section of the survey addresses this specifically. Once again, roughly three out of four (76,4%) of the faculty respondents claim their institutions are conducting research on the theme. This is especially the case in Northern Europe where 88,6% of respondents indicate research activities on diversity management.

By extension, 37% of faculty respondents cited a research chair, centre or group dedicated to diversity management in their institutions. If we compare this finding with the results from the deans' survey, there seems to be a potential gap between the high-level strategic focus on diversity management at the institutional level and the actual allocation of resources dedicated to diversity management research. Moreover, when specific centres on diversity management exist, they are relatively small. Centres with just 1 to 5 academic staff were the most frequent.

From a thematic perspective, some interviewees argued that diversity needs to be considered as a “transversal” topic that underlies the analysis of other disciplines. As one individual put it: “As social scientists, we are often looking at the implications of diversity on the [managerial] topics we study. In the study and practice of professional Human Resource Management there is wide acceptance that understanding and accommodating individual differences is the best way of maximizing performance.”

Another relevant indicator of the importance of diversity in research initiatives is its inclusion in PhD programmes. 35,3% of survey responses indicate that their institution addresses diversity management through its doctoral programmes - but mostly by having specific sessions on these issues. Only two respondents reported that the institution had a specific PhD programme dedicated to diversity management issues. These doctoral initiatives are particularly relevant for the future of the field, as they are the basis for the development of a trained and committed research staff.

Lastly, when looking at the dimensions covered by diversity management research, the results from the survey indicate that (1) gender equality, (2) equal opportunities, and (3) cross-cultural management dominate the field. Less prominent issues in research concern religious and spiritual issues, disabled employees, and the marketing dimensions of diversity.

Diversity management within Institutions - Students & Staff

To complete our view of diversity within business schools and universities, it was particularly interesting to observe how these institutions deal with their own internal heterogeneity. Respondents considered their workplaces as quite diverse, at least when it comes to gender and cultural background. The picture is the same no matter if the institution is situated in Northern Europe, Southern Europe, or Western Europe¹⁴.

When looking at staff management, approximately 40% of institutions have special initiatives directed toward the employees. Inclusion and socialisation policies as well as equal opportunities initiatives are among the most popular activities. The data shows that these are mainly addressing gender issues.

Similarly, approximately half of respondents (48,3%) reported that the institution has special initiatives for different groups within the student community. In general, most initiatives seem to focus on issues in relation to cultural background and gender. An exception is special services/financial support, which targets mainly students with disabilities and/or socio-economic constraints.

Diversity management and Future Business-Academic Collaboration

As the final part of the faculty survey, respondents were invited to state their interest in engaging in a dedicated business-academic network on diversity management. In parallel, they were asked for their views on the ideal scope (local, national, regional, European, or global) and activity (research, teaching, networking, etc.) of such a network.

¹⁴ However, it is worth mentioning that we did not gather factual information on the diversity of staff at the business schools and universities. The analysis is based on the perceptions of the deans and faculty members which may not always be in sync with the observable practices.

Encouragingly, 78,7% of all respondents in the faculty survey expressed an active interest in such a framework. By extension, 7 out of 8 of these positive respondents felt that this should be European or global in its ambitions, with research and teaching cited as the two priority activities to be undertaken. The results from the survey are further supported by faculty interviews. The interviewees unanimously agree that there is a need for a business-academic network that will enable the participants to share knowledge, experiences and 'good practices' on diversity management. The further implications of a diversity network of business schools and companies are discussed in greater detail in sections V and VI of this report.

IV. SELECTED “GOOD PRACTICE” CASE STUDIES

Another priority for the research team was to identify some robust European case studies of management education institutions that have invested in curriculum development and a deeper integration of diversity management issues into their teaching, research and employment practices.

