



How much do we worry about social expectations?



Have YOU ever undertaken a personality 'test' or assessment? What was your reaction? If not, would you be happy to undergo such a 'test'? What about your colleagues?

Emotional intelligence (EI)

An important related concept of personality is that of emotional intelligence EI (or EQ, for Emotional Quotient). Developed originally by *Salovey and Mayer*,²⁹ EI is generally attributed to *Goleman* who in 1955 published his ground-breaking work. Goleman agreed that the classical view of intelligence was too narrow. He felt that the emotional qualities of individuals should be considered. Goleman identified the key characteristics of EI as: *abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope.*³⁰

Emotional intelligence is the sum of a range of interpersonal skills that form the public persona including the emotional qualities of individuals. Goleman's model outlines five main EI constructs.

- Self-awareness
- Self-regulation
- Social skill
- Empathy
- Motivation

Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance.

The Hay Group, working with Goleman, have identified eighteen specific competencies that make up the four components of emotional intelligence and have



Figure 4.6 Emotional Intelligence Competence Model

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produced an inventory designed to measure emotional competence (see Figure 4.6). The Emotional Competence Inventory defines EI as 'The capacity for recognising our own feelings and those of others, for motivating ourselves and for managing emotions within ourselves and with others.'³¹

Significance of emotional intelligence at work

EI has received considerable attention as a key aspect of both personal success and managing other people effectively. People capable of controlling their own emotions, who can relate meaningfully to the emotions of others and are comfortable in social situations are likely to be successful in the work situation. *Landale* refers to *EI* as the glue that holds people and teams together. With flatter work structures there is increasing proximity for us to build the relationships we need – fast, so it should really be no surprise to find it very much in demand. Empathy is important in EI as this involves how a person self-manages and addresses how to engage with the emotions of others. There seems little doubt that managers and leaders who have trained up in EQ have far more initiative in dealing with organisational life. Stress will always exist at work, but EQ gives people the tools and ways of thinking to manage it to their advantage.³²

According to *Dann*, becoming highly self-aware allows an individual to recognise inner and outer conflict and develop more proactive self-management. Developing greater social awareness allows the fostering of productive relations and a greater degree of engagement between employees and management. A manager with a high EI benefits both the organisation and the individual.³³ The *Chartered Management Institute* points to the importance of emotional responses at work. Individuals with substantial EI recognise their emotions and physical reactions and are better able to deal with resulting potential outcomes. EI is identified as one of the key softer skills emphasised frequently as important for success in leadership and management.³⁴

However, *Alexander* reports on research concerning the negative uses and dark side of emotional intelligence, and questions what happens when people start using it to manipulate others in order to further their own careers. Those on the dark side of EI will scrutinise the emotions of others but are adept at controlling their

own emotional displays. For example, bosses with negative EI in mind may focus on employees' emotions for cynical purposes. Employees looking to profit by dark EI may constantly scrutinise a superior's emotions for ways to enhance how they are estimated by attuning to the superior's state of mind.³⁵

Recognition of diversity

The workplace brings together a diverse mix of individual personalities. An integral and essential feature of individuality is diversity. We have seen from the discussion above that people are not homogeneous. **Diversity** focuses on the multiplicity of differences among people – on the variety of people as heterogeneous groupings. Individual differences are the basis of diversity. Diversity is relevant to anything which may affect workplace relationships and achievements. However, valuing differences is easier said than done. It means relating and working with people with different personalities who hold different perspectives and views, bringing different qualities to the workplace, having different aspirations and different customs and traditions. Differences are challenging; they question people's views, perceptions and attitudes and require individuals to see things from an alternative frame of reference.

From equal opportunities to managing diversity

Equal opportunities relate to legislation intended to outlaw discrimination and extends to nine areas of protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation. Although diversity in the workplace relates to treating everyone equally, it complements and further develops initiatives on equal opportunities and preventing discrimination. The *Chartered Management Institute* point out that diversity management goes beyond what is required by legislation. The focus is on individuals rather than minority groups and comprises an approach which recognises and values differences and aims to make positive use of the unique talents and perspectives within the workforce.³⁶

Six habits of truly inclusive organisations

Joanna Higgins suggests that acceptance of diversity programmes is patchy and progress slow but refers to six habits of truly inclusive organisations. They:

1. **Have a story** – and articulate in clear and simple terms the purpose and values of their diversity and inclusion measures.
2. **Lead by example** – behaviour from top management sends the strongest measure about the strength of the company's commitment.
3. **Develop empathy** – inclusive workplaces thrive on tolerance and respect for 'the other'.
4. **Give people a voice** – giving everyone a 'safe space' to talk freely whether in meetings or networks.
5. **Use evidence** – using data both to expose weak spots and monitor progress of talent-development groups.
6. **Recruit for difference** – in order to enrich your organisation with more varied viewpoints you have to recruit them.³⁷



What *exactly* do YOU understand by 'diversity'? How well does your university attempt to provide a fully inclusive organisation? Give specific examples of how you have benefited by studying in a diverse working environment.

Diversity in the workplace

A joint report from the CBI and TUC, supported by the Equality and Human Rights Commission, suggests that promoting diversity in the workplace and employing people solely on the basis of their ability can bring many real business benefits.

These include:

- increasing employee satisfaction, which helps attract new staff and retain those already there, reduces recruitment costs, and can increase productivity;
- understanding better how the company's diverse customers think and what drives their spending habits, or how they access markets they have not previously been able to tap into so effectively;
- finding enough workers to fill skills gaps in areas with tight labour markets, where there are not enough 'obvious candidates' for the vacancies they have.

The report also makes clear that diversity can be improved through positive action – such as encouraging applications from types of people who have not in the past applied for jobs, additional training, providing support networks or adapting work practices – but not positive discrimination.³⁸

Diversity and social class

Although many firms pat themselves on the back for their diversity policies, Reeves suggests that in fact social mobility in Britain is in steady decline and class inequality is not dead. If businesses continue to run a 'people like us' strategy when it comes to talent, they risk blunting their own competitive edge. Whilst it is possible to look diverse by hiring and promoting a diverse range of 'posh' people rather than a monopoly of posh straight white men, the standard diversity agenda misses the more subtle inequalities of class.³⁹

Global business diversity

The chair of CMI Race, Pavita Cooper questions whether the business case for diversity is solely about cognitive diversity and thinking differently. Although cognitive diversity is important it is necessary also to reflect an increasingly global market.

You have to make decisions around products, around services, around communications, about what your website looks like, about how you talk to your future talent pool – surely you need some reflection of the customer base you are serving? For many organisations that is what is driving this push for better diversity.⁴⁰

A summary of equality at work is set out in the concept map in Figure 4.7.