Through the analysis of survey responses and desk research, an initial list was compiled of over 30 business schools and universities from all over Europe. Each case study was chosen to highlight an innovative, high impact approach to diversity management in teaching, research and / or institutional activities. From among this group of initiatives, a total of 20 have been showcased in the report with initial research findings presented at the Symposium¹⁵. For immediate reference, though, the institutions by alphabetical order are:

- *Aston Business School* (Birmingham, UK)
- *AVT Institute of Executive Education* (Copenhagen, Denmark)
- *BI Norwegian School of Management* (Oslo, Norway)
- *Cádiz University* (Cádiz, Spain)
- *ESADE Business School* (Madrid & Barcelona, Spain)
- *ESC Rennes School of Business* (Rennes, France)
- *ESSEC Business School* (Cergy Pontoise & Paris, France)
- *International Business School* (Budapest, Hungary)
- *JTO School of Management* (Tampere, Finland)
- *University of Jyväskylä School of Business and Economics* (Jyväskylä, Finland)
- *Leeds University Business School* (Leeds, UK)
- *Leuven University College* (Leuven, Belgium)
- *Liverpool Hope University* (Liverpool, UK)
- *Liverpool John Moores University Business and Law Faculty* (Liverpool, UK)
- *London Business School* (London, UK)
- *Manchester Business School* (Manchester, UK)
- *Politecnico di Milano Business School* (Milan, Italy)
- *University of East Anglia, Norwich Business School* (Norwich, UK)
- *University of Liège Business School* (Liège, Belgium)
- *University of Seville* (Seville, Spain)
- *Vienna University of Economics and Business* (Vienna, Austria)

¹⁵ <http://www.eabis.org/docman/research-projects/business-case-for-diversity-final-report/download.html>

V. “DIVERSITY MANAGEMENT IN BUSINESS SCHOOLS” SYMPOSIUM

An Overview

The natural follow-on from the research and data analysis was to launch the key findings and insights in a relevant public forum. To that end, we convened a Symposium on Diversity management Education and Curriculum Development on Monday 23 June in Madrid, Spain¹⁶.

Organised by EABIS in partnership with Focus Consultancy, EFMD and the European Institute for Managing Diversity (EIMD), the Symposium was hosted by ESADE Business School. The event brought together over 80 participants from 13 nations, representing a wide range of roles and sectors including research faculty, senior managers from multinational corporations and SMEs, NGOs and public authorities.

The programme was carefully constructed with four main objectives in mind¹⁷:

1. To present and discuss the survey results, findings, and selected European case studies of “good practice” in management education with an international stakeholder audience;
2. To present and discuss examples of “good practice” within companies which have made diversity management a core part of their business strategy;
3. To debate the future knowledge and learning agendas for developing skills and competencies on diversity management; and
4. To explore the demand for and added value of a diversity network of business schools and companies, and potential mechanisms for making it work.

Objective 1: Testing the survey results, findings & case studies

On the back of the survey findings and data analysis, three broad challenges were suggested by the research team for participants to consider in their later discussions:

- (How to) broaden the perspective on diversity management in business schools and universities, where for now activities are largely focused on gender and culture issues;
- (How to) effectively mainstream diversity management across the teaching portfolio, moving away from unsupported, isolated courses and modules; and
- Encourage business school and university faculty to take a more creative approach to teaching diversity management.

Comments and reactions from the floor were wide-ranging but generally supportive of the central findings. Other observations captured for this report included:

¹⁶ <http://www.eabis.org/education/business-case-for-diversity.html>

¹⁷ NOTE - the remainder of *this* section will focus on the first three objectives only, followed by a dedicated section on the business-academic network discussions.

- More efforts need to be made to encourage the worlds of business, teaching and research to approach diversity management as a transversal management function rather than a stand-alone practice
- Academic concepts and models that illustrate how diversity management influences business outcomes must be better “translated” into the language of corporate management; a key success factor for bridging the gap between research and practice.

Three case studies were subsequently presented by ESSEC (France), ESADE (Spain) and Leeds University Business School (UK). ESSEC is one of the few institutions in Europe with which global companies have partnered to create a dedicated chair in diversity management and performance. In this instance, L’Oréal, Air France and Deloitte collaborate with the school and new chair to set research priorities, challenge definitions and perceptions of diversity, and identify practical projects in which to engage students following diversity management courses.

ESADE stressed the importance of outside-the-box thinking in relation to its diversity courses through creative use of new media, real world events and managerial tools to deliver in-depth learning on managing complexity, controversy and tensions. Finally, Leeds University Business School presented their Centre for Employment Research Innovation and Change (CERIC) and parallel Master’s Degree in diversity management. The Leeds approach is one of an advanced “research-led teaching” strategy in which academic staff are encouraged to integrate their research work as far as possible into teaching content - with the strategic goal of mainstreaming diversity issues into other curricula.

From the ensuing open discussion, participants noted that:

- Faculty should be prepared to develop and use more innovative material (e.g. shocking, controversial) to challenge students’ understanding and perceptions of diversity and diversity management;
- The academic community needs to explore new ways of conceptualising and teaching diversity management in order to reach out to existing and potential stakeholders. At the moment, there is not enough incentive or structure for it to connect externally and engage in more strategic and informed dialogues; and
- A fresh look at the provision of teaching is required for students who cannot commit to full-time study - such as professional communities or continuing education groups.

Objective 2: Corporate perspectives on strategic integration of diversity

During the Symposium, four multinational companies from different sectors - Air France, Air Products and Chemicals Inc., AXA Insurance UK, and Janssen Pharmaceutica - were invited to contribute their experiences and perspectives on how business can approach the integration of

diversity management into their management development frameworks as well as organisational strategy and culture. Further comment was also invited from the French Association of Diversity Managers (AFMD) and the Center for Creative Leadership (CCL), one of the world's most renowned providers of executive development programmes to the corporate world¹⁸.

Air France noted that cultural diversity is necessarily at the heart of its business model and practices, given the global nature of its commercial activities and past mergers with other international airlines. Involvement in the ESSEC Chair has helped the firm to shape the national diversity debate in France, as well as benchmark their efforts to date.

AXA UK commented on the role that customers play in driving a corporate diversity agenda, and specifically its own. Global firms need to ensure that workforces are more representative of their client base, which means drawing on the widest possible pool of talent (e.g., disability recruitment, ethnic outreach in local communities, etc). Enlightened diversity training and recruitment must thereby become major priorities for HR and development practices, as well as a coherent strategy that addresses the global vs. local dimensions of workforce challenges and opportunities.

Janssen Pharmaceutica highlighted the view that contemporary diversity management is essentially about increased workforce engagement, based on a policy of inclusion and respect for difference. A key success factor for any diversity programme therefore becomes securing buy-in from all levels of organisational management, based on the premise of enhancing creativity, innovation and bottom-line performance.

Air Products and Chemicals Inc. observed the difficulty that a company faces in managing both the content and cost of learning programmes. Measuring any direct economic return from diversity awareness programmes is a complex task to manage within any firm. However, considering the “war for talent” and current demographic trends, diversity performance must become an intrinsic part of business strategy. Air Products provided the example of its “People College”, designed to provide all employees with diversity and cultural awareness training and competencies, and a framework to measure individual progress and approaches.

CCL in turn identified the considerable time and effort required to translate between corporate demand and business school supply. Corporate universities were quoted as an existing example of fora where more practical, focused collaboration between the two communities can occur and have a direct impact on the way businesses shape and build their strategies.

Finally AFMD addressed the issue of diversity management in SMEs. Despite the fact that global frameworks rarely apply to smaller firms, it was stressed that much could be achieved by adopting

¹⁸ CCL was ranked #8 in the 2008 Financial Times Worldwide Survey on Executive Education

the right philosophy, language and set of tools to engage owners of small business in the debate on links between workplace culture, employee development and overall company performance.