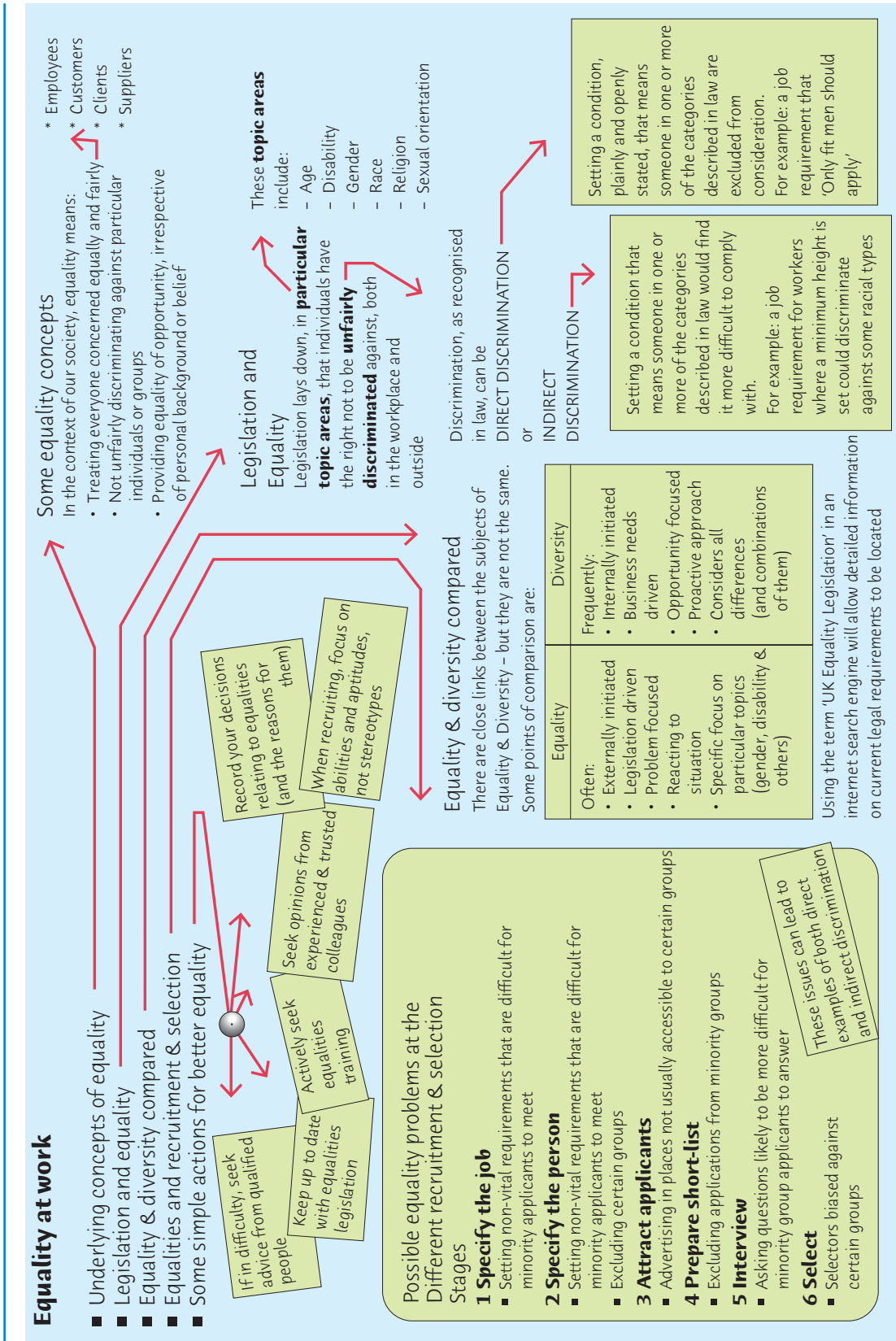


Figure 4.7 Equality at work
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Diversity management and training

More than ever, effective organisational performance demands an understanding of, and response to, diversity. This necessitates a work climate that respects individual differences and treats all members of staff with dignity and mutual respect. Diversity training will not be effective unless there is active support from the top and it is recognised as a company-wide initiative and part of the core value of the organisation.

Organisations need to manage diversity in a manner that benefits the well-being of all members of staff. Training should involve:

- increasing the awareness and value of diversity;
- education in understanding the culture and values of members of a diverse workforce;
- the ability to communicate effectively with all members of staff – and also customers and suppliers;
- developing the skills of effective diversity management;
- addressing biases, prejudices and stereotypes.

The effective management of diversity will also entail a review of organisational processes and the execution of work. For example, not everyone

- shares the same work ethic or seeks the same goals and objectives;
- responds in the same way to working in a bureaucratic structure;
- works better in a self-managed group or with a more participative style of management;
- will fit the same psychometric profile;
- is motivated in the same way; or
- reacts the same way to different forms of control.

Diversity management requires time and effort and may well have a high financial cost. There is a general feeling that badly managed initiatives do more harm than good. Managing diversity requires a company-wide philosophy and commitment, a change to organisational culture and supportive systems of management and training.



UKSA – equality and diversity policy

'UKSA is committed to being an equal opportunities employer and to achieving equality of opportunity for all employees. ONS values and welcomes diversity and all employees are entitled to work in an environment free from discrimination and harassment.

Our equality and diversity policy aims to ensure that existing employees and applicants for jobs are treated fairly and within the law. No UKSA employees or applicants for jobs in UKSA should receive less favourable treatment on unjustifiable grounds because of their: sex, marital or civil partnership status, age, race, disability, responsibility for dependants, religion or belief (actual or perceived), sexual orientation (actual or perceived), transgender status, pregnancy, political beliefs, trade union activities, working patterns or contract status.

UKSA supports a range of flexible working patterns to enable employees to balance home and work responsibilities and treats people fairly, irrespective of their working arrangements.'