Objective 3: Future knowledge and learning agendas

Later in the day, participants were divided into three groups to discuss the priorities and key success factors for diversity management training, education and research. Academic experts were asked to moderate the individual dialogues then distil the key insights from these discussions. A synopsis of some key points and comments would include:

1. There is an important role for academic research to address systemic questions of what kind and how much diversity is needed in an organization, for what strategic reasons, and what the targeted outcomes of such diversity might be.
2. Companies may be better suited to emphasize ethical reasons for good diversity management and notably with line managers who are less focused on the long-term.
3. Effective delivery of diversity training is a high priority - but must be shaped around an analysis of existing employee and managerial training programmes and whether they reflect traditional attitudes to non-diverse cultural practices within the firm.
4. Business schools and universities might find it easier to engage with and support companies through a more collaborative approach to defining training frameworks and material - possibly with intermediaries such as consultancies, NGOs, labour organisations, public authorities, and advisory bodies.
5. The academic community should reflect on whether its current communicative style is well adapted and effective in demonstrating to business how its work can inform and improve corporate practice. More frequent and focused dialogue between the two communities could help to better balance expectations.
6. The role of "diversity champions" as change agents should be promoted and leveraged as part of any organisational strategy.
7. Companies should avoid seeking a universal diversity management model and rather identify specific tools and practices that are best adapted to address localised issues.
8. Corporate networks on diversity management were identified as potentially valuable mechanisms for promoting change. To optimize input and value, these should feature "safe spaces" where companies can speak openly about emerging challenges and practical experiences.
9. Research communities must do more to collate and disseminate their work and knowledge, using positive case studies and better narrative style to engage business.
10. European and national policy bodies should consider how to incentivize companies to adapt their business models to new demographic realities, balancing "quick win" strategies on awareness-raising and promoting cohesion with longer-term approaches to effecting sustainable change in business cultures.
11. Companies and education providers should look to develop more specific teaching methodologies and techniques that integrate more practical content in place of theory.

12. There is a need for a deeper research agenda to investigate diversity management in SMEs.
13. Companies could become more engaged on diversity with access to a consolidated "resource map", identifying relevant stakeholders and authorities who can provide support and advice on diversity management in the workplace.

VI. FEASIBILITY STUDY OF A "DIVERSITY NETWORK FOR BUSINESS SCHOOLS AND COMPANIES": POTENTIAL MECHANISMS FOR ENHANCED COOPERATION

Mapping levels of academic interest

Addressing the feasibility of and wider interest in a diversity network for business schools and companies has underpinned most analysis, dialogue and reflections since the start of the EABIS-led contribution to the overall project. In this respect, the European Commission highlighted during the Symposium that "around 42% of European citizens identify educational institutions as the key actor in the fight against discrimination. It follows that the development of better understanding around the link between policy making and the promotion of diversity management - in business practice AND management studies - has never been so important."

As mentioned in section III, our faculty survey demonstrated a significant consensus (78,7%) among academic experts that they would consider an active contribution to a European or global network of companies and business schools on the theme of diversity management. Through post-survey interviews, the research team invited some leading academics to elaborate further. Among the responses were the following comments:

"The way to develop external expertise is to network with other research centres and institutions, which already have years of knowledge and expertise. In the future, diversity management will be highly rated and ranked as a measure of quality in education and adaptability to new scenarios, in which all stakeholders must develop skills and competence to sustain competitive advantage".

"There has to be an exchange of ideas, knowledge and experience which today is in the corporate world. There has to be more links with other research centres and with business. There is still a huge gap to manage in all diversity-related subjects".

"Learning from each other and exchanging ideas is important. [The] objective would be to combine academia and the business sphere... [to] generate good research questions. Business can raise their dilemmas and suggest business-focused questions. This is what makes research relevant to business."

The Madrid Symposium and initial reflections from business

The four corporate presenters from Air France, Air Products, AXA Insurance and Janssen Pharmaceutica, as well as the CCL and AFMD speakers, were all invited to offer views on the perceived added value of deeper collaboration with academic institutions and researchers on diversity management. By extension, all business representatives in the audience were able to contribute their perspectives in the same session and later in breakout group discussions.

While this cannot be viewed as a representative sample of corporate views, all four companies plus AFMD and CCL confirmed a potential interest in a diversity network involving business and academia.

Key observations included:

- The strategic management of diversity issues in the workplace cannot be separated from the broader challenges of evolving HRM frameworks and developing the human capital of the firm. Companies are facing growing threats in terms of talent retention, staff turnover and impact on performance. Developing a sustainable workforce environment has therefore become a top priority for companies and stakeholders of all sizes.
- Future dialogue and research must avoid taking too narrow a view of individual diversity issues, rather it should examine the impact of diversity within the context of corporate strategy and systems management.
- As key suppliers of management training (theoretical and practical) with close relationships to business (local and international), business schools are vital actors for raising awareness among current and future managers on the strategic relevance of workforce diversity.
- A future role for academia should be to develop new theoretical insights and tools better aligned with real-world corporate HR and training experiences. Emphasis must be placed on format, so that material can be easily integrated into corporate training and education programmes.
- Companies would benefit from academic insights on new learning styles such as a shift from classroom approaches to coaching and mentoring and online instruction.
- Academic research can play an important role in helping companies better understand how to address core diversity challenges across localised legal systems within the wider context of international or global frameworks, strategies and systems.
- Academic research might focus on helping business to understand the emotional cost of managing diversity in the workplace, which until now has been seen as a sensitive and little-understood topic. Such work could ultimately enhance workplace policies, cultural integration, employee performance systems and managerial frameworks, among others.
- There are significant barriers between business and academia in terminology and knowledge transfer, and also a disconnection in terms of expectation on both sides. The type of business-academic partnership network being discussed could be a strategically important platform to address this.
- The academic world is based on ideas, and the time seems right for a deeper connection with business to consolidate vision and theory with the pragmatic approach of companies to the diversity management agenda.

Potential frameworks and mechanisms for a diversity network

The research team's review of academic literature¹⁹ on diversity confirmed that organisations in general, not just firms, cannot rely on universal formulae to manage it. More complex models are needed - grounded in the experiences and knowledge of multiple stakeholders - that enable companies and individual managers to define their own configuration of policies and practices. As it has also been said, these organisational models are still under development. There is consequentially a space for new mechanisms to assist and inform that process.

Nevertheless, despite a general endorsement from Symposium participants of the concept of broader and deeper collaboration between business schools and companies, a frequent comment was that - both individually and institutionally - diversity managers and researchers had few active contacts with counterparts in the other community.

Taken together, these reflections appear to make an early case for more and better dialogue between companies and business schools. Another general comment from participants was that if this happened in the form of a new network, it should not need to "reinvent the wheel". Existing network organisations are well positioned and structured to play a central coordination role bringing stakeholders together, regardless of the ultimate focus of activity. This would especially apply to organisations that already bridge both communities. A wide range of possible network models have been identified through this part of the "Business Case for Diversity" project, involving one or more of the following networks²⁰:

- **EABIS** - a partnership of 85+ business schools and multinational companies working on a business-defined research and learning agenda on corporate responsibility issues.
- **EIMD** - a network of 30+ organisations throughout Europe that bring together diversity research groups and universities, diversity consultancy, training companies with expertise in diversity awareness, to give support at local and European level to private corporations and public institutions in the development of diversity and inclusion policies.
- **EFMD** - a network of 700+ business schools, universities and companies that defines quality standards and drives curriculum initiatives in global management development
- **CSR Europe** - Europe's leading institutional business-to-business network that promotes (among others) the exchange of managerial solutions to corporate responsibility issues. Current facilitator of the EU Alliance on CSR Laboratory around mainstreaming diversity in the company.
- **The Conference Board** - one of the world's oldest corporate membership organisations that seek to develop new business intelligence for executives and managers through internally-developed, issues-focused programmes, including the European council for diversity in business.