Key points of Equality and Diversity work at UKSA:

- The Director General of UKSA chairs the Equality and Diversity Steering Group which sets the strategic direction for all equality work in the organisation, as well as scrutinising, and monitoring staff data.
- UKSA has senior sponsors for each of its 15 diversity network groups.
- UKSA meets its statutory equality duties as a public authority and is committed to achieving best practice in promoting equality and eliminating discrimination and harassment. To aid this UKSA participates in a number of equality benchmarking exercises and recently became the first organisation to receive the 'Gold Standard' in the Business Disability Forum's Disability Standard.
- Promoting equality is core to the expectations UKSA staff should have of the organisation as an employer, and in the expectations UKSA has of its workforce. All staff are required to have an objective that covers equality and diversity which forms part of their performance review.

UKSA has a detailed Diversity & Inclusion Strategy (2017–2020) and detailed action plans which cover:

- Gender Action Plan
- Disability Action Plan
- Work Life Balance working Action Plan
- Ethnicity Action Plan

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Can YOU provide examples of people within your university who may be guilty (even innocently) of stereotyping? What specific action would you recommend to help overcome stereotyping?

Diversity and stereotyping

Diversity also challenges many traditional stereotypes (**discussed in Chapter 6**). Stereotyping infers that people within a particular perceived category are assumed to share the same personality traits or characteristics. Stereotypes are a means of making simplified judgements of other people instead of coping with a range of individual stimuli. Stereotyping attributes to all individuals the characteristics or tendencies of the categorisation as a whole.

A greater understanding of cultural differences in non-verbal communications and body language will help improve interpersonal relationships.

There have been instances in my life, both at home and at work, when people have felt I'm a little crazy because I am pushy, outspoken, energetic, competitive, enthusiastic, driven and strong. Crazy, because that's not what's expected of an Asian woman. Crazy, because it's not what the majority of people are like. And crazy, because they think they know me better than I know myself.

Saira Khan – star of *The Apprentice* television series⁴¹

Gender diversity

One of the most significant and important aspects of managing diversity is that of gender equality, and the participation of men and women in the workforce. One of our initial perceptions and classifications of another individual and their likely personality is usually the identification of their gender. How does this perception affect our behaviour?

- What difference does it make if our work group is predominantly male or female?
- Do women and men have different experiences at work?
- If organisations are rational and neutral institutions – why should gender make a difference?
- Does it matter that many classic theories have been based on research carried out on men, by male researchers?
- What has been the influence of diversity policies on work behaviour and on the position of women in organisations?

Laura Spira and Helen Pitcher maintain that it is unfortunate that diversity has become synonymous with gender in media discussions. They raise the debatable issue of voluntary or mandatory quotas. Material diversity in the boardroom is not always synonymous with a well-performing board. Although there is some argument to correlate gender diversity with effective performance this should not ignore other bases for argument.⁴²

Ann Francke, Chief Executive CMI maintains there is evidence that gender balance bolsters business results in three important ways.

- **Improved financials** – better returns on sales and equity, and growth at micro and macro level;
- **Better culture** – inclusivity boosts employee and customer satisfaction and generates more innovative ideas;
- **Less risky decision-making** – diversity helps eliminate groupthink, at the core of every major business breakdown over the past 20 years.⁴³ (**Groupthink is discussed in Chapter 8**).

Managing an ageing workforce

The focus on diversity has drawn attention to managing the generation gap and the increasing numbers of older people in the workforce. The EU refers to the ageing population, to the future shrinking of the working-age population and to the whole world ageing fast. Working longer is not enough. We need to empower older people to participate and contribute to their communities so that they can remain autonomous as long as possible. This requires a more age-friendly and inclusive society.⁴⁴

Now that the UK default retirement age of sixty-five has been removed there will be an increasing challenge to manage an intergenerational workforce. *Barnes* suggests that at worst, young workers can see their older colleagues as dinosaurs, set in their ways and blocking creativity, as well as their own path to promotion. Older workers too can feel threatened by the energy and technological ease of their younger colleagues or impatient with their brashness and lack of experience. Managers need to recognise and harness differences in skills, motivations and work routines to deliver high-quality output and mutual learning.⁴⁵

- In **Chapter 2** attention was drawn to three different generations and age groups in the workplace. As people live and work longer there will be a wider spread of age groups in the workforce. Wilton, for example, suggests a fourth generation that of 'Homelanders' born after 9/11 changed the world for ever.
- It is now clear that late Baby Boomers and early Gen X are not retiring early has implication for pensions, retirement and health policies. This may help to highlight that age issues should have as high a profile as gender equality and racial diversity in the workplace; something that does not always happen.

Criticisms and limitations

Despite potential benefits from diversity, there are a number of criticisms and perceived limitations. While acknowledging that the positive management of diversity aims to promote an inclusive culture in which individuals are valued and respected, the Chartered Management Institute points out that diversity management should not be mistaken for equal opportunities or be merely a question of legal compliance. Managers should avoid handling diversity issues insensitively; invading employees' privacy; failing to consult and gain commitment throughout the organisation; or falling into an 'us' and 'them' mentality.⁴⁶

Individuality and groups

Social interaction is a natural feature of human behaviour and group working is a major feature of organisational life. Strong and cohesive groups can have beneficial effects for the organisation but there are potential disadvantages. There is arguably a potential conflict with workforce diversity because of the need to consider staff both as individuals and also as members of a group. The greater the compatibility of its members and the more homogeneous the group, the greater the danger of the group developing its own subculture. Members may display a critical attitude towards people outside the group or members of other groups. Encouraging

individuality and at the same time expecting group co-operation and teamwork are potential triggers for tension. **Group cohesiveness is discussed in Chapter 8.**

Diversity can also be threatened by power relationships. The concept of social exchange theory (**discussed in Chapter 1**) suggests that social exchanges are influenced by a complex web of power relationships and as a result are not always equal but have an uneven balance of outcomes. Those individuals at the lower end of power relationships, perhaps for example part-time or casual workers or ethnic minorities may arguably be disadvantaged.

Concern for moral and social issues

A major concern with the increasing attention to diversity is that too much attention is given to the advantages for the organisation rather than to broader moral or social issues and the ethical arguments for equality of treatment. In arguing the case for combining heterogeneity and homogeneity, *Nordström and Ridderstråle* suggest that although quite often people talk favourably about diversity since it supposedly promotes a better atmosphere and equality, the typical manager is persuaded to change the mix of people at the company for economic reasons.⁴⁷ *Kirton and Greene* believe that the 'business case' should be broadened to include wider issues of social justice and social responsibility.⁴⁸

According to *Lucas*, one of the key messages the experts want to get across is that paying attention to diversity isn't just a moral obligation, it's an organisational imperative. Workers in organisations where diversity is valued generally feel more engaged with their employer and are more likely to stay on board. If the organisation builds a reputation as an 'enlightened' employer, it will be able to attract the best people at a time when talent is at a premium. Drawing on the expertise of its diverse workforce will help create new and improved products and services to help get ahead in competitive, global markets.⁴⁹

The simple message from *Swabey* (Policy and Research Director at ICSA: the Governance Institute) is clear: '**Diversity is important but the aim should surely be that it ceases to be an issue in our society.**'⁵⁰



Do YOU believe there should be a specific programme of diversity training for students? What is your opinion of the quality of diversity management in your university?

Critical Thinking Zone

Reflections on the Dark Side of Emotional Intelligence



In this zone, we critically evaluate the dark side of emotional intelligence and explore its impact on organisational behaviour in the workplace.

Over the past two decades, emotional intelligence (EI) has become a widely contested, debated and emotive topic in the fields of management and

psychology.⁵¹ Its original espousal by Salovey and Mayer⁵² and subsequent development by Goleman⁵³ and Goleman and Boyatzis,⁵⁴ has catalysed a growing industry for practitioners and academics with, it could be argued, two key aims in mind. First, to popularise EI as a management tool and technique to develop, among other things, the pursuit of more effective leadership, the optimisation of performance and catalyse changes in individual and organisational behaviour.⁵⁵ Second, to empiricise and address the conceptual, theoretical and measurement paradoxes surrounding EI and its perceived and espoused relationship with established personality factors.^{55,56,57}

Exploring the Dark Side of EI

While EI has received glowing references from both practitioners and academics, in terms of how the construct can enable us to become more in tune with, and aware of, our own and others' emotions,^{51,57} Bariso⁵⁸ argues that the concept can no longer be viewed as 'inherently virtuous'. In the past, proponents of EI (e.g. leaders, educators and policy makers), have, rather enthusiastically, touted it as a panacea for all ills, to solve a raft of issues ranging from personal problems (e.g. bullying) and organisational difficulties such as poor employee engagement, in the hope that it will foster a more caring and nurturing workplace.⁵⁷ However, Bariso and Grant⁵⁷ caveat that EI has both a 'light' and 'dark' side and individuals can therefore use it in ethical and unethical ways to promote their own ends.