¹⁹ See initial research findings report for further details on the academic literature reviewed: <http://www.eabis.org/docman/research-projects/business-case-for-diversity-final-report/download.html>

²⁰ Other potential networks not further explored here are for example Catalyst and Business in the Community

- **ECUANET** - the first European network of corporate universities and academies dedicated to knowledge exchange and collaborative practice among company research and learning branches (funded by the EU's Lifelong Learning Programme)
- **AFMD** (Association Française des Managers de la Diversité) - a French community of individual corporate managers and suppliers involved in diversity management to discuss emerging challenges, real-life experience and practical management tools & approaches

The Symposium also highlighted alternative options for partnership and mutual learning between business and academia. One of these is the ESSEC Chair case study, with global companies investing time and resources in an academic relationship to support integration, knowledge and positioning of the firm. Others would be the role that corporate universities or agents such as CCL could play, making the strategic business case for diversity to corporate leadership in executive learning programmes that are informed by both internal and external research initiatives.

Recommendations & Potential Outputs

It is clear from this project's entire body of input, comment and analysis that a well-structured business school - company collaboration on diversity management is widely perceived to be of *potential value*. Corporate managers acknowledge that business schools have considerable experience in direct relationships with firms large and small (arguably more so than universities). Their researchers often fill external advisory or consulting roles on strategy- or systems-based change management projects. This level of access and insight enhances the prospect of a genuinely business-relevant collaboration in various dimensions.

Leading European business schools have a depth of insight and breadth of knowledge across business disciplines to channel into a high level, multi-stakeholder dialogue on a transversal diversity management agenda. They are not limited to informing the debate on "big business", however. Institutions such as SDA Bocconi School of Management (Milan) and Copenhagen Business School are renowned for their intensive research on SMEs, both as part of corporate supply chains and also as stand-alone entrepreneurial activities.

Therefore, a future network might realistically focus more on multinational corporations, or could include the smaller firms connected to their supply chain. The key, as always, would be to convince researchers to adopt a genuinely interdisciplinary approach that crosses the boundaries of their own field of expertise.

Assuming that the academic community is flexible enough to meet business expectations on relevance, knowledge transfer, etc, additional recommendations emerge about the purpose, shape and objectives of a "Diversity Network for Business schools and Companies":

- **Limit scope to EU member states and others eligible to participate in current diversity and anti-discrimination programmes supported by the European Commission.** A global initiative is simply too complex and resource-intensive to be managed in a coherent, effective way.
- **Coordination to be overseen by a body that can mobilize institutional leaders, not simply managers and researchers** based on the premise of diversity having transversal relevance to business practice and education.
- **Active business involvement in the definition of diversity management research and knowledge agendas.** This is crucial if outputs and insights are to remain relevant to companies, regardless of size.
- **Active business articulation of its evolving needs for diversity management skills and competencies.** Unless business schools receive a clear picture of corporate requirements and expectations, they will struggle to deliver high impact training and education programmes and material.
- **Enable business school faculty to identify with companies the type of value-add innovative teaching materials, tools and insights that can support mainstreaming across other core disciplines.** Translating existing corporate data into educational material is an effective, relatively swift way of developing them - provided that companies provide necessary access, cases or identify their real needs to address diversity issues.
- **Direct engagement of and outreach to other change agents and stakeholders** such as NGOs, civil society representative diversity organisations, external consultants, think tanks, unions, etc. This should be prioritised from the outset to give maximum depth of insight on “good practice”, delivery of programmes, and strategic priorities.
- **Facilitation of more and better communication between individual managers/faculty across different companies/academic institutions and business functions/management disciplines.** Communities of practice are mutually reinforcing and effective mechanisms for change - more so if they involve managers/faculty from more than one business function/management discipline (HRM, Organisational Learning/Behaviour, Corporate Citizenship, etc.) to exchange best practice, exchange knowledge to build momentum behind a “Business Case for Diversity”.
- **Focus on the establishment - as far as possible - of a common working definition and terminology around diversity.** More up-front transparency in terms of the format and positioning of network outputs should help to ensure improved collaboration and knowledge transfer.
- **Concentrate focused effort on member states where diversity and anti-discrimination initiatives are still underdeveloped or not developed at all** so they can feel involved from the very beginning. This can have additional stimulation effect and will bring diversified experience to the network.

Final consideration should also be given to the kind of activities and outputs a "Diversity Network" might aim to deliver in the short- to medium-term. Here it is probably necessary to assume that one or a limited number of organisations will play a central coordination role to drive delivery and secure resources.