Metaphorically, Bariso describes EI as power, inferring its potential capacity to corrupt. On this note, Bariso and Grant suggest that history is riddled with a litany of examples of high profile leaders who have demonstrated elevated levels of EI and achieved national and international notoriety for their unique ability to manipulate others through, for example, using a knowledge of people's emotions to influence their behaviour. Bariso argues that consciously or subconsciously, we are all culpable of exercising this behaviour, a classic of example of which is being nice to someone who has something that we want or can do something for us, such as helping to advance our careers. Grant and Kilduff, Chiaburu and Menges⁵⁹ concur and highlight new evidence, which suggests that when individuals sharpen their emotional skills,

they become more adept at manipulating and motivating others to act in ways that may be contrary to their own beliefs, value systems and best interests. Bariso questions whether this behaviour is unethical and concludes 'in the end, it depends. . . EI can be an especially dangerous tool in the wrong hands.' Kilduff *et al.* adds 'the manipulation of others' emotions for strategic ends are behaviours evident not only on Shakespeare's stage but also in offices and corridors where power and influence are traded' (p. 147). One could argue that this is a demonstration of the Jungian shadow at play and symptomatic of the dark behaviours that can be injurious to both individuals and organisations.^{60,61} (See Chapter 0: Critical Thinking Zone: Reflections on the Shadow Side of Organisations).

Gaming EI Tests

Arguably, a key tenet of EI is measurement of one's emotional quotient (EQ) using self-testing and self-perception tests. Tobak⁶² caveats that engagement with these tests can lead to 'gaming' whereby respondents manipulate their answers to achieve high EQ scores. He argues that although the test questions are phrased in a number of different ways to try and improve their accuracy, the overall results can be distorted by individuals who display certain personality traits and are thus skilled at controlling and understanding their emotions. Tobak noted 'the more delusional, narcissistic and sociopathic you are, the easier it is to game the test.' Respondents are therefore more likely to appear they are 'as self-aware and empathetic as a Zen Master or Buddhist Monk.' Tobak and Antonakis⁶³ contend that testing for EQ is not scientific and, in many instances, may not have been subject to rigorous research. They therefore conclude that such tests are fundamentally flawed and their results are meaningless, leaving more opportunities for dark behaviours to be manifested and perpetuated by those who seek to wield power and influence over others.

Implications for Organisational Behaviour in the Workplace

To conclude, although EI can enable us to become more emotionally aware of our own and other's emotions, Grant and Tobak caveat that like the organisational shadow, the dark side of EI is pervasive and can be used as a weapon to manipulate people and

exercise a modicum of control over their emotions. This clearly has implications for organisational behaviour in the workplace. One could argue that the heart of EI is behavioural change; changing how we think, feel, act and perceive ourselves and others around us, including the organisation at large. It could be further argued that the dark behaviours that emanate from the somewhat Machiavellian exploitation of EI, obscures the original, well-meaning tenets and objectives of the concept. However, given that our emotions and behaviours are, like the Jungian shadow, mainly subjective, subconscious and buried deep within us, it is no surprise that the dark side of EI is interplayed on the organisation's metaphorical stage.

Tobak contends that the change in individual and organisational behaviour espoused by EI is somewhat utopian and cannot be achieved by taking a test, attending a seminar or reading a book. He notes 'if that were the case – if it really were that simple – people would not need years of therapy, hard work and discipline to change their behaviour.' Tobak maintains his

scepticism and concludes 'study emotional intelligence all you want, it won't change a thing.'

Questions

With the above in mind, answer the following questions.

1. Bariso argues that EI can no longer be viewed as 'inherently virtuous.' With reference to theory and practice, *critically discuss* his viewpoint.
2. The dark side of EI can be likened to the Jungian shadow. *Compare and contrast* the two concepts and identify the implications for organisational behaviour in the workplace.
3. Bariso argues that we are all culpable of consciously and subconsciously using a knowledge of people's emotions to influence their behaviour. *To what extent* do you agree with his views?