Taking into account what is likely to be viewed as proprietary information, such as internal HR policies and financial performance measurement frameworks, it is fair to envisage the following outputs within 12 to 18 months:

- A **public access database** integrating a wide range of existing corporate solutions with a comprehensive listing of academic and stakeholder research on diversity management (see CSR Europe's EU Alliance Laboratory outputs as example of the former).
- An **online directory** of individual academic researchers, teaching activities, and thematic research interests. An alternative to this version is an institutional overview of current programmes of activity among European business schools & universities. This could nominally be modelled on the EABIS-EFMD Business in Society Gateway Directory on Corporate Responsibility in Management Research and Education²¹.
- A **dynamic, virtual network** of corporate managers tasked with designing and/or delivering diversity management training and other initiatives
- **Multi-stakeholder workshops** to discuss emerging needs on skills and competencies, learning innovations, new case studies as teaching materials, etc.
- **Executive Briefings** targeted for senior executives and Deans of engaged companies and Business schools.
- Exchange of knowledge regarding **dynamic teaching methods and learning styles including the development of innovative pedagogies**. Behavioural and relational dynamics are not easy to transmit through traditional methods, so new and participative teaching methods are needed. These are not readily available and must be developed within and among organisations.
- An explorative study on European **curriculum guidelines** on diversity management skills and competencies. Diversity management teaching in Europe is characterised by heterogeneity in terms of interests, objectives and implementation mechanisms. It would be therefore interesting to develop shared definitions and contents, which could promote common understanding. This does not mean that all institutions should teach and research on the same diversity strands, or focus on the same dimensions, but institutions need consensus about how to define diversity and which competences are needed to manage it.
- **Develop in-depth case studies** to learn from relevant business experiences (among businesses as well as in education and training).

²¹ www.businessinsociety.eu

- Exchange of knowledge regarding dynamic teaching methods and learning styles including the development of innovative pedagogies.

In light of these outcomes, and independent from European Commission activities, EABIS decided to support an initial meeting at the end of November between academic and corporate members to explore these issues further. Outcomes of the meeting have been presented at the final conference of the project.

ANNEX

Table 2: Respondents deans survey - divided by region			
Region:	Country:	Respondents per Progress Country	Totals per Region
Northern Europe	Denmark	3	48
	Estonia	4	
	Finland	1	
	Ireland	4	
	Latvia	1	
	Lithuania	1	
	Norway	1	
	Sweden	1	
	United Kingdom	32	
	Southern Europe	Croatia	
Greece		2	
Italy		7	
Portugal		3	
Slovenia		1	
Spain		9	
Turkey		3	
FYROM		1	
Western Europe		Austria	1
	Belgium	4	
	France	23	
	Germany	7	
	Netherlands	14	
	Switzerland	6	
Eastern Europe	Bulgaria	1	6
	Hungary	3	
	Poland	1	
	Romania	1	
Progress countries			137
Non-Progress Countries Europe ¹	Russia, Ukraine, Belarus, Bosnia-Herzegovina etc.		12
United States			32

Rest of the World ²			73
Total		137	254

¹These are European countries not belonging to the EU (nor being a candidate) or EFTA.

²The countries with most responses within this group were Australia (11 responses), Canada (5), China (10) and India (6).

Table 3: Respondents faculty survey - divided by region			
Region	Country of Institution	Respondents per Progress Country	Respondents per region
Northern Europe	Denmark	2	35
	Estonia	1	
	Finland	5	
	Ireland	3	
	Norway	1	
	Sweden	1	
	UK	22	
Southern Europe	Croatia	1	21
	Greece	1	
	Italy	5	
	Portugal	4	
	Slovenia	1	
	Spain	8	
	Turkey	1	
Western Europe	Austria	2	30
	Belgium	2	
	France	9	
	Germany	5	
	Switzerland	6	
	The Netherlands	6	
Eastern Europe	Hungary	2	2
Progress Countries			88
Non-Progress Countries Europe	Ukraine		2
United States			8
Rest of the World			21
Total		88	119