Summary – Chapter 4 'Personality and diversity'

Personality is a defining feature of individual differences and qualities. Individual differences can foster creativity, enjoyment and satisfaction at work but there can also be potential for frustration and conflict. Discussion of personality concerns uniqueness and similarities. Studies on personality can be divided into those looking at specific traits and those taking a broader view of type of individual personality. Two main approaches to theoretical studies of personality are labelled nomothetic and idiographic but the distinction is not always clear and there is often crossover between different studies. Personality is a contributory factor in the understanding of stress at work. Psychometric 'tests' and personality questionnaires may help identify individual characteristics but are subject to doubts and criticisms about their predictive value of performance at work. An important related concept of personality is emotional intelligence (EI) which focuses on the range of the individual's interpersonal skills and emotional qualities. The workplace brings together a diverse mix of personalities. Diversity focuses on the multiplicity of individual differences among people. Valuing differences is not easy; diversity challenges traditional stereotypes and demands effective management. An increasing number of organisations appear to recognise the value of diversity but there potential criticisms including concern for moral and social issues.

Group discussion activities

Undertake each of these exercises in small groups as indicated by your tutor. Before you start your discussion establish a non-threatening environment within the group and confirm that confidentiality will be honoured.

First, form your own views and then share and compare in open discussion with colleagues. Reflect honestly on the extent to which: (i) you influenced the thinking and ideas of your colleagues; and (ii) you were influenced by your colleagues.

To what extent was your group able to reach consensus?

Agree one of your members to produce a brief written summary of the discussion and prepared to present in a plenary session.

Activity 1

If you're still not sure where you fall on the introvert–extrovert spectrum, you can assess yourself here. Answer each question 'true' or 'false', choosing the answer that applies to you more often than not.*

1. ____ I prefer one-on-one conversions to group activities.
2. ____ I often prefer to express myself in writing.
3. ____ I enjoy solitude.
4. ____ I seem to care less than my peers about wealth, fame and status.
5. ____ I dislike small talk, but I enjoy talking in depth about topics that matter to me.
6. ____ People tell me that I'm a good listener.
7. ____ I'm not a big risk-taker.
8. ____ I enjoy work that allows me to 'dive in' with few interruptions.
9. ____ I like to celebrate birthdays on a small scale, with only one or two close friends or family members.
10. ____ People describe me as 'soft-spoken' or 'mellow'.
11. ____ I prefer not to show or discuss my work with others until it's finished.
12. ____ I dislike conflict.
13. ____ I do my best work on my own.
14. ____ I tend to think before I speak.
15. ____ I feel drained after being out and about, even if I've enjoyed myself.
16. ____ I often let calls go through to voice mail.
17. ____ If I had to choose, I'd prefer a weekend with absolutely nothing to do to one with too many things scheduled.
18. ____ I don't enjoy multitasking.
19. ____ I can concentrate easily.
20. ____ In classroom situations, I prefer lectures to seminars.

Source: Susan Cain, *Quiet: The Power of Introverts in a World That Can't Stop Talking*, Viking an imprint of Penguin Books (2012) pp. 13–14.

*This is an informal quiz, not a scientifically validated personality test. The questions were formulated based on characteristics of introversion often accepted by contemporary researchers.

- (a) Discuss your answers with colleagues. To what extent do they agree with you?
- (b) What conclusions do you draw?

Further information may be provided by your tutor.

Activity 2

Think carefully and honestly about:

- (a) How you are perceived by other people generally and in particular your colleagues.
- (b) How confident are you in your own abilities?
- (c) To what extent do you deliberately seek out new challenges?
- (d) Whether you get upset easily if things do not go your way.
- (e) Are you a good listener?
- (f) The extent to which you can impose self-discipline.
- (g) Do most people respect you and your opinions?
- (h) How comfortable are you meeting with new people?

Activity 3

Asian members of staff can sometimes be considered 'over-subservient' towards guests and appear to accept frivolous requests or complaints too readily. Guests used to this approach then seem quick to complain strongly if they do not receive what they regard as the same level of response from, say, Eastern European members of staff.

- (a) If you were head receptionist in a multi-cultural international hotel how would you handle this situation?
- (b) What do you see as most challenging working with people in a multi-cultural environment?

Organisational behaviour in action case study

Portsmouth Hospitality NHS Trust, Equality and Diversity Policy



Portsmouth Hospitals NHS Trust promotes equality with due regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The trust has a comprehensive Equality and Diversity policy, including:

Purpose

The management of equality and diversity is important as it will help to:

- * ensure the services we provide are accessible to all people; actively promote equality; and are free from unlawful discrimination;

- * develop services which best meets the needs of our diverse communities;
- * eliminate from our services, policies and decision making, any adverse impact on the promotion of equality and inclusion for our patients and staff; and
- * enhance the corporate reputation of the organisation.

Definitions

Equality is not about treating everyone the same. Equality recognises that:

- * everyone has individual needs and the right to have those needs respected;
- * inequality exists and that unlawful discrimination needs to be tackled;
- * employment and Trust services should be accessible to all; and
- * it is about treating people fairly where everyone can participate and have the opportunity to fulfil their potential.

Diversity is about respecting and valuing individual difference. Diversity recognises that:

- * everybody is different;
- * we need to understand, value, and respect those differences; and
- * diversity can include individuals and groups with varying backgrounds, experiences, styles, perceptions, values and beliefs.

A diversity approach aims to recognise, value and manage differences to enable all patients, service users and staff to contribute and realise their full potential. Diversity challenges us to recognise and value all differences in order to make a better working environment and ensure an excellent service for all people.

The Equality Impact Group (EIG)

The EIG has responsibility for ensuring development and delivery of the Equality and Diversity strategy. The EIG is set up with delegated responsibility from the Trust Board to lead on the Equality and Diversity agenda and monitor progress to ensure it provides equality with regards to access, experience and outcome.

The EIG will:

- * provide long-term and continuing support and leadership, for equality and diversity across the Trust

and in support of legal and regulatory obligations; and

- * monitor Divisions on their progress in embedding equality and diversity through the performance management of the Trust Equality Standard.

Managers

All managers have a responsibility to adhere to this policy and bring it to the attention of staff in their work area in order to establish and maintain an inclusive environment free of unlawful discrimination. Managers have a responsibility to:

- * set a positive example by treating others with respect and setting standards of acceptable behaviour;
- * promote an inclusive working environment where unlawful discrimination is unacceptable and not tolerated;
- * ensuring any allegations of discriminatory behaviour or practices are correctly investigated and appropriate action taken in accordance to the Trust Bullying and Harassment Policy and Management of Violence and Aggression Policy;
- * ensure their teams work effectively together;
- * ensure staff are given equal opportunity to access learning and development opportunities;
- * consult with the Human Resources Team and Equality and Diversity Manager for advice and support regarding E&D issues;
- * assisting with monitoring of compliance within their area of responsibility; and
- * implement the Equality Standard.

Staff

All staff have personal responsibility for their own behaviour and ensuring they comply with the Equality Act 2010 and are expected to:

- * understand the Trust Values and how this impacts on everything we do;
- * have a personal responsibility to adhere to the Policy. Staff should not undertake any acts of discriminatory practice in the course of their employment for which they will be personally liable;
- * help promote an inclusive environment by treating everyone with dignity and respect;
- * respecting and responding to the diverse needs of staff, service users and others;

- * appropriately challenge and/or report behaviour that may be considered to be offensive when directed against themselves or others in accordance to the Trust Bullying and Harassment Policy;
- * have a responsibility to bring any potentially discriminatory actions or practice to the attention of their Line Manager or the Human Resources Department; and
- * implement the Trust Equality Standard.

Source: Extracts from Portsmouth Hospitals NHS Trust, Equality and Diversity Policy, 07 December 2015. Thanks to Ruth Dolby, Organisational Development Practitioner.

Tasks

1. To what extent do you identify with the definitions of equality and diversity?
2. What do you think of the idea of an Equality Impact Group (EIG)?
3. Would you recommend a similar EIG for other organisations including your university?

Chapter 4 – Personal skills and employability exercise

Objectives

Completing this exercise should help you to enhance the following skills:

- * Mindful of your own attitudes and behaviours towards individual differences
- * Acceptance of the dimensions, benefits and impact of diversity
- * Develop greater respect and empathy towards other people

Exercise

For each of the following ten statements you are required to make notes in order to indicate *honestly and fully* the extent to which you:

1. Believe in managing diversity for moral and social reasons.
2. Are happy mixing with people from different cultures.
3. Resist stereotyping or profiling individuals into general categories of people.
4. Show patience and understanding when dealing with people whose English language is limited.
5. Accept that positive discrimination can sometimes be fully justified.
6. View diversity as distinctly different from political correctness.
7. Enjoy learning about different cultures and values.
8. Believe that diversity enriches the working lives of all employees.
9. Feel comfortable working closely with a colleague who has a different sexual orientation.
10. Are willing to take orders from someone much younger or much older than yourself, or from the opposite gender.